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

Findings from the 2008 Administration of the College Senior Survey (CSS): National Aggregates

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CONTENTS

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 or the Your First College Year Survey (YFCY), 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 2008 administration of the CSS.

2008 National Demographics

In 2008, 148 baccalaureate institutions participated in the CSS (Appendix A). The majority of these four-year colleges and universities were private (90.5 percent) and religiously

Table 1

Participation in the 2008 CSS by Institutional Type

Institutional Type		Very Low/ Low	Medium	High/ Very High	Total # institutions	Percent of total
			Selectivity*			
Public	University	1	3	2	6	4.1
	4-year	--	3	2	5	3.4
Private	University	--	4	4	8	5.4
	Nonsectarian 4-year	6	9	25	40	27.0
	Catholic 4-year	9	8	12	29	19.6
	Other Religious 4-year	15	18	24	57	38.5
HBCU	Public 4-year	n/a	n/a	n/a	2	1.4
	Other Religious 4-year	n/a	n/a	n/a	1	0.7
Total # institutions		31	45	69	148	100
Percent of total		20.9	30.4	46.6		

*Note: The selectivity of an institution is based on median SAT/ACT composite scores of the entering class as reported to IPEDS.

affiliated (58.8 percent) (Table 1). Eleven participating institutions (7.5 percent of the institutional sample) were either public universities (n = 6) or public four-year colleges (n = 5), and three additional institutions (2.1 percent) were historically black colleges or universities (HBCUs). The sample skewed towards more selective schools (as measured by the median SAT score of the first-year class): almost half of participating institutions were highly selective (46.6 percent) and only one out of five (20.9 percent) were of low selectivity.

The group of graduating seniors that took the 2008 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 2008, regardless of time of college entry. Of the 23,423 graduating seniors who participated in the survey, 65.3 percent were female. Nearly all (94.4 percent) were native English speakers (Table 2). The overwhelming majority of respondents (84.1 percent) identified as White/Caucasian; fewer were Asian American/Asian and/or Native Hawaiian/Pacific Islander (6.2 percent), Latino/a (5.9 percent), African American/Black (5.6 percent), or American Indian/Alaska Native (1.4 percent). National bachelor's degree completion figures for 2007, the latest year available, reflect White students in the majority (66.8 percent), followed by Black students (8.9 percent), Latinos (8.3 percent), Asian and Pacific Islanders (6.5 percent), and

Table 2
Demographic Summary by Gender & Race   *Total Respondents = 23,423*

	Percent of Total*
Female	65.3
Male	34.7
Native language is English	94.4
White/Caucasian	84.1
African American/Black	5.6
Asian American/Asian	5.3
Mexican American/Chicano	2.5
Other Latino	2.4
American Indian/Alaska Native	1.4
Puerto Rican	1.0
Native Hawaiian/Pacific Islander	0.9
Other Race	3.4

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

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American Indians/Alaskan Natives (0.7 percent) (IPEDS, 2008). By comparison, White students are overrepresented and African American/Black and Latino/a students are underrepresented in the CSS.

With regards to students' academic status (Table 3), the vast majority of the students in the sample (95.3 percent) were full-time undergraduates when they completed the survey, and 86.7 percent reported an overall college grade point average of a "B" or better. Additionally, approximately two out of every ten students transferred from either a community college (11.8 percent) or another four-year institution (9.9 percent). A small number of students also temporarily withdrew from school at some point during their undergraduate years (6.5 percent).

Table 3
Student Academic Status

Enrollment Status at time of CSS	Percent
Full-time undergrad	95.3
Part-time undergrad	3.5
Not currently enrolled	1.1
Transferred from a community college	11.8
Transferred from a 4-year college	9.9
Withdrawn from school temporarily	6.5

Overall GPA	
A or A+	18.9
A-	24.4
B+	24.4
B	19.0
B-	7.9
C+	4.1
C or below	1.3

Academic Experiences in College

In terms of academic life, the 2008 CSS reveals that many college seniors spend a good portion of their week on activities such as attending classes and studying (Table 4). In a typical week during senior year, over three-fifths of students attended classes/labs for more than ten hours (65.1 percent), and four in ten students (41.4 percent) spent just as much time 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	34.9	58.7
11 to 15 hours	33.6	18.1
16 to 20 hours	22.8	12.2
More than 20 hours	8.6	11.1

Overall, seniors report being academically engaged in and out of the classroom during their four years of college (Table 5). Over two-thirds of students (69.3 percent) indicate that since entering college they frequently discussed course content with their fellow students outside of class, and two in five (44.3 percent) frequently studied with other students. Nearly three in ten students (27.8 percent) report having participated in a study abroad program during college, and approximately the same proportion (30.8 percent) enrolled in honors or advanced courses. Perhaps as an indication of service-learning being incorporated into the curriculum, the majority

Table 5
Academic Engagement

Percent of students reporting that since entering college, they frequently:	Percent
Discussed course content with students outside of class	69.3
Studied with other students	44.3
Worked on independent study projects	32.3
Tutored another student	11.4

Percent of students reporting that since entering college, they:	Percent
Joined a club or organization related to major	58.4
Performed community service as part of a class	54.7
Participated in an internship program	52.4
Enrolled in honors or advanced courses	30.8
Worked on a professor's research project	28.1
Participated in a study-abroad program	27.8
Presented research at a conference	16.4
Particpated in a program to prepare for graduate school	12.3
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	8.9
Participated in an academic program for racial/ethnic minorities	6.9

of seniors (54.7 percent) also report having performed community service as part of a class. Additionally, since entering college, over 50 percent of respondents joined a club or organization related to their major (58.4 percent) and/or participated in an internship program (52.4 percent). Less common academic experiences include presenting research at a conference or participating in specialized programs, such as preparation for graduate school or undergraduate research, where less than 20 percent of students report engaging in such activities.

Possibly as a reflection of their academic engagement, students express high levels of satisfaction with their coursework (Table 6). Almost nine out of ten respondents feel very satisfied or satisfied with the courses in their major field (87.7 percent) and the general education or core curriculum courses (82.5 percent). Approximately three-quarters of seniors are also very satisfied or satisfied with the relevance of coursework to everyday life (71.4 percent) and to future career plans (76.4 percent). Fewer students, though still a two-thirds majority, express satisfaction with their science and mathematics courses (65.4 percent).

Table 6
Satisfaction with Coursework

Percent of students reporting that they are very satisfied or satisfied with:	Percent*	Percent Can't rate/ Don't Know
Courses in your major field	87.7	--
General education or core curriculum courses	82.5	1.1
Relevance of coursework to future career plans	76.4	--
Social science courses	76.0	6.2
Humanities courses	74.2	6.3
Relevance of coursework to everyday life	71.4	--
Science and mathematics courses	65.4	5.4

*Note: Respondents marking Can't rate/Don't know were not included in these results

The majority of students also expressed strong amounts of satisfaction with academic services and facilities (Table 7), though some areas rated higher than others. The top domains include class size, where an overwhelming 90.9 percent of seniors report being satisfied and very satisified with the number of students in their classes, and library facilities, with 72.8 percent students expressing similar levels of satisfaction. The areas the fewest students are satisfied with are laboratory facilities and equipment (63.4 percent), and career counseling and advising (54.5 percent).

Table 7
Satisfaction with Academic Services & Facilities

Percent of students reporting that they are very satisfied or satisfied with:	Percent*	Percent Can't rate/ Don't Know
Class size	90.9	--
Library facilities	72.8	0.9
Tutoring or other academic assistance	65.3	21.8
Academic advising	63.9	1.4
Laboratory facilities and equipment	63.4	15.4
Career counseling and advising	54.5	9.9

*Note: Respondents marking Can't rate/Don't know were not included in these results

Although seniors generally report high levels of satisfaction, there were some indications of academic disengagement among the students as well. Table 8 indicates that a quarter of all respondents (25.9 percent) report frequently feeling bored in class during the previous four years. However, on the whole, very few students show considerable signs of academic disengagement—fewer than 9 percent report that during college they frequently arrived late to class, missed class, did not complete homework on time, and/or fell asleep in class.

Table 8
Academic Disengagement

Percent of students reporting that since entering college, they frequently:	Percent
Felt bored in class	25.9
Came late to class	8.0
Missed class for reasons other than employment	6.2
Failed to complete homework on time	4.9
Fell asleep in class	3.9

Interactions with Faculty

Some of the most important aspects of the college experience are the interactions that students have with faculty. Two out of five (40.1 percent) reported spending an hour or more per week talking with their faculty members during office hours (Table 9). In addition to having access to faculty during office hours, more than thirty percent (30.9 percent) spent at least one hour per week speaking with faculty outside of class or office hours.

Table 9
Amount of Faculty Contact

Hours spent talking with faculty during a typical week in the past year	During office hours	Outside of class or office hours
None	11.8	20.3
Less than 1 hour	48.3	48.6
1 or more hours	40.1	30.9

Table 10 reveals that the vast majority of students, 85.7 percent, report being very satisfied or satisfied with the amount of contact they had with faculty. In addition, students generally have very positive perceptions of their faculty. Over three-quarters of students strongly agree or agree that faculty at their campuses are interested in students' academic (90.2 percent) and personal (77.4 percent) problems.

Table 10
Satisfaction with and Perceptions of Faculty

Percent of students reporting that they are very satisfied or satisfied with:	Percent
The amount of contact with faculty	85.7
The ability to find a faculty or staff mentor	76.7

Percent of students reporting that they strongly agree or agree that:	Percent
Faculty here are interested in student's academic problems	90.2
Faculty feel that most students here are well-prepared academically	85.7
Faculty here are interested in student's personal problems	77.4

In addition to such supportive interactions, 62.0 percent of graduating seniors reported that they have frequently or occasionally challenged a professor's ideas in class (Table 11), and the vast majority had asked faculty for advice outside of class (87.7 percent). Furthermore, nearly half of the students (48.5 percent) have at least occasionally been a guest in a professor's home.

Table 11
Interactions with Faculty

Percent of students reporting that since entering college they frequently or occasionally:	Percent
Asked a professor for advice outside of class	87.7
Challenged a professor's idea in class	62.0
Felt intimidated by your professors	55.5
Have been a guest in a professor's home	48.5

Students predominantly report that when they spent time with faculty, they felt supported by them (Table 12). Most seniors note that faculty provided them with emotional support and encouragement (84.2 percent) at least occasionally, if not frequently. The vast majority of students also received advice and/or guidance about their educational program (91.3 percent), as well as encouragement to pursue graduate or professional study (87.4 percent). In addition, nearly all students report being challenged and stimulated intellectually by their professors (95.0 percent).

Table 12
Support from Faculty

Percent of students reporting that professors provided them with:	Percent Frequently	Percent Occasionally
Intellectual challenge and stimulation	52.5	42.5
An opportunity to discuss coursework outside of class	45.3	48.1
Encouragement to pursue graduate/professional study	44.9	42.5
An opportunity to apply classroom learning to "real-life" issues	39.1	51.8
Advice and guidance about your educational program	38.8	52.5
Feedback about your academic work (outside of class)	37.5	51.3
Help in achieving your professional goals	35.6	50.3
Emotional support and encouragement	33.9	50.3
A letter of recommendation	33.8	47.3
Help to improve your study skills	21.1	53.0
An opportunity to work on a research project	20.7	40.6

Technology

Table 13 reveals the prevalence of computer use in students' studies—many more students report frequently turning to the Internet for research or homework (89.9 percent) than to the library (54.9 percent). In addition, nearly half of all students indicate that they frequently

received and/or turned in assignments electronically (47.4 and 42.8 percent, respectively).

Table 13
Academics & Technology

Percent of students reporting that since entering college, they have frequently:	Percent
Used the Internet for research or homework	89.9
Used the library for research or homework	54.9
Received course assignments electronically	47.4
Turned in course assignments electronically	42.8

Given the frequent use of computers for students' academic work, satisfaction with academic computing has become a growing concern for colleges and universities. The numbers indicate that most students are satisfied with the resources on their campuses (Table 14). Specifically, three-quarters of students (75.3 percent) report that they are very satisfied or satisfied with the availability of Internet access at their college and nearly as many are equally content with the computer facilities and services (70.1 percent). Fewer students report being very satisfied or satisfied with their institution's quality of computer training and assistance (54.4 percent), although this figure is still represents the majority of students.

Table 14
Satisfaction with Academic Computing

Percent of students reporting that they are very satisfied or satisfied with:	Percent*	Percent Can't rate/ Don't Know
Availability of Internet access	75.3	0.5
Computer facilities and services	70.1	0.9
Quality of computer training/assistance	54.4	9.1

*Note: Respondents marking Can't rate/Don't know were not included in these results

In addition to students' satisfaction with computing resources and their frequent use of electronic technology for their academic studies, it is worth noting in Table 15 that two in five students report devoting at least six hours per week during the past year to surfing the Internet (21.8 percent). Fewer seniors report spending six or more hours per week logging onto online social networks such as Facebook or MySpace (10.3 percent), but given the increasing popularity of digital social media and the growing ease of wireless connectivity (e.g., cell phones and public

Wi-Fi), perhaps that number could be expected to rise in future years. In 2008, nearly nine in ten students (87.2 percent) report spending some time participating in online social networks.

Table 15
Time Spent Online

Spent six or more hours during a typical week in the past year:	Percent
Surfing the Internet	21.8
Online social networks (MySpace, Facebook, etc.)	10.3
Playing video/computer games	5.6

Gains in College

The 2008 CSS contains items that ask students to reflect on their growth during their undergraduate education (Table 16). 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 percent) and general knowledge (97.0 percent). Also noteworthy is that an overwhelming majority of students felt that their ability to think critically (93.7 percent) and their analytical and problem solving skills (93.5 percent) 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 ability, where 87.9 percent and 82.9 percent of all seniors, respectively, felt stronger or much stronger than prior to beginning their college education. The one area of weaker self-rated gain is in foreign language

Table 16
Self-Rated Gains

Compared with when they first started college, percent of students rating themselves much stronger or stronger in terms of:	Percent
Knowledge of a particular field or discipline	98.0
General knowledge	97.0
Ability to think critically	93.7
Analytical and problem-solving skills	93.5
Interpersonal skills	87.9
Preparedness for employment after college	87.5
Preparedness for graduate or advanced education	85.0
Leadership abilities	82.9
Ability to manage your time effectively	79.4
Foreign language ability	43.8

ability, with less than half of students (43.8 percent) rating themselves stronger by the end of college compared to when they first started.

In these times of economic uncertainty, the role of college in preparing students for employment after their senior year is emerging as a priority (Lipka, 2009; Mohn, 2009). Nearly nine in ten seniors (87.5 percent) felt stronger or much stronger in their readiness to meet the challenges of employment after college. Most seniors also plan to continue their education careers past their undergraduate years – 86.6 percent of students report some plans for graduate/professional school at some point in the future. When asked about how prepared they felt for graduate or advanced education compared with when they first entered college, 85.0 percent of seniors report that they felt stronger or much stronger in this area.

Satisfaction with College and Campus Community

When asked to reflect on their overall satisfaction with college, students give overwhelming positive reviews of their experience (Table 17). The vast majority of graduating seniors (86.0 percent) report being satisfied or very satisfied with their overall college experience, and almost as many (82.0 percent) indicate they would definitely or probably choose to re-enroll in their current school if they could make their college choice over again. Further, well over two-thirds of students report that they are satisfied or very satisfied with the overall quality of instruction (87.5 percent) and the sense of community on their campus (74.2 percent).

Table 17
Overall Satisfaction with College

Percent of students reporting that they are very satisfied or satisfied with:	Percent
Overall quality of instruction	87.5
Overall college experience	86.0
Overall sense of community among students	74.2
Percent of students reporting that if they could make their college choice over, they would still choose to enroll at their current college:	Percent
Definitely yes	44.7
Probably yes	37.3
Probably no	13.4
Definitely no	4.6

CIRP

Taking a closer look at students' satisfaction with the campus community (Table 18), the majority of seniors respond with similarly favorable reviews. Nearly nine in ten students report they are satisfied or very satisfied with their interaction with other students (88.5 percent), and almost as many (82.0 percent) are satisfied or very satisfied with the size of their college's student population. Additionally, two-thirds of students report they are satisfied or very satisfied with the availability of campus social activities (66.8 percent).

Table 18

Satisfaction with Campus Community

Percent of students reporting that they are very satisfied or satisfied with:	Percent
Interaction with other students	88.5
Size of student population	82.0
Availability of campus social activities	66.8

Finances and Employment

Financial concerns are a growing source of anxiety for students. As seniors graduate with student 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 19 reveals that almost half of all college seniors (41.4 percent) 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

Table 19

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.)	25.9	32.7	41.4
Aid which must be repaid (loans, etc.)	34.4	32.6	33.0
Aid which need not be repaid (grants, scholarships, military funding, etc.)	26.5	42.6	30.9
Students' own resources (savings from work, work-study, etc.)	53.5	41.7	4.8
Other sources	87.3	9.2	3.5

family resources, students are also tapping into their own reserves to pay for increasing college costs. Of the seniors surveyed, 41.7 percent of them spent between $1,000 and $9,999 of their own money in the past year on their education. Besides family and personal resources, some students are also eligible to receive financial aid that they may or may not be required to pay back. Approximately a third of respondents reported that, in the past year, they received more than $10,000 in aid that *did not* need to be repaid (30.9 percent). A slightly higher proportion of students accumulated over $10,000 in aid in the past year that *must* be repaid (33.0 percent). For those who borrowed money to help pay for college expenses, Table 20 reveals that on average, students who borrowed money will owe approximately $34,000 by the time they finish college.

Table 20
Financial Concerns

Of those who borrowed money to pay for college, estimate of amount of money owed as of June 30, 2008 (rounded to the nearest dollar):	Amount
Mean	$34,292
Median	$24,000
% with loan debt (N=14,709)	75.7

Perhaps because of the financial pressure, many students report working while in college (Table 21). Nearly one-third of respondents indicate that they worked (for pay) between six to twenty hours per week on campus (29.7 percent) and/or off campus (25.0 percent) during the last year. Another 14.2 percent of respondents report working more than 20 hours per week off campus. Working while in school can have drawbacks, however, and one example is that one in four students at least occasionally missed a class because of their job (25.5 percent).

Table 21
Employment

	Percent	
In a typical week in the past year:	On Campus	Off Campus
Spent 6-20 hours per week working (for pay):	29.7	25.0
Spent more than 20 hours per week working (for pay)	2.4	14.2
Percent of students reporting that they had:	Percent	
Since entering college:		
Frequently or occasionally missed class due to employment	25.5	

Experiences with Diversity

During college students encounter a wide range of diverse academic and social experiences. Table 22 reveals the different opportunities students have had for interacting with diverse groups of peers since entering college. For example, nearly four in ten (37.6 percent) students had a roommate of different race/ethnicity. From a curricular perspective, more students report taking an ethnic studies course (50.8 percent) than a women's studies course (27.1 percent). In terms of extra- or co-curricular programs, over one-third of students (35.1 percent) attended a racial/cultural awareness workshop and one in five (20.8 percent) participated in a racial/ethnic student organization. Across the board, students of color report greater levels of participation in the various courses and programs, and a higher occurence of having a roommate of different race/ethnicity (61.5 percent vs. 31.9 percent for white students).

Table 22

Diversity: Program Participation

Percent of students reporting that since entering college they:	All Students	Students of Color*	White Students
Took an ethnic studies course	50.8	60.1	48.7
Had a roommate of different race/ethnicity	37.6	61.5	31.9
Attended a racial/cultural awareness workshop	35.1	44.4	32.9
Took a women's studies course	27.1	28.1	26.4
Participated in a racial/ethnic student organization	20.8	47.5	14.9
Participated in an academic program for racial/ethnic minorities	6.9	17.8	4.3

* Includes students who marked African American/Black, American Indian/Alaska Native, Asian American/Asian, Native Hawaiian/Pacific Islander, Mexican American/Chicano, Puerto Rican, Other Latino; does not include students who marked more than one race/ethnicity.

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). Compared with when they first started college, 76.0 percent of

Table 23

Diversity: Gains in Skills & Knowledge

Compared with when they first started college, percent of students rating themselves much stronger or stronger in terms of:	All Students	Students of Color*	White Students
Knowledge of people of different races/cultures	76.0	81.4	75.4
Ability to get along with people of different races/cultures	64.9	74.0	63.9

* Includes students who marked African American/Black, American Indian/Alaska Native, Asian American/Asian, Native Hawaiian/Pacific Islander, Mexican American/Chicano, Puerto Rican, Other Latino; does not include students who marked more than one race/ethnicity.

seniors report that their knowledge of people of different races/cultures is much stronger or stronger. Further, the majority of students (64.9 percent) rate themselves much stronger or stronger in their ability to get along with people of different races/cultures. Students of color rate themselves more highly on both measures in comparison to their white peers (Table 23).

Due in part to the different opportunities students have had for interacting with diverse groups of peers since entering college, students who participated in the various diversity courses and programs rate themselves an average of ten percentage points higher than those who did not participate in the programs in terms of the strength of their knowledge of people and ability to get along with people of different races/cultures (Table 24). For example, 84.4 percent of students who attended a racial/cultural awareness workshop rated themselves stronger or much stronger on their knowledge of diverse others as compared to 71.6 percent of those who did not attend a racial/cultural awareness workshop (12.8 percentage point difference). In terms of their ability to get along with others from different backgrounds, 73.1 percent of those who attended a

Table 24
Diversity: Gains in Skills & Knowledge by Program Participation

Compared with when they first started college, percent of students rating themselves much stronger or stronger in terms of their knowledge of people of different races/cultures:	Participant	Non-participant
Participated in an academic program for racial/ethnic minorities	85.8	75.3
Participated in a racial/ethnic student organization	85.1	73.6
Attended a racial/cultural awareness workshop	84.4	71.6
Took an ethnic studies course	80.9	71.0
Took a women's studies course	80.4	74.4
Had a roommate of different race/ethnicity	80.0	73.7

Compared with when they first started college, percent of students rating themselves much stronger or stronger in terms of their ability to get along with people of different race/cultures:	Participant	Non-participant
Participated in an academic program for racial/ethnic minorities	77.4	64.0
Participated in a racial/ethnic student organization	74.5	62.5
Attended a racial/cultural awareness workshop	73.1	60.5
Took an ethnic studies course	68.2	61.5
Took a women's studies course	68.2	63.8
Had a roommate of different race/ethnicity	67.6	63.3

workshop rated themselves stronger or much stronger as compared to 60.5 percent of those who did not attend a racial/cultural workshop (12.6 percentage point difference).

Students' experiences with diversity are further reflected in the variety of interactions they report with students from a different racial/ethnic group (Table 25). Most commonly, students indicate having socialized informally with students of different races and ethnicities— nearly half of respondents report having often or very often shared a meal (49.4 percent) or socialized/partied (45.1 percent) with students from different backgrounds. When examining structured social events, such as those sponsored by other racial/ethnic groups, only 19.7 percent of students report attending them often or very often. In addition to socializing, many seniors also report participating in academic activities with students from another racial/ethnic group. Specifically, 40.7 percent report having often or very often studied or prepared for class with diverse groups and 41.8 percent report often or very often having intellectual discussions outside of class. For the most part, students' experiences with diversity seemed to be positive and productive; 40.5 percent of seniors often or very often shared personal feelings or problems with students of other races/ethnicities, and 35.1 percent often or very often had meaningful and honest discussions about racial/ethnic relations outside of class with a diverse peer group. Very few students report experiencing negative interactions with students of another race/ethnicity —

Table 25
Diversity: Interactions

Percent of students reporting they often or very often experienced the following with students from a racial/ethnic group other than their own:	Percent
Positive Interactions	
Dined or shared a meal	49.4
Socialized or partied	45.1
Had intellectual discussions outside of class	41.8
Studied or prepared for class	40.7
Shared personal feelings and problems	40.5
Had meaningful and honest discussions about race/ethnic relations outside of class	35.1
Attended events sponsored by other racial/ethnic groups	19.7
Negative Interactions	
Had guarded, cautious interactions	12.4
Had tense, somewhat hostile interactions	7.2
Felt insulted or threatened because of race/ethnicity	5.7

12.4 percent report often or very often having had guarded interactions, but fewer than ten percent often or very often had tense/hostile interactions (7.2 percent) or felt insulted or threatened because of their race/ethnicity (5.7 percent). Although these numbers are fairly low, Table 26 reveals a different story of negative interactions by race. African American/Black students report a much higher percentage of often or very often having guarded, cautious interactions with students from a different racial/ethnic group (32.6 percent), followed by Asian American/Pacific Islanders (24.8 percent), Latino/a students (24.7 percent), and American Indian/Alaska Native students (22.8 percent). In general, students of color report greater instances of negative interactions with students of other races/ethnicities than their white/Caucasian peers.

Table 26
Diversity: Negative Interactions

Percent of students reporting they very often or often experienced the following with students from a racial/ethnic group other than their own:

	African American/ Black	American Indian/ Alaska Native	Asian American/ Pacific Islander	Latino/a	Multi-Race	White/ Caucasian
Had guarded, cautious interactions	32.6	22.8	24.8	24.7	17.6	9.2
Had tense, somewhat hostile interactions	22.3	19.3	12.2	14.7	11.2	5.1
Felt insulted or threatened because of race/ethnicity	20.5	17.6	11.4	12.8	10.9	3.5

In addition to participation in programs and interpersonal interactions, Table 27 offers a snapshot of the personal importance of diversity for students and satisfaction with diversity on their campuses. While a majority of respondents (58.4 percent) indicate that improving understanding of other countries/cultures is very important or essential to them, fewer students (38.0 percent) feel that helping promote racial understanding is very important or essential. In terms of respect for the expression of diverse beliefs on their campuses, an overwhelming majority of students are satisfied or very satisfied (73.6 percent). Less than half, however, were satisfied or very satisfied with the racial/ethnic diversity of their college's student body (47.0 percent).

