UNIVERSITY OF IDAHO
STUDENT/ PROGRAMS ASSESSMENT

Program Review and Assessment Activities for the Years 2008-09 and 2009-10

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2008-2010 ASSESSMENT REPORT

Introduction

The University of Idaho Strategic Plan states that "Our graduates will live, work, compete and prosper in a global and multicultural environment. Consequently, graduates must learn the substance of their studies and understand the values, perspectives, skills and experiences that advance humankind." To that end, the University of Idaho uses student outcomes assessment proactively as a means to keep teaching and learning vital, contemporary and grounded. Through our assessment system we continually improve the teaching and learning process and the programs which support this process. This report covers two years of the U Idaho assessment process, including the implementation of the assessment planning, the updating of the on-line reporting system, and closing the loop in our assessment practices.

Our five University-level learning outcomes broadly describe expected and desired effects of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person, and guide coherent, integrated and intentional educational experiences. Each program addresses these institutional level student learning outcomes through their programmatic student learning outcomes. The five institutional level student learning outcomes are:

Learn and integrate – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

Communicate – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective – Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

An institutional assessment cycle was implemented in 2007 and completion by all programs is required annually. The cycle is a continuous process with overlapping action/reporting times:

University of Idaho
ANNUAL ASSESSMENT CYCLE
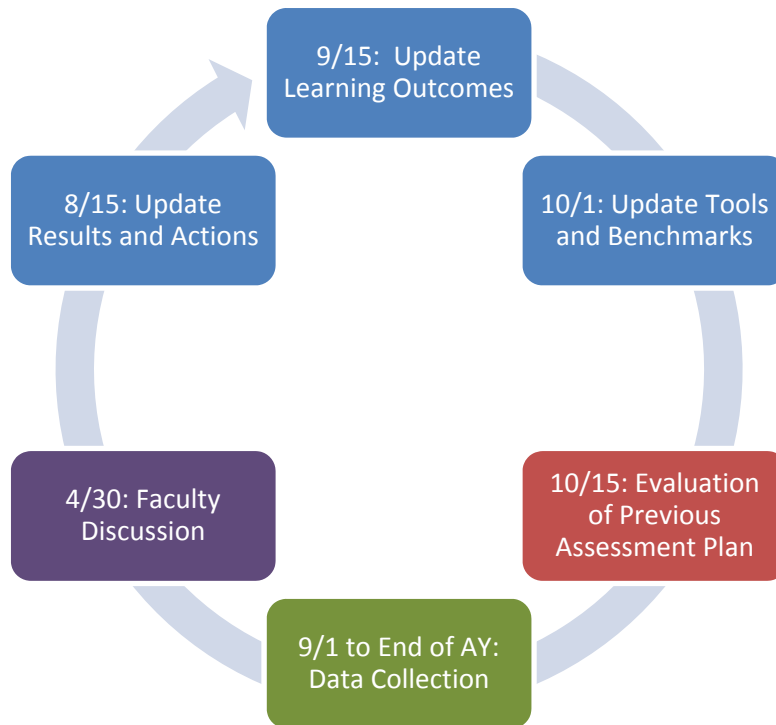
General Education/Core Curriculum

The University of Idaho Core Educational program is a crucial part of the overall undergraduate education. It is the heart of the University's effort to ensure that UI students receive a broad education. All degree-seeking students must complete either the State Board of Education or the University of Idaho general education core requirements (Core Curriculum) to qualify for graduation. The Core Curriculum program focuses on critical reading, writing, reasoning, problem-solving, and other selected competencies such as information literacy, diversity, and international understanding, consistent with the five university learning outcomes.

A foundational piece of the core curriculum is the freshman Core Discovery courses. These year-long, interdisciplinary courses offer students a chance to work closely with other students and professors to synthesize information and ideas from a variety of sources. In addition to the Core Discovery courses, the Integrated Science courses satisfy the U Idaho's Natural and Applied Sciences Core requirements. Taught in small classes by some of our best science instructors, these courses, in addition to their science content, investigate the impacts of science on society.

Assessment in the Core Curriculum

Evaluation of the core curriculum from the students' perspective occurs in two ways at the institutional level: expected outcomes are evaluated through the Graduating Senior Survey and through a survey of alumni who have been away from the university for three to four years.

As it has for nearly two decades, the Graduating Senior Survey asks two questions addressing some of the expected outcomes in the current core curriculum. One is a relatively detailed question (Q-5), which asks seniors to rate how each capacity was enhanced by their U Idaho undergraduate experiences. The second item (Q-22) seeks the respondents' recommendations regarding the desired emphasis for the Core subject-area groups, research experience, practica, and the major, as well as rating of the seniors' perceived quality of experience at the U Idaho in each area.

Table 1 below includes areas in which one-half or more of seniors report their skills and knowledge are "moderately" or "greatly" enhanced during their University of Idaho experience.

TABLE 1: Reported Capacity Moderately or Greatly Enhanced
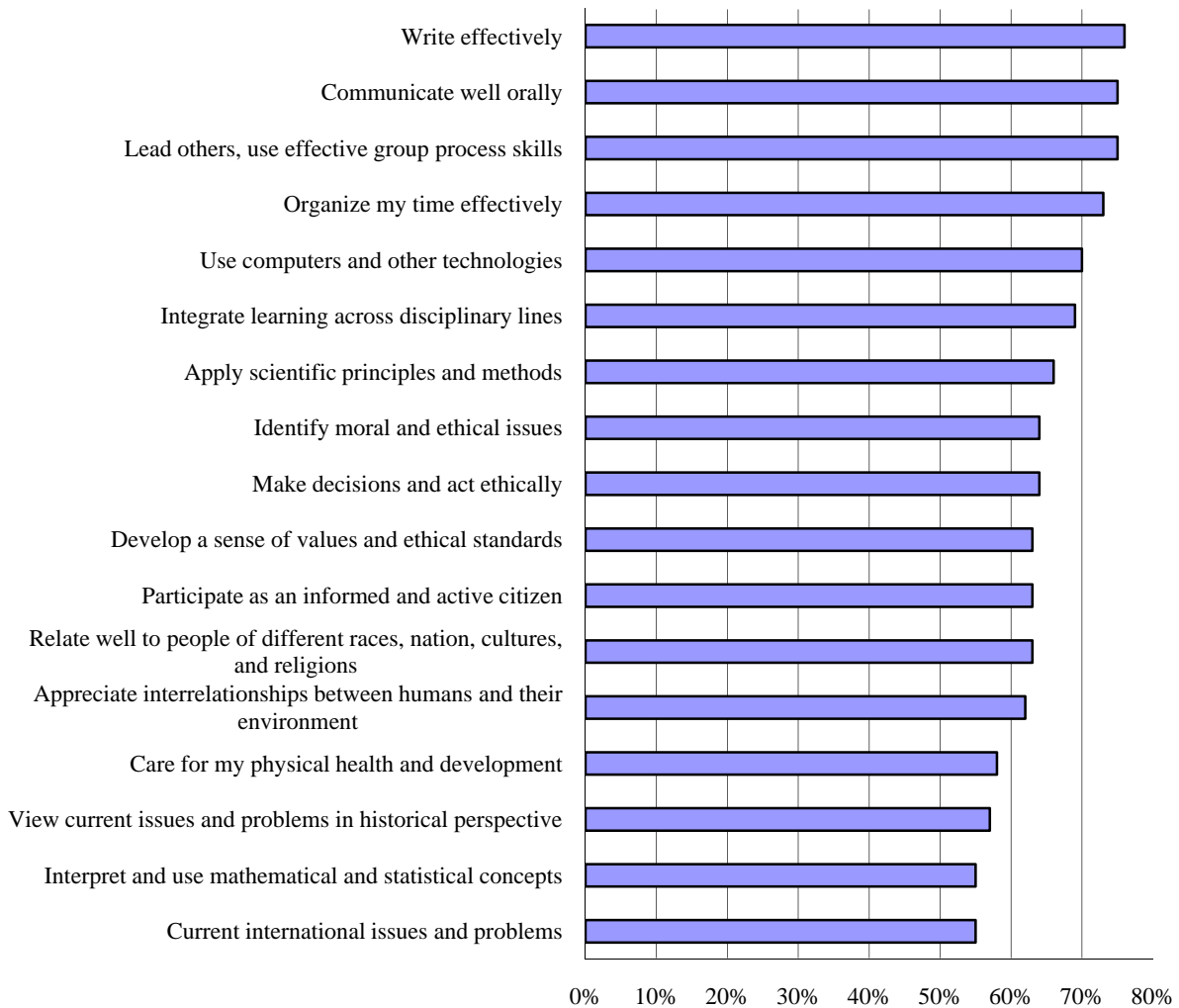
Table 2 below illustrates the shift in focus among students from the survey's inception and 2008-09 respondents in reported areas where core curriculum objectives should be emphasized more.

TABLE 2: Undergraduate Desires for "More" Emphasis
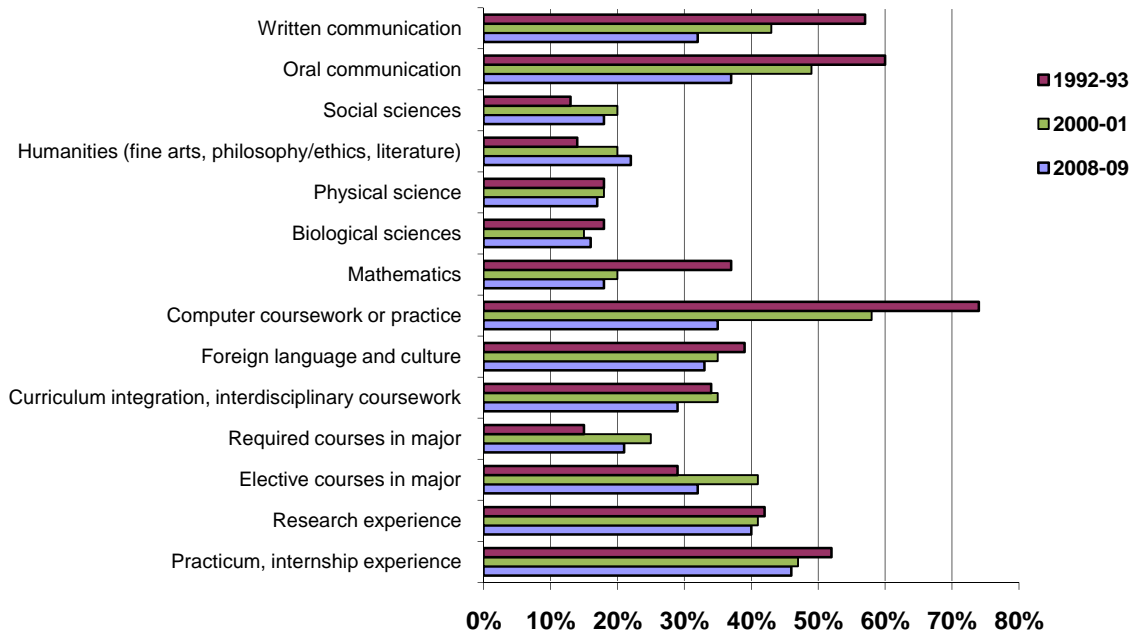
In 2009, for the first time, we were able to compare the responses of students who completed the U Idaho Core Curriculum and those who took the State Board of Education Core Curriculum. U Idaho Core Curriculum students reported they are more satisfied (97%) than SBOE Core students (94%) with their education in general, though overall satisfaction with their experiences at U Idaho was no different between the two groups (87%).

Table 3 below indicates areas in which U Idaho Core Curriculum students report their skills and knowledge are "moderately" or "greatly" enhanced compared with SBOE Core Students:

TABLE 3: UI Core Students Compared to SBOE Core Students
Capacity Moderately or Greatly Enhanced

■ SBOE Core Students
■ UI Core Students
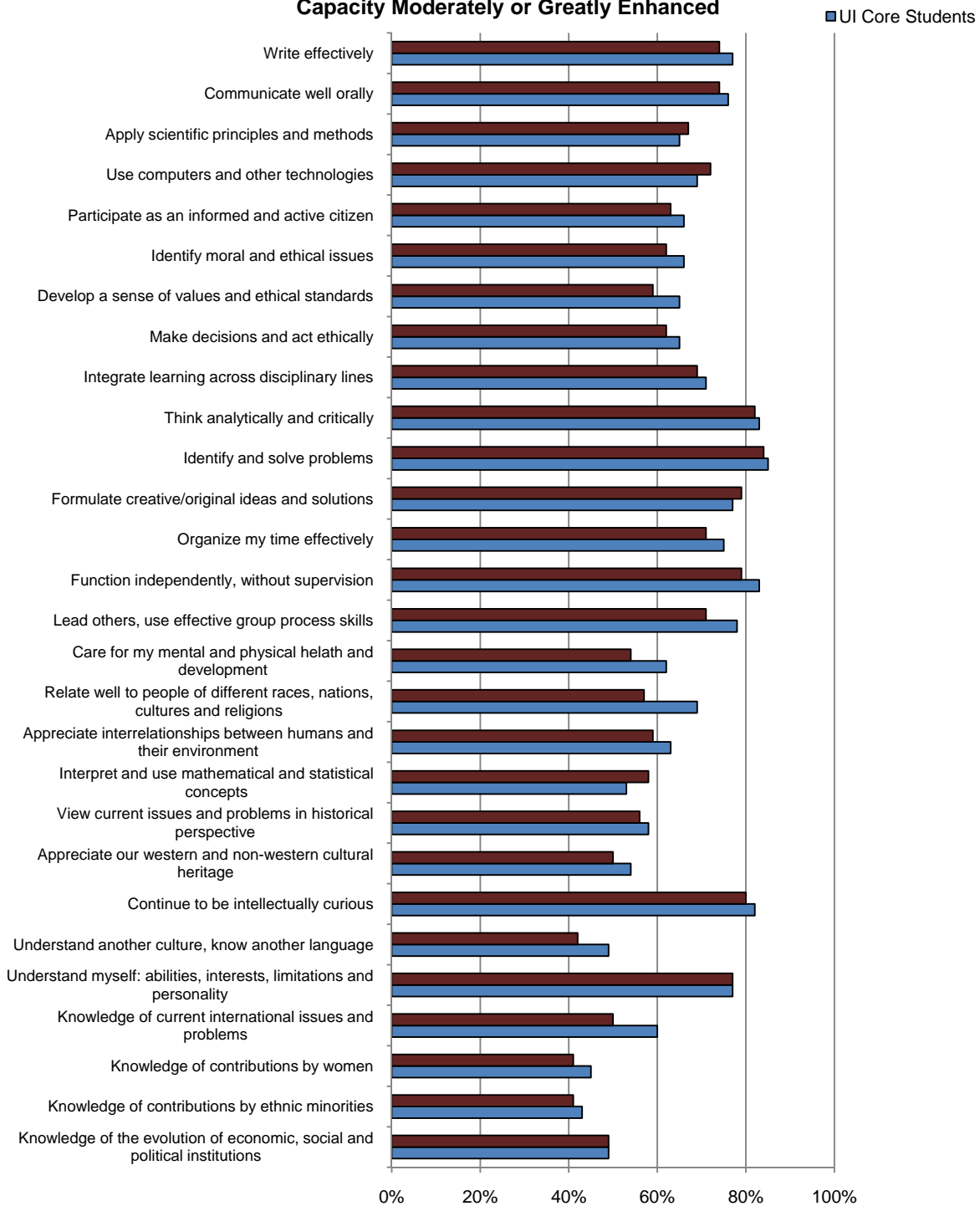
Narrative summaries and frequency distributions of the complete results of the 2007-2008 and 2008-2009 Graduating Senior Surveys are available in Appendix A-1, Appendix A-2, Appendix A-3, and Appendix A-4..

Finally this year, a Core Curriculum Assessment Group of U Idaho faculty and staff and WSU faculty and staff developed common assignments for assessing critical thinking in General Education. At U Idaho this included Psych 305, History 101 (with dual enrollment), and General Studies 404 to develop baseline data. During the summer of 2010 the assignments were updated and extended to General Studies 104 and data will be available this coming fall.

Assessment of the Core Discovery and Core Integrated Science Courses

At the programmatic level, several formative and summative assessment activities have been conducted during 2008 and 2009, particularly in the Core Discovery and Core Sciences courses. These include:

- All Core Discovery faculty and peer mentors were introduced to a "Guide to Rating Integrative and Critical Thinking" which was used as a program-wide assessment tool;
- The Core Curriculum Director conducted eight classroom observations;
- A weekly newsletter was developed for core faculty focusing on instructional ideas and assessment results;
- Mid-term evaluations of all peer mentors were conducted by instructor/supervisors and results were used to inform mentor work;
- All syllabi for Core Integrated Science and Core Discovery courses were filed and reviewed for relevance to the new university-wide learning outcomes;
- The Core Curriculum Director met one-on-one with most instructors to gauge progress and offer recommendations;
- Graduating Senior Survey responses were reviewed by faculty;
- CIRP Freshman Survey responses were reviewed by faculty;
- A supplementary final evaluation on the university-wide learning outcomes was conducted in Core Discovery and Core Integrated Science courses;
- University Learning Outcomes assessment questions were added to the Student Evaluation of Teaching and are reviewed each fall to inform spring course design;
- The Graduating Senior Survey was reviewed to more closely reflect university learning outcomes;
- A Core Curriculum Assessment Group of U Idaho faculty and staff and WSU faculty and staff developed common assignments for assessing critical thinking in General Education. At U Idaho this included Psych 305, History 101 (with dual enrollment), and General Studies 404 to develop baseline data. The assignment was updated and extended to General Studies 104 and data will be available this coming fall.

Closing the Loop

- Over the past four years, since Core Discovery was made mandatory, graduating seniors have increasingly reported that the following skills and abilities have been moderately to greatly enhanced during their time at U Idaho:
    - o Thinking analytically and critically
    - o Identifying and solving problems
    - o Functioning independently without supervision

- o Acquiring new skills and knowledge on my own, continuing to be intellectually curious
  - o Formulating creative/original ideas and solutions
  - o Understanding myself: abilities, interests, limitations, personality
- Compared to students placed in the State Board Core, seniors graduating in 2008-2009 who enrolled in Core Discovery were more likely to report that the following skills and abilities were moderately to greatly enhanced while at the U Idaho:
  - o Participating as informed and active citizens
  - o Identifying moral and ethical issues
  - o Developing a sense of values/ethical standards
  - o Making decisions
  - o Integrating ideas across disciplines
  - o Writing
  - o Speaking
  - o Thinking analytically and critically
  - o Identifying and solving problems
  - o Organizing their time
  - o Functioning independently
  - o Leading others and working in groups
  - o Relating well to divers others
  - o Continue to be intellectually curious
- Respondents to the most recent Graduating Senior Survey who enrolled in Core Discovery were 17% more likely to report that they had decided on an academic major by the end of their first year than non-Core Discovery students. They were also more likely to report that the U Idaho's emphasis on general education should remain the same. Students who did not take Core Discovery were more likely to report that the university places too much emphasis on general education.
- Based on the 2008-2009 Graduating Senior Survey, students who complete Core Discovery are more satisfied with the quality of their experience in every area related to the university-wide learning outcomes except one. For "research" experience" 37% of both groups reported the quality of their experience was "good" or "excellent."
- Students on the U Idaho Core Curriculum are more likely than State Board Core students to report as seniors that they are satisfied with their academic departments. They also are more likely than students who did not enroll in Core Discovery to say that the courses in their major are high quality.
- In 2008-2009, only 15% of students who enrolled in Core Discovery reported as seniors that they had not decided on their academic major by their junior year. That percentage was nearly double (28%) for non-Core Discovery students.

Annual Planning

Strategic Planning

The 2005-2010 University of Idaho Strategic Action Plan was completed. The plan received administrative approval from the State Board of Education in February of 2006, and the University has been making progress toward those goals over the past five years. As part of the process, a Request for Innovations solicited numerous possible projects from which 16 proposals

were submitted to the President for review. The 16 were prioritized into eight Strategic Innovation Initiatives that support the work of the Strategic Action Plan:

Goal 1. Teaching and Learning
1. **Enhancing Recruitment and Retention Through Engaged Teaching and Learning.** Structural and policy changes will be undertaken to integrate the innovation proposals addressing Distance Education and Dual Enrollment, and to improve the quality of student learning.
2. **Parfleche Exchange Program.** Collaboration among Tribal and College/University communities will enhance university student-to-student mentoring to improve student learning and retention. This mentoring will expand to Native students in the K-12 systems through on-site visits or electronic communications. In addition, we will work to enhance curricular and co-curricular experiences by building a network of Tribal leaders who can come to our campuses to work with university members. Similarly, we will build opportunities for our students and faculty to travel to Tribal locations in order to learn from the Native communities.

Goal 2. Scholarly and Creative Activity
1. **Growing Research and Scholarship by Instituting Institutes, Centers, and Core Facilities.** A comprehensive series of actions that will combine elements of four innovation proposals aimed at supporting our research and scholarly enterprise, including a strategic quantum leap forward toward better structures, facilities, and procedures that foster interdisciplinary research and education. Specifically, implementing this Strategic Innovation Initiative will result in clear ground rules for how we establish, grow, assess, and sunset trans-disciplinary scholarly and creative projects.

Goal 3. Outreach and Engagement
1. **Building Influence through Advocacy Networks.** This initiative will harness the energy and enthusiasm of constituents of influence to support fund-raising, legislative outcomes, student recruitment, public opinion, and other aspects of our work through the use of both face-to-face and online networks.
2. **Building the University of Idaho Statewide System.** This initiative will move the University of Idaho's southern presence into its next level of impact and service working closely with the Advocacy Network Initiative to define the university's comprehensive statewide service and impact and commit us to what we can and will deliver distinctly to our stakeholders in various regions of the State, including the long-term strategy, positioning, and marketing and service requirements of the University of Idaho as a statewide system.

Goal 4. Organization, Culture and Climate
1. **Continuous Improvement.** This work will embrace the concept of continuous improvement to reengineer our business and academic processes to be more efficient and effective.
2. **Cultivating a Respectful Culture**. This initiative will coordinate workshops and other experiences that address topics from leadership, to policies and procedures, to

research and management ethics, establishing a more comprehensive and contemporary faculty and staff professional development program.

3. **Waste Minimization.** Working toward a zero carbon footprint for the University of Idaho by the year 2030, we will build on the Sustainability Center's partnership with our Finance and Administration staff to make this a campus-wide priority in operations and ongoing education of faculty, staff, and students. These efforts will lead to better stewardship of our environment and resources, and cost savings, and will provide educational opportunities for our students.

The implementation of these initiatives will play a significant role in defining our institution for the future and in shaping the next iteration of a new Strategic Action Plan. To that end, the President has called for an update to the Strategic Action Plan for the 2011-2015 period. Within each of the four Strategic Action goals, the President's six themes and five research initiatives will provide direction for the University of Idaho priorities, as well as renewing our commitment to our institutional mission, vision and values. The five themes include a more:

1. engaged university with an enhanced learning environment,
2. entrepreneurial university,
3. sustainable university,
4. globally connected university,
5. diverse university, and a more interdisciplinary university.

A U Idaho leadership retreat was conducted to look at each of the themes as they pertain to the four strategic goals, and to make recommendations of possible actions to achieve those themes. See the website, http://www.uidaho.edu/lmatrix, for more details on how the themes, goals, and recommendations have been integrated.

The five signature research areas build on the University of Idaho's existing strengths, promote interdisciplinary research, and promise the opportunity to enhance and grow our research enterprise in relevant, real-world ventures. The initiatives are:

1. **Transition of landscapes from wilderness to urban**: developing an understanding of the urbanization process and its effects on the social and physical landscape;
2. **Nexus of energy production and use, agriculture and the environment**: understanding the interaction of energy production, agriculture and environmental sustainability, and the societal pressures and physical constraints that influence policy decisions;
3. **Real-time evolution:** understanding the evolutionary processes of emerging diseases and parasites along with natural selection of agricultural pests, and taking steps to control and cure some of the most prevalent diseases facing our citizens;
4. **Science, technology, engineering and mathematics education:** building a solid foundation in STEM disciplines and producing graduates who will become an increasingly critical part of our nation's economy, energy, infrastructure and national security; and
5. **Fine arts and humanities:** capitalizing on our strengths in the humanities and fine arts and further defining our niche as we position ourselves for success.

The Strategic Action Planning Steering Committee will review and incorporate these ideas and recommendations into the updated plan. Implementation is planned for the end of the 2010 calendar year.

Academic Program Assessment

To assist programs in managing the assessment process an on-line system was designed, field tested, and made available for all programs to post their assessment plans in 2007. The first version of the assessment template was linear, requiring assessment of each learning outcome using a discrete set of tools, benchmarks, actions and evaluations. The Office of Institutional Research and Assessment, having designed the system, provides technical support, helping users understand both the assessment process and how to complete the online assessment template. The on-line system continues to be modified on a regular basis, integrating suggestions from the departmental chairs and assessment coordinators. Recently, the links to the previous years' plans were included, and this year links to the next year's plans will also be included. This will allow programs to refer to activities that were addressed from the previous assessment plan, as well as allowing them to make changes and updates to learning outcomes for the coming year. By providing three years of plans simultaneously, we hope to make the overlapping components of the ongoing assessment process more easily managed. Likewise, as the student learning outcomes are updated and posted for each program on the assessment template, they become available for global viewing, by students and parents. Examples of the template can be seen in Appendix B-1 and Appendix B-2.

Selections from 2008-2009 Assessment Plans:

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Animal Physiology – Ph.D.: In order to measure the learning outcome of graduates demonstrating comprehensive knowledge of their discipline and acquiring advanced skills in their research area, faculty asked that students achieve a competent score or above on their communication rubric. While 100% of students receive a score of "A" or "B" on the communication rubric, faculty intend to impose more rigor into the evaluations of student written abstracts and oral presentations. In addition, faculty will work to be certain that rubrics are guiding students to improve in the designated areas.

Animal and Veterinary Science – B.S.A.V.S.: A basic knowledge of biological and chemical systems and an in-depth knowledge of physiology, anatomy, animal nutrition, animal breeding and animal genetics were measured using the ARPAS Exam; requiring a pass rate at or above the national rate. In recent years, due to a change in exam criteria, scores have begun to decline. AVS continues to evaluate its curriculum, and has dropped 8 courses and substantially changed 3 others. In addition, faculty are working to develop internship opportunities along with more laboratory experiences, utilizing farm unit resources in production-oriented courses.

Entomology – M.S.: In order to measure knowledge of diverse aspects of insect biology for improvement of human welfare, student projects and course grades were used, along with thesis/dissertation defenses and oral exams. Students were required to show they have adequate

or good comprehension of entomological knowledge, and good or excellent ability for analysis and application. While students were successful in achieving this goal, faculty developed a plan of action to address student needs for more information on biological control by offering a team taught course and restructuring two additional courses for greater efficiency.

COLLEGE OF ART AND ARCHITECTURE

Architecture – B.S.Arch., M.Arch.: Students are asked to be able synthesize knowledge in comprehensive design projects and research based program capstone projects as part of their learning outcomes. Both second year and graduate student portfolios and booklets were evaluated and it was discovered that integrating knowledge of structures, precedents and environmental controls ranked lowest of all the categories. However, from the rubrics, faculty found that the projects evaluated were not representative of the student's ability to integrate technical subjects because projects vary too widely in content and scope. Therefore, it was decided that the fifth year Comprehensive Design Studio can more accurately evaluate student achievement of the outcome. In addition, a new "Technical Integration" class will run concurrently with the Comprehensive Design Studio will be offered beginning Fall 2010. Finally, the teaching of critical structural concepts will be more closely coordinated in the structures and sequence.

Landscape Architecture – B.L.Arch.: Through a variety of opportunities, students are asked to demonstrate the consilience of personal abilities and passions, acquired knowledge and professional skills within a global perspective. Evidence from students participating in the summer study abroad program in Cremolino, Italy demonstrated quality work addressing bioregional and cultural landscape in a part of the world unknown to the large majority of the students. The success of the summer program persuaded the faculty to make the program a requirement in the students' fourth year. Alternatives have been developed for students unable to participate.

Virtual Technology and Design – B.S.: Junior and senior student portfolios are used to demonstrate critical thinking skills when drawing upon multiple disciplines to engage in a diversity of ideas and thoughtful inquiry to solve problems and imagine futures by working with outside consultants and clients on production projects. Project submissions indicated that student skills were well above the 90% target, and faculty will continue to select future projects that engage a diverse cross-section of disciplines, inviting representatives from these disciplines to participate as clients.

COLLEGE OF BUSINESS AND ECONOMICS

Accountancy – M.ACCT.: Demonstration of skills in critical thinking necessary for identifying and addressing complex situations in accounting related-areas is measured using written responses to case studies and ethical problem solving situations. Accountancy faculty expect 85% of their students to meet or exceed their expectations based on a critical thinking rubric. While findings showed that students generally met this benchmark, faculty will restructure ACCT 561 to include a module which will focus on critical thinking, provide speakers to help motivate and train students by sharing experiences on how these skills can make or break their careers, and use the critical thinking rubric as a teaching tool as well as an assessment tool.

Business – B.S., B.S.Bus.: Students in business will develop the ability to effectively obtain, organize, and communicate information. This outcome is measured using written analyses of strategic cases in the senior capstone course. Data collected is currently being used as a baseline for longitudinal benchmarking and trendline comparison. Nonetheless, faculty have decided to: 1) continue discussions with English 313 faculty to help write common learning objectives; 2) explore moving English 313 to the junior year as part of IBC sequence (vs. sophomore year); 3) explore breaking writing courses into a series of 1-2 credit sophomore-junior-senior level courses tied to CBE core classes (e.g. IBC 490); 4) reinforce reading good examples of writing in classes; 5) develop a task force on having a CBE Common Read; and, 6) mimic the "dry runs" used for oral communication with "rough draft" dry runs with writing mentors.

EDUCATION
Athletic Training – B.S.P.E.: While students met the benchmarks on the outcomes of applying appropriate foundational behaviors of professional practice, faculty have added a new class that addresses cultural competence.

Physical Education – B.S.Ed.: Students will understand how others differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs. While students indicated they are prepared and meet this target, faculty will add more adapted information into each pedagogy course and consider enhancing adapted experiences.

ENGINEERING
Biological and Agricultural Engineering – B.S.B.A.E.: Students need an ability to apply knowledge of mathematics, sciences and engineering, as well as to use the techniques, skills and modern engineering tools necessary for engineering practice. Requirement for these outcomes comes directly from the ABET outcomes and is offered through several BAE courses. Faculty strive for 80% of the national average on questions related to the key areas on the Fundamentals of Engineering exam. Faculty will monitor student confidence regarding proficiency of math through differential equations, and may need to alert the math department, and/or reinforce student awareness and explicit engagement when they are using differential equations in their advanced classes.

LAW
Law – J.D.: Faculty established a formal method of tracking and evaluating subject by subject performance on the Idaho Bar Exam through the College Academic Support office. As part of this process, a formal method of tracking and evaluating subject by subject performance on the Idaho Bar Exam was developed. A new Third Year Bar Review Course was initiated for third year students. Incremental curriculum reform was initiated regarding bar courses: two courses were combined together to better cover material. In addition, a specialized course was added to curriculum to provide more advanced coverage of substantive information.

LETTERS, ARTS, AND SOCIAL SCIENCES
Anthropology – B.A., B.S.: Anthropology students are asked to have a comprehension of diversity and inequality issues. Though faculty are working on developing direct measures for this outcome, indirect findings indicate areas of diversity, inequalities and self-reflection (reflexivity) are a strength in the Department. Faculty will continue to build upon the solid

foundation already in place surrounding inequalities, diversity, and self-critique. This can be enhanced through deepening curricular ties to Sociology's inequalities/diversity emphasis and to the expertise of two Anthropology faculty.

English – M.A.: Because only 25% of students felt that course offerings were satisfactory in selected areas of literary and rhetorical texts and theories, faculty will increase emphasis on rhetoric in graduate course offerings to ensure that students are working in conversation with each other, and help to ensure that their knowledge represents a broad historical and methodological range of materials.

Philosophy – M.A.: Philosophy student learning outcomes include the ability to conduct research and communicate results in an accessible academic and professional manner, both orally and in writing. Student feedback suggests a quite high degree of satisfaction with this learning outcome. Faculty intend to continue requiring term papers in all classes and requiring a thesis by all M.A. candidates. If possible, faculty will mentor more closely those students who are struggling with thesis writing.

NATURAL RESOURCES
Forest Products – B.S.For.Prod.: A score at level 5 or higher on a 7-point, graduated rubric informs faculty whether or not students have a sufficient academic background in forest products and allied disciplines for entry level employment or admissions to graduate programs. While minimum expectations are met, faculty will encourage students to seek summer employment in the profession. In addition, they will advise students to take business classes as electives since student interviews indicate an appreciation for that complimentary knowledge base.

Natural Resources – M.N.R.: Students successfully completed exams by scoring sufficiently on a rubric measuring their ability to master and integrate information and knowledge from ecological, social, economic and political perspectives. However, faculty plan to build in more threaded discussions and interactive learning among faculty and students. In addition, a case study topic will be incorporated earlier so that the most significant experiential/applied component of the curriculum can more effectively bring focus to the program.

Natural Resources Ph.D.: Students are asked to define, propose, and investigate natural resource research questions using the scientific method. However, assessment indicated that students had taken their research methods courses in their M.S. programs. CNR must ensure that both Ph.D. and M.S. students have a strong understanding of scientific method in both biophysical and social science disciplines, and that a review of course content and modification is conducted to ensure meeting graduate student needs in Research Methods courses on a routine basis.

SCIENCE
Mathematics – B.S.: Mathematics students should learn to strategically frame real-world problems for analysis and use modern mathematics to model scientific phenomena. Students reported that this learning objective was accomplished through math courses in bioinformatics, cryptography and differential equations. However, faculty have instituted a change to the General Option degree that now places Math 310 (Ordinary Differential Equations) as a required

course. This material is fundamental to the application of Mathematics and its use in modeling real world problems, and its absence from the list of required courses is deemed to be a deficiency.

Statistics – M.S.: Asked to be able to apply statistical knowledge to real life problems effectively and ethically, understanding the theoretical assumptions and practical limitations of the methodologies applied, student interviews consistently support the notion that more applications level exposure and experience is desired. Further, student interviews indicate that more oral presentation experience is desired. Faculty responded by re-sequencing selected course offerings beginning Fall 2011 and to require all students to take a minimum of two credits of statistical consulting regardless of their selected track (consulting, internship, or thesis). Additionally, more presentations will be required in the STAT 501 (Seminar) course.

Geology – Ph.D.: Geology students need to be able to communicate the results of their research effectively, both orally and in writing. While students produce a significant number of quality publications and presentations, more department resources will be made available to send students to professional meetings.

COLLEGE OF GRADUATE STUDIES
Water Resources – M.S.: The WR faculty are developing a rubric on interdisciplinary communication, which will be used in 2009-10. This is being prepared in response to student interviews, as well as a need recognized by faculty in response to the learning outcomes around communication; specifically, students will develop oral and written communication skills necessary for depth of specialization within their option area, for working across water resource disciplines, and also for communicating with the public, government agencies, and political entities.

Neuroscience – Ph.D.: Faculty will add a direct assessment measure to the Neurosciences seminar to improve assessment of student learning around demonstrating expert knowledge in their specialty field. In addition, faculty will include more discussion of fundamental topics in neuroscience in the neuroscience seminar.

STUDENT AFFAIRS
Campus Recreation: Students are asked to utilize critical thinking skills to identify risks, evaluate procedures and make decisions that prevent or minimize potentially dangerous situations (in recreational environments). Using student First Aid Response Scenarios, 83% of student staff tested, scored a 3 or above (on a 1-4 scale, with 4 being excellent). In the future, student staff will be scored individually rather as a team and all test administrators will test all scenarios rather than a specific scenario per administrator. This will minimize administrator scoring deviations. This direct assessment has shown that the SRC student staff is well prepared and knowledgeable concerning risk management and first aid, however more training, testing and innovative methods will be implemented to better prepare student staff for not only their current position, but also for future post-college life and careers.

Counseling and Testing Center: This year, the students performed better than last year suggesting the changes made in the program last year have resulted in an improvement in student

learning. Faculty plan to continue to revise the initial and ongoing didactic training that the students receive.

Women's Center: Women's Center staff set one of the goals of their Women's Leadership Conference that participants will feel better prepared to engage in difficult conversations among and between staff, faculty, and students. Staff will set up peer mentoring pairs to facilitate networking opportunities between more experienced and newer attendees, to foster a safe and more comfortable environment for the discussion of difficult topics.

ACADEMIC AFFAIRS
 Career Advising and Presentations: As a result of participating in the Career Center's individual career advising or presentations to classes and student groups, students will gain a better understanding of their strengths and potential contributions to employers. Although findings exceeded benchmark goals, there is room for improvement. The Career Advising team will be meeting to discuss ways in which advisors and classroom presenters can better help students understand their strengths and how their strengths relate to employer expectations.

Student Support Services: Students coming to SSS will understand their academic strengths and challenges, and to that end staff will employ a strengths-based counseling model with students to: recognize and utilize strengths to achieve success, and to utilize strengths to address challenges, thereby turning challenges into strengths.

Tutoring and Learning Services – Teaching: Student confidence in their academic abilities, one of the learning outcomes, appears to be improving as a result of the work of the Learning Skills Specialists. It is important that staff sustain the level of 1:1 assistance available to students at risk to achieve the benchmark of 85% or more with satisfactory or above on assignments.

LIBRARY
Instruction: The feedback gained from instructors by surveying all instructors faculty work with provided helpful insights into how to improve the program, though overall instructors were happy with the program. Improvements in communication with instructors meant instruction sessions were better in line with the needs of the students and expectations of the instructors. Faculty changed the website evaluation instruction to include evaluation of more kinds of electronic sources, which increased the relevance of the instruction to students who use a variety of online sources.

Closing the Loop
All university programs are in the midst of the current assessment cycle, including finishing the third year of the reporting cycle with specific focus on closing the loop, and beginning the fourth year of updating student learning goals and assessment plans for the coming cycle. In 2008-09 approximately 74% of academic programs and 62% of service and support programs provided action plans to close the loop on their assessment findings and improve program quality. Findings and action plans are due October 15, 2010 for the current assessment year. In addition, programs are asked to evaluate the previous year's assessment plans at the time they submit their final template data. In particular, they are asked 1) "Discuss your progress on the actions identified in the previous year's assessment plan", and 2) "In what ways were the changes you

made in the previous year effective in improving your program?" Once current assessment plans are entered in the on-line template, student learning outcomes are posted to the web for public view at http://www.uihome.uidaho.edu/uihome/provost/learningoutcomes/default.aspx, and with an appropriate log-in, the complete assessment plan for each program can be viewed at https://vandalweb.uidaho.edu/PROD/owa/twbkwbis.P_WWWLogin?ret_code=M.(See Appendix C for the complete Annual Assessment Cycle.)

Of the actions taken during the last year, 62% were pedagogical, 61% curricular, 12% related to advising, 10% to student recruitment and retention, 4% to alumni contact and support, 3% to managing research/teaching assistants, and 1% connected to facilities and equipment. Examples of changes that have been made include: adding technical courses to insure that students have the necessary skills for the junior seminar; tie ethics activities into the capstone course and more closely with student projects rather than using case studies from professional societies; developing activities to build skills in collecting field data and proficiency in analyzing and reporting results; moving a skills course from first to second semester when students are more ready to absorb material; increasing emphasis on rhetoric in graduate course offerings; and designing a seminar on strategies for developing a successful thesis.

Planned actions for the coming year include a unit review of assessment activities as requested to provide input at the college, department, and program level, continuing refinement of the assessment template and posting process, training for new program chairs, and continuing support for administrators, faculty and staff in assessment activities. One-on-one training for new department chairs and directors is available when requested.

University Level Assessment

The Office of Institutional Research and Assessment assists the university, colleges, and departments in improving their services by conducting a variety of institutional level surveys with our students and alumni, as well as our faculty and staff. Data from these activities are disseminated throughout the institution and are available on the web.

CIRP Freshman Survey

As it has since 1992, the University of Idaho administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. The freshman survey was administered early in the fall semester in both 2008 and 2009 to all students enrolled in Freshman Core Discovery Courses. In 2009, 1,268 first-time full-time freshmen responded, yielding a seventy-four percent (74%) response rate. The data from this annual survey are used to plan and improve academic programs and student services. The survey yields information on student demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study.

Each year, freshmen are asked to rate themselves on a list of skills and abilities "compared with the average person your age". U Idaho students' ratings are typically lower than similar self-

ratings provided by their peers at public universities on all attributes. The only area in which U Idaho student's rated themselves higher than their peers was spirituality (38% compared to 36%).

Consistent with the last several years, sixty-four percent (64%) of U Idaho students are concerned about their ability to finance their college education, slightly less than their peers. Eight out of ten students report that there is a "very good" or "some" chance that they will have to get a job to help pay for college expenses, with nearly one-third (28%) reporting the chances are good they will work full-time while attending college. Of students who report they expect to work during the fall semester, eighty-three percent (83%, up 1%) expect to be working up to 17 hours per week.

The most important reason selected by students for attending the University of Idaho is the cost of attending this college (88%, down <1%). When asked how important certain elements were in their decisions to go to college, students' responses, in order of importance, were "to learn more about things that interest me" (98%); "to be able to get a better job" (96%); "to gain a general education and appreciation of ideas" (96%); "to be able to make more money" (94%); "to make me a more cultured person" (85%); and "my parents wanted me to go" (79%).

The data from the CIRP Freshman Survey are utilized across campus by a variety of faculty and programs. This information:

- Guides learning activities offered in freshman courses;
- Guides curriculum development in Core Discovery courses to reflect student interests;
- Changed institutional approaches to alcohol awareness training;
- Considers student goals and interests in developing policies for student recruitment and success;
- Provides faculty with an understanding of who our students are in order to tailor activities and assignments to student interests;
- Helps faculty understand and use multiple modes of communications with students;
- Helps faculty work with students in understanding extreme diversity;
- Helps design support for first generation students;
- Helps to shape new student orientation priorities.

For the results of the 2009 CIRP Freshman Survey, see Appendix D-1 and Appendix D-2.

National Survey of Student Engagement

The University of Idaho participates periodically in the National Survey of Student Engagement (NSSE) which collects information from samples of first year and senior students about the nature and quality of their undergraduate educational experience. The survey is used to measure the extent to which students engage in effective educational practices that are linked with learning, personal development, and other outcomes that contribute to student success such as satisfaction, persistence and graduation.

Benchmark comparisons allow institutions to focus on improvement by calculating benchmark scores for clusters of effective educational practice. These include five benchmarks: "Level of

Academic Challenge," "Active and Collaborative Learning," "Student-Faculty Interaction," "Enriching Educational Experiences," and "Supportive Campus Environment." Discussion is currently underway about the next appropriate time to administer the survey. Results of the 2009 NSSE administration can be found at http://www.webs.uidaho.edu/ira/assess/surveys.htm.

Graduating Senior Survey

The University of Idaho has conducted the Graduating Senior Survey annually since 1992. Response rates for 2007-08 and 2008-09 were 85% and 86% respectively. The main purpose of the survey is to assess graduates' satisfaction with and opinions of their experiences at the University of Idaho. Results are used to plan improvements to our degree programs to enhance learning, as well as to provide feedback to faculty and student service units.

In general, students continue to be well satisfied with their educational experiences at the University of Idaho. For the fourth year in a row, student satisfaction with the abilities and knowledge that are developed in a bachelor's degree program has increased. However, student report that they continue to work more and study less than they have in the past. See Appendix A-3 and Appendix A-4 for the Executive Summary and frequency distribution of results for the 2008-09 survey administration.

Undergraduate Alumni Survey

The Survey of Graduates was designed to study the alumni's perception of the impact of University of Idaho undergraduate degree programs and curricula on their subsequent lives. The survey assesses alumni satisfaction and opinions regarding emphasis and quality of general education and degree programs, as well as quality of preparation for employment and graduate school. The survey is administered to alumni who graduated a minimum of three years prior from baccalaureate degree programs. This time interval allows alumni the vantage point provided by their experience in advanced studies or employment from which to reflect on the benefits of the baccalaureate experience. The Alumni Survey is scheduled be administered next in the spring of 2011.

Graduate Alumni Survey

The content of the Graduate Alumni Survey reflects elements of the Vision, Values and Directions for the U Idaho, including the goals of developing innovative and distinctive curricula, engaging and expanding student minds, and providing integrated experiences in teaching, research, creative activity and outreach. The survey includes questions about major curriculum, quality of research experiences, the relationship of the graduate program to subsequent success in employment or further advanced study, and satisfaction with program quality and services. This survey is currently under revision and will be administered over the next several months.

Institutional Research and Assessment staff have been in conference with the College of Graduate Studies to determine the feasibility of restructuring the Graduate Alumni Survey to

more closely reflect the process used for undergraduate. Towards this end, staff are in the process of developing a Graduate Exit Survey (much like the Graduating Senior Survey) which will then be followed up by a Graduate Alumni Survey two to three years after the students graduate and leave the institution.

Additional IRA Assessment Activities

Faculty Survey

In addition to those efforts listed above, assessment office personnel coordinate the UCLA Higher Education Research Institution (HERI) Faculty Survey, which occurs every three years on campus, and was last administered in the spring of 2008. This is a national study of faculty and administrator attitudes, job satisfaction, professional activities and experiences. This survey allows us to compare how our faculty attitudes and perceptions differ from our staff, as well as how we differ from faculty at other institutions across the country. In 2008, forty-two percent (42%) of faculty and administrators with faculty status responded to the survey. Overall job satisfaction declined for the second survey in a row to fifty-six percent (56%), eighteen percent (18%) below overall satisfaction at public universities. Interestingly, more U Idaho faculty team-taught a course and engaged undergraduates on their research (16% more for each) than did their peers at other public universities participating in the survey. Thirteen percent (13%) more UI faculty worked with undergraduates on research projects than their peers, and ten percent (10%) more collaborated with the local community in research and teaching.

The HERI Faculty Survey will be administered again this coming spring (2011). The Narrative Summary and frequency distributions of the 2008 administration of the survey are available in Appendix E-1 and Appendix E-2.

Staff Survey

In addition, a locally-designed survey of the university staff is conducted approximately every three years. The University of Idaho Staff Survey is intended to help identify issues of concern across a broad spectrum of staff members and generate discussions to determine and meet the needs of staff. The survey includes questions on job satisfaction, working environment and conditions, and organizational communication. Of the 1,607 staff members invited to complete the survey in 2008, 1,073 were completed. Approximately sixty-nine percent (69%) of staff responded, up considerably (14%) from the most recent previous survey in 2003. Satisfaction with opportunities available to staff increased since 2003 in all areas except their health and retirement benefits, and the Employee Assistance Program. Complete results of the 2008 Staff Survey are available in Appendix F-1 and Appendix F-2.

External Program Review

The U Idaho annually conducts comprehensive and thorough External Program Reviews (EPR) of its entire academic and service/support programs for the purposes of improving the quality of those programs, providing accountability data for strategic planning, and enhancing the effectiveness and efficiency of the institution as it fulfills its mission. These EPRs are conducted on a seven-year cycle (with variations planned to correlate with specialized accreditation practices). The University of Idaho is beginning its second cycle.

In the EPR process, the unit faculty and staff conduct a self-study of the program(s) relative to the goals of the program(s) and according to defined criteria, gathering both qualitative and quantitative data for this purpose. Each self-study includes descriptions of areas in which the program(s) excel, areas in which the program(s) needs improvement, and program development considerations. A review team then assesses the program quality with respect to the questions and criteria provided, and to the role of the program in the U Idaho environment relative to U Idaho's mission and goals. The composition of each review team is tailored to each unit, integrating external peers, U Idaho faculty and administrators, and others. The team conducts site visits, sometimes traveling statewide, conducts numerous interviews with faculty, staff and students, and ultimately submits a written review and evaluation for the programs under consideration. The unit administrators then reflect on the perceptions and recommendations of the review team, and provide a written response to the recommendations, which includes proposed actions. These recommendations are forwarded with the review team's report to the Office of the Provost, with copies to Institutional Research and Assessment.

Throughout this process, the focus is on sincere examination of the unit goals and objectives, thorough examination of what is working and what needs improvement, and specific recommendations for change with defined measures and timelines. A key aspect of this process, as distinguished from program accreditation, is communication with the higher-level dean, director, or vice president during the self-study, site visit, and throughout the following years of the cycle. While accreditation can be viewed as "passing a test," the external program review has been designed primarily for program improvement and planning.

In 2010, the External Program Review Committee revised the EPR guidelines to more closely integrate them with the Strategic Action Plan. In addition, the committee developed a set of comparative metrics after considering annual data needs for the Northwest Commission on College and Universities, for External Review Program requirements, as well as for college and departmental needs.

During 2009-2010 an on-line reporting system was developed that has been integrated with assessment reporting system. This new system asks programs that have completed their External Program Review to report on the recommendations made by the review team and agreed upon by the department chair, dean and Provost. Units are also asked to outline the planned actions surrounding the recommendations, as well as the proposed timeline for completing those actions. Annually, units will be asked to update the template with progress made toward each action item. This system has been piloted and will be integrated as part of the regular EPR process during the coming year. The updated guidelines for academic and service/support units can be found in Appendix G-1 and Appendix G-2.

Northwest Commission on College and Universities

In fall of 2008, the University of Idaho submitted a report to the Northwest Commission on Colleges and University (NWCCU) as a follow-up to the October 2004 Full Scale Evaluation. In response to a 2004 full-scale evaluation recommendation, the report outlined progress made to our assessment program, and the Commission found the University in full compliance with the

standard. In addition, the University of Idaho completed its 5-Year Regular Interim Report in the fall of 2009.

The University of Idaho is currently involved in updating its strategic plan, during which time the new NWCCU standards and the required core themes that demonstrate the essential elements of the mission will be identified. U Idaho's Year One Report (under the new standards) is due in fall of 2011. The first accelerated cycle of accreditation under the new standards will require a report and/or visit for each of the next five years for the University, and discussion continues across campus in preparation for the new process.

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Appendices

University of Idaho

Institutional Research and Assessment Report
February 18, 2009

EXECUTIVE SUMMARY
GRADUATING SENIOR SURVEY
CLASS OF 2007-2008

The focus of the Graduating Senior Survey is to assess students' satisfaction with and opinions about their experiences at the University of Idaho. Results are used to improve our degree programs to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. This survey has been administered annually since 1992.

Potential respondents included the 1,756 baccalaureate degree recipients for August and December 2007 and May 2008. This year 1,488 (85%, down 5% from last year) responded in time for their surveys to be included in the analysis. The median age of respondents at graduation was 23. Forty-seven percent (47%) of respondents were female and eighty-five percent (85%) were Caucasian American.

One-half (47%) of all respondents had begun their job search at the time they completed the survey, with only twenty-one percent (21%, down 2%) having been offered a position, a decline for the fourth year in a row. Six percent (6%, down 1%) of respondents reported that the positions they were offered had been listed with the Career and Professional Planning Office. Students who had been offered a position were asked if "this position was a result of an internship/practicum experience." Twenty-seven percent (27%, up 1%) of those offered a position responded "yes".

More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with their "undergraduate education in general" (98%, up 2%),"valued friendships" (96%, up 2%),"increased confidence in my knowledge and abilities" (95%, no change from last year), "education in my major field" (93%, up 1%) and "services for students, in general" (90%, no change). Eight out of ten respondents reported they were "satisfied" or "very satisfied" in all other areas.

Nearly six out of ten (59%, up 1%) of responding seniors reported they had an opportunity to participate in research during their undergraduate coursework. When asked to describe the type of research in which they were involved, seniors reported their experiences as "field study" (35%, no change), "experimental research" (32%, down 1%), and "historical, philosophical original writing" (24%, no change). Thirty-eight percent (38%, no change) reported their experiences were "independent," forty percent (42%, up 2%) were "collaborative with students," and twenty-five percent (23%, down 2%) "collaborative with faculty."

University of Idaho
GRADUATING SENIOR SURVEY
Class of 2007-2008

INTRODUCTION
Since the spring of 1992, seniors planning to graduate have been expected to complete a Graduating Senior Survey. The content of the survey is based on goals and objectives relative to academic programs and student services offered campus wide. Student opinions, satisfaction with their experiences, and reflections on their learning are dimensions of this exit survey.

Questions on the survey elicit satisfaction ratings regarding experiences and learning in the general education programs and in the major; student services and resources for students; library and learning resources; academic computing; financial support for education; research experience and study patterns; career advising resources; semesters spent earning a degree and reasons for extended programs; and, living and employment patterns. An entire section of this survey is devoted to the department, its teaching and learning environment, and advising.

The Graduating Senior Survey is administered on-line. Students are notified that the survey is available when they log in to the University of Idaho Vandal Web using their ID and PINs, and informed that the survey should be completed at the time they complete the Application for Degree. When the survey has been completed and submitted, demographic data is gathered from Banner and retained along with the survey responses. These data include gender, campus location, college, major, ethnic group, and grade point average. When survey responses are submitted, the student ID is encrypted to preserve the confidentiality of the respondents. After the time the survey is completed the student is required to print the confirmation page, which is submitted with the Application for Degree to the student's dean's office. Deans' offices are asked to verify that the survey has been completed. This gives university personnel an opportunity to explain to students the importance of the process and the value of their responses to departments, colleges and the university as a whole.

As a part of the administration process Institutional Research and Assessment staff meet with representatives from each dean's office at the beginning of each academic year, to discuss ways to improve the process, address any problems that might have arisen, and remind staff of the importance of these data collection efforts to the university's overall assessment program.

Analysis of results occurs after spring graduation. Departments with twenty or more respondents receive a departmental frequency analysis along with the college and university frequency analyses for comparative purposes. Data are used only in the aggregate, and no individual student identity is connected to any survey response or report.

DESCRIPTION OF GRADUATING SENIORS
Potential respondents included the 1,756 baccalaureate degree recipients for August and December 2007 and May 2008. This year 1,488 (85%, down 5% from last year) responded in time for their surveys to be included in the analysis.

As it has been since the survey's inception, the age of respondents at graduation ranged from 21 years or younger to 30 years of age or older, with a median age of 23 (mode of 22). Eighty-two percent (82%) of our graduating seniors report they are 25 years of age or younger. Forty-seven percent (47%) of respondents were female, up slightly (1%) from the previous two years. Eighty-five percent (85%) were Caucasian. Ninety-five percent (95%, no change from the previous year) of respondents took most of their UI coursework on the Moscow campus, while three percent (3%) took coursework on the Coeur d'Alene campus. Thirty-six percent (36%) report they will graduate in the summer or fall semesters rather than in May.

Forty-six percent (46%, up 2%) of respondents indicated they first entered UI as transfer students, with the median number of credits transferred between 35 and 49, and the mode between 1 and 19, similar to previous years. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-four percent (34%, the same as the last two years) responded that they had transferred within the university, with twenty percent (20%, down 2%) of those transferring doing so as freshman, forty-three percent (43%, up 3%) transferring as sophomores, and twenty-nine percent (29%, no change) as juniors.

ACADEMIC AND STUDY COMMITMENTS

For graduating seniors, time spent on academic work outside of class spanned from fewer than 7 hours per week to more than 33 hours per week; the median time for the senior year was in the interval of 13 to 17 hours, consistent with the last two years, but slightly lower than previous years.   Thirty percent (30%) of respondents reported that they study 23 or more hours each week outside of class, an increase of three percent (3%) since 2006-07. Respondents most frequently reported meeting with faculty outside of class, for advice, or about coursework or research, between one and four times during their senior year, with a median interval of five to eight times, also consistent with previous years.

The chart below outlines how respondents reported spending their time on academic work (studying, doing library research, writing papers, etc.) outside of the classroom over the past ten years.

Hours Spent Per Week on Academic Work Outside of Class
10-Year Comparison
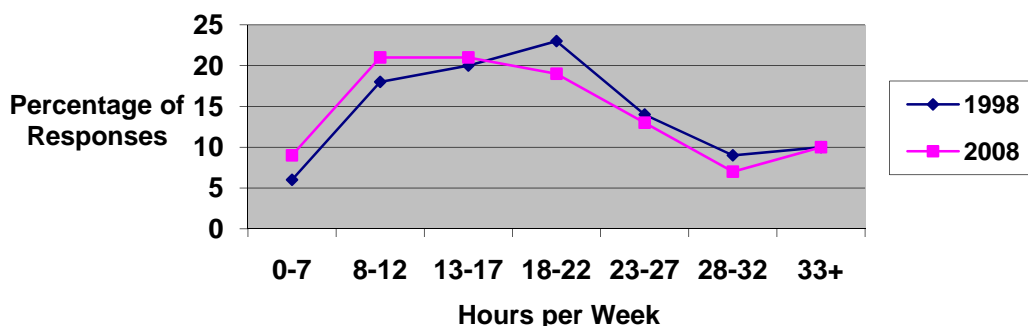
EMPLOYMENT AND PERSONAL DEVELOPMENT

During their senior year, sixty-seven percent (67%, down 1%) of respondents reported that they were employed, with the median number of hours between 23 and 27 per week, as it has been in recent years. Twenty percent (20%, down 2%) reported they were employed 23 hours or more per week during their senior year. Thus, it appears UI students continue to work more and study less than in the past.

When asked about participating in a list of activities available on campus, one-half of respondents report participating in "intramural or club sports" (54%, up 3% last year), "civic, community service" (48%, up 2%), "internship" (46%, no change from last year), and "professional organizations/clubs related to major" (46%, up 3%). Over one-quarter participated in an "independent study" (28%, no change), a "social fraternity or sorority" (28%, up 1%), and an "Honors society" (27%, down 1%). Consistent with 2006-07 results, those areas reporting the lowest participation rates included "student government" (7%, no change 2%), "intercollegiate athletics" (10%, up 1%), "arts productions" (11%, down 1%), and "national/international exchange" (12%, down 1%).

FINANCIAL SUPPORT

As in previous years, student loans are most frequently reported as the primary source of funding to support education (50%, no change from 2006-2007), with an additional nineteen percent (19%, also no change) using loans as a lesser source of support. Other areas most frequently used as primary sources include "parents or guardians" (36%, no change), and "grants" (24%, down 3%). Seventy-seven percent (77%, up 1%) of respondents use "summer job earnings" as a primary or lesser source of support for their education, with seventy-nine percent (79%, no change) using "scholarships." Over one-half use personal savings as a primary or lesser source (54, down 2%), and forty-eight percent (48%, up 2%) use off-campus employment.   Ten percent (10%, down 2%) of respondents reported they used "internship/cooperative education earnings" as a lesser source of financing, while two percent (2%) reported using these earnings as a primary source of support; this is consistent with last year's results.

Sixty-four percent (64%, down 1%) of responding seniors received scholarships, and thirty-one percent (31%, up 4%) relied on scholarships as a primary source of funding, while forty-eight percent (48%, down 3%) relied on them as a lesser source of funding for their undergraduate education. This is a significant change from the survey's

inception in 1992 when only forty-two percent (42%) of seniors reported that they had received a scholarship, and sixteen percent (16%) relied on them as a primary source of support.

SATISFACTION WITH CHOICE OF MAJOR
Sixty percent (60%, down 2%) of graduating seniors report having changed their majors while in college, with twenty-four percent (24%, the same as in 2006-2007) having changed it two or more times. Fewer than one-half of students (45%, no change) selected their major in which they graduated during their freshman year, with over one-quarter (28%, no change) selecting their major in their sophomore year, and over one-fifth (22%, no change) waiting until their junior year to decide.

FUTURE PLANS
Fewer than one-half (44%) of all graduating seniors report that they expect their principle activity after graduation to be "full-time employment in my major field." Thirteen percent (12%, down 1%) anticipate being employed in some other field. Nearly one-quarter (24%, up 5%) expect to be in "graduate school", while an additional five percent (5%, up 1%) plan to be "continuing education for credential/professional certificate." Nine percent (9%, up 1% from last year's class) are "completely undecided" about their principle activity after graduation, though sixty-two percent (62%, up 1%) of respondents plan to pursue further studies at some point in the future.

About one-half (47%) of all respondents had begun their job search at the time they completed the survey, with twenty-one percent (21%, down 2%) having been offered a position, a decline for the fourth year in a row. Six percent (6%, down 1%) of respondents reported that the positions they were offered had been listed with the Career and Professional Planning Office. Students who had been offered a position were asked if "this position was a result of an internship/practicum experience," with twenty-seven percent (27%, up 1%) responding "yes". Twenty-one percent (21%, down 1%) of respondents reported that an internship was required in the major, with thirty-three percent (33%, down 4%) reporting that they had completed the internship at the time they were responding to the Graduating Senior Survey.

OVERALL SATISFACTION WITH QUALITY OF LIFE AND EDUCATION
In one element of the Graduating Senior Survey where various aspects of undergraduate programs and living experiences are measured, students are asked about their satisfaction with the University of Idaho. Ninety-seven percent (97%) of respondents (down 1%) reported that they were "satisfied" or "very satisfied" with the quality of education overall.

More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with their "undergraduate education in general" (98%, up 2%),"valued friendships" (96%, up 2%),"increased confidence in my knowledge and abilities" (95%, no change from last year), "education in my major field" (93%, up 1%) and "services for students, in general" (90%, no change). Eight out of ten respondents reported they were "satisfied" or "very satisfied" in all other areas. Interestingly, eighty percent (80%, up 4%) of respondents reported being "satisfied" or "very satisfied" with the cost of their UI education.

Student satisfaction with "campus life, social interactions" and "opportunity to interact with faculty informally" remained at eighty-eight percent (88%) each this year, while satisfaction with "opportunity to get to know diverse people" remained at eighty-one percent (81%) and "services for students in general" declined one percent (1%) to eighty-five percent (85%).

SATISFACTION WITH THE UI AND THE COLLEGE/DEPARTMENT
Since the survey's inception, graduating seniors have been asked to indicate their level of satisfaction with their college/major department in several areas. The top areas in which students reported their satisfaction was "good" or "excellent" were "class size" (87%, up 1%), "student-student interactions" (86%, no change), "faculty-student interactions" (85%, no change), and "quality of instructions" (85%, no change from the previous year).

Additional areas in which eight out of ten students reported that their satisfaction was "good" or "excellent" include:
- "currency of curriculum content" (84%, down 1%);
- "academic rigor" (84%, up 1%);
- "practical relevance of content" (83%, down 1%);
- "fairness of grading" (84%, no change);
- "academic advice from faculty" (82%, up 2%);

- "personal attention to students" (82%, down 1%); and,
- "quality of students in classes" (80%, up 2%).

Consistent with previous years, the three elements in which less than three-fourths of students reported that their satisfaction was "good" or "excellent" were:
- "collaborative learning opportunities" (73%, up 2%);
- "availability of required courses" (71%, up 2%);
- "research reputation" (61%, up 2%).

GENERAL EDUCATION GOALS
One item on the senior survey lists a variety of abilities and types of knowledge that may be developed in a bachelor's degree program and asks respondents to indicate the extent to which each capacity was enhanced by their UI undergraduate education. The ratings in most of these elements increased for the second year in a row. Four of the top five items that were reported by the highest frequencies of seniors to be those "greatly" or "moderately" enhanced are consistent with previous years, and include: "think analytically and critically" (84%, up 2%), "identify and solve problems" (82%, up 1%), "function independently without supervision" (79%, up 2%), and "formulate creative/original ideas and solutions" (78%, up 4%). Other areas in which three-quarters of respondents reported their abilities were "moderately" or "greatly" increased were: "write effectively" (77%, no change), and "acquire new skills and knowledge on my own, continue to be intellectually curious" (77%, up 1%), and "understand myself: abilities, interests, limitations, and personality" (77%, up 2%).

The chart below includes additional areas that students report are moderately or greatly enhanced:
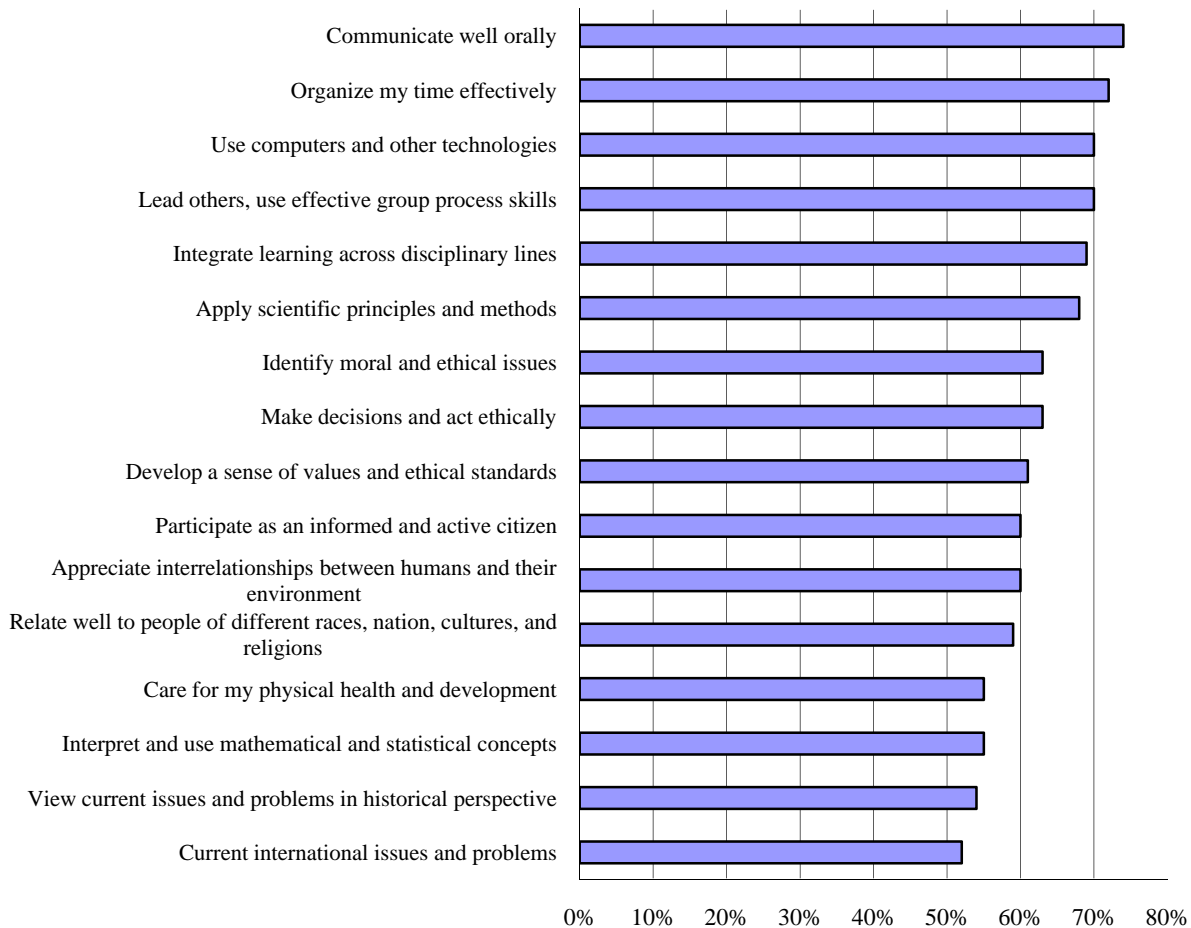
Reported Capacity Moderately or Greatly Enhanced

Conversely, abilities reported by graduating students as being "not at all" enhanced at the UI are also important goals of general education. There was no change again this year in the top five elements reported in this category.

Those in which more than half report their abilities have increased "not at all" or "a little" comprise "contributions to knowledge and culture by ethnic minorities" (59%, down 3%), "contributions to knowledge and culture by women" (59%, up 1%), "understand another culture, know another language" (57%, down 3%), "knowledge of the evolution of economic, social, and political institutions" (51%, down 3%), and "appreciate our western and non-western cultural heritage" (51%, down 2).

EMPHASIS AND SATISFACTION IN CORE CURRICULUM

The Graduating Senior Survey asks students to evaluate some of the goals and objectives of our core curriculum. These elements ask for student views regarding how much emphasis the core curriculum should place on a variety of skills and abilities. This is done by asking students to indicate where they believe more, less, or the same emphasis should be applied for future undergraduates' study. This question also asks seniors about the quality of the educational experiences they received in these areas while at the UI. Each of these items correlates with one or more of the University Learning outcomes that broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The chart below indicates the relationship between the learning outcomes and each of the abilities and types of knowledge that graduating seniors are asked to rate.

Ability to:	University of Idaho Learning Outcomes				
	1. Learn and Integrate	2. Think and Create	3. Communicate	4. Clarify Purpose and Perspective	5. Practices Citizenship
Write effectively	X		X		
Communicate well orally	X		X		
Apply scientific principles and methods	X	X			
Use computers and other technologies	X		X		
Participate as an informed and active citizen				X	X
Identify moral and ethical issues				X	X
Develop a sense of values and ethical standards				X	X
Makes decisions and act ethically		X		X	X
Integrate learning across disciplinary lines	X	X			
Think analytically and critically	X	X			
Identify and solve problems	X	X			
Formulate creative/original ideas and solutions	X	X			X
Organize my time effectively		X		X	X
Function independently	X	X		X	
Lead others, use effective group process skills		X	X	X	X
Care for my physical health and development		X		X	X
Relate well to people of different races, nations, cultures, and religions	X	X	X	X	X
Appreciate interrelationships between humans and their environment	X	X		X	X
Interpret and use mathematical and statistical concepts	X	X			
View current issues and problems in historical perspective	X	X		X	X
Appreciate our western and non-western cultural heritage	X	X	X	X	X
Acquire new skills and knowledge on my own, continue to be intellectually curious	X	X		X	X
Understand another culture, know another language	X	X	X	X	X
Understand myself: abilities, interests, limitations, and personality		X		X	X
Understand current international issues and problems	X	X		X	X
Understand contributions to knowledge and culture	X	X		X	X

by women					
Understand contributions to knowledge and culture by ethnic minorities	X	X		X	X
Knowledge of economic, social and political institutions	X	X		X	X

The top five areas in which seniors recommended more emphasis for future students were: "oral communication" (41%, down 1%), "practicum, internship experience" (40%, down 7%), "written communication" (33%, up 1%), "computer coursework and practice" (33%, down 3%) and "foreign language and culture" (33%, down 1%.) Similar to previous years, the items in which respondents most frequently reported that the UI should retain the same emphasis for all undergraduates were "required courses in the major" (62%, up 2%),"biological sciences" (59%, up 1%), "mathematics" (58%, down 2%), "statistics" (57%, down 1%), and "social sciences" (55%, up 3%). Those items receiving the greatest number of recommendations to provide less emphasis were "fine arts" (14%, no change), "philosophy/ethics" (12%, down 3%), and "literature", "social sciences" and "statistics" (all 11%).

When comparing student responses from the survey's inception in 1992 to the current graduating class, we can see some significant shifts in the areas where respondents report core curriculum objectives should be emphasized (see chart below.)
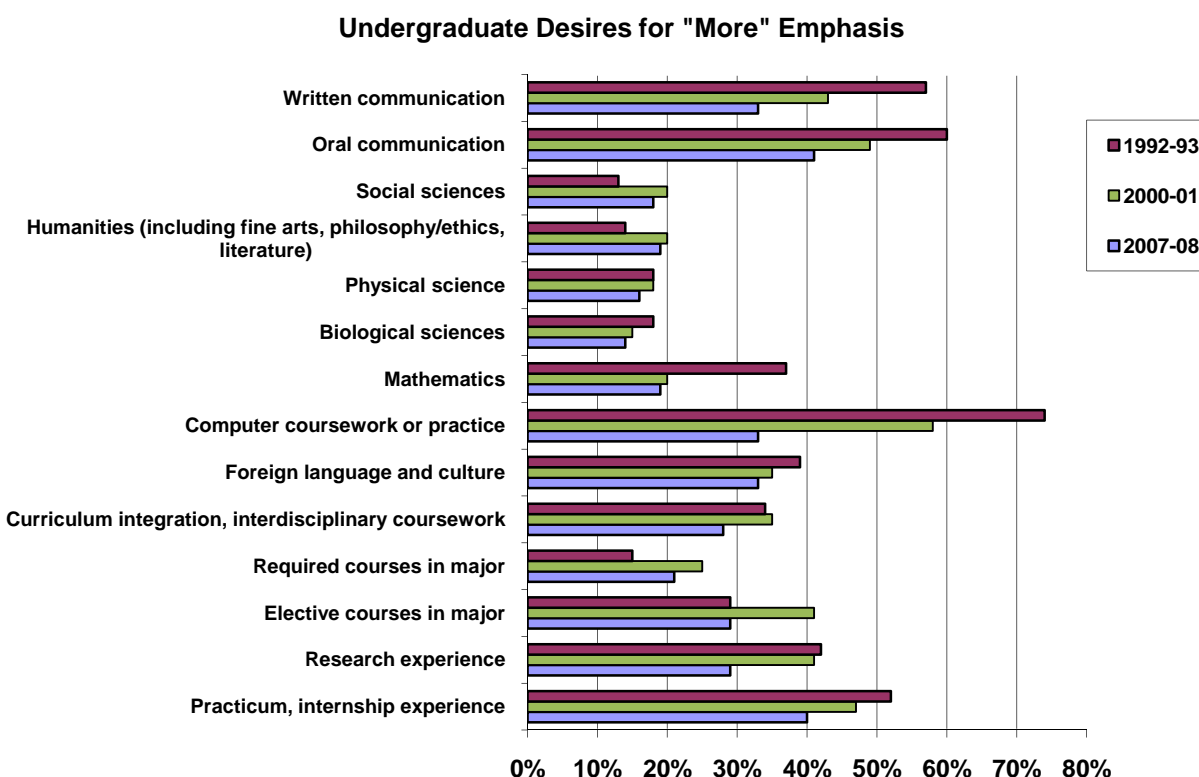
Undergraduate Desires for "More" Emphasis

Students were also asked to rate their satisfaction with the quality of their experiences in each of these areas at the UI. Consistent with the previous year, the top five elements in which students reported the quality of their experience as "excellent" or "good" were "required courses in the major" (76%, down 1%); "elective courses in the major" (72%, up 1%), "written communication" (65%, down 1%); "social sciences" (59%, down 1%), and "oral communication" (56%, up 2%).

The chart below shows the change in student satisfaction with the quality of their experience at the UI since these data were first collected. These charts show that in several areas (for example written communication, oral communication, mathematics, statistics, and computer coursework) student satisfaction with their experience in general education areas has remained fairly constant, even though student desires for more emphasis have changed over the years,

"Good" and "Excellent" Response Rates on Quality of Experience at UI
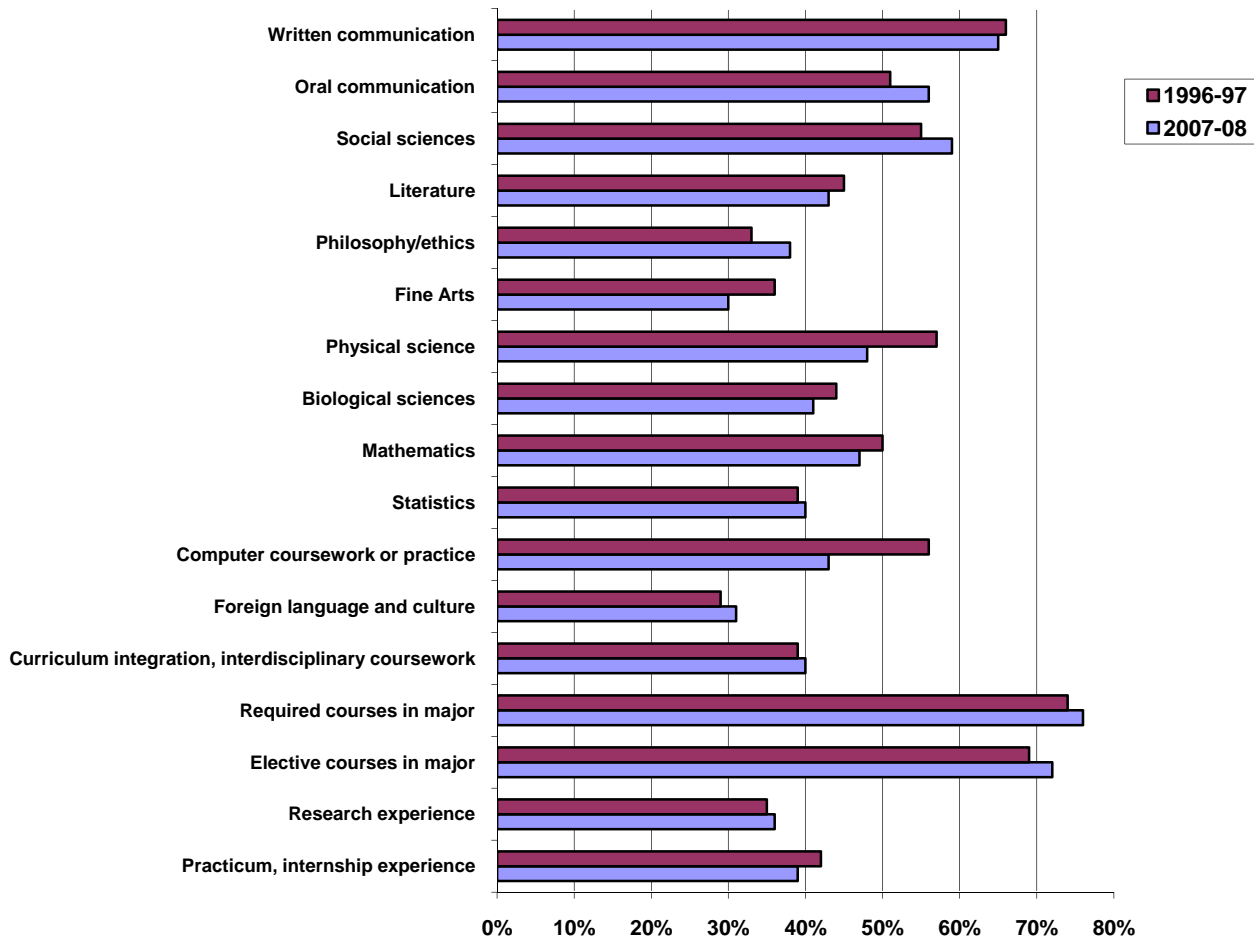
It is important to note that for eleven of the seventeen elements in this item, nearly one third or more of the students reported that these were not experiences or courses completed at the University of Idaho. When the frequency distribution is adjusted for students who have not had the experience at the UI, more than one-half of all respondents report the quality of their experience as "good" or "excellent" for every item.

SATISFACTION WITH SERVICES AND FACILITIES FOR STUDENT SUPPORT

In two items seniors are asked to rate their level of satisfaction with a variety of support services, facilities, and activities available to students.   This year, satisfaction was down in over one-half of the elements. Support services and offices receiving ratings of "satisfied" or "very satisfied" from eight of ten or more of respondents included:

- "Library services" (91%, down 1%);
- "Registrar's Office" (90%, no change from last year);
- "Admissions Office" (89%, no change);
- "Library holdings" (84%, down 3%);
- "Idaho Commons" (87%, no change);
- "Bookstore services" (82%, down 2%);
- "Business and Accounting, Cashiers" (80%, no change);
- "Computer lab access" (89%, down 2%);
- "Help Desk support services" (86%, no change);
- "Adequacy of classrooms" (87%, up 1%);

- "Individual study space on campus" (81%, down 3%);
- "Group study/work space on campus" (81%, up 2%);
- "Attractiveness of campus" (93%, no change); and
- "Recreation center" (89%, no change).

When adjusted for students who reported that they had not used the services, additional elements become prominent for student satisfaction: "Tutoring and Learning Services," "Student Disability Services," "Student Support Services," "Student Wellness Program,"
"International Student Advisor," the "Women's Center," "music/theatre/dance/art performances," "intramural sports," and "campus organizations, clubs, special interest groups" all receiving ratings of "satisfied" or "very satisfied" by ninety percent (90%) or more of respondents.

RESEARCH OPPORTUNITIES
Nearly six out of ten (59%, up 1%) responding seniors reported they had an opportunity to participate in research during their undergraduate coursework. When asked to describe the type of research in which they were involved, seniors reported their experiences as "field study" (35%, no change), "experimental research" (32%, down 1%), and "historical, philosophical original writing" (24%, no change). Thirty-eight percent (38%, no change) reported their experiences were "independent," forty percent (42%, up 2%) were "collaborative with students," and twenty-five percent (23%, down 2%) "collaborative with faculty."

This year, twenty-nine percent (29%, down 11%) of graduating seniors reported that the UI should have more emphasis on "research experience", with thirty-six percent (36%, down 1%) reporting that the quality of their research experience was "good" or "excellent." When asked about satisfaction with departmental offerings, fifty-one percent (51%, up 3%) reported being "satisfied" or "very satisfied" with "opportunities for participation in faculty or individual research".

TIME TO GRADUATION
The Graduating Senior Survey asks students a series of questions about their progress to their degrees. Students were asked how many semesters their undergraduate studies took to complete, with response options ranging from fewer than seven semesters to more than 15. While the most frequent response, as in the past, was eight semesters (29%, up 2%), forty-one percent (41%, no change) of students reported that it took 10 or more semesters to complete their undergraduate studies. The reasons cited by the greatest number of respondents for why they took longer than eight semesters to complete their studies were the same as in the past several years: "changed majors or selected major late" (31%, down 1%). Other top reasons cited were also consistent with previous years: "took difficult and/or time-consuming courses" (16%, no change), "needed to repeat a course" (14%, up 2%), "needed to work ½ time or more to meet college costs" (13%, down 3%), and "had double major" (13%, no change).

CAREER CHOICE
When graduating seniors were asked how certain they are of their career choices, slightly more than one-half (55%, up 2%) responded that they were "very certain," while eleven percent (12%, up 1%) were still undecided at the time of graduation. In addition, fifty-five percent (55%, up 2%) reported that the quality of "help with career selection" they received from their academic departments was "good/excellent."

DEPARTMENTAL FACULTY
An important portion of the UI Graduating Senior Survey relates to student assessment of their departments, its faculty, curriculum instruction, advising, and services. Consistent with previous years, respondents reported their most positive rating of their department faculty in "knowledge and competence in area of expertise" (93%, up 1%). "Professional stature and reputation" received "excellent" or "good" ratings from eighty-eight percent (88%, up 1%) of responding seniors, with "teaching performance" at eighty-five percent (85%, no change no change from last year), and "helpfulness to students" receiving eighty-seven (87%, also no change). Students were also asked to rate the graduate assistants in their department, with fifty-two percent (52%, no change) of students rating them "good" or "excellent."

ADVISING
Each year students are asked their perception of the quality of advising they received from their department. Ratings for "overall helpfulness" of their advisors decreased this year (74%, down 2%), with "good" or "excellent" ratings for "counseling about study strategies" rising (up 2%, to 49%). Other elements of this question include the quality

of advising for "planning your course of study/program" (73%, no change in "good" or "excellent" ratings), and "help with career selection" (55%, up 2%). The chart below provides a picture of the changes in advising in the past few years.
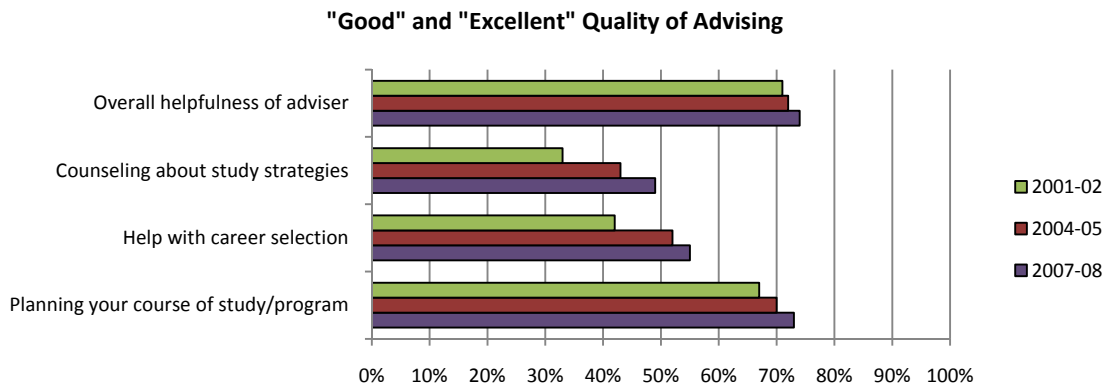
"Good" and "Excellent" Quality of Advising

DEPARTMENTAL RATINGS
Level of satisfaction with department offerings is also elicited from graduating seniors each year. Overall, students appear to be slightly more satisfied with department offerings this year, with response options ranging from "very dissatisfied" to "very satisfied," and including a "not applicable" option. Consistent with previous years, the highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (92%, no change), "advanced courses in the major" (88%, up 1%), "printed information about the program and requirements" (82%, up 2%), "introductory courses in the major" (78%, no change), and "quality of courses and experience in preparing you for career/employment" (78%, no change). Over one-half of all students were "satisfied or "very satisfied" in all areas except "quality of internships," (which has the highest rating of "not relevant" responses at 47%, up 5%).

Areas in which students reported the greatest amount of dissatisfaction were "facilities and equipment support for the major" (17%, up 1% since 2006-07),"opportunities for participation in faculty or individual research" (16% report "very dissatisfied" or "dissatisfied"), and "quality of courses and experiences in preparing you for career/employment" (15%, down 1%).

OPEN ENDED COMMENTS
The remainder of the survey elicited, through open-ended questions, the most salient experiences the respondents had at UI, both positive and negative. These written comments are distributed to the deans' and department offices, as they often yield information that is helpful for program improvement.

Report prepared by Jane Baillargeon, 208-885-5828.

Appendix A-2

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University of Idaho
2008 GRADUATING SENIOR SURVEY
Class of 2007-08

</div>

Number of respondents	n = 1488			
	Percent of Responses:			
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Q-1 Overall, how satisfied are you with the quality of the education you received at the University of Idaho?	<1	2	67	30
Q-2 In general, how satisfied are you with the quality of the following aspects of your life and education at UI?				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Undergraduate education in general	1	4	79	19
Education in my major field	1	6	53	40
Campus life, social interactions	2	10	60	28
Services for students, in general	2	8	68	22
Services for students from my department	2	13	58	27
Cost of UI education	4	17	57	23
Opportunity to interact with faculty informally	1	10	54	34
Opportunity to get to know diverse people	1	17	64	17
Increased confidence in my knowledge and abilities	1	4	64	31
Valued friendships	1	4	51	45
Q-3 What is most likely to be your <u>principal</u> activity after graduation?				
Full-time employment in my major field (35+ hours per week)	44			
Full-time employment in some other field	12			
Graduate School	24			
Continuing education for credential/ professional certificate	5			
Completely undecided	9			
Other activity	6			
Q-4 During your undergraduate semesters at UI, did you have opportunities to do research?				
No	41			
Yes	59			
If yes, which describes them best? (Select any that apply.)				
Experimental research	32			
Field Study	35			
Historical, philosophical original writing	24			

Were they independent, or collaborative? (Select any that apply.)	
Independent	38
Collaborative with students	42
Collaborative with faculty	23

Q-5 Some abilities and types of knowledge that may be developed in a bachelor's degree program are listed below. Please indicate the extent to which each capacity was enhanced by your UI undergraduate experiences.

Ability to:	Not at all	A little	Moderately	Greatly
Write effectively	4	19	44	33
Communicate well orally	4	22	43	31
Apply scientific principles and methods	7	25	38	30
Use computers and other technologies	6	25	42	28
Participate as an informed and active citizen	13	27	40	20
Identify moral and ethical issues	11	27	40	23
Develop a sense of values and ethical standards	12	26	39	22
Make decisions and act ethically	11	27	40	23
Integrate learning across disciplinary lines	6	25	46	23
Think analytically and critically	2	14	48	36
Identify and solve problems	2	15	49	33
Formulate creative/original ideas and solutions	4	18	49	29
Organize my time effectively	7	21	40	32
Function independently	6	15	39	40
Lead others, use effective group process skills	6	23	42	28
Care for my physical health and development	16	29	34	21
Relate well to people of different races, nations, cultures, and religions	13	28	38	21
Appreciate interrelationships between humans and their environment	11	29	38	22
Interpret and use mathematical and statistical concepts	14	31	39	16
View current issues and problems in historical perspective	15	31	40	14
Appreciate our western and non-western cultural heritage	18	33	36	12
Acquire new skills and knowledge on my own, continue to be intellectually curious	4	18	46	31
Understand another culture, know another language	25	32	30	14
Understand myself: abilities, interests, limitations, and personality	5	18	46	31
Current international issues and problems	15	34	38	14
Contributions to knowledge and culture by women	25	34	30	11
Contributions to knowledge and culture by ethnic minorities	25	34	31	10
The evolution of economic, social, and political institutions	18	33	37	12

Q-6 Universities provide various support services and offices for students. How satisfied were you with the following?	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Library holdings	1	4	54	30	11
Library services	1	3	53	38	5
Financial aid, funds available	6	19	44	20	12
Financial aid, services from staff	5	14	46	20	15
Scholarships, funds available	7	24	41	17	12
Counseling center, personal counseling	2	4	30	12	51
Counseling center, vocational counseling	2	4	29	9	56
Career planning/placement services	3	10	38	13	36
Food services	8	19	51	8	14
Idaho Commons	1	6	58	29	6
Registrar's Office	2	5	66	24	3
Admissions Office	1	2	68	21	8
Business and Accounting Office-Cashiers	1	4	60	20	15
Bookstore services	4	11	62	20	3
Bookstore prices	28	38	27	5	2
Housing services	5	14	42	9	30
English Writing Laboratory	1	4	32	7	56
Mathematics and Statistics Assistance Center	3	6	34	13	44
Honors program	2	5	23	6	64
Tutoring and Learning Services	1	4	30	12	53
Internships and Cooperative Education Services	2	6	29	9	54
Student Disability services	<1	2	18	6	75
Student Support services	1	2	28	8	61
Student Health services	7	10	40	15	28
Student Wellness Program	2	4	34	16	45
Study Abroad Adviser	1	3	19	9	69
International Programs Office	1	3	20	8	69
International Student Adviser	1	2	18	6	74
Multicultural Affairs Office	1	2	18	5	74
Women's Center	1	1	22	8	67
Residence Life	4	8	32	9	48
Greek Programs	5	4	14	16	61

Q-7 The University provides a variety of services, facilities, and activities for students. How satisfied were you with the following?	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Computer lab access	1	6	44	45	3
Help desk support services	1	5	56	30	8
Adequacy of laboratories, studios	2	8	54	21	15
Adequacy of classrooms	1	10	64	23	2
Individual study space on campus	2	13	54	27	4
Group study/work space on campus	2	12	57	24	6
Attractiveness of campus	<1	3	46	47	4
Music/theatre/dance/art performances	1	5	44	20	30
Athletics	12	21	36	10	21
Recreation Center	1	2	32	57	8
Intramural sports	<1	2	33	29	35
Student government	5	11	40	8	37
Student Publications	5	12	49	12	21
Campus organizations, clubs, special interest groups	1	4	51	23	22

Q-8 Did you transfer from another institution?	
No	54
Yes	46
If yes, how many credits did you transfer?	
1-19	26
20-34	15
35-49	12
50-64	15
65-79	16
80 or more	16

Q-9 Did you transfer to the college/department from another college/department within the UofI?	
No	66
Yes	34
If yes, at what level did you transfer?	
Freshman	20
Sophomore	43
Junior	29
Senior	8
Graduate	<1

Q-10 Where did you take most of your UI coursework (excluding internships)?	
Moscow	95
Coeur d'Alene	3
Boise	<1
Idaho Falls	1
Other	1

Q-11 During your senior year and outside of class time, about how many hours per week did you spend on academic work (studying, doing library research, writing papers, etc.)?

0-7	9
8-12	21
13-17	21
18-22	19
23-27	13
28-32	7
33 or more	10

Q-12 During your senior year, about how many times per semester did you interact with a faculty member outside of class about coursework, research, or obtaining advice?

0	4
1-4	36
5-8	22
9-12	14
13-16	9
17-20	5
21 or more	11

Q-13 About how many hours per week were you employed during your senior year?

0	33
1-7	11
8-12	13
13-17	11
18-22	12
23-27	7
28-32	4
33-37	3
38 or more	6

Q-14 Did you participate in any of the following while at U of I?

	No	Yes
Student government	93	7
Intercollegiate athletics	90	10
Intramural or club sports	46	54
Civic, community service	52	48
Independent study/research	72	28
Social fraternity or sorority	72	28
Internship	54	46
National/International exchange	88	12
Arts productions	89	11
Professional organizations/clubs related to major	54	46
Honors society	73	27
Other on-campus organizations	60	40

Q-15 How certain are you now of your career choice?

Very certain	55
Somewhat certain	34
Undecided	12

Q-16 Did you receive a scholarship to attend the UI?	
No	36
Yes	64

Q-17 How was your undergraduate education supported financially?