Table 27
Personal Importance and Satisfaction with Diversity

Percent of students reporting that the following are essential or very important to them:	Percent
Improve understanding of other countries/cultures	58.4
Help promote racial understanding	38.0

Percent of students reporting they are very satisfied or satisfied with their college's:	Percent
Respect for the expression of diverse beliefs	73.6
Racial/ethnic diversity of the student body	47.0

Civic Engagement

Table 28 reveals that many graduating seniors are paying attention to the world around them and are civically engaged in their communities in many arenas. The majority of respondents believe that over the course of college they have become stronger or much stronger in terms of their understanding of social problems facing our nation (83.0 percent), understanding of global issues (79.0 percent), and understanding of the problems facing their

Table 28
Civic Engagement

Compared with when they first started college, percent of students rating themselves much stronger or stronger in terms of:	
Understanding of social problems facing our nation	83.0
Understanding of global issues	79.0
Understanding of the problems facing your community	76.3

Percent of students reporting that since entering college they frequently or occasionally:	Percent
Discussed politics	78.7
Performed volunteer work	68.4
Voted in a student election	67.1
Participated in political demonstrations	16.2
Demonstrated for/against a war	15.0
Worked on a local, state, or national political campaign	9.3

community (76.3 percent). Over three-quarters of students (78.7 percent) report that since entering college they occasionally or frequently discussed politics and over two-thirds (68.4 percent) report having performed volunteer work. Fewer students report occasionally or frequently participating in political demonstrations (16.2 percent) and/or demonstrating for/against a war (15.0 percent) while in college. In terms of future goals (Table 29), the majority of students consider helping others in difficulty to be very important or essential to them (78.6 percent). For approximately one-third of students, improving the health of minority communities (36.9 percent), participating in a community action program (36.8 percent), and becoming involved with programs to clean up the environment (31.3 percent) are very important or essential. Though almost half of the respondents (45.1 percent) report that keeping up-to-date with political affairs is very important or essential to them, far fewer consider influencing the political structure to be a very important or essential personal goal (23.1 percent).

Table 29
Civic Engagement: Future Goals

Percent of students reporting that the following are essential or very important to them:	Percent
Helping others in difficulty	78.6
Keeping up-to-date with political affairs	45.1
Becoming a community leader	40.8
Improving the health of minority communities	36.9
Participating in a community action program	36.8
Becoming involved with programs to clean up the environment	31.3
Working to find a cure for health problems	30.0
Influencing the political structure	23.1

Social Life and Personal Health

In addition to their academic pursuits, students found plenty of time to engage in the social aspects of college, as shown in Table 30. During senior year, over two-thirds of students (69.2 percent) spent more than five hours in a typical week socializing with friends, and nearly one-fourth (24.1 percent) spent more than five hours per week partying. Some students also report spending some of their free time drinking, though only less than a third of all respondents indicate that they frequently drank beer and/or wine/liquor in the past year (28.0 and 27.2 percent, respectively). In terms of heavy episodic drinking, the majority of students report that

they did not have more than five drinks in a row in the past two weeks (51.4 percent), though every other student did have five drinks in a row at least once in the past two weeks (48.6 percent). Aside from activities involving alcohol, students also found time for healthy recreation: 29.4 percent report that in the past year they spent more than five hours per week exercising or playing sports, and 48.9 percent occasionally or frequently participated in intramural sports in college.

Table 30
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	69.2
Exercising/playing sports	29.4
Partying	24.1
Watching TV	24.8
Student clubs/groups	13.2
In the past year, frequently:	
Drank beer	28.0
Drank wine or liquor	27.2
Smoked cigarettes	5.9
Had five or more alcoholic drinks in a row in the past two weeks:	
Zero times	51.4
Once	13.0
Twice	11.8
3-5 times	15.1
6-9 times	5.5
10 or more times	3.2
Since entering college, frequently or occasionally:	
Participated in intramural sports	48.9
Joined a social fraternity or sorority in college	16.5

Despite being socially engaged, students have a variety of responsibilities in college that can be a source of stress, so it is perhaps not surprising that 36.5 percent of graduating seniors report that in the past year they frequently felt overwhelmed by all they had to do (Table 31). While most students do not frequently feel emotionally dispirited—approximately one in twenty

respondents frequently felt lonely or homesick (5.5 percent) or depressed (6.9 percent)—nearly half of the students feel such sentiments at least occasionally.

Table 31
Emotional Health

Percent of students reporting that during the past year, they:	Percent Frequently	Percent Occasionally
Felt overwhelmed by all they had to do	36.5	56.2
Felt depressed	6.9	48.5
Felt lonely or homesick	5.5	48.6
Sought personal counseling	4.5	22.4

Career Choice and Future Plans

During senior year, the vast majority of students (85.0 percent) spent at least some time during a typical week planning for their future careers (Table 32). In thinking about their post-college plans (Table 33), the vast majority of students report that having a stable, secure future is an essential or very important consideration for their career path (83.8 percent). Over three-fourths of respondents also indicate that the availability of jobs (76.3 percent) and the discovery/enhancement of knowledge (75.7 percent) are very important or essential considerations. Although over half of students consider high income potential to be very important or essential (54.0 percent), only about a third feel similarly about the importance of social recognition or status to their future careers (34.1 percent). Finally, for approximately one in four students (26.1 percent), limited working hours are a very important or essential consideration for their career path after college.

Table 32
Career Planning

Hours spent career planning (job searches, internships, etc.) during a typical week in the past year	Percent
None	15.0
Less than one hour	26.0
1 to 2 hours	30.8
3 to 5 hours	18.1
6 or more hours	10.1

Table 33 also reveals that to some extent, women and men tend to value different career

considerations. More women than men report that working for social change (50.6 percent vs. 38.4 percent, respectively) and being able to express personal values (74.5 percent vs. 65.1 percent) are very important or essential to their post-college career path. By contrast, more men than women feel that high income potential (59.8 percent vs. 50.8 percent, respectively) and social recognition or status (38.4 percent vs. 31.8 percent) are very important or essential career charateristics.

Table 33
Career Path Considerations

Percent of students reporting the following are essential or very important to their career path after college:	All Students	Female Students	Male Students
Stable, secure future	83.8	84.9	81.8
Availability of jobs	76.3	78.9	71.3
Discovery/enhancement of knowledge	75.7	76.7	73.6
Expression of personal values	71.3	74.5	65.1
Creativity and initiative	64.6	64.9	64.0
Leadership potential	63.8	61.6	67.9
High income potential	54.0	50.8	59.8
Working for social change	46.3	50.6	38.4
Social recognition or status	34.1	31.8	38.4
Limited working hours	26.1	25.6	27.1

For all students who intend on being employed at some point after graduation, Table 34 summarizes their current status. One in five students reports having accepted an offer of employment (21.7 percent). The remaining students have future employment plans (78.4 percent). In terms of future educational goals, 15.9 percent of students have accepted an offer of admission to graduate or professional school and will be enrolling in the fall. The majority of students have yet to finalize their future graduate education plans (70.7 percent), while 13.5 percent of seniors have no plans to apply to school now or in the future.

Table 34
Status of Future Plans for All Seniors

	Percent of students reporting confirmed plans:	Percent of students reporting future plans:	Percent of students reporting no plans:
Employment	21.7	78.4	--
Graduate/Professional School	15.9	70.7	13.5

CIRP

In terms of plans for the fall immediately following graduation, Table 35 reveals that 68.1 percent of seniors plan to be working full-time and 13.1 percent plan to be working part-time. Over a quarter of students (26.0 percent) plan on attending graduate/professional school in fall 2008. Other common planned activities include traveling (19.0 percent), volunteer work (17.0 percent), and participating in community service organizations (7.8 percent). As for the careers students report they plan to pursue, business is the most popular choice (17.4 percent), and education, art, and nursing round out the top five. However, one in five students chose an occupation other than one listed on the survey (20.0 percent), and 8.4 percent of the students are undecided as to their future career path.

Table 35
Fall 2008 Plans and Probable Occupation

Percent of students reporting that in fall 2008 they plan to be:	Percent*	Percent of students reporting the following as their probable career/occupation:	Percent
Working full-time	68.1	Business	17.4
Attending graduate/professional school	26.0	Education (secondary)	7.1
Traveling	19.0	Education (elementary)	6.9
Doing volunteer work	17.0	Artist	6.8
Working part-time	13.1	Nurse	5.2
Working in humanities/social science job	9.8	Doctor (MD or DDS)	4.7
Working in science/math/technology job	7.9	Lawyer	4.5
Participating in a community service org.	7.8	Health professional	4.0
Staying at home to be with or start a family	5.0	Social, welfare, or recreation worker	3.0
No current plans	3.2	Engineer	2.9
Attending undergraduate college full-time	2.9	Research scientist	2.4
Participating in a post-baccalaureate pgm.	2.6	College teacher	2.2
Attending undergraduate college part-time	2.0		
Serving in the Armed Forces	1.1	Other choice	20.0
Attending a vocational training program	0.9	Undecided	8.4

*Note: Sum of percentages for fall 2008 plans is greater than 100 because students may choose all that apply.

Table 36 offers an overview of students' actual job search status. Among seniors who report that in fall 2008 they plan to be working full-time/part-time, in a humanities/social science related job, or in a science/math/technology related job (N=18,020), almost half indicate that they are looking for a job, but had not yet received any offers (45.6 percent). Perhaps reflecting a weakening economy, only a quarter of these students had accepted an offer of employment (25.5 percent). A few students, however, were considering an offer at the time they took the CSS (12.5

percent). The remaining students were not actively looking for a position (13.3 percent) or they had received an offer, but declined (3.1 percent).

Table 36
Fall 2008 Plans: Job Search Status

Of those planning on working in fall 2008, percent of students reporting their current state of employment plans as (N=18,020):	Percent
Looking, but no offers yet	45.6
Accepted an offer of employment	25.5
Not actively looking for a position	13.3
Currently considering an offer	12.5
Received an offer for a position, but declined	3.1

Table 37 reports on students' fall 2008 graduate education plans and their current educational status. For students with plans to attend graduate/professional school in the fall following their graduation (N=5,725), the majority (58.6 percent) report that they already applied and accepted an offer of admission. Almost one in five students (19.2 percent) is still awaiting

Table 37
Fall 2008 Plans: Graduate School Application Status

Of those planning on attending graduate or professional school in fall 2008, percent of students reporting their current state of educational plans as (N=5,725):	Percent
Accepted and will be attending in the fall	58.6
Still awaiting responses, no acceptances	19.2
Will be applying this coming fall	18.0
Placed on waiting list, no acceptances	2.5
Accepted and deferred admission until a later date	1.8

Of those planning on attending undergraduate college or participating in a post-baccalaureate program in fall 2008, percent of students reporting their current state of graduate educational plans as (N=1,658):	Percent
Not applying this fall, but might apply at a future time	42.3
Will be applying this coming fall	29.1
Accepted and will be attending in the fall	10.9
Still awaiting responses, no acceptances	7.8
No plans to apply to school now or in the future	6.8
Accepted and deferred admission until a later date	1.9
Placed on waiting list, no acceptances	1.2

CIRP

responses, and nearly as many (18.0 percent) will be applying the upcoming fall. Less than five percent of these students have either been placed on a waiting list (2.5 percent) or have been accepted, but deferred their admission (1.8 percent). Of the students with plans to continue attending undergraduate college full-time or part-time or are participating in a post-baccalaureate program in fall 2008 (N=1,658), three in ten (29.1 percent) report they will be applying to graduate or professional school in fall 2008. Additionally, four in ten students (42.3 percent) report that they do not plan on applying to graduate or professional school in the coming fall, but might do so at a future time. Finally, 6.8 percent of these students report that they have no plans to apply to school now or in the future.

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 can create a valuable data set for assessing how much their students change over the course of their undergraduate years. One of the most valuable aspects of longitudinal data collection is the ability to move beyond just a "snapshot" of the student experience toward a more effective measure of change and development over time. In all, over 50 percent of the graduating seniors are captured in this longitudinal data set—of the 23,423 seniors who took the 2008 College Senior Survey, 12,205 of them also took The Freshman Survey. This next section of the report looks at this subset of matched data from this group.

Changes in Self-Concept When Entering College

TFS includes a series of items that asked incoming students to compare themselves to their peers on a variety of measures of self-concept. Sixteen of these measures were directly post-tested on the 2008 CSS. As seen in Table 38, respondents' perceptions of themselves and their abilities relative to their peers generally increased while in college, particularly in regard to key academic and social indicators. For example, the percentage of students who rated their self-understanding (compared to their peers) above average or in the highest ten percent grew from 51.0 percent at the time of college entry to 67.5 percent at the end of college, an increase of 16.5

percentage points. Likewise, computer skills, public speaking ability, and writing ability all demonstrated double digit growth in the percentage of students who rated themselves highly after four years of college. Notably, one area that showed a decline in high self-ratings was mathematical ability. Specifically, from the time of college entry, the proportion of students who rated themselves above average or in the highest ten percent relative to their peers in terms of mathematical ability decreased by 5.7 percentage points.

Table 38
Change in Students' Self-Concept

Percent of students rating themselves highest 10% or above average relative to their peers on the following:	At college entry (TFS)	At end of college (CSS)	Change*
Self-understanding	51.0	67.5	16.5
Computer skills	29.2	42.8	13.6
Public speaking ability	38.8	50.0	11.2
Writing ability	53.1	64.0	10.9
Self-confidence (social)	45.2	53.7	8.5
Self-confidence (intellectual)	59.4	67.0	7.6
Cooperativeness	72.1	79.3	7.2
Leadership ability	62.1	68.5	6.4
Creativity	53.9	60.2	6.3
Understanding of others	66.0	72.2	6.2
Artistic ability	29.1	32.4	3.3
Emotional health	52.5	54.7	2.2
Drive to achieve	77.3	78.5	1.2
Physical health	51.8	51.4	-0.4
Academic ability	79.8	79.1	-0.7
Mathematical ability	46.7	41.0	-5.7

*Note: These figures are compiled only from cases with TFS and CSS data (N=12,205)

Expectations vs. 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. As shown in Table 39, students' original expectations did reflect their actual college experiences in many instances. For example, of the students who reported as freshmen that there would be a very good chance they would play varsity/intercollegiate athletics, 80.8 percent did so by senior year. Similarly, among those who expected in their

freshmen year that there would be a very good chance they would join a social fraternity or participate in a study abroad program, the majority did, in fact, do so by the time they were seniors (65.8 percent and 58.7 percent, respectively). However, for students who anticipated that there was a very good chance they would participate in student government, only 40.0 percent had done so by the end of their undergraduate years.

Table 39
Expectations and College Experiences

Percent of students reporting that there was a very good chance they would (TFS):	Percent of students reporting that they are (CSS):	
	Very Satisfied	Satisfied
Be satisfied with their college	48.7	42.5

Percent of students reporting that there was a very good chance they would (TFS):	Percent of students reporting that during college they (CSS):		
	Frequently	Occasionally	Frequently & Occasionally
Socialize with someone of another racial/ethnic group	52.0	44.7	96.7
Perform volunteer work	27.5	55.3	82.8
Seek personal counseling	12.5	37.4	49.9
Participate in political demonstrations	8.7	39.7	48.4

Percent of students reporting that there was a very good chance they would (TFS):	Percent of students reporting that they did (CSS):
Make at least a "B" average	96.8
Play varsity/intercollegiate athletics	80.8
Join a social fraternity or sorority	65.8
Participate in a study abroad program	58.7
Work full-time while attending college	50.2
Participate in student government	40.0

Some of the students' experiences in college exceeded the expectations they had as freshmen (Table 40). For example, the majority of students who did not expect to be satisfied with their college did end up reporting satisfaction during senior year (78.2 percent of those who reported no chance of being satisfied did so, as did 71.5 percent of students who reported very little chance of being satisfied). Further, students' low expectations of their academic performance went unfulfilled as well − the vast majority of students who said as freshmen that

there was no chance or very little chance they would make at least a B average actually did make a B average or better (81.5 and 74.9 percent did so respectively). Of particular importance to educators interested in issues of racial climate and diversity, of those students who claimed there was no chance they would socialize with someone of another racial or ethnic group at the at the beginning of college, 85.0 percent reported they had at least occasionally done so by senior year.

Table 40
Exceeded Expectations

Percent of students reporting that there was (TFS):	Percent of students reporting that they are (CSS):	
	Very Satisfied	Satisfied
No chance they would be satisfied with their college	36.4	41.8
Very little chance they would be satisfied with their college	25.3	46.2

Percent of students reporting that there was (TFS):	Percent of students reporting that they did (CSS):
No chance they would make at least a "B" average	81.5
Very little chance they would make at least a "B" average	74.9

Percent of students reporting that there was (TFS):	Percent of students reporting that during college they (CSS):	
	Frequently	Occasionally
No chance they would socialize with someone of another racial/ethnic group	40.0	45.0
Very little chance they would socialize with someone of another racial/ethnic group	25.3	59.7

Change in Life Goals

The CSS and TFS data comparison also allows for an examination of changes in students' life goals during college, as both surveys ask students to rate the personal importance of a list of goals in life (Table 41). Perhaps reflecting an increasing societal ethos of environmentalism and sustainability, the largest change in the percent of students rating a given goal as very important or essential was the aim of becoming involved in programs to clean up the environment, which gained 14.2 percentage points from freshman to senior year. The proportion of students believing that it is very important or essential to develop a meaningful philosophy of life also increased a fair amount (12.5 percentage points), as did the number of students who indicate that helping others who are in difficulty was something they find very important or essential (10.6 percentage points). Among other goals to see a large increase in the proportions

of students rating them important were participating in a community action program (10.5 percentage points), influencing social values (8.9 percentage points), and improving their understanding of other countries and cultures (8.8 percentage points). Only one goal showed a decrease in the percentage of students rating it very important or essential, namely being well-off financially (5.5 percentage points decline). Overall, these patterns indicate that that while in college, the importance of civic engagement becomes more salient to many students.

Table 41
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	16.4	30.7	14.2
Developing a meaningful philosophy of life	46.2	58.7	12.5
Helping others who are in difficulty	68.2	78.7	10.6
Participating in a community action program	26.0	36.5	10.5
Influencing social values	43.0	51.9	8.9
Improving my understanding of other countries and cultures	51.2	60.0	8.8
Helping to promote racial understanding	29.4	37.7	8.3
Keeping up to date with political affairs	37.6	45.9	8.3
Having administrative responsibilities for the work of others	32.6	40.8	8.2
Working to find a cure for health problems	20.7	28.8	8.1
Becoming a community leader	34.2	41.2	7.0
Obtaining recognition from my colleagues for contributions to my special field	46.8	53.6	6.9
Creating artistic work (painting, sculpture, etc.)	13.5	19.6	6.1
Becoming an authority in my field	54.6	60.3	5.8
Writing original works (poems, novels, etc.)	14.4	17.9	3.5
Influencing the political structure	19.4	22.3	2.9
Raising a family	77.8	79.5	1.7
Making a theoretical contribution to science	14.2	15.4	1.2
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.6	17.6	1.0
Becoming successful in a business of my own	30.5	31.3	0.8
Being very well off financially	60.8	55.3	-5.5

*Note: These figures are compiled only from cases with TFS and CSS data (N=12,205)

Change in Political Values

Time spent in college seems to correspond with a change towards liberal political values among CSS respondents. The proportion of students who characterize their political views as liberal or far left increased 9.4 percentage points from freshman to senior year while the

proportion rating themselves middle-of-the-road or conservative fell 3.1 and 6.2 percentage points, respectively (Table 42). By the time these seniors took the CSS, the United States was on its way towards electing its first African American president and perhaps their political values also reflected the progressively liberal mood of the nation. Further, and perhaps not surprisingly, student attitudes regarding important national policies also liberalized over college—the proportion of students who believe that marijuana should be legalized, that same-sex couples should have the right to legal marital status, and/or that abortion should be legal all increased by more than ten percentage points between freshman and senior year. Interestingly, as this cohort of students experienced most if not all of their undergraduate years while the United States was at war in Iraq, the percent of students who believe that federal military spending should be increased dropped 12.2 percentage points between freshman and senior year.

Table 42
Political Values

Students' characterization of their political views:	At college entry (TFS)	At end of college (CSS)	Change*
Liberal or Far Left	29.7	39.1	9.4
Middle-of-the-road	41.6	38.5	-3.1
Conservative or Far Right	28.7	22.5	-6.2

Percent of students reporting that they agree strongly or agree somewhat that:	At college entry (TFS)	At end of college (CSS)	Change*
Marijuana should be legalized	29.6	44.0	14.4
Same-sex couples should have the right to legal marital status	56.5	69.3	12.8
Abortion should be legal	48.6	60.5	11.9
The death penalty should be abolished	40.4	46.2	5.8
Colleges have the right to ban extreme speakers from campus	44.3	49.1	4.8
Realistically, an individual can do little to bring about changes in our society	20.6	22.2	1.6
Affirmative action in college admissions should be abolished	53.7	51.7	-2.0
Racial discrimination is no longer a major problem in America	19.8	14.3	-5.5
Colleges should prohibit racist/sexist speech on campus	63.1	54.9	-8.2
It is important to have laws prohibiting homosexual relationships	28.4	18.0	-10.4
There is too much concern in the courts for the rights of criminals	55.0	42.8	-12.2
Federal military spending should be increased	32.7	20.5	-12.2

*Note: These figures are compiled only from cases with TFS and CSS data (N=12,205)

30

Summary

Upon reflecting on their college experiences, college seniors express overall satisfaction with their academic endeavors. Most seniors report having been engaged in academics in a variety of ways, and few report significant signs of academic disengagement. Students tend to report satisfaction with their general education and core curriculum courses, in addition to the educational facilities on campus. Learning also took place outside of the classroom, as students reported frequently discussing course content with their peers in more informal settings. While many students frequently interacted with their peers in the academic realm, relatively few students interacted with faculty with the same frequency. During senior year, two out of five (40.1 percent) students reported spending an hour or more per week talking with their faculty members during office hours. In addition, most students graduate satisfied with the amount of time they spent with professors at their school and with their ability to find a faculty or staff mentor.

In terms of social experiences during college, seniors reported spending their time engaged in a number of activities including playing sports, volunteering, working 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.

Beyond the world of academe, half of all students reported that they have grown more civically-minded, and that they have a stronger understanding of global issues and social problems facing our nation. The undergraduate college years also appear to be a time of changing political preferences. Based on the longitudinal figures, fewer students would characterize themselves as conservative compared to when they entered college as freshmen. In contrast, an increased percentage of students consider themselves liberals by the end of their college careers. Graduating seniors are not immune to economic concerns as they face an uncertain job market. Perhaps in response to these concerns, 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 current 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

2008 Institutional Participation

2008 CSS Institutions by Institutional Type

Public Universities (6)

Colorado State University (CO) ♦ ^
Miami University (OH) * ♦ ^
Texas Tech University (TX) * ♦ ^

U of Colorado-Colorado Springs (CO)
U of Michigan (MI) * ♦ ^
U of New Mexico (NM) ^

Private Universities (8)

Biola University (CA) * ^
Case Western Reserve University (OH) ♦ ^
Catholic University of America (DC) * ♦ ^
Creighton University (NE) * ♦ ^

Fordham University (NY) * ♦ ^
Santa Clara University (CA) * ♦ ^
U of the Pacific (CA) ♦
Villanova University (PA) ♦

Public Four-Year Colleges (6)

Montclair State University (NJ) * ♦ ^
San Francisco State University (CA) ^
Southeast Missouri State U (MO) * ^
Towson University (MD) ♦

U of Illinois-Springfield (IL) * ♦ ^
U of Michigan-Flint (MI) * ♦ ^

Private Four-Year Colleges, Catholic (29)

Albertus Magnus College (CT) * ♦ ^
Canisius College (NY) * ♦ ^
Carlow University (PA) * ♦ ^
College of Mount Saint Vincent (NY) * ♦ ^
College of New Rochelle (NY) * ♦ ^
College of Saint Mary (NE) * ♦ ^
College of the Holy Cross (MA) * ♦ ^
Emmanuel College (MA) * ^
Gannon University (PA) * ♦ ^
Gonzaga University (WA) * ♦ ^
Holy Names University (CA)
John Carroll University (OH) * ♦
Loyola College in Maryland (MD) * ♦ ^
Marian College (IN)
Marywood University (PA) * ^

Mercyhurst College (PA) * ♦ ^
Molloy College (NY) * ♦ ^
Mount Saint Mary's College (CA) * ♦ ^
Saint Catharine College (KY) * ^
Saint Martin's College (WA)
Saint Mary's College (IN) * ♦ ^
Saint Mary's College of California (CA) * ♦ ^
Saint Norbert College (WI) * ♦ ^
Saint Peter's College (NJ) * ♦ ^
Saint Vincent College (PA) * ♦ ^
Seattle University (WA) * ^
Spring Hill College (AL) * ♦ ^
U of Portland (OR) * ^
Wheeling Jesuit University (WV) * ♦ ^

Notes:
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^   indicates institutions that participated in the 2004 CIRP Freshman Survey

Private Four-Year Colleges, Nonsectarian (40)

Asbury College (KY) * ^
Azusa Pacific University (CA) * ♦ ^
Bethany College (WV) * ♦ ^
Cazenovia College (NY)
Chapman University (CA) * ♦ ^
Claremont McKenna College (CA) * ♦ ^
Coe College (IA) * ♦ ^
Colgate University (NY) * ♦ ^
Davidson College (NC) * ♦ ^
Delaware Valley College (PA) ^
Harvey Mudd College (CA) ^
Haverford College (PA) * ♦ ^
Hilbert College (NY)
Hood College (MD) * ^
Illinois Wesleyan University (IL) * ♦ ^
Judson University (IL) * ♦ ^
Kenyon College (OH) * ^
Knox College (IL) * ♦ ^
Lafayette College (PA) * ♦ ^
Macalester College (MN) * ♦ ^