	Not Used	Lesser Source	Primary Source
Student loans	31	19	50
Scholarships	21	48	31
Grants (SEOG, Pell, etc.)	45	30	24
Parents, Guardians	36	27	36
Spouse	90	8	2
Summer job earnings	23	53	24
Employment while at college, on-campus	60	32	8
Employment while at college, off-campus	52	35	13
Veterans' benefits	96	1	3
Savings (personal)	46	40	14
Disability benefits	98	1	1
Internship/Cooperative Education earnings	88	10	2
Other	91	6	3

Q-18 Please indicate your satisfaction with your college/major department, in each of the following areas:

	Poor	Fair	Good	Excellent	Don't know
Currency of curriculum content	2	10	52	32	5
Academic rigor	2	10	53	31	3
Practical relevance of content	3	11	47	36	2
Quality of instruction	2	11	49	36	2
Fairness of grading	2	11	50	34	2
Academic advice from faculty	3	12	44	38	3
Research reputation	2	10	37	24	26
Personal attention to students	3	12	41	41	3
Class size	2	9	42	45	2
Quality of students in classes	3	15	50	30	3
Availability of required courses	8	18	44	27	2
Collaborative learning opportunities	3	12	47	26	13
Faculty-student interactions	2	10	43	42	3
Student-student interactions	2	9	44	42	3

Q-19 What will your age be at graduation?	
21 or less	11
22	33
23	25
24-25	13
26-29	10
30 or older	8

Q-20 Date of graduation:	
August	10
December	26
May	64

Q-21 For each area below, please **indicate your** views regarding (a) the emphasis the area should have at the UI, and (b) the quality of your educational experience in it here.

a. Desired Emphasis for UI undergraduates	Less	Same	More	Don't Know
Written Communication	4	54	33	10
Oral Communication	2	47	41	10
Social Sciences	11	55	18	16
Literature	11	53	17	19
Philosophy/ethics	12	49	20	19
Fine Arts	14	44	21	20
Physical sciences	7	58	16	18
Biological sciences	8	59	14	19
Mathematics	8	58	19	15
Statistics	11	57	15	18
Computer coursework or practice	6	47	33	14
Foreign language and culture	6	43	33	17
Curriculum integration, interdisciplinary coursework	7	46	28	19
Required courses in major	8	62	21	8
Elective courses in major	10	52	29	9
Research experience	10	52	29	9
Practicum, internship experience	4	41	40	16

b. Quality of Experience at UI	Poor	Fair	Good	Excellent	Not taken at UI
Written Communication	4	21	52	13	11
Oral Communication	5	24	45	11	15
Social Sciences	3	18	46	13	19
Literature	4	20	35	8	33
Philosophy/ethics	6	19	30	8	37
Fine Arts	6	14	24	6	51
Physical sciences	5	18	39	9	28
Biological sciences	4	15	33	8	40
Mathematics	10	21	36	11	21
Statistics	8	22	34	6	30
Computer coursework or practice	7	21	34	9	28
Foreign language and culture	6	13	23	8	50
Curriculum integration, interdisciplinary coursework	5	20	31	9	36
Required courses in major	3	17	50	26	4
Elective courses in major	4	19	51	21	5
Research experience	6	19	28	8	38
Practicum, internship experience	7	13	25	14	41

Q-22 If your undergraduate studies took over eight semesters to complete, to what do you attribute this? (Mark the major reason or reasons.)	
	Major Reason(s)
Changed majors or selected major late	31
Had double major	13
Extended my program because job prospects were poor	1
Lost credits due to transferring from another school	11
Took difficult and/or time-consuming courses	16
Needed to work 1/2 time or more to meet college costs	13
Added coursework to strengthen ability to pursue a career	9
Was involved in leadership or social activities	8
Included exchanges and/or internships in my program	6
Took fewer credits per semester so I could earn higher grades	10
Had family responsibilities requiring my time	9
Had difficulty getting required courses when needed	0
Chose reduced load, possible because of low educational costs	3
Poor advising added coursework	10
Needed to repeat courses	14
Indecision on major	10
Intense social life	8
Other	14
Q-23 How many semesters did your undergraduate studies take to complete?	
1-7	12
8	29
9	18
10	24
11	6
12	6
13	1
14	1
15 or more	3
Q-24 How many times did you change your major?	
0	40
1	36
2	14
3	7
4	2
5	<1
6 or more	<1

Q-25 When did you select your current major?	
Freshman	45
Sophomore	28
Junior	22
Senior	4
Grad	<1

Q-26 Ethnicity?	
African American	1
Asian American/Pacific Islander	2
Caucasian American	85
Hispanic American	3
American Indian/Alaskan Native	1
Other/Unreported	8

Q-27 Gender?	
Female	47
Male	53

Q-28 What is your perception of the department faculty on the following?

	Poor	Fair	Good	Excellent	DK/ Didn't seek advice
Professional stature and reputation	1	8	39	49	3
Helpfulness to students	3	9	35	52	2
Teaching performance	2	11	43	42	2
Knowledge and competence in area of expertise	1	5	32	61	2
Graduate assistants (in department)	4	12	31	21	33

Q-29 What is your perception of the quality of advising you received in the department?

	Poor	Fair	Good	Excellent	DK/Didn't seek advice
Planning your course of study/program	8	15	33	40	3
Help with career selection	13	19	29	26	14
Counseling about study strategies	14	17	26	23	21
Overall helpfulness of adviser	7	15	30	44	3

Q-30 How satisfied were you with the following department offerings?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Introductory courses in the major	2	9	57	21	10
Advanced courses in the major	2	8	48	40	4
Quality of courses and experiences in preparing you for career/employment	2	13	52	26	6
Quality of courses and experience in preparing you for graduate or professional school	2	9	42	24	23
Quality of laboratory experiences	2	10	41	17	30

Quality of field experiences/practica	2	11	38	21	28
Quality of internships	2	7	26	18	47
Quality of seminars, colloquia, speakers	2	7	46	23	22
Availability of professional activities/clubs in the major	3	11	48	20	18
Opportunities for participation in faculty or individual research	3	13	36	15	32
Computer support for undergraduate work in the major	4	9	46	22	18
Facilities and equipment support for the major	3	14	50	23	10
Printed information about the program and requirements	2	9	56	26	7
Helpfulness of the staff	1	4	46	46	3

Q-31 Is an internship required in your major?

No	79
Yes	21

If yes, have you completed your internship?

No	67
Yes	33

Q-32 Do you intend to pursue further studies? (i.e. graduate studies, advanced professional education) ?

No	38
Yes	62

Q-33 Have you begun your job search for work after graduation?

No	50
Yes	50

Q-34 Have you been offered a position?

No	79
Yes	21

If yes, was this position listed with Career Services?

No	94
Yes	6

Was this position a result of an internship/practicum experience?

No	73
Yes	27

Prepared by Jane Baillargeon, Institutional Research and Assessment

Appendix A-3

University of Idaho

Institutional Research and Assessment Report
November 19, 2009

EXECUTIVE SUMMARY
GRADUATING SENIOR SURVEY
CLASS OF 2008-2009

The focus of the Graduating Senior Survey is to assess students' satisfaction with and opinions about their experiences at the University of Idaho. Results are used to improve our degree programs to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. Potential respondents included the 1,591 baccalaureate degree recipients for August and December 2008 and May 2009. This year 1,370 (86%, up 1% from last year) responded in time for their surveys to be included in the analysis.

Responses to the questions on the Graduating Senior Survey seem to indicate more overall satisfaction in our graduating students. One item on the survey lists a variety of abilities and types of knowledge that may be developed in a bachelor's degree program and asks respondents to indicate the extent to which each capacity was enhanced by their UI undergraduate education. The ratings in most of these elements increased for the fourth year in a row. The top items reported by the highest frequencies of seniors to be those abilities "greatly" or "moderately" enhanced include: "think analytically and critically", "identify and solve problems", "function independently without supervision", "acquire new skills and knowledge on my own, continue to be intellectually curious", "formulate creative/original ideas and solutions", and "understand myself: abilities, interests, limitations, and personality".

Thirty-one percent (31%) of respondents reported that they study 23 or more hours each week outside of class, an increase of four percent (4%) since 2006-07. Despite the increase in study hours and a decline in the percentage of hours students work, it appears UI students continue to work more and study less than in the past.

Ratings for "overall helpfulness" of advisors increased this year (77%, up 3%), with "good" or "excellent" ratings for "counseling about study strategies" rising (up 1%, to 50%). In addition, respondents reported increases in the quality of advising for "planning your course of study/program" (75%, up 2% in "good" or "excellent" ratings), and "help with career selection" (56%, up 1%).

Over one-half of all respondents had begun their job search at the time they completed the survey, with twenty-one percent (21%) having been offered a position. There was no change in that statistic this year; however, it follows a four-year decline. Students who had been offered a position were asked if "this position was a result of an internship/practicum experience," with thirty percent (30%) responding "yes".

University of Idaho
GRADUATING SENIOR SURVEY
Class of 2008-2009

INTRODUCTION
Since the spring of 1992, seniors planning to graduate have been expected to complete a Graduating Senior Survey. The content of the survey is based on goals and objectives relative to academic programs and student services offered campus-wide. Student opinions, satisfaction with their experiences, and reflections on their learning are dimensions of this exit survey.

Questions on the survey elicit satisfaction ratings regarding experiences and learning in the general education programs and in the major, student services and resources for students, library and learning resources, academic computing, financial support for education, research experience and study patterns, career advising resources, semesters spent earning a degree and reasons for extended programs, and living and employment patterns. An entire section of this survey is devoted to the department, its teaching and learning environment, and another one to advising.

The Graduating Senior Survey is administered on-line. Students are notified that the survey is available when they log in to the University of Idaho Vandal Web using their ID and PINs, and informed that the survey should be completed at the time they complete the Application for Degree. When the survey has been completed and submitted, demographic data is gathered from Banner and retained along with the survey responses. These data include gender, campus location, college, major, ethnic group, and grade point average. When survey responses are submitted, the student ID is encrypted to preserve the confidentiality of the respondents. After the survey is completed the student is required to print the confirmation page, which is submitted with the Application for Degree to the student's dean's office. Deans' offices are asked to verify that the survey has been completed. This gives university personnel an opportunity to explain to students the importance of the process and the value of their responses to departments, colleges and the university as a whole.

As a part of the administration process Institutional Research and Assessment staff meet with representatives from each dean's office at the beginning of each academic year, to discuss ways to improve the process, address any problems that might have arisen, and remind staff of the importance of these data collection efforts to the university's overall assessment program. Recently, these meetings have led to the distribution in December, February and April, of emails to colleges that include survey non-respondents in order that colleges can contact them and encourage their participation.

Analysis of results occurs after spring graduation. Departments with twenty or more respondents receive a departmental frequency analysis along with the college and university frequency analyses for comparative purposes. Data are used only in the aggregate, and no individual student identity is connected to any survey response or report.

DESCRIPTION OF GRADUATING SENIORS
Potential respondents included the 1,591 baccalaureate degree recipients for August and December 2008 and May 2009. This year 1,370 graduating seniors (86%, up 1% from last year) responded in time for their surveys to be included in the analysis.

As it has been since the survey's inception, the age of respondents at graduation ranged from 21 years or younger to 30 years of age or older, with a median age of 23 (mode of 22) years. Eighty-five percent (85%) of this year's graduating seniors report they are 25 years of age or younger. Forty-six percent (46%) of respondents are female, down slightly (1%) from the previous year. Eighty-six percent (86%) are Caucasian. Ninety-six percent (96%, up 1% from the previous year) of respondents took most of their UI coursework on the Moscow campus, while two percent (2%, down 1%) took coursework on the Coeur d'Alene campus. Thirty-four percent (34%, down 2%) report they will graduate in the summer or fall semesters rather than in May.

Forty-two percent (42%, down 4%) of respondents indicated they first entered UI as transfer students, with the median number of credits transferred between 35 and 49, and the mode between 1 and 19, similar to previous years. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-three percent (33%, down 1% from the last two years) responded that they had done

so, with twenty-two percent (22%, up 2%) of those transferring doing so as freshman, forty-five percent (45%, up 2%) transferring as sophomores, and twenty-six percent (26%, down 3%) as juniors.

ACADEMIC AND STUDY COMMITMENTS

For graduating seniors, time spent on academic work outside of class spanned from fewer than 7 hours per week to more than 33 hours per week; the median time for the senior year was in the interval of 13 to 17 hours. Thirty-one percent (31%) of respondents reported that they study 23 or more hours each week outside of class, an increase of four percent (4%) since 2006-07. Respondents most frequently report meeting with faculty "outside of class, for advice, or about coursework or research," between zero and twenty-one or more times during their senior year, with a median interval of five to eight times, also consistent with previous years.

The chart below outlines how much time respondents reported spending on their academic work (studying, doing library research, writing papers, etc.) outside of the classroom over the past ten years.

Hours Spent Per Week on Academic Work Outside of Class
10-Year Comparison
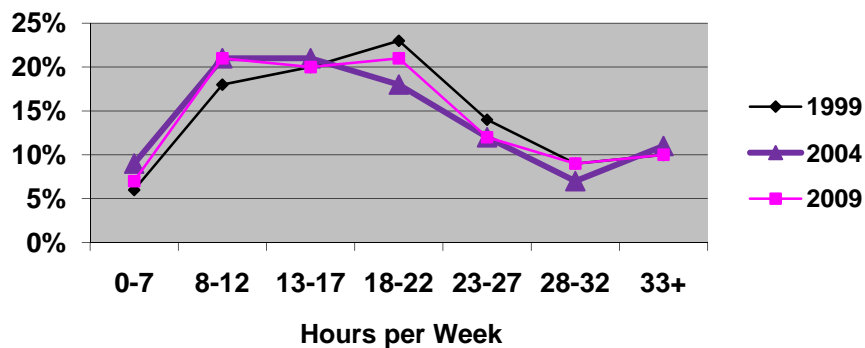
EMPLOYMENT AND PERSONAL DEVELOPMENT

During their senior year, sixty-four percent (64%, down 3%) of respondents reported that they were employed, with the median number of hours between 23 and 27 per week, as it has been in recent years. Eighteen percent (18%, down 2%) reported they were employed 23 hours or more per week during their senior year. While the percentage of students working has declined for the third year in a row, it appears UI students continue to work more and study less than in the past.

When asked about participating in a list of activities available on campus, about one-half of respondents report participating in "intramural or club sports" (53%, down 1% from last year), "civic, community service" (48%, no change from last year's respondents), "professional organizations/clubs related to major" (46%, no change), and "internship" (45%, down 1%). Over one-quarter participated in an "independent study" (28%, no change), a "social fraternity or sorority" (26%, down 2%), and an "honors society" (23%, down 4%). Consistent with previous years, those areas reporting the lowest participation rates included "student government" (7%, no change), "intercollegiate athletics" (9%, down 1%), "arts productions" (12%, up 1%), and "national/international exchange" (12%, no change).

FINANCIAL SUPPORT

As in previous years, student loans are most frequently reported as the primary source of funding to support education (47%, down 3% from 2007-2008), with an additional twenty percent (20%, up 1%) using loans as a lesser source of support. Other areas most frequently used as primary sources include "parents or guardians" (38%, up 2%), and "scholarships" (30%, down 1%). Seventy-seven percent (77%, no change) of respondents use "summer job earnings" as a primary or lesser source of support for their education." Over one-half use personal savings as a primary or lesser source (56%, up 2%), and forty-six percent (46%, down 2%) use off-campus employment. Only thirty-seven percent (37%, down 3%) use on-campus employment as a primary or lesser source. Ten percent (10%,

no change) of respondents reported they used "internship/cooperative education earnings" as a lesser source of financing, while three percent (3%, up 1%) reported using these earnings as a primary source of support; this is consistent with previous years' results. Ten percent (10%) of respondents used other sources for primary funding, including "Veterans' benefits," "Disability benefits," "Internship/Cooperative Education earnings," and "others."

Sixty-five percent (65%, up 1%) of responding seniors received scholarships, and thirty percent (30%, down 1%) relied on scholarships as a primary source of funding, while fifty percent (50%, up 2%) relied on them as a lesser source of funding for their undergraduate education. This is a significant change from the survey's inception in 1992 when only forty-two percent (42%) of seniors reported that they had received a scholarship, and sixteen percent (16%) relied on them as a primary source of support.

The chart below identifies changes to the primary sources of financial support for respondents' undergraduate education since 1993-94:

Primary Financial Support
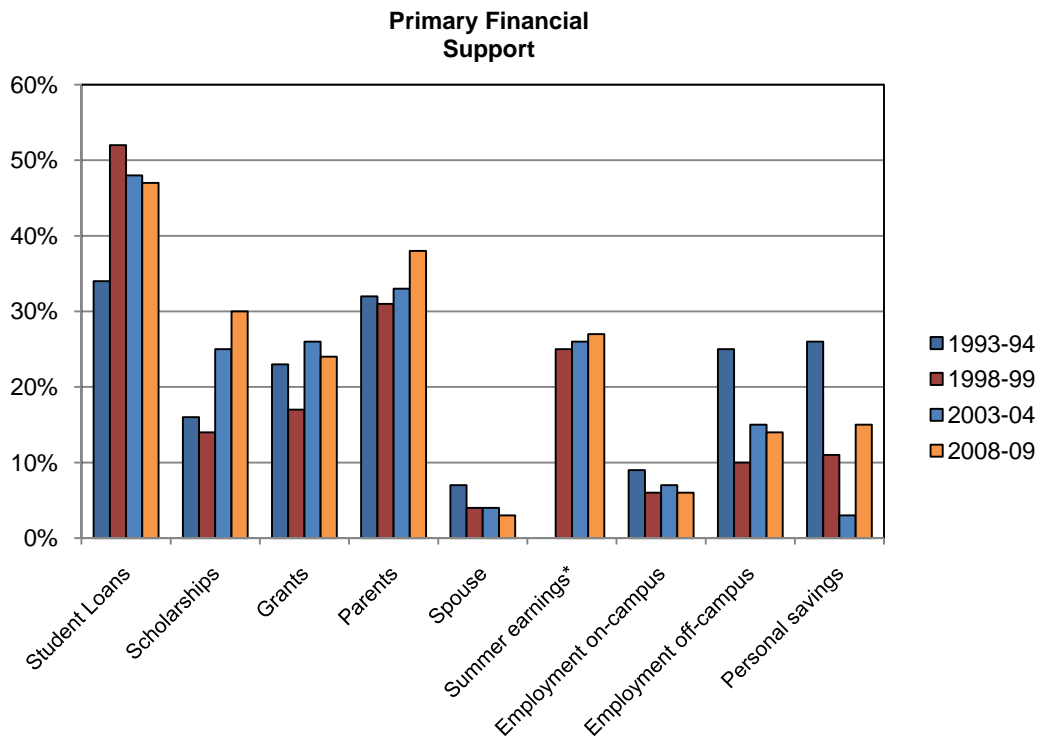
*No data available prior to 1996-97

SATISFACTION WITH CHOICE OF MAJOR

Fifty-six percent (56%, down 4%) of graduating seniors report having changed their majors while in college, with twenty-three percent (23%, down 1% from 2007-2008) having changed it two or more times. Fewer than one-half of students (49%, up 4%) selected the major in which they graduated during their freshman year, with over one-quarter (26%, down 2%) selecting their major in their sophomore year, and over one-fifth (21%, down 1%) waiting until their junior year to decide.

FUTURE PLANS

Fewer than one-half (47%, up 3%) of all graduating seniors report that they expect their principle activity after graduation to be "full-time employment in my major field." Eleven percent (11%, down 1%) anticipate being employed in some other field. Nearly one-quarter (24%, no change from the previous year) expect to be in "graduate school", while an additional four percent (4%, down 1%) plan to be enrolled in "continuing education for credential/professional certificate." Eight percent (8%, down 1%) are "completely undecided" about their principle activity after graduation, though sixty-two percent (62%, no change) of respondents report that they plan to pursue further studies at some point in the future.

Over one-half (53%, up 3%) of all respondents had begun their job search at the time they completed the survey, with twenty-one percent (21%) having been offered a position. There was no change in that statistic this year, following a four-year decline. Six percent (6%, no change) of respondents reported that the positions they were offered had been listed with the Career and Professional Planning Office. Thirty percent (30%, up 3%) of students who have been offered a position indicated this was a result of "internship/practicum experience." Twenty percent (20%, down 1%) of respondents reported that an internship was required in the major, with thirty-five percent (35%, up 2%) reporting that they had completed the internship at the time they were responding to the Graduating Senior Survey.

OVERALL SATISFACTION WITH QUALITY OF LIFE AND EDUCATION

One element of the Graduating Senior Survey measures various aspects of undergraduate programs and living experiences; and students are asked about their satisfaction with the University of Idaho. Ninety-seven percent (97%) of respondents (down 1% from 2006-2007 but no change from last year) reported that they were "satisfied" or "very satisfied" with the quality of education overall.

More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with "increased confidence in my knowledge and abilities" (96%, up 1% from last year), "undergraduate education in general" (95%, down 3%), "valued friendships" (95%, no change), "education in my major field" (95%, up 2%), "campus life, social interactions" (90%, up 2%), and "opportunity to interact with faculty informally" (90%, up 2%). Eight out of ten respondents reported they were "satisfied" or "very satisfied" in all other areas except the cost of their UI education, where seventy-nine percent (79%, down 1%) of respondents reported being "satisfied" or "very satisfied".

Student satisfaction with services in general, and services "from my department" in particular, went down (2%) and up (2%) respectively this year. Interestingly, satisfaction with "opportunity to get to know diverse people" went up to eighty-five percent (85%), a four percent (4%) increase.

SATISFACTION WITH THE UI AND THE COLLEGE/DEPARTMENT

Since the survey's inception, graduating seniors have been asked to indicate their level of satisfaction with their college/major department in several areas. The top areas in which students reported their satisfaction was "good" or "excellent" were "class size" (88%, up 1%), "student-student interactions" (88%, up 2%), "currency of curriculum content" (87%, up 3%), and "academic rigor" (86%, up 1%).

Additional areas in which at least eight out of ten students reported that their satisfaction was "good" or "excellent" include:
- "quality of instruction" (85%, no change from the previous year);
- "fairness of grading" (85%, up 1%);
- "personal attention to students" (85%, up 3%);

- "practical relevance of content" (84%, up 1%);
- "academic advice from faculty" (82%, no change);
- "quality of students in classes" (82%, up 2%); and,
- "faculty-student interactions" (85%, no change);

Consistent with previous years, the three elements in which less than three-fourths of students reported that their satisfaction was "good" or "excellent" were:
- "collaborative learning opportunities" (73%, no change);
- "availability of required courses" (73%, up 2%); and,
- "research reputation" (62%, up 1%).

GENERAL EDUCATION GOALS

One item on the senior survey lists a variety of abilities and types of knowledge which correspond with the university learning outcomes and that may be developed in a bachelor's degree program, and asks respondents to indicate the extent to which each capacity was enhanced by their UI undergraduate education. The ratings in most of these elements increased for the fourth year in a row. The top items reported by the highest frequencies of seniors to be those "greatly" or "moderately" enhanced include: "think analytically and critically" (84%, no change from last year), "identify and solve problems" (84%, up 2%), "function independently without supervision" (82%, up 3%), "acquire new skills and knowledge on my own, continue to be intellectually curious" (82%, up 5%), "formulate creative/original ideas and solutions" (up 4%), and "understand myself: abilities, interests, limitations, and personality (up 1%) both seventy-eight percent (78%).

The chart below includes additional areas in which one-half or more of seniors report their skills and knowledge are "moderately" or "greatly" enhanced:

Reported Capacity Moderately or Greatly Enhanced

Category	
Write effectively	
Communicate well orally	
Lead others, use effective group process skills	
Organize my time effectively	
Use computers and other technologies	
Integrate learning across disciplinary lines	
Apply scientific principles and methods	
Identify moral and ethical issues	
Make decisions and act ethically	
Develop a sense of values and ethical standards	
Participate as an informed and active citizen	
Relate well to people of different races, nation, cultures, and religions	
Appreciate interrelationships between humans and their environment	
Care for my physical health and development	
View current issues and problems in historical perspective	
Interpret and use mathematical and statistical concepts	
Current international issues and problems	

0% 10% 20% 30% 40% 50% 60% 70% 80%

Conversely, abilities reported by graduating students as being "not at all" enhanced at the UI are also important goals of general education. Those areas in which more than half report their abilities have increased "not at all" or "a little" include "contributions to knowledge and culture by ethnic minorities" (58%, down 1%), "contributions to knowledge and culture by women" (56%, down 3%), "understand another culture, know another language" (55%, down 2%), and "knowledge of the evolution of economic, social, and political institutions" (51%, no change from last year).

UI GENERAL EDUCATION CORE CURRICULUM COMPARED WITH SBOE GENERAL EDUCATION CORE CURRICULUM

This year, for the first time, we were able to compare the responses of students who took the UI Core Curriculum and those who took the State Board of Education Core Curriculum. UI Core students reported they are more satisfied (97%) than SBOE Core students (94%) with their education in general, though overall satisfaction with their experiences at UI is no different between the two groups (87%).

UI Core Curriculum students reported greater satisfaction in other areas as well:

- UI Core students are more satisfied with campus life and social interactions (93%), than SBOE Core students (87%);
- UI Core students were consistently more satisfied with department offerings than SBOE Core students;
- UI Core students were much more likely to report that they had successfully decided on an academic major by the end of their first year (57%), compared with SBOE Core students (40%);
- UI Core students reported participating in co-curricular activities more often than SBOE Core students;
- UI Core students report being more involved in community service (54%) than SBOE Core students (40%);
- UI Core students were more satisfied with the quality of their experience in every area related to the university-wide learning outcomes, except "research experience" where both groups reported the quality of their experience was "good" or "excellent" (37%);
- UI Core students reported that emphasis in general education should remain the same more often than SBOE Core students who reported less emphasis is needed; and,
- UI Core students were more likely to respond that courses in their major were high quality than were SBOE Core students.

The chart below indicates areas in which UI Core Students report their skills and knowledge are "moderately" or "greatly" enhanced compared with SBOE Core Students:

UI Core Students Compared to SBOE Core Students
Capacity Moderately or Greatly Enhanced

Legend: ■ SBOE Core Students ■ UI Core Students

Categories (top to bottom):
- Write effectively
- Communicate well orally
- Apply scientific principles and methods
- Use computers and other technologies
- Participate as an informed and active citizen
- Identify moral and ethical issues
- Develop a sense of values and ethical standards
- Make decisions and act ethically
- Integrate learning across disciplinary lines
- Think analytically and critically
- Identify and solve problems
- Formulate creative/original ideas and solutions
- Organize my time effectively
- Function independently, without supervision
- Lead others, use effective group process skills
- Care for my mental and physical helath and development
- Relate well to people of different races, nations, cultures and religions
- Appreciate interrelationships between humans and their environment
- Interpret and use mathematical and statistical concepts
- View current issues and problems in historical perspective
- Appreciate our western and non-western cultural heritage
- Continue to be intellectually curious
- Understand another culture, know another language
- Understand myself: abilities, interests, limitations and personality
- Knowledge of current international issues and problems
- Knowledge of contributions by women
- Knowledge of contributions by ethnic minorities
- Knowledge of the evolution of economic, social and political institutions

X-axis: 0%, 20%, 40%, 60%, 80%, 100%

EMPHASIS AND SATISFACTION IN GENERAL EDUCATION CURRICULUM

The Graduating Senior Survey asks students to evaluate some of the goals and objectives of our general education core curriculum. These elements ask for student views regarding how much emphasis the core curriculum should place on a variety of skills and abilities. This is done by asking students to indicate where they believe more, less, or the same emphasis should be applied for future undergraduates' study. This question also asks seniors about the quality of the educational experiences they received in these areas while at the UI. Each of these items correlates with one or more of the University Learning outcomes that broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences.

The top five areas in which seniors recommended *more* emphasis for future students were: "practicum, internship experience" (46%, up 6%), "research experience" (40%, up 11%), "oral communication" (37%, down 4%), "computer coursework and practice" (35%, up 2%), and "foreign language and culture" (33%, no change.) Conversely, the top areas in which respondents recommended the *same or less* emphasis for future students were: "required courses in the major" (71%, up 1%), "statistics" (69%, up 1%), "mathematics" (69%, up 3%), "literature" (68%, up 4%), "physical sciences" (66%, up1%), and "social sciences" (66%, no change.)

When comparing student responses from the survey's inception in 1992 to the current graduating class, we can see some significant shifts in the areas that respondents report should be emphasized (see chart below.)
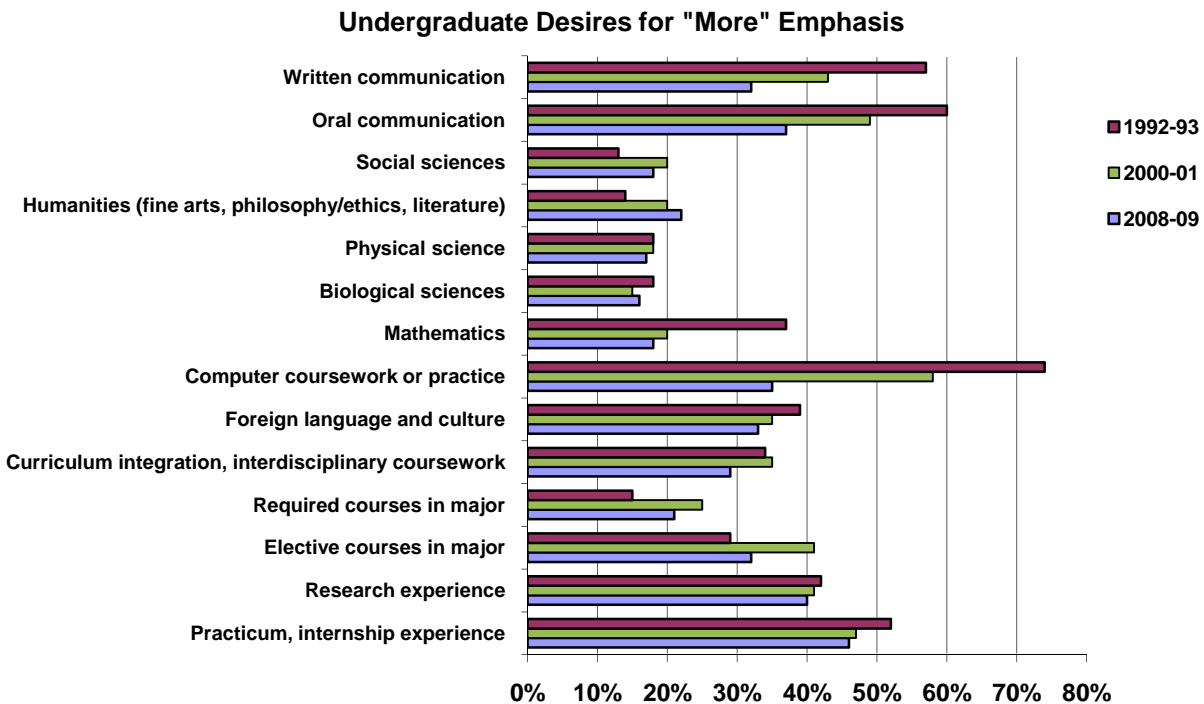
Undergraduate Desires for "More" Emphasis

Students were also asked to rate their satisfaction with the quality of their experiences in each of these areas at the UI. Consistent with the last several years, the top five elements in which students reported the quality of their experience as "excellent" or "good" were "required courses in the major" (78%, up 2%), "elective courses in the major" (75%, up 3%), "written communication" (65%, no change), "social sciences" (57%, down 2%), and "oral communication" (57%, up 1%).

It is important to note that for nine of the seventeen elements in this item, one third or more of the students reported that these were not experiences or courses completed at the University of Idaho. When the frequency distribution is adjusted by eliminating the responses for students who have not had the experience at the UI, nearly six out of ten respondents report the quality of their experience as "good" or "excellent" for every item.

The chart below shows the change in student satisfaction with the quality of their experiences at the UI over the past ten years. This chart shows that in several areas (for example, oral communication, foreign language and culture,

and required courses in the major) student satisfaction with their experience in general education areas has remained fairly constant, even though student desires for more emphasis have changed over the years.

"Good" and "Excellent" Response Rates on Quality of Experience at UI
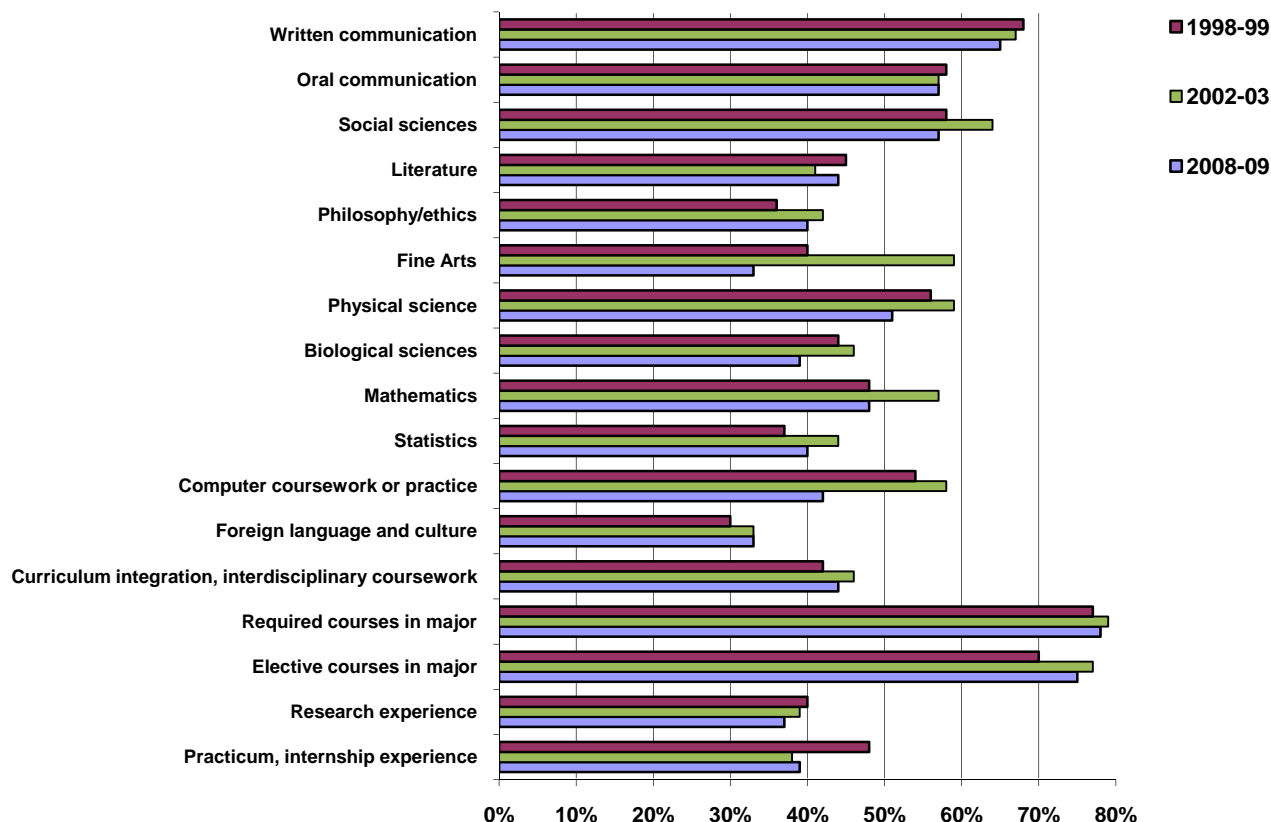
Finally, fifty-one percent (51%) of all respondents reported taking a freshman Core Discovery course.

SATISFACTION WITH SERVICES AND FACILITIES FOR STUDENT SUPPORT

In two items seniors are asked to rate their level of satisfaction with a variety of support services, facilities, and activities available to students. Support services and offices receiving ratings of "satisfied" or "very satisfied" from eight of ten or more of respondents included:

- "Attractiveness of campus" (95%, up 2%);
- "Recreation center" (93%, up 4%);
- "Library services" (91%, no change from last year);
- "Computer lab access" (90%, up 1%);
- "Registrar's Office" (89%, down 1%);
- "Idaho Commons" (88%, up 1%);
- "Adequacy of classrooms" (88%, up 1%);
- "Help Desk support services" (87%, up 1%);
- "Admissions Office" (87%, down 2%);
- "Library holdings" (85%, up 1%)
- "Bookstore services" (84%, up 2%);
- "Individual study space on campus" (84%, up 3%);
- "Business and Accounting, Cashiers" (83%, up 3%); and,
- "Group study/work space on campus" (83%, up 2%).

When adjusted for students who reported that they had not used the services, additional elements become prominent for student satisfaction: "Tutoring and Learning Services," "Student Disability Services," "Academic Assistance Center," "International Programs Office," "International Student Advisor," "Multicultural Affairs Office," the "Women's Center," "adequacy of laboratories and studios," "music/theatre/dance/art performances," "intramural sports," and "campus organizations, clubs, special interest groups," all receiving ratings of "satisfied" or "very satisfied" by ninety percent (90%) or more of respondents who reported actually using these services.

RESEARCH OPPORTUNITIES
Fifty-six percent (56%, down 3%) of responding seniors reported they had an opportunity to participate in research during their undergraduate coursework. When asked to describe the type of research in which they were involved, seniors reported their experiences as "field study" (33%, down 2%), "experimental research" (33%, up 1%), and "historical, philosophical original writing" (22%, down 2%). Thirty-five percent (35%, down 3%) reported their experiences were "independent," forty-one percent (41%, down 1%) "collaborative with students," and twenty-eight percent (28%, up 3%) "collaborative with faculty."

This year, forty percent (40%, up 11%) of graduating seniors reported that the UI should have more emphasis on "research experience", with thirty-seven percent (37%, up 1%) reporting that the quality of their research experience was "good" or "excellent." When asked about satisfaction with departmental offerings, slightly over one-half (54%, up 3%) reported being "satisfied" or "very satisfied" with "opportunities for participation in faculty or individual research."

TIME TO GRADUATION
The Graduating Senior Survey asks students a series of questions about their progress to their degrees. Students were asked how many semesters their undergraduate studies took to complete, with response options ranging from fewer than seven semesters to more than 15. While the most frequent response, as in the past, was eight semesters (31%, up 2%), forty percent (40%, down 1%) of students reported that it took 10 or more semesters to complete their undergraduate studies. The reason cited by the greatest number of respondents for why they took longer than eight semesters to complete their studies was the same as in the past several years, "changed majors or selected major late" (29%, down 2%). Other top reasons cited were also consistent with previous years: "took difficult and/or time-consuming courses" (15%, down 1%), "needed to repeat a course" (13%, down 3%), "needed to work ½ time or more to meet college costs" (13%, no change), and "had double major" (12%, down 1%).

CAREER CHOICE
When graduating seniors were asked how certain they are of their career choices, slightly more than one-half (54%, down 1%) responded that they were "very certain," while twelve percent (12%, no change) were still undecided at the time of graduation. In addition, fifty-six percent (56%, up 1%) reported that the quality of "help with career selection" they received from their academic departments was "good/excellent."

DEPARTMENTAL FACULTY
An important portion of the UI Graduating Senior Survey relates to student assessment of their departments, its faculty, curriculum instruction, advising, and services. Consistent with previous years, students responded with their most positive rating of their department faculty in "knowledge and competence in area of expertise" (91%, down 2%). "Professional stature and reputation" received "excellent" or "good" ratings from ninety percent (90%, up 2%) of responding seniors, with "teaching performance" at eighty-six percent (86%, up 1%), and "helpfulness to students" receiving eighty-eight (88%, up 1%). Students were also asked to rate the graduate assistants in their department, with fifty-four percent (54%, up 2%) of students rating them "good" or "excellent."

ADVISING
Each year students are asked their perception of the quality of advising they received from their department. Ratings for "overall helpfulness" of their advisors increased this year (77%, up 3%), with "good" or "excellent" ratings for "counseling about study strategies" rising (up 1% to 50%) as well. Other elements of this question include the quality of advising for "planning your course of study/program" (75%, up 2% in "good" or "excellent" ratings), and "help with career selection" (56%, up 1%).

The chart below provides a picture of the changes in advising in the past few years.

"Good" and "Excellent" Quality of Advising

Legend:
- 2001-02
- 2004-05
- 2008-09

Categories (top to bottom):
- Overall helpfulness of adviser
- Counseling about study strategies
- Help with career selection
- Planning your course of study/program

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
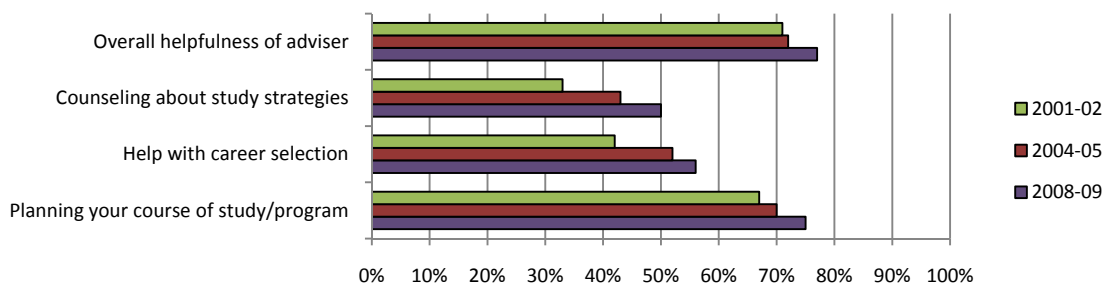
DEPARTMENTAL RATINGS

Level of satisfaction with department offerings is also elicited from graduating seniors each year. For the second year in a row, students appear to be slightly more satisfied with department offerings, with response options ranging from "very dissatisfied" to "very satisfied," and including a "not applicable" option. Consistent with previous years, the highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (93%, up 1%), "advanced courses in the major" (88%, no change), "printed information about the program and requirements" (83%, up 1%), "introductory courses in the major" (81%, up 3%), and "quality of courses and experience in preparing you for career/employment" (79%, up 1%). Over one-half of all students were "satisfied or "very satisfied" in all areas except "quality of internships," which has the highest rating of "not relevant" responses (50%, up 3%).

Areas in which students reported the greatest amount of dissatisfaction were "facilities and equipment support for the major" (14%, down 3%),"opportunities for participation in faculty or individual research" (16% report "very dissatisfied" or "dissatisfied", no change from last year), and "quality of courses and experiences in preparing you for career/employment" (15%, no change).

OPEN ENDED COMMENTS

The remainder of the survey elicited, through open-ended questions, the most salient experiences the respondents had at UI, both positive and negative. These written comments are distributed to the deans' and department offices, as they often yield information that is helpful for program improvement.

Report prepared by Jane Baillargeon, 208-885-5828.

Appendix A-4

University of Idaho
2009 GRADUATING SENIOR SURVEY
Class of 2008-09

Number of respondents	n = 1370			
	Percent of Responses:			
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Q-1 Overall, how satisfied are you with the quality of the education you received at the University of Idaho?	1	2	62	35

Q-2 In general, how satisfied are you with the quality of the following aspects of your life and education at UI?				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Undergraduate education in general	1	4	74	21
Education in my major field	1	5	52	43
Campus life, social interactions	1	9	60	30
Services for students, in general	1	10	66	22
Services for students from my department	2	12	57	30
Cost of UI education	4	17	54	25
Opportunity to interact with faculty informally	1	9	54	36
Opportunity to get to know diverse people	2	13	64	21
Increased confidence in my knowledge and abilities	1	4	60	36
Valued friendships	1	4	45	50

Q-3 What is most likely to be your principal activity after graduation?	
Full-time employment in my major field (35+ hours per week)	47
Full-time employment in some other field	11
Graduate School	24
Continuing education for credential/professional certificate	4
Completely undecided	8
Other activity	6

Q-4 During your undergraduate semesters at UI, did you have opportunities to do research?	
No	44
Yes	56

If yes, which describes them best? (Select any that apply.)	
Experimental research	33
Field Study	33
Historical, philosophical original writing	22

Were they independent, or collaborative? (Select any that apply)	
Independent	35
Collaborative with students	41
Collaborative with faculty	28

Q-5 Some abilities and types of knowledge that may be developed in a bachelor's degree program are listed below. Please indicate the extent to which each capacity was enhanced by your UI undergraduate experiences.

Ability to:	Not at all	A little	Moderately	Greatly
Write effectively	4	20	45	31
Communicate well orally	5	20	45	30
Apply scientific principles and methods	9	24	36	30
Use computers and other technologies	8	22	40	30
Participate as an informed and active citizen	10	26	42	21
Identify moral and ethical issues	11	25	40	24
Develop a sense of values and ethical standards	12	25	38	25
Make decisions and act ethically	12	24	39	25
Integrate learning across disciplinary lines	6	24	44	25
Think analytically and critically	2	15	44	40
Identify and solve problems	2	14	47	37
Formulate creative/original ideas and solutions	3	19	45	33
Organize my time effectively	6	20	39	34
Function independently	4	14	39	43
Lead others, use effective group process skills	5	20	45	30
Care for my physical health and development	15	27	36	22
Relate well to people of different races, nations, cultures, and religions	10	27	40	23
Appreciate interrelationships between humans and their environment	10	27	39	23
Interpret and use mathematical and statistical concepts	15	30	35	20
View current issues and problems in historical perspective	11	32	39	18
Appreciate our western and non-western cultural heritage	17	30	37	15
Acquire new skills and knowledge on my own, continue to be intellectually curious	4	14	47	35
Understand another culture, know another language	25	30	29	16
Understand myself: abilities, interests, limitations, and personality	4	18	41	37
Current international issues and problems	15	31	38	17
Contributions to knowledge and culture by women	22	34	30	13
Contributions to knowledge and culture by ethnic minorities	22	36	30	12
The evolution of economic, social, and political institutions	18	33	33	15

Q-6 Universities provide various support services and offices for students. How satisfied were you with the following?	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Library holdings	1	3	55	30	11
Library services	1	2	54	37	5
Financial aid, funds available	5	15	46	22	12
Financial aid, services from staff	7	23	48	10	12
Scholarships, funds available	7	20	43	19	12
Counseling center, personal counseling	2	4	34	14	47
Counseling center, vocational counseling	2	5	30	9	54
Career planning/placement services	2	9	41	13	34
Food services	7	23	48	10	12
Idaho Commons	1	6	57	31	5
Registrar's Office	1	6	65	24	3
Admissions Office	<1	3	66	21	10
Business and Accounting Office-Cashiers	1	3	61	22	14
Bookstore services	5	10	64	20	2
Bookstore prices	28	38	28	4	2
Housing services	7	14	40	10	27
English Writing Laboratory	2	3	30	10	55
Mathematics and Statistics Assistance Center	4	6	34	14	43
Honors program	2	4	24	7	64
Tutoring and Learning Services	1	3	31	11	54
Internships and Cooperative Education Services	1	5	30	12	52
Student Disability services	1	1	18	7	73
Student Support Services	1	2	29	11	57
Student Health services	7	11	42	16	24
Student Wellness Program	2	4	35	15	44
Study Abroad Adviser	1	3	21	9	66
International Programs Office	1	2	21	9	66
International Student Adviser	1	2	18	6	72
Multicultural Affairs Office	1	1	19	6	73
Women's Center	2	1	22	8	67
Residence Life	4	9	34	9	43
Greek Programs	4	3	16	15	61

Q-7 Did you take a freshman Core Discovery course?	
No	49
Yes	51

Q-8 The University provides a variety of services, facilities, and activities for students. How satisfied were you with the following?	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Computer lab access	1	5	43	47	3
Help desk support services	1	4	57	30	7
Adequacy of laboratories, studios	2	7	55	22	14
Adequacy of classrooms	1	8	64	24	2
Individual study space on campus	2	11	56	28	3
Group study/work space on campus	2	11	56	27	5
Attractiveness of campus	<1	2	44	51	3
Music/theatre/dance/art performances	1	4	43	24	28
Athletics	13	17	36	13	20
Recreation Center	<1	1	34	59	6
Intramural sports	1	1	34	30	34
Student government	4	9	41	10	36
Student Publications	5	11	49	15	21
Campus organizations, clubs, special interest groups	1	3	50	25	20

Q-9 Did you transfer from another institution?	
No	58
Yes	42

If yes, how many credits did you transfer?	
1-19	30
20-34	17
35-49	10
50-64	15
65-79	17
80 or more	12

Q-10 Did you transfer to the college/department from another college/department within the UofI?	
No	67
Yes	33

If yes, at what level did you transfer?	
Freshman	22
Sophomore	45
Junior	26
Senior	7
Graduate	0

Q-11 Where did you take most of your UI coursework (excluding internships)?	
Moscow	96
Coeur d'Alene	2
Boise	<1
Idaho Falls	1
Other	1

Q-12 During your senior year and outside of class time, about how many hours per week did you spend on academic work (studying, doing library research, writing papers, etc.)?	
0-7	7
8-12	21
13-17	20
18-22	21
23-27	12
28-32	9
33 or more	10

Q-13 During your senior year, about how many times per semester did you interact with a faculty member outside of class about coursework, research, or obtaining advice?	
0	4
1-4	35
5-8	23
9-12	15
13-16	8
17-20	4
21 or more	12

Q-14 About how many hours per week were you employed during your senior year?	
0	36
1-7	10
8-12	14
13-17	10
18-22	13
23-27	7
28-32	4
33-37	2
38 or more	5

Q-15 Did you participate in any of the following while at U of I?	No	Yes
Student government	93	7
Intercollegiate athletics	91	9
Intramural or club sports	47	53
Civic, community service	52	48
Independent study/research	72	28
Social fraternity or sorority	74	26
Internship	55	45
National/International exchange	88	12
Arts productions	88	12
Professional organizations/clubs related to major	54	46
Honors society	77	23
Other on-campus organizations	59	41

Q-16 How certain are you now of your career choice?	
Very certain	54
Somewhat certain	34
Undecided	12

Q-17 Did you receive a scholarship to attend the UI?	
No	35
Yes	65

Q-18 How was your undergraduate education supported financially?

	Not Used	Lesser Source	Primary Source
Student loans	33	20	47
Scholarships	20	50	30
Grants (SEOG, Pell, etc.)	46	30	24
Parents, Guardians	33	29	38
Spouse	90	7	3
Summer job earnings	22	50	27
Employment while at college, on-campus	63	31	6
Employment while at college, off-campus	54	32	14
Veterans' benefits	96	1	3
Savings (personal)	44	41	15
Disability benefits	99	1	<1
Internship/Cooperative Education earnings	87	10	3
Other	89	8	3

Q-19 Please indicate your satisfaction with your college/major department, in each of the following areas:

	Poor	Fair	Good	Excellent	Don't know
Currency of curriculum content	1	9	51	36	3
Academic rigor	2	9	52	34	3
Practical relevance of content	2	12	46	38	2
Quality of instruction	1	11	45	40	2
Fairness of grading	2	11	48	37	2
Academic advice from faculty	3	11	43	39	4
Research reputation	2	11	37	25	26
Personal attention to students	3	10	41	44	2
Class size	2	8	40	48	2
Quality of students in classes	2	13	50	32	3
Availability of required courses	8	18	43	30	2
Collaborative learning opportunities	3	12	45	28	12
Faculty-student interactions	2	10	42	43	3
Student-student interactions	2	7	44	44	3

Q-20 What will your age be at graduation?	
21 or less	11
22	34
23	25
24-25	15
26-29	9
30 or older	6

Q-21 Date of graduation:	
August	8
December	26
May	66

Q-22 For each area below, please indicate your views regarding (a) the emphasis the area should have at the UI, and (b) the quality of your educational experience in it here.

a. Desired Emphasis for UI undergraduates	Less	Same	More	Don't Know
Written Communication	3	55	32	10
Oral Communication	3	50	37	10
Social Sciences	10	56	18	16
Literature	12	56	16	16
Philosophy/ethics	13	51	18	18
Fine Arts	13	45	22	20
Physical sciences	7	59	17	17
Biological sciences	6	59	16	19
Mathematics	8	61	18	14
Statistics	11	58	16	15
Computer coursework or practice	6	46	35	13
Foreign language and culture	6	44	33	17
Curriculum integration, interdisciplinary coursework	6	48	29	17
Required courses in major	9	62	21	8
Elective courses in major	8	52	32	8
Research experience	4	41	40	16
Practicum, internship experience	4	37	46	13

b. Quality of Experience at UI	Poor	Fair	Good	Excellent	Not taken at UI
Written Communication	3	20	52	13	11
Oral Communication	4	23	47	10	16
Social Sciences	3	22	45	12	18
Literature	3	22	35	9	31
Philosophy/ethics	6	22	32	8	32
Fine Arts	4	14	24	9	48
Physical sciences	5	19	42	9	25
Biological sciences	4	16	33	8	39
Mathematics	10	22	37	11	19
Statistics	9	20	33	7	30
Computer coursework or practice	8	22	33	9	28
Foreign language and culture	5	13	25	8	50
Curriculum integration, interdisciplinary coursework	6	20	35	9	30
Required courses in major	2	16	54	24	3
Elective courses in major	3	17	53	22	4
Research experience	6	18	28	9	38
Practicum, internship experience	6	13	26	13	42

Q-23 If your undergraduate studies took over eight semesters to complete, to what do you attribute this? (Mark the major reason or reasons.)	
	Major Reason(s)
Changed majors or selected major late	29
Had double major	12
Extended my program because job prospects were poor	2
Lost credits due to transferring from another school	11
Took difficult and/or time-consuming courses	15
Needed to work 1/2 time or more to meet college costs	13
Added coursework to strengthen ability to pursue a career	9
Was involved in leadership or social activities	8
Included exchanges and/or internships in my program	7
Took fewer credits per semester so I could earn higher grades	11
Had family responsibilities requiring my time	10
Had difficulty getting required courses when needed	11
Chose reduced load, possible because of low educational costs	2
Poor advising added coursework	11
Needed to repeat courses	13
Indecision on major	10
Intense social life	7
Other	13

Q-24 How many semesters did your undergraduate studies take to complete?	
1-7	12
8	31
9	18
10	23
11	6
12	6
13	1
14	1
15 or more	3

Q-25 How many times did you change your major?	
0	44
1	34
2	14
3	6
4	1
5	1
6 or more	<1

Q-26 When did you select your current major?	
Freshman	49
Sophomore	26
Junior	21
Senior	4
Grad	<1

Q-27 Ethnicity?	
African American	<1
Asian American/Pacific Islander	2
Caucasian American	86
Hispanic American	3
American Indian/Alaskan Native	1
Other/Unreported	7

Q-28 Gender?	
Female	46
Male	54

Q-29 What is your perception of the department faculty on the following?

	Poor	Fair	Good	Excellent	DK/ Didn't seek advice
Professional stature and reputation	1	6	37	53	3
Helpfulness to students	2	9	32	56	1
Teaching performance	2	10	41	45	2
Knowledge and competence in area of expertise	1	6	29	62	2
Graduate assistants (in department)	4	12	30	24	31

Q-30 What is your perception of the quality of advising you received in the department?

	Poor	Fair	Good	Excellent	DK/Didn't seek advice
Planning your course of study/program	8	15	32	43	2
Help with career selection	11	20	28	28	13
Counseling about study strategies	11	18	26	24	20
Overall helpfulness of adviser	8	13	31	46	2

Q-31 How satisfied were you with the following department offerings?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not relevant
Introductory courses in the major	2	9	57	24	8
Advanced courses in the major	2	8	45	43	2
Quality of courses and experiences in preparing you for career/employment	2	13	49	30	6
Quality of courses and experience in preparing you for graduate or professional school	1	8	45	26	19
Quality of laboratory experiences	2	8	42	20	28
Quality of field experiences/practica	2	9	36	25	28
Quality of internships	2	5	24	19	50
Quality of seminars, colloquia, speakers	2	7	44	25	22
Availability of professional activities/clubs in the major	2	9	46	24	18
Opportunities for participation in faculty or individual research	3	13	36	18	32
Computer support for undergraduate work in the major	3	9	45	24	19
Facilities and equipment support for the major	4	10	49	26	11
Printed information about the program and requirements	2	9	54	29	6
Helpfulness of the staff	1	4	43	50	2

Q-32 Is an internship required in your major?	
No	80
Yes	20
If yes, have you completed your internship?	
No	65
Yes	35
Q-33 Do you intend to pursue further studies? (i.e. graduate studies, advanced professional education) ?	
No	38
Yes	62
Q-34 Have you begun your job search for work after graduation?	
No	47
Yes	53
Q-35 Have you been offered a position?	
No	79
Yes	21
If yes, was this position listed with Career Services?	
No	94
Yes	6
Was this position a result of an internship/practicum experience?	
No	73
Yes	30

Prepared by Jane Baillargeon, Institutional Research and Assessment

Appendix B-1

2008-09 Assessment Snapshot for Rangeland Ecology and Management - B.S.Rangeland Ecol.-Mgt.

Last edited by KLaunchbaugh on 09-OCT-09

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Conduct rangeland inventories and perform field measurements of upland and riparian habitats in shrublands, grasslands, woodlands, and deserts.	**Direct Measure** Habitat assessment and vegetation measurement skills will be assessed for all REM students with a Comprehensive Habitat Assessment Test before and after REM 357 and at the end of their final semester. **Indirect Measure** Instructor of REM 459 will describe weather students (who have taken REM 357) generally do or do not have the ability to conduct and analyze rangeland field assessment. **Student Interviews** Senior interviews will explore student experience and perceived skill regarding ability to conduct and analyze rangeland field assessments. Group discussion of graduating seniors on perceived skill and personal expectations regarding ability to conduct and analyze rangeland field assessments.	**Direct Benchmarks** **All REM students will exceed 50% on the Comprehensive Habitat Assessment Test at the end REM 357 course (a required course for the degree). **Average score of all students in course will exceed 75%. **The average score of REM students will exceed 50% in their final semester. **Indirect Benchmarks** **Comments on senior interviews in final semester will indicate that vegetation measurement skills were included in several classes (i.e., REM 357 and REM 460) and that they feel confident that they could set up a monitoring or assessment plan for habitat assessment. **Senior focus group discussion will indicate that student feel confident in their ability to conduct work in field assessment.	**Direct Findings** We created and conducted a standardized Habitat Assessment test. Scores improved in understanding after taking REM 357 (course that focuses on habitat assessment) from 47% before to 55% after the class. However, when students were given the same test in the last semester of their degree their scores had improved to 59% on average. This indicates that summer experiences and additional classes are developing habitat assessment skills and knowledge throughout the degree. **Indirect Findings** Proficiency in habitat assessment is indirectly assessed by professors of REM 459 (Range Ecology) and For 325 (Numerical Analysis for Fire Managers) indicate that students have basic skills to conduct field assessments. However, they make significant errors in interpretation. This finding indicates a need to improve activities that involve interpretation and reporting of vegetation assessments. **Student Interview Findings** Senior interviews confirm that students believe this learning outcome is an important part of their degree. Students feel comfortable using the tools of assessment such as computer spreadsheets. However, interviews indicate a need to develop stronger skills in interpreting assessment information.	Faculty need to share habitat assessment activities that occur across classes in the curriculum. We will discuss creating a variety of activities to build skills in collecting field data and proficiency in analyzing and reporting results.

Last edited by KLaunchbaugh on 09-OCT-09

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Use spatial tools (including gps/mapping/gis/remote sensing) to observe and interpret ecosystems and support management decisions.	**Direct Measure** Students will partake in an assessment including field data collection, computer work in GIS, and oral questions to describe geospatial concepts in a test at the end of REM 460. **Indirect Measure** Instructors of several upper division REM course will include geospatial activities in their courses to advance and assess student knowledge **Student Interviews** Senior interviews will explore student experience and perceived skill regarding ability to collect and evaluate geospatial data. Group discussion of graduating seniors on perceived skill and personal expectations regarding ability to collect and evaluate geospatial data.	**Direct Benchmarks** Nearly all (i.e., 80%) of REM students will exceed successfully complete the geospatial competency test. **Indirect Benchmarks** Comments from seniors in their final semester will indicate that they feel confident in their ability to collect geospatial data and make decisions based on these data.	**Direct Findings** The geospatial competency test has not yet been developed or conducted. It will be applied for the first time in fall 2009. **Indirect Findings** Class assignments in REM 357 indicate a wide variety of skills related to GIS. Some students excel, but there is a need to bring all students up to a basic level of competency. **Student Interview Findings** Students recognized importance of geospatial skills, but express frustration with current classes (GEO 357). This course was apparently good conceptually, but students did not feel they were competent in applying GIS.	Faculty discussion on geospatial skills learning outcome -- May 2009 • Applied for University grant to develop a Natural Resources Geospatial Challenge. We did not receive this grant and decided we could not develop this event with current time and financial resources. • We revised our assessment plan and decided to use existing GPS units, purchase additional compasses and clinometers, and include these elements in existing classes (REM 351 and REM 357). • Dr. Strand also developed a 2-credit course to focus on GIS applications in natural resources. This course is now required for REM students.

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Implement effective planning and problem solving approaches individually and in teams that consider economic, social, and ecological impacts and integrate multiple values of wildlands.	**Direct Measure** Students will engage in a land management planning problem presented in REM 456 (Integrated Land Management). This planning problem will include a description of laws and policies that affect management decisions. **Indirect Measure** Ability of students to develop and implement projects in REM 440 - Restoration Ecology. **Student Interviews** Senior exit interviews are regularly conducted. In this interview students are asked about their perceived skill in planning and understanding of policies and laws to planning endeavors.	**Direct Benchmarks** Successful completion and passing score for land management planning problem presented in REM 456. Student responses will examine specific ability to recognize and describe important laws and policies that affect land management decisions. **Indirect Benchmarks** Ability of students to develop and implement projects in REM 440. Specific effectiveness will be described by the instructor.	**Direct Findings** **Indirect Findings** **Student Interview Findings**	

Evaluation Questions

Discuss your progress on the actions identified in your assessment plan for 2007-08.	In what ways were the changes you made in 2007-08 effective in improving your program?
Faculty with courses with elements in the habitat assessment learning outcome recognize that our work is resulting in improved field skills. However, we need to examine analysis and reporting of vegetation assessment data. To accomplish assessment of our geospatail learning outcome, we applied for University grant to develop a Natural Resources Geospatial Challenge. We did not receive this grant and decided we could not develop this event with current time and financial resources. We revised our goal and decided to use existing GPS units, purchase additional compasses and clinometers, and include these elements in existing classes (REM 351 and REM 357). Dr. Strand also developed a 2-credit course to focus on GIS applications in natural resources. This course is now required for REM students. Senior interiviews continue to indicate only limited understanding of policies and laws that influence land management.	We will discuss the successes and short falls in learning out comes in our October faculty meeting. We will develop and conduct a geospatial competency test in November 2009. Faculty members with courses involving habitat assessment will meet to examine and coordinate habitat assessment outcomes.

Appendix B-2

2008-09 Assessment Snapshot for English - M.A.

Last edited by DSigler on 11-OCT-09

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Students will possess deep knowledge of selected areas of literary and/or rhetorical texts and theories.	**Direct Measure** Course work, Thesis and Oral Defense. **Indirect Measure** Survey of graduates. **Student Interviews**	**Direct Benchmarks** Successful completion of 27 credits of coursework, writing of Thesis, and Oral Defense. **Indirect Benchmarks** Higher quality of applicants and admitted students. Admission to competitive Ph.D. programs	**Direct Findings** Our Survey of MA Graduates 2000-2009 (taken in September 2009) yielded interesting results. 59 people received an invitation to complete the survey; 23 responded (39% response rate). We now have a much clearer sense of the degree-related jobs our graduates have held since graduating with the MA. 57% felt that the MA was very satisfactory preparation for the next step in their careers; 33% found it adequate preparation. 57% were satisfied that the degree was worth the challenge and investment; 38% were adequately satisfied; 5% were disappointed. 90% of our students rated their interactions with Only 25% felt that the course offerings were satisfactory; 30% registered disappointment. **Indirect Findings** **Student Interview Findings** Students like the flexibility of our program but want to be better prepared for the GRE Subject Test (that students will need in order to go on to Ph.D. programs elsewhere) and want more training in theory and rhetoric.	At a meeting between the outgoing and incoming Directors of the M.A. program in September 2009, we resolved to make the following changes to further enhance our course offerings: 1) our graduate courses, which had sometimes been quite specialized in recent semesters, should offer a more capacious scope, with more representation on canonical authors; 2) students should no longer be encouraged to get credits from directed studies, teaching practica, or studying with non-departmental faculty using English course numbers; 3) to ensure historical coverage, we would use a fuller range of our standard courses and fewer special topics courses; 4) we would have increased emphasis on rhetoric in our graduate course offerings. These measures will ensure that our students are working in conversation with each other—which should improve retention—and help to ensure that their knowledge represents a broad historical and methodological range of materials. We are currently authorized to hire an Americanist to begin 2010-11. This new professor will allow us to expand our graduate course offerings in 20th Century American literature and related theory, supervise M.A. theses, and contribute to the M.A. program through other departmental service.

Last edited by DSigler on 11-OCT-09

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Students can produce a sustained piece (60-85 pages) of literary or rhetorical criticism based in close textual analysis and thorough reading of pertinent secondary materials.	**Direct Measure** Thesis and Oral Defense. **Indirect Measure** **Student Interviews**	**Direct Benchmarks** Successful and timely completion of Thesis and Oral Defense. **Indirect Benchmarks**	**Direct Findings** All students admitted in Fall 2008 and Fall 2009 are making consistent progress toward coursework and their theses. Three of eight students admitted in Fall 2007 have now completed the program successfully. One more of these is slated to defend her thesis in Spring 2010. One has dropped out of the program. Our September 2009 survey of recent M.A. graduates (from 2000-2009) indicated that only 47% of our graduates were satisfied with the help they received in sticking to their thesis-writing scehdule; 38% found it adequate; 14% were disappointed. These numbers do not include those who never finished their thesis requirement. 61% of our responding graduates rated the thesis defence as a very satisfying experience; only one respondent found it disappointing. 52% were satisfied with the faculty's support of their	In Fall 2009, the Director of the MA program will host a session offering strategies for a successful thesis. In Spring 2010, we will implement a new program designed to get thesis-writers working together in informal workshop groups. We are currently discussing ways to get our MAs--both in coursework and in the process of writing the thesis--experience presenting their work to their peers and answering questions publicly. This will offer support for our MAs as they develop their theses, and give them practice for their oral defenses. We are working intensively with two enrolled students from Fall 2006 and before to help them finish their theses in Spring 2010. This help involves weekly progress meetings feedback on new writing.

work, while 38% found it adequate, and 10% were disappointed.

Indirect Findings
Analysis of our recent graduation rates indicates that the MA students who have not completed a thesis on time have tended to be working alone, away from their peers. Students have relatively little opportunity to share work with each other outside of classes.

Student Interview Findings

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Innovative Curricular and Co-curricular Actions
Students will have mastered standard English usage, punctuation, grammar, and mechanics, writing at a professional level.	**Direct Measure** Direct Measure: Thesis and Oral Defense. Focus Discussion: Structured interview conducted by CLASS facilitators will address this outcome annually. **Indirect Measure** **Student Interviews**	**Direct Benchmarks** Successful and timely completion of Thesis and Oral Defense. **Indirect Benchmarks**	**Direct Findings** Two respondents to our survey of past graduates (2000-2009) indicated that they did not believe that they had received adequate faculty response to their writing. 47% of respondents were "very satisfied" with the feedback they had received from faculty along the way; another 47% found it adequate; 4% were disappointed. Students who defended their theses in the past year each demonstrated their ability to write academic prose at a professional level. **Indirect Findings** **Student Interview Findings** Current students report that they are getting useful feedback on their writing from their coursework.	We will begin asking thesis directors to complete a confidential rating form for each advisee who defends a thesis, asking the director to evaluate, as frankly as possible, the student's writing and the content of the written arguments. This information will be collected by the Director of the MA program and used for future assessment cycles. The Director of the MA program will read theses once they have been defended to make an independent evaluation of the writing, again for the purposes of program assessment.

Evaluation Questions

Discuss your progress on the actions identified in your assessment plan for 2007-08.

Our survey of past graduates revealed essnetial information that will help us directly as we adjust the program. Analysis of our graduation rates and recruiting efforts has directly shaped our strategies for admissions. We were more selective than in previous years, and the new students have strengthened the program and the quality of class discussion. Our newest crop of applicants, having taken the GRE, were more likely to be attending graduate school--either at Idaho or elsewhere--than previous applicant pools. This requirement also may also help us propel our top graduates on to Ph.D. programs, as they already have experience with the GRE and, in some cases, a competitive set of scores. The department successfully added graduate faculty through a new hire, expanding the graduate course offerings in 19th Century British literature.

In what ways were the changes you made in 2007-08 effective in improving your program?

The new British Literature hire is now directing the M.A program, now that Gary Williams has become Chair of the department. The incoming and outgoing directors have been in consistent conversation about the direction of the program, analysis of our evaluatory rubrics, and making plans for the program's further improvement.

Appendix C

ANNUAL ASSESSMENT CYCLE

Blue – System updates
Red – New system update
Green – Ongoing activities
Purple – Faculty activities

Due 9/15: Learning Outcomes should be reviewed and updated. Each outcome should be linked to one of the institutional level learning outcomes (required before advancing in the system.) (Column 1 in the on-line system.)

Due 10/1: Tools and Benchmarks should be updated for those outcomes for which you will be collecting data during the current fall and spring semesters. (At this time also begin to consider the methods you might need to develop for the next year's assessment plan - those measures that might need to be in place by the fall semester.) (Columns 2 and 3 in the on-line system.)

Due 10/15: This evaluation process is a new activity which must be completed by 10/15. This section asks you to discuss the effectiveness of the changes you made during the *previous* year. Based on the actions you took, what changes did you make and how effective do those changes appear to be? This section will open in May for those who complete their assessment cycle at the end of the semester and wish to update it early. It will remain open until 10/15 for those who will continue to work on their plans over the summer. (This section will be appended to the previous year's plan and will not be accessible for editing once you have submitted it or after 10/15.)

9/1 to End of Academic Year: Data collection should occur during fall and spring semesters. On-line space will be provided in the reporting system to upload data files at any time. These should include such things as meeting minutes, data summaries and analyses, rubrics, and so forth. Data should be available for faculty discussions in April and May.

4/30 to End of Semester: This is the time when faculty will meet to discuss the results of the assessment and the actions to be taken. *Minutes from this meeting are a required upload in the system.* Faculty should use this time to look at assessment results, summarize important points, determine actions to be taken as a result, and effects of changes from the previous year. Also use this time to anticipate the outcomes you intend to measure in the coming year and what methods/tools might need to be in place and ready for the coming fall. Update the results and actions in the on-line system (columns 4 and 5) by 8/15.

University of Idaho

Institutional Research and Assessment Report
March 22, 2010

EXECUTIVE SUMMARY
CIRP FRESHMAN SURVEY RESULTS

FALL 2009

Each fall since 1992, the University of Idaho has administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. The survey yields information on student demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study. In addition, we are able to compare how U Idaho students differ from students nationwide and from previous classes of U Idaho students.

The survey was administered in the Core Discovery courses, a required course for all freshmen; 1,268 first-time full-time freshmen responded, yielding a seventy-four percent (74%) response rate, down ten percent (10%) from last year.

Each year, freshmen are asked to rate themselves on a list of skills and abilities "compared with the average person your age". U Idaho students' ratings are typically lower than similar self-ratings provided by their peers at public universities on all attributes. The only area in which U Idaho student's rated themselves higher than their peers was spirituality (38% compared to 36%).

Consistent with the last several years, sixty-four percent (64%) of U Idaho students are concerned about their ability to finance their college education, slightly less than their peers. Eight out of ten students report that there is a "very good" or "some" chance that they will have to get a job to help pay for college expenses, with nearly one-third (28%) reporting the chances are good they will work full-time while attending college. Of students who report they expect to work during the fall semester, eighty-three percent (83%, up 1%) expect to be working up to 17 hours per week.

The most important reason selected by students for attending the University of Idaho is the cost of attending this college (88%, down <1%). When asked how important certain elements were in their decisions to go to college, students' responses, in order of importance, were "to learn more about things that interest me" (98%); "to be able to get a better job" (96%); "to gain a general education and appreciation of ideas" (96%); "to be able to make more money" (94%); "to make me a more cultured person" (85%); and "my parents wanted me to go" (79%).

INTRODUCTION
Each fall since 1992, the University of Idaho has administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. The survey generates information on student demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study. In addition, we are able to compare how U Idaho students differ from students nationwide and from previous classes of U Idaho freshmen. These data are used to plan and improve academic programs and student services.

The survey was administered in the Core Discovery courses, a required course for all freshmen; 1,268 first-time full-time freshmen responded, yielding a seventy-four percent (74%) response rate, down ten percent (10%) from last year. Response rates are dependent on the cooperation of faculty in the CORE Discovery courses, and the University of Idaho is grateful for their time and commitment to this project.

STUDENT DEMOGRAPHICS
Consistent with previous years, ninety-two percent (92%) of first-time full-time freshmen graduated from public high schools, charter schools or magnet schools, seven percent (7%) from private schools, and one percent (1%) were home-schooled. Ninety-six percent (96%, up 1%) reported that they had graduated from high school in 2009 (compared to 99% of their peers at all public universities). Ninety-seven percent (97%, no change from 2008) reported they are 19 years of age or younger. Freshman women have consistently reported being slightly younger than men, with sixty-three percent (63%, down 1%) of women reporting they were 18 or younger on December 31, 2009 compared with fifty-four percent (54%, no change) of men.

A greater number of respondents reported they had an average grade in high school of A-, A or A+ than those in 2008 (49%, up 4%), with a forty-six percent (46%, down 1%) reporting a grade point average of B-, B or B+. Consistent with previous years, women reported higher grade point averages than men, with sixteen percent (16%) more women reporting they received a GPA of A-, A or A+ during high school. SAT and ACT scores were lower for U Idaho students than for their peers at public universities. Eighty-one percent (81%, no change from 2008) of respondents described the racial composition of the last high school they attended as "mostly" or "completely white." Additionally, eighty-five percent (85%, no change) described the neighborhood where they grew up as "mostly" or "completely white."

Also reasonably consistent with previous years, ninety-two percent (92%, up 2%) are White/Caucasian, and over seven out of ten reported their permanent home is more than 100 miles away from the Moscow campus. Sixteen percent (16%) report they are first generation in college. Eighty-five percent (85%, down 1%) planned to live in on-campus housing during their fall term at the U Idaho, with nearly one-third (29%) reporting they will live in a fraternity or sorority house compared to just over one percent of their peers at public universities. Nearly all respondents are U.S. citizens (99%, up 1%) while ninety-six percent (96%, up 1%) reported English as their native language.

Sixty-eight percent (68%, down 3%) of respondents estimate their parents make less than $100,000 per year, with the median in the range of $60,000 to $74,999, consistent with last year. Over one-half reported their fathers (55%, up 3%) and mothers (52%, up 1%) had a college or graduate degree. Seventy-three percent (73%, up 2%) of freshmen reported their parents are "both alive and living with each other" compared to seventy-four (74%) of their peers at public universities. While twenty-six percent (26%, no change) percent of respondents reported their fathers have no religious preference and twenty percent (20%, up 3%) reported their mothers have none, thirty-two (32%, no change) percent of freshmen reported they themselves have no religious preference.

In a question restored to the survey this year from previous years, freshmen were asked how often they had any special tutoring or remedial work. U Idaho students had most frequently received tutoring or remedial work in math (11%), but had received less in all areas than their peers from public universities. In addition, with the exception of math (23%) and English (8%), overall U Idaho students report they feel less likely to need any special tutoring or remedial work than their peers.

Sixty-four percent (64%) of students reported they had taken one or more AP courses during high school, fourteen percent (14%) fewer than their peers. However, twelve percent (12%) reported that AP courses were not offered at their high schools. Forty-six percent (46%) of U Idaho respondents had taken AP exams during high school compared with seventy percent (70%) of their peers. In addition, eight percent (8%) of U Idaho freshmen had taken courses for credit from the university, while only four percent (4%) of their peers had taken courses for credit from their own institutions. Thirteen percent (13%) of U Idaho students had taken courses from other institutions since leaving high school, as had twelve percent (12%) of their peers.

Seventy-two percent (72%, down 2%) of students reported that the University of Idaho was their first choice for college this year, compared with only sixty-one percent (61%) reporting the same nationally regarding the university they are attending. Ninety-two percent (92%) reported they were accepted by their first choice college, compared with only seventy-eight percent (78%) of their peers at public universities. Thirty-two percent (32%, up 1%) did not apply for admission to any colleges other than the U Idaho.

RESPONSE COMPARISONS
Skills and Abilities
Each year, freshmen are asked to rate themselves on a list of skills and abilities "compared with the average person your age". U Idaho students' ratings are typically lower than similar self-ratings provided by their peers at public universities on all attributes. The only area in which U Idaho student's rated themselves higher than their peers was spirituality (38% compared to 36%). The chart below shows the differences in the additional ratings.

Freshman Academic Self-Confidence
Rating Self Above Average or In Highest 10%
2009
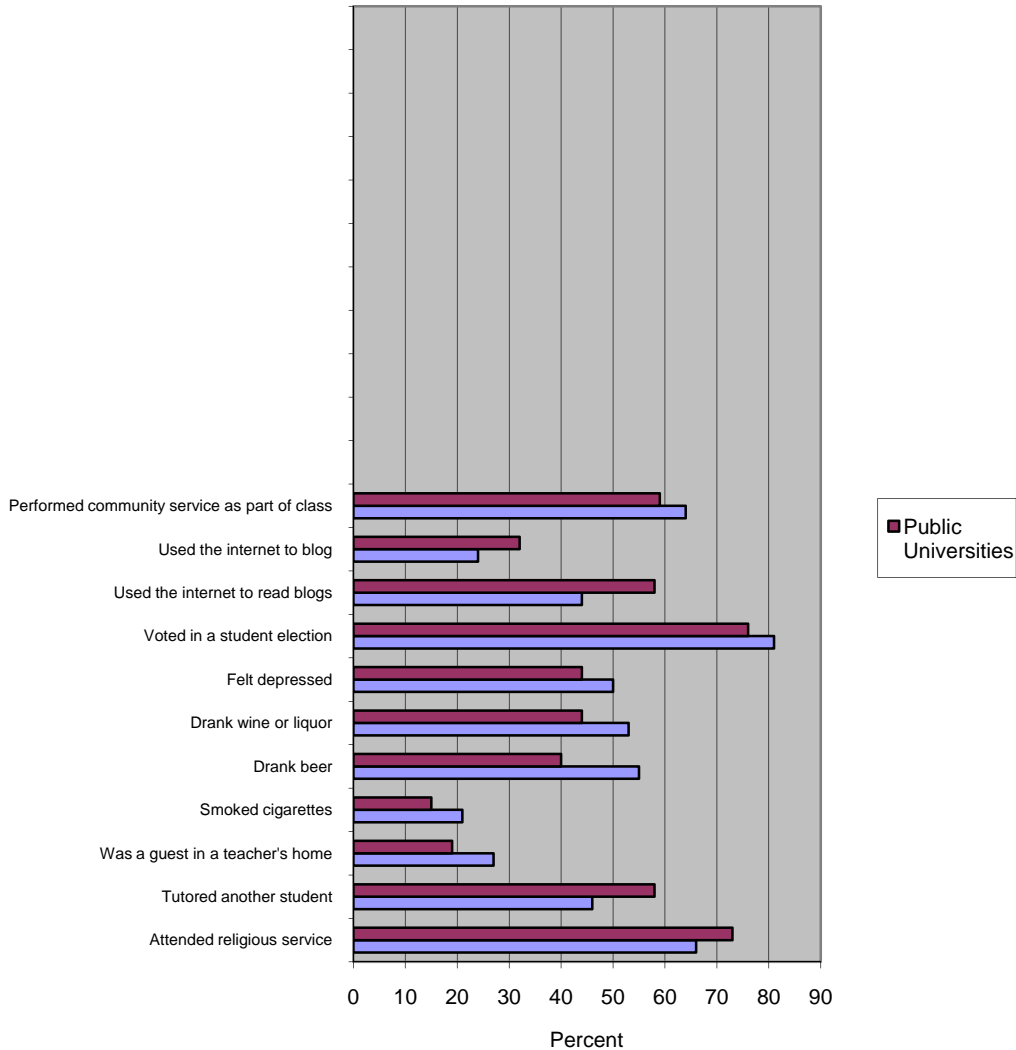
Activities

Each year students are asked to report on their activities during the previous year, typically their senior year in high school. The top five activities in which students reported participating "frequently" or "occasionally" were "used the Internet for research or homework" (98%, up 1%), "was bored in class" (95%, up 3%), "socialized with someone of another racial/ethnic group" (92%, up 1%), "felt overwhelmed by all I had to do" (89%, up 1%), and "discussed politics" (87%, down 5%). The table below illustrates the areas with differences of more than five percent (5%) in responses from U Idaho students and students from other public universities who participated in the activity "frequently" or "occasionally."

Activities Performed During the Past Year
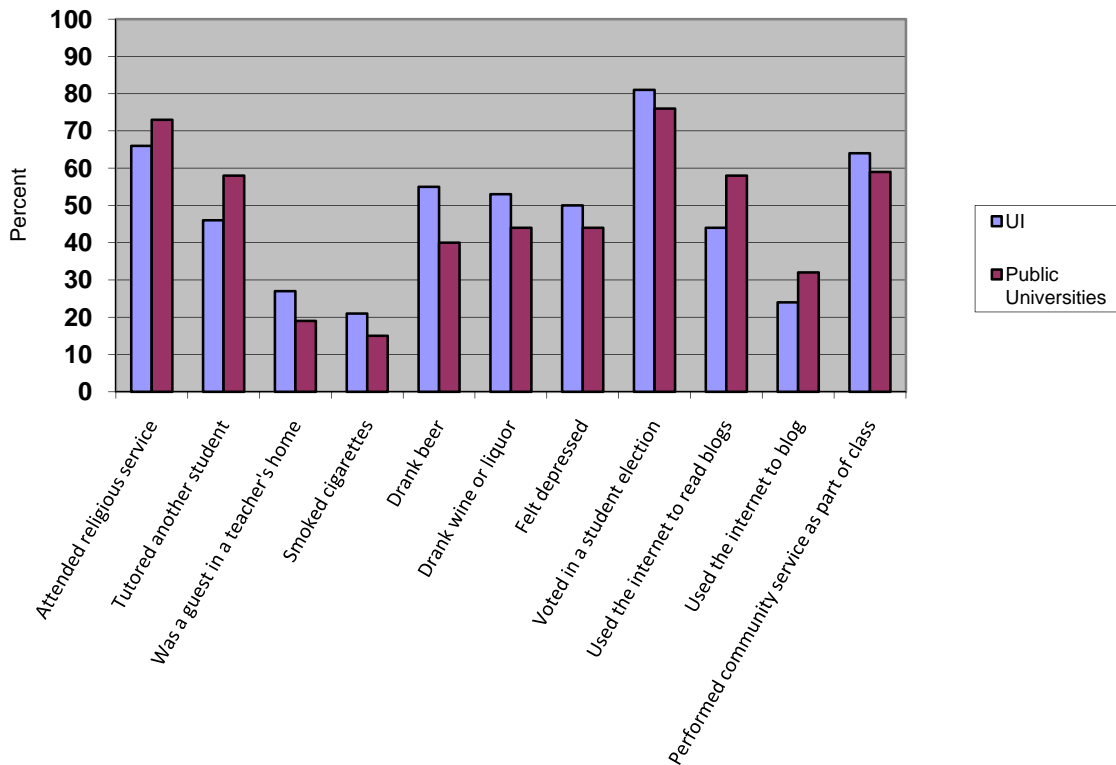
Other activities of interest included: "studied with other students" with eighty-eight percent (88%, up 2%) of U Idaho students reporting "frequently" or "occasionally", significantly fewer than their peers (89%); "performed volunteer work" (84%, down 2% at U Idaho compared to 87% public universities); "played a musical instrument" (43%, down 4%, compared to 46%); "asked a teacher for advice after class" (84%, down 4%, compared to 86%); "came late to class" (57% for each group, down 2% for U Idaho students); and (a new question this year) "skipped school/class" (40% at U Idaho compared to 30% for peers.)

Financing College Education
Consistent with the last several years, sixty-four percent (64%) of U Idaho students are concerned about their ability to finance their college education, slightly less than their peers. Eight out of ten students report that there is a "very good" or "some" chance that they will have to get a job to help pay for college expenses, with nearly one-third (28%) reporting the chances are good they will work full-time while attending college. Of students who report they expect to work during the fall semester, eighty-three percent (83% up 1%) expect to be working up to 17 hours per week.

U Idaho students are less likely to use "family resources" than are their peers, with forty-one percent (41%, up 1%), reporting they will use less than $1,000, compared with only twenty-eight percent (28%) at public universities. Seventy percent (70%, down 1%, compared to 68% of peers) expect to help pay for college with their "own resources." Slightly fewer U Idaho students are receiving aid which need not be repaid (grants, scholarships, military funding, etc.) than last year (1%), however they are receiving slightly more money than in previous years. In

addition, U Idaho students receive more aid than their peers at public universities. Sixty-seven percent (67%, up 1%) anticipate using more than $1,000 from "aid which need not be repaid" (about 10% higher than their peers), and forty-three percent (43%, up 1%) from "aid which must be repaid" (compared to 50% for their peers). About four percent (4%, down 1%) will use money from other sources.

Reasons for Attending College
The most important reason selected by students for attending the University of Idaho is the cost of attending this college (88%, down <1%). This reason is significantly more important to U Idaho students than to their peers (78%). Additional top reasons for choosing the University of Idaho include "this college has a very good academic reputation" (85%, down 2%, but 11% below peers); "I was offered financial assistance" (80%, up 2%, and 18% higher than peers); "this college's graduates get good jobs" (80%, up 2% but 11% below peers); and "this college has a good reputation for its social activities" (77%, down <1%, 9% below peers).

Those items with the least impact on the decision to attend the U Idaho, and reported as "very important" by the fewest number of respondents, included "private college counselor advised me" (1%), "I was attracted by the religious affiliation/orientation of the college" (2%), and (new this year) "the ability to take online courses" (3%).

Other reasons that students felt were "very important" or "somewhat" important in their decision to attend the University of Idaho were:
- "I wanted to go to a school about the size of this college" (78%);
- "A visit to campus" (76%);
- "This college's graduates gain admission to top graduate/professional schools" (57%);
- "My parents wanted me to come here" (52%);
- "I wanted to live near home" (46%);
- "Information from a website" (46%);
- "My relatives wanted me to come here" (30%);
- "My teacher advised me" (30%);
- "My high school counselor advised me" (30%);
- "Rankings in national magazines" (29%);
- "Could not afford first choice" (25%);
- "Not offered aid by first choice" (22%);
- "I was admitted through an Early Action or Early Decision program" (20%);
- "The athletic department recruited me" (11%).

This year students were again asked how important certain elements were in their decisions to go to college. Those responses, in order of importance, were "to learn more about things that interest me" (98%); "to be able to get a better job" (96%); "to gain a general education and appreciation of ideas" (96%); "to be able to make more money" (94%); "to make me a more cultured person" (85%); and "my parents wanted me to go" (79%).

Nearly three-quarters of U Idaho respondents reported that the highest academic degree they intend to obtain "at any college" was either a bachelor's or master's degree, with an additional twenty-four percent (24%, no change from previous years) reporting they plan to obtain a Ph.D., Ed.D., J.D., medical, or divinity degree. Ninety-nine percent (99%, up 4%) of U Idaho

respondents reported they intended to obtain their degree at the University of Idaho. However, when asked specifically "do you expect to complete your degree at U Idaho", only seventy-five percent (75%, up 1%) responded "yes", while eight percent (8%, no change) do not plan to earn a degree or plan to transfer, and seventeen percent (17%, no change) reported, "I don't know." For the seven percent (7%, no change) that are planning to transfer, the primary reason is "personal" (33%, down 2%), with an additional twenty-eight percent (25%, down 3%) reporting that they are looking for a "stronger program in major/career interest." Other reasons for transferring include: "financial reasons" (15%, no change), "the UI doesn't offer a major in my chosen field" (15%, up 3%), and "other college/university closer to home" (12%, up 1%).

Student Effort and Engagement
One component of an effective teaching and learning environment is an understanding of not only the academic engagement of students, but the attitudes and experiences beyond academia of our incoming freshman. Several items in the CIRP Freshman Survey ask students to report on elements of their participation in specific activities during their last year in high school.

It is interesting to note that U Idaho students spent slightly less time studying than reported in the previous year, and less than their peers at public universities. Seventy-five percent (75%, down 2% from the previous year) of the respondents reported spending between one and ten hours in a typical week studying or doing homework during their last year in high school; the largest group of students (31%, down 3%) reporting they spent "3 to 5 hours" in a typical week, and twenty percent (20%, up 2%) reported spending "6 to 10 hours." Sixteen percent (16%, down 3%) of their peers from public universities reported spending 11 or more hours studying per week, compared to eleven percent (11%, up 1%) from the U Idaho.
The median amount of time spent "socializing with friends," for those who reported more than 0 hours, was "6 to 10 hours" this year. Other category medians for those reporting time spent include "student clubs/groups" ("6 to 10 hours"), "exercising or sports" ("6 to 10 hours"), "playing video/computer games" ("6 to 10 hours"), "volunteer work" ("3 to 5 hours"), "watching TV" ("3 to 5 hours"), "reading for pleasure" ("3 to 5 hours"), "talking with teachers outside of the class" ("1 to 2 hours"), "household/childcare duties" ("1 to 2 hours), and "online social networks (MySpace, Facebook, etc.)" ("1 to 2 hours").

Interestingly, U Idaho students spend less time "partying" than last year, with over one-half (55%, up 5%) reporting they spent less than one hour per week, which is the lowest rate since the U Idaho began participating in the survey in 1992. However, their peers spent slightly less time, with fewer than one-half (47%) spending less than one hour per week "partying."

In addition, sixty-seven percent (67%) of U Idaho students worked for pay during the previous year, with nearly one-half (48%) working six or more hours in a typical week. Only sixty-one percent (61%) of students from public institutions worked for pay with forty-five percent (45%) working six or more hours per week.

Consistent with previous years, U Idaho women's responses about their activities during their last year in high school were slightly different from those of the men, as were those at public institutions. Women were likely to report they spent more time studying, working, volunteering, in student clubs or groups, talking with teachers, socializing with friends and in online social networks, and reading for pleasure than were men, but less time exercising, partying, playing video games, or watching TV.

In one item students are asked to estimate the chances that they will complete certain activities that research shows can increase student engagement. In twenty of twenty-two items, U Idaho students reported their chances were significantly lower than their peers at public universities report. The top most frequently reported areas in which U Idaho respondents responded the chances are "very good" were:

- "Make at least "B" average" (65%);
- "Socialize with someone of another racial/ethnic group" (56%);
- "Be satisfied with your college" (54%);
- "Get a job to help pay for college expenses" (48%); and,
- "Discuss course content with students outside of class" (45%).

Those areas in which there was the greatest difference between U Idaho students and their peers reporting the chances were "very good" include:

- "Join a social fraternity or sorority" (30% U Idaho, 12% peers);
- "Participate in student clubs/groups" (34% U Idaho, 48% peers);
- "Communicate regularly with your professors" (25% U Idaho, 34% peers);
- "Work on a professor's research project" (24% U Idaho, 28% peers)
- "Participate in a study abroad program" (23% U Idaho, 30% peers); and,
- "Need extra time to complete your degree requirements" (12% U Idaho, 6% peers).

Another item asks students how "frequently" they participated in a variety of activities during the past year. The chart below illustrates the differences between U Idaho student responses and those of their peers at public universities.

During the Past Year, Students Would Frequently

Legend: Public University, UI Metro

Categories (top to bottom):
- Work with other students on class assignments
- Take notes during class
- Seek feedback on your academic work
- Accept mistakes as part of the learning process
- Explore topics on your own, even though it was not required for a class
- Look up scientific research articles and resources
- Seek alternative solutions to a problem
- Take a risk because you feel you have more to gain
- Evaluate the quality or reliability of information you received
- Revise your papers to improve your writing
- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Ask questions in class

X-axis: 0% 10% 20% 30% 40% 50% 60% 70%

Objectives Considered Important

The top five objectives that U Idaho students considered "essential" or "very important" are the same top five as last year and the same as those selected by all public universities. However, all of these objectives are significantly less important to U Idaho students than to their peers except in one area, "creating artistic works (painting, sculpture, decorating, etc.)". These objectives are:

- "Raising a family" (71%);
- "Being very well off financially" (71%);
- "Helping others who are in difficulty" (62%);
- "Becoming an authority in my field" (55%);
- "Obtaining recognition from my colleagues for contributions to my special field" (50%);
- "Improving my understanding of other countries and cultures" (47%);
- "Becoming successful in a business of my own" (42%);
- "Developing a meaningful philosophy of life" (40%);
- "Adopting 'green' practices to protect the environment" (36%).
- "Influencing social values" (35%);
- "Keeping up to date with political affairs" (33%);
- "Becoming a community leader" (30%);
- "Helping to promote racial understanding" (28%);
- "Participating in a community action program" (26%);
- "Becoming involved in programs to clean up the environment" (25%);
- "Making a theoretical contribution to science" (18%);
- "Creating artistic works (painting, sculpture, decorating, etc.)" (17%);
- "Influencing the political structure" (16%);
- "Writing original works (poems, novels, short stories, etc.)" (13%);
- "Becoming accomplished in one of the performing arts (acting, dancing, etc.)" (11%);

Political Views and Opinions

Respondents from both public universities and the U Idaho are beginning to move slightly to the right when describing their political views, though, as in the past, U Idaho students appear to be slightly more conservative than their peers overall. Nonetheless, most U Idaho students characterize themselves as middle-of-the-road (42%, down 4%), while one-third characterize themselves as conservative or far right (31%, up 5%) and with just over one-quarter reporting they are liberal or far left (27%, down 2%).

The table below lists a series of social issues in which students responded "strongly agree" or "somewhat agree."

Students "Strongly" or "Somewhat" Agree on Social Issues   ■Public Universities □UI

Colleges should prohibit racist/sexist speech on campus.	
Students from disadvantaged social backgrounds should be given…	
Colleges have the right to ban extreme speakers from campus.	
Dissent is a critical component of the political process.	
Only volunteers should serve in the armed forces.	
Realistically, an individual can do little to bring about changes in our…	
Racial discrimination is no longer a major problem in America.	
Marijuana should be legalized.	
Abortion should be legal.	
Same-sex couple should have the right to legal marital status.	
There is too much concern in the courts for the rights of criminals.	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

SUPPLEMENTAL U IDAHO QUESTIONS

The final set of items on the Freshman Survey is a series of supplemental questions provided by the University of Idaho for U Idaho students only. As in the past, nearly seven of ten freshmen (68%, up 1%) reported that they made the decision to attend the University of Idaho in their senior year in high school. Fifty-four percent (54%, down 1%) reported that they had considered seriously other non-Idaho public institutions, while slightly fewer considered only Idaho schools this year (25%, up 1%) and twenty percent (20%, up 1%) only considered attending the U Idaho.

Sixty percent (60%, up 4%) "agreed" or "strongly agreed" that participating in events such as the Jazz Festival, JEMS, FFA or other U Idaho-sponsored events influenced their decision to attend U Idaho. "World Wide Web admission and information sites" and "personal letters from a college representative" continue to be considerably more effective than viewbooks, recruitment videos, or CD-ROMs in assisting students to make the decision to attend the U Idaho.

Nearly eight of ten students reported they were satisfied with the advising process, and nine of ten were satisfied with their class schedules, as in previous years. Whereas eighty-nine percent (89%, up 1%) were "very certain" or "somewhat certain" about their career goals, seventeen percent (17%, no change) were uncertain of their choice of major. Fifty-two percent (52%, down 3%) guess there is a "very good chance" or "some chance" they will change their career choice.

Finally, ninety percent (90%, down 1%) of respondents report that their overall impression of the U Idaho is "very positive" or "positive."

CLOSING THE LOOP

The data from the CIRP Freshman Survey are utilized across campus by a variety of faculty and programs. This information:

- Guides learning activities offered in freshman courses;
- Guides curriculum development in Core Discovery courses to reflect student interests;
- Changed institutional approaches to alcohol awareness training;
- Considers student goals and interests in developing policies for student recruitment and success;
- Provides faculty with an understanding of who our students are in order to tailor activities and assignments to student interests;
- Used to help faculty understand and use multiple modes of communications with students;
- Used to help faculty work with students in understanding extreme diversity;
- Used in designing support for first generation students;
- Helps to shape new student orientation priorities.