Middlebury College (VT) * ♦ ^
Moore College of Art and Design (PA) * ♦ ^
Northwestern College (MN) * ^
Oglethorpe University (GA)
Oral Roberts University (OK) * ♦
Quinnipiac University (CT) * ♦ ^
Regis College (MA) * ♦ ^
Ripon College (WI) * ^
Sarah Lawrence College (NY) * ♦ ^
Southern New Hampshire University (NH) ^
Sweet Briar College (VA) * ♦ ^
Taylor University (IN) * ♦ ^
Toccoa Falls College (GA)
Trinity Christian College (IL) * ^
U of Redlands (CA) * ♦ ^
U of Richmond (VA) * ♦ ^
U of the Arts (PA) * ♦ ^
Wabash College (IN) * ♦ ^
Wells College (NY) * ♦ ^
Wilkes University (PA) * ♦ ^

Private Four-Year Colleges, Other Religious (57)

Abilene Christian University (TX) * ♦ ^
Agnes Scott College (GA) * ♦ ^
Alma College (MI) * ^
Anderson University (IN) * ^
Augustana College (IL) * ♦ ^
Austin College (TX) * ♦ ^
Bethel College (KS) * ♦ ^
Bethel University (MN) * ^
Bluffton University (OH) * ♦ ^
California Baptist University (CA) * ♦ ^
Carthage College (WI) * ♦ ^
Charleston Southern University (SC) * ^
Corban College (OR) * ^
Cornerstone University (MI) * ^
East Texas Baptist University (TX) * ♦ ^
Eastern Mennonite University (VA) * ^
Eastern University (PA)
Erskine College (SC) * ♦ ^
Freed-Hardeman University (TN) * ♦ ^
Fresno Pacific University (CA) * ^
Geneva College (PA) ^

Goshen College (IN) * ^
Gustavus Adolphus College (MN) * ♦ ^
Hope International University (CA)
Huntingdon College (AL) * ♦ ^
Indiana Wesleyan University (IN) ^
Iowa Wesleyan College (IA) * ♦ ^
Lebanon Valley College (PA) * ♦ ^
Lee University (TN) * ^
Luther College (IA) * ♦ ^
Master's College (CA) * ♦ ^
McPherson College (KS) * ^
Moravian College (PA) * ♦ ^
Morningside College (IA) * ♦ ^
Mount Vernon Nazarene University (OH) * ♦
Muhlenberg College (PA) * ♦ ^
North Central College (IL) * ♦ ^
Northwest Nazarene University (ID) * ♦ ^
Northwestern College (IA) * ^
Oklahoma Baptist University (OK) ^
Oklahoma Wesleyan University (OK) ♦^
Palm Beach Atlantic University (FL) * ♦ ^

Pepperdine University (CA) * ♦ ^   Susquehanna University (PA) * ♦ ^
Point Loma Nazarene University (CA) * ♦ ^   Tabor College (KS) * ♦ ^
Principia College (IL) ^   U of Mary Hardin-Baylor (TX) * ♦ ^
Roanoke Bible College (NC)   Waynesburg College (PA) * ♦ ^
Roberts Wesleyan College (NY) * ^   Wesleyan College (GA) * ♦ ^
Simpson University (CA) * ^   Wittenberg University (OH) * ♦ ^
Southern Wesleyan University (SC) * ^   Wofford College (SC) * ♦ ^
Spring Arbor University (MI) *

Historically Black College/University (3)

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

Two-year Colleges, Private (1)

Fisher College (MA) * ♦ ^

Abilene Christian University (TX) * ♦ ^
Agnes Scott College (GA) * ♦ ^
Albertus Magnus College (CT) * ♦ ^
Alma College (MI) * ^
Anderson University (IN) * ^
Asbury College (KY) * ^
Augustana College (IL) * ♦ ^
Austin College (TX) * ♦ ^
Azusa Pacific University (CA) * ♦ ^
Bethany College (WV) * ♦ ^
Bethel College (KS) * ♦ ^
Bethel University (MN) * ^
Biola University (CA) * ^
Bluffton University (OH) * ♦ ^
California Baptist University (CA) * ♦ ^
Canisius College (NY) * ♦ ^
Carlow University (PA) * ♦ ^
Carthage College (WI) * ♦ ^
Case Western Reserve University (OH) ♦ ^
Catholic University of America (DC) * ♦ ^
Cazenovia College (NY)
Central State University (OH) * ♦ ^
Chapman University (CA) * ♦ ^
Charleston Southern University (SC) * ^
Claremont McKenna College (CA) * ♦ ^
Coe College (IA) * ♦ ^
Colgate University (NY) * ♦ ^
College of Mount Saint Vincent (NY) * ♦ ^
College of New Rochelle (NY) * ♦ ^
College of Saint Mary (NE) * ♦ ^
College of the Holy Cross (MA) * ♦ ^
Colorado State University (CO) ♦ ^
Corban College (OR) * ^
Cornerstone University (MI) * ^
Creighton University (NE) * ♦ ^
Davidson College (NC) * ♦ ^
Delaware Valley College (PA) ^
East Texas Baptist University (TX) * ♦ ^
Eastern Mennonite University (VA) * ^
Eastern University (PA)
Emmanuel College (MA) * ^
Erskine College (SC) * ♦ ^
Fisher College (MA) * ♦ ^
Fordham University (NY) * ♦ ^

Freed-Hardeman University (TN) * ♦ ^
Fresno Pacific University (CA) * ^
Gannon University (PA) * ♦ ^
Geneva College (PA) ^
Gonzaga University (WA) * ♦ ^
Goshen College (IN) * ^
Gustavus Adolphus College (MN) * ♦ ^
Harvey Mudd College (CA) ^
Haverford College (PA) * ♦ ^
Hilbert College (NY)
Holy Names University (CA)
Hood College (MD) * ^
Hope International University (CA)
Huntingdon College (AL) * ♦ ^
Illinois Wesleyan University (IL) * ♦ ^
Indiana Wesleyan University (IN) ^
Iowa Wesleyan College (IA) * ♦ ^
John Carroll University (OH) * ♦
Johnson C Smith University (NC) * ♦
Judson University (IL) * ♦ ^
Kenyon College (OH) * ^
Knox College (IL) * ♦ ^
Lafayette College (PA) * ♦ ^
Lebanon Valley College (PA) * ♦ ^
Lee University (TN) * ^
Loyola College in Maryland (MD) * ♦ ^
Luther College (IA) * ♦ ^
Macalester College (MN) * ♦ ^
Marian College (IN)
Marywood University (PA) * ^
Master's College (CA) * ♦ ^
McPherson College (KS) * ^
Mercyhurst College (PA) * ♦ ^
Miami University (OH) * ♦ ^
Middlebury College (VT) * ♦ ^
Molloy College (NY) * ♦ ^
Montclair State University (NJ) * ♦ ^
Moore College of Art and Design (PA) * ♦ ^
Moravian College (PA) * ♦ ^
Morningside College (IA) * ♦ ^
Mount Saint Mary's College (CA) * ♦ ^
Mount Vernon Nazarene University (OH) * ♦
Muhlenberg College (PA) * ♦ ^
North Central College (IL) * ♦ ^

Northwest Nazarene University (ID) * ♦ ^
Northwestern College (IA) * ^
Northwestern College (MN) * ^
Oglethorpe University (GA)
Oklahoma Baptist University (OK) ^
Oklahoma Wesleyan University (OK) ♦^
Oral Roberts University (OK) * ♦
Palm Beach Atlantic University (FL) * ♦ ^
Pepperdine University (CA) * ♦ ^
Point Loma Nazarene University (CA) * ♦ ^
Principia College (IL) ^
Quinnipiac University (CT) * ♦ ^
Regis College (MA) * ♦ ^
Ripon College (WI) * ^
Roanoke Bible College (NC)
Roberts Wesleyan College (NY) * ^
Saint Catharine College (KY) * ^
Saint Martin's College (WA)
Saint Mary's College (IN) * ♦ ^
Saint Mary's College of California (CA) * ♦ ^
Saint Norbert College (WI) * ♦ ^
Saint Peter's College (NJ) * ♦ ^
Saint Vincent College (PA) * ♦ ^
San Francisco State University (CA) ^
Santa Clara University (CA) * ♦ ^
Sarah Lawrence College (NY) * ♦ ^
Seattle University (WA) * ^
Simpson University (CA) * ^
Southeast Missouri State U (MO) * ^
Southern New Hampshire University (NH) ^
Southern University-New Orleans (LA) ♦ ^
Southern Wesleyan University (SC) * ^
Spring Arbor University (MI) *
Spring Hill College (AL) * ♦ ^
Susquehanna University (PA) * ♦ ^
Sweet Briar College (VA) * ♦ ^
Tabor College (KS) * ♦ ^
Taylor University (IN) * ♦ ^
Texas Tech University (TX) * ♦ ^

Toccoa Falls College (GA)
Towson University (MD) ♦
Trinity Christian College (IL) * ^
U of Colorado-Colorado Springs (CO)
U of Illinois-Springfield (IL) * ♦ ^
U of Mary Hardin-Baylor (TX) * ♦ ^
U of Michigan (MI) * ♦ ^
U of Michigan-Flint (MI) * ♦ ^
U of New Mexico (NM) ^
U of Portland (OR) * ^
U of Redlands (CA) * ♦ ^
U of Richmond (VA) * ♦ ^
U of the Arts (PA) * ♦ ^
U of the Pacific (CA) ♦
Villanova University (PA) ♦
Wabash College (IN) * ♦ ^
Waynesburg College (PA) * ♦ ^
Wells College (NY) * ♦ ^
Wesleyan College (GA) * ♦ ^
Wheeling Jesuit University (WV) * ♦ ^
Wilkes University (PA) * ♦ ^
Wittenberg University (OH) * ♦ ^
Wofford College (SC) * ♦ ^

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Appendix B

2008 National Aggregates – Graduating Seniors

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please rate your satisfaction with your college in each area:			
General education or core curriculum courses	8,123	15,259	23,382
Very satisfied	20.6	22.0	21.5
Satisfied	59.4	60.5	60.2
Neutral	13.6	12.4	12.8
Dissatisfied	4.4	3.4	3.7
Very dissatisfied	1.1	0.6	0.8
Can't rate/Don't know	0.8	1.2	1.1
Science and mathematics courses	8,121	15,261	23,382
Very satisfied	19.5	17.2	18.0
Satisfied	43.8	43.9	43.9
Neutral	23.5	24.1	23.9
Dissatisfied	6.6	7.6	7.2
Very dissatisfied	1.7	1.6	1.6
Can't rate/Don't know	4.9	5.6	5.4
Humanities courses	8,114	15,248	23,362
Very satisfied	20.2	23.8	22.5
Satisfied	44.1	48.5	46.9
Neutral	23.9	18.2	20.2
Dissatisfied	4.0	2.8	3.2
Very dissatisfied	1.3	0.5	0.8
Can't rate/Don't know	6.5	6.2	6.3
Social science courses	8,104	15,230	23,334
Very satisfied	21.8	25.7	24.4
Satisfied	45.0	47.9	46.9
Neutral	22.1	17.2	18.9
Dissatisfied	3.8	2.4	2.9
Very dissatisfied	1.0	0.4	0.6
Can't rate/Don't know	6.2	6.3	6.2
Laboratory facilities/equipment	8,116	15,237	23,353
Very satisfied	16.3	15.3	15.6
Satisfied	37.5	38.2	38.0
Neutral	22.6	22.2	22.3
Dissatisfied	7.2	6.9	7.0
Very dissatisfied	2.1	1.5	1.7
Can't rate/Don't know	14.3	16.0	15.4
Library facilities	8,112	15,245	23,357
Very satisfied	27.5	26.0	26.6
Satisfied	44.1	46.3	45.5
Neutral	17.0	15.6	16.1
Dissatisfied	7.7	9.0	8.6
Very dissatisfied	2.4	2.2	2.3
Can't rate/Don't know	1.2	0.8	0.9
Computer facilities/equipment	8,118	15,243	23,361
Very satisfied	25.5	22.9	23.8
Satisfied	43.9	46.6	45.7
Neutral	17.2	17.5	17.4
Dissatisfied	9.4	10.0	9.8
Very dissatisfied	3.1	2.2	2.5
Can't rate/Don't know	0.8	0.9	0.9
Quality of computer training/assistance	8,122	15,246	23,368
Very satisfied	13.9	13.0	13.3
Satisfied	35.3	36.6	36.2
Neutral	30.3	30.0	30.1
Dissatisfied	8.7	9.1	8.9
Very dissatisfied	3.0	2.2	2.4
Can't rate/Don't know	8.8	9.2	9.1

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please rate your satisfaction with your college in each area:			
Availability of internet access	8,111	15,246	23,357
Very satisfied	34.4	31.1	32.2
Satisfied	40.2	44.0	42.7
Neutral	13.4	13.4	13.4
Dissatisfied	8.0	8.8	8.5
Very dissatisfied	3.4	2.3	2.7
Can't rate/Don't know	0.5	0.4	0.5
Tutoring or other academic assistance	8,111	15,245	23,356
Very satisfied	15.8	17.6	17.0
Satisfied	32.6	34.8	34.1
Neutral	25.8	21.6	23.1
Dissatisfied	3.2	2.9	3.0
Very dissatisfied	1.1	0.9	1.0
Can't rate/Don't know	21.5	22.0	21.8
Academic advising	8,105	15,248	23,353
Very satisfied	23.7	25.2	24.7
Satisfied	38.7	38.2	38.4
Neutral	19.5	18.0	18.5
Dissatisfied	11.3	12.3	11.9
Very dissatisfied	5.4	5.0	5.1
Can't rate/Don't know	1.5	1.3	1.4
Career counseling and advising	8,105	15,225	23,330
Very satisfied	16.3	17.0	16.8
Satisfied	31.5	32.7	32.3
Neutral	25.0	23.5	24.0
Dissatisfied	11.7	11.6	11.6
Very dissatisfied	6.1	5.0	5.4
Can't rate/Don't know	9.4	10.2	9.9
Student housing facilities	8,120	15,244	23,364
Very satisfied	13.1	11.4	12.0
Satisfied	36.0	38.8	37.8
Neutral	22.2	20.1	20.8
Dissatisfied	11.8	10.9	11.2
Very dissatisfied	6.0	4.2	4.8
Can't rate/Don't know	10.9	14.6	13.3
Student housing office/services	8,110	15,216	23,326
Very satisfied	9.4	8.5	8.8
Satisfied	29.8	32.7	31.7
Neutral	28.5	26.2	27.0
Dissatisfied	11.6	10.3	10.8
Very dissatisfied	6.6	4.8	5.4
Can't rate/Don't know	14.1	17.5	16.3
Financial aid office	8,112	15,246	23,358
Very satisfied	14.0	12.8	13.2
Satisfied	34.5	36.2	35.6
Neutral	24.9	24.0	24.3
Dissatisfied	7.1	8.4	8.0
Very dissatisfied	4.4	4.0	4.1
Can't rate/Don't know	15.1	14.6	14.8
Financial aid package	8,120	15,247	23,367
Very satisfied	17.3	14.8	15.7
Satisfied	31.8	33.4	32.9
Neutral	22.4	22.2	22.2
Dissatisfied	9.6	11.0	10.5
Very dissatisfied	5.0	4.5	4.7
Can't rate/Don't know	14.0	14.1	14.0

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please rate your satisfaction with your college in each area:			
Opportunities for community service	8,114	15,238	23,352
Very satisfied	21.9	26.2	24.7
Satisfied	36.2	37.5	37.0
Neutral	24.1	20.3	21.6
Dissatisfied	3.5	3.2	3.3
Very dissatisfied	0.9	0.7	0.8
Can't rate/Don't know	13.4	12.1	12.5
Job placement services for students	8,110	15,248	23,358
Very satisfied	11.7	9.8	10.5
Satisfied	27.2	25.8	26.3
Neutral	26.7	25.9	26.2
Dissatisfied	11.1	12.3	11.9
Very dissatisfied	6.6	5.6	5.9
Can't rate/Don't know	16.7	20.6	19.3
Student health services	8,109	15,252	23,361
Very satisfied	14.2	13.0	13.4
Satisfied	34.5	33.3	33.7
Neutral	24.2	22.2	22.9
Dissatisfied	9.3	12.2	11.2
Very dissatisfied	4.4	5.6	5.2
Can't rate/Don't know	13.4	13.8	13.6
Leadership opportunities	8,110	15,245	23,355
Very satisfied	22.5	23.4	23.1
Satisfied	39.5	40.3	40.0
Neutral	24.0	22.3	22.9
Dissatisfied	3.5	2.2	2.7
Very dissatisfied	0.9	0.6	0.7
Can't rate/Don't know	9.6	11.2	10.6
Recreational facilities	8,117	15,249	23,366
Very satisfied	21.7	19.2	20.1
Satisfied	41.9	41.2	41.4
Neutral	18.0	19.1	18.8
Dissatisfied	9.9	9.7	9.8
Very dissatisfied	4.3	3.6	3.9
Can't rate/Don't know	4.3	7.1	6.1
Psychological counseling services	8,106	15,249	23,355
Very satisfied	9.5	12.0	11.1
Satisfied	17.4	20.1	19.2
Neutral	23.4	18.8	20.4
Dissatisfied	2.5	3.6	3.2
Very dissatisfied	1.7	1.8	1.8
Can't rate/Don't know	45.5	43.8	44.4
What year did you first enter your 1st college:	6,710	12,825	19,535
2003 or earlier	19.9	17.5	18.3
2004	77.4	79.2	78.5
2005	2.3	3.0	2.7
2006	0.2	0.2	0.2
2007 or 2008	0.2	0.2	0.2
What year did you first enter this college:	7,130	13,410	20,540
2003 or earlier	10.0	7.3	8.2
2004	73.0	73.8	73.5
2005	9.6	10.7	10.3
2006	6.3	6.7	6.6
2007 or 2008	1.2	1.5	1.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please indicate your enrollment status below:	7,646	14,626	22,272
Full-time undergraduate	95.3	95.4	95.3
Part-time undergraduate	3.5	3.6	3.5
Not enrolled	1.2	1.1	1.1
Expected graduation date:	7,983	15,037	23,020
2007	1.9	2.0	2.0
2008	97.4	97.1	97.2
Other	0.6	0.7	0.7
Not sure	0.1	0.1	0.1
Since entering college, indicate how often you:			
Worked on independent study project	8,117	15,247	23,364
Frequently	28.9	34.2	32.3
Occasionally	44.2	37.5	39.8
Not at all	26.9	28.3	27.8
Discussed course content with students outside of class	8,128	15,267	23,395
Frequently	65.9	71.1	69.3
Occasionally	32.4	27.8	29.4
Not at all	1.8	1.1	1.3
Have been a guest in a professor's home	8,119	15,269	23,388
Frequently	8.8	7.1	7.7
Occasionally	41.3	40.5	40.8
Not at all	49.8	52.4	51.5
Participated in intramural sports	8,112	15,241	23,353
Frequently	32.9	11.2	18.7
Occasionally	34.6	27.9	30.2
Not at all	32.5	60.9	51.0
Failed to complete homework on time	8,111	15,238	23,349
Frequently	7.4	3.6	4.9
Occasionally	52.9	45.6	48.1
Not at all	39.7	50.8	46.9
Have been bored in class	8,124	15,260	23,384
Frequently	30.9	23.3	25.9
Occasionally	64.5	72.3	69.6
Not at all	4.6	4.4	4.5
Came late to class	8,117	15,252	23,369
Frequently	10.3	6.8	8.0
Occasionally	61.5	58.1	59.3
Not at all	28.2	35.1	32.7
Studied with other students	8,112	15,238	23,350
Frequently	43.2	44.9	44.3
Occasionally	51.1	50.5	50.7
Not at all	5.8	4.6	5.0
Performed community service as part of a class	8,122	15,261	23,383
Frequently	8.0	12.8	11.1
Occasionally	42.3	44.3	43.6
Not at all	49.7	42.9	45.2
Voted in a student election	8,122	15,254	23,376
Frequently	24.2	24.2	24.2
Occasionally	41.8	43.5	42.9
Not at all	34.0	32.3	32.9
Received course assignments electronically	8,112	15,256	23,368
Frequently	47.6	47.3	47.4
Occasionally	49.6	49.4	49.5
Not at all	2.7	3.3	3.1

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Since entering college, indicate how often you:			
Turned in course assignments electronically	8,122	15,250	23,372
Frequently	42.1	43.2	42.8
Occasionally	54.4	53.0	53.5
Not at all	3.6	3.7	3.7
Used the internet for research or homework	8,121	15,258	23,379
Frequently	86.1	91.9	89.9
Occasionally	13.6	7.9	9.9
Not at all	0.4	0.2	0.2
Used the library for research or homework	8,111	15,247	23,358
Frequently	49.6	57.7	54.9
Occasionally	44.9	38.8	41.0
Not at all	5.4	3.5	4.2
Missed class due to employment	8,122	15,262	23,384
Frequently	3.5	2.1	2.6
Occasionally	26.7	20.9	22.9
Not at all	69.8	76.9	74.5
Missed class for other reasons	8,118	15,262	23,380
Frequently	8.1	5.3	6.2
Occasionally	77.5	81.2	79.9
Not at all	14.4	13.5	13.8
Tutored another college student	8,108	15,244	23,352
Frequently	11.6	11.3	11.4
Occasionally	43.0	35.3	37.9
Not at all	45.4	53.4	50.6
Met with an advisor/counselor about career plans	8,120	15,266	23,386
Frequently	17.9	20.9	19.9
Occasionally	60.6	60.1	60.3
Not at all	21.5	19.0	19.9
Fell asleep in class	8,117	15,250	23,367
Frequently	5.8	2.9	3.9
Occasionally	38.8	29.4	32.7
Not at all	55.4	67.7	63.4
Had difficulty getting the courses you needed	8,128	15,261	23,389
Frequently	10.9	10.1	10.4
Occasionally	50.3	50.7	50.6
Not at all	38.8	39.2	39.1
Played a musical instrument	8,118	15,252	23,370
Frequently	16.8	9.3	11.9
Occasionally	19.6	16.6	17.7
Not at all	63.5	74.1	70.4
Asked a professor for advice outside of class	8,104	15,244	23,348
Frequently	30.3	30.9	30.7
Occasionally	58.0	56.4	57.0
Not at all	11.7	12.7	12.3
Demonstrated for/against a war	8,115	15,242	23,357
Frequently	3.0	2.3	2.5
Occasionally	13.1	12.1	12.5
Not at all	83.8	85.6	85.0
Challenged a professor's idea in class	8,106	15,228	23,334
Frequently	12.1	7.2	8.9
Occasionally	57.4	50.9	53.1
Not at all	30.6	42.0	38.0

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Since entering college, indicate how often you:			
Felt intimidated by your professors	8,101	15,227	23,328
Frequently	3.7	4.6	4.3
Occasionally	41.6	56.3	51.2
Not at all	54.7	39.0	44.5
Worked on a professor's research project	8,117	15,243	23,360
Frequently	8.4	7.2	7.6
Occasionally	22.6	19.4	20.5
Not at all	69.0	73.4	71.9
Felt family support to succeed	8,094	15,244	23,338
Frequently	56.8	68.3	64.3
Occasionally	34.5	26.5	29.3
Not at all	8.8	5.2	6.4
Felt isolated from campus life	8,106	15,239	23,345
Frequently	9.7	9.4	9.5
Occasionally	38.4	42.1	40.8
Not at all	51.9	48.5	49.7
Interacted with graduate students/Taps	8,113	15,249	23,362
Frequently	9.7	9.5	9.6
Occasionally	38.9	37.5	38.0
Not at all	51.3	53.0	52.4
Had instruction that supplemented coursework	8,112	15,215	23,327
Frequently	22.0	24.0	23.3
Occasionally	59.3	56.6	57.5
Not at all	18.8	19.4	19.2
Since entering college have you:			
Joined a social fraternity or sorority	8,113	15,257	23,370
Yes	17.5	15.9	16.5
No	82.5	84.1	83.5
Failed one or more courses	8,115	15,261	23,376
Yes	17.4	12.5	14.2
No	82.6	87.5	85.8
Worked full-time while attending school	8,115	15,252	23,367
Yes	18.9	20.7	20.1
No	81.1	79.3	79.9
Participated in student government	8,119	15,260	23,379
Yes	13.1	11.0	11.7
No	86.9	89.0	88.3
Taken a remedial course	8,103	15,200	23,303
Yes	9.2	9.7	9.5
No	90.8	90.3	90.5
Taken an ethnic studies course	8,117	15,245	23,362
Yes	45.8	53.5	50.8
No	54.2	46.5	49.2
Taken a women's studies course	8,110	15,252	23,362
Yes	14.0	34.1	27.1
No	86.0	65.9	72.9
Attended a racial/cultural awareness workshop	8,114	15,243	23,357
Yes	30.0	37.8	35.1
No	70.0	62.2	64.9
Had a roommate of a different race/ethnicity	8,112	15,255	23,367
Yes	40.9	35.9	37.6
No	59.1	64.1	62.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Since entering college have you:			
Participated in an ethnic/racial student organization	8,116	15,251	23,367
Yes	18.6	21.9	20.8
No	81.4	78.1	79.2
Played varsity/intercollegiate athletics	8,112	15,262	23,374
Yes	30.7	19.3	23.2
No	69.3	80.7	76.8
Withdrawn from school temporarily	8,117	15,259	23,376
Yes	6.8	6.3	6.5
No	93.2	93.7	93.5
Enrolled in honors or advanced courses	8,106	15,231	23,337
Yes	31.1	30.7	30.8
No	68.9	69.3	69.2
Participated in an internship program	8,114	15,253	23,367
Yes	52.8	52.1	52.4
No	47.2	47.9	47.6
Participated in leadership training	8,117	15,255	23,372
Yes	33.5	33.8	33.7
No	66.5	66.2	66.3
Transferred from a community college	8,107	15,244	23,351
Yes	11.8	11.8	11.8
No	88.2	88.2	88.2
Transferred from a 4-year college	8,115	15,253	23,368
Yes	9.8	9.9	9.9
No	90.2	90.1	90.1
Participated in a study-abroad program	8,099	15,220	23,319
Yes	21.7	31.0	27.8
No	78.3	69.0	72.2
Taken courses for credit at another institution	8,104	15,248	23,352
Yes	41.8	47.3	45.4
No	58.2	52.7	54.6
Participated in an undergraduate research program (e.g. MARC, MBRS, REU)	8,110	15,252	23,362
Yes	10.3	8.1	8.9
No	89.7	91.9	91.1
Participated in a program to prepare for graduate school	8,108	15,256	23,364
Yes	12.7	12.1	12.3
No	87.3	87.9	87.7
Participated in an academic program for racial/ethnic minorities	8,104	15,245	23,349
Yes	6.4	7.1	6.9
No	93.6	92.9	93.1
Joined a club or organization related to your major	8,109	15,255	23,364
Yes	53.3	61.1	58.4
No	46.7	38.9	41.6
Presented research at a conference	8,104	15,245	23,349
Yes	16.8	16.2	16.4
No	83.2	83.8	83.6