ADDITIONAL REPORTING

This year, included among the reports from the Cooperative Institutional Research Program is a series of constructs designed to measure the experiences and outcomes of students. These constructs include Habits of Mind, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Social Agency, College Reputation Orientation, and Likelihood of College Involvement. These reports are available on the Institutional Research and Assessment web page.

Details of the frequency distribution of responses are also available on the web, along with the frequency distribution of responses for men and women, and charts on selected items with some historical comparisons between U Idaho and public university responses. In addition, an overview of The American Freshman: National Norms Fall 2009 produced by the Higher Education Research Institute is available in the Institutional Research and Assessment office.

Report prepared by Jane Baillargeon
Contact jane@uidaho.edu or call 885-5828 with questions or comments.

Appendix D-2

2009 CIRP Freshman Survey
First-time, Full-time Freshmen

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
First-time Full-time Freshmen	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
How old will you be on December 31 of this year?									
16 or younger	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
17	0.2%	1.9%	1.7%	0.0%	1.5%	1.4%	0.3%	2.2%	1.9%
18	58.3%	68.0%	67.2%	54.1%	64.7%	63.2%	63.1%	70.8%	70.9%
19	38.8%	28.8%	30.3%	42.6%	32.0%	34.3%	34.5%	26.1%	26.6%
20	1.5%	0.7%	0.6%	1.9%	0.9%	0.7%	1.0%	0.5%	0.4%
21 to 24	0.9%	0.4%	0.2%	1.0%	0.6%	0.3%	0.8%	0.3%	0.1%
25 to 29	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.2%	0.1%	0.0%
30 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
40 to 54	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
55 or older	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (n)	1,267	10,218	62,054	676	4,718	29,243	591	5,500	32,811
Is English your native language?									
Yes	96.1%	84.3%	89.3%	96.3%	86.0%	89.9%	95.9%	82.9%	88.7%
No	3.9%	15.7%	10.7%	3.7%	14.0%	10.1%	4.1%	17.1%	11.3%
Total (n)	1,262	10,104	61,637	674	4,681	29,092	588	5,423	32,545
In what year did you graduate from high school?									
2009	96.4%	98.4%	99.1%	96.0%	97.9%	98.8%	96.8%	98.9%	99.3%
2008	2.1%	0.8%	0.6%	2.5%	1.2%	0.8%	1.7%	0.6%	0.5%
2007	0.6%	0.2%	0.1%	0.6%	0.3%	0.1%	0.7%	0.1%	0.1%
2006 or earlier	0.9%	0.4%	0.2%	0.9%	0.6%	0.2%	0.8%	0.3%	0.1%
Did not graduate but passed G.E.D. test	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Never completed high school	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (n)	1,266	10,222	62,068	675	4,721	29,254	591	5,501	32,814
Are you enrolled (or enrolling) as a:									
Full-time student	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Part-time student	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (n)	1,264	10,150	61,818	673	4,688	29,122	591	5,462	32,696
How many miles is this college from your permanent home?									
5 or less	8.6%	4.5%	2.8%	8.7%	4.4%	2.7%	8.5%	4.6%	2.8%
6 to 10	1.9%	3.4%	3.2%	1.6%	2.9%	3.1%	2.1%	3.9%	3.4%
11 to 50	6.4%	30.0%	22.1%	6.6%	29.4%	22.5%	6.1%	30.6%	21.8%
51 to 100	11.7%	26.4%	20.4%	11.2%	26.5%	20.5%	12.3%	26.4%	20.3%
101 to 500	50.2%	28.3%	42.2%	50.5%	28.9%	42.1%	49.8%	27.7%	42.3%
Over 500	21.2%	7.4%	9.2%	21.3%	7.8%	9.0%	21.2%	7.0%	9.4%
Total (n)	1,243	9,884	60,392	667	4,623	28,738	576	5,261	31,654

What was your average grade in high school?									
A or A+	23.6%	14.5%	27.3%	19.0%	11.3%	24.9%	28.8%	17.2%	29.6%
A-	25.8%	20.7%	29.9%	22.8%	19.1%	28.5%	29.2%	22.2%	31.1%
B+	19.6%	24.0%	20.7%	20.7%	23.3%	21.3%	18.3%	24.6%	20.2%
B	19.2%	27.3%	16.4%	21.9%	30.2%	18.1%	16.0%	24.9%	14.8%
B-	6.8%	7.9%	3.7%	8.7%	9.5%	4.7%	4.6%	6.5%	2.9%
C+	3.5%	4.0%	1.4%	4.3%	4.6%	1.8%	2.6%	3.6%	1.1%
C	1.6%	1.5%	0.5%	2.5%	2.1%	0.7%	0.5%	1.0%	0.3%
D	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Total (n)	1,256	10,139	61,623	670	4,684	29,043	586	5,455	32,580
SAT Verbal Mean	573	538	599	573	548	603	574	528	594
Median	560	540	600	565	550	600	560	520	600
Total (n)	229	2,427	26,052	130	1,181	13,521	99	1,246	12,531
SAT Math Mean	580	562	626	593	591	648	564	535	602
Median	590	560	630	590	600	650	580	530	600
Total (n)	270	2,666	27,282	151	1,276	14,069	119	1,390	13,213
SAT Writing Mean	549	536	600	542	541	598	557	531	601
Median	540	540	600	540	540	600	550	530	600
Total (n)	247	2,520	25,849	138	1,208	13,237	109	1,312	12,612
ACT Composite Mean	24	23	25	24	23	26	24	22	25
Median	24	23	25	24	23	26	24	22	25
Total (n)	650	5,603	31,733	349	2,645	14,710	301	2,958	17,023
From what kind of high school did you graduate? Public school (not charter or magnet)	90.7%	86.9%	82.5%	90.1%	86.6%	81.7%	91.4%	87.2%	83.2%
Public charter school	1.4%	1.7%	1.2%	1.2%	1.7%	1.2%	1.5%	1.7%	1.3%
Public magnet school	0.2%	2.6%	3.3%	0.3%	2.1%	3.1%	0.0%	3.0%	3.6%
Private religious/parochial school	5.3%	6.4%	8.7%	5.5%	6.9%	9.3%	5.0%	6.1%	8.1%
Private independent college-prep school	1.7%	2.0%	3.9%	2.1%	2.5%	4.4%	1.2%	1.7%	3.5%
Home school	0.8%	0.3%	0.3%	0.7%	0.3%	0.3%	0.9%	0.4%	0.3%
Total (n)	1,254	10,166	61,730	670	4,694	29,095	584	5,472	32,635
Prior to this term, have you ever taken courses for credit at this institution? Yes	7.5%	3.7%	3.6%	8.0%	4.2%	4.0%	6.8%	3.4%	3.2%
No	92.5%	96.3%	96.4%	92.0%	95.8%	96.0%	93.2%	96.6%	96.8%
Total (n)	1,258	10,160	61,761	674	4,698	29,118	584	5,462	32,643
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)? Yes	13.1%	12.5%	12.0%	10.5%	10.2%	10.8%	16.2%	14.5%	13.1%
No	86.9%	87.5%	88.0%	89.5%	89.8%	89.2%	83.8%	85.5%	86.9%
Total (n)	1,251	10,037	61,095	669	4,648	28,858	582	5,389	32,237

Where do you plan to live during the fall term?									
With my family or other relatives	4.0%	11.8%	6.6%	4.0%	10.4%	6.4%	3.9%	13.0%	6.9%
Other private home, apartment, or room	10.6%	5.1%	3.9%	10.8%	5.7%	4.0%	10.3%	4.5%	3.9%
College residence hall	54.8%	76.4%	84.8%	57.8%	77.2%	85.0%	51.5%	75.7%	84.7%
Fraternity or sorority house	27.9%	4.2%	1.4%	25.0%	4.3%	1.7%	31.3%	4.2%	1.1%
Other campus student housing	2.1%	2.2%	2.9%	1.6%	2.0%	2.6%	2.7%	2.4%	3.2%
Other	0.6%	0.3%	0.3%	0.7%	0.3%	0.3%	0.3%	0.2%	0.3%
Total (n)	1,260	10,169	61,753	675	4,694	29,089	585	5,475	32,664
To how many colleges other than this one did you apply for admission this year? None	32.0%	18.0%	14.6%	33.5%	19.0%	16.0%	30.3%	17.1%	13.4%
One	16.2%	10.8%	10.7%	15.4%	11.0%	11.1%	17.2%	10.6%	10.3%
Two	17.8%	12.9%	12.9%	17.5%	12.9%	13.3%	18.2%	13.0%	12.6%
Three	16.4%	14.0%	14.5%	15.4%	14.1%	14.7%	17.5%	14.0%	14.3%
Four	9.2%	12.2%	12.5%	9.2%	13.0%	12.7%	9.2%	11.5%	12.2%
Five	3.7%	9.2%	9.9%	4.3%	9.0%	9.6%	3.1%	9.3%	10.1%
Six	2.8%	7.6%	7.8%	2.5%	7.0%	7.3%	3.1%	8.1%	8.3%
Seven to ten	1.6%	13.5%	14.2%	1.8%	12.2%	12.7%	1.4%	14.5%	15.6%
Eleven or more	0.3%	1.9%	3.0%	0.4%	1.9%	2.6%	0.2%	1.9%	3.3%
Total (n)	1,263	10,163	61,685	675	4,697	29,080	588	5,466	32,605
Were you accepted by your first choice college? Yes	92.4%	67.8%	76.8%	90.1%	65.6%	74.9%	95.0%	69.7%	78.5%
No	7.6%	32.2%	23.2%	9.9%	34.4%	25.1%	5.0%	30.3%	21.5%
Total (n)	1,248	10,010	61,042	670	4,627	28,783	578	5,383	32,259
Is this college your: First choice	72.0%	51.5%	61.3%	72.1%	52.3%	62.4%	71.9%	50.7%	60.3%
Second choice	20.4%	26.2%	24.3%	19.3%	24.2%	23.2%	21.7%	27.9%	25.3%
Third choice	5.2%	12.5%	8.9%	5.7%	12.6%	9.0%	4.6%	12.3%	8.9%
Less than third choice	2.4%	9.9%	5.5%	3.0%	10.9%	5.5%	1.7%	9.0%	5.5%
Total (n)	1,254	10,160	61,621	670	4,695	29,058	584	5,465	32,563
Citizenship status: U.S. citizen	98.8%	96.3%	96.3%	98.8%	96.0%	95.9%	98.8%	96.6%	96.6%
Permanent resident (green card)	0.2%	2.8%	2.6%	0.1%	3.0%	2.8%	0.3%	2.6%	2.5%
Neither	0.9%	0.9%	1.1%	1.0%	1.0%	1.3%	0.9%	0.8%	0.9%
Total (n)	1,264	10,205	61,930	676	4,714	29,188	588	5,491	32,742
Are you a veteran? No	99.8%	99.7%	99.8%	99.7%	99.6%	99.7%	99.8%	99.8%	99.9%
Yes	0.2%	0.3%	0.2%	0.3%	0.4%	0.3%	0.2%	0.2%	0.1%
Total (n)	1,260	10,175	61,716	673	4,703	29,097	587	5,472	32,619
Are your parents: Both alive and living with each other	72.9%	69.3%	73.9%	73.3%	73.2%	76.3%	72.4%	66.1%	71.8%
Both alive, divorced or living apart	24.6%	26.9%	22.8%	24.0%	23.5%	20.7%	25.3%	29.8%	24.7%
One or both deceased	2.5%	3.8%	3.2%	2.7%	3.3%	3.0%	2.4%	4.1%	3.5%
Total (n)	1,264	10,188	61,904	674	4,703	29,174	590	5,485	32,730

Have you had any special tutoring or remedial work in:									
English	6.0%	8.5%	6.3%	7.2%	9.1%	6.9%	4.6%	8.0%	5.7%
Reading	5.5%	7.7%	5.6%	6.6%	7.8%	5.9%	4.2%	7.5%	5.3%
Mathematics	11.3%	14.1%	11.8%	9.6%	11.9%	9.5%	13.2%	15.9%	13.8%
Social Studies	3.2%	5.8%	4.0%	4.4%	6.1%	4.3%	1.9%	5.5%	3.6%
Science	3.9%	6.5%	5.3%	4.9%	6.4%	5.1%	2.9%	6.5%	5.5%
Foreign Language	4.9%	6.9%	5.1%	5.3%	7.1%	5.3%	4.4%	6.7%	4.8%
Writing	4.1%	6.8%	5.0%	5.3%	7.3%	5.6%	2.7%	6.3%	4.5%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
Do you feel you will need any special tutoring or remedial work in:									
English	8.4%	12.3%	8.1%	9.7%	12.5%	8.5%	6.9%	12.1%	7.8%
Reading	2.3%	6.9%	4.6%	3.5%	7.6%	5.0%	0.8%	6.3%	4.2%
Mathematics	22.6%	29.6%	21.8%	18.3%	21.2%	15.4%	27.6%	36.7%	27.7%
Social Studies	1.7%	4.5%	3.2%	1.9%	3.3%	2.5%	1.4%	5.6%	3.9%
Science	8.4%	15.3%	12.0%	5.9%	9.4%	7.8%	11.2%	20.4%	15.7%
Foreign Language	6.0%	9.9%	9.3%	5.5%	9.2%	8.6%	6.6%	10.4%	10.0%
Writing	9.2%	14.8%	10.2%	10.6%	13.7%	9.7%	7.6%	15.7%	10.7%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
Number of AP Courses taken during high school									
Not offered at my high school	11.6%	5.8%	4.3%	11.4%	5.5%	4.3%	11.8%	6.0%	4.4%
None	24.9%	24.5%	18.3%	28.0%	26.4%	19.1%	21.5%	22.8%	17.6%
1 to 4	53.5%	53.7%	50.9%	51.1%	52.0%	49.6%	56.2%	55.1%	52.1%
5 to 9	8.8%	15.0%	23.5%	8.0%	15.0%	23.5%	9.7%	15.0%	23.4%
10 to 14	0.9%	0.9%	2.8%	1.1%	0.8%	3.2%	0.7%	0.9%	2.4%
15+	0.3%	0.1%	0.2%	0.3%	0.1%	0.3%	0.2%	0.1%	0.2%
Total (n)	1,192	9,809	59,879	624	4,502	28,103	568	5,307	31,776
Number of AP Exams taken during high school									
Not offered at my high school	13.8%	6.7%	4.7%	14.5%	6.4%	4.6%	13.0%	6.9%	4.7%
None	39.8%	34.3%	25.0%	43.2%	36.4%	25.6%	36.2%	32.5%	24.3%
1 to 4	40.0%	46.8%	47.6%	36.4%	44.4%	46.0%	43.7%	48.9%	49.1%
5 to 9	5.9%	11.6%	20.5%	5.1%	12.2%	20.9%	6.7%	11.2%	20.1%
10 to 14	0.5%	0.5%	2.2%	0.8%	0.6%	2.7%	0.2%	0.4%	1.7%
15+	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.2%	0.1%	0.1%
Total (n)	1,038	9,120	56,729	530	4,201	26,790	508	4,919	29,939
Highest academic degree planned									
None	0.6%	0.9%	0.6%	0.5%	0.8%	0.6%	0.6%	1.0%	0.5%
Vocational certificate	0.1%	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%	0.1%	0.1%
Associate (A.A. or equivalent)	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%
Bachelor's degree (B.A., B.S., etc.)	31.5%	24.2%	20.5%	32.5%	26.4%	22.5%	30.2%	22.1%	18.5%
Master's degree (M.A., M.S., etc.)	42.7%	38.9%	41.6%	46.2%	40.7%	41.9%	38.7%	37.3%	41.2%
Ph.D. or Ed.D.	14.9%	20.3%	19.4%	12.6%	17.3%	18.6%	17.4%	22.9%	20.2%
M.D., D.O., D.D.S., D.V.M.	6.0%	10.7%	12.3%	4.0%	9.2%	10.5%	8.3%	12.0%	14.0%
J.D. (Law)	3.1%	3.2%	4.2%	2.4%	3.7%	4.4%	4.0%	2.9%	4.0%
B.D. or M.DIV. (Divinity)	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.4%	0.4%	0.2%
Other	0.6%	1.1%	0.9%	1.0%	1.2%	0.9%	0.0%	1.1%	1.0%
Total (n)	1,084	8,963	55,048	578	4,211	26,286	506	4,752	28,762

Highest academic degree planned at this college								
None	0.9%	1.3%	0.7%	1.2%	1.4%	0.8%	0.6%	1.3%	0.7%
Vocational certificate	0.3%	0.1%	0.1%	0.5%	0.2%	0.1%	0.0%	0.0%	0.0%
Associate (A.A. or equivalent)	1.7%	1.6%	1.0%	1.0%	1.4%	0.9%	2.5%	1.9%	1.2%
Bachelor's degree (B.A., B.S., etc.)	69.1%	65.5%	64.7%	65.3%	65.6%	63.4%	73.4%	65.4%	66.0%
Master's degree (M.A., M.S., etc.)	23.1%	21.7%	23.6%	27.2%	23.0%	25.4%	18.5%	20.7%	21.8%
Ph.D. or Ed.D.	3.2%	5.1%	4.8%	3.5%	4.1%	4.6%	2.8%	5.9%	5.1%
M.D., D.O., D.D.S., D.V.M.	0.4%	2.2%	3.2%	0.5%	1.8%	2.9%	0.3%	2.6%	3.5%
J.D. (Law)	0.5%	0.7%	0.8%	0.2%	0.8%	0.9%	0.8%	0.6%	0.7%
B.D. or M.DIV. (Divinity)	0.1%	0.2%	0.1%	0.0%	0.2%	0.2%	0.3%	0.2%	0.1%
Other	0.7%	1.4%	0.8%	0.5%	1.4%	0.8%	0.8%	1.4%	0.8%
Total (n)	761	6,635	42,506	404	3,090	20,209	357	3,545	22,297
High school I last attended: racial composition								
Completely non-White	0.5%	5.8%	3.0%	0.6%	4.5%	2.4%	0.3%	6.9%	3.5%
Mostly non-White	4.3%	22.2%	13.3%	4.6%	20.7%	12.3%	3.9%	23.5%	14.2%
Roughly half non-White	14.1%	24.7%	23.0%	12.2%	23.1%	21.8%	16.3%	26.1%	24.1%
Mostly White	69.9%	41.8%	52.8%	71.5%	45.9%	55.0%	68.0%	38.3%	50.8%
Completely White	11.2%	5.5%	7.9%	11.0%	5.8%	8.4%	11.5%	5.2%	7.4%
Total (n)	1,254	10,094	61,255	670	4,667	28,847	584	5,427	32,408
Neighborhood where I grew up: racial composition								
Completely non-White	1.6%	9.2%	4.8%	1.9%	8.1%	4.4%	1.2%	10.2%	5.2%
Mostly non-White	4.6%	19.4%	11.1%	4.4%	18.5%	10.6%	4.8%	20.2%	11.6%
Roughly half non-White	9.1%	17.0%	13.0%	8.9%	16.3%	12.6%	9.4%	17.6%	13.4%
Mostly White	54.8%	39.4%	50.7%	57.1%	41.1%	51.3%	52.1%	37.9%	50.1%
Completely White	29.9%	15.0%	20.3%	27.6%	16.0%	21.1%	32.5%	14.2%	19.7%
Total (n)	1,203	9,790	59,383	637	4,529	27,951	566	5,261	31,432
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? Family resources (parents, relatives, spouse, etc.)								
None	26.4%	22.3%	17.9%	27.0%	21.2%	18.0%	25.7%	23.1%	17.9%
Less than $1,000	14.9%	13.1%	9.9%	13.7%	12.0%	9.0%	16.2%	14.0%	10.7%
$1,000 - $2,999	15.4%	15.3%	12.2%	16.1%	14.6%	11.8%	14.6%	15.9%	12.6%
$3,000 - $5,999	15.5%	14.6%	12.9%	15.4%	14.7%	12.8%	15.6%	14.6%	13.1%
$6,000 - $9,999	12.9%	11.4%	11.8%	12.9%	11.5%	12.0%	13.0%	11.3%	11.7%
$10,000 +	14.9%	23.3%	35.2%	14.9%	26.0%	36.4%	14.9%	21.0%	34.1%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
My own resources (savings from work, work-study, other income)								
None	30.8%	30.3%	32.7%	32.5%	31.0%	33.8%	28.8%	29.7%	31.7%
Less than $1,000	26.6%	27.6%	26.2%	25.0%	25.7%	24.2%	28.4%	29.2%	28.0%
$1,000 - $2,999	27.5%	27.4%	26.1%	26.7%	27.7%	26.2%	28.4%	27.2%	26.0%
$3,000 - $5,999	10.2%	10.0%	9.9%	9.6%	10.7%	10.4%	10.8%	9.5%	9.4%
$6,000 - $9,999	3.5%	2.7%	3.0%	4.1%	2.9%	3.1%	2.7%	2.6%	2.8%
$10,000 +	1.5%	1.9%	2.3%	2.1%	2.0%	2.4%	0.8%	1.8%	2.1%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888

Aid which need not be repaid (grants, scholarships, military funding, etc.) None	22.5%	31.5%	32.1%	26.3%	35.3%	34.8%	18.1%	28.2%	29.5%
Less than $1,000	10.3%	8.7%	8.7%	10.0%	8.3%	8.4%	10.7%	9.1%	9.0%
$1,000 - $2,999	19.1%	13.6%	15.8%	18.6%	13.1%	15.2%	19.6%	14.0%	16.4%
$3,000 - $5,999	19.6%	13.3%	13.6%	16.4%	12.5%	13.0%	23.2%	14.0%	14.2%
$6,000 - $9,999	15.4%	12.4%	11.3%	15.2%	11.3%	10.7%	15.6%	13.4%	11.8%
$10,000 +	13.2%	20.4%	18.5%	13.4%	19.5%	17.9%	12.9%	21.2%	19.0%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?Aid which must be repaid (loans, etc.) None	54.0%	41.4%	46.9%	57.0%	43.7%	48.8%	50.6%	39.4%	45.2%
Less than $1,000	2.9%	4.2%	3.7%	3.2%	3.9%	3.5%	2.5%	4.5%	3.8%
$1,000 - $2,999	11.3%	10.5%	8.9%	9.3%	9.7%	8.2%	13.5%	11.2%	9.5%
$3,000 - $5,999	15.5%	19.4%	17.6%	12.6%	18.1%	16.8%	19.0%	20.6%	18.3%
$6,000 - $9,999	8.4%	12.9%	11.0%	9.0%	12.5%	10.6%	7.6%	13.3%	11.3%
$10,000 +	7.9%	11.5%	12.0%	8.9%	12.1%	12.1%	6.8%	11.0%	12.0%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
Other than above None	96.1%	93.0%	94.0%	96.2%	92.9%	93.7%	96.1%	93.0%	94.2%
Less than $1,000	1.7%	2.7%	2.3%	1.8%	3.1%	2.5%	1.7%	2.5%	2.1%
$1,000 - $2,999	0.6%	1.7%	1.4%	0.7%	1.7%	1.5%	0.5%	1.7%	1.3%
$3,000 - $5,999	0.7%	1.1%	1.0%	0.9%	1.0%	1.0%	0.5%	1.2%	1.0%
$6,000 - $9,999	0.5%	0.7%	0.5%	0.1%	0.6%	0.5%	0.8%	0.9%	0.6%
$10,000 +	0.3%	0.7%	0.8%	0.3%	0.7%	0.8%	0.3%	0.7%	0.8%
Total (n)	1,268	10,237	62,216	677	4,726	29,328	591	5,511	32,888
What is your best estimate of your parents' income? Less than $10,000	4.1%	5.2%	2.9%	3.1%	3.8%	2.4%	5.4%	6.3%	3.5%
$10,000 to $14,999	3.5%	3.5%	2.4%	3.6%	2.8%	1.8%	3.4%	4.1%	2.9%
$15,000 to $19,999	1.7%	3.7%	2.4%	1.5%	3.3%	2.0%	2.0%	4.1%	2.8%
$20,000 to $24,999	3.2%	4.9%	3.4%	2.1%	3.8%	2.7%	4.6%	5.9%	4.0%
$25,000 to $29,999	4.2%	4.4%	3.1%	3.8%	4.1%	2.8%	4.8%	4.7%	3.3%
$30,000 to $39,999	7.0%	7.6%	5.6%	7.0%	6.7%	4.8%	7.0%	8.4%	6.4%
$40,000 to $49,999	7.7%	8.9%	6.8%	6.6%	7.5%	5.9%	9.2%	10.1%	7.7%
$50,000 to $59,999	9.4%	8.5%	7.5%	9.0%	8.0%	7.1%	9.8%	8.9%	7.9%
$60,000 to $74,999	12.6%	11.7%	10.6%	13.1%	12.3%	10.3%	12.0%	11.2%	10.9%
$75,000 to $99,999	15.0%	13.6%	14.3%	14.9%	14.7%	15.2%	15.1%	12.6%	13.5%
$100,000 to $149,999	17.4%	15.4%	20.0%	19.8%	17.9%	22.2%	14.3%	13.2%	17.9%
$150,000 to $199,999	6.4%	5.9%	8.9%	6.9%	6.8%	9.7%	5.8%	5.2%	8.1%
$200,000 to $249,999	3.6%	3.1%	4.8%	3.9%	4.0%	5.2%	3.2%	2.4%	4.4%
$250,000 or more	4.1%	3.6%	7.3%	4.6%	4.4%	7.9%	3.6%	2.9%	6.7%
Total (n)	1,112	9,560	56,041	610	4,462	26,909	502	5,098	29,132

Do you have any concern about your ability to finance your college education?									
None (I am confident that I will have sufficient funds)	35.5%	24.5%	31.8%	42.0%	30.8%	37.5%	28.0%	19.2%	26.6%
Some (but I probably will have enough funds)	51.3%	59.5%	57.5%	46.3%	56.9%	54.2%	57.0%	61.7%	60.6%
Major (not sure I will have enough funds to complete college)	13.2%	16.0%	10.7%	11.7%	12.3%	8.3%	14.9%	19.1%	12.9%
Total (n)	1,249	10,068	60,689	667	4,642	28,515	582	5,426	32,174
Mean	1.78	1.91	1.79	1.70	1.82	1.71	1.87	2.00	1.86
Standard deviation	0.66	0.63	0.62	0.67	0.63	0.61	0.64	0.62	0.61
Significance	--	***		--	***		--	***	
Effect size	--	-0.21	-0.02	--	-0.19	-0.02	--	-0.21	0.02
Your current religious preference Baptist	3.5%	6.8%	6.3%	4.4%	4.9%	5.9%	2.5%	8.5%	6.7%
Buddhist	0.8%	2.8%	1.9%	0.8%	2.9%	1.8%	0.7%	2.7%	2.0%
Church of Christ	4.1%	5.9%	4.1%	5.4%	6.4%	4.4%	2.7%	5.5%	3.9%
Eastern Orthodox	0.0%	0.5%	0.7%	0.0%	0.4%	0.7%	0.0%	0.5%	0.7%
Episcopalian	0.3%	0.4%	1.3%	0.3%	0.5%	1.1%	0.2%	0.4%	1.4%
Hindu	0.1%	1.0%	1.2%	0.0%	1.1%	1.3%	0.2%	0.9%	1.1%
Jewish	0.2%	0.5%	3.1%	0.2%	0.6%	3.1%	0.2%	0.4%	3.0%
LDS (Mormon)	3.4%	0.7%	0.3%	3.0%	0.6%	0.3%	3.8%	0.7%	0.3%
Lutheran	5.1%	8.8%	5.3%	4.7%	8.8%	5.4%	5.5%	8.8%	5.3%
Methodist	3.0%	2.3%	4.8%	2.8%	1.8%	4.5%	3.2%	2.8%	5.0%
Muslim	0.5%	1.1%	1.1%	0.6%	1.3%	1.2%	0.4%	1.0%	1.0%
Presbyterian	3.2%	2.4%	3.1%	2.7%	2.8%	2.9%	3.8%	2.0%	3.2%
Quaker	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.0%	0.1%	0.1%
Roman Catholic	18.7%	27.5%	27.1%	19.1%	26.8%	26.3%	18.2%	28.0%	27.8%
Seventh Day Adventist	0.4%	0.4%	0.2%	0.5%	0.3%	0.2%	0.4%	0.4%	0.3%
United Church of Christ/Congregational	0.6%	0.5%	0.8%	0.5%	0.4%	0.7%	0.7%	0.5%	1.0%
Other Christian	21.3%	13.6%	11.2%	18.8%	12.1%	10.3%	24.1%	15.0%	12.1%
Other Religion	2.6%	2.6%	2.5%	2.5%	2.3%	2.4%	2.7%	2.9%	2.6%
None	32.2%	22.0%	24.9%	33.4%	25.8%	27.3%	30.9%	18.9%	22.7%
Total (n)	1,192	9,877	59,528	632	4,560	27,957	560	5,317	31,571
Father's current religious preference Baptist	3.9%	6.3%	6.7%	5.0%	4.8%	6.5%	2.8%	7.6%	6.9%
Buddhist	0.4%	4.6%	3.1%	0.3%	4.7%	2.9%	0.6%	4.5%	3.2%
Church of Christ	4.9%	5.9%	4.3%	6.5%	7.0%	4.9%	3.2%	4.9%	3.8%
Eastern Orthodox	0.0%	0.6%	0.8%	0.0%	0.6%	0.8%	0.0%	0.5%	0.8%
Episcopalian	0.7%	0.4%	1.5%	0.7%	0.4%	1.5%	0.8%	0.5%	1.4%
Hindu	0.2%	1.2%	1.5%	0.2%	1.4%	1.7%	0.2%	1.1%	1.3%
Jewish	0.2%	0.7%	3.8%	0.2%	0.9%	4.0%	0.2%	0.5%	3.6%
LDS (Mormon)	4.9%	1.0%	0.4%	4.8%	1.0%	0.4%	5.1%	1.0%	0.4%
Lutheran	6.8%	10.1%	6.3%	6.0%	10.0%	6.5%	7.7%	10.3%	6.1%
Methodist	3.7%	2.8%	5.5%	3.4%	2.7%	5.5%	4.0%	2.9%	5.4%
Muslim	0.6%	1.5%	1.5%	0.7%	1.7%	1.6%	0.6%	1.2%	1.4%
Presbyterian	3.3%	2.5%	3.5%	3.2%	2.8%	3.4%	3.4%	2.3%	3.5%
Quaker	0.2%	0.1%	0.1%	0.3%	0.1%	0.1%	0.0%	0.1%	0.2%
Roman Catholic	22.6%	30.7%	30.6%	22.2%	30.2%	30.3%	23.0%	31.1%	30.9%
Seventh Day Adventist	0.4%	0.4%	0.3%	0.5%	0.5%	0.3%	0.4%	0.3%	0.3%
United Church of Christ/Congregational	0.7%	0.4%	0.8%	0.9%	0.3%	0.7%	0.6%	0.5%	0.9%
Other Christian	18.5%	12.5%	10.8%	17.4%	11.8%	10.7%	19.6%	13.1%	10.9%
Other Religion	1.6%	2.3%	2.0%	2.2%	2.3%	1.9%	0.9%	2.4%	2.0%
None	26.2%	16.1%	16.6%	25.5%	16.9%	16.3%	27.0%	15.4%	16.9%

Total (n)	1,115	9,302	56,951	585	4,347	26,859	530	4,955	30,092
Mother's current religious preference Baptist	4.1%	7.1%	7.1%	5.3%	5.5%	6.8%	2.6%	8.4%	7.4%
Buddhist	0.7%	4.8%	3.3%	0.8%	5.2%	3.1%	0.6%	4.5%	3.5%
Church of Christ	5.1%	6.3%	4.8%	6.3%	7.2%	5.4%	3.8%	5.5%	4.2%
Eastern Orthodox	0.0%	0.5%	0.8%	0.0%	0.6%	0.8%	0.0%	0.5%	0.8%
Episcopalian	0.7%	0.6%	1.8%	0.8%	0.6%	1.7%	0.6%	0.6%	1.8%
Hindu	0.1%	1.2%	1.5%	0.0%	1.4%	1.7%	0.2%	1.1%	1.3%
Jewish	0.3%	0.7%	3.6%	0.3%	0.8%	3.9%	0.2%	0.5%	3.3%
LDS (Mormon)	5.0%	1.0%	0.4%	5.0%	1.1%	0.4%	5.1%	0.9%	0.4%
Lutheran	6.5%	10.1%	6.4%	6.5%	10.6%	6.7%	6.6%	9.7%	6.1%
Methodist	5.2%	3.3%	6.0%	5.0%	2.8%	5.7%	5.5%	3.8%	6.2%
Muslim	0.5%	1.2%	1.3%	0.7%	1.5%	1.4%	0.4%	1.1%	1.2%
Presbyterian	4.2%	2.7%	3.7%	4.2%	3.2%	3.7%	4.1%	2.4%	3.8%
Quaker	0.2%	0.1%	0.2%	0.3%	0.2%	0.2%	0.0%	0.1%	0.2%
Roman Catholic	23.5%	32.4%	32.5%	23.4%	31.7%	32.1%	23.5%	33.1%	32.8%
Seventh Day Adventist	0.5%	0.5%	0.3%	0.7%	0.4%	0.3%	0.4%	0.5%	0.3%
United Church of Christ/Congregational	0.8%	0.5%	1.0%	0.8%	0.5%	0.9%	0.8%	0.6%	1.1%
Other Christian	21.2%	13.4%	11.6%	19.0%	12.5%	11.4%	23.7%	14.1%	11.9%
Other Religion	1.9%	2.4%	2.2%	1.7%	2.0%	2.0%	2.1%	2.6%	2.3%
None	19.5%	11.0%	11.6%	19.0%	12.1%	11.8%	20.0%	10.1%	11.4%
Total (n)	1,130	9,504	57,919	599	4,406	27,182	531	5,098	30,737
For the activities below, indicate which ones you did during the past year. Attended a religious service Frequently	30.0%	33.7%	33.3%	26.8%	30.7%	31.2%	33.5%	36.3%	35.2%
Occasionally	36.2%	39.3%	39.4%	37.0%	38.8%	39.2%	35.2%	39.8%	39.6%
Not at all	33.8%	27.0%	27.3%	36.1%	30.5%	29.6%	31.3%	24.0%	25.1%
Total (n)	1,241	10,063	60,611	656	4,636	28,455	585	5,427	32,156
Mean	1.96	2.07	2.06	1.91	2.00	2.02	2.02	2.12	2.10
Standard deviation	0.80	0.78	0.78	0.79	0.78	0.78	0.81	0.77	0.77
Significance	--	***	***	--	**	***	--	**	*
Effect size	--	-0.14	-0.13	--	-0.12	-0.14	--	-0.13	-0.10
Was bored in class Frequently	39.0%	34.0%	40.3%	38.9%	34.4%	41.1%	39.2%	33.6%	39.6%
Occasionally	56.3%	60.6%	55.9%	57.6%	59.8%	54.7%	54.9%	61.2%	57.0%
Not at all	4.7%	5.5%	3.8%	3.5%	5.7%	4.2%	6.0%	5.2%	3.5%
Total (n)	1,245	10,092	60,802	658	4,648	28,527	587	5,444	32,275
Mean	2.34	2.29	2.37	2.35	2.29	2.37	2.33	2.28	2.36
Standard deviation	0.56	0.56	0.55	0.55	0.56	0.56	0.58	0.55	0.55
Significance	--	**		--	**		--	*	
Effect size	--	0.09	-0.05	--	0.11	-0.04	--	0.09	-0.05

For the activities below, indicate which ones you did during the past year.Participated in political demonstrations								
Frequently	4.2%	3.4%	3.0%	4.6%	3.4%	3.0%	3.8%	3.4%	3.0%
Occasionally	24.7%	22.8%	23.2%	23.2%	22.4%	22.5%	26.4%	23.2%	23.8%
Not at all	71.1%	73.8%	73.8%	72.3%	74.2%	74.5%	69.8%	73.4%	73.2%
Total (n)	1,239	10,030	60,423	656	4,623	28,347	583	5,407	32,076
Mean	1.33	1.30	1.29	1.32	1.29	1.28	1.34	1.30	1.30
Standard deviation	0.55	0.53	0.52	0.56	0.52	0.51	0.55	0.53	0.52
Significance	--		**	--		*	--		
Effect size	--	0.06	0.08	--	0.06	0.08	--	0.08	0.08
Tutored another student Frequently	6.8%	9.6%	12.1%	5.8%	7.8%	10.4%	7.9%	11.1%	13.5%
Occasionally	39.1%	44.4%	46.0%	38.7%	43.1%	45.7%	39.6%	45.6%	46.3%
Not at all	54.1%	45.9%	41.9%	55.5%	49.1%	43.9%	52.5%	43.3%	40.2%
Total (n)	1,237	10,067	60,590	654	4,636	28,420	583	5,431	32,170
Mean	1.53	1.64	1.70	1.50	1.59	1.67	1.55	1.68	1.73
Standard deviation	0.62	0.65	0.67	0.61	0.63	0.66	0.64	0.66	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.17	-0.25	--	-0.14	-0.26	--	-0.20	-0.26
Studied with other students Frequently	27.6%	29.9%	31.0%	22.6%	25.8%	26.2%	33.0%	33.4%	35.5%
Occasionally	58.2%	58.1%	58.0%	60.2%	59.4%	60.0%	55.9%	56.9%	56.3%
Not at all	14.3%	12.0%	10.9%	17.2%	14.7%	13.9%	11.1%	9.7%	8.3%
Total (n)	1,245	10,095	60,731	658	4,650	28,481	587	5,445	32,250
Mean	2.13	2.18	2.20	2.05	2.11	2.12	2.22	2.24	2.27
Standard deviation	0.63	0.62	0.62	0.63	0.63	0.62	0.63	0.61	0.60
Significance	--	**	***	--	*	**	--		*
Effect size	--	-0.08	-0.11	--	-0.10	-0.11	--	-0.03	-0.08
Was a guest in a teacher's home Frequently	3.9%	2.2%	2.3%	4.3%	2.3%	2.3%	3.6%	2.1%	2.3%
Occasionally	22.8%	15.2%	16.7%	23.0%	15.3%	16.8%	22.6%	15.2%	16.7%
Not at all	73.2%	82.5%	80.9%	72.7%	82.4%	80.9%	73.8%	82.7%	81.0%
Total (n)	1,241	10,055	60,507	656	4,624	28,360	585	5,431	32,147
Mean	1.31	1.20	1.21	1.32	1.20	1.21	1.30	1.19	1.21
Standard deviation	0.54	0.45	0.46	0.55	0.45	0.46	0.53	0.45	0.46
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.24	0.22	--	0.27	0.24	--	0.24	0.20
For the activities below, indicate which ones you did during the past year.Smoked cigarettes Frequently	4.8%	3.8%	3.6%	6.1%	4.3%	3.9%	3.4%	3.3%	3.3%
Occasionally	16.0%	9.9%	11.1%	18.6%	11.4%	12.4%	13.0%	8.5%	9.9%
Not at all	79.2%	86.4%	85.3%	75.3%	84.3%	83.7%	83.6%	88.1%	86.9%
Total (n)	1,241	10,081	60,645	657	4,640	28,437	584	5,441	32,208
Mean	1.26	1.17	1.18	1.31	1.20	1.20	1.20	1.15	1.16
Standard deviation	0.54	0.47	0.47	0.58	0.50	0.49	0.48	0.44	0.45
Significance	--	***	***	--	***	***	--	**	*
Effect size	--	0.19	0.17	--	0.22	0.22	--	0.11	0.09

Drank beer Frequently	13.9%	5.2%	7.9%	16.3%	6.7%	9.8%	11.1%	3.9%	6.2%
Occasionally	41.0%	24.8%	32.0%	40.5%	28.2%	34.3%	41.5%	22.0%	29.9%
Not at all	45.1%	70.0%	60.1%	43.1%	65.2%	55.9%	47.3%	74.1%	63.9%
Total (n)	1,239	10,050	60,326	656	4,623	28,307	583	5,427	32,019
Mean	1.69	1.35	1.48	1.73	1.42	1.54	1.64	1.30	1.42
Standard deviation	0.70	0.58	0.64	0.72	0.61	0.67	0.67	0.54	0.61
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.59	0.33	--	0.51	0.28	--	0.63	0.36
Drank wine or liquor Frequently	10.5%	4.6%	6.6%	11.3%	4.9%	6.7%	9.6%	4.2%	6.4%
Occasionally	42.6%	29.6%	37.1%	41.6%	29.5%	36.4%	43.8%	29.8%	37.8%
Not at all	46.8%	65.8%	56.3%	47.1%	65.6%	56.9%	46.6%	66.0%	55.7%
Total (n)	1,238	10,034	60,213	656	4,626	28,268	582	5,408	31,945
Mean	1.64	1.39	1.50	1.64	1.39	1.50	1.63	1.38	1.51
Standard deviation	0.66	0.57	0.62	0.68	0.58	0.62	0.65	0.57	0.62
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.44	0.23	--	0.43	0.23	--	0.44	0.19
Felt overwhelmed by all I had to do Frequently	30.0%	24.7%	25.6%	19.1%	15.2%	14.7%	42.2%	32.8%	35.6%
Occasionally	59.3%	61.3%	61.1%	64.5%	63.3%	63.6%	53.4%	59.5%	58.8%
Not at all	10.8%	14.0%	13.3%	16.4%	21.5%	21.7%	4.4%	7.7%	5.6%
Total (n)	1,245	10,072	60,626	659	4,637	28,424	586	5,435	32,202
Mean	2.19	2.11	2.12	2.03	1.94	1.93	2.38	2.25	2.30
Standard deviation	0.61	0.61	0.61	0.60	0.60	0.60	0.57	0.58	0.57
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.13	0.11	--	0.15	0.17	--	0.22	0.14
For the activities below, indicate which ones you did during the past year.Felt depressed Frequently	7.4%	5.8%	5.2%	5.4%	4.5%	4.1%	9.6%	6.9%	6.3%
Occasionally	42.7%	40.5%	39.2%	40.8%	37.4%	35.9%	44.9%	43.1%	42.3%
Not at all	49.9%	53.7%	55.5%	53.8%	58.1%	60.0%	45.5%	50.0%	51.5%
Total (n)	1,236	10,050	60,460	652	4,627	28,375	584	5,423	32,085
Mean	1.57	1.52	1.50	1.52	1.46	1.44	1.64	1.57	1.55
Standard deviation	0.63	0.60	0.60	0.60	0.58	0.57	0.65	0.62	0.61
Significance	--	**	***	--	*	***	--	**	***
Effect size	--	0.08	0.12	--	0.10	0.14	--	0.11	0.15
Performed volunteer work Frequently	25.7%	27.9%	31.9%	18.7%	21.2%	24.6%	33.6%	33.6%	38.6%
Occasionally	58.0%	54.8%	55.0%	59.1%	56.7%	58.3%	56.7%	53.1%	52.0%
Not at all	16.3%	17.3%	13.1%	22.2%	22.1%	17.2%	9.7%	13.3%	9.3%
Total (n)	1,245	10,070	60,557	658	4,640	28,406	587	5,430	32,151
Mean	2.09	2.11	2.19	1.97	1.99	2.07	2.24	2.20	2.29
Standard deviation	0.64	0.66	0.64	0.64	0.66	0.64	0.61	0.65	0.63
Significance	--		***	--		***	--		
Effect size	--	-0.03	-0.16	--	-0.03	-0.16	--	0.06	-0.08

Played a musical instrument Frequently	21.9%	21.9%	25.6%	21.4%	24.4%	29.0%	22.4%	19.9%	22.5%
Occasionally	20.8%	22.2%	20.5%	19.9%	22.6%	20.8%	21.7%	22.0%	20.1%
Not at all	57.4%	55.8%	53.9%	58.7%	53.1%	50.1%	55.8%	58.1%	57.4%
Total (n)	1,243	10,062	60,517	659	4,639	28,389	584	5,423	32,128
Mean	1.65	1.66	1.72	1.63	1.71	1.79	1.67	1.62	1.65
Standard deviation	0.82	0.81	0.85	0.81	0.83	0.86	0.82	0.80	0.82
Significance	--		**	--	*	***	--		
Effect size	--	-0.01	-0.08	--	-0.10	-0.19	--	0.06	0.02
Asked a teacher for advice after class Frequently	23.4%	26.5%	26.4%	20.2%	22.8%	22.9%	27.1%	29.7%	29.6%
Occasionally	60.7%	59.4%	59.8%	62.8%	61.4%	61.5%	58.4%	57.7%	58.3%
Not at all	15.9%	14.1%	13.8%	17.0%	15.7%	15.6%	14.6%	12.7%	12.1%
Total (n)	1,242	10,050	60,545	658	4,631	28,405	584	5,419	32,140
Mean	2.08	2.12	2.13	2.03	2.07	2.07	2.13	2.17	2.18
Standard deviation	0.62	0.62	0.62	0.61	0.62	0.62	0.63	0.63	0.62
Significance	--	*	**	--			--		
Effect size	--	-0.06	-0.08	--	-0.06	-0.06	--	-0.06	-0.08
For the activities below, indicate which ones you did during the past year.Voted in a student election Frequently	22.3%	21.6%	21.1%	20.2%	18.9%	19.1%	24.7%	23.8%	23.0%
Occasionally	58.7%	51.7%	54.9%	58.1%	52.4%	55.5%	59.3%	51.0%	54.4%
Not at all	19.0%	26.8%	23.9%	21.7%	28.7%	25.5%	16.0%	25.1%	22.6%
Total (n)	1,229	9,953	59,962	649	4,600	28,161	580	5,353	31,801
Mean	2.03	1.95	1.97	1.98	1.90	1.94	2.09	1.99	2.00
Standard deviation	0.64	0.69	0.67	0.65	0.68	0.66	0.63	0.70	0.68
Significance	--	***	**	--	**		--	***	**
Effect size	--	0.12	0.09	--	0.12	0.06	--	0.14	0.13
Socialized with someone of another racial/ethnic group Frequently	59.0%	68.3%	67.8%	55.3%	66.5%	66.6%	63.1%	69.9%	68.8%
Occasionally	37.0%	27.7%	28.7%	40.0%	29.3%	29.6%	33.6%	26.3%	27.9%
Not at all	4.0%	4.0%	3.5%	4.7%	4.3%	3.9%	3.3%	3.8%	3.3%
Total (n)	1,241	10,043	60,412	658	4,629	28,351	583	5,414	32,061
Mean	2.55	2.64	2.64	2.51	2.62	2.63	2.60	2.66	2.66
Standard deviation	0.57	0.56	0.55	0.59	0.57	0.56	0.55	0.55	0.54
Significance	--	***	***	--	***	***	--	*	**
Effect size	--	-0.16	-0.16	--	-0.19	-0.21	--	-0.11	-0.11
Came late to class Frequently	5.3%	7.0%	7.6%	5.0%	7.1%	8.0%	5.7%	6.9%	7.3%
Occasionally	52.0%	49.6%	49.7%	52.6%	51.2%	51.0%	51.4%	48.1%	48.6%
Not at all	42.6%	43.4%	42.6%	42.4%	41.7%	41.0%	43.0%	45.0%	44.1%
Total (n)	1,238	10,007	60,251	654	4,610	28,275	584	5,397	31,976
Mean	1.63	1.64	1.65	1.63	1.65	1.67	1.63	1.62	1.63
Standard deviation	0.58	0.61	0.62	0.58	0.61	0.62	0.59	0.61	0.62
Significance	--			--			--		
Effect size	--	-0.02	-0.03	--	-0.03	-0.06	--	0.02	0.00

Used the Internet: For research or homework Frequently	76.2%	77.4%	79.2%	70.2%	71.4%	73.9%	82.9%	82.4%	84.0%
Occasionally	22.3%	21.6%	20.0%	28.0%	26.9%	25.0%	16.0%	17.0%	15.6%
Not at all	1.4%	1.1%	0.8%	1.8%	1.7%	1.2%	1.0%	0.6%	0.4%
Total (n)	1,244	10,086	60,623	658	4,644	28,444	586	5,442	32,179
Mean	2.75	2.76	2.78	2.68	2.70	2.73	2.82	2.82	2.84
Standard deviation	0.47	0.45	0.43	0.50	0.49	0.47	0.41	0.40	0.38
Significance	--		*	--		**	--		
Effect size	--	-0.02	-0.07	--	-0.04	-0.11	--	0.00	-0.05
For the activities below, indicate which ones you did during the past year.Used the Internet: To read news sites Frequently	37.8%	44.7%	45.3%	40.5%	46.4%	48.1%	34.8%	43.3%	42.8%
Occasionally	46.3%	42.5%	43.4%	43.7%	41.4%	41.6%	49.1%	43.4%	45.1%
Not at all	15.9%	12.8%	11.3%	15.8%	12.2%	10.3%	16.0%	13.3%	12.1%
Total (n)	1,243	10,056	60,478	657	4,630	28,387	586	5,426	32,091
Mean	2.22	2.32	2.34	2.25	2.34	2.38	2.19	2.30	2.31
Standard deviation	0.70	0.69	0.67	0.71	0.68	0.66	0.69	0.69	0.67
Significance	--	***	***	--	**	***	--	***	***
Effect size	--	-0.14	-0.18	--	-0.13	-0.20	--	-0.16	-0.18
Used the Internet: To read blogs Frequently	16.1%	26.8%	25.5%	15.3%	24.0%	23.7%	17.1%	29.1%	27.2%
Occasionally	27.6%	31.9%	32.3%	30.5%	34.9%	34.0%	24.3%	29.3%	30.7%
Not at all	56.3%	41.3%	42.2%	54.2%	41.1%	42.3%	58.6%	41.6%	42.1%
Total (n)	1,240	10,039	60,285	655	4,623	28,290	585	5,416	31,995
Mean	1.60	1.85	1.83	1.61	1.83	1.81	1.58	1.88	1.85
Standard deviation	0.75	0.81	0.81	0.74	0.79	0.79	0.77	0.83	0.82
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.31	-0.28	--	-0.28	-0.25	--	-0.36	-0.33
Used the Internet: To blog Frequently	8.2%	15.5%	13.5%	6.3%	12.1%	10.9%	10.3%	18.3%	15.9%
Occasionally	15.8%	20.0%	18.4%	14.8%	19.5%	17.6%	16.8%	20.4%	19.2%
Not at all	76.0%	64.5%	68.0%	78.9%	68.3%	71.5%	72.9%	61.3%	64.9%
Total (n)	1,231	9,988	60,082	648	4,592	28,174	583	5,396	31,908
Mean	1.32	1.51	1.45	1.27	1.44	1.39	1.37	1.57	1.51
Standard deviation	0.62	0.75	0.72	0.57	0.70	0.68	0.66	0.78	0.75
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.25	-0.18	--	-0.24	-0.18	--	-0.26	-0.19
Performed community service as part of a class Frequently	15.4%	15.9%	15.6%	9.8%	11.7%	11.8%	21.6%	19.5%	19.1%
Occasionally	49.0%	41.4%	43.0%	48.6%	40.9%	42.4%	49.4%	41.9%	43.6%
Not at all	35.7%	42.6%	41.4%	41.6%	47.4%	45.8%	29.0%	38.6%	37.4%
Total (n)	1,231	9,969	60,013	652	4,584	28,119	579	5,385	31,894
Mean	1.80	1.73	1.74	1.68	1.64	1.66	1.93	1.81	1.82
Standard deviation	0.69	0.72	0.71	0.64	0.68	0.68	0.71	0.74	0.73
Significance	--	**	**	--			--	***	***
Effect size	--	0.10	0.08	--	0.06	0.03	--	0.16	0.15

For the activities below, indicate which ones you did during the past year.Discussed religion								
Frequently	29.0%	26.3%	28.8%	26.0%	24.5%	28.1%	32.4%	27.9%	29.5%
Occasionally	50.2%	48.9%	50.9%	52.1%	49.1%	50.5%	48.2%	48.7%	51.2%
Not at all	20.7%	24.8%	20.3%	21.9%	26.3%	21.4%	19.4%	23.4%	19.3%
Total (n)	1,236	10,026	60,170	653	4,607	28,202	583	5,419	31,968
Mean	2.08	2.02	2.09	2.04	1.98	2.07	2.13	2.04	2.10
Standard deviation	0.70	0.71	0.70	0.69	0.71	0.70	0.71	0.72	0.69
Significance	--	**		--	*		--	**	
Effect size	--	0.08	-0.01	--	0.08	-0.04	--	0.13	0.04
Discussed politics								
Frequently	37.5%	29.8%	35.1%	38.7%	32.3%	37.7%	36.1%	27.8%	32.8%
Occasionally	49.1%	51.0%	50.9%	49.1%	50.4%	49.5%	49.1%	51.4%	52.2%
Not at all	13.4%	19.2%	14.0%	12.2%	17.3%	12.8%	14.8%	20.8%	15.0%
Total (n)	1,235	10,013	60,210	654	4,603	28,230	581	5,410	31,980
Mean	2.24	2.11	2.21	2.26	2.15	2.25	2.21	2.07	2.18
Standard deviation	0.67	0.69	0.67	0.66	0.69	0.67	0.68	0.69	0.67
Significance	--	***		--	***		--	***	
Effect size	--	0.19	0.04	--	0.16	0.01	--	0.20	0.04
Skipped school/class								
Frequently	3.7%	2.1%	2.2%	4.3%	2.3%	2.4%	3.1%	1.9%	2.1%
Occasionally	36.1%	25.5%	27.6%	35.2%	25.3%	27.0%	37.0%	25.7%	28.2%
Not at all	60.2%	72.4%	70.1%	60.6%	72.4%	70.7%	59.9%	72.4%	69.7%
Total (n)	1,237	10,011	60,122	654	4,605	28,202	583	5,406	31,920
Mean	1.43	1.30	1.32	1.44	1.30	1.32	1.43	1.29	1.32
Standard deviation	0.57	0.50	0.51	0.58	0.51	0.51	0.55	0.49	0.51
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.26	0.22	--	0.27	0.24	--	0.29	0.22
Rate yourself on each of the following traits as compared with the average person your age.Academic ability								
Highest 10%	15.3%	13.1%	23.1%	15.3%	14.1%	27.4%	15.3%	12.2%	19.2%
Above average	49.9%	51.2%	54.5%	50.7%	55.9%	54.8%	49.0%	47.2%	54.1%
Average	32.6%	34.6%	21.8%	31.7%	28.9%	17.2%	33.7%	39.4%	26.0%
Below average	2.0%	1.1%	0.6%	2.1%	1.0%	0.5%	1.9%	1.2%	0.6%
Lowest 10%	0.2%	0.1%	0.0%	0.2%	0.0%	0.1%	0.2%	0.1%	0.0%
Total (n)	1,241	10,104	60,429	659	4,669	28,431	582	5,435	31,998
Mean	3.78	3.76	4.00	3.79	3.83	4.09	3.77	3.70	3.92
Standard deviation	0.73	0.68	0.69	0.72	0.67	0.68	0.73	0.69	0.69
Significance	--		***	--		***	--	*	***
Effect size	--	0.03	-0.32	--	-0.06	-0.44	--	0.10	-0.22
Artistic ability								
Highest 10%	6.0%	5.5%	6.1%	5.6%	5.3%	5.9%	6.4%	5.7%	6.3%
Above average	22.6%	21.9%	22.6%	18.3%	20.0%	20.3%	27.5%	23.5%	24.6%
Average	30.6%	34.8%	33.1%	30.1%	33.3%	31.2%	31.1%	36.1%	34.9%
Below average	31.2%	28.9%	28.7%	33.1%	31.2%	31.2%	29.0%	27.0%	26.5%
Lowest 10%	9.6%	8.8%	9.5%	12.8%	10.3%	11.5%	6.0%	7.6%	7.7%
Total (n)	1,237	10,093	60,434	655	4,661	28,398	582	5,432	32,036
Mean	2.84	2.86	2.87	2.71	2.79	2.78	2.99	2.93	2.95
Standard deviation	1.07	1.03	1.06	1.08	1.04	1.08	1.03	1.02	1.03
Significance	--			--			--		
Effect size	--	-0.02	-0.03	--	-0.08	-0.06	--	0.06	0.04

Computer skills									
Highest 10%	5.2%	7.1%	7.4%	8.5%	10.5%	11.6%	1.4%	4.2%	3.5%
Above average	28.9%	34.0%	34.6%	35.8%	40.8%	41.5%	21.1%	28.2%	28.2%
Average	53.9%	51.3%	50.4%	44.0%	42.4%	41.3%	65.0%	58.8%	58.7%
Below average	10.7%	6.9%	7.0%	10.0%	5.7%	5.0%	11.5%	7.9%	8.7%
Lowest 10%	1.4%	0.7%	0.7%	1.7%	0.6%	0.6%	1.0%	0.8%	0.8%
Total (n)	1,242	10,124	60,532	659	4,672	28,452	583	5,452	32,080
Mean	3.26	3.40	3.41	3.39	3.55	3.59	3.10	3.27	3.25
Standard deviation	0.77	0.75	0.75	0.84	0.78	0.78	0.64	0.70	0.69
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.19	-0.20	--	-0.21	-0.26	--	-0.24	-0.22
Rate yourself on each of the following traits as compared with the average person your age.Cooperativeness Highest 10%	18.9%	23.8%	24.1%	18.5%	22.3%	23.6%	19.2%	25.1%	24.7%
Above average	52.2%	49.7%	51.5%	52.1%	50.8%	51.0%	52.3%	48.9%	51.9%
Average	26.9%	24.8%	22.7%	27.1%	24.7%	23.4%	26.8%	24.8%	22.2%
Below average	1.9%	1.6%	1.5%	2.1%	2.0%	1.9%	1.7%	1.2%	1.2%
Lowest 10%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.0%	0.1%	0.1%
Total (n)	1,241	10,106	60,388	658	4,666	28,387	583	5,440	32,001
Mean	3.88	3.95	3.98	3.87	3.93	3.96	3.89	3.98	4.00
Standard deviation	0.73	0.75	0.74	0.73	0.75	0.75	0.72	0.74	0.72
Significance	--	**	***	--		**	--	**	***
Effect size	--	-0.09	-0.14	--	-0.08	-0.12	--	-0.12	-0.15
Creativity Highest 10%	13.5%	15.3%	15.0%	13.3%	15.2%	15.5%	13.7%	15.4%	14.5%
Above average	39.9%	38.0%	40.2%	39.8%	38.6%	39.8%	40.0%	37.4%	40.5%
Average	37.7%	37.2%	35.7%	38.2%	36.7%	35.4%	37.0%	37.7%	36.0%
Below average	8.4%	8.6%	8.2%	8.0%	8.7%	8.3%	8.7%	8.5%	8.1%
Lowest 10%	0.6%	0.9%	0.9%	0.6%	0.9%	1.0%	0.5%	1.0%	0.9%
Total (n)	1,243	10,121	60,486	660	4,675	28,428	583	5,446	32,058
Mean	3.57	3.58	3.60	3.57	3.59	3.60	3.58	3.58	3.60
Standard deviation	0.85	0.88	0.87	0.84	0.88	0.88	0.85	0.88	0.86
Significance	--			--			--		
Effect size	--	-0.01	-0.03	--	-0.02	-0.03	--	0.00	-0.02
Drive to achieve Highest 10%	26.4%	30.8%	34.0%	21.5%	27.0%	31.5%	32.0%	34.0%	36.4%
Above average	44.0%	43.1%	43.3%	46.0%	43.5%	42.6%	41.8%	42.7%	44.0%
Average	26.5%	23.8%	20.2%	27.9%	26.4%	22.3%	24.9%	21.6%	18.3%
Below average	2.8%	2.1%	2.2%	4.1%	2.8%	3.2%	1.4%	1.6%	1.2%
Lowest 10%	0.2%	0.2%	0.2%	0.5%	0.3%	0.4%	0.0%	0.1%	0.1%
Total (n)	1,241	10,118	60,420	659	4,670	28,403	582	5,448	32,017
Mean	3.94	4.02	4.09	3.84	3.94	4.02	4.04	4.09	4.15
Standard deviation	0.81	0.81	0.80	0.82	0.82	0.84	0.79	0.79	0.76
Significance	--	**	***	--	**	***	--		***
Effect size	--	-0.10	-0.19	--	-0.12	-0.21	--	-0.06	-0.14

Rate yourself on each of the following traits as compared with the average person your age.Emotional health Highest 10%	17.2%	20.1%	21.1%	21.1%	24.6%	26.0%	12.9%	16.2%	16.6%
Above average	35.5%	34.8%	36.6%	37.6%	36.2%	37.7%	33.1%	33.6%	35.7%
Average	38.0%	38.4%	35.7%	33.9%	33.6%	30.8%	42.5%	42.5%	40.2%

Below average	8.2%	5.8%	5.9%	6.1%	4.7%	4.9%	10.5%	6.7%	6.8%
Lowest 10%	1.2%	0.9%	0.7%	1.4%	0.8%	0.7%	1.0%	0.9%	0.7%
Total (n)	1,238	10,095	60,326	655	4,658	28,358	583	5,437	31,968
Mean	3.59	3.67	3.72	3.71	3.79	3.83	3.46	3.57	3.61
Standard deviation	0.91	0.89	0.89	0.91	0.89	0.89	0.88	0.87	0.86
Significance	--	**	***	--	*	***	--	**	***
Effect size	--	-0.09	-0.15	--	-0.09	-0.13	--	-0.13	-0.17
Leadership ability Highest 10%	20.0%	20.5%	21.9%	22.0%	21.0%	23.4%	17.8%	20.0%	20.5%
Above average	40.1%	37.9%	40.7%	41.5%	38.6%	41.2%	38.6%	37.3%	40.2%
Average	31.9%	33.6%	30.5%	30.0%	32.7%	28.9%	34.0%	34.4%	32.0%
Below average	7.4%	7.2%	6.3%	5.9%	6.8%	5.8%	9.1%	7.6%	6.8%
Lowest 10%	0.6%	0.9%	0.6%	0.6%	0.9%	0.7%	0.5%	0.8%	0.5%
Total (n)	1,239	10,120	60,392	656	4,674	28,383	583	5,446	32,009
Mean	3.72	3.70	3.77	3.78	3.72	3.81	3.64	3.68	3.73
Standard deviation	0.89	0.90	0.88	0.88	0.90	0.88	0.89	0.90	0.88
Significance	--		*	--			--		*
Effect size	--	0.02	-0.06	--	0.07	-0.03	--	-0.04	-0.10
Mathematical ability Highest 10%	11.4%	10.3%	16.1%	15.5%	14.5%	23.5%	6.9%	6.7%	9.3%
Above average	32.9%	31.1%	35.8%	36.3%	37.6%	40.1%	29.0%	25.6%	31.9%
Average	34.3%	36.8%	31.9%	31.7%	33.0%	26.1%	37.3%	40.1%	37.2%
Below average	17.4%	17.9%	13.8%	14.0%	12.8%	9.1%	21.3%	22.2%	18.2%
Lowest 10%	3.9%	3.9%	2.3%	2.6%	2.1%	1.2%	5.5%	5.5%	3.3%
Total (n)	1,241	10,107	60,333	659	4,664	28,357	582	5,443	31,976
Mean	3.30	3.26	3.50	3.48	3.49	3.76	3.10	3.06	3.26
Standard deviation	1.01	1.00	0.99	1.00	0.96	0.95	0.99	0.98	0.97
Significance	--		***	--		***	--		***
Effect size	--	0.04	-0.20	--	-0.01	-0.29	--	0.04	-0.16
Rate yourself on each of the following traits as compared with the average person your age.Physical health Highest 10%	18.3%	18.9%	19.9%	22.7%	25.1%	26.7%	13.2%	13.5%	13.6%
Above average	38.9%	35.0%	37.7%	45.0%	40.1%	40.7%	32.1%	30.7%	34.8%
Average	34.8%	38.5%	35.6%	25.2%	29.0%	26.8%	45.6%	46.7%	43.5%
Below average	7.3%	7.1%	6.4%	6.5%	5.6%	5.4%	8.2%	8.3%	7.4%
Lowest 10%	0.7%	0.5%	0.5%	0.6%	0.3%	0.4%	0.9%	0.7%	0.6%
Total (n)	1,243	10,111	60,362	660	4,669	28,373	583	5,442	31,989
Mean	3.67	3.65	3.70	3.83	3.84	3.88	3.49	3.48	3.54
Standard deviation	0.88	0.88	0.88	0.87	0.87	0.88	0.86	0.86	0.84
Significance	--			--			--		
Effect size	--	0.02	-0.03	--	-0.01	-0.06	--	0.01	-0.06

Popularity Highest 10%	5.8%	7.4%	7.5%	6.5%	8.3%	9.6%	5.0%	6.6%	5.6%
Above average	31.2%	29.0%	31.7%	35.5%	33.6%	35.9%	26.3%	25.1%	27.9%
Average	50.8%	53.9%	52.3%	46.9%	48.7%	46.0%	55.3%	58.4%	58.1%
Below average	10.2%	8.1%	7.2%	9.0%	7.8%	7.1%	11.5%	8.4%	7.3%
Lowest 10%	2.0%	1.6%	1.2%	2.1%	1.5%	1.3%	1.9%	1.6%	1.1%
Total (n)	1,241	10,102	60,239	659	4,666	28,330	582	5,436	31,909
Mean	3.29	3.33	3.37	3.35	3.39	3.46	3.21	3.27	3.30
Standard deviation	0.80	0.79	0.77	0.82	0.81	0.81	0.78	0.77	0.73
Significance	--		***	--		***	--		**
Effect size	--	-0.05	-0.10	--	-0.05	-0.14	--	-0.08	-0.12
Public speaking ability Highest 10%	12.0%	10.3%	11.0%	11.5%	10.7%	12.2%	12.5%	9.9%	10.0%
Above average	24.3%	24.3%	26.8%	27.0%	26.1%	28.5%	21.3%	22.8%	25.2%
Average	38.1%	39.8%	38.1%	40.0%	40.5%	37.5%	35.8%	39.2%	38.7%
Below average	21.0%	20.9%	20.0%	18.2%	18.8%	18.4%	24.2%	22.6%	21.4%
Lowest 10%	4.7%	4.7%	4.1%	3.3%	3.9%	3.4%	6.2%	5.4%	4.7%
Total (n)	1,243	10,106	60,307	660	4,661	28,331	583	5,445	31,976
Mean	3.18	3.15	3.21	3.25	3.21	3.28	3.10	3.09	3.14
Standard deviation	1.04	1.01	1.01	0.99	0.99	1.01	1.09	1.03	1.02
Significance	--			--			--		
Effect size	--	0.03	-0.03	--	0.04	-0.03	--	0.01	-0.04
Rate yourself on each of the following traits as compared with the average person your age.Self-confidence (intellectual) Highest 10%	17.8%	18.0%	19.1%	21.4%	21.7%	24.9%	13.7%	14.8%	13.9%
Above average	39.6%	39.8%	43.4%	43.3%	43.8%	46.5%	35.5%	36.5%	40.5%
Average	34.7%	36.6%	32.8%	31.5%	31.0%	25.6%	38.4%	41.4%	39.4%
Below average	6.9%	5.1%	4.3%	3.6%	3.2%	2.7%	10.6%	6.7%	5.7%
Lowest 10%	0.9%	0.5%	0.4%	0.2%	0.3%	0.3%	1.7%	0.7%	0.5%
Total (n)	1,241	10,070	60,137	658	4,640	28,263	583	5,430	31,874
Mean	3.67	3.70	3.77	3.82	3.83	3.93	3.49	3.58	3.62
Standard deviation	0.88	0.84	0.82	0.81	0.81	0.80	0.92	0.85	0.81
Significance	--		***	--		***	--	*	***
Effect size	--	-0.04	-0.12	--	-0.01	-0.14	--	-0.11	-0.16
Self-confidence (social) Highest 10%	14.5%	17.3%	15.6%	16.7%	19.3%	18.1%	12.0%	15.5%	13.3%
Above average	35.1%	35.9%	37.0%	36.2%	36.8%	38.5%	33.8%	35.2%	35.7%
Average	37.0%	36.7%	36.6%	35.3%	34.0%	33.0%	38.9%	39.0%	39.9%
Below average	11.7%	8.9%	9.8%	9.8%	8.5%	9.3%	13.7%	9.2%	10.1%
Lowest 10%	1.8%	1.2%	1.1%	2.0%	1.3%	1.1%	1.5%	1.1%	1.0%
Total (n)	1,243	10,125	60,343	660	4,675	28,355	583	5,450	31,988
Mean	3.49	3.59	3.56	3.56	3.64	3.63	3.41	3.55	3.50
Standard deviation	0.94	0.91	0.90	0.95	0.93	0.92	0.92	0.90	0.88
Significance	--	***	**	--	*		--	***	*
Effect size	--	-0.11	-0.08	--	-0.09	-0.08	--	-0.16	-0.10
Self-understanding Highest 10%	15.1%	18.3%	18.5%	17.0%	20.2%	21.3%	13.0%	16.7%	15.9%
Above average	38.1%	39.9%	40.5%	41.0%	41.5%	41.7%	34.9%	38.5%	39.3%
Average	41.3%	37.9%	37.0%	37.6%	35.0%	33.3%	45.4%	40.4%	40.4%
Below average	4.9%	3.5%	3.6%	4.1%	2.9%	3.2%	5.7%	3.9%	4.0%
Lowest 10%	0.6%	0.4%	0.4%	0.3%	0.4%	0.5%	1.0%	0.4%	0.4%
Total (n)	1,231	10,069	60,116	652	4,640	28,236	579	5,429	31,880

Mean	3.62	3.72	3.73	3.70	3.78	3.80	3.53	3.67	3.67
Standard deviation	0.82	0.81	0.82	0.81	0.81	0.82	0.83	0.81	0.80
Significance	--	***	***	--	*	**	--	***	***
Effect size	--	-0.12	-0.13	--	-0.10	-0.12	--	-0.17	-0.18
Rate yourself on each of the following traits as compared with the average person your age.Spirituality Highest 10%	10.9%	12.9%	11.4%	10.6%	11.7%	11.3%	11.2%	13.9%	11.5%
Above average	26.6%	25.7%	24.2%	24.4%	24.1%	23.4%	29.0%	27.1%	25.0%
Average	35.0%	42.2%	40.1%	35.0%	42.0%	38.4%	35.1%	42.3%	41.6%
Below average	18.9%	13.9%	16.9%	20.1%	15.0%	17.1%	17.6%	13.0%	16.6%
Lowest 10%	8.5%	5.3%	7.4%	9.8%	7.2%	9.7%	7.1%	3.8%	5.4%
Total (n)	1,230	10,064	60,020	651	4,648	28,210	579	5,416	31,810
Mean	3.12	3.27	3.15	3.06	3.18	3.09	3.20	3.34	3.21
Standard deviation	1.10	1.03	1.07	1.12	1.06	1.11	1.08	0.99	1.02
Significance	--	***		--	**		--	**	
Effect size	--	-0.15	-0.03	--	-0.11	-0.03	--	-0.14	-0.01
Understanding of others Highest 10%	16.6%	20.8%	19.9%	14.6%	18.2%	18.5%	18.7%	23.0%	21.1%
Above average	46.4%	46.4%	47.4%	47.6%	45.5%	45.8%	45.0%	47.1%	48.9%
Average	33.8%	30.7%	30.3%	33.1%	33.3%	32.3%	34.5%	28.5%	28.4%
Below average	3.2%	2.0%	2.2%	4.6%	2.7%	3.0%	1.5%	1.4%	1.5%
Lowest 10%	0.2%	0.2%	0.3%	0.2%	0.3%	0.4%	0.2%	0.1%	0.1%
Total (n)	1,238	10,109	60,312	656	4,666	28,335	582	5,443	31,977
Mean	3.76	3.86	3.84	3.72	3.79	3.79	3.81	3.91	3.89
Standard deviation	0.77	0.77	0.77	0.77	0.77	0.79	0.76	0.76	0.74
Significance	--	***	***	--	*	*	--	**	**
Effect size	--	-0.13	-0.10	--	-0.09	-0.09	--	-0.13	-0.11
Writing ability Highest 10%	9.9%	9.3%	11.2%	9.4%	8.2%	10.5%	10.5%	10.3%	11.9%
Above average	32.1%	30.9%	35.8%	29.9%	30.3%	34.0%	34.6%	31.4%	37.4%
Average	43.4%	45.6%	40.9%	42.6%	44.8%	40.5%	44.3%	46.3%	41.2%
Below average	12.6%	12.5%	10.7%	15.6%	14.6%	13.2%	9.3%	10.8%	8.5%
Lowest 10%	1.9%	1.7%	1.4%	2.4%	2.1%	1.8%	1.4%	1.3%	1.0%
Total (n)	1,242	10,103	60,263	659	4,661	28,290	583	5,442	31,973
Mean	3.35	3.34	3.45	3.28	3.28	3.38	3.44	3.39	3.51
Standard deviation	0.89	0.87	0.88	0.92	0.89	0.90	0.85	0.86	0.85
Significance	--		***	--		**	--		*
Effect size	--	0.01	-0.11	--	0.00	-0.11	--	0.06	-0.08
Rate yourself on each of the following traits as compared with the average person your age.Ability to see the world from someone else's perspective Highest 10%	16.4%	18.5%	19.7%	16.2%	18.0%	19.8%	16.6%	8.9%	19.6%
Above average	47.0%	47.0%	48.3%	45.1%	46.9%	47.6%	49.2%	47.1%	49.0%
Average	32.6%	32.3%	29.9%	33.4%	32.4%	30.0%	31.6%	32.1%	29.8%
Below average	3.7%	2.1%	2.0%	4.7%	2.5%	2.5%	2.6%	1.7%	1.6%
Lowest 10%	0.3%	0.2%	0.1%	0.6%	0.3%	0.2%	0.0%	0.1%	0.1%
Total (n)	1,246	10,104	60,141	661	4,655	28,215	585	5,449	31,926
Mean	3.75	3.81	3.85	3.72	3.80	3.84	3.80	3.83	3.86
Standard deviation	0.78	0.76	0.75	0.81	0.77	0.77	0.74	0.75	0.74
Significance	--	**	***	--	*	***	--		
Effect size	--	-0.08	-0.13	--	-0.10	-0.16	--	-0.04	-0.08

Tolerance of others with different beliefs									
Highest 10%	28.3%	28.0%	30.4%	27.6%	28.1%	30.4%	29.1%	27.8%	30.5%
Above average	44.9%	44.7%	45.6%	42.6%	43.4%	44.2%	47.5%	45.9%	46.8%
Average	23.2%	24.6%	21.6%	24.8%	24.9%	22.1%	21.4%	24.4%	21.2%
Below average	3.1%	2.4%	2.1%	4.1%	3.2%	2.9%	2.1%	1.7%	1.4%
Lowest 10%	0.5%	0.3%	0.2%	0.9%	0.4%	0.4%	0.0%	0.2%	0.1%
Total (n)	1,245	10,095	60,101	660	4,652	28,205	585	5,443	31,896
Mean	3.97	3.98	4.04	3.92	3.96	4.01	4.04	3.99	4.06
Standard deviation	0.83	0.80	0.79	0.87	0.83	0.82	0.77	0.78	0.76
Significance	--		**	--		**	--		
Effect size	--	-0.01	-0.09	--	-0.05	-0.11	--	0.06	-0.03
Openness to having my own views challenged									
Highest 10%	16.1%	18.3%	18.6%	17.7%	19.7%	20.5%	14.2%	17.1%	16.8%
Above average	40.9%	40.5%	41.4%	39.3%	40.8%	41.2%	42.6%	40.1%	41.7%
Average	35.0%	35.4%	33.9%	35.1%	33.3%	31.6%	34.9%	37.2%	36.0%
Below average	7.2%	5.3%	5.5%	6.8%	5.5%	5.9%	7.7%	5.2%	5.2%
Lowest 10%	0.8%	0.5%	0.6%	1.1%	0.7%	0.8%	0.5%	0.4%	0.4%
Total (n)	1,245	10,095	60,078	661	4,649	28,193	584	5,446	31,885
Mean	3.64	3.71	3.72	3.66	3.73	3.75	3.62	3.68	3.69
Standard deviation	0.86	0.84	0.85	0.88	0.86	0.88	0.84	0.83	0.82
Significance	--	**	**	--		**	--		*
Effect size	--	-0.08	-0.09	--	-0.08	-0.10	--	-0.07	-0.09
Rate yourself on each of the following traits as compared with the average person your age. Ability to discuss and negotiate controversial issues									
Highest 10%	19.1%	21.2%	23.0%	22.3%	24.2%	27.4%	15.6%	18.6%	19.0%
Above average	43.0%	40.9%	42.3%	43.3%	43.1%	43.7%	42.6%	39.0%	41.0%
Average	32.6%	33.2%	30.5%	30.3%	29.1%	25.8%	35.2%	36.7%	34.7%
Below average	5.0%	4.4%	4.0%	3.8%	3.3%	2.8%	6.3%	5.3%	5.0%
Lowest 10%	0.3%	0.4%	0.3%	0.3%	0.3%	0.2%	0.3%	0.4%	0.3%
Total (n)	1,245	10,086	60,058	660	4,646	28,175	585	5,440	31,883
Mean	3.76	3.78	3.84	3.83	3.88	3.95	3.67	3.70	3.73
Standard deviation	0.83	0.84	0.83	0.82	0.82	0.81	0.83	0.84	0.83
Significance	--		***	--		***	--		
Effect size	--	-0.02	-0.10	--	-0.06	-0.15	--	-0.04	-0.07
Ability to work cooperatively with diverse people									
Highest 10%	27.8%	32.3%	32.4%	27.3%	30.8%	31.7%	28.4%	33.6%	33.0%
Above average	47.3%	45.7%	47.9%	44.8%	45.4%	47.8%	50.0%	46.0%	48.1%
Average	23.7%	20.9%	18.7%	26.1%	22.1%	19.2%	21.1%	19.8%	18.3%
Below average	0.9%	1.0%	0.8%	1.2%	1.5%	1.1%	0.5%	0.6%	0.6%
Lowest 10%	0.3%	0.1%	0.1%	0.6%	0.2%	0.2%	0.0%	0.0%	0.0%
Total (n)	1,244	10,083	60,008	660	4,643	28,146	584	5,440	31,862
Mean	4.01	4.09	4.12	3.97	4.05	4.10	4.06	4.13	4.13
Standard deviation	0.76	0.76	0.74	0.80	0.78	0.75	0.72	0.74	0.72
Significance	--	***	***	--	*	***	--	*	*
Effect size	--	-0.11	-0.15	--	-0.10	-0.17	--	-0.09	-0.10
What is the highest level of formal education obtained by your father?									
Grammar school or less	2.6%	7.9%	3.9%	2.8%	6.1%	3.3%	2.4%	9.5%	4.5%
Some high school	4.7%	7.3%	4.5%	4.2%	6.1%	3.8%	5.4%	8.3%	5.0%
High school graduate	19.0%	19.7%	16.1%	18.2%	17.2%	14.8%	19.9%	21.9%	17.3%

Postsecondary school other than college	2.3%	3.4%	2.9%	2.3%	3.1%	2.7%	2.2%	3.6%	3.1%
Some college	16.2%	16.3%	13.8%	17.4%	16.4%	13.1%	14.9%	16.3%	14.4%
College degree	31.3%	26.6%	31.3%	30.4%	29.9%	33.1%	32.4%	23.7%	29.7%
Some graduate school	1.0%	1.6%	2.3%	0.8%	1.7%	2.3%	1.2%	1.5%	2.3%
Graduate degree	22.9%	17.2%	25.2%	24.0%	19.5%	26.8%	21.6%	15.2%	23.8%
Total (n)	1,227	9,904	59,413	649	4,589	27,889	578	5,315	31,524
What is the highest level of formal education obtained by your mother? Grammar school or less	2.9%	7.3%	3.7%	3.4%	5.9%	3.1%	2.4%	8.5%	4.2%
Some high school	3.1%	6.1%	3.5%	2.3%	4.9%	2.9%	4.0%	7.0%	4.0%
High school graduate	14.1%	18.4%	15.1%	16.2%	17.6%	14.7%	11.9%	19.1%	15.6%
Postsecondary school other than college	4.7%	3.8%	3.2%	4.1%	3.7%	3.1%	5.3%	3.9%	3.3%
Some college	22.9%	20.0%	16.0%	23.2%	19.0%	15.4%	22.5%	20.9%	16.5%
College degree	33.9%	28.8%	36.3%	31.9%	31.8%	37.7%	36.1%	26.3%	35.0%
Some graduate school	2.1%	1.9%	2.9%	2.1%	2.0%	3.0%	2.1%	1.7%	2.8%
Graduate degree	16.3%	13.7%	19.3%	16.9%	15.1%	20.0%	15.7%	12.5%	18.6%
Total (n)	1,237	10,028	59,844	656	4,620	28,010	581	5,408	31,834
First generation in college No	83.7%	74.2%	83.2%	83.6%	78.3%	85.1%	83.9%	70.7%	81.5%
Yes	16.3%	25.8%	16.8%	16.4%	21.7%	14.9%	16.1%	29.3%	18.5%
Total (n)	1,240	10,074	60,033	657	4,644	28,122	583	5,430	31,911
How often in the past year did you? **Ask questions in class** Frequently	48.6%	48.0%	53.7%	46.7%	43.9%	50.0%	50.7%	51.5%	57.2%
Occasionally	47.9%	48.2%	43.2%	50.4%	51.9%	46.6%	45.1%	45.1%	40.2%
Not at all	3.5%	3.8%	3.0%	2.9%	4.2%	3.4%	4.3%	3.4%	2.6%
Total (n)	1,245	10,095	60,070	659	4,650	28,159	586	5,445	31,911
Mean	2.45	2.44	2.51	2.44	2.40	2.47	2.46	2.48	2.55
Standard deviation	0.56	0.57	0.56	0.55	0.57	0.56	0.58	0.56	0.55
Significance	--		***	--			--		***
Effect size	--	0.02	-0.11	--	0.07	-0.05	--	-0.04	-0.16
Support your opinions with a logical argument Frequently	54.4%	51.4%	60.3%	55.8%	54.1%	64.1%	52.8%	49.1%	56.9%
Occasionally	42.3%	44.9%	37.3%	40.7%	42.9%	34.1%	44.1%	46.7%	40.3%
Not at all	3.3%	3.7%	2.4%	3.5%	3.0%	1.9%	3.1%	4.3%	2.9%
Total (n)	1,245	10,089	59,948	658	4,646	28,105	587	5,443	31,843
Mean	2.51	2.48	2.58	2.52	2.51	2.62	2.50	2.45	2.54
Standard deviation	0.56	0.57	0.54	0.57	0.56	0.52	0.56	0.58	0.55
Significance	--		***	--		***	--	*	
Effect size	--	0.05	-0.13	--	0.02	-0.19	--	0.09	-0.07
How often in the past year did you?Seek solutions to problems and explain them to others Frequently	47.8%	47.5%	53.1%	47.4%	46.8%	53.4%	48.3%	48.0%	52.8%
Occasionally	48.6%	49.4%	44.7%	49.1%	50.0%	44.4%	48.1%	49.0%	44.9%
Not at all	3.5%	3.1%	2.2%	3.5%	3.2%	2.1%	3.6%	3.0%	2.3%
Total (n)	1,242	10,074	59,800	658	4,638	28,038	584	5,436	31,762
Mean	2.44	2.44	2.51	2.44	2.44	2.51	2.45	2.45	2.51
Standard deviation	0.56	0.56	0.54	0.56	0.56	0.54	0.57	0.55	0.54
Significance	--		***	--		**	--		**
Effect size	--	0.00	-0.13	--	0.00	-0.13	--	0.00	-0.11
Revise your papers to improve your writing Frequently	45.9%	43.3%	47.0%	39.7%	34.4%	37.3%	52.9%	50.8%	55.9%

Occasionally	46.7%	48.8%	46.2%	51.1%	55.3%	53.2%	41.8%	43.4%	39.8%
Not at all	7.4%	7.9%	6.8%	9.3%	10.4%	9.6%	5.3%	5.8%	4.4%
Total (n)	1,244	10,070	59,836	658	4,635	28,057	586	5,435	31,779
Mean	2.39	2.35	2.40	2.30	2.24	2.28	2.48	2.45	2.52
Standard deviation	0.62	0.62	0.61	0.63	0.62	0.63	0.60	0.60	0.58
Significance	--	*		--	*		--		
Effect size	--	0.06	-0.02	--	0.10	0.03	--	0.05	-0.07
Evaluate the quality or reliability of information you received Frequently	36.1%	35.3%	38.0%	36.5%	35.8%	38.7%	35.6%	34.9%	37.3%
Occasionally	58.8%	59.9%	57.4%	58.4%	59.2%	56.6%	59.1%	60.5%	58.1%
Not at all	5.2%	4.8%	4.6%	5.1%	5.0%	4.6%	5.3%	4.6%	4.6%
Total (n)	1,234	10,066	59,730	649	4,630	28,008	585	5,436	31,722
Mean	2.31	2.31	2.33	2.31	2.31	2.34	2.30	2.30	2.33
Standard deviation	0.56	0.55	0.56	0.56	0.56	0.56	0.56	0.55	0.56
Significance	--			--			--		
Effect size	--	0.00	-0.04	--	0.00	-0.05	--	0.00	-0.05
Take a risk because you feel you have more to gain Frequently	40.0%	37.7%	38.4%	42.8%	40.2%	41.8%	36.8%	35.5%	35.2%
Occasionally	54.5%	55.6%	56.6%	52.9%	53.8%	53.9%	56.2%	57.2%	59.0%
Not at all	5.6%	6.7%	5.1%	4.3%	6.0%	4.3%	7.0%	7.3%	5.7%
Total (n)	1,239	10,058	59,711	654	4,632	27,994	585	5,426	31,717
Mean	2.34	2.31	2.33	2.39	2.34	2.38	2.30	2.28	2.29
Standard deviation	0.58	0.59	0.57	0.57	0.59	0.57	0.59	0.59	0.57
Significance	--			--	*		--		
Effect size	--	0.05	0.02	--	0.08	0.02	--	0.03	0.02
How often in the past year did you?Seek alternative solutions to a problem Frequently	41.7%	44.0%	44.6%	44.4%	44.8%	46.4%	38.7%	43.2%	43.0%
Occasionally	55.5%	53.3%	53.3%	53.0%	52.4%	51.6%	58.4%	54.2%	54.8%
Not at all	2.7%	2.7%	2.1%	2.6%	2.8%	2.0%	2.9%	2.6%	2.2%
Total (n)	1,239	10,057	59,572	655	4,628	27,946	584	5,429	31,626
Mean	2.39	2.41	2.42	2.42	2.42	2.44	2.36	2.41	2.41
Standard deviation	0.54	0.54	0.54	0.54	0.55	0.54	0.54	0.54	0.53
Significance	--			--			--	*	*
Effect size	--	-0.04	-0.06	--	0.00	-0.04	--	-0.09	-0.09
Look up scientific research articles and resources Frequently	21.5%	20.8%	23.2%	23.2%	22.8%	25.7%	19.6%	19.1%	21.0%
Occasionally	54.4%	54.0%	54.5%	56.5%	56.5%	56.0%	52.0%	51.8%	53.1%
Not at all	24.2%	25.2%	22.3%	20.3%	20.6%	18.3%	28.5%	29.1%	25.8%
Total (n)	1,238	10,050	59,607	655	4,631	27,953	583	5,419	31,654
Mean	1.97	1.96	2.01	2.03	2.02	2.07	1.91	1.90	1.95
Standard deviation	0.68	0.68	0.67	0.66	0.66	0.66	0.69	0.69	0.68
Significance	--		*	--			--		
Effect size	--	0.01	-0.06	--	0.02	-0.06	--	0.01	-0.06
Explore topics on your own, even though it was not required for a class Frequently	25.8%	28.5%	31.4%	28.2%	31.6%	35.9%	23.1%	25.9%	27.3%
Occasionally	56.1%	53.6%	53.6%	57.4%	52.6%	51.2%	54.6%	54.4%	55.8%
Not at all	18.1%	17.9%	15.0%	14.4%	15.7%	12.9%	22.3%	19.7%	16.9%
Total (n)	1,239	10,053	59,611	655	4,626	27,939	584	5,427	31,672
Mean	2.08	2.11	2.16	2.14	2.16	2.23	2.01	2.06	2.10

Standard deviation	0.66	0.67	0.66	0.64	0.67	0.66	0.67	0.67	0.66
Significance	--		***	--		***	--		**
Effect size	--	-0.04	-0.12	--	-0.03	-0.14	--	-0.07	-0.14
Accept mistakes as part of the learning process Frequently	49.6%	52.9%	52.5%	49.9%	51.3%	51.1%	49.3%	54.2%	53.9%
Occasionally	47.4%	45.4%	45.6%	46.4%	46.5%	46.7%	48.5%	44.5%	44.7%
Not at all	3.0%	1.7%	1.9%	3.7%	2.2%	2.3%	2.2%	1.3%	1.5%
Total (n)	1,239	10,044	59,566	655	4,629	27,952	584	5,415	31,614
Mean	2.47	2.51	2.51	2.46	2.49	2.49	2.47	2.53	2.52
Standard deviation	0.56	0.53	0.54	0.57	0.54	0.54	0.54	0.52	0.53
Significance	--	*	**	--			--	**	*
Effect size	--	-0.08	-0.07	--	-0.06	-0.06	--	-0.12	-0.09
How often in the past year did you?Seek feedback on your academic work Frequently	42.1%	44.0%	47.0%	35.5%	36.2%	39.9%	49.5%	50.7%	53.4%
Occasionally	51.1%	49.8%	47.5%	56.7%	56.0%	52.8%	44.9%	44.6%	42.6%
Not at all	6.8%	6.1%	5.6%	7.8%	7.9%	7.3%	5.7%	4.7%	4.0%
Total (n)	1,237	10,056	59,605	653	4,629	27,947	584	5,427	31,658
Mean	2.35	2.38	2.41	2.28	2.28	2.33	2.44	2.46	2.49
Standard deviation	0.60	0.60	0.59	0.60	0.60	0.60	0.60	0.58	0.57
Significance	--		***	--		*	--		*
Effect size	--	-0.05	-0.10	--	0.00	-0.08	--	-0.03	-0.09
Take notes during class Frequently	60.0%	63.9%	65.5%	49.6%	50.4%	51.3%	71.6%	75.3%	78.3%
Occasionally	34.0%	31.9%	30.1%	41.8%	42.3%	40.8%	25.3%	23.2%	20.3%
Not at all	6.0%	4.2%	4.5%	8.5%	7.3%	7.9%	3.1%	1.5%	1.4%
Total (n)	1,237	10,042	59,524	655	4,618	27,878	582	5,424	31,646
Mean	2.54	2.60	2.61	2.41	2.43	2.43	2.69	2.74	2.77
Standard deviation	0.61	0.57	0.57	0.64	0.63	0.63	0.53	0.47	0.45
Significance	--	***	***	--			--	*	***
Effect size	--	-0.11	-0.12	--	-0.03	-0.03	--	-0.11	-0.18
Work with other students on class assignments Frequently	49.7%	55.1%	56.3%	44.1%	48.8%	50.3%	55.9%	60.5%	61.8%
Occasionally	46.1%	42.0%	41.4%	51.5%	47.7%	46.8%	40.1%	37.2%	36.4%
Not at all	4.2%	2.9%	2.3%	4.4%	3.5%	2.9%	3.9%	2.3%	1.8%
Total (n)	1,238	10,054	59,594	655	4,624	27,934	583	5,430	31,660
Mean	2.45	2.52	2.54	2.40	2.45	2.47	2.52	2.58	2.60
Standard deviation	0.58	0.55	0.54	0.57	0.56	0.55	0.57	0.54	0.53
Significance	--	***	***	--	*	**	--	*	***
Effect size	--	-0.13	-0.17	--	-0.09	-0.13	--	-0.11	-0.15

Student's probable career occupation (aggregated)									
Artist	8.1%	5.6%	6.3%	6.2%	5.1%	4.9%	10.4%	6.1%	7.5%
Business	12.6%	13.7%	12.5%	14.2%	18.0%	15.5%	10.7%	10.1%	9.7%
Business (clerical)	0.4%	0.6%	0.6%	0.3%	0.8%	0.7%	0.5%	0.5%	0.5%
Clergy	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.0%	0.0%
College teacher	0.5%	0.3%	0.4%	0.8%	0.5%	0.5%	0.2%	0.2%	0.3%
Doctor (MD or DDS)	4.5%	9.5%	10.1%	3.5%	8.6%	9.1%	5.5%	10.3%	11.1%
Education (secondary)	5.8%	4.2%	3.2%	4.8%	3.6%	2.6%	7.0%	4.8%	3.8%
Education (elementary)	3.1%	2.4%	2.0%	0.8%	0.5%	0.4%	5.9%	4.1%	3.5%
Engineer	14.8%	8.8%	13.5%	23.4%	15.7%	22.7%	4.8%	2.8%	5.1%
Farmer or forester	3.0%	0.6%	0.7%	3.4%	0.7%	0.9%	2.5%	0.4%	0.6%
Health professional	6.8%	9.1%	8.1%	2.5%	5.2%	4.2%	11.8%	12.5%	11.6%
Homemaker (full-time)	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Lawyer	3.0%	3.5%	3.6%	2.6%	3.4%	3.5%	3.4%	3.5%	3.8%
Military (career)	1.8%	0.9%	0.8%	2.9%	1.8%	1.4%	0.5%	0.2%	0.2%
Nurse	0.3%	6.6%	3.5%	0.0%	1.2%	0.7%	0.7%	11.3%	6.1%
Research scientist	1.7%	1.5%	2.5%	2.0%	1.6%	2.6%	1.4%	1.3%	2.3%
Social/welfare/recreation worker	0.9%	1.4%	0.9%	0.3%	0.4%	0.3%	1.6%	2.3%	1.4%
Skilled worker	0.6%	0.3%	0.2%	0.9%	0.5%	0.3%	0.2%	0.1%	0.1%
Semi-skilled worker	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	0.4%	0.2%	0.2%
Unskilled worker	0.2%	0.2%	0.3%	0.2%	0.4%	0.5%	0.4%	0.1%	0.2%
Unemployed	1.2%	1.6%	1.1%	1.4%	1.3%	1.1%	1.1%	1.8%	1.2%
Other	20.6%	15.8%	14.6%	21.0%	17.0%	14.3%	20.2%	14.7%	14.8%
Undecided	9.5%	13.1%	14.8%	8.6%	13.6%	13.4%	10.5%	12.7%	16.1%
Total (n)	1,209	9,580	57,084	649	4,463	26,878	560	5,117	30,206
Your father's occupation (aggregated)									
Artist	0.8%	0.7%	0.9%	0.8%	0.7%	0.8%	0.9%	0.7%	1.0%
Business	23.6%	23.7%	28.0%	24.1%	26.4%	29.3%	22.9%	21.3%	26.9%
Business (clerical)	1.0%	1.6%	1.4%	0.9%	1.8%	1.5%	1.1%	1.4%	1.3%
Clergy	0.7%	0.5%	0.5%	0.9%	0.6%	0.6%	0.5%	0.5%	0.5%
College teacher	1.0%	0.4%	0.6%	1.1%	0.4%	0.7%	0.9%	0.4%	0.6%
Doctor (MD or DDS)	1.5%	1.6%	3.0%	1.4%	2.1%	3.3%	1.6%	1.2%	2.8%
Education (secondary)	3.4%	1.6%	1.9%	3.6%	1.6%	2.0%	3.2%	1.6%	1.9%
Education (elementary)	1.1%	0.7%	0.6%	1.4%	0.7%	0.6%	0.7%	0.7%	0.6%
Engineer	10.0%	8.8%	10.6%	10.1%	9.0%	10.8%	9.9%	8.5%	10.5%
Farmer or forester	5.3%	2.4%	1.9%	5.9%	2.2%	2.0%	4.7%	2.4%	1.8%
Health professional	1.9%	1.7%	1.6%	1.9%	1.9%	1.7%	2.0%	1.5%	1.5%
Homemaker (full-time)	0.2%	0.3%	0.3%	0.3%	0.4%	0.4%	0.2%	0.2%	0.3%
Lawyer	1.5%	1.2%	2.4%	1.9%	1.5%	2.4%	1.1%	1.0%	2.3%
Military (career)	2.5%	1.3%	1.4%	2.8%	1.2%	1.3%	2.2%	1.4%	1.4%
Nurse	0.7%	0.8%	0.6%	0.9%	0.8%	0.6%	0.5%	0.7%	0.5%
Research scientist	1.0%	0.6%	0.9%	0.9%	0.6%	1.0%	1.1%	0.5%	0.9%
Social/welfare/recreation worker	0.2%	0.4%	0.5%	0.3%	0.4%	0.5%	0.2%	0.5%	0.5%
Skilled worker	6.9%	5.8%	5.9%	7.6%	6.9%	6.5%	6.1%	5.0%	5.2%
Semi-skilled worker	3.6%	4.5%	3.0%	5.0%	4.7%	3.3%	2.0%	4.4%	2.8%
Unskilled worker	2.4%	4.7%	3.1%	2.0%	4.0%	2.8%	2.9%	5.3%	3.4%
Unemployed	3.7%	5.5%	4.1%	3.1%	4.1%	3.4%	4.3%	6.7%	4.7%
Other	26.9%	31.4%	26.8%	23.2%	28.2%	24.5%	31.2%	34.2%	28.9%
Total (n)	1,204	9,503	57,037	646	4,440	26,891	558	5,063	30,146
Your mother's occupation (aggregated)									
Artist	1.7%	1.0%	1.6%	1.7%	1.2%	1.6%	1.8%	0.9%	1.6%