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Undergraduate major (aggregated)	8,019	15,102	23,121
Agriculture	0.1	0.1	0.1
Biological Science	8.6	9.2	9.0
Business	23.9	13.7	17.2
Education	4.2	10.4	8.2
Engineering	7.4	1.3	3.4
English	3.2	5.7	4.8
Health Professional	1.3	8.0	5.6
History or Political Science	10.7	6.9	8.2
Humanities	9.1	7.8	8.2
Fine Arts	3.8	5.2	4.7
Mathematics or Statistics	2.6	1.4	1.8
Physical Science	3.5	1.7	2.3
Social Science	10.6	18.8	16.0
Other Technical	3.4	0.7	1.6
Other Non-technical	7.6	9.0	8.5
Undecided	0.0	0.0	0.0
Graduate major (aggregated)			
omit if you do not plan to go to graduate school	4,162	8,456	12,618
Agriculture	0.1	0.1	0.1
Biological Science	4.7	4.3	4.5
Business	21.3	11.0	14.4
Education	6.7	13.1	11.0
Engineering	6.1	1.1	2.8
English	1.5	2.5	2.2
Health Professional	9.7	15.9	13.8
History or Political Science	4.6	3.3	3.7
Humanities	7.7	5.3	6.1
Fine Arts	4.0	4.2	4.2
Mathematics or Statistics	1.2	0.5	0.8
Physical Science	3.0	1.5	2.0
Social Science	7.2	16.7	13.6
Other Technical	2.3	0.9	1.3
Other Non-technical	13.8	12.3	12.8
Undecided	6.1	7.3	6.9
Student's probable career (aggregated)	7,838	14,786	22,624
Artist	6.5	7.0	6.8
Business	24.3	13.8	17.4
Business (clerical)	0.9	0.8	0.8
Clergy	3.4	0.9	1.8
College teacher	3.0	1.8	2.2
Doctor (MD or DDS)	5.5	4.3	4.7
Education (secondary)	6.4	7.4	7.1
Education (elementary)	1.7	9.7	6.9
Engineer	6.3	1.1	2.9
Farmer or forester	0.7	0.4	0.5
Health professional	1.9	5.1	4.0
Homemaker (full-time)	0.2	0.4	0.3
Lawyer	5.1	4.2	4.5
Military (career)	1.4	0.2	0.6
Nurse	0.9	7.5	5.2
Research scientist	2.8	2.2	2.4
Social/welfare/rec worker	1.0	4.1	3.0
Skilled worker	0.6	0.1	0.3
Other	19.8	20.2	20.0
Undecided	7.5	8.8	8.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
During the past year, how much time did you spend during the typical week doing the following activities?			
Studying/homework	8,115	15,256	23,371
None	0.3	0.1	0.2
Less than one hour	2.2	0.6	1.2
1 to 2 hours	9.3	4.4	6.1
3 to 5 hours	26.8	20.5	22.7
6 to 10 hours	26.3	29.7	28.5
11 to 15 hours	15.2	19.7	18.1
16 to 20 hours	10.1	13.3	12.2
Over 20 hours	9.9	11.7	11.1
Attending classes/labs	8,107	15,231	23,338
None	0.9	0.7	0.7
Less than one hour	0.6	0.3	0.4
1 to 2 hours	2.1	1.3	1.6
3 to 5 hours	9.7	6.9	7.8
6 to 10 hours	24.4	24.4	24.4
11 to 15 hours	33.6	33.7	33.6
16 to 20 hours	21.6	23.5	22.8
Over 20 hours	7.1	9.4	8.6
Socializing with friends	8,093	15,219	23,312
None	0.7	0.6	0.6
Less than one hour	2.1	2.6	2.4
1 to 2 hours	6.6	8.4	7.8
3 to 5 hours	16.8	21.8	20.0
6 to 10 hours	25.3	28.3	27.3
11 to 15 hours	19.0	17.3	17.9
16 to 20 hours	12.2	9.8	10.7
Over 20 hours	17.4	11.1	13.3
Talking with faculty during office hours	8,096	15,220	23,316
None	11.7	11.8	11.8
Less than one hour	45.7	49.7	48.3
1 to 2 hours	30.9	29.3	29.9
3 to 5 hours	8.6	7.1	7.6
6 to 10 hours	2.1	1.4	1.7
11 to 15 hours	0.5	0.4	0.5
16 to 20 hours	0.3	0.2	0.2
Over 20 hours	0.3	0.2	0.2
Talking with faculty outside of class or office hours	8,082	15,222	23,304
None	18.1	21.5	20.3
Less than one hour	47.9	49.0	48.6
1 to 2 hours	24.0	22.1	22.7
3 to 5 hours	6.7	5.2	5.7
6 to 10 hours	2.0	1.4	1.6
11 to 15 hours	0.7	0.4	0.5
16 to 20 hours	0.3	0.1	0.2
Over 20 hours	0.3	0.2	0.2
Exercise/sports	8,099	15,244	23,343
None	6.3	9.7	8.5
Less than one hour	9.9	14.2	12.7
1 to 2 hours	18.1	22.6	21.0
3 to 5 hours	28.5	28.5	28.5
6 to 10 hours	18.8	14.7	16.1
11 to 15 hours	7.8	4.7	5.8
16 to 20 hours	4.4	2.7	3.3
Over 20 hours	6.3	3.1	4.2

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
During the past year, how much time did you spend during the typical week doing the following activities?			
Partying	8,087	15,190	23,277
None	21.3	27.9	25.6
Less than one hour	11.3	13.5	12.8
1 to 2 hours	14.9	16.0	15.6
3 to 5 hours	21.9	22.1	22.0
6 to 10 hours	16.7	13.2	14.4
11 to 15 hours	7.3	4.4	5.4
16 to 20 hours	3.3	1.7	2.3
Over 20 hours	3.4	1.2	2.0
Working (for pay) on campus	8,090	15,221	23,311
None	52.7	52.2	52.4
Less than one hour	2.3	1.4	1.7
1 to 2 hours	4.9	3.5	4.0
3 to 5 hours	10.1	9.8	9.9
6 to 10 hours	15.9	18.5	17.6
11 to 15 hours	7.3	8.2	7.9
16 to 20 hours	4.2	4.2	4.2
Over 20 hours	2.6	2.2	2.4
Working (for pay) off campus	8,088	15,210	23,298
None	55.7	47.4	50.3
Less than one hour	2.2	1.3	1.6
1 to 2 hours	3.3	2.8	3.0
3 to 5 hours	5.5	6.0	5.9
6 to 10 hours	7.4	10.1	9.1
11 to 15 hours	5.6	9.0	7.8
16 to 20 hours	6.6	9.0	8.1
Over 20 hours	13.6	14.5	14.2
Student clubs/groups	8,086	15,225	23,311
None	35.1	34.1	34.4
Less than one hour	13.7	14.1	14.0
1 to 2 hours	21.0	22.2	21.8
3 to 5 hours	16.1	17.0	16.7
6 to 10 hours	7.9	7.6	7.7
11 to 15 hours	3.0	2.7	2.8
16 to 20 hours	1.5	1.3	1.4
Over 20 hours	1.7	1.0	1.3
Watching TV	8,107	15,228	23,335
None	9.3	8.6	8.9
Less than one hour	11.5	13.6	12.9
1 to 2 hours	21.3	25.8	24.2
3 to 5 hours	27.8	30.1	29.3
6 to 10 hours	18.0	14.8	15.9
11 to 15 hours	6.2	4.0	4.8
16 to 20 hours	2.8	1.4	1.9
Over 20 hours	3.1	1.7	2.2
Housework/childcare	8,094	15,221	23,315
None	48.0	27.6	34.7
Less than one hour	18.4	20.8	19.9
1 to 2 hours	20.0	28.1	25.3
3 to 5 hours	8.9	14.1	12.3
6 to 10 hours	2.3	4.3	3.6
11 to 15 hours	0.8	1.6	1.3
16 to 20 hours	0.4	0.8	0.6
Over 20 hours	1.2	2.8	2.3

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423

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

All Items	Men	Women	Total
Reading for pleasure	8,101	15,236	23,337
None	30.9	32.5	31.9
Less than one hour	26.1	29.6	28.3
1 to 2 hours	24.0	23.2	23.5
3 to 5 hours	12.7	10.6	11.3
6 to 10 hours	4.1	2.8	3.2
11 to 15 hours	1.3	0.7	0.9
16 to 20 hours	0.5	0.3	0.4
Over 20 hours	0.5	0.4	0.4
Commuting	8,092	15,226	23,318
None	43.0	39.6	40.8
Less than one hour	19.3	19.5	19.4
1 to 2 hours	17.3	16.5	16.8
3 to 5 hours	12.3	13.9	13.4
6 to 10 hours	5.3	6.9	6.3
11 to 15 hours	1.5	1.8	1.7
16 to 20 hours	0.4	0.7	0.6
Over 20 hours	0.9	1.0	1.0
Prayer/mediation	8,094	15,210	23,304
None	38.5	34.6	36.0
Less than one hour	27.6	29.3	28.7
1 to 2 hours	20.3	22.8	22.0
3 to 5 hours	8.9	9.0	9.0
6 to 10 hours	2.9	2.7	2.7
11 to 15 hours	0.8	0.6	0.7
16 to 20 hours	0.4	0.3	0.3
Over 20 hours	0.7	0.6	0.6
Career planning (job searches, internships, etc.)	8,080	15,221	23,301
None	17.3	13.7	15.0
Less than one hour	27.0	25.5	26.0
1 to 2 hours	29.5	31.5	30.8
3 to 5 hours	17.0	18.7	18.1
6 to 10 hours	5.3	5.7	5.6
11 to 15 hours	1.8	2.3	2.1
16 to 20 hours	0.8	1.1	1.0
Over 20 hours	1.3	1.5	1.4
Playing video/computer games	8,094	15,225	23,319
None	31.7	74.6	59.7
Less than one hour	18.7	13.7	15.4
1 to 2 hours	19.9	7.2	11.6
3 to 5 hours	16.5	3.0	7.7
6 to 10 hours	7.5	0.9	3.2
11 to 15 hours	2.5	0.3	1.1
16 to 20 hours	1.3	0.1	0.5
Over 20 hours	1.9	0.2	0.8
Volunteer work	8,083	15,219	23,302
None	49.7	45.8	47.2
Less than one hour	21.3	19.1	19.9
1 to 2 hours	15.5	19.4	18.0
3 to 5 hours	8.4	10.5	9.8
6 to 10 hours	2.9	3.1	3.0
11 to 15 hours	1.0	1.1	1.0
16 to 20 hours	0.4	0.4	0.4
Over 20 hours	0.7	0.7	0.7

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
During the past year, how much time did you spend during the typical week doing the following activities?			
Surfing the internet	8,077	15,168	23,245
None	2.8	5.8	4.8
Less than one hour	11.7	18.1	15.8
1 to 2 hours	26.6	30.8	29.3
3 to 5 hours	29.9	27.3	28.2
6 to 10 hours	16.5	11.0	12.9
11 to 15 hours	6.0	3.6	4.4
16 to 20 hours	2.6	1.5	1.9
Over 20 hours	4.0	1.9	2.6
Online social networks (MySpace, Facebook, etc.)	8,076	15,220	23,296
None	15.5	11.3	12.8
Less than one hour	30.7	22.3	25.2
1 to 2 hours	29.3	32.7	31.5
3 to 5 hours	15.5	22.7	20.2
6 to 10 hours	5.1	6.9	6.3
11 to 15 hours	1.8	1.9	1.9
16 to 20 hours	0.8	0.9	0.9
Over 20 hours	1.3	1.2	1.2
Compared with when you first entered this college, how would you describe your:			
General knowledge	8,106	15,247	23,353
Much Stronger	51.7	51.9	51.9
Stronger	44.6	45.4	45.1
No Change	3.0	2.2	2.5
Weaker	0.5	0.4	0.5
Much Weaker	0.1	0.1	0.1
Analytical/problem solving skills	8,102	15,237	23,339
Much Stronger	44.5	41.4	42.4
Stronger	48.8	52.2	51.1
No Change	6.1	5.9	6.0
Weaker	0.5	0.4	0.5
Much Weaker	0.1	0.1	0.1
Knowledge of a particular field/discipline	8,102	15,243	23,345
Much Stronger	66.7	70.1	68.9
Stronger	30.6	28.4	29.1
No Change	2.4	1.3	1.7
Weaker	0.3	0.2	0.2
Much Weaker	0.1	0.1	0.1
Ability to think critically	8,096	15,239	23,335
Much Stronger	46.6	47.2	47.0
Stronger	46.2	47.0	46.7
No Change	6.5	5.4	5.8
Weaker	0.5	0.3	0.4
Much Weaker	0.1	0.1	0.1
Knowledge of people from different races/cultures	8,092	15,231	23,323
Much Stronger	28.3	30.1	29.4
Stronger	46.2	46.8	46.6
No Change	22.9	21.4	21.9
Weaker	2.0	1.4	1.6
Much Weaker	0.6	0.3	0.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Compared with when you first entered this college, how would you describe your:			
Leadership abilities	8,100	15,234	23,334
Much Stronger	36.2	35.6	35.8
Stronger	46.9	47.2	47.1
No Change	15.6	16.0	15.8
Weaker	1.1	1.1	1.1
Much Weaker	0.2	0.2	0.2
Interpersonal skills	8,088	15,228	23,316
Much Stronger	38.4	38.9	38.7
Stronger	48.4	49.6	49.2
No Change	11.5	10.4	10.8
Weaker	1.5	1.1	1.2
Much Weaker	0.3	0.1	0.1
Ability to get along with people of different races/cultures	8,091	15,229	23,320
Much Stronger	26.6	26.0	26.2
Stronger	38.5	38.8	38.7
No Change	32.6	33.9	33.5
Weaker	1.7	1.0	1.3
Much Weaker	0.5	0.2	0.3
Understanding of problems facing your community	8,089	15,227	23,316
Much Stronger	26.6	28.5	27.8
Stronger	47.0	49.3	48.5
No Change	24.1	20.7	21.9
Weaker	1.7	1.1	1.4
Much Weaker	0.5	0.3	0.3
Understanding of social problems facing our nation	8,084	15,225	23,309
Much Stronger	31.9	32.3	32.1
Stronger	49.8	51.4	50.9
No Change	16.4	14.9	15.4
Weaker	1.5	1.2	1.3
Much Weaker	0.5	0.2	0.3
Preparedness for employment after college	8,091	15,223	23,314
Much Stronger	38.8	36.0	37.0
Stronger	48.5	51.6	50.5
No Change	10.3	10.3	10.3
Weaker	1.8	1.7	1.7
Much Weaker	0.6	0.3	0.4
Preparedness for graduate or advanced education	8,092	15,217	23,309
Much Stronger	38.1	37.2	37.5
Stronger	45.9	48.3	47.5
No Change	14.1	13.0	13.4
Weaker	1.4	1.1	1.2
Much Weaker	0.4	0.3	0.3
Ability to manage your time effectively	8,086	15,224	23,310
Much Stronger	30.3	30.8	30.6
Stronger	48.8	48.8	48.8
No Change	17.5	17.5	17.5
Weaker	2.9	2.5	2.7
Much Weaker	0.5	0.3	0.4
Understanding of global issues	8,087	15,223	23,310
Much Stronger	29.8	27.2	28.1
Stronger	49.7	51.5	50.9
No Change	18.3	19.5	19.1
Weaker	1.6	1.5	1.6
Much Weaker	0.6	0.3	0.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Compared with when you first entered this college, how would you describe your:			
Foreign language ability	8,083	15,230	23,313
Much Stronger	14.2	16.2	15.5
Stronger	27.4	28.8	28.3
No Change	42.9	44.5	43.9
Weaker	11.7	8.5	9.6
Much Weaker	3.8	2.0	2.6
Please indicate the extent to which you agree or disagree with the following statements:			
I have been singled out because of my race/ethnicity, gender, or sexual orientation	8,087	15,227	23,314
Strongly agree	3.8	2.6	3.0
Agree	11.0	12.1	11.7
Disagree	37.3	43.7	41.5
Strongly disagree	48.0	41.6	43.8
I see myself as part of the campus community	8,085	15,231	23,316
Strongly agree	23.9	23.7	23.8
Agree	57.0	58.4	57.9
Disagree	15.2	15.0	15.0
Strongly disagree	4.0	3.0	3.3
I have heard faculty express stereotypes about race/ethnic groups in class	8,081	15,215	23,296
Strongly agree	3.6	2.8	3.1
Agree	19.1	20.2	19.8
Disagree	42.8	46.2	45.0
Strongly disagree	34.5	30.8	32.1
I feel I am a member of this college	8,082	15,224	23,306
Strongly agree	34.7	32.2	33.1
Agree	56.3	59.9	58.7
Disagree	7.1	6.6	6.7
Strongly disagree	1.9	1.3	1.5
Faculty here are interested in student's personal problems	8,079	15,210	23,289
Strongly agree	17.3	18.7	18.2
Agree	58.9	59.4	59.2
Disagree	20.0	19.1	19.4
Strongly disagree	3.8	2.9	3.2
There is a lot of racial tension on this campus	8,073	15,202	23,275
Strongly agree	3.0	2.5	2.7
Agree	13.8	14.1	14.0
Disagree	49.1	53.8	52.2
Strongly disagree	34.2	29.6	31.2
There is strong competition among most of the students for high grades	8,097	15,227	23,324
Strongly agree	12.4	13.4	13.1
Agree	44.6	43.8	44.1
Disagree	38.2	38.4	38.4
Strongly disagree	4.8	4.3	4.5
Faculty here are interested in student's academic problems	8,094	15,222	23,316
Strongly agree	21.6	23.9	23.1
Agree	66.8	67.3	67.1
Disagree	10.0	7.8	8.6
Strongly disagree	1.6	1.0	1.2
I feel a sense of belonging to this campus	8,081	15,211	23,292
Strongly agree	26.8	27.1	27.0
Agree	57.3	57.9	57.7
Disagree	12.8	12.8	12.8
Strongly disagree	3.1	2.2	2.5

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please indicate the extent to which you agree or disagree with the following statements:			
Faculty feel that most students here are well-prepared academically	8,070	15,184	23,254
Strongly agree	15.6	14.8	15.1
Agree	69.1	71.3	70.6
Disagree	13.6	12.7	13.0
Strongly disagree	1.8	1.1	1.4
Please rate your satisfaction with your college in each area:			
Courses in your major field	8,096	15,234	23,330
Very satisfied	39.3	38.8	39.0
Satisfied	47.9	49.2	48.7
Neutral	6.7	6.5	6.6
Dissatisfied	4.9	4.7	4.7
Very dissatisfied	1.2	0.8	1.0
Amount of contact with faculty	8,100	15,231	23,331
Very satisfied	36.1	36.6	36.4
Satisfied	48.9	49.5	49.3
Neutral	12.0	10.9	11.3
Dissatisfied	2.7	2.7	2.7
Very dissatisfied	0.4	0.3	0.4
Class size	8,098	15,230	23,328
Very satisfied	42.5	43.8	43.4
Satisfied	47.3	47.6	47.5
Neutral	8.1	6.2	6.9
Dissatisfied	1.7	2.0	1.9
Very dissatisfied	0.5	0.4	0.4
Interaction with other students	8,100	15,228	23,328
Very satisfied	35.0	36.0	35.7
Satisfied	52.5	53.0	52.8
Neutral	9.8	9.0	9.3
Dissatisfied	2.2	1.7	1.9
Very dissatisfied	0.5	0.3	0.3
Relevance of coursework to everyday life	8,091	15,230	23,321
Very satisfied	17.3	20.2	19.2
Satisfied	51.1	52.8	52.2
Neutral	22.6	20.9	21.5
Dissatisfied	7.0	5.5	6.0
Very dissatisfied	1.9	0.6	1.0
Relevance of coursework to future career plans	8,096	15,226	23,322
Very satisfied	26.1	27.4	26.9
Satisfied	48.5	50.0	49.5
Neutral	16.9	16.0	16.3
Dissatisfied	6.3	5.8	6.0
Very dissatisfied	2.1	0.8	1.3
Overall quality of instruction	8,094	15,230	23,324
Very satisfied	32.1	31.6	31.8
Satisfied	54.0	56.6	55.7
Neutral	10.4	8.8	9.4
Dissatisfied	2.8	2.6	2.6
Very dissatisfied	0.6	0.4	0.5
Overall sense of community among students	8,096	15,226	23,322
Very satisfied	25.5	25.6	25.6
Satisfied	48.1	48.9	48.6
Neutral	19.4	18.8	19.0
Dissatisfied	5.3	5.8	5.6
Very dissatisfied	1.7	0.9	1.2

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please rate your satisfaction with your college in each area:			
Availability of campus social activities	8,095	15,219	23,314
Very satisfied	22.0	21.9	21.9
Satisfied	44.6	45.1	44.9
Neutral	24.0	24.6	24.4
Dissatisfied	7.2	7.0	7.1
Very dissatisfied	2.3	1.4	1.7
Overall college experience	8,095	15,222	23,317
Very satisfied	38.6	39.3	39.1
Satisfied	45.9	47.5	46.9
Neutral	10.3	9.6	9.9
Dissatisfied	3.9	2.8	3.2
Very dissatisfied	1.2	0.8	1.0
Respect for the expression of diverse beliefs	8,093	15,213	23,306
Very satisfied	23.0	23.7	23.5
Satisfied	48.6	50.9	50.1
Neutral	22.1	18.9	20.0
Dissatisfied	4.7	5.2	5.0
Very dissatisfied	1.7	1.3	1.4
Ability to find a faculty or staff mentor	8,094	15,214	23,308
Very satisfied	26.9	28.3	27.8
Satisfied	49.2	48.8	48.9
Neutral	19.3	17.5	18.1
Dissatisfied	3.8	4.5	4.3
Very dissatisfied	0.9	0.8	0.8
Size of student population	8,095	15,214	23,309
Very satisfied	28.9	30.5	30.0
Satisfied	50.0	53.1	52.0
Neutral	15.8	12.9	13.9
Dissatisfied	4.4	3.1	3.6
Very dissatisfied	0.9	0.5	0.6
Racial ethnic diversity of student body	8,088	15,209	23,297
Very satisfied	13.4	11.7	12.3
Satisfied	34.4	34.8	34.7
Neutral	35.0	32.3	33.2
Dissatisfied	12.7	16.7	15.3
Very dissatisfied	4.5	4.5	4.5
For the activities listed below, please indicate how often you engaged in each during the past year:			
Smoked cigarettes	8,101	15,223	23,324
Frequently	6.4	5.7	5.9
Occasionally	17.0	13.0	14.4
Not at all	76.6	81.3	79.7
Felt lonely or homesick	8,104	15,213	23,317
Frequently	3.9	6.4	5.5
Occasionally	38.4	54.1	48.6
Not at all	57.7	39.5	45.9
Socialized with someone of another racial/ethic group	8,097	15,217	23,314
Frequently	44.3	45.3	44.9
Occasionally	49.3	49.4	49.4
Not at all	6.4	5.3	5.7
Felt depressed	8,102	15,214	23,316
Frequently	5.7	7.6	6.9
Occasionally	42.9	51.5	48.5
Not at all	51.4	40.9	44.6

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
For the activities listed below, please indicate how often you engaged in each during the past year:			
Felt overwhelmed by all I had to do	8,108	15,223	23,331
Frequently	24.6	42.8	36.5
Occasionally	61.6	53.3	56.2
Not at all	13.8	3.8	7.3
Attended a religious service	8,103	15,217	23,320
Frequently	28.8	32.8	31.4
Occasionally	36.0	36.9	36.6
Not at all	35.1	30.3	32.0
Drank beer	8,100	15,203	23,303
Frequently	39.4	22.0	28.0
Occasionally	38.3	40.8	40.0
Not at all	22.3	37.2	32.0
Drank wine or liquor	8,101	15,210	23,311
Frequently	31.2	25.1	27.2
Occasionally	45.8	54.3	51.4
Not at all	23.0	20.6	21.4
Performed volunteer work	8,099	15,212	23,311
Frequently	12.7	18.9	16.8
Occasionally	50.3	52.3	51.6
Not at all	37.0	28.7	31.6
Participated in political demonstrations	8,098	15,214	23,312
Frequently	2.2	1.6	1.9
Occasionally	14.6	14.1	14.3
Not at all	83.1	84.3	83.9
Discussed politics	8,099	15,215	23,314
Frequently	26.8	19.9	22.3
Occasionally	54.9	57.2	56.4
Not at all	18.3	22.9	21.3
Sought personal counseling	8,097	15,206	23,303
Frequently	3.1	5.2	4.5
Occasionally	19.9	23.7	22.4
Not at all	77.0	71.1	73.1
Discussed religion	8,098	15,212	23,310
Frequently	26.1	24.8	25.3
Occasionally	53.0	55.8	54.8
Not at all	20.8	19.4	19.9
Worked on a local, state, or national political campaign	8,094	15,204	23,298
Frequently	2.4	1.7	1.9
Occasionally	8.9	6.6	7.4
Not at all	88.7	91.7	90.7
Contributed money to help support my family	8,084	15,196	23,280
Frequently	6.3	7.6	7.2
Occasionally	20.8	21.1	21.0
Not at all	72.9	71.2	71.8
Rate yourself on each of the following traits as compared with the average person of your age.			
Academic ability	8,088	15,206	23,294
Highest 10%	31.7	21.7	25.1
Above average	50.3	54.2	52.8
Average	16.7	23.4	21.1
Below average	1.2	0.7	0.9
Lowest 10%	0.2	0.1	0.1