Business	17.8%	16.6%	17.0%	19.1%	17.8%	16.9%	16.3%	15.6%	17.0%
Business (clerical)	4.0%	3.9%	3.8%	3.7%	4.2%	4.0%	4.4%	3.7%	3.6%
Clergy	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%	0.4%	0.1%	0.2%
College teacher	0.2%	0.3%	0.5%	0.5%	0.3%	0.5%	0.0%	0.2%	0.4%
Doctor (MD or DDS)	1.1%	1.2%	1.6%	1.1%	1.4%	1.8%	1.1%	1.0%	1.4%
Education (secondary)	5.1%	3.1%	4.3%	5.4%	3.3%	4.4%	4.8%	3.0%	4.1%
Education (elementary)	8.8%	6.1%	7.8%	8.8%	6.3%	8.1%	8.7%	5.8%	7.5%
Engineer	0.7%	1.0%	1.3%	1.1%	1.0%	1.5%	0.4%	0.9%	1.2%
Farmer or forester	0.7%	0.3%	0.3%	0.8%	0.3%	0.3%	0.7%	0.3%	0.2%
Health professional	2.8%	3.1%	3.8%	2.9%	3.5%	3.9%	2.7%	2.8%	3.7%
Homemaker (full-time)	7.8%	7.1%	8.4%	6.0%	6.1%	7.3%	9.7%	8.0%	9.3%
Lawyer	0.5%	0.5%	1.0%	0.6%	0.5%	1.0%	0.4%	0.4%	0.9%
Military (career)	0.3%	0.1%	0.2%	0.2%	0.1%	0.1%	0.5%	0.2%	0.2%
Nurse	6.9%	7.9%	8.1%	6.4%	7.6%	8.2%	7.4%	8.2%	8.1%
Research scientist	0.4%	0.3%	0.5%	0.5%	0.3%	0.6%	0.4%	0.2%	0.4%
Social/welfare/recreation worker	1.1%	1.6%	1.6%	0.8%	1.5%	1.7%	1.4%	1.6%	1.6%
Skilled worker	1.2%	1.5%	1.4%	1.4%	1.7%	1.4%	1.1%	1.4%	1.3%
Semi-skilled worker	3.1%	2.7%	2.1%	3.7%	2.7%	2.3%	2.5%	2.7%	2.0%
Unskilled worker	1.7%	2.9%	1.8%	2.2%	3.1%	1.9%	1.2%	2.7%	1.8%
Unemployed	6.9%	9.5%	7.6%	7.6%	9.0%	7.8%	6.2%	9.9%	7.4%
Other	26.8%	29.2%	25.1%	25.4%	27.8%	24.2%	28.3%	30.4%	26.0%
Total (n)	1,211	9,726	57,779	645	4,502	27,095	566	5,224	30,684
Race/Ethnicity - mark all that apply (total may add to more than 100%)									
American Indian/Alaska Native	3.7%	2.1%	1.7%	3.5%	1.9%	1.6%	4.0%	2.2%	1.8%
Asian American/Asian	3.2%	17.7%	14.6%	3.5%	20.2%	15.2%	2.9%	15.5%	14.0%
Native Hawaiian/Pacific Islander	1.1%	2.1%	1.1%	1.1%	2.2%	1.1%	1.2%	2.0%	1.1%
African American/Black	1.4%	11.1%	6.1%	2.6%	8.0%	4.8%	0.2%	13.8%	7.2%
Mexican American/Chicano	5.0%	14.0%	6.2%	4.1%	11.1%	5.1%	6.0%	16.4%	7.1%
Puerto Rican	0.5%	1.0%	0.9%	0.3%	0.8%	0.8%	0.7%	1.2%	1.0%
Other Latino	1.5%	4.4%	3.4%	1.2%	3.6%	3.0%	1.9%	5.0%	3.7%
White/Caucasian	91.5%	56.1%	72.6%	92.0%	60.0%	74.3%	90.9%	52.8%	71.0%
Other	2.1%	3.2%	2.9%	1.8%	2.7%	2.7%	2.4%	3.6%	3.0%
Total (n)	1,245	10,107	59,589	665	4,662	27,923	580	5,445	31,666
Race/Ethnicity Group (with multiple race category)									
American Indian	0.4%	0.2%	0.1%	0.2%	0.2%	0.1%	0.7%	0.2%	0.1%
Asian	2.2%	16.7%	13.2%	2.1%	19.1%	13.7%	2.2%	14.7%	12.7%
Black	0.7%	9.2%	4.6%	1.4%	6.4%	3.7%	0.0%	11.5%	5.5%
Hispanic	3.9%	14.4%	7.1%	3.2%	11.4%	6.0%	4.7%	17.0%	8.2%
White	83.2%	49.3%	66.2%	83.5%	53.4%	68.2%	82.9%	45.7%	64.4%
Other	0.9%	1.7%	1.4%	1.1%	1.6%	1.4%	0.7%	1.7%	1.4%
Two or more races/ethnicities	8.8%	8.5%	7.3%	8.7%	7.8%	6.8%	8.8%	9.1%	7.7%
Total (n)	1,245	10,107	59,589	665	4,662	27,923	580	5,445	31,666

Mark one in each row:									
There is too much concern in the courts for the rights of criminals									
Agree strongly	13.1%	8.5%	7.3%	17.5%	10.8%	9.7%	8.0%	6.6%	5.1%
Agree somewhat	49.0%	49.0%	47.0%	49.9%	50.7%	47.9%	47.9%	47.5%	46.2%
Disagree somewhat	31.5%	35.2%	37.8%	26.8%	31.5%	34.1%	36.7%	38.3%	41.2%
Disagree strongly	6.5%	7.3%	8.0%	5.7%	6.9%	8.4%	7.3%	7.6%	7.5%
Total (n)	1,217	9,923	57,607	645	4,595	27,201	572	5,328	30,406
Mean	2.69	2.59	2.54	2.79	2.65	2.59	2.57	2.53	2.49
Standard deviation	0.78	0.75	0.74	0.79	0.76	0.78	0.74	0.73	0.71
Significance	--	***	***	--	***	***	--		**
Effect size	--	0.13	0.20	--	0.18	0.26	--	0.05	0.11
Mark one in each row: Abortion should be legal									
Agree strongly	26.2%	22.7%	29.2%	24.4%	21.9%	27.4%	28.3%	23.4%	30.8%
Agree somewhat	32.4%	32.9%	32.9%	34.0%	36.7%	35.7%	30.5%	29.7%	30.4%
Disagree somewhat	16.6%	19.7%	17.1%	17.3%	20.1%	17.6%	15.9%	19.3%	16.6%
Disagree strongly	24.8%	24.7%	20.8%	24.3%	21.3%	19.3%	25.3%	27.6%	22.2%
Total (n)	1,227	10,042	58,578	647	4,626	27,465	580	5,416	31,113
Mean	2.60	2.54	2.70	2.59	2.59	2.71	2.62	2.49	2.70
Standard deviation	1.12	1.09	1.10	1.10	1.05	1.07	1.14	1.13	1.13
Significance	--		**	--		**	--	**	
Effect size	--	0.06	-0.09	--	0.00	-0.11	--	0.12	-0.07
Marijuana should be legalized									
Agree strongly	18.5%	13.0%	16.5%	24.2%	17.5%	21.4%	12.2%	9.2%	12.2%
Agree somewhat	31.9%	27.1%	30.7%	30.6%	29.9%	31.7%	33.3%	24.6%	29.8%
Disagree somewhat	22.7%	28.8%	27.6%	20.3%	27.7%	25.4%	25.3%	29.7%	29.7%
Disagree strongly	26.9%	31.2%	25.1%	24.8%	24.9%	21.6%	29.2%	36.5%	28.4%
Total (n)	1,220	10,030	58,525	644	4,619	27,482	576	5,411	31,043
Mean	2.42	2.22	2.39	2.54	2.40	2.53	2.28	2.07	2.26
Standard deviation	1.07	1.03	1.03	1.11	1.04	1.05	1.02	0.99	1.00
Significance	--	***		--	**		--	***	
Effect size	--	0.19	0.03	--	0.13	0.01	--	0.21	0.02
Racial discrimination is no longer a major problem in America									
Agree strongly	3.7%	3.3%	3.2%	4.2%	3.8%	4.0%	3.1%	2.8%	2.3%
Agree somewhat	22.3%	18.5%	19.9%	25.3%	22.2%	23.7%	18.9%	15.3%	16.5%
Disagree somewhat	45.7%	45.9%	48.2%	45.4%	46.4%	47.5%	46.0%	45.5%	48.9%
Disagree strongly	28.3%	32.4%	28.7%	25.0%	27.7%	24.8%	32.0%	36.4%	32.3%
Total (n)	1,228	10,028	58,508	647	4,620	27,443	581	5,408	31,065
Mean	2.01	1.93	1.98	2.09	2.02	2.07	1.93	1.85	1.89
Standard deviation	0.81	0.80	0.78	0.82	0.81	0.80	0.79	0.78	0.75
Significance	--	***		--	*		--	*	
Effect size	--	0.10	0.04	--	0.09	0.03	--	0.10	0.05

Mark one in each row:Realistically, an individual can do little to bring about changes in our society								
Agree strongly	5.2%	5.8%	4.5%	5.9%	5.9%	5.0%	4.3%	5.8%	4.1%
Agree somewhat	22.3%	23.5%	21.3%	24.6%	26.3%	24.6%	19.7%	21.0%	18.3%
Disagree somewhat	44.8%	40.2%	41.2%	46.4%	41.6%	41.8%	43.0%	38.9%	40.6%
Disagree strongly	27.8%	30.5%	33.0%	23.2%	26.1%	28.6%	33.0%	34.3%	37.0%
Total (n)	1,222	9,988	58,264	647	4,608	27,347	575	5,380	30,917
Mean	2.05	2.05	1.97	2.13	2.12	2.06	1.95	1.98	1.89
Standard deviation	0.84	0.88	0.85	0.83	0.86	0.85	0.84	0.88	0.84
Significance	--		**	--		*	--		
Effect size	--	0.00	0.09	--	0.01	0.08	--	-0.03	0.07
Same-sex couples should have the right to legal marital status								
Agree strongly	35.6%	35.4%	41.1%	27.0%	26.0%	31.4%	45.3%	43.3%	49.9%
Agree somewhat	24.3%	28.4%	27.4%	26.7%	30.3%	29.7%	21.6%	26.8%	25.4%
Disagree somewhat	16.3%	16.7%	15.4%	19.5%	20.7%	18.5%	12.6%	13.4%	12.5%
Disagree strongly	23.9%	19.5%	16.1%	26.8%	22.9%	20.4%	20.6%	16.5%	12.2%
Total (n)	1,224	10,007	58,345	645	4,610	27,379	579	5,397	30,966
Mean	2.72	2.80	2.93	2.54	2.59	2.72	2.92	2.97	3.13
Standard deviation	1.18	1.12	1.10	1.15	1.10	1.11	1.18	1.11	1.05
Significance	--	*	***	--		***	--		***
Effect size	--	-0.07	-0.19	--	-0.05	-0.16	--	-0.05	-0.20
Only volunteers should serve in the armed forces								
Agree strongly	24.7%	26.0%	27.1%	22.7%	24.9%	26.6%	26.8%	27.0%	27.5%
Agree somewhat	34.3%	35.8%	36.6%	32.9%	36.5%	35.9%	36.0%	35.2%	37.1%
Disagree somewhat	28.3%	25.9%	25.5%	30.8%	27.3%	26.9%	25.6%	24.8%	24.3%
Disagree strongly	12.7%	12.2%	10.8%	13.6%	11.2%	10.6%	11.7%	13.0%	11.1%
Total (n)	1,217	9,979	58,079	642	4,607	27,317	575	5,372	30,762
Mean	2.71	2.76	2.80	2.65	2.75	2.79	2.78	2.76	2.81
Standard deviation	0.98	0.97	0.96	0.98	0.95	0.95	0.97	0.99	0.96
Significance	--		**	--	*	***	--		
Effect size	--	-0.05	-0.09	--	-0.11	-0.15	--	0.02	-0.03
Mark one in each row:Dissent is a critical component of the political process								
Agree strongly	11.5%	8.4%	14.0%	11.7%	10.6%	17.5%	11.2%	6.4%	10.7%
Agree somewhat	48.3%	47.9%	50.4%	50.0%	50.0%	51.1%	46.3%	46.0%	49.7%
Disagree somewhat	36.2%	39.1%	31.8%	34.3%	35.8%	28.0%	38.4%	41.9%	35.4%
Disagree strongly	4.0%	4.7%	3.8%	4.0%	3.6%	3.4%	4.1%	5.7%	4.2%
Total (n)	1,122	9,497	54,825	606	4,459	26,305	516	5,038	28,520
Mean	2.67	2.60	2.75	2.69	2.68	2.83	2.65	2.53	2.67
Standard deviation	0.73	0.71	0.74	0.73	0.71	0.75	0.73	0.70	0.72
Significance	--	**	***	--		***	--	***	
Effect size	--	0.10	-0.11	--	0.01	-0.19	--	0.17	-0.03
Colleges have the right to ban extreme speakers from campus								
Agree strongly	7.5%	7.6%	7.8%	9.8%	9.1%	9.5%	5.0%	6.4%	6.2%
Agree somewhat	33.8%	31.5%	31.8%	34.4%	31.5%	32.2%	33.2%	31.5%	31.3%
Disagree somewhat	38.0%	39.2%	38.6%	36.4%	37.6%	36.1%	39.8%	40.6%	40.9%
Disagree strongly	20.7%	21.7%	21.8%	19.4%	21.8%	22.1%	22.1%	21.6%	21.5%
Total (n)	1,195	9,839	57,192	634	4,546	26,986	561	5,293	30,206
Mean	2.28	2.25	2.26	2.35	2.28	2.29	2.21	2.23	2.22
Standard deviation	0.88	0.88	0.88	0.90	0.90	0.92	0.84	0.86	0.85

Significance	--			--			--		
Effect size	--	0.03	0.02	--	0.08	0.07	--	-0.02	-0.01
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions Agree strongly	5.7%	5.5%	3.9%	6.4%	5.5%	4.3%	4.8%	5.5%	3.5%
Agree somewhat	31.4%	35.0%	30.5%	32.4%	36.0%	31.3%	30.1%	34.2%	29.8%
Disagree somewhat	42.0%	39.6%	41.6%	38.9%	38.0%	39.4%	45.5%	41.0%	43.7%
Disagree strongly	21.0%	20.0%	23.9%	22.3%	20.6%	24.9%	19.6%	19.4%	23.0%
Total (n)	1,199	9,853	57,371	638	4,570	27,048	561	5,283	30,323
Mean	2.22	2.26	2.14	2.23	2.26	2.15	2.20	2.26	2.14
Standard deviation	0.84	0.84	0.82	0.87	0.85	0.84	0.81	0.83	0.81
Significance	--		***	--		*	--		
Effect size	--	-0.05	0.10	--	-0.04	0.10	--	-0.07	0.07
Mark one in each row:Colleges should prohibit racist/sexist speech on campus Agree strongly	33.3%	33.7%	32.4%	27.9%	29.1%	28.8%	39.3%	37.6%	35.8%
Agree somewhat	34.0%	33.5%	35.4%	35.3%	36.3%	36.4%	32.6%	31.1%	34.4%
Disagree somewhat	22.5%	22.4%	22.8%	24.3%	23.6%	24.6%	20.5%	21.4%	21.2%
Disagree strongly	10.2%	10.4%	9.4%	12.5%	11.0%	10.2%	7.5%	9.9%	8.6%
Total (n)	1,211	9,954	57,782	641	4,600	27,180	570	5,354	30,602
Mean	2.90	2.91	2.91	2.79	2.84	2.84	3.04	2.96	2.97
Standard deviation	0.98	0.98	0.96	0.99	0.97	0.96	0.95	0.99	0.95
Significance	--			--			--		
Effect size	--	-0.01	-0.01	--	-0.05	-0.05	--	0.08	0.07
How would you characterize your political views? Far left	2.2%	2.1%	2.6%	2.3%	2.4%	2.9%	2.1%	1.8%	2.3%
Liberal	25.0%	29.3%	32.0%	22.7%	25.8%	28.0%	27.6%	32.2%	35.6%
Middle-of-the-road	41.8%	47.3%	43.5%	40.3%	47.1%	43.8%	43.5%	47.4%	43.2%
Conservative	27.7%	19.6%	20.3%	30.3%	22.1%	22.9%	24.8%	17.4%	17.8%
Far right	3.2%	1.9%	1.7%	4.4%	2.7%	2.4%	1.9%	1.2%	1.0%
Total (n)	1,208	9,672	56,622	640	4,491	26,682	568	5,181	29,940
In deciding to go to college, how important to you was each of the following reasons? **My parents wanted me to go** Very important	40.3%	46.7%	41.0%	37.6%	43.9%	38.4%	43.4%	49.1%	43.3%
Somewhat important	38.9%	35.5%	38.7%	39.3%	36.3%	38.3%	38.4%	34.9%	39.0%
Not important	20.8%	17.7%	20.3%	23.2%	19.8%	23.3%	18.2%	16.0%	17.7%
Total (n)	1,225	9,758	56,634	647	4,497	26,552	578	5,261	30,082
Mean	2.20	2.29	2.21	2.14	2.24	2.15	2.25	2.33	2.26
Standard deviation	0.76	0.75	0.76	0.77	0.76	0.77	0.74	0.74	0.74
Significance	--	***		--	**		--	*	
Effect size	--	-0.12	-0.01	--	-0.13	-0.01	--	-0.11	-0.01
To be able to get a better job Very important	84.2%	86.7%	84.8%	84.2%	85.5%	84.2%	84.1%	87.7%	85.3%
Somewhat important	12.0%	10.8%	12.6%	11.5%	11.8%	13.1%	12.6%	9.9%	12.1%
Not important	3.8%	2.6%	2.6%	4.3%	2.7%	2.7%	3.3%	2.4%	2.5%
Total (n)	1,225	9,784	56,753	646	4,508	26,600	579	5,276	30,153
Mean	2.80	2.84	2.82	2.80	2.83	2.81	2.81	2.85	2.83
Standard deviation	0.48	0.43	0.45	0.50	0.44	0.45	0.47	0.42	0.44
Significance	--	**		--			--	*	
Effect size	--	-0.09	-0.04	--	-0.07	-0.02	--	-0.10	-0.05

In deciding to go to college, how important to you was each of the following reasons?To gain a general education and appreciation of ideas Very important	64.7%	70.1%	70.1%	59.1%	64.4%	64.3%	71.0%	74.9%	75.4%
Somewhat important	30.8%	26.8%	27.0%	34.9%	31.2%	31.6%	26.2%	23.1%	22.9%
Not important	4.5%	3.1%	2.8%	6.0%	4.4%	4.1%	2.8%	1.9%	1.7%
Total (n)	1,221	9,775	56,729	645	4,499	26,572	576	5,276	30,157
Mean	2.60	2.67	2.67	2.53	2.60	2.60	2.68	2.73	2.74
Standard deviation	0.57	0.53	0.53	0.61	0.57	0.57	0.52	0.49	0.48
Significance	--	***	***	--	**	**	--	*	**
Effect size	--	-0.13	-0.13	--	-0.12	-0.12	--	-0.10	-0.13
To make me a more cultured person Very important	47.4%	49.3%	51.5%	42.7%	43.0%	43.9%	52.7%	54.6%	58.3%
Somewhat important	37.2%	39.2%	37.9%	38.2%	41.6%	41.4%	36.0%	37.1%	34.7%
Not important	15.4%	11.6%	10.7%	19.1%	15.4%	14.7%	11.3%	8.4%	7.0%
Total (n)	1,219	9,760	56,650	644	4,490	26,526	575	5,270	30,124
Mean	2.32	2.38	2.41	2.24	2.28	2.29	2.41	2.46	2.51
Standard deviation	0.73	0.68	0.67	0.75	0.71	0.71	0.69	0.64	0.62
Significance	--	**	***	--			--		***
Effect size	--	-0.09	-0.13	--	-0.06	-0.07	--	-0.08	-0.16
To be able to make more money Very important	71.0%	76.7%	73.2%	74.1%	78.0%	75.6%	67.6%	75.7%	71.0%
Somewhat important	22.6%	19.7%	22.7%	19.4%	18.4%	20.5%	26.2%	20.8%	24.7%
Not important	6.4%	3.6%	4.1%	6.5%	3.7%	3.9%	6.2%	3.5%	4.3%
Total (n)	1,221	9,768	56,669	644	4,493	26,552	577	5,275	30,117
Mean	2.65	2.73	2.69	2.68	2.74	2.72	2.61	2.72	2.67
Standard deviation	0.60	0.52	0.54	0.59	0.51	0.53	0.60	0.52	0.56
Significance	--	***	*	--	**		--	***	*
Effect size	--	-0.15	-0.07	--	-0.12	-0.08	--	-0.21	-0.11
To learn more about things that interest me Very important	83.6%	82.0%	83.0%	79.8%	78.0%	79.5%	87.7%	85.4%	86.2%
Somewhat important	14.9%	16.6%	15.9%	18.3%	20.3%	19.0%	11.1%	13.5%	13.0%
Not important	1.6%	1.4%	1.1%	1.9%	1.7%	1.5%	1.2%	1.1%	0.8%
Total (n)	1,223	9,779	56,735	644	4,496	26,554	579	5,283	30,181
Mean	2.82	2.81	2.82	2.78	2.76	2.78	2.87	2.84	2.85
Standard deviation	0.42	0.43	0.41	0.46	0.46	0.45	0.38	0.39	0.38
Significance	--			--			--		
Effect size	--	0.02	0.00	--	0.04	0.00	--	0.08	0.05
During your last year in high school, how much time did you spend during a typical week doing the following activities?Studying/homework None	2.7%	1.9%	2.0%	4.7%	3.0%	3.2%	0.5%	0.9%	0.8%
Less than one hour	11.6%	11.4%	11.2%	15.1%	15.0%	14.7%	7.7%	8.3%	7.9%
1 to 2 hours	24.3%	25.0%	21.6%	27.6%	27.1%	24.2%	20.6%	23.3%	19.1%
3 to 5 hours	30.8%	31.3%	28.7%	29.2%	29.5%	27.4%	32.6%	32.8%	29.9%
6 to 10 hours	19.5%	18.3%	20.3%	16.8%	16.1%	17.8%	22.5%	20.1%	22.5%
11 to 15 hours	6.3%	6.8%	8.8%	3.7%	5.3%	7.0%	9.1%	8.0%	10.5%
16 to 20 hours	3.2%	3.1%	4.3%	1.9%	2.0%	3.2%	4.7%	4.1%	5.3%
Over 20 hours	1.6%	2.3%	3.2%	0.9%	2.0%	2.4%	2.3%	2.6%	3.8%
Total (n)	1,214	9,858	56,804	641	4,549	26,620	573	5,309	30,184
Mean	3.92	3.97	4.14	3.62	3.75	3.88	4.26	4.16	4.37
Standard deviation	1.39	1.40	1.51	1.34	1.40	1.50	1.37	1.38	1.47

Significance	--		***	--	*	***	--		
Effect size	--	-0.04	-0.15	--	-0.09	-0.17	--	0.07	-0.07
Socializing with friends None	0.5%	0.5%	0.4%	0.9%	0.7%	0.5%	0.0%	0.3%	0.2%
Less than one hour	1.0%	1.8%	1.3%	0.9%	1.6%	1.2%	1.0%	2.0%	1.4%
1 to 2 hours	7.5%	9.4%	6.9%	6.0%	8.2%	6.4%	9.2%	10.5%	7.3%
3 to 5 hours	19.9%	23.0%	20.6%	21.1%	21.9%	19.5%	18.6%	23.9%	21.5%
6 to 10 hours	27.0%	25.7%	27.7%	24.3%	25.6%	26.8%	30.1%	25.7%	28.5%
11 to 15 hours	18.4%	16.9%	18.7%	19.2%	17.4%	18.8%	17.6%	16.5%	18.7%
16 to 20 hours	11.2%	9.5%	10.6%	10.1%	9.4%	10.7%	12.5%	9.6%	10.5%
Over 20 hours	14.4%	13.2%	13.9%	17.5%	15.2%	16.1%	11.0%	11.5%	11.9%
Total (n)	1,210	9,828	56,587	635	4,532	26,507	575	5,296	30,080
Mean	5.44	5.26	5.42	5.52	5.36	5.51	5.35	5.18	5.34
Standard deviation	1.55	1.59	1.53	1.61	1.61	1.56	1.48	1.56	1.49
Significance	--	***		--	*		--	*	
Effect size	--	0.11	0.01	--	0.10	0.01	--	0.11	0.01
During your last year in high school, how much time did you spend during a typical week doing the following activities?Talking with teachers outside of class None	8.8%	10.9%	10.2%	10.3%	13.5%	12.7%	7.1%	8.6%	7.9%
Less than one hour	41.5%	44.0%	45.1%	43.7%	46.2%	46.9%	39.0%	42.0%	43.4%
1 to 2 hours	33.7%	29.5%	30.6%	32.2%	27.6%	28.5%	35.4%	31.0%	32.5%
3 to 5 hours	10.6%	10.6%	10.3%	9.1%	8.4%	8.6%	12.2%	12.5%	11.9%
6 to 10 hours	3.1%	3.1%	2.5%	2.5%	2.6%	2.2%	3.7%	3.5%	2.8%
11 to 15 hours	1.1%	1.0%	0.7%	0.9%	0.7%	0.5%	1.2%	1.3%	0.9%
16 to 20 hours	0.7%	0.5%	0.3%	0.6%	0.4%	0.2%	0.7%	0.6%	0.4%
Over 20 hours	0.7%	0.5%	0.3%	0.6%	0.5%	0.4%	0.7%	0.5%	0.3%
Total (n)	1,213	9,849	56,646	639	4,543	26,526	574	5,306	30,120
Mean	2.67	2.59	2.55	2.58	2.46	2.45	2.76	2.69	2.64
Standard deviation	1.12	1.11	1.02	1.10	1.07	1.01	1.13	1.12	1.03
Significance	--	*	***	--	**	**	--		**
Effect size	--	0.07	0.12	--	0.11	0.13	--	0.06	0.12
Exercise or sports None	3.5%	6.0%	4.3%	3.4%	3.7%	3.1%	3.5%	7.9%	5.5%
Less than one hour	7.2%	10.1%	8.5%	5.6%	6.6%	6.4%	8.9%	13.1%	10.4%
1 to 2 hours	11.2%	17.2%	15.3%	10.2%	14.4%	13.2%	12.3%	19.6%	17.1%
3 to 5 hours	17.4%	19.4%	19.4%	14.7%	19.9%	18.8%	20.3%	19.0%	19.9%
6 to 10 hours	23.1%	18.7%	20.3%	21.5%	20.7%	21.2%	25.0%	17.0%	19.4%
11 to 15 hours	15.2%	12.4%	14.7%	16.0%	14.1%	16.0%	14.4%	11.0%	13.6%
16 to 20 hours	8.7%	6.5%	8.3%	10.2%	7.7%	9.4%	7.1%	5.5%	7.4%
Over 20 hours	13.7%	9.7%	9.3%	18.3%	12.8%	11.9%	8.5%	6.9%	6.8%
Total (n)	1,214	9,842	56,615	638	4,540	26,513	576	5,302	30,102
Mean	4.99	4.46	4.66	5.26	4.84	4.94	4.69	4.14	4.42
Standard deviation	1.89	1.93	1.86	1.94	1.88	1.84	1.78	1.90	1.84
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.27	0.18	--	0.22	0.17	--	0.29	0.15
During your last year in high school, how much time did you spend during a typical week doing the following activities?Partying None	39.3%	34.1%	30.4%	35.6%	30.7%	27.5%	43.4%	37.0%	33.0%
Less than one hour	15.3%	16.9%	16.5%	13.9%	17.1%	16.7%	16.7%	16.7%	16.4%
1 to 2 hours	13.9%	18.1%	17.9%	13.3%	18.7%	18.3%	14.6%	17.7%	17.7%

3 to 5 hours	13.7%	16.4%	18.3%	15.0%	16.9%	18.6%	12.2%	15.9%	18.1%
6 to 10 hours	9.9%	8.3%	10.1%	11.8%	9.2%	11.0%	7.8%	7.5%	9.4%
11 to 15 hours	3.8%	3.2%	3.8%	5.0%	3.8%	4.4%	2.4%	2.7%	3.3%
16 to 20 hours	2.1%	1.5%	1.5%	2.5%	1.5%	1.7%	1.7%	1.5%	1.3%
Over 20 hours	2.0%	1.5%	1.4%	2.8%	2.1%	1.9%	1.0%	1.0%	0.9%
Total (n)	1,212	9,821	56,403	638	4,529	26,432	574	5,292	29,971
Mean	2.70	2.71	2.86	2.93	2.85	2.99	2.44	2.59	2.74
Standard deviation	1.83	1.69	1.70	1.93	1.74	1.74	1.67	1.63	1.64
Significance	--		**	--			--	*	***
Effect size	--	-0.01	-0.09	--	0.05	-0.03	--	-0.09	-0.18
Working (for pay) None	32.7%	44.1%	38.8%	34.2%	46.2%	41.2%	31.0%	42.3%	36.6%
Less than one hour	3.9%	3.1%	3.3%	4.7%	3.7%	3.8%	3.0%	2.5%	2.8%
1 to 2 hours	5.2%	4.1%	4.5%	5.3%	4.6%	4.9%	5.1%	3.7%	4.2%
3 to 5 hours	9.7%	7.1%	8.1%	8.2%	6.8%	7.7%	11.3%	7.5%	8.5%
6 to 10 hours	11.7%	10.5%	12.6%	8.8%	9.2%	11.3%	15.0%	11.7%	13.9%
11 to 15 hours	11.4%	10.9%	12.6%	10.8%	10.4%	11.3%	12.0%	11.3%	13.7%
16 to 20 hours	10.9%	10.0%	10.8%	10.0%	8.6%	9.9%	11.8%	11.1%	11.6%
Over 20 hours	14.5%	10.3%	9.3%	17.9%	10.6%	9.9%	10.8%	10.0%	8.7%
Total (n)	1,211	9,834	56,458	637	4,535	26,425	574	5,299	30,033
Mean	4.14	3.61	3.80	4.15	3.48	3.67	4.14	3.72	3.91
Standard deviation	2.65	2.66	2.59	2.76	2.66	2.62	2.53	2.65	2.56
Significance	--	***	***	--	***	***	--	***	*
Effect size	--	0.20	0.13	--	0.25	0.18	--	0.16	0.09
During your last year in high school, how much time did you spend during a typical week doing the following activities?Volunteer work None	28.8%	29.7%	24.9%	37.5%	37.1%	31.5%	19.2%	23.4%	19.0%
Less than one hour	22.2%	21.2%	23.3%	21.6%	22.1%	24.9%	22.8%	20.4%	21.8%
1 to 2 hours	24.6%	23.5%	26.2%	19.9%	20.7%	23.5%	29.8%	25.8%	28.6%
3 to 5 hours	14.1%	14.4%	15.4%	13.6%	12.4%	12.5%	14.6%	16.2%	18.0%
6 to 10 hours	5.0%	5.6%	5.7%	2.7%	3.6%	4.2%	7.7%	7.4%	7.0%
11 to 15 hours	2.4%	2.3%	2.0%	2.2%	1.8%	1.5%	2.6%	2.8%	2.5%
16 to 20 hours	0.8%	1.2%	0.9%	0.8%	0.8%	0.7%	0.9%	1.5%	1.2%
Over 20 hours	2.1%	2.1%	1.6%	1.7%	1.6%	1.3%	2.4%	2.5%	1.9%
Total (n)	1,208	9,820	56,329	634	4,526	26,375	574	5,294	29,954
Mean	2.65	2.67	2.72	2.41	2.39	2.47	2.92	2.91	2.94
Standard deviation	1.57	1.61	1.51	1.54	1.51	1.44	1.56	1.65	1.53
Significance	--			--			--		
Effect size	--	-0.01	-0.05	--	0.01	-0.04	--	0.01	-0.01
Student clubs/groups None	33.9%	30.5%	24.8%	41.5%	39.1%	32.1%	25.4%	23.2%	18.1%
Less than one hour	14.2%	15.9%	16.0%	14.8%	16.2%	16.8%	13.6%	15.6%	15.2%
1 to 2 hours	19.7%	23.1%	26.4%	17.9%	21.0%	23.9%	21.6%	24.9%	28.6%
3 to 5 hours	15.7%	16.1%	18.1%	13.4%	12.9%	15.2%	18.3%	18.9%	20.7%
6 to 10 hours	8.7%	7.3%	8.0%	6.8%	5.7%	6.6%	10.8%	8.6%	9.3%
11 to 15 hours	3.7%	3.1%	3.3%	2.8%	2.4%	2.6%	4.7%	3.8%	3.9%
16 to 20 hours	1.7%	1.5%	1.5%	0.5%	0.9%	1.2%	3.0%	2.0%	1.9%
Over 20 hours	2.5%	2.5%	2.0%	2.4%	1.8%	1.7%	2.6%	3.0%	2.3%
Total (n)	1,210	9,796	56,203	636	4,514	26,308	574	5,282	29,895
Mean	2.81	2.81	2.94	2.51	2.50	2.68	3.14	3.08	3.18

Standard deviation	1.79	1.71	1.64	1.70	1.63	1.61	1.82	1.74	1.63
Significance	--		**	--		**	--		
Effect size	--	0.00	-0.08	--	0.01	-0.11	--	0.03	-0.02
During your last year in high school, how much time did you spend during a typical week doing the following activities?Watching TV None	8.7%	7.0%	7.0%	6.6%	7.1%	7.0%	11.0%	7.0%	7.1%
Less than one hour	16.5%	15.9%	15.6%	15.4%	14.9%	14.1%	17.8%	16.7%	17.0%
1 to 2 hours	25.6%	26.1%	25.4%	26.6%	24.4%	23.5%	24.4%	27.4%	27.2%
3 to 5 hours	25.1%	27.2%	27.6%	25.8%	27.1%	27.2%	24.4%	27.3%	27.9%
6 to 10 hours	14.8%	13.9%	14.9%	14.8%	15.0%	16.6%	14.8%	12.9%	13.3%
11 to 15 hours	5.5%	5.0%	5.1%	6.3%	5.8%	6.1%	4.5%	4.3%	4.2%
16 to 20 hours	1.5%	2.0%	1.9%	1.7%	2.4%	2.5%	1.2%	1.7%	1.5%
Over 20 hours	2.3%	3.0%	2.4%	2.7%	3.3%	3.0%	1.9%	2.6%	1.9%
Total (n)	1,209	9,802	56,305	635	4,519	26,352	574	5,283	29,953
Mean	3.55	3.63	3.63	3.66	3.72	3.75	3.42	3.55	3.51
Standard deviation	1.54	1.54	1.51	1.53	1.59	1.57	1.54	1.50	1.44
Significance	--			--			--	*	
Effect size	--	-0.05	-0.05	--	-0.04	-0.06	--	-0.09	-0.06
Household/childcare duties None	20.7%	18.9%	19.0%	26.4%	26.0%	24.9%	14.5%	12.8%	13.7%
Less than one hour	19.3%	20.0%	22.9%	18.6%	21.5%	23.1%	20.2%	18.8%	22.6%
1 to 2 hours	32.1%	30.2%	31.3%	29.2%	28.1%	29.4%	35.4%	31.9%	33.1%
3 to 5 hours	18.6%	18.6%	17.7%	17.0%	16.0%	15.6%	20.4%	20.9%	19.6%
6 to 10 hours	5.5%	6.9%	5.5%	5.2%	5.2%	4.5%	5.7%	8.4%	6.5%
11 to 15 hours	1.6%	2.4%	1.8%	1.9%	1.5%	1.3%	1.2%	3.2%	2.2%
16 to 20 hours	0.9%	1.0%	0.7%	0.5%	0.7%	0.5%	1.4%	1.4%	0.9%
Over 20 hours	1.2%	1.9%	1.0%	1.3%	1.0%	0.7%	1.2%	2.6%	1.3%
Total (n)	1,210	9,787	56,188	636	4,504	26,281	574	5,283	29,907
Mean	2.83	2.96	2.81	2.70	2.65	2.61	2.98	3.21	3.00
Standard deviation	1.41	1.51	1.37	1.45	1.41	1.33	1.36	1.54	1.38
Significance	--	**		--			--	***	
Effect size	--	-0.09	0.01	--	0.04	0.07	--	-0.15	-0.01
During your last year in high school, how much time did you spend during a typical week doing the following activities?Reading for pleasure None	27.6%	26.8%	24.5%	35.2%	35.9%	32.5%	19.1%	19.0%	17.3%
Less than one hour	19.2%	24.1%	25.3%	18.8%	24.6%	26.2%	19.6%	23.6%	24.5%
1 to 2 hours	24.2%	22.8%	24.0%	20.4%	20.5%	21.4%	28.4%	24.7%	26.3%
3 to 5 hours	16.0%	14.5%	15.5%	14.9%	11.2%	12.0%	17.2%	17.3%	18.6%
6 to 10 hours	8.0%	7.0%	6.6%	6.3%	4.6%	5.0%	10.0%	9.0%	8.0%
11 to 15 hours	2.4%	2.4%	2.2%	1.9%	1.6%	1.5%	3.0%	3.0%	2.8%
16 to 20 hours	1.2%	1.2%	0.9%	1.6%	0.8%	0.6%	0.7%	1.5%	1.1%
Over 20 hours	1.4%	1.4%	1.0%	0.9%	0.7%	0.7%	1.9%	1.9%	1.3%
Total (n)	1,207	9,772	56,158	637	4,504	26,288	570	5,268	29,870
Mean	2.77	2.69	2.69	2.55	2.36	2.41	3.01	2.98	2.95
Standard deviation	1.57	1.54	1.47	1.57	1.42	1.39	1.55	1.58	1.49
Significance	--			--	**	*	--		
Effect size	--	0.05	0.05	--	0.13	0.10	--	0.02	0.04
Playing video/computer games None	39.2%	39.4%	40.8%	16.9%	16.8%	17.2%	63.8%	58.7%	62.3%
Less than one hour	17.3%	18.4%	19.5%	17.0%	16.7%	18.4%	17.6%	19.9%	20.4%

1 to 2 hours	16.4%	16.2%	15.2%	21.1%	22.0%	21.5%	11.1%	11.2%	9.5%
3 to 5 hours	12.1%	12.6%	12.3%	19.4%	20.5%	20.6%	4.0%	5.8%	4.7%
6 to 10 hours	7.9%	6.7%	6.5%	13.9%	12.1%	11.8%	1.4%	2.1%	1.6%
11 to 15 hours	3.2%	3.0%	2.7%	5.4%	5.6%	5.0%	0.9%	0.9%	0.7%
16 to 20 hours	1.4%	1.6%	1.2%	2.0%	2.6%	2.2%	0.7%	0.7%	0.4%
Over 20 hours	2.6%	2.1%	1.8%	4.4%	3.8%	3.3%	0.5%	0.6%	0.4%
Total (n)	1,210	9,797	56,244	635	4,517	26,351	575	5,280	29,893
Mean	2.60	2.55	2.46	3.43	3.40	3.32	1.70	1.81	1.68
Standard deviation	1.78	1.73	1.67	1.82	1.80	1.75	1.20	1.28	1.14
Significance	--		**	--			--	*	
Effect size	--	0.03	0.08	--	0.02	0.06	--	-0.09	0.02
During your last year in high school, how much time did you spend during a typical week doing the following activities?Online social networks (MySpace, Facebook, etc.) None	14.7%	10.9%	8.2%	19.0%	13.6%	10.4%	9.9%	8.6%	6.2%
Less than one hour	22.9%	21.9%	20.0%	24.2%	23.2%	22.4%	21.4%	20.7%	17.8%
1 to 2 hours	29.1%	27.2%	29.0%	29.0%	28.4%	29.1%	29.2%	26.3%	28.9%
3 to 5 hours	19.3%	21.6%	24.5%	16.5%	18.5%	21.7%	22.4%	24.3%	27.0%
6 to 10 hours	8.7%	9.8%	10.6%	6.3%	8.5%	9.2%	11.3%	10.9%	11.8%
11 to 15 hours	2.8%	4.2%	3.9%	3.0%	3.8%	3.5%	2.6%	4.6%	4.3%
16 to 20 hours	0.9%	1.8%	1.8%	0.3%	1.6%	1.6%	1.6%	2.1%	1.9%
Over 20 hours	1.7%	2.5%	2.1%	1.7%	2.5%	2.1%	1.6%	2.6%	2.1%
Total (n)	1,212	9,801	56,245	637	4,518	26,325	575	5,283	29,920
Mean	3.05	3.30	3.39	2.86	3.15	3.25	3.26	3.44	3.52
Standard deviation	1.47	1.58	1.49	1.47	1.58	1.51	1.45	1.56	1.46
Significance	--	***	***	--	***	***	--	**	***
Effect size	--	-0.16	-0.23	--	-0.18	-0.26	--	-0.12	-0.18
How important was each reason in your decision to come here? My parents wanted me to come here Very important	16.3%	18.8%	16.8%	14.1%	16.4%	15.0%	18.8%	20.9%	18.4%
Somewhat important	35.9%	40.5%	42.4%	33.8%	39.1%	40.7%	38.4%	41.7%	43.9%
Not important	47.7%	40.7%	40.8%	52.1%	44.5%	44.3%	42.9%	37.4%	37.7%
Total (n)	1,213	9,978	57,251	637	4,592	26,688	576	5,386	30,563
Mean	1.69	1.78	1.76	1.62	1.72	1.71	1.76	1.84	1.81
Standard deviation	0.74	0.74	0.72	0.72	0.73	0.71	0.75	0.75	0.72
Significance	--	***	***	--	**	**	--	*	
Effect size	--	-0.12	-0.10	--	-0.14	-0.13	--	-0.11	-0.07

My relatives wanted me to come here Very important	6.9%	7.1%	5.9%	6.5%	6.6%	5.9%	7.3%	7.5%	5.9%
Somewhat important	22.8%	24.4%	23.9%	24.2%	25.1%	24.3%	21.3%	23.9%	23.6%
Not important	70.3%	68.5%	70.2%	69.4%	68.4%	69.8%	71.4%	68.6%	70.5%
Total (n)	1,206	9,969	57,216	633	4,582	26,663	573	5,387	30,553
Mean	1.37	1.39	1.36	1.37	1.38	1.36	1.36	1.39	1.35
Standard deviation	0.61	0.62	0.59	0.60	0.61	0.59	0.61	0.62	0.59
Significance	--			--			--		
Effect size	--	-0.03	0.02	--	-0.02	0.02	--	-0.05	0.02
How important was each reason in your decision to come here?My teacher advised me Very important	5.8%	7.0%	6.1%	5.7%	6.2%	5.7%	6.0%	7.7%	6.4%
Somewhat important	23.9%	29.3%	29.2%	24.8%	27.1%	27.8%	22.9%	31.2%	30.4%
Not important	70.3%	63.6%	64.8%	69.5%	66.7%	66.5%	71.1%	61.1%	63.2%
Total (n)	1,200	9,923	56,929	632	4,563	26,544	568	5,360	30,385
Mean	1.36	1.43	1.41	1.36	1.40	1.39	1.35	1.47	1.43
Standard deviation	0.59	0.62	0.60	0.59	0.60	0.59	0.59	0.64	0.61
Significance	--	***	**	--			--	***	**
Effect size	--	-0.11	-0.08	--	-0.07	-0.05	--	-0.19	-0.13
This college has a very good academic reputation Very important	44.5%	50.5%	65.8%	41.8%	44.4%	62.3%	47.6%	55.7%	68.9%
Somewhat important	44.9%	41.5%	30.3%	45.7%	45.5%	32.8%	43.9%	38.1%	28.0%
Not important	10.6%	8.0%	4.0%	12.5%	10.0%	4.9%	8.5%	6.2%	3.1%
Total (n)	1,208	9,978	57,334	634	4,590	26,714	574	5,388	30,620
Mean	2.34	2.43	2.62	2.29	2.34	2.57	2.39	2.49	2.66
Standard deviation	0.66	0.64	0.56	0.68	0.65	0.58	0.64	0.61	0.54
Significance	--	***	***	--		***	--	***	***
Effect size	--	-0.14	-0.50	--	-0.08	-0.48	--	-0.16	-0.50
This college has a good reputation for its social activities Very important	32.7%	34.0%	43.6%	31.7%	30.8%	41.8%	33.9%	36.7%	45.3%
Somewhat important	44.2%	46.5%	42.1%	44.6%	48.4%	42.9%	43.6%	44.8%	41.4%
Not important	23.1%	19.5%	14.3%	23.7%	20.8%	15.4%	22.5%	18.4%	13.3%
Total (n)	1,207	9,958	57,170	634	4,584	26,652	573	5,374	30,518
Mean	2.10	2.14	2.29	2.08	2.10	2.26	2.11	2.18	2.32
Standard deviation	0.74	0.72	0.70	0.74	0.71	0.71	0.74	0.72	0.70
Significance	--		***	--		***	--	*	***
Effect size	--	-0.06	-0.27	--	-0.03	-0.25	--	-0.10	-0.30
I was offered financial assistance Very important	52.1%	40.9%	35.2%	43.5%	34.6%	30.7%	61.7%	46.2%	39.2%
Somewhat important	28.0%	27.7%	27.2%	32.0%	29.4%	28.4%	23.7%	26.3%	26.2%
Not important	19.8%	31.4%	37.6%	24.6%	36.0%	40.9%	14.6%	27.5%	34.6%
Total (n)	1,210	9,938	56,850	635	4,573	26,518	575	5,365	30,332
Mean	2.32	2.10	1.98	2.19	1.99	1.90	2.47	2.19	2.05
Standard deviation	0.78	0.84	0.85	0.80	0.84	0.84	0.74	0.84	0.86
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.26	0.40	--	0.24	0.35	--	0.33	0.49