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Rate yourself on each of the following traits as compared with the average person of your age.			
Artistic ability	8,091	15,208	23,299
Highest 10%	10.0	7.1	8.1
Above average	23.5	24.8	24.4
Average	31.6	37.4	35.4
Below average	27.6	26.1	26.6
Lowest 10%	7.2	4.6	5.5
Computer skills	8,086	15,205	23,291
Highest 10%	15.4	4.7	8.4
Above average	43.8	32.2	36.2
Average	36.1	55.4	48.7
Below average	4.2	7.4	6.3
Lowest 10%	0.5	0.4	0.4
Cooperativeness	8,086	15,197	23,283
Highest 10%	26.1	22.6	23.8
Above average	52.6	55.9	54.7
Average	19.5	20.5	20.1
Below average	1.6	0.9	1.2
Lowest 10%	0.2	0.1	0.1
Creativity	8,082	15,199	23,281
Highest 10%	20.8	14.2	16.5
Above average	43.8	44.2	44.1
Average	29.2	35.8	33.5
Below average	5.7	5.5	5.6
Lowest 10%	0.5	0.3	0.4
Drive to achieve	8,112	15,259	23,371
Highest 10%	34.3	32.6	33.2
Above average	42.8	46.3	45.1
Average	18.9	19.4	19.2
Below average	3.6	1.7	2.3
Lowest 10%	0.4	0.1	0.2
Emotional health	8,111	15,259	23,370
Highest 10%	23.4	12.2	16.1
Above average	40.5	38.4	39.1
Average	29.4	41.2	37.1
Below average	6.1	7.8	7.2
Lowest 10%	0.6	0.4	0.5
Leadership ability	8,109	15,259	23,368
Highest 10%	31.1	17.9	22.4
Above average	44.4	46.5	45.7
Average	21.7	31.3	28.0
Below average	2.6	4.1	3.6
Lowest 10%	0.2	0.3	0.3
Mathematical ability	8,111	15,251	23,362
Highest 10%	17.9	7.2	10.9
Above average	35.8	27.0	30.0
Average	32.4	43.1	39.4
Below average	12.1	20.1	17.3
Lowest 10%	1.8	2.6	2.3
Persistence	8,107	15,253	23,360
Highest 10%	29.2	22.1	24.6
Above average	48.1	49.9	49.3
Average	20.7	26.6	24.6
Below average	1.8	1.4	1.5
Lowest 10%	0.1	0.0	0.1

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Rate yourself on each of the following traits as compared with the average person of your age.			
Physical health	8,110	15,260	23,370
Highest 10%	22.0	10.1	14.2
Above average	39.9	35.9	37.3
Average	30.9	44.9	40.0
Below average	6.6	8.6	7.9
Lowest 10%	0.5	0.5	0.5
Public speaking ability	8,111	15,259	23,370
Highest 10%	20.3	11.3	14.4
Above average	39.7	33.7	35.8
Average	30.7	40.3	37.0
Below average	8.2	13.0	11.3
Lowest 10%	1.2	1.7	1.5
Risk-taking	8,107	15,257	23,364
Highest 10%	15.5	7.3	10.1
Above average	38.8	29.1	32.5
Average	36.8	48.7	44.5
Below average	8.2	14.0	12.0
Lowest 10%	0.7	1.0	0.9
Self-confidence (intellectual)	8,111	15,258	23,369
Highest 10%	30.2	15.1	20.3
Above average	48.4	46.1	46.9
Average	18.7	34.0	28.7
Below average	2.5	4.6	3.9
Lowest 10%	0.2	0.3	0.3
Self-confidence (social)	8,112	15,258	23,370
Highest 10%	22.9	13.5	16.7
Above average	38.5	38.0	38.1
Average	29.1	38.4	35.2
Below average	8.6	9.6	9.3
Lowest 10%	0.9	0.6	0.7
Self-understanding	8,108	15,254	23,362
Highest 10%	27.6	19.0	22.0
Above average	46.0	46.2	46.1
Average	23.8	32.6	29.6
Below average	2.2	2.0	2.1
Lowest 10%	0.4	0.2	0.2
Understanding of others	8,109	15,253	23,362
Highest 10%	21.7	18.5	19.6
Above average	50.2	53.8	52.6
Average	25.2	26.6	26.1
Below average	2.6	1.1	1.6
Lowest 10%	0.3	0.1	0.1
Writing ability	8,110	15,256	23,366
Highest 10%	20.9	17.9	18.9
Above average	42.5	45.6	44.5
Average	29.6	31.7	31.0
Below average	6.2	4.5	5.1
Lowest 10%	0.9	0.3	0.5

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Highest degree earned as of June 2008	8,138	15,285	23,423
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 degree (B.A., B.S., etc.)	100.0	100.0	100.0
Master's degree (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
Highest degree planned to complete at any institution	7,265	13,926	21,191
None	1.6	1.6	1.6
Vocational certificate	0.1	0.2	0.2
Associate (A.A. or equivalent)	0.1	0.1	0.1
Bachelor's degree (B.A., B.S., etc.)	15.3	10.9	12.4
Master's degree (M.A., M.S., etc.)	43.0	51.9	48.8
Ph.D. or Ed.D.	20.1	19.8	19.9
M.D., D.O., D.D.S., D.V.M.	6.9	5.7	6.1
LL.B or J.D. (Law)	8.3	5.9	6.7
B.D. or M.DIV. (Divinity)	1.9	0.8	1.2
Other	2.5	3.3	3.0
Indicate the importance to you personally of each of the following:			
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	8,083	15,216	23,299
Essential	7.6	7.2	7.4
Very important	9.9	9.6	9.7
Somewhat important	21.9	24.8	23.8
Not important	60.5	58.3	59.0
Becoming an authority in my field	8,085	15,214	23,299
Essential	21.6	16.7	18.4
Very important	41.6	42.6	42.3
Somewhat important	28.8	31.9	30.8
Not important	8.1	8.8	8.5
Obtaining recognition from my colleagues for contributions to my special field	8,078	15,197	23,275
Essential	14.8	12.3	13.2
Very important	38.6	41.0	40.1
Somewhat important	34.9	35.7	35.5
Not important	11.7	11.0	11.2
Influencing the political structure	8,076	15,192	23,268
Essential	8.5	5.3	6.4
Very important	18.9	15.5	16.7
Somewhat important	40.0	39.4	39.6
Not important	32.6	39.9	37.3
Influencing social values	8,073	15,195	23,268
Essential	13.5	14.2	14.0
Very important	35.2	40.3	38.5
Somewhat important	35.5	34.8	35.0
Not important	15.8	10.7	12.5
Raising a family	8,072	15,189	23,261
Essential	46.5	48.0	47.5
Very important	32.8	32.3	32.4
Somewhat important	15.3	14.2	14.6
Not important	5.4	5.5	5.5

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Indicate the importance to you personally of each of the following:			
Having administrative responsibility for the work of others	8,070	15,183	23,253
Essential	13.1	8.1	9.8
Very important	34.6	31.4	32.5
Somewhat important	35.3	40.3	38.5
Not important	17.1	20.3	19.2
Being very well off financially	8,078	15,191	23,269
Essential	25.9	19.4	21.7
Very important	34.8	36.5	35.9
Somewhat important	30.6	35.1	33.5
Not important	8.6	9.0	8.9
Helping others who are in difficulty	8,074	15,191	23,265
Essential	27.6	34.5	32.1
Very important	45.1	47.3	46.5
Somewhat important	24.2	16.8	19.3
Not important	3.1	1.4	2.0
Making a theoretical contribution to science	8,071	15,189	23,260
Essential	5.9	3.8	4.5
Very important	13.9	10.5	11.7
Somewhat important	28.7	24.5	25.9
Not important	51.5	61.2	57.9
Writing original works (poems, novels, short stories, etc.)	8,075	15,195	23,270
Essential	8.6	6.6	7.3
Very important	12.8	11.0	11.6
Somewhat important	25.6	24.6	25.0
Not important	52.9	57.9	56.1
Creating artistic work (painting, sculpture, decorating, etc.)	8,063	15,183	23,246
Essential	8.0	8.7	8.4
Very important	11.5	11.7	11.6
Somewhat important	22.8	23.4	23.2
Not important	57.7	56.2	56.7
Becoming successful in a business of my own	8,060	15,169	23,229
Essential	17.1	9.9	12.4
Very important	26.1	19.5	21.8
Somewhat important	29.1	28.8	28.9
Not important	27.8	41.7	36.9
Becoming involved in programs to clean up the environment	8,065	15,176	23,241
Essential	8.2	8.3	8.3
Very important	22.8	23.1	23.0
Somewhat important	45.4	47.9	47.0
Not important	23.6	20.8	21.8
Developing a meaningful philosophy of life	8,065	15,183	23,248
Essential	27.3	23.0	24.5
Very important	34.0	34.5	34.3
Somewhat important	26.2	28.6	27.7
Not important	12.5	14.0	13.5
Participating in a community action program	8,061	15,173	23,234
Essential	7.9	10.1	9.3
Very important	24.1	29.3	27.5
Somewhat important	42.1	42.1	42.1
Not important	25.9	18.5	21.0
Helping to promote racial understanding	8,062	15,176	23,238
Essential	9.5	12.5	11.5
Very important	23.9	27.9	26.5
Somewhat important	40.4	40.5	40.5
Not important	26.2	19.1	21.5

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Indicate the importance to you personally of each of the following:			
Keeping up to date with political affairs	8,059	15,179	23,238
Essential	16.1	12.5	13.8
Very important	32.7	30.6	31.3
Somewhat important	37.2	40.7	39.5
Not important	14.0	16.2	15.5
Becoming a community leader	8,059	15,165	23,224
Essential	13.6	10.4	11.5
Very important	30.3	28.7	29.3
Somewhat important	37.5	39.2	38.6
Not important	18.6	21.7	20.6
Improving my understanding of other countries and cultures	8,054	15,159	23,213
Essential	18.9	23.9	22.2
Very important	34.7	36.9	36.2
Somewhat important	35.0	31.2	32.5
Not important	11.4	8.0	9.2
Working to find a cure for health problems	8,054	15,170	23,224
Essential	8.8	9.3	9.1
Very important	19.6	21.6	20.9
Somewhat important	31.9	30.6	31.1
Not important	39.7	38.5	38.9
Improving the health of minority communities	8,053	15,160	23,213
Essential	9.0	12.1	11.0
Very important	23.1	27.4	25.9
Somewhat important	38.2	36.6	37.1
Not important	29.7	24.0	25.9
To what extent have you experienced the following with students from a racial ethnic/group other than your own:			
Dined or shared a meal	8,057	15,156	23,213
Very Often	25.2	25.8	25.6
Often	24.6	23.4	23.8
Sometimes	29.4	28.9	29.1
Seldom	15.4	16.6	16.2
Never	5.5	5.4	5.4
Had a meaningful or honest discussions about race/ethnic relations outside of class	8,055	15,153	23,208
Very Often	14.6	16.0	15.5
Often	20.3	19.3	19.6
Sometimes	31.1	30.2	30.5
Seldom	22.1	23.0	22.7
Never	11.9	11.5	11.6
Had guarded, cautious interactions	7,994	15,041	23,035
Very Often	4.4	3.8	4.0
Often	10.0	7.5	8.4
Sometimes	27.8	25.4	26.2
Seldom	30.2	32.5	31.7
Never	27.5	30.9	29.7
Shared personal feeling and problems	8,046	15,135	23,181
Very Often	13.4	20.0	17.7
Often	22.6	22.9	22.8
Sometimes	31.5	29.8	30.4
Seldom	20.5	17.3	18.4
Never	12.0	9.9	10.6

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
To what extent have you experienced the following with students from a racial ethnic/group other than your own:			
Had tense, somewhat hostile interactions	8,038	15,108	23,146
Very Often	3.1	2.3	2.6
Often	6.4	3.6	4.6
Sometimes	16.0	11.6	13.1
Seldom	27.5	24.2	25.3
Never	47.0	58.3	54.4
Had intellectual discussions outside of class	8,028	15,090	23,118
Very Often	17.3	18.6	18.1
Often	24.3	23.4	23.7
Sometimes	29.7	29.2	29.3
Seldom	17.9	17.0	17.3
Never	10.8	11.9	11.6
Felt insulted or threatened because of race/ethnicity	8,030	15,116	23,146
Very Often	2.8	1.9	2.2
Often	4.6	2.9	3.5
Sometimes	11.8	9.6	10.4
Seldom	19.1	18.6	18.8
Never	61.6	67.0	65.1
Studied or prepared for class	8,023	15,086	23,109
Very Often	18.0	21.7	20.4
Often	21.2	19.9	20.3
Sometimes	28.0	27.5	27.7
Seldom	19.2	18.1	18.5
Never	13.7	12.8	13.1
Socialized or partied	8,038	15,119	23,157
Very Often	20.4	20.4	20.4
Often	26.2	23.9	24.7
Sometimes	29.9	30.4	30.2
Seldom	15.4	16.7	16.3
Never	8.0	8.6	8.4
Attended events sponsored by other racial/ethnic groups	8,028	15,127	23,155
Very Often	7.2	8.6	8.1
Often	10.9	11.9	11.6
Sometimes	25.5	27.3	26.6
Seldom	26.9	25.6	26.1
Never	29.5	26.7	27.6
Your current religious preference:	8,047	15,154	23,201
Baptist	7.7	7.6	7.7
Buddhist	1.1	0.9	1.0
Eastern Orthodox	0.8	0.7	0.7
Episcopal	1.4	1.8	1.7
Hindu	0.6	0.5	0.5
Islamic	0.7	0.5	0.6
Jewish	2.6	2.3	2.4
LDS (Mormon)	0.3	0.2	0.3
Lutheran	4.5	5.0	4.8
Methodist	5.1	5.2	5.1
Presbyterian	3.6	3.9	3.8
Quaker	0.7	0.5	0.6
Roman Catholic	29.6	31.2	30.6
Seventh Day Adventist	0.1	0.1	0.1
United Church of Christ	1.0	1.0	1.0
Other Christian	19.7	21.1	20.6
Other Religion	2.7	2.4	2.5
None	18.0	15.1	16.1

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
How often have professors at your college provided you with:			
Encouragement to pursue graduate/professional study	8,059	15,171	23,230
Frequently	39.8	47.7	44.9
Occasionally	46.4	40.5	42.5
Not at all	13.7	11.9	12.5
An opportunity to work on a research project	8,054	15,173	23,227
Frequently	20.3	20.9	20.7
Occasionally	42.6	39.5	40.6
Not at all	37.1	39.6	38.8
Advice and guidance about your educational program	8,055	15,169	23,224
Frequently	34.0	41.3	38.8
Occasionally	55.6	50.9	52.5
Not at all	10.5	7.7	8.7
Emotional support and encouragement	8,054	15,170	23,224
Frequently	26.4	37.8	33.9
Occasionally	52.8	49.0	50.3
Not at all	20.8	13.2	15.8
A letter of recommendation	8,045	15,170	23,215
Frequently	29.5	36.1	33.8
Occasionally	48.6	46.7	47.3
Not at all	21.9	17.2	18.8
Help to improve your study skills	8,050	15,166	23,216
Frequently	20.2	21.6	21.1
Occasionally	54.3	52.3	53.0
Not at all	25.5	26.1	25.9
Feedback on your academic work (outside of class)	8,055	15,160	23,215
Frequently	35.9	38.3	37.5
Occasionally	52.5	50.7	51.3
Not at all	11.6	11.1	11.3
Intellectual challenge and stimulation	8,047	15,153	23,200
Frequently	49.6	54.1	52.5
Occasionally	44.6	41.4	42.5
Not at all	5.8	4.5	5.0
An opportunity to discuss coursework outside of class	8,045	15,161	23,206
Frequently	42.0	47.1	45.3
Occasionally	50.7	46.8	48.1
Not at all	7.3	6.1	6.5
Help in achieving your professional goals	8,042	15,156	23,198
Frequently	31.9	37.5	35.6
Occasionally	52.6	49.1	50.3
Not at all	15.4	13.4	14.1
An opportunity to apply classroom learning to "real life" issues	8,040	15,149	23,189
Frequently	33.4	42.1	39.1
Occasionally	55.8	49.7	51.8
Not at all	10.8	8.1	9.1
Please indicate your agreement with each of the following statements:			
There is too much concern in the courts for the rights of criminals	7,945	14,949	22,894
Agree strongly	10.7	5.7	7.5
Agree somewhat	39.7	37.7	38.4
Disagree somewhat	38.0	45.8	43.1
Disagree strongly	11.6	10.7	11.0

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Please indicate your agreement with each of the following statements:			
Abortion should be legal	7,937	15,002	22,939
Agree strongly	24.8	32.7	29.9
Agree somewhat	30.9	26.3	27.9
Disagree somewhat	18.7	15.8	16.8
Disagree strongly	25.6	25.3	25.4
The death penalty should be abolished	7,946	14,962	22,908
Agree strongly	16.7	18.7	18.0
Agree somewhat	22.2	25.9	24.6
Disagree somewhat	36.3	38.7	37.9
Disagree strongly	24.8	16.6	19.5
Marijuana should be legalized	7,951	14,970	22,921
Agree strongly	17.3	10.8	13.0
Agree somewhat	30.5	29.6	29.9
Disagree somewhat	26.5	30.6	29.2
Disagree strongly	25.7	29.1	27.9
It is important to have laws prohibiting homosexual relationships	7,941	14,981	22,922
Agree strongly	10.4	7.2	8.3
Agree somewhat	16.5	10.5	12.5
Disagree somewhat	26.0	19.8	21.9
Disagree strongly	47.2	62.5	57.2
Racial discrimination is no longer a major problem in America	7,942	14,973	22,915
Agree strongly	4.0	1.4	2.3
Agree somewhat	19.2	9.9	13.1
Disagree somewhat	43.7	42.8	43.1
Disagree strongly	33.2	45.9	41.5
Realistically, an individual can do little to bring about changes in our society	7,929	14,931	22,860
Agree strongly	4.7	2.0	2.9
Agree somewhat	26.5	17.3	20.5
Disagree somewhat	42.7	44.7	44.0
Disagree strongly	26.2	36.1	32.6
Colleges should prohibit racist/sexist speech on campus	7,932	14,941	22,873
Agree strongly	17.9	26.4	23.5
Agree somewhat	30.2	32.0	31.4
Disagree somewhat	32.9	26.0	28.4
Disagree strongly	18.9	15.6	16.8
Same-sex couples should have the right to legal marital status	7,933	14,965	22,898
Agree strongly	30.3	44.3	39.4
Agree somewhat	27.6	24.2	25.4
Disagree somewhat	19.8	15.2	16.8
Disagree strongly	22.3	16.4	18.4
Affirmative action in college admissions should be abolished	7,894	14,747	22,641
Agree strongly	25.3	13.3	17.5
Agree somewhat	32.9	33.4	33.3
Disagree somewhat	33.3	41.5	38.6
Disagree strongly	8.5	11.8	10.6
Federal military spending should be increased	7,925	14,869	22,794
Agree strongly	6.9	3.0	4.4
Agree somewhat	22.2	17.1	18.9
Disagree somewhat	41.9	44.8	43.8
Disagree strongly	29.0	35.1	32.9
Colleges have the right to ban extreme speakers from campus	7,941	14,915	22,856
Agree strongly	15.2	10.3	12.0
Agree somewhat	38.4	37.5	37.8
Disagree somewhat	30.3	36.4	34.3
Disagree strongly	16.1	15.8	15.9

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2008			
(incl. students reporting borrowing more than one dollar)	4,962	9,747	14,709
Mean	$34,807	$34,030	$34,292
Median	$23,000	$24,000	$24,000
How much of the past year's educational expenses (room, board, tuition and fess) were covered from each of the following sources?			
Family resources (parents, relatives, spouse, etc.)	7,875	14,821	22,696
None	16.6	16.0	16.2
Less than $1,000	9.0	10.0	9.7
$1,000 - 2,999	10.2	9.7	9.9
$3,000 - 5,999	11.6	12.1	11.9
$6,000 - 9,999	10.9	11.0	10.9
$10,000 +	41.6	41.2	41.4
My own resources (income from work, work-study, etc.)	7,760	14,670	22,430
None	26.0	27.8	27.2
Less than $1,000	23.8	27.6	26.3
$1,000 - 2,999	23.8	22.4	22.9
$3,000 - 5,999	14.5	12.7	13.3
$6,000 - 9,999	6.5	5.0	5.5
$10,000 +	5.5	4.5	4.8
Aid which need not be repaid (grants, scholarships, military, etc.)	7,763	14,692	22,455
None	23.7	21.0	22.0
Less than $1,000	4.2	4.7	4.5
$1,000 - 2,999	10.6	11.1	10.9
$3,000 - 5,999	15.0	16.1	15.7
$6,000 - 9,999	14.7	16.7	16.0
$10,000 +	31.8	30.4	30.9
Aid which must be repaid (loans, etc.)	7,706	14,566	22,272
None	35.4	31.7	33.0
Less than $1,000	1.6	1.2	1.4
$1,000 - 2,999	6.2	5.1	5.4
$3,000 - 5,999	13.9	13.8	13.8
$6,000 - 9,999	13.1	13.6	13.4
$10,000 +	29.8	34.7	33.0
Other sources	7,231	13,507	20,738
None	80.0	80.5	80.3
Less than $1,000	7.4	6.8	7.0
$1,000 - 2,999	5.0	4.0	4.4
$3,000 - 5,999	2.7	2.9	2.8
$6,000 - 9,999	1.7	2.1	2.0
$10,000 +	3.1	3.7	3.5
When thinking about your career path after college, how important are the following considerations:			
Working for social change	7,999	15,059	23,058
Essential	14.0	20.9	18.5
Very important	24.4	29.7	27.8
Somewhat important	39.1	37.6	38.1
Not important	22.5	11.8	15.5
High income potential	8,001	15,066	23,067
Essential	24.0	16.7	19.3
Very important	35.8	34.1	34.7
Somewhat important	29.8	36.8	34.4
Not important	10.4	12.4	11.7

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
When thinking about your career path after college, how important are the following considerations:			
Social recognition or status	7,993	15,045	23,038
Essential	10.1	7.7	8.5
Very important	28.3	24.1	25.6
Somewhat important	41.4	44.0	43.1
Not important	20.3	24.1	22.8
Stable, secure future	7,995	15,057	23,052
Essential	39.2	40.9	40.3
Very important	42.6	44.0	43.5
Somewhat important	15.4	13.2	13.9
Not important	2.9	1.9	2.2
Creativity and initiative	7,996	15,045	23,041
Essential	24.1	23.4	23.6
Very important	39.9	41.5	41.0
Somewhat important	29.2	29.5	29.4
Not important	6.8	5.6	6.0
Expression of personal values	7,995	15,044	23,039
Essential	23.0	27.1	25.7
Very important	42.1	47.4	45.6
Somewhat important	28.9	22.4	24.6
Not important	6.1	3.1	4.1
Availability of jobs	7,998	15,036	23,034
Essential	23.2	27.8	26.2
Very important	48.1	51.1	50.1
Somewhat important	24.3	18.9	20.8
Not important	4.5	2.2	3.0
Limited working hours	7,985	14,987	22,972
Essential	6.2	5.1	5.5
Very important	20.9	20.5	20.6
Somewhat important	46.3	48.3	47.6
Not important	26.6	26.1	26.3
Leadership potential	7,990	15,029	23,019
Essential	26.9	19.6	22.1
Very important	41.0	42.0	41.7
Somewhat important	25.2	30.7	28.8
Not important	6.9	7.8	7.5
Discovery/advancement of knowledge	7,979	15,021	23,000
Essential	33.9	32.7	33.2
Very important	39.7	44.0	42.5
Somewhat important	21.3	19.3	20.0
Not important	5.1	3.9	4.3
What do you plan to be doing in fall 2008?			
(Mark all that apply)	8,138	15,285	23,423
Attending undergraduate college full-time	2.6	3.0	2.9
Attending undergraduate college part-time	1.9	2.0	2.0
Attending graduate/professional school	26.0	26.0	26.0
Working full-time	67.9	68.2	68.1
Working part-time	11.2	14.1	13.1
Working in science/math/technology related job	8.9	7.4	7.9
Working in humanities/social science related job	5.8	11.9	9.8
Participating in a post-baccalaureate program	2.3	2.8	2.6
Participating in a community service organization	5.4	9.0	7.8
Serving in the Armed Forces	2.3	0.5	1.1
Attending a vocational training program	1.0	0.8	0.9
Traveling	15.7	20.7	19.0
Doing volunteer work	11.8	19.7	17.0

CIRP

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
What do you plan to be doing in fall 2008?			
(Mark all that apply)			
Staying at home to be with or start a family	4.3	5.4	5.0
No current plans	3.8	2.9	3.2
If you are planning on being employed after graduation, which best describes the current sate of your employment plans?	7,821	14,705	22,526
Not actively looking for a position	12.3	14.7	13.9
Looking, but no offers yet	36.1	40.3	38.9
Received an offer for a position, but declined	3.1	2.5	2.7
Currently considering an offer	12.0	10.1	10.8
Accepted an offer of employment	24.8	20.0	21.7
Not planning on employment this fall	11.7	12.3	12.1
If you are planning to attend graduate or professional school, which of the following best describes the current state of your educational plans?	7,698	14,503	22,201
Accepted and will be attending in the fall	16.2	15.7	15.9
Accepted and deferred admission until a later date	1.2	1.2	1.2
Placed on waiting list, no acceptances	1.2	0.9	1.0
Still awaiting responses, no acceptances	6.1	5.8	5.9
Will be applying this coming fall	11.9	13.7	13.1
Not applying this fall, but might apply at a future date	47.3	50.6	49.5
No plans to apply to school now or in the future	16.1	12.1	13.5
How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?	8,017	15,095	23,112
None	42.1	56.4	51.4
Once	11.5	13.8	13.0
Twice	12.5	11.4	11.8
3-5 times	19.5	12.7	15.1
6-9 times	8.5	3.8	5.5
10 or more times	5.9	1.8	3.2
If you could make your college choice over, would you still choose to enroll at your current college?	8,016	15,097	23,113
Definitely yes	42.9	45.7	44.7
Probably yes	37.3	37.3	37.3
Probably no	14.4	12.9	13.4
Definitely no	5.4	4.1	4.6
How would you characterize your political views?	7,955	14,957	22,912
Far left	3.4	3.6	3.5
Liberal	25.9	34.9	31.8
Middle-of-the-road	40.8	38.7	39.4
Conservative	28.0	22.2	24.2
Far right	1.9	0.6	1.1
Is English your native language?	8,009	15,081	23,090
Yes	94.7	94.2	94.4
No	5.3	5.8	5.6
What is the average grade you received during your college career - overall GPA?	7,993	15,039	23,032
A or A+	15.5	20.8	18.9
A-	21.5	25.9	24.4
B+	23.8	24.7	24.4
B	20.4	18.2	19.0
B-	10.9	6.4	7.9
C+	5.8	3.2	4.1
C	2.1	0.9	1.3
D	0.0	0.0	0.0

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
What is the average grade you received during your college career - major GPA?	7,891	14,760	22,651
A or A+	22.7	30.3	27.7
A-	25.2	28.4	27.3
B+	23.0	20.2	21.2
B	16.4	13.1	14.2
B-	7.6	5.1	6.0
C+	3.6	2.2	2.7
C	1.5	0.7	1.0
D	0.1	0.0	0.0
Race/Ethnicity - mark all that apply			
total may add to more than 100%	7,989	15,062	23,051
American Indian/Alaska Native	1.2	1.5	1.4
Asian American/Asian	5.6	5.1	5.3
Native Hawaiian/Pacific Islander	0.8	0.9	0.9
African American/Black	5.1	5.9	5.6
Mexican American/Chicano	2.5	2.5	2.5
Puerto Rican	0.9	1.1	1.0
Other Latino	2.3	2.5	2.4
White/Caucasian	84.4	84.0	84.1
Other	3.5	3.3	3.4
Race/Ethnicity			
with multiple race category	7,989	15,062	23,051
American Indian/Alaska Native	0.1	0.3	0.2
Asian American/Asian/Native Hawaiian/Pacific Islander	4.8	4.4	4.6
African American/Black	4.3	4.7	4.6
Mexican American/Chicano/Puerto Rican/Other Latino	3.5	3.8	3.7
White/Caucasian	80.7	79.6	80.0
Other	2.4	2.0	2.1
Two or more race/ethnicity	4.2	5.1	4.8
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?	7,951	14,990	22,941
Yes	54.7	56.0	55.5
No	45.3	44.0	44.5
Student's undergraduate major (disaggregated)	8,019	15,102	23,121
Art, fine and applied	1.7	3.4	2.8
English (language and literature)	3.2	5.7	4.8
History	5.3	2.9	3.7
Journalism	0.6	1.0	0.9
Language and Literature (except English)	1.2	2.1	1.8
Music	1.8	1.4	1.5
Philosophy	1.4	0.5	0.8
Speech	0.2	0.2	0.2
Theater or Drama	1.1	1.0	1.0
Theology or Religion	3.5	1.6	2.2
Other Arts and Humanities	1.9	2.6	2.3
Biology (general)	5.8	6.6	6.3
Biochemistry or Biophysics	1.1	0.7	0.9
Botany	0.0	0.0	0.0
Environmental Science	0.4	0.4	0.4
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	0.8	1.1	1.0
Accounting	4.7	3.1	3.7
Business Admin. (general)	4.7	2.6	3.3
Finance	5.4	1.4	2.8

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Student's undergraduate major (disaggregated)			
International Business	0.9	0.6	0.7
Marketing	3.4	3.2	3.3
Management	3.4	2.0	2.5
Secretarial Studies	0.0	0.0	0.0
Other Business	1.3	0.7	0.9
Business Education	0.0	0.1	0.1
Elementary Education	0.9	6.3	4.4
Music or Art Education	0.6	0.7	0.7
Physical Education or Recreation	1.2	0.5	0.8
Secondary Education	1.0	1.3	1.2
Special Education	0.1	0.7	0.5
Other Education	0.3	0.7	0.6
Aeronautical or Astronautical Eng	0.2	0.1	0.1
Civil Engineering	1.4	0.2	0.6
Chemical Engineering	0.6	0.2	0.3
Computer Engineering	0.6	0.1	0.3
Electrical or Electronic Engineering	1.0	0.1	0.4
Industrial Engineering	0.2	0.1	0.1
Mechanical Engineering	2.2	0.3	1.0
Other Engineering	1.2	0.3	0.6
Astronomy	0.1	0.0	0.1
Atmospheric Science (incl. Meteorology)	0.0	0.0	0.0
Chemistry	1.5	1.0	1.2
Earth Science	0.2	0.1	0.1
Marine Science (incl. Oceanography)	0.0	0.0	0.0
Mathematics	2.5	1.4	1.8
Physics	1.5	0.3	0.7
Statistics	0.0	0.0	0.0
Other Physical Science	0.2	0.2	0.2
Architecture or Urban Planning	0.1	0.2	0.2
Home Economics	0.0	0.0	0.0
Health Technology (medical, dental, laboratory)	0.1	0.1	0.1
Law	0.2	0.2	0.2
Library/Archival Science	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian	0.2	0.4	0.3
Nursing	0.8	6.5	4.5
Pharmacy	0.0	0.0	0.0
Therapy (occupational, physical, speech)	0.3	1.1	0.8
Other Professional	0.3	0.6	0.5
Anthropology	0.3	0.8	0.6
Economics	3.5	1.1	1.9
Ethnic Studies	0.1	0.2	0.2
Geography	0.2	0.2	0.2
Political Science (gov't, international relations)	5.4	4.0	4.5
Psychology	4.0	10.5	8.3
Social Work	0.3	1.8	1.3
Sociology	1.4	2.6	2.2
Women's Studies	0.0	0.1	0.1
Other Social Science	0.6	1.5	1.2
Building Trades	0.0	0.0	0.0
Data Processing or Computer Programming	0.5	0.0	0.2
Drafting or Design	0.2	0.2	0.2
Electronics	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0
Other Technical	0.2	0.1	0.1
Agriculture	0.1	0.1	0.1
Communications	3.5	4.8	4.3

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Student's undergraduate major (disaggregated)			
Computer Science	2.2	0.2	0.9
Forestry	0.0	0.0	0.0
Kinesiology	0.6	0.7	0.7
Law Enforcement	0.7	0.2	0.4
Military Science	0.0	0.0	0.0
Other field	1.5	1.5	1.5
Undecided	0.0	0.0	0.0
Student's graduate major (disaggregated)	4,162	8,456	12,618
Art, fine and applied	1.4	2.4	2.1
English (language and literature)	1.5	2.5	2.2
History	1.8	1.2	1.4
Journalism	0.4	0.7	0.6
Language and Literature (except English)	0.8	1.2	1.1
Music	1.8	1.1	1.3
Philosophy	0.9	0.2	0.4
Speech	0.2	0.2	0.2
Theater or Drama	0.7	0.7	0.7
Theology or Religion	4.2	1.2	2.2
Other Arts and Humanities	1.1	1.9	1.7
Biology (general)	1.2	1.2	1.2
Biochemistry or Biophysics	0.8	0.4	0.5
Botany	0.2	0.0	0.1
Environmental Science	0.5	0.4	0.5
Marine (Life) Science	0.2	0.2	0.2
Microbiology or Bacteriology	0.3	0.3	0.3
Zoology	0.2	0.2	0.2
Other Biological Science	1.3	1.5	1.5
Accounting	2.5	1.5	1.8
Business Admin. (general)	6.3	3.0	4.1
Finance	4.6	0.9	2.1
International Business	1.3	0.8	1.0
Marketing	2.1	1.8	1.9
Management	2.8	1.6	2.0
Secretarial Studies	0.0	0.0	0.0
Other Business	1.6	1.4	1.5
Business Education	0.1	0.2	0.2
Elementary Education	0.7	4.3	3.1
Music or Art Education	0.5	0.8	0.7
Physical Education or Recreation	0.7	0.3	0.4
Secondary Education	2.6	2.9	2.8
Special Education	0.5	1.6	1.2
Other Education	1.5	3.1	2.6
Aeronautical or Astronautical Eng	0.5	0.1	0.2
Civil Engineering	0.8	0.2	0.4
Chemical Engineering	0.5	0.2	0.3
Computer Engineering	0.4	0.0	0.2
Electrical or Electronic Engineering	1.2	0.1	0.5
Industrial Engineering	0.2	0.0	0.1
Mechanical Engineering	1.3	0.2	0.5
Other Engineering	1.1	0.3	0.6
Astronomy	0.4	0.3	0.3
Atmospheric Science (incl. Meteorology)	0.2	0.1	0.1
Chemistry	1.0	0.6	0.7
Earth Science	0.2	0.1	0.1
Marine Science (incl. Oceanography)	0.1	0.0	0.1
Mathematics	1.1	0.4	0.6
Physics	0.9	0.2	0.4

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Student's graduate major (disaggregated)			
Statistics	0.1	0.1	0.1
Other Physical Science	0.2	0.2	0.2
Architecture or Urban Planning	0.6	0.5	0.5
Home Economics	0.0	0.0	0.0
Health Technology (medical, dental, laboratory)	0.4	0.5	0.5
Law	8.0	5.5	6.3
Library/Archival Science	0.2	0.7	0.5
Medicine, Dentistry, Veterinarian	7.1	5.6	6.1
Nursing	0.8	5.9	4.2
Pharmacy	0.6	0.7	0.6
Therapy (occupational, physical, speech)	1.2	3.7	2.9
Other Professional	0.9	1.9	1.6
Anthropology	0.3	0.5	0.4
Economics	1.4	0.6	0.8
Ethnic Studies	0.0	0.3	0.2
Geography	0.3	0.1	0.2
Political Science (gov't, international relations)	2.8	2.1	2.3
Psychology	3.2	8.3	6.6
Social Work	0.6	4.3	3.1
Sociology	0.5	0.8	0.7
Women's Studies	0.0	0.2	0.2
Other Social Science	0.8	1.7	1.4
Building Trades	0.0	0.0	0.0
Data Processing or Computer Programming	0.2	0.1	0.1
Drafting or Design	0.1	0.1	0.1
Electronics	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0
Other Technical	0.1	0.1	0.1
Agriculture	0.0	0.1	0.1
Communications	1.2	1.4	1.3
Computer Science	1.4	0.1	0.5
Forestry	0.0	0.0	0.0
Kinesiology	0.6	0.3	0.4
Law Enforcement	0.5	0.1	0.2
Military Science	0.1	0.0	0.1
Other field	1.8	1.5	1.6
Undecided	6.1	7.3	6.9
Student's probable career (disaggregated)	7,838	14,786	22,624
Accountant or actuary	5.0	3.4	4.0
Actor or entertainer	1.2	0.9	1.0
Architect or urban planner	0.4	0.3	0.3
Artist	1.6	2.2	2.0
Business (clerical)	0.9	0.8	0.8
Business executive (management, administrator)	12.5	7.4	9.2
Business owner or proprietor	3.6	1.2	2.0
Business salesperson or buyer	3.2	1.7	2.3
Clergy (minister or priest)	2.3	0.4	1.1
Clergy (other religious)	1.1	0.5	0.7
Clinical psychologist	0.7	2.0	1.6
College administrator/staff	0.6	0.7	0.7
College teacher	3.0	1.8	2.2
Computer programmer or analyst	3.3	0.4	1.4
Conservationist or forester	0.3	0.3	0.3
Dentist (including orthodontist)	1.1	0.7	0.8
Dietitian or home economist	0.0	0.3	0.2
Engineer	6.3	1.1	2.9
Farmer or rancher	0.3	0.2	0.2

All Items	All Baccalaureate		
	Men	Women	Total
Total Respondents	8,138	15,285	23,423
Student's probable career (disaggregated)			
Foreign service worker (including diplomat)	1.0	1.0	1.0
Homemaker (full-time)	0.2	0.4	0.3
Interior decorator (including designer)	0.2	0.3	0.3
Lab technician or hygienist	0.3	0.3	0.3
Law enforcement officer	1.9	0.5	1.0
Lawyer (attorney) or judge	5.1	4.2	4.5
Military service (career)	1.4	0.2	0.6
Musician (performer, composer)	1.4	0.7	0.9
Nurse	0.9	7.5	5.2
Optometrist	0.2	0.3	0.3
Pharmacist	0.4	0.6	0.5
Physician	4.5	3.6	3.9
Policymaker/government	1.9	1.4	1.6
School counselor	0.3	1.4	1.0
School principal or superintendent	0.1	0.1	0.1
Scientific researcher	2.8	2.2	2.4
Social, welfare or recreation worker	1.0	4.1	3.0
Therapist (physical, occupational, speech)	0.8	3.2	2.4
Teacher or administrator(elementary)	1.7	9.7	6.9
Teacher or administrator (secondary)	6.0	6.0	6.0
Veterinarian	0.2	0.4	0.3
Writer or journalist	2.1	2.9	2.6
Skilled trades	0.6	0.1	0.3
Other	10.0	13.8	12.5
Undecided	7.5	8.8	8.4

Appendix C

2008 Longitudinal Aggregates – Graduating Seniors

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
What is the average grade you received during your college career - overall GPA?	3,946	3,900		8,138	8,091		12,084	11,991	
A or A+	34.2	15.8	-18.4	39.8	20.8	-18.9	37.9	19.2	-18.7
A-	28.8	22.1	-6.7	30.8	27.1	-3.7	30.1	25.5	-4.7
B+	18.0	25.7	7.8	16.4	25.4	9.0	16.9	25.5	8.6
B	13.6	19.8	6.2	10.2	17.4	7.2	11.3	18.2	6.9
B-	3.8	10.0	6.2	2.1	6.0	3.9	2.7	7.3	4.6
C+	1.1	4.7	3.6	0.6	2.6	2.0	0.8	3.3	2.5
C	0.6	1.9	1.3	0.1	0.6	0.5	0.3	1.0	0.8
D	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Your current religious preference:	3,882	3,934		8,050	8,154		11,932	12,088	
Baptist	7.1	6.1	-1.0	6.8	5.7	-1.2	6.9	5.8	-1.1
Buddhist	0.6	1.0	0.4	0.5	0.8	0.3	0.5	0.9	0.3
Eastern Orthodox	1.0	0.9	-0.1	0.7	0.8	0.1	0.8	0.8	0.0
Episcopal	1.9	1.7	-0.3	1.9	1.9	0.0	1.9	1.8	-0.1
Hindu	0.4	0.4	0.0	0.3	0.4	0.1	0.3	0.4	0.1
Islamic	0.6	0.5	-0.1	0.4	0.5	0.1	0.5	0.5	0.0
Jewish	2.6	3.0	0.5	2.2	2.6	0.4	2.3	2.7	0.4
LDS (Mormon)	0.1	0.1	0.0	0.2	0.1	0.0	0.1	0.1	0.0
Lutheran	6.6	5.5	-1.1	7.2	6.2	-1.0	7.0	6.0	-1.1
Methodist	5.6	4.9	-0.6	5.8	5.3	-0.5	5.7	5.2	-0.6
Presbyterian	4.3	4.1	-0.2	5.0	4.5	-0.4	4.8	4.4	-0.4
Quaker	0.4	0.8	0.4	0.4	0.7	0.3	0.4	0.7	0.4
Roman Catholic	33.8	30.5	-3.3	35.5	32.7	-2.8	34.9	32.0	-2.9
Seventh Day Adventist	0.1	0.1	-0.1	0.2	0.1	0.0	0.1	0.1	0.0
United Church of Christ	1.3	1.2	0.0	1.4	1.2	-0.3	1.4	1.2	-0.2
Other Christian	17.6	17.3	-0.2	17.0	18.0	1.1	17.2	17.8	0.6
Other Religion	1.8	2.6	0.8	1.9	2.3	0.4	1.9	2.4	0.5
None	14.3	19.1	4.9	12.6	16.2	3.7	13.1	17.2	4.1
How would you characterize your political views?	3,861	3,892		7,928	8,061		11,789	11,953	
Far left	3.6	3.6	0.0	2.5	4.0	1.6	2.8	3.9	1.1
Liberal	22.9	28.7	5.8	28.9	38.3	9.4	26.9	35.2	8.2
Middle-of-the-road	39.7	40.9	1.2	42.5	37.3	-5.2	41.6	38.5	-3.1
Conservative	30.9	25.1	-5.8	24.8	19.7	-5.1	26.8	21.5	-5.4
Far right	3.0	1.8	-1.1	1.3	0.7	-0.7	1.9	1.0	-0.8
Highest degree planned to complete at any institution	3,506	3,625		7,098	7,611		10,604	11,236	
None	0.7	1.4	0.6	0.5	1.3	0.8	0.6	1.3	0.7
Vocational certificate	0.1	0.1	0.0	0.1	0.2	0.1	0.1	0.2	0.1
Associate (A.A. or equivalent)	0.1	0.1	-0.1	0.2	0.1	-0.1	0.2	0.1	-0.1
Bachelor's degree (B.A., B.S., etc.)	17.5	14.3	-3.2	18.5	10.6	-7.9	18.2	11.8	-6.4
Master's degree (M.A., M.S., etc.)	39.7	42.4	2.7	44.4	50.3	5.9	42.8	47.8	4.9
Ph.D. or Ed.D.	20.4	21.2	0.8	17.5	21.2	3.6	18.5	21.2	2.7
M.D., D.O., D.D.S., D.V.M.	11.0	7.8	-3.2	11.1	6.3	-4.8	11.0	6.8	-4.3
LL.B or J.D. (Law)	8.4	9.1	0.7	6.2	6.2	0.0	6.9	7.1	0.2
B.D. or M.DIV. (Divinity)	0.9	1.4	0.5	0.3	0.8	0.5	0.5	1.0	0.5
Other	1.0	2.2	1.2	1.2	3.1	1.9	1.2	2.8	1.7
Undergraduate major (aggregated)	3,728	3,932		7,853	8,144		11,581	12,076	
Agriculture	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0
Biological Science	8.1	9.6	1.5	9.1	10.3	1.2	8.8	10.1	1.3
Business	19.5	20.8	1.3	10.5	11.9	1.4	13.4	14.8	1.4
Education	6.4	4.1	-2.4	13.6	10.1	-3.4	11.3	8.2	-3.1
Engineering	9.0	6.8	-2.3	1.8	1.5	-0.3	4.1	3.2	-0.9
English	2.2	3.7	1.5	4.3	6.7	2.4	3.6	5.7	2.1
Health Professional	7.2	1.2	-6.0	13.8	6.2	-7.6	11.7	4.6	-7.1
History or Political Science	9.5	12.2	2.7	6.6	7.9	1.3	7.5	9.3	1.8
Humanities	5.8	9.2	3.4	5.6	8.4	2.8	5.7	8.7	3.0

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Undergraduate major (aggregated)									
Fine Arts	4.3	3.7	-0.6	5.2	5.4	0.2	4.9	4.9	-0.1
Mathematics or Statistics	1.9	3.1	1.2	1.2	1.9	0.7	1.4	2.3	0.8
Physical Science	4.0	4.4	0.4	1.9	1.9	-0.1	2.6	2.7	0.1
Social Science	5.4	11.7	6.3	10.1	19.2	9.1	8.6	16.7	8.2
Other Technical	3.5	3.1	-0.4	0.8	0.6	-0.2	1.6	1.4	-0.2
Other Non-technical	5.5	6.4	0.9	6.6	7.9	1.3	6.2	7.4	1.2
Undecided	7.6	0.0	-7.6	9.0	0.0	-8.9	8.5	0.0	-8.5
Student's probable career (aggregated)	3,763	3,845		7,822	7,977		11,585	11,822	
Artist	7.4	7.0	-0.4	9.9	7.5	-2.4	9.1	7.3	-1.8
Business	18.1	23.1	5.0	9.1	12.7	3.5	12.1	16.1	4.0
Business (clerical)	0.6	0.9	0.3	0.4	0.6	0.2	0.5	0.7	0.3
Clergy	2.5	2.5	0.0	0.8	0.7	-0.1	1.4	1.3	-0.1
College teacher	1.5	3.4	1.9	0.8	2.3	1.5	1.0	2.7	1.6
Doctor (MD or DDS)	9.1	6.4	-2.7	8.6	4.7	-4.0	8.8	5.2	-3.6
Education (secondary)	6.1	6.6	0.5	6.5	7.9	1.3	6.4	7.5	1.1
Education (elementary)	1.4	1.6	0.2	8.8	9.7	0.9	6.4	7.1	0.6
Engineer	8.1	6.0	-2.0	1.8	1.3	-0.5	3.8	2.8	-1.0
Farmer or forester	0.4	0.8	0.4	0.2	0.4	0.2	0.3	0.5	0.3
Health professional	3.1	2.0	-1.1	6.6	5.2	-1.4	5.5	4.2	-1.3
Homemaker (full-time)	0.1	0.2	0.1	0.2	0.4	0.2	0.2	0.3	0.2
Lawyer	6.3	5.7	-0.6	5.1	4.3	-0.8	5.4	4.7	-0.7
Military (career)	1.2	1.4	0.1	0.1	0.2	0.1	0.5	0.6	0.1
Nurse	0.6	0.9	0.3	5.4	5.8	0.4	3.8	4.2	0.4
Research scientist	3.0	3.5	0.5	2.3	2.4	0.2	2.5	2.8	0.3
Social/welfare/rec worker	0.2	0.9	0.7	1.2	3.8	2.6	0.9	2.8	2.0
Skilled worker	0.2	0.7	0.5	0.1	0.1	0.0	0.1	0.3	0.2
Other	14.6	18.5	3.9	15.0	20.5	5.5	14.9	19.8	5.0
Undecided	15.3	8.0	-7.3	17.2	9.7	-7.5	16.6	9.2	-7.4
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?	3,490	3,886		7,450	8,056		10,940	11,942	
Yes	62.2	57.5	-4.6	60.5	57.9	-2.6	61.0	57.8	-3.2
No	37.9	42.5	4.6	39.5	42.1	2.6	39.0	42.2	3.2
Since entering college, indicate how often you:									
Have been a guest in a professor's home	3,923	3,964		8,187	8,225		12,110	12,189	
Frequently	3.3	9.6	6.3	3.0	7.7	4.7	3.1	8.3	5.2
Occasionally	26.8	46.4	19.7	24.5	46.0	21.4	25.3	46.1	20.9
Not at all	69.9	44.0	-26.0	72.5	46.3	-26.2	71.6	45.5	-26.1
Have been bored in class	3,936	3,971		8,186	8,219		12,122	12,190	
Frequently	38.6	30.2	-8.5	35.6	21.5	-14.1	36.6	24.3	-12.3
Occasionally	57.1	65.6	8.5	61.4	75.4	14.0	60.0	72.2	12.2
Not at all	4.2	4.2	0.0	3.1	3.1	0.1	3.5	3.5	0.0
Came late to class	3,912	3,965		8,155	8,213		12,067	12,178	
Frequently	7.6	9.9	2.3	6.9	6.1	-0.8	7.2	7.4	0.2
Occasionally	49.1	61.9	12.8	47.9	57.6	9.7	48.3	59.0	10.7
Not at all	43.3	28.2	-15.1	45.2	36.3	-8.9	44.5	33.6	-10.9
Studied with other students	3,926	3,965		8,185	8,215		12,111	12,180	
Frequently	25.5	44.1	18.6	33.5	46.3	12.8	30.9	45.6	14.7
Occasionally	61.3	51.1	-10.2	58.2	50.5	-7.7	59.2	50.7	-8.5
Not at all	13.2	4.8	-8.4	8.3	3.2	-5.1	9.9	3.7	-6.1

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Since entering college, indicate how often you:									
Performed community service as part of a class	3,924	3,967		8,179	8,219		12,103	12,186	
Frequently	15.3	7.6	-7.7	18.5	12.9	-5.7	17.5	11.2	-6.3
Occasionally	40.6	42.8	2.1	41.2	45.8	4.6	41.0	44.8	3.8
Not at all	44.1	49.6	5.6	40.3	41.4	1.1	41.5	44.1	2.6
Voted in a student election	3,912	3,969		8,156	8,221		12,068	12,190	
Frequently	25.5	27.6	2.0	25.0	28.1	3.1	25.2	27.9	2.7
Occasionally	51.3	46.1	-5.2	52.2	48.4	-3.8	51.9	47.7	-4.3
Not at all	23.2	26.3	3.1	22.8	23.5	0.8	22.9	24.4	1.5
Used the internet for research or homework	3,927	3,969		8,193	8,220		12,120	12,189	
Frequently	75.5	86.1	10.6	83.4	92.2	8.8	80.8	90.2	9.4
Occasionally	23.4	13.5	-9.9	16.0	7.7	-8.4	18.4	9.6	-8.9
Not at all	1.2	0.4	-0.7	0.6	0.1	-0.4	0.7	0.2	-0.5
Tutored another college student	3,921	3,962		8,186	8,216		12,107	12,178	
Frequently	10.7	12.7	1.9	14.2	12.4	-1.8	13.1	12.5	-0.6
Occasionally	47.5	43.5	-4.0	48.6	36.5	-12.1	48.2	38.8	-9.5
Not at all	41.8	43.9	2.1	37.2	51.1	13.9	38.7	48.7	10.1
Played a musical instrument	3,929	3,969		8,183	8,217		12,112	12,186	
Frequently	31.9	17.7	-14.2	28.8	10.9	-17.9	29.8	13.1	-16.7
Occasionally	18.5	20.5	2.0	19.1	17.9	-1.3	18.9	18.7	-0.2
Not at all	49.6	61.8	12.2	52.1	71.2	19.1	51.3	68.1	16.8
Asked a professor for advice outside of class	3,926	3,956		8,190	8,216		12,116	12,172	
Frequently	24.9	31.3	6.4	31.7	33.5	1.9	29.5	32.8	3.3
Occasionally	62.7	58.4	-4.3	57.8	56.2	-1.6	59.4	56.9	-2.5
Not at all	12.4	10.3	-2.1	10.5	10.3	-0.2	11.1	10.3	-0.8
For the activities listed below, please indicate how often you engaged in each during the past year:									
Smoked cigarettes	3,931	3,959		8,183	8,196		12,114	12,155	
Frequently	2.6	6.1	3.5	2.9	4.8	1.9	2.8	5.2	2.4
Occasionally	10.5	17.2	6.8	9.8	13.8	4.1	10.0	14.9	4.9
Not at all	86.9	76.7	-10.2	87.3	81.4	-6.0	87.2	79.9	-7.3
Socialized with someone of another racial/ethic group	3,922	3,957		8,192	8,197		12,114	12,154	
Frequently	62.3	45.1	-17.1	66.2	45.6	-20.5	64.9	45.5	-19.4
Occasionally	34.6	49.3	14.7	31.3	49.9	18.6	32.4	49.7	17.3
Not at all	3.1	5.6	2.5	2.6	4.5	1.9	2.7	4.9	2.1
Felt depressed	3,923	3,960		8,180	8,193		12,103	12,153	
Frequently	4.8	5.0	0.2	7.9	7.4	-0.5	6.9	6.6	-0.3
Occasionally	44.4	43.8	-0.6	52.9	52.9	0.0	50.1	49.9	-0.2
Not at all	50.9	51.2	0.3	39.3	39.7	0.5	43.0	43.5	0.4
Felt overwhelmed by all I had to do	3,929	3,963		8,194	8,198		12,123	12,161	
Frequently	15.7	24.1	8.4	38.4	42.7	4.3	31.1	36.7	5.6
Occasionally	66.8	63.3	-3.5	57.5	54.2	-3.4	60.5	57.1	-3.4
Not at all	17.6	12.6	-5.0	4.0	3.1	-0.9	8.4	6.2	-2.2
Attended a religious service	3,930	3,961		8,178	8,192		12,108	12,153	
Frequently	52.2	26.5	-25.7	56.2	30.5	-25.6	54.9	29.2	-25.6
Occasionally	33.1	36.6	3.5	31.6	38.2	6.6	32.0	37.7	5.6
Not at all	14.8	36.9	22.2	12.3	31.3	19.0	13.1	33.1	20.0
Drank beer	3,927	3,959		8,167	8,186		12,094	12,145	
Frequently	10.5	43.7	33.2	5.6	25.2	19.6	7.2	31.2	24.1
Occasionally	35.4	37.2	1.8	30.5	43.2	12.6	32.1	41.2	9.1
Not at all	54.1	19.1	-35.0	63.9	31.7	-32.2	60.7	27.6	-33.2

CIRP

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
For the activities listed below, please indicate how often you engaged in each during the past year:									
Drank wine or liquor	3,924	3,959		8,161	8,191		12,085	12,150	
Frequently	8.1	34.1	26.0	5.6	28.8	23.1	6.4	30.5	24.1
Occasionally	39.2	46.4	7.3	41.9	55.8	13.9	41.0	52.8	11.7
Not at all	52.8	19.5	-33.3	52.5	15.4	-37.0	52.6	16.8	-35.8
Performed volunteer work	3,930	3,957		8,187	8,196		12,117	12,153	
Frequently	27.1	12.7	-14.4	40.2	19.8	-20.4	35.9	17.5	-18.5
Occasionally	61.3	51.3	-10.0	52.1	54.4	2.3	55.1	53.4	-1.7
Not at all	11.6	36.0	24.5	7.7	25.8	18.1	9.0	29.1	20.2
Discussed politics	3,929	3,958		8,187	8,194		12,116	12,152	
Frequently	35.1	28.4	-6.7	26.9	20.8	-6.1	29.6	23.3	-6.3
Occasionally	50.9	54.4	3.5	53.7	58.3	4.6	52.8	57.0	4.2
Not at all	14.1	17.3	3.2	19.4	20.9	1.5	17.7	19.8	2.1
Worked on a local, state, or national political campaign	3,628	3,953		7,812	8,187		11,440	12,140	
Frequently	2.2	2.4	0.1	1.8	1.6	-0.1	1.9	1.9	0.0
Occasionally	9.1	9.0	-0.1	7.7	6.8	-0.9	8.1	7.5	-0.6
Not at all	88.7	88.7	0.0	90.6	91.6	1.0	90.0	90.6	0.7
During the past year, how much time did you spend during the typical week doing the following activities?									
Studying/homework	3,854	3,967		8,055	8,214		11,909	12,181	
None	2.1	0.2	-1.9	0.3	0.1	-0.2	0.9	0.1	-0.7
Less than one hour	9.9	2.1	-7.8	4.6	0.3	-4.3	6.3	0.9	-5.4
1 to 2 hours	19.0	8.6	-10.4	12.9	3.6	-9.2	14.9	5.2	-9.6
3 to 5 hours	28.1	25.9	-2.3	28.0	18.3	-9.7	28.0	20.8	-7.2
6 to 10 hours	21.1	26.5	5.4	24.9	29.7	4.8	23.7	28.7	5.0
11 to 15 hours	10.7	15.2	4.5	15.4	20.9	5.5	13.9	19.1	5.2
16 to 20 hours	5.7	11.1	5.4	8.8	14.5	5.7	7.8	13.4	5.6
Over 20 hours	3.4	10.4	7.0	5.1	12.6	7.5	4.6	11.9	7.3
Socializing with friends	3,846	3,959		8,033	8,196		11,879	12,155	
None	0.4	0.4	0.0	0.2	0.1	-0.1	0.3	0.2	-0.1
Less than one hour	1.1	1.4	0.3	0.9	1.4	0.5	1.0	1.4	0.5
1 to 2 hours	5.2	4.2	-1.0	5.5	5.2	-0.4	5.4	4.9	-0.6
3 to 5 hours	16.8	14.9	-2.0	18.9	19.5	0.6	18.2	18.0	-0.3
6 to 10 hours	26.5	26.2	-0.3	29.6	30.7	1.1	28.6	29.2	0.7
11 to 15 hours	21.7	20.6	-1.1	20.5	20.1	-0.3	20.9	20.3	-0.6
16 to 20 hours	13.1	13.4	0.2	12.1	10.9	-1.2	12.4	11.7	-0.7
Over 20 hours	15.2	19.1	3.8	12.4	12.1	-0.2	13.3	14.4	1.1
Exercising/sports	3,851	3,958		8,048	8,210		11,899	12,168	
None	2.3	5.4	3.1	4.3	8.1	3.8	3.6	7.2	3.6
Less than one hour	7.0	9.4	2.4	10.4	13.7	3.3	9.3	12.3	3.0
1 to 2 hours	11.2	17.9	6.7	16.0	21.9	6.0	14.4	20.6	6.2
3 to 5 hours	16.3	28.9	12.5	18.4	29.2	10.7	17.8	29.1	11.3
6 to 10 hours	18.4	18.5	0.1	19.3	15.2	-4.0	19.0	16.3	-2.7
11 to 15 hours	18.3	8.7	-9.6	15.4	5.5	-10.0	16.4	6.5	-9.9
16 to 20 hours	11.7	4.9	-6.7	8.9	3.2	-5.7	9.8	3.8	-6.1
Over 20 hours	14.7	6.3	-8.5	7.3	3.3	-4.1	9.7	4.2	-5.5

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
During the past year, how much time did you spend during the typical week doing the following activities?									
Partying	3,848	3,951		8,023	8,185		11,871	12,136	
None	26.2	16.7	-9.5	34.3	21.4	-13.0	31.7	19.9	-11.8
Less than one hour	17.4	10.9	-6.5	16.9	13.1	-3.8	17.0	12.3	-4.7
1 to 2 hours	17.8	14.7	-3.2	18.4	16.8	-1.7	18.2	16.1	-2.2
3 to 5 hours	18.7	24.2	5.5	17.1	25.3	8.3	17.6	25.0	7.3
6 to 10 hours	11.6	18.3	6.7	8.5	15.6	7.1	9.5	16.5	7.0
11 to 15 hours	4.3	8.2	3.9	3.0	4.9	1.9	3.4	6.0	2.6
16 to 20 hours	2.2	3.6	1.4	1.1	1.7	0.6	1.5	2.3	0.9
Over 20 hours	1.7	3.4	1.7	0.7	1.2	0.6	1.0	1.9	0.9
Student clubs/groups	3,828	3,952		8,002	8,198		11,830	12,150	
None	25.1	29.7	4.6	14.5	25.7	11.2	17.9	27.0	9.1
Less than one hour	16.3	13.7	-2.6	12.7	14.5	1.7	13.9	14.2	0.3
1 to 2 hours	27.7	22.9	-4.8	30.1	25.0	-5.0	29.3	24.3	-5.0
3 to 5 hours	18.3	17.7	-0.7	23.6	20.2	-3.4	21.9	19.4	-2.5
6 to 10 hours	7.1	8.8	1.7	11.0	9.1	-1.9	9.8	9.0	-0.7
11 to 15 hours	2.6	3.6	0.9	4.1	3.0	-1.1	3.6	3.2	-0.4
16 to 20 hours	1.3	1.8	0.5	2.0	1.5	-0.5	1.7	1.6	-0.2
Over 20 hours	1.7	2.0	0.3	2.0	1.1	-1.0	1.9	1.4	-0.6
Watching TV	3,841	3,962		8,032	8,199		11,873	12,161	
None	5.3	9.4	4.2	5.6	8.7	3.1	5.5	9.0	3.5
Less than one hour	12.2	11.6	-0.6	15.6	13.9	-1.7	14.5	13.2	-1.3
1 to 2 hours	22.2	22.0	-0.1	27.2	25.9	-1.3	25.5	24.6	-0.9
3 to 5 hours	27.3	28.5	1.2	29.1	30.0	1.0	28.5	29.5	1.0
6 to 10 hours	19.3	16.7	-2.6	15.1	14.8	-0.3	16.5	15.4	-1.1
11 to 15 hours	7.6	6.3	-1.4	4.5	3.8	-0.7	5.5	4.6	-0.9
16 to 20 hours	3.1	2.7	-0.4	1.6	1.4	-0.3	2.1	1.8	-0.3
Over 20 hours	3.1	2.9	-0.1	1.3	1.4	0.1	1.9	1.9	0.0
Housework/childcare	3,828	3,957		8,017	8,196		11,845	12,153	
None	25.4	52.8	27.4	13.1	31.2	18.1	17.1	38.2	21.2
Less than one hour	22.4	18.8	-3.7	21.8	23.5	1.7	22.0	22.0	0.0
1 to 2 hours	31.0	18.5	-12.5	35.1	28.8	-6.3	33.8	25.5	-8.3
3 to 5 hours	15.1	6.9	-8.2	20.0	12.0	-8.0	18.4	10.3	-8.1
6 to 10 hours	4.2	1.7	-2.4	6.3	2.5	-3.8	5.6	2.3	-3.3
11 to 15 hours	1.1	0.4	-0.7	2.0	0.9	-1.1	1.7	0.7	-1.0
16 to 20 hours	0.4	0.2	-0.1	0.7	0.3	-0.4	0.6	0.3	-0.3
Over 20 hours	0.5	0.6	0.1	1.1	0.8	-0.3	0.9	0.7	-0.2
Reading for pleasure	3,824	3,961		8,013	8,206		11,837	12,167	
None	24.7	31.0	6.3	14.5	33.1	18.6	17.8	32.4	14.6
Less than one hour	26.9	27.8	0.9	26.5	30.7	4.2	26.7	29.7	3.1
1 to 2 hours	24.3	24.1	-0.2	28.1	22.5	-5.6	26.9	23.1	-3.8
3 to 5 hours	15.1	11.9	-3.3	18.8	10.2	-8.6	17.6	10.7	-6.9
6 to 10 hours	5.9	3.3	-2.6	7.7	2.6	-5.1	7.1	2.8	-4.3
11 to 15 hours	1.8	1.1	-0.7	2.5	0.5	-2.0	2.2	0.7	-1.5
16 to 20 hours	0.7	0.4	-0.3	1.1	0.2	-0.9	1.0	0.3	-0.7
Over 20 hours	0.7	0.4	-0.3	0.9	0.3	-0.6	0.8	0.3	-0.5
Prayer/mediation	3,842	3,956		8,029	8,189		11,871	12,145	
None	18.2	42.1	23.9	60.0	37.0	-23.0	46.4	38.7	-7.8
Less than one hour	21.3	27.8	6.5	23.2	30.3	7.1	22.6	29.5	6.9
1 to 2 hours	22.8	18.5	-4.3	10.1	22.1	12.0	14.2	20.9	6.7
3 to 5 hours	20.3	7.8	-12.5	4.2	7.6	3.3	9.4	7.6	-1.8
6 to 10 hours	10.5	2.4	-8.1	1.6	2.1	0.5	4.5	2.2	-2.3
11 to 15 hours	3.5	0.6	-2.9	0.6	0.4	-0.2	1.5	0.5	-1.1
16 to 20 hours	1.6	0.3	-1.4	0.2	0.2	0.0	0.7	0.2	-0.5
Over 20 hours	1.8	0.6	-1.2	0.1	0.4	0.3	0.7	0.5	-0.2

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
During the past year, how much time did you spend during the typical week doing the following activities?									
Playing video/computer games	3,827	3,955		8,020	8,200		11,847	12,155	
None	31.4	30.0	-1.3	27.2	74.2	47.0	28.5	59.8	31.3
Less than one hour	33.6	19.0	-14.6	33.6	14.0	-19.6	33.6	15.7	-18.0
1 to 2 hours	22.7	19.9	-2.8	25.5	7.5	-18.1	24.6	11.5	-13.1
3 to 5 hours	8.6	17.2	8.6	9.2	3.0	-6.2	9.0	7.6	-1.4
6 to 10 hours	2.3	8.1	5.8	2.8	0.8	-2.0	2.6	3.2	0.6
11 to 15 hours	0.6	2.4	1.9	0.9	0.3	-0.6	0.8	1.0	0.2
16 to 20 hours	0.2	1.2	1.0	0.3	0.0	-0.3	0.3	0.4	0.1
Over 20 hours	0.6	2.1	1.5	0.5	0.1	-0.4	0.5	0.8	0.2
Volunteer work	3,841	3,947		8,015	8,199		11,856	12,146	
None	22.0	49.0	27.1	14.5	43.5	29.0	17.0	45.3	28.4
Less than one hour	27.7	22.6	-5.0	21.7	20.0	-1.7	23.7	20.9	-2.8
1 to 2 hours	27.9	15.7	-12.2	31.7	20.9	-10.8	30.5	19.2	-11.2
3 to 5 hours	14.6	8.2	-6.4	20.4	10.6	-9.9	18.5	9.8	-8.7
6 to 10 hours	4.8	2.6	-2.2	7.1	3.1	-4.0	6.4	2.9	-3.4
11 to 15 hours	1.6	0.8	-0.8	2.1	1.0	-1.1	1.9	1.0	-1.0
16 to 20 hours	0.8	0.4	-0.4	1.0	0.3	-0.7	0.9	0.3	-0.6
Over 20 hours	0.8	0.7	-0.2	1.4	0.6	-0.8	1.2	0.6	-0.6
Rate yourself on each of the following traits as compared with the average person of your age.									
Academic ability	3,920	3,957		8,147	8,184		12,067	12,141	
Highest 10	31.4	33.0	1.6	21.0	21.8	0.8	24.4	25.5	1.1
Above average	51.6	50.1	-1.5	57.2	55.3	-1.8	55.4	53.6	-1.7
Average	16.3	15.7	-0.6	21.3	22.1	0.8	19.7	20.0	0.3
Below average	0.6	0.9	0.3	0.5	0.6	0.2	0.5	0.7	0.2
Lowest 10	0.1	0.3	0.2	0.1	0.1	0.0	0.1	0.2	0.1
Artistic ability	3,916	3,959		8,150	8,183		12,066	12,142	
Highest 10	6.7	9.9	3.2	5.7	7.1	1.4	6.0	8.0	2.0
Above average	20.7	21.9	1.2	24.3	25.7	1.4	23.1	24.4	1.3
Average	29.7	31.3	1.6	35.5	36.7	1.2	33.6	34.9	1.3
Below average	29.8	29.3	-0.5	26.8	26.1	-0.7	27.8	27.1	-0.7
Lowest 10	13.2	7.7	-5.5	7.7	4.4	-3.3	9.5	5.5	-4.0
Computer skills	3,911	3,954		8,146	8,182		12,057	12,136	
Highest 10	9.7	14.6	5.0	2.0	3.8	1.8	4.5	7.3	2.9
Above average	34.1	43.5	9.5	20.2	31.7	11.5	24.7	35.5	10.9
Average	44.9	37.3	-7.6	57.0	56.8	-0.1	53.1	50.5	-2.6
Below average	9.7	4.1	-5.7	18.2	7.5	-10.7	15.4	6.4	-9.1
Lowest 10	1.7	0.4	-1.2	2.7	0.3	-2.4	2.4	0.3	-2.0
Cooperativeness	3,909	3,955		8,140	8,178		12,049	12,133	
Highest 10	20.6	25.9	5.3	20.7	22.0	1.3	20.7	23.3	2.6
Above average	51.2	53.8	2.6	51.5	57.1	5.6	51.4	56.0	4.6
Average	26.0	18.5	-7.5	26.5	19.8	-6.7	26.3	19.4	-7.0
Below average	1.9	1.6	-0.3	1.2	1.1	-0.2	1.5	1.2	-0.2
Lowest 10	0.2	0.2	-0.1	0.1	0.1	0.0	0.1	0.1	0.0
Creativity	3,915	3,953		8,137	8,179		12,052	12,132	
Highest 10	15.7	20.0	4.3	13.3	13.6	0.3	14.1	15.7	1.6
Above average	38.3	43.9	5.6	40.5	44.8	4.3	39.8	44.5	4.7
Average	35.2	29.7	-5.5	36.5	35.7	-0.9	36.1	33.7	-2.4
Below average	9.4	5.9	-3.5	8.9	5.6	-3.3	9.1	5.7	-3.3
Lowest 10	1.4	0.5	-0.8	0.8	0.3	-0.5	1.0	0.4	-0.6

CIRP

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Rate yourself on each of the following traits as compared with the average person of your age.									
Drive to achieve	3,913	3,964		8,138	8,213		12,051	12,177	
Highest 10	32.9	34.4	1.5	34.4	32.2	-2.3	33.9	32.9	-1.0
Above average	41.6	42.9	1.4	44.3	46.9	2.7	43.4	45.6	2.2
Average	22.0	18.9	-3.1	19.6	19.2	-0.4	20.4	19.1	-1.3
Below average	3.3	3.5	0.2	1.7	1.7	0.0	2.2	2.2	0.1
Lowest 10	0.3	0.4	0.0	0.0	0.1	0.0	0.1	0.2	0.0
Emotional health	3,912	3,961		8,134	8,215		12,046	12,176	
Highest 10	21.4	23.3	2.0	13.1	11.7	-1.4	15.8	15.5	-0.3
Above average	39.8	41.0	1.1	35.2	38.4	3.2	36.7	39.2	2.5
Average	32.7	29.5	-3.1	42.6	41.7	-0.9	39.4	37.7	-1.6
Below average	5.4	5.7	0.2	8.4	7.8	-0.6	7.4	7.1	-0.3
Lowest 10	0.7	0.5	-0.2	0.8	0.4	-0.3	0.7	0.5	-0.3
Leadership ability	3,910	3,960		8,148	8,214		12,058	12,174	
Highest 10	25.9	30.4	4.5	19.2	17.8	-1.4	21.3	21.9	0.5
Above average	40.8	45.4	4.6	40.8	47.2	6.4	40.8	46.6	5.8
Average	26.4	21.3	-5.1	31.9	30.7	-1.3	30.1	27.6	-2.5
Below average	6.5	2.7	-3.8	7.4	4.2	-3.2	7.1	3.7	-3.4
Lowest 10	0.5	0.2	-0.3	0.7	0.2	-0.6	0.7	0.2	-0.5
Mathematical ability	3,909	3,961		8,151	8,210		12,060	12,171	
Highest 10	21.3	17.5	-3.8	9.7	6.9	-2.8	13.5	10.4	-3.1
Above average	36.8	36.4	-0.4	31.4	27.8	-3.6	33.2	30.6	-2.5
Average	29.1	32.4	3.4	37.7	42.6	5.0	34.9	39.3	4.4
Below average	10.8	11.9	1.1	17.7	20.2	2.5	15.5	17.5	2.1
Lowest 10	2.1	1.8	-0.3	3.6	2.4	-1.2	3.1	2.2	-0.9
Physical health	3,905	3,960		8,142	8,216		12,047	12,176	
Highest 10	24.5	21.5	-2.9	11.7	9.9	-1.8	15.8	13.7	-2.1
Above average	40.8	40.5	-0.3	33.7	36.3	2.6	36.0	37.7	1.7
Average	28.6	30.7	2.1	45.9	44.7	-1.2	40.3	40.1	-0.1
Below average	5.6	6.7	1.2	8.1	8.6	0.5	7.3	8.0	0.7
Lowest 10	0.5	0.6	0.0	0.6	0.5	-0.2	0.6	0.5	-0.1
Public speaking ability	3,908	3,962		8,141	8,216		12,049	12,178	
Highest 10	14.8	19.8	5.1	9.5	11.0	1.5	11.2	13.9	2.6
Above average	30.8	40.3	9.5	26.0	34.1	8.1	27.6	36.1	8.6
Average	33.4	30.9	-2.6	38.1	40.1	2.1	36.6	37.1	0.5
Below average	18.0	8.0	-10.0	21.6	13.3	-8.3	20.4	11.6	-8.8
Lowest 10	3.0	1.0	-2.0	4.8	1.5	-3.4	4.2	1.3	-2.9
Self-confidence (intellectual)	3,909	3,959		8,138	8,213		12,047	12,172	
Highest 10	23.8	29.7	5.9	13.1	14.2	1.1	16.6	19.2	2.7
Above average	47.3	49.7	2.4	40.6	46.9	6.3	42.8	47.8	5.0
Average	25.4	18.1	-7.3	39.2	33.8	-5.4	34.7	28.7	-6.1
Below average	3.0	2.3	-0.8	6.5	4.9	-1.5	5.4	4.0	-1.3
Lowest 10	0.4	0.3	-0.2	0.6	0.2	-0.4	0.6	0.2	-0.3
Self-confidence (social)	3,909	3,960		8,139	8,212		12,048	12,172	
Highest 10	15.6	22.3	6.6	10.2	12.4	2.2	12.0	15.6	3.6
Above average	35.8	38.6	2.7	32.0	37.9	5.9	33.2	38.1	4.9
Average	35.1	29.4	-5.6	42.7	39.1	-3.6	40.2	36.0	-4.3
Below average	12.0	8.8	-3.2	13.8	10.1	-3.7	13.2	9.7	-3.5
Lowest 10	1.5	1.0	-0.6	1.3	0.6	-0.8	1.4	0.7	-0.7
Self-understanding	3,897	3,959		8,124	8,211		12,021	12,170	
Highest 10	16.2	26.6	10.5	11.8	18.4	6.6	13.2	21.1	7.9
Above average	40.8	46.7	5.9	36.4	46.3	9.9	37.8	46.4	8.6
Average	38.8	23.9	-14.9	46.5	33.1	-13.4	44.0	30.1	-13.9
Below average	3.6	2.4	-1.2	5.0	2.1	-2.8	4.5	2.2	-2.3
Lowest 10	0.7	0.5	-0.3	0.4	0.1	-0.3	0.5	0.2	-0.3

CIRP

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Rate yourself on each of the following traits as compared with the average person of your age.									
Understanding of others	3,902	3,959		8,136	8,212		12,038	12,171	
Highest 10	15.9	20.7	4.8	18.7	18.1	-0.6	17.8	18.9	1.2
Above average	45.4	50.5	5.2	49.6	54.6	5.0	48.2	53.3	5.1
Average	34.9	25.8	-9.0	30.4	26.3	-4.1	31.8	26.1	-5.7
Below average	3.4	2.7	-0.7	1.3	1.0	-0.3	2.0	1.6	-0.4
Lowest 10	0.4	0.3	-0.2	0.1	0.1	-0.1	0.2	0.1	-0.1
Writing ability	3,905	3,961		8,143	8,211		12,048	12,172	
Highest 10	13.2	21.0	7.7	13.2	17.2	4.0	13.2	18.4	5.2
Above average	37.6	43.1	5.5	41.0	46.8	5.8	39.9	45.6	5.7
Average	36.9	29.0	-7.9	38.1	31.6	-6.6	37.8	30.7	-7.0
Below average	10.8	6.1	-4.7	7.0	4.2	-2.8	8.2	4.8	-3.4
Lowest 10	1.4	0.8	-0.6	0.7	0.3	-0.4	0.9	0.4	-0.5
Indicate the importance to you personally of each of the following:									
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	3,776	3,943		7,955	8,188		11,731	12,131	
Essential	6.3	8.0	1.7	8.1	7.7	-0.3	7.5	7.8	0.3
Very important	8.4	9.8	1.4	9.4	9.8	0.4	9.1	9.8	0.7
Somewhat important	20.2	21.5	1.3	24.8	25.3	0.5	23.3	24.1	0.8
Not important	65.1	60.7	-4.5	57.8	57.2	-0.6	60.1	58.3	-1.8
Becoming an authority in my field	3,776	3,945		7,942	8,188		11,718	12,133	
Essential	16.5	20.8	4.4	14.9	16.0	1.1	15.4	17.6	2.2
Very important	40.8	42.3	1.5	38.4	42.9	4.6	39.2	42.7	3.6
Somewhat important	33.6	28.4	-5.2	36.5	32.7	-3.8	35.5	31.3	-4.3
Not important	9.1	8.5	-0.6	10.3	8.4	-1.9	9.9	8.4	-1.5
Obtaining recognition from my colleagues for contributions to my special field	3,775	3,942		7,925	8,178		11,700	12,120	
Essential	12.2	15.3	3.1	11.1	11.7	0.6	11.5	12.9	1.4
Very important	36.2	38.6	2.4	34.8	41.8	6.9	35.3	40.7	5.5
Somewhat important	39.0	34.9	-4.1	41.2	36.6	-4.5	40.5	36.1	-4.4
Not important	12.6	11.2	-1.4	12.9	9.9	-3.0	12.8	10.3	-2.5
Influencing the political structure	3,758	3,941		7,907	8,175		11,665	12,116	
Essential	7.3	8.2	0.9	4.7	4.9	0.2	5.5	6.0	0.5
Very important	16.6	18.8	2.2	12.6	15.1	2.5	13.9	16.3	2.4
Somewhat important	40.8	40.4	-0.5	38.9	40.1	1.2	39.5	40.2	0.7
Not important	35.3	32.7	-2.7	43.8	39.9	-3.9	41.1	37.6	-3.5
Influencing social values	3,759	3,940		7,914	8,181		11,673	12,121	
Essential	10.0	13.3	3.3	10.2	13.5	3.4	10.1	13.5	3.3
Very important	30.2	34.9	4.7	34.2	40.1	6.0	32.9	38.4	5.6
Somewhat important	40.8	35.9	-4.8	43.1	36.0	-7.0	42.3	36.0	-6.3
Not important	19.0	15.8	-3.2	12.6	10.3	-2.3	14.7	12.1	-2.6
Raising a family	3,763	3,940		7,933	8,177		11,696	12,117	
Essential	40.9	44.8	3.9	43.9	46.7	2.8	42.9	46.1	3.2
Very important	37.0	34.5	-2.6	33.9	32.9	-1.1	34.9	33.4	-1.6
Somewhat important	16.6	16.1	-0.4	15.9	15.3	-0.6	16.1	15.6	-0.6
Not important	5.6	4.6	-0.9	6.2	5.1	-1.1	6.0	5.0	-1.0
Having administrative responsibility for the work of others	3,749	3,941		7,880	8,173		11,629	12,114	
Essential	8.8	12.5	3.7	5.6	7.0	1.4	6.7	8.8	2.2
Very important	28.2	34.4	6.2	24.8	30.8	6.0	25.9	32.0	6.1
Somewhat important	42.6	35.3	-7.3	45.4	41.1	-4.3	44.5	39.2	-5.3
Not important	20.4	17.8	-2.6	24.2	21.1	-3.2	23.0	20.0	-3.0

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Indicate the importance to you personally of each of the following:									
Being very well off financially	3,761	3,942		7,929	8,177		11,690	12,119	
Essential	29.3	23.9	-5.5	22.4	16.5	-5.9	24.6	18.9	-5.7
Very important	36.3	35.4	-0.9	36.2	36.9	0.8	36.2	36.4	0.2
Somewhat important	27.5	32.3	4.8	33.4	37.4	3.9	31.5	35.7	4.2
Not important	6.9	8.5	1.6	8.0	9.2	1.2	7.7	9.0	1.3
Helping others who are in difficulty	3,755	3,940		7,920	8,178		11,675	12,118	
Essential	19.2	26.5	7.3	26.0	33.7	7.7	23.8	31.3	7.6
Very important	40.7	45.6	4.9	46.1	48.2	2.1	44.4	47.4	3.0
Somewhat important	35.2	25.0	-10.2	25.4	16.7	-8.7	28.6	19.4	-9.2
Not important	4.9	2.9	-2.0	2.5	1.4	-1.1	3.3	1.9	-1.4
Making a theoretical contribution to science	3,753	3,939		7,905	8,176		11,658	12,115	
Essential	5.2	5.3	0.1	3.5	3.4	-0.1	4.1	4.0	-0.1
Very important	12.4	13.6	1.2	9.0	10.3	1.2	10.1	11.4	1.2
Somewhat important	32.1	28.7	-3.4	26.3	23.6	-2.6	28.1	25.3	-2.9
Not important	50.4	52.4	2.0	61.2	62.7	1.5	57.7	59.4	1.7
Writing original works (poems, novels, short stories, etc.)	3,754	3,943		7,900	8,176		11,654	12,119	
Essential	5.3	8.2	2.9	5.9	6.3	0.4	5.7	6.9	1.2
Very important	9.3	12.1	2.8	8.4	10.4	2.0	8.7	11.0	2.3
Somewhat important	22.4	25.6	3.3	22.9	24.8	1.9	22.7	25.1	2.4
Not important	63.1	54.1	-9.0	62.8	58.4	-4.4	62.9	57.0	-5.9
Creating artistic work (painting, sculpture, decorating, etc.)	3,751	3,936		7,909	8,169		11,660	12,105	
Essential	4.0	7.4	3.4	5.3	8.8	3.4	4.9	8.3	3.4
Very important	7.2	10.9	3.8	9.3	11.4	2.1	8.6	11.3	2.7
Somewhat important	18.5	22.3	3.8	23.2	23.8	0.6	21.7	23.3	1.6
Not important	70.3	59.4	-11.0	62.2	56.1	-6.1	64.8	57.1	-7.7
Becoming successful in a business of my own	3,752	3,932		7,903	8,164		11,655	12,096	
Essential	14.8	15.4	0.6	10.1	8.1	-2.0	11.6	10.5	-1.2
Very important	24.3	25.2	0.9	16.3	18.7	2.4	18.9	20.8	1.9
Somewhat important	29.7	29.7	0.0	30.0	29.2	-0.9	29.9	29.4	-0.6
Not important	31.2	29.7	-1.5	43.5	44.0	0.4	39.6	39.3	-0.2
Becoming involved in programs to clean up the environment	3,746	3,935		7,884	8,167		11,630	12,102	
Essential	3.7	8.1	4.3	3.8	8.0	4.2	3.8	8.0	4.2
Very important	12.0	22.3	10.3	13.0	22.9	9.9	12.6	22.7	10.0
Somewhat important	45.2	47.3	2.2	47.4	48.6	1.2	46.7	48.2	1.5
Not important	39.1	22.4	-16.8	35.8	20.6	-15.2	36.9	21.2	-15.7
Developing a meaningful philosophy of life	3,743	3,937		7,889	8,169		11,632	12,106	
Essential	18.8	27.1	8.3	16.5	22.8	6.4	17.2	24.2	7.0
Very important	29.8	33.9	4.1	28.6	34.7	6.1	29.0	34.5	5.5
Somewhat important	31.9	27.4	-4.5	35.2	28.8	-6.3	34.1	28.4	-5.7
Not important	19.6	11.6	-8.0	19.8	13.6	-6.2	19.7	12.9	-6.8
Participating in a community action program	3,746	3,935		7,882	8,169		11,628	12,104	
Essential	4.4	7.2	2.8	6.3	9.6	3.3	5.7	8.8	3.1
Very important	16.0	23.9	7.9	22.4	29.5	7.1	20.3	27.7	7.4
Somewhat important	45.8	42.9	-2.9	46.7	42.9	-3.8	46.4	42.9	-3.5
Not important	33.9	26.1	-7.8	24.7	18.1	-6.6	27.6	20.7	-6.9
Helping to promote racial understanding	3,740	3,935		7,892	8,168		11,632	12,103	
Essential	7.0	8.6	1.7	7.3	12.0	4.6	7.2	10.9	3.7
Very important	19.6	23.7	4.2	23.4	28.3	4.9	22.2	26.8	4.7
Somewhat important	44.0	40.9	-3.1	46.3	41.5	-4.8	45.6	41.3	-4.3
Not important	29.4	26.7	-2.7	23.0	18.3	-4.8	25.1	21.0	-4.1

All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Indicate the importance to you personally of each of the following:									
Keeping up to date with political affairs	3,742	3,932		7,904	8,169		11,646	12,101	
Essential	13.8	15.8	2.1	9.7	12.2	2.5	11.0	13.4	2.4
Very important	28.5	33.9	5.4	25.7	31.8	6.1	26.6	32.5	5.9
Somewhat important	40.1	37.2	-2.9	41.7	41.1	-0.6	41.2	39.8	-1.3
Not important	17.6	13.1	-4.6	22.9	14.9	-8.0	21.2	14.3	-6.9
Becoming a community leader	3,738	3,933		7,889	8,159		11,627	12,092	
Essential	10.7	13.3	2.6	8.3	10.2	1.8	9.1	11.2	2.1
Very important	25.6	30.8	5.2	24.8	29.6	4.8	25.1	30.0	4.9
Somewhat important	40.5	38.2	-2.3	41.9	40.0	-2.0	41.5	39.4	-2.1
Not important	23.2	17.7	-5.5	25.0	20.3	-4.7	24.4	19.4	-5.0
Improving my understanding of other countries and cultures	3,455	3,931		7,548	8,159		11,003	12,090	
Essential	13.6	18.9	5.4	18.0	25.0	7.0	16.6	23.0	6.4
Very important	30.0	35.5	5.5	36.7	37.7	1.0	34.6	37.0	2.4
Somewhat important	42.0	34.2	-7.8	36.4	30.4	-6.1	38.2	31.6	-6.6
Not important	14.4	11.4	-3.1	8.9	6.9	-2.0	10.6	8.4	-2.3
Working to find a cure for health problems	3,455	3,930		7,539	8,166		10,994	12,096	
Essential	6.1	8.5	2.4	6.8	8.6	1.8	6.6	8.6	2.0
Very important	13.4	18.9	5.5	14.4	20.8	6.4	14.1	20.2	6.1
Somewhat important	31.6	31.8	0.3	30.1	30.4	0.4	30.5	30.9	0.3
Not important	48.9	40.8	-8.1	48.8	40.1	-8.6	48.8	40.4	-8.5
Please indicate your agreement with each of the following statements:									
There is too much concern in the courts for the rights of criminals	3,836	3,880		7,885	8,054		11,721	11,934	
Agree strongly	10.8	9.2	-1.5	5.3	4.5	-0.8	7.1	6.0	-1.1
Agree somewhat	48.9	38.7	-10.2	47.4	35.9	-11.6	47.9	36.8	-11.1
Disagree somewhat	31.7	39.3	7.6	39.6	48.4	8.8	37.0	45.4	8.4
Disagree strongly	8.7	12.8	4.1	7.7	11.2	3.6	8.0	11.7	3.7
Abortion should be legal	3,862	3,876		8,051	8,080		11,913	11,956	
Agree strongly	20.1	26.8	6.7	25.6	35.3	9.7	23.8	32.6	8.8
Agree somewhat	27.5	31.0	3.5	23.6	26.5	2.9	24.8	27.9	3.1
Disagree somewhat	17.7	18.9	1.2	15.8	15.5	-0.3	16.4	16.6	0.2
Disagree strongly	34.8	23.3	-11.5	35.1	22.7	-12.4	35.0	22.9	-12.1
The death penalty should be abolished	3,842	3,879		7,992	8,059		11,834	11,938	
Agree strongly	14.6	18.9	4.3	18.1	20.7	2.7	16.9	20.1	3.2
Agree somewhat	19.4	23.6	4.1	25.5	27.3	1.8	23.5	26.1	2.5
Disagree somewhat	37.3	35.7	-1.5	38.4	38.4	0.0	38.0	37.5	-0.5
Disagree strongly	28.8	21.8	-7.0	18.0	13.6	-4.4	21.5	16.3	-5.2
Marijuana should be legalized	3,857	3,883		7,995	8,064		11,852	11,947	
Agree strongly	10.4	18.0	7.6	6.2	10.9	4.7	7.6	13.2	5.7
Agree somewhat	24.9	30.1	5.2	20.6	31.2	10.6	22.0	30.8	8.8
Disagree somewhat	27.3	27.4	0.1	30.8	31.2	0.4	29.7	30.0	0.3
Disagree strongly	37.4	24.6	-12.9	42.4	26.7	-15.7	40.8	26.0	-14.8
It is important to have laws prohibiting homosexual relationships	3,847	3,879		8,010	8,066		11,857	11,945	
Agree strongly	19.3	9.3	-10.0	12.9	5.9	-6.9	15.0	7.0	-7.9
Agree somewhat	17.3	14.8	-2.5	11.5	9.2	-2.3	13.4	11.0	-2.4
Disagree somewhat	26.3	24.9	-1.4	22.1	18.4	-3.7	23.4	20.5	-2.9
Disagree strongly	37.1	51.0	13.9	53.6	66.5	12.9	48.2	61.4	13.2

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All Items	Men			Women			Total		
	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
Please indicate your agreement with each of the following statements:									
Racial discrimination is no longer a major problem in America	3,859	3,883		8,015	8,067		11,874	11,950	
Agree strongly	3.7	3.6	0.0	1.8	1.3	-0.5	2.4	2.0	-0.3
Agree somewhat	22.9	18.7	-4.2	14.8	9.2	-5.6	17.4	12.3	-5.2
Disagree somewhat	49.0	44.5	-4.4	50.9	43.0	-8.0	50.3	43.5	-6.8
Disagree strongly	24.5	33.1	8.6	32.5	46.6	14.1	29.9	42.2	12.3
Realistically, an individual can do little to bring about changes in our society	3,841	3,868		8,006	8,039		11,847	11,907	
Agree strongly	4.2	3.8	-0.4	2.6	1.6	-1.0	3.1	2.3	-0.8
Agree somewhat	21.6	27.0	5.4	15.6	16.5	0.9	17.5	19.9	2.4
Disagree somewhat	43.8	43.2	-0.6	43.5	45.6	2.1	43.6	44.8	1.2
Disagree strongly	30.5	26.0	-4.5	38.3	36.3	-2.0	35.8	33.0	-2.8
Colleges should prohibit racist/sexist speech on campus	3,834	3,874		7,953	8,040		11,787	11,914	
Agree strongly	20.6	15.9	-4.7	29.0	26.0	-3.0	26.3	22.7	-3.5
Agree somewhat	34.9	30.0	-4.9	37.7	33.2	-4.5	36.8	32.2	-4.6
Disagree somewhat	29.6	35.1	5.4	24.0	26.2	2.2	25.8	29.1	3.2
Disagree strongly	15.0	19.1	4.1	9.3	14.6	5.3	11.1	16.1	4.9
Same-sex couples should have the right to legal marital status	3,837	3,875		7,994	8,062		11,831	11,937	
Agree strongly	23.3	34.2	10.9	37.9	49.0	11.1	33.1	44.2	11.1
Agree somewhat	24.2	28.0	3.9	23.1	23.7	0.6	23.4	25.1	1.7
Disagree somewhat	18.3	18.5	0.2	15.9	14.2	-1.7	16.7	15.6	-1.1
Disagree strongly	34.3	19.3	-15.0	23.1	13.1	-10.0	26.8	15.1	-11.7
Affirmative action in college admissions should be abolished	3,778	3,854		7,680	7,959		11,458	11,813	
Agree strongly	25.9	25.0	-0.9	17.3	13.3	-3.9	20.1	17.2	-3.0
Agree somewhat	33.6	33.6	-0.1	33.6	34.9	1.3	33.6	34.5	0.8
Disagree somewhat	32.6	34.1	1.5	40.0	41.3	1.2	37.6	38.9	1.3
Disagree strongly	7.8	7.3	-0.5	9.1	10.5	1.4	8.7	9.5	0.8
Federal military spending should be increased	3,828	3,866		7,816	8,015		11,644	11,881	
Agree strongly	7.8	6.0	-1.8	3.2	2.2	-1.0	4.7	3.5	-1.3
Agree somewhat	31.2	20.6	-10.6	26.5	15.3	-11.2	28.0	17.0	-11.0
Disagree somewhat	42.1	43.0	0.9	50.7	44.9	-5.9	47.9	44.3	-3.6
Disagree strongly	18.9	30.4	11.5	19.6	37.6	18.0	19.4	35.3	15.9
Colleges have the right to ban extreme speakers from campus	3,527	3,874		7,506	8,029		11,033	11,903	
Agree strongly	11.6	13.9	2.3	7.2	9.4	2.2	8.6	10.9	2.3
Agree somewhat	36.6	38.6	2.1	35.4	38.1	2.7	35.7	38.2	2.5
Disagree somewhat	33.1	31.0	-2.1	40.0	37.4	-2.5	37.8	35.3	-2.4
Disagree strongly	18.8	16.5	-2.3	17.5	15.2	-2.3	17.9	15.6	-2.3
How much of the past year's educational expenses (room, board, tuition and fess) were covered from each of the following sources?									
Family resources (parents, relatives, spouse, etc.)	3,765	3,841		7,721	8,004		11,486	11,845	
None	6.7	13.5	6.8	6.9	11.4	4.5	6.8	12.1	5.3
Less than $1,000	7.7	7.8	0.1	8.8	9.3	0.5	8.5	8.8	0.3
$1,000 - 2,999	12.0	10.1	-2.0	11.8	9.2	-2.6	11.9	9.5	-2.4
$3,000 - 5,999	14.4	12.2	-2.2	14.7	12.8	-1.9	14.6	12.6	-2.0
$6,000 - 9,999	14.1	11.6	-2.6	13.8	11.7	-2.1	13.9	11.7	-2.3
$10,000 +	45.1	44.9	-0.2	44.0	45.7	1.7	44.3	45.4	1.1

	Men			Women			Total		
All Items	TFS	CSS	*Change*	TFS	CSS	*Change*	TFS	CSS	*Change*
Total Respondents	3,976	3,976	--	8,229	8,229	--	12,205	12,205	--
How much of the past year's educational expenses (room, board, tuition and fess) were covered from each of the following sources?									
My own resources (income from work, work-study, etc.)	3,370	3,777		6,899	7,915		10,269	11,692	
None	22.5	27.1	4.7	21.5	28.0	6.4	21.8	27.7	5.9
Less than $1,000	26.8	24.8	-2.0	31.3	29.0	-2.3	29.9	27.7	-2.2
$1,000 - 2,999	32.6	24.1	-8.4	30.0	23.5	-6.4	30.8	23.7	-7.1
$3,000 - 5,999	11.5	13.9	2.4	11.0	12.0	1.0	11.2	12.6	1.5
$6,000 - 9,999	3.5	5.9	2.4	3.4	4.4	1.0	3.4	4.9	1.4
$10,000 +	3.2	4.2	1.0	2.8	3.2	0.3	2.9	3.5	0.6
Aid which need not be repaid (grants, scholarships, military, etc.)	3,520	3,779		7,277	7,919		10,797	11,698	
None	13.0	19.3	6.3	9.7	18.2	8.5	10.8	18.6	7.8
Less than $1,000	3.7	3.9	0.2	4.6	4.0	-0.6	4.3	4.0	-0.3
$1,000 - 2,999	11.3	9.8	-1.4	13.0	10.2	-2.8	12.4	10.1	-2.3
$3,000 - 5,999	13.1	15.0	2.0	13.6	14.7	1.1	13.4	14.8	1.4
$6,000 - 9,999	16.4	14.2	-2.2	18.7	17.5	-1.3	18.0	16.4	-1.6
$10,000 +	42.6	37.8	-4.9	40.4	35.4	-5.0	41.1	36.2	-4.9
Aid which must be repaid (loans, etc.)	3,320	3,746		6,834	7,867		10,154	11,613	
None	32.4	35.6	3.3	29.4	32.3	2.9	30.4	33.4	3.0
Less than $1,000	3.5	1.7	-1.9	3.0	1.3	-1.8	3.2	1.4	-1.8
$1,000 - 2,999	18.8	6.5	-12.3	20.1	5.4	-14.7	19.7	5.7	-13.9
$3,000 - 5,999	19.0	14.0	-4.9	19.7	14.5	-5.2	19.4	14.3	-5.1
$6,000 - 9,999	12.5	13.5	1.0	13.6	14.0	0.4	13.2	13.8	0.6
$10,000 +	13.9	28.8	14.9	14.2	32.6	18.4	14.1	31.3	17.2
Other sources	2,008	3,538		3,833	7,340		5,841	10,878	
None	88.6	80.3	-8.3	89.4	80.9	-8.4	89.1	80.7	-8.4
Less than $1,000	4.5	7.3	2.8	3.7	6.9	3.3	3.9	7.0	3.1
$1,000 - 2,999	2.5	5.4	2.9	2.6	3.7	1.1	2.6	4.2	1.7
$3,000 - 5,999	2.0	2.5	0.5	1.6	2.7	1.1	1.8	2.6	0.9
$6,000 - 9,999	0.6	1.9	1.3	0.7	2.2	1.5	0.7	2.1	1.4
$10,000 +	1.8	2.6	0.8	2.0	3.6	1.6	2.0	3.3	1.3

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Appendix D

2008 Instrument

2007-2008 COLLEGE SENIOR SURVEY

CIRP

PLEASE PRINT (one letter or number per box). All information is confidential. Your name and email address here helps facilitate follow-up studies to improve the college experience.

BIRTH DATE: Month (01-12) ☐☐ Day (01-31) ☐☐ Year ☐☐

NAME: First ☐ MI ☐ LAST ☐ **PHONE:** ☐

STUDENT ID# (as instructed): ☐ **EMAIL** (print letters carefully): ☐

SERIAL #

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.

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** ✓ ⊗ ● ◒

Group Code A ☐☐ B ☐☐

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

Scale: Very Satisfied (6), Satisfied (5), Neutral (4), Dissatisfied (3), Very Dissatisfied (2), Can't Rate/Don't Know (1)

- 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: (Mark one in each column)
Columns: Your 1st College / This College

- 2007 or 2008. . . . . . ◯ ◯
- 2006 . . . . ◯ ◯
- 2005 . . . . ◯ ◯
- 2004 . . . . ◯ ◯
- 2003 or earlier . . . . ◯ ◯

3. Please indicate your enrollment status below: (Mark one)
- ◯ Full-time undergraduate
- ◯ Part-time undergraduate
- ◯ Not enrolled

4. Expected Graduation Date:
- ◯ 2007
- ◯ 2008
- ◯ Other
- ◯ Not sure

5. Since entering college, indicate how often you:
(Mark one in each row)

Scale: Frequently (F), Occasionally (O), Not At All (N)

- 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
- Participated in intramural sports . 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
- 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
- Played a musical instrument . . . . F O N
- Asked a professor for advice outside of 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
- Felt family support to succeed . . . F O N
- Felt isolated from campus life. . . . F O N
- Interacted with graduate students/TAs. . . . . F O N
- Had instruction that supplemented coursework. . . . . 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 varsity/intercollegiate athletics
- Y N Withdrawn 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 instituition
- Y N Participated in an undergraduate research program (e.g., MARC, MBRS, REU)
- Y N Participated in a program to prepare for graduate school
- Y N Participated in an academic program for racial/ethnic minorities
- Y N Joined a club or organization related to your major
- Y N Presented research at a conference

7. Mark your undergraduate and graduate major. (Use codes provided on the attached fold-out)

Undergraduate major (final or most recent) ☐☐

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

8. Please mark your probable career/occupation. (Use codes provided on the attached fold-out)

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	○	○	○	○	○	○	○	○
Attending classes/labs	○	○	○	○	○	○	○	○
Socializing with friends	○	○	○	○	○	○	○	○
Talking with faculty during office hours	○	○	○	○	○	○	○	○
Talking with faculty outside of class or office hours	○	○	○	○	○	○	○	○
Exercising/sports	○	○	○	○	○	○	○	○
Partying	○	○	○	○	○	○	○	○
Working (for pay) on campus	○	○	○	○	○	○	○	○
Working (for pay) off campus	○	○	○	○	○	○	○	○
Student clubs/groups	○	○	○	○	○	○	○	○
Watching TV	○	○	○	○	○	○	○	○
Housework/childcare	○	○	○	○	○	○	○	○
Reading for pleasure	○	○	○	○	○	○	○	○
Commuting	○	○	○	○	○	○	○	○
Prayer/meditation	○	○	○	○	○	○	○	○
Career Planning (job searches, internships, etc.)	○	○	○	○	○	○	○	○
Playing video/computer games	○	○	○	○	○	○	○	○
Volunteer work	○	○	○	○	○	○	○	○
Surfing the Internet	○	○	○	○	○	○	○	○
Online social networks (MySpace, Facebook, etc.)	○	○	○	○	○	○	○	○

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, 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
Performed volunteer work	F	O	N
Participated in political demonstrations	F	O	N
Discussed politics	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

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 2008 and (B) plan to complete eventually at any institution. (Mark one in each column)

	Highest Earned	Highest Planned
None	◯	◯
Vocational certificate	◯	◯
Associate (A.A. or equiv.)	◯	◯
Bachelor's (B.A., B.S., etc.)	◯	◯
Master's (M.A., M.S., etc.)	◯	◯
Ph.D. or Ed.D.	◯	◯
M.D., D.O., D.D.S., or D.V.M.	◯	◯
LL.B. or J.D. (Law)	◯	◯
B.D. or M.DIV. (Divinity)	◯	◯
Other	◯	◯

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

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, 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
Improving my understanding of other countries and cultures	E	V	S	N
Working to find a cure for health problems	E	V	S	N
Improving the health of minority communities	E	V	S	N

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

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

18. Your current religious preference: (Mark one)

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

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

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

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

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
There is too much concern in the courts for the rights of criminals	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
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
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
Colleges have the right to ban extreme speakers	4	3	2	1

21. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2008:

$ ☐☐☐☐☐ .00

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

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

23. 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

24. What do you plan to be doing in fall 2008? (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

25. 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

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

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

27. 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

28. 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

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

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

30. Is English your native language?

- ○ Yes
- ○ No

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

	A or A+	A-	B+	B	B-	C+	C	D
Overall GPA	○	○	○	○	○	○	○	○
Major GPA	○	○	○	○	○	○	○	○

32. Please indicate your racial/ethnic background. (Mark all that apply)

- ○ White/Caucasian
- ○ African American/Black
- ○ American Indian/Alaska Native
- ○ Asian American/Asian
- ○ Native Hawaiian/Pacific Islander
- ○ Mexican American/Chicano
- ○ Puerto Rican
- ○ Other Latino
- ○ Other

33. Your sex:

- ○ Female
- ○ Male

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

- ○ Yes
- ○ No

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

- 35. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 36. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 37. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 50. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 51. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 52. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 53. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- 54. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

THANK YOU!