How important was each reason in your decision to come here?The cost of attending this college									
Very important	55.9%	45.1%	41.2%	49.3%	39.0%	37.4%	63.2%	50.2%	44.7%
Somewhat important	32.5%	37.8%	37.1%	36.2%	41.2%	38.9%	28.5%	35.0%	35.5%
Not important	11.6%	17.1%	21.7%	14.5%	19.8%	23.7%	8.3%	14.8%	19.8%
Total (n)	1,211	9,957	56,971	635	4,577	26,558	576	5,380	30,413
Mean	2.44	2.28	2.20	2.35	2.19	2.14	2.55	2.35	2.25
Standard deviation	0.69	0.74	0.77	0.72	0.74	0.77	0.64	0.72	0.76
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.22	0.31	--	0.22	0.27	--	0.28	0.39
High school counselor advised me									
Very important	6.5%	9.8%	8.1%	5.9%	8.3%	7.4%	7.1%	11.1%	8.8%
Somewhat important	23.3%	30.7%	29.6%	22.6%	30.0%	29.0%	24.1%	31.2%	30.1%
Not important	70.2%	59.5%	62.3%	71.5%	61.6%	63.6%	68.8%	57.7%	61.1%
Total (n)	1,192	9,932	56,824	628	4,568	26,507	564	5,364	30,317
Mean	1.36	1.50	1.46	1.34	1.47	1.44	1.38	1.53	1.48
Standard deviation	0.60	0.67	0.64	0.59	0.64	0.63	0.62	0.69	0.65
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.21	-0.16	--	-0.20	-0.16	--	-0.22	-0.15
Private college counselor advised me									
Very important	1.3%	2.7%	2.2%	1.6%	2.3%	2.2%	0.9%	3.0%	2.3%
Somewhat important	10.0%	13.8%	11.3%	9.5%	14.1%	11.5%	10.6%	13.5%	11.2%
Not important	88.7%	83.6%	86.4%	88.9%	83.6%	86.3%	88.5%	83.5%	86.6%
Total (n)	1,186	9,858	56,463	622	4,535	26,385	564	5,323	30,078
Mean	1.13	1.19	1.16	1.13	1.19	1.16	1.12	1.19	1.16
Standard deviation	0.37	0.46	0.42	0.38	0.44	0.42	0.36	0.46	0.42
Significance	--	***	*	--	**		--	***	*
Effect size	--	-0.13	-0.07	--	-0.14	-0.07	--	-0.15	-0.10
I wanted to live near home									
Very important	14.8%	23.1%	15.9%	10.7%	17.9%	12.9%	19.4%	27.5%	18.6%
Somewhat important	31.6%	32.8%	30.4%	29.0%	33.4%	30.7%	34.4%	32.4%	30.2%
Not important	53.5%	44.1%	53.7%	60.3%	48.8%	56.4%	46.2%	40.2%	51.2%
Total (n)	1,199	9,934	56,820	627	4,571	26,497	572	5,363	30,323
Mean	1.61	1.79	1.62	1.50	1.69	1.57	1.73	1.87	1.67
Standard deviation	0.73	0.79	0.74	0.68	0.76	0.71	0.76	0.81	0.77
Significance	--	***		--	***	*	--	***	
Effect size	--	-0.23	-0.01	--	-0.25	-0.10	--	-0.17	0.08
How important was each reason in your decision to come here?Not offered aid by first choice									
Very important	9.1%	8.9%	8.9%	8.3%	7.5%	7.6%	10.1%	10.1%	10.1%
Somewhat important	13.1%	17.4%	13.4%	13.1%	17.0%	13.6%	13.1%	17.6%	13.3%
Not important	77.7%	73.8%	77.7%	78.6%	75.5%	78.9%	76.8%	72.3%	76.6%
Total (n)	1,182	9,795	56,073	618	4,515	26,227	564	5,280	29,846
Mean	1.31	1.35	1.31	1.30	1.32	1.29	1.33	1.38	1.33
Standard deviation	0.63	0.64	0.63	0.61	0.61	0.60	0.65	0.66	0.65
Significance	--	*		--			--		
Effect size	--	-0.06	0.00	--	-0.03	0.02	--	-0.08	0.00
Could not afford first choice									
Very important	15.5%	12.6%	12.8%	13.5%	10.2%	10.6%	17.7%	14.6%	14.7%
Somewhat important	9.6%	14.4%	11.6%	9.2%	14.7%	11.7%	10.0%	14.1%	11.6%
Not important	74.9%	73.0%	75.6%	77.3%	75.1%	77.7%	72.3%	71.3%	73.7%
Total (n)	1,181	9,837	56,193	622	4,536	26,284	559	5,301	29,909

Mean	1.41	1.40	1.37	1.36	1.35	1.33	1.45	1.43	1.41
Standard deviation	0.74	0.70	0.70	0.71	0.66	0.66	0.78	0.73	0.73
Significance	--			--			--		
Effect size	--	0.01	0.06	--	0.02	0.05	--	0.03	0.05
This college's graduates gain admission to top graduate/professional schools Very important	18.3%	29.5%	37.3%	16.0%	23.8%	32.3%	20.9%	34.4%	41.9%
Somewhat important	39.1%	42.4%	40.6%	39.5%	45.1%	42.6%	38.7%	40.0%	38.8%
Not important	42.6%	28.1%	22.1%	44.5%	31.1%	25.1%	40.5%	25.6%	19.4%
Total (n)	1,174	9,831	56,336	618	4,535	26,302	556	5,296	30,034
Mean	1.76	2.01	2.15	1.72	1.93	2.07	1.80	2.09	2.22
Standard deviation	0.74	0.76	0.76	0.72	0.74	0.75	0.76	0.77	0.75
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.33	-0.51	--	-0.28	-0.47	--	-0.38	-0.56
This college's graduates get good jobs Very important	41.4%	49.2%	58.4%	40.9%	45.5%	55.7%	42.0%	52.4%	60.9%
Somewhat important	38.5%	36.5%	32.3%	40.4%	39.4%	34.3%	36.4%	34.0%	30.5%
Not important	20.1%	14.3%	9.2%	18.7%	15.2%	10.0%	21.6%	13.7%	8.5%
Total (n)	1,166	9,754	55,998	614	4,524	26,186	552	5,230	29,812
Mean	2.21	2.35	2.49	2.22	2.30	2.46	2.20	2.39	2.52
Standard deviation	0.75	0.72	0.66	0.74	0.72	0.67	0.77	0.71	0.65
Significance	--	***	***	--	*	***	--	***	***
Effect size	--	-0.19	-0.42	--	-0.11	-0.36	--	-0.27	-0.49
How important was each reason in your decision to come here?I was attracted by the religious affiliation/orientation of the college Very important	1.8%	3.2%	2.6%	1.5%	2.3%	2.2%	2.1%	3.9%	3.0%
Somewhat important	12.1%	16.8%	13.9%	11.5%	15.3%	13.0%	12.9%	18.2%	14.6%
Not important	86.1%	80.0%	83.5%	87.1%	82.4%	84.8%	85.0%	78.0%	82.4%
Total (n)	1,179	9,836	56,264	620	4,531	26,279	559	5,305	29,985
Mean	1.16	1.23	1.19	1.14	1.20	1.17	1.17	1.26	1.21
Standard deviation	0.41	0.49	0.46	0.39	0.45	0.43	0.43	0.52	0.47
Significance	--	***	*	--	**		--	***	*
Effect size	--	-0.14	-0.07	--	-0.13	-0.07	--	-0.17	-0.09
I wanted to go to a school about the size of this college Very important	35.3%	29.0%	31.2%	26.9%	23.8%	27.1%	44.5%	33.5%	34.9%
Somewhat important	43.1%	43.1%	43.3%	46.8%	46.1%	45.3%	39.1%	40.5%	41.5%
Not important	21.6%	27.9%	25.5%	26.3%	30.2%	27.7%	16.4%	25.9%	23.6%
Total (n)	1,201	9,927	56,611	628	4,568	26,389	573	5,359	30,222
Mean	2.14	2.01	2.06	2.01	1.94	1.99	2.28	2.08	2.11
Standard deviation	0.74	0.75	0.75	0.73	0.73	0.74	0.73	0.77	0.76
Significance	--	***	***	--	*		--	***	***
Effect size	--	0.17	0.11	--	0.10	0.03	--	0.26	0.22
Rankings in national magazines Very important	6.3%	13.1%	23.6%	5.2%	12.7%	23.7%	7.6%	13.4%	23.4%
Somewhat important	22.7%	35.3%	38.7%	26.0%	36.3%	39.2%	19.1%	34.4%	38.3%
Not important	70.9%	51.6%	37.7%	68.9%	51.0%	37.1%	73.2%	52.2%	38.2%
Total (n)	1,184	9,872	56,442	620	4,545	26,330	564	5,327	30,112
Mean	1.35	1.61	1.86	1.36	1.62	1.87	1.34	1.61	1.85
Standard deviation	0.60	0.71	0.77	0.58	0.70	0.77	0.62	0.71	0.77
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.37	-0.66	--	-0.37	-0.66	--	-0.38	-0.66

Information from a website									
Very important	10.2%	16.3%	17.9%	6.8%	11.7%	14.5%	13.9%	20.2%	20.9%
Somewhat important	35.6%	41.4%	42.9%	35.1%	41.2%	42.3%	36.2%	41.6%	43.3%
Not important	54.2%	42.3%	39.3%	58.1%	47.1%	43.2%	49.9%	38.2%	35.7%
Total (n)	1,179	9,827	56,189	618	4,522	26,222	561	5,305	29,967
Mean	1.56	1.74	1.79	1.49	1.65	1.71	1.64	1.82	1.85
Standard deviation	0.67	0.72	0.73	0.62	0.68	0.70	0.71	0.74	0.74
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.25	-0.32	--	-0.24	-0.31	--	-0.24	-0.28
How important was each reason in your decision to come here? I was admitted through an Early Action or Early Decision program									
Very important	6.2%	8.0%	10.9%	4.4%	6.1%	9.4%	8.2%	9.6%	12.3%
Somewhat important	13.6%	15.9%	13.7%	13.9%	17.2%	14.6%	13.2%	14.8%	12.9%
Not important	80.2%	76.1%	75.4%	81.7%	76.8%	76.1%	78.5%	75.6%	74.8%
Total (n)	1,178	9,831	56,064	619	4,535	26,199	559	5,296	29,865
Mean	1.26	1.32	1.36	1.23	1.29	1.33	1.30	1.34	1.38
Standard deviation	0.56	0.61	0.67	0.51	0.57	0.64	0.61	0.65	0.69
Significance	--	**	***	--	*	***	--		**
Effect size	--	-0.10	-0.15	--	-0.11	-0.16	--	-0.06	-0.12
The athletic department recruited me									
Very important	4.6%	4.0%	3.3%	5.3%	4.1%	3.5%	3.7%	3.8%	3.2%
Somewhat important	6.7%	7.5%	5.2%	8.9%	9.1%	6.4%	4.3%	6.2%	4.1%
Not important	88.7%	88.5%	91.5%	85.7%	86.8%	90.2%	92.0%	90.0%	92.7%
Total (n)	1,179	9,820	55,905	617	4,514	26,134	562	5,306	29,771
Mean	1.16	1.15	1.12	1.20	1.17	1.13	1.12	1.14	1.10
Standard deviation	0.47	0.46	0.41	0.51	0.48	0.43	0.42	0.44	0.40
Significance	--		***	--		***	--		
Effect size	--	0.02	0.10	--	0.06	0.16	--	-0.05	0.05
A visit to campus									
Very important	38.1%	30.5%	36.6%	28.3%	24.4%	30.0%	48.9%	35.6%	42.5%
Somewhat important	37.4%	39.2%	39.3%	42.5%	41.8%	42.3%	31.8%	37.0%	36.6%
Not important	24.5%	30.3%	24.1%	29.2%	33.8%	27.7%	19.3%	27.4%	20.9%
Total (n)	1,193	9,920	56,560	623	4,560	26,338	570	5,360	30,222
Mean	2.14	2.00	2.12	1.99	1.91	2.02	2.30	2.08	2.22
Standard deviation	0.78	0.78	0.77	0.76	0.76	0.76	0.77	0.79	0.77
Significance	--	***		--	*		--	***	*
Effect size	--	0.18	0.03	--	0.11	-0.04	--	0.28	0.10
Ability to take online courses									
Very important	2.6%	3.1%	2.1%	1.9%	2.5%	2.0%	3.4%	3.7%	2.3%
Somewhat important	15.9%	16.7%	12.7%	17.5%	17.0%	12.6%	14.1%	16.5%	12.7%
Not important	81.5%	80.2%	85.2%	80.6%	80.5%	85.4%	82.5%	79.9%	85.0%
Total (n)	1,177	9,856	56,124	617	4,537	26,215	560	5,319	29,909
Mean	1.21	1.23	1.17	1.21	1.22	1.17	1.21	1.24	1.17
Standard deviation	0.47	0.49	0.43	0.46	0.47	0.42	0.48	0.50	0.43
Significance	--		**	--		*	--		*
Effect size	--	-0.04	0.09	--	-0.02	0.10	--	-0.06	0.09
Student's probable field of study/major (aggregated)									
Agriculture	3.7%	0.6%	0.8%	4.4%	0.7%	1.1%	2.9%	0.4%	0.6%
Biological Science	7.0%	13.3%	12.4%	4.9%	12.2%	10.6%	9.3%	14.2%	14.0%
Business	15.2%	16.4%	14.4%	17.7%	21.7%	18.0%	12.3%	12.0%	11.2%
Education	8.1%	5.0%	4.2%	5.4%	2.8%	2.2%	11.2%	6.9%	6.0%

Engineering	18.2%	10.9%	16.3%	29.2%	19.7%	27.7%	5.7%	3.3%	6.1%
English	1.5%	1.5%	1.7%	0.8%	1.0%	1.0%	2.4%	1.9%	2.3%
Health Professional	4.7%	14.0%	11.3%	2.3%	5.4%	5.7%	7.4%	21.2%	16.4%
History or Political Science	3.6%	4.0%	4.2%	4.3%	4.7%	4.5%	2.8%	3.3%	3.9%
Humanities	3.5%	3.0%	2.8%	2.0%	2.3%	2.0%	5.2%	3.6%	3.5%
Fine Arts	10.0%	4.1%	4.1%	9.2%	3.8%	3.6%	10.9%	4.4%	4.5%
Mathematics or Statistics	0.3%	0.7%	0.9%	0.3%	0.8%	0.9%	0.3%	0.7%	0.8%
Physical Science	1.7%	2.5%	2.7%	2.4%	3.1%	3.3%	0.9%	2.0%	2.2%
Social Science	7.6%	9.1%	7.7%	4.1%	5.4%	4.7%	11.6%	12.3%	10.5%
Other Technical	3.3%	2.7%	2.5%	4.1%	4.3%	3.7%	2.4%	1.4%	1.3%
Other Non-technical	7.9%	6.2%	7.4%	5.2%	6.1%	5.5%	11.1%	6.3%	9.1%
Undecided	3.6%	6.1%	6.7%	3.7%	5.9%	5.5%	3.6%	6.2%	7.7%
Total (n)	1,233	9,863	56,040	654	4,547	26,073	579	5,316	29,967
Please indicate the importance to you personally of each of the following: Becoming accomplished in one of the performing arts (acting, dancing, etc.) Essential	5.4%	6.9%	6.0%	3.4%	6.1%	5.6%	7.6%	7.5%	6.3%
Very important	5.2%	7.5%	7.4%	4.2%	7.1%	6.9%	6.3%	7.8%	7.8%
Somewhat important	19.6%	23.5%	22.2%	16.0%	20.9%	20.2%	23.4%	25.6%	24.0%
Not important	69.8%	62.2%	64.5%	76.5%	65.8%	67.3%	62.7%	59.1%	61.9%
Total (n)	1,196	9,988	55,916	620	4,602	25,968	576	5,386	29,948
Mean	1.46	1.59	1.55	1.35	1.54	1.51	1.59	1.64	1.58
Standard deviation	0.82	0.90	0.87	0.72	0.87	0.85	0.91	0.91	0.88
Significance	--	***	***	--	***	***	--		
Effect size	--	-0.14	-0.10	--	-0.22	-0.19	--	-0.05	0.01
Becoming an authority in my field Essential	14.8%	19.6%	18.4%	16.6%	20.0%	19.5%	12.9%	19.2%	17.4%
Very important	40.2%	38.8%	39.7%	38.0%	39.1%	40.1%	42.5%	38.5%	39.3%
Somewhat important	33.5%	32.4%	33.2%	33.8%	32.3%	32.3%	33.1%	32.5%	34.1%
Not important	11.5%	9.2%	8.7%	11.6%	8.6%	8.1%	11.5%	9.7%	9.2%
Total (n)	1,195	9,972	55,813	621	4,597	25,949	574	5,375	29,864
Mean	2.58	2.69	2.68	2.60	2.70	2.71	2.57	2.67	2.65
Standard deviation	0.88	0.89	0.87	0.90	0.88	0.87	0.86	0.89	0.87
Significance	--	***	***	--	**	**	--	*	*
Effect size	--	-0.12	-0.11	--	-0.11	-0.13	--	-0.11	-0.09
Please indicate the importance to you personally of each of the following:Obtaining recognition from my colleagues for contributions to my special field Essential	12.2%	17.8%	16.7%	12.3%	16.9%	16.9%	12.1%	18.5%	16.5%
Very important	38.3%	40.2%	40.9%	35.0%	41.2%	41.2%	42.0%	39.4%	40.7%
Somewhat important	37.6%	33.8%	34.8%	41.4%	34.1%	34.3%	33.6%	33.5%	35.2%
Not important	11.8%	8.3%	7.6%	11.3%	7.8%	7.6%	12.4%	8.6%	7.6%
Total (n)	1,190	9,968	55,663	618	4,593	25,893	572	5,375	29,770
Mean	2.51	2.67	2.67	2.48	2.67	2.67	2.54	2.68	2.66
Standard deviation	0.86	0.86	0.84	0.85	0.85	0.84	0.86	0.87	0.84
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.19	-0.19	--	-0.22	-0.23	--	-0.16	-0.14
Influencing the political structure Essential	5.0%	7.0%	6.1%	6.3%	7.5%	7.0%	3.5%	6.5%	5.3%
Very important	11.0%	14.0%	13.4%	11.0%	14.4%	14.3%	11.0%	13.6%	12.5%
Somewhat important	39.4%	41.1%	40.4%	42.6%	43.3%	41.3%	36.1%	39.3%	39.6%

Not important	44.6%	38.0%	40.1%	40.1%	34.8%	37.4%	49.4%	40.7%	42.5%
Total (n)	1,189	9,963	55,608	618	4,592	25,874	571	5,371	29,734
Mean	1.76	1.90	1.86	1.83	1.95	1.91	1.69	1.86	1.81
Standard deviation	0.84	0.89	0.87	0.86	0.89	0.89	0.80	0.88	0.85
Significance	--	***	***	--	**	*	--	***	***
Effect size	--	-0.16	-0.11	--	-0.13	-0.09	--	-0.19	-0.14
Influencing social values Essential	8.9%	11.5%	9.8%	8.3%	10.2%	9.2%	9.5%	12.6%	10.5%
Very important	26.4%	30.0%	28.9%	23.5%	27.2%	25.8%	29.5%	32.4%	31.7%
Somewhat important	42.7%	41.9%	42.6%	44.0%	43.2%	43.0%	41.4%	40.9%	42.3%
Not important	22.0%	16.6%	18.6%	24.2%	19.4%	22.0%	19.6%	14.1%	15.5%
Total (n)	1,186	9,959	55,542	616	4,587	25,825	570	5,372	29,717
Mean	2.22	2.36	2.30	2.16	2.28	2.22	2.29	2.43	2.37
Standard deviation	0.89	0.89	0.88	0.89	0.89	0.89	0.89	0.88	0.87
Significance	--	***	**	--	**		--	***	*
Effect size	--	-0.16	-0.09	--	-0.13	-0.07	--	-0.16	-0.09
Please indicate the importance to you personally of each of the following:Raising a family Essential	36.1%	40.1%	40.0%	33.1%	38.2%	38.6%	39.4%	41.7%	41.3%
Very important	34.9%	33.5%	34.1%	37.3%	35.5%	35.6%	32.4%	31.8%	32.7%
Somewhat important	19.8%	18.4%	18.2%	20.8%	19.2%	18.8%	18.6%	17.8%	17.7%
Not important	9.2%	8.0%	7.7%	8.9%	7.1%	7.1%	9.6%	8.8%	8.2%
Total (n)	1,194	9,984	55,746	620	4,596	25,905	574	5,388	29,841
Mean	2.98	3.06	3.06	2.95	3.05	3.06	3.02	3.06	3.07
Standard deviation	0.96	0.95	0.94	0.94	0.93	0.92	0.98	0.97	0.96
Significance	--	**	**	--	*	**	--		
Effect size	--	-0.08	-0.09	--	-0.11	-0.12	--	-0.04	-0.05
Being very well off financially Essential	34.7%	48.5%	41.9%	33.4%	47.7%	43.8%	36.1%	49.2%	40.3%
Very important	36.5%	34.9%	37.9%	39.0%	35.8%	37.3%	33.7%	34.2%	38.5%
Somewhat important	24.1%	14.6%	17.7%	21.9%	13.9%	16.2%	26.5%	15.1%	19.1%
Not important	4.7%	2.0%	2.4%	5.6%	2.6%	2.7%	3.7%	1.5%	2.2%
Total (n)	1,193	9,981	55,688	620	4,596	25,883	573	5,385	29,805
Mean	3.01	3.30	3.19	3.00	3.29	3.22	3.02	3.31	3.17
Standard deviation	0.88	0.79	0.81	0.88	0.80	0.81	0.88	0.78	0.81
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.37	-0.22	--	-0.36	-0.27	--	-0.37	-0.19
Helping others who are in difficulty Essential	22.1%	28.2%	25.3%	16.3%	20.5%	19.4%	28.3%	34.7%	30.7%
Very important	40.2%	41.8%	42.3%	38.1%	40.6%	39.7%	42.5%	42.7%	44.7%
Somewhat important	33.1%	26.8%	29.1%	39.9%	34.2%	36.2%	25.7%	20.4%	22.8%
Not important	4.6%	3.3%	3.2%	5.7%	4.6%	4.7%	3.5%	2.2%	1.8%
Total (n)	1,191	9,975	55,559	619	4,589	25,818	572	5,386	29,741
Mean	2.80	2.95	2.90	2.65	2.77	2.74	2.96	3.10	3.04
Standard deviation	0.83	0.82	0.81	0.82	0.82	0.82	0.82	0.79	0.78
Significance	--	***	***	--	***	**	--	***	*
Effect size	--	-0.18	-0.12	--	-0.15	-0.11	--	-0.18	-0.10
Please indicate the importance to you personally of each of the following:Making a theoretical contribution to science Essential	5.2%	7.1%	7.4%	5.7%	7.6%	8.6%	4.6%	6.7%	6.3%
Very important	13.1%	17.0%	17.5%	15.8%	18.5%	19.6%	10.2%	15.6%	15.6%
Somewhat important	33.8%	37.2%	35.0%	35.9%	38.3%	37.0%	31.5%	36.3%	33.2%

Not important	47.9%	38.7%	40.1%	42.6%	35.6%	34.8%	53.7%	41.4%	44.8%
Total (n)	1,183	9,946	55,411	615	4,578	25,767	568	5,368	29,644
Mean	1.75	1.92	1.92	1.85	1.98	2.02	1.66	1.88	1.83
Standard deviation	0.87	0.91	0.93	0.89	0.92	0.94	0.84	0.91	0.91
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.19	-0.18	--	-0.14	-0.18	--	-0.24	-0.19
Writing original works (poems, novels, short stories, etc.) Essential	4.7%	5.9%	5.4%	3.9%	5.1%	4.9%	5.6%	6.6%	5.9%
Very important	7.9%	8.3%	8.3%	6.7%	8.1%	8.2%	9.3%	8.5%	8.5%
Somewhat important	19.4%	24.1%	22.5%	18.7%	24.0%	22.1%	20.1%	24.3%	22.9%
Not important	68.0%	61.6%	63.7%	70.7%	62.8%	64.8%	65.0%	60.6%	62.8%
Total (n)	1,183	9,955	55,420	615	4,583	25,766	568	5,372	29,654
Mean	1.49	1.59	1.55	1.44	1.56	1.53	1.56	1.61	1.57
Standard deviation	0.83	0.87	0.86	0.78	0.85	0.84	0.88	0.90	0.87
Significance	--	***	*	--	***	**	--		
Effect size	--	-0.11	-0.07	--	-0.14	-0.11	--	-0.06	-0.01
Creating artistic works (painting, sculpture, decorating, etc.) Essential	6.5%	5.9%	5.1%	4.9%	4.9%	4.2%	8.2%	6.8%	6.0%
Very important	10.3%	9.1%	8.6%	8.3%	8.5%	7.3%	12.5%	9.6%	9.8%
Somewhat important	20.5%	23.7%	21.4%	17.2%	21.2%	19.3%	24.0%	25.8%	23.4%
Not important	62.7%	61.3%	64.8%	69.6%	65.4%	69.3%	55.3%	57.8%	60.9%
Total (n)	1,185	9,942	55,339	615	4,578	25,733	570	5,364	29,606
Mean	1.61	1.60	1.54	1.48	1.53	1.46	1.74	1.65	1.61
Standard deviation	0.91	0.88	0.85	0.84	0.85	0.80	0.97	0.91	0.89
Significance	--		**	--			--	*	***
Effect size	--	0.01	0.08	--	-0.06	0.03	--	0.10	0.15
Please indicate the importance to you personally of each of the following:Becoming successful in a business of my own Essential	18.4%	20.8%	17.0%	19.0%	21.5%	18.6%	17.8%	20.3%	15.6%
Very important	24.1%	24.3%	24.0%	26.6%	27.0%	25.9%	21.5%	21.9%	22.3%
Somewhat important	30.9%	29.9%	31.6%	29.1%	30.0%	31.8%	32.8%	29.8%	31.4%
Not important	26.6%	25.0%	27.4%	25.3%	21.5%	23.7%	27.9%	27.9%	30.7%
Total (n)	1,189	9,954	55,340	616	4,583	25,742	573	5,371	29,598
Mean	2.34	2.41	2.31	2.39	2.49	2.39	2.29	2.35	2.23
Standard deviation	1.06	1.08	1.05	1.06	1.05	1.04	1.06	1.09	1.05
Significance	--	*		--	*		--		
Effect size	--	-0.06	0.03	--	-0.10	0.00	--	-0.06	0.06
Becoming involved in programs to clean up the environment Essential	7.8%	7.9%	7.3%	5.2%	6.3%	6.1%	10.5%	9.2%	8.5%
Very important	17.0%	19.7%	20.1%	16.4%	18.2%	17.7%	17.7%	21.0%	22.3%
Somewhat important	46.1%	46.1%	46.5%	46.1%	45.7%	45.6%	46.2%	46.5%	47.2%
Not important	29.1%	26.3%	26.1%	32.2%	29.8%	30.6%	25.7%	23.3%	22.0%
Total (n)	1,186	9,937	55,231	614	4,575	25,690	572	5,362	29,541
Mean	2.03	2.09	2.09	1.95	2.01	1.99	2.13	2.16	2.17
Standard deviation	0.88	0.88	0.86	0.83	0.86	0.85	0.92	0.89	0.87
Significance	--	*	*	--			--		
Effect size	--	-0.07	-0.07	--	-0.07	-0.05	--	-0.03	-0.05
Developing a meaningful philosophy of life Essential	14.8%	16.9%	18.3%	13.4%	16.8%	18.5%	16.3%	16.9%	18.1%

Very important	24.8%	28.0%	29.9%	24.3%	28.5%	29.8%	25.3%	27.6%	30.0%
Somewhat important	34.1%	35.1%	33.2%	33.6%	33.8%	32.4%	34.6%	36.3%	33.8%
Not important	26.4%	20.0%	18.7%	28.8%	20.9%	19.3%	23.8%	19.1%	18.2%
Total (n)	1,186	9,946	55,257	614	4,579	25,701	572	5,367	29,556
Mean	2.28	2.42	2.48	2.22	2.41	2.47	2.34	2.42	2.48
Standard deviation	1.01	0.99	0.99	1.01	1.00	1.00	1.01	0.98	0.99
Significance	--	***	***	--	***	***	--		***
Effect size	--	-0.14	-0.20	--	-0.19	-0.25	--	-0.08	-0.14
Please indicate the importance to you personally of each of the following:Participating in a community action program Essential	6.5%	7.5%	6.8%	4.7%	5.6%	4.9%	8.4%	9.1%	8.5%
Very important	19.4%	21.7%	21.7%	14.2%	17.8%	17.3%	25.1%	25.1%	25.7%
Somewhat important	42.1%	45.0%	46.0%	42.1%	45.2%	46.0%	42.1%	44.8%	45.9%
Not important	32.0%	25.8%	25.5%	39.0%	31.4%	31.8%	24.4%	21.0%	19.9%
Total (n)	1,183	9,931	55,108	613	4,577	25,644	570	5,354	29,464
Mean	2.01	2.11	2.10	1.85	1.98	1.95	2.18	2.22	2.23
Standard deviation	0.88	0.87	0.86	0.84	0.85	0.83	0.90	0.88	0.86
Significance	--	***	***	--	***	**	--		
Effect size	--	-0.11	-0.10	--	-0.15	-0.12	--	-0.05	-0.06
Helping to promote racial understanding Essential	8.0%	10.1%	8.9%	5.9%	8.2%	7.4%	10.2%	11.8%	10.2%
Very important	19.8%	24.3%	23.2%	18.9%	22.6%	20.8%	20.8%	25.7%	25.4%
Somewhat important	41.8%	42.1%	43.1%	40.5%	42.2%	42.1%	43.3%	42.0%	43.9%
Not important	30.4%	23.5%	24.8%	34.8%	27.1%	29.7%	25.7%	20.5%	20.4%
Total (n)	1,181	9,933	55,145	610	4,573	25,641	571	5,360	29,504
Mean	2.05	2.21	2.16	1.96	2.12	2.06	2.15	2.29	2.26
Standard deviation	0.90	0.92	0.90	0.88	0.90	0.89	0.92	0.92	0.90
Significance	--	***	***	--	***	**	--	***	**
Effect size	--	-0.17	-0.12	--	-0.18	-0.11	--	-0.15	-0.12
Keeping up to date with political affairs Essential	7.8%	9.9%	10.8%	8.3%	10.7%	11.6%	7.2%	9.1%	10.1%
Very important	25.1%	23.7%	27.0%	25.9%	25.3%	28.0%	24.2%	22.4%	26.2%
Somewhat important	38.9%	40.5%	39.9%	38.4%	39.9%	39.2%	39.4%	41.1%	40.5%
Not important	28.3%	25.9%	22.3%	27.4%	24.1%	21.3%	29.2%	27.4%	23.2%
Total (n)	1,185	9,942	55,159	614	4,578	25,654	571	5,364	29,505
Mean	2.12	2.18	2.26	2.15	2.23	2.30	2.09	2.13	2.23
Standard deviation	0.91	0.93	0.93	0.92	0.93	0.93	0.90	0.92	0.92
Significance	--	*	***	--	*	***	--		***
Effect size	--	-0.06	-0.15	--	-0.09	-0.16	--	-0.04	-0.15
Please indicate the importance to you personally of each of the following:Becoming a community leader Essential	8.8%	10.6%	9.8%	8.1%	9.6%	9.2%	9.5%	11.4%	10.4%
Very important	20.8%	23.6%	25.1%	22.0%	23.0%	23.7%	19.5%	24.0%	26.2%
Somewhat important	36.8%	40.1%	41.0%	36.4%	40.3%	41.2%	37.3%	39.9%	40.9%
Not important	33.6%	25.8%	24.1%	33.5%	27.0%	25.9%	33.7%	24.7%	22.5%
Total (n)	1,184	9,923	55,106	615	4,575	25,631	569	5,348	29,475
Mean	2.05	2.19	2.21	2.05	2.15	2.16	2.05	2.22	2.25
Standard deviation	0.95	0.94	0.92	0.94	0.93	0.92	0.95	0.95	0.92
Significance	--	***	***	--	*	**	--	***	***
Effect size	--	-0.15	-0.17	--	-0.11	-0.12	--	-0.18	-0.22

Improving my understanding of other countries and cultures Essential	13.9%	15.3%	16.8%	9.3%	12.4%	13.4%	18.8%	17.7%	19.8%
Very important	33.2%	31.0%	33.2%	30.7%	28.7%	30.1%	36.0%	32.9%	36.0%
Somewhat important	36.8%	38.5%	37.2%	38.7%	40.4%	39.9%	34.7%	37.0%	34.7%
Not important	16.0%	15.1%	12.9%	21.2%	18.5%	16.7%	10.5%	12.3%	9.5%
Total (n)	1,185	9,927	55,105	612	4,570	25,610	573	5,357	29,495
Mean	2.45	2.46	2.54	2.28	2.35	2.40	2.63	2.56	2.66
Standard deviation	0.92	0.93	0.92	0.90	0.92	0.92	0.91	0.92	0.90
Significance	--		***	--		**	--		
Effect size	--	-0.01	-0.10	--	-0.08	-0.13	--	0.08	-0.03
Adopting "green" practices to protect the environment Essential	11.5%	13.7%	14.7%	8.1%	10.6%	11.8%	15.2%	16.2%	17.4%
Very important	24.4%	27.2%	29.3%	20.8%	25.1%	25.9%	28.2%	29.0%	32.3%
Somewhat important	41.4%	42.1%	40.4%	42.3%	42.8%	41.8%	40.4%	41.6%	39.2%
Not important	22.7%	17.0%	15.6%	28.8%	21.5%	20.5%	16.2%	13.2%	11.2%
Total (n)	1,189	9,931	55,112	615	4,571	25,600	574	5,360	29,512
Mean	2.25	2.37	2.43	2.08	2.25	2.29	2.42	2.48	2.56
Standard deviation	0.93	0.92	0.92	0.90	0.91	0.92	0.93	0.92	0.90
Significance	--	***	***	--	***	***	--		***
Effect size	--	-0.13	-0.20	--	-0.19	-0.23	--	-0.07	-0.16
What is your best guess as to the chances that you will:Change major field Very good chance	11.6%	11.9%	15.0%	10.0%	11.3%	13.1%	13.2%	12.3%	16.7%
Some chance	35.3%	35.1%	36.9%	33.5%	36.8%	37.9%	37.2%	33.8%	35.9%
Very little chance	40.5%	38.9%	36.8%	44.2%	39.0%	37.9%	36.5%	38.8%	35.8%
No chance	12.6%	14.1%	11.3%	12.2%	12.9%	11.0%	13.0%	15.1%	11.6%
Total (n)	1,192	9,974	55,296	617	4,583	25,689	575	5,391	29,607
Mean	2.46	2.45	2.56	2.41	2.47	2.53	2.51	2.43	2.58
Standard deviation	0.86	0.88	0.88	0.83	0.86	0.86	0.88	0.89	0.90
Significance	--		***	--		***	--	*	
Effect size	--	0.01	-0.11	--	-0.07	-0.14	--	0.09	-0.08
Change career choice Very good chance	10.5%	10.8%	13.9%	8.1%	9.5%	11.6%	13.1%	11.8%	16.0%
Some chance	41.1%	39.5%	42.0%	38.0%	41.1%	43.0%	44.4%	38.3%	41.1%
Very little chance	36.1%	35.9%	33.2%	41.0%	36.7%	34.7%	30.8%	35.2%	31.8%
No chance	12.3%	13.8%	10.9%	12.8%	12.7%	10.8%	11.7%	14.7%	11.1%
Total (n)	1,189	9,984	55,248	615	4,589	25,675	574	5,395	29,573
Mean	2.50	2.47	2.59	2.41	2.47	2.55	2.59	2.47	2.62
Standard deviation	0.84	0.86	0.86	0.81	0.83	0.83	0.86	0.88	0.88
Significance	--		***	--		***	--	**	
Effect size	--	0.03	-0.10	--	-0.07	-0.17	--	0.14	-0.03
Participate in student government Very good chance	5.5%	6.4%	6.7%	4.1%	4.7%	5.3%	7.0%	7.8%	8.0%
Some chance	22.0%	24.0%	25.7%	21.9%	21.9%	23.5%	22.1%	25.7%	27.7%
Very little chance	39.6%	39.7%	41.4%	40.8%	43.4%	44.5%	38.4%	36.6%	38.7%
No chance	32.9%	29.9%	26.1%	33.3%	30.1%	26.7%	32.6%	29.8%	25.6%
Total (n)	1,184	9,943	55,054	613	4,574	25,577	571	5,369	29,477
Mean	2.00	2.07	2.13	1.97	2.01	2.07	2.04	2.12	2.18
Standard deviation	0.88	0.89	0.88	0.85	0.84	0.84	0.91	0.92	0.91
Significance	--	*	***	--		**	--	*	***
Effect size	--	-0.08	-0.15	--	-0.05	-0.12	--	-0.09	-0.15

Get a job to help pay for college expenses Very good chance	47.5%	53.5%	51.0%	39.5%	45.6%	44.4%	56.0%	60.1%	56.9%
Some chance	34.6%	32.2%	33.1%	39.3%	36.7%	36.6%	29.5%	28.4%	29.9%
Very little chance	12.4%	10.4%	11.6%	13.9%	12.6%	13.8%	10.7%	8.5%	9.7%
No chance	5.6%	4.0%	4.3%	7.2%	5.1%	5.2%	3.9%	3.0%	3.5%
Total (n)	1,180	9,925	54,921	610	4,559	25,498	570	5,366	29,423
Mean	3.24	3.35	3.31	3.11	3.23	3.20	3.38	3.46	3.40
Standard deviation	0.87	0.82	0.84	0.90	0.86	0.87	0.83	0.77	0.80
Significance	--	***	**	--	**	*	--	*	
Effect size	--	-0.13	-0.08	--	-0.14	-0.10	--	-0.10	-0.03
What is your best guess as to the chances that you will:Work full-time while attending college Very good chance	6.7%	7.2%	5.0%	5.1%	5.1%	4.1%	8.4%	8.9%	5.8%
Some chance	21.4%	23.7%	20.9%	19.5%	22.9%	20.4%	23.5%	24.5%	21.4%
Very little chance	40.1%	40.9%	42.9%	40.8%	42.6%	44.2%	39.4%	39.3%	41.8%
No chance	31.8%	28.2%	31.1%	34.7%	29.3%	31.3%	28.7%	27.3%	31.0%
Total (n)	1,182	9,931	54,893	611	4,569	25,494	571	5,362	29,399
Mean	2.03	2.10	2.00	1.95	2.04	1.97	2.12	2.15	2.02
Standard deviation	0.89	0.89	0.85	0.86	0.85	0.82	0.92	0.92	0.87
Significance	--	*		--	*		--		**
Effect size	--	-0.08	0.04	--	-0.11	-0.02	--	-0.03	0.11
Join a social fraternity or sorority Very good chance	30.4%	14.1%	12.0%	26.5%	10.6%	8.8%	34.5%	17.2%	14.8%
Some chance	11.5%	26.3%	25.4%	13.9%	26.8%	26.3%	9.0%	25.9%	24.5%
Very little chance	19.1%	31.1%	33.3%	23.7%	35.4%	36.8%	14.1%	27.5%	30.2%
No chance	39.0%	28.4%	29.3%	35.8%	27.3%	28.1%	42.4%	29.4%	30.4%
Total (n)	1,179	9,937	54,890	611	4,571	25,491	568	5,366	29,399
Mean	2.33	2.26	2.20	2.31	2.21	2.16	2.36	2.31	2.24
Standard deviation	1.27	1.02	0.99	1.21	0.96	0.93	1.33	1.07	1.04
Significance	--	*	***	--	*	***	--		**
Effect size	--	0.07	0.13	--	0.10	0.16	--	0.05	0.12
Play club, intramural, or recreational sports Very good chance	40.3%	28.4%	34.9%	44.1%	34.3%	41.8%	36.2%	23.4%	28.7%
Some chance	32.2%	33.6%	34.0%	31.7%	35.8%	34.6%	32.7%	31.7%	33.6%
Very little chance	16.0%	23.0%	19.6%	13.9%	20.3%	16.3%	18.4%	25.3%	22.5%
No chance	11.5%	15.1%	11.5%	10.3%	9.6%	7.4%	12.8%	19.6%	15.2%
Total (n)	1,184	9,924	54,767	612	4,562	25,440	572	5,362	29,327
Mean	3.01	2.75	2.92	3.10	2.95	3.11	2.92	2.59	2.76
Standard deviation	1.01	1.03	1.00	0.99	0.96	0.93	1.03	1.05	1.03
Significance	--	***	**	--	***		--	***	***
Effect size	--	0.25	0.09	--	0.16	-0.01	--	0.31	0.16
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored) Very good chance	9.0%	7.6%	6.0%	12.0%	8.8%	6.7%	5.8%	6.5%	5.3%
Some chance	9.3%	12.2%	9.9%	12.1%	15.6%	12.3%	6.3%	9.3%	7.7%
Very little chance	25.7%	28.0%	26.1%	28.2%	31.6%	30.2%	23.0%	24.9%	22.4%
No chance	56.0%	52.3%	58.0%	47.7%	44.0%	50.8%	64.9%	59.3%	64.6%
Total (n)	1,179	9,892	54,608	610	4,559	25,422	569	5,333	29,186
Mean	1.71	1.75	1.64	1.88	1.89	1.75	1.53	1.63	1.54
Standard deviation	0.97	0.94	0.89	1.03	0.97	0.91	0.85	0.90	0.85
Significance	--		**	--		***	--	*	
Effect size	--	-0.04	0.08	--	-0.01	0.14	--	-0.11	-0.01

What is your best guess as to the chances that you will:Make at least a "B" average									
Very good chance	64.9%	61.9%	67.2%	63.8%	60.7%	67.4%	66.0%	62.9%	67.1%
Some chance	32.0%	34.7%	30.1%	31.4%	35.3%	29.6%	32.6%	34.1%	30.6%
Very little chance	2.5%	2.8%	2.2%	3.7%	3.4%	2.5%	1.2%	2.4%	1.8%
No chance	0.6%	0.6%	0.5%	1.0%	0.6%	0.5%	0.2%	0.7%	0.5%
Total (n)	1,184	9,920	54,749	614	4,561	25,445	570	5,359	29,304
Mean	3.61	3.58	3.64	3.58	3.56	3.64	3.64	3.59	3.64
Standard deviation	0.57	0.58	0.55	0.61	0.59	0.56	0.51	0.58	0.54
Significance	--			--		**	--	*	
Effect size	--	0.05	-0.05	--	0.03	-0.11	--	0.09	0.00
Need extra time to complete your degree requirements									
Very good chance	11.6%	7.7%	6.1%	10.4%	6.7%	5.7%	12.8%	8.6%	6.4%
Some chance	41.4%	35.8%	31.3%	40.0%	36.5%	32.3%	42.9%	35.1%	30.4%
Very little chance	39.3%	45.1%	49.3%	40.3%	46.0%	49.6%	38.1%	44.3%	49.1%
No chance	7.8%	11.4%	13.3%	9.4%	10.8%	12.4%	6.2%	12.0%	14.1%
Total (n)	1,177	9,920	54,645	608	4,566	25,402	569	5,354	29,243
Mean	2.57	2.40	2.30	2.51	2.39	2.31	2.62	2.40	2.29
Standard deviation	0.80	0.79	0.77	0.80	0.77	0.76	0.78	0.81	0.79
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	0.22	0.35	--	0.16	0.26	--	0.27	0.42
Participate in student protests or demonstrations									
Very good chance	5.1%	5.4%	5.7%	4.8%	4.7%	4.9%	5.3%	6.0%	6.5%
Some chance	20.7%	23.9%	25.6%	20.5%	22.4%	23.7%	20.8%	25.1%	27.2%
Very little chance	43.7%	43.8%	44.8%	42.3%	44.6%	46.5%	45.2%	43.1%	43.3%
No chance	30.6%	26.9%	23.9%	32.4%	28.3%	24.9%	28.6%	25.8%	23.0%
Total (n)	1,167	9,901	54,571	601	4,552	25,360	566	5,349	29,211
Mean	2.00	2.08	2.13	1.98	2.04	2.09	2.03	2.11	2.17
Standard deviation	0.85	0.85	0.84	0.85	0.83	0.82	0.84	0.86	0.85
Significance	--	**	***	--		**	--	*	***
Effect size	--	-0.09	-0.15	--	-0.07	-0.13	--	-0.09	-0.16
Transfer to another college before graduating									
Very good chance	7.6%	8.8%	4.8%	5.9%	7.8%	4.3%	9.4%	9.6%	5.3%
Some chance	21.3%	25.3%	16.9%	18.3%	26.3%	17.1%	24.5%	24.5%	16.6%
Very little chance	42.4%	38.5%	43.5%	45.0%	40.3%	45.0%	39.5%	37.0%	42.1%
No chance	28.8%	27.4%	34.9%	30.8%	25.7%	33.5%	26.6%	28.9%	36.1%
Total (n)	1,171	9,908	54,540	607	4,559	25,343	564	5,349	29,197
Mean	2.08	2.15	1.92	1.99	2.16	1.92	2.17	2.15	1.91
Standard deviation	0.89	0.92	0.84	0.85	0.90	0.82	0.93	0.95	0.85
Significance	--	*	***	--	***	*	--		***
Effect size	--	-0.08	0.19	--	-0.19	0.09	--	0.02	0.31
What is your best guess as to the chances that you will:Be satisfied with your college									
Very good chance	54.0%	48.9%	59.0%	49.5%	43.9%	55.5%	58.9%	53.2%	62.1%
Some chance	41.3%	45.4%	37.1%	44.0%	49.5%	39.8%	38.3%	42.0%	34.7%
Very little chance	3.9%	4.7%	3.2%	5.1%	5.7%	3.8%	2.6%	4.0%	2.6%
No chance	0.8%	0.9%	0.7%	1.3%	1.0%	0.9%	0.2%	0.9%	0.5%
Total (n)	1,173	9,905	54,487	604	4,550	25,308	569	5,355	29,179
Mean	3.49	3.42	3.54	3.42	3.36	3.50	3.56	3.47	3.58
Standard deviation	0.61	0.63	0.59	0.65	0.63	0.62	0.56	0.62	0.57
Significance	--	***	**	--	*	**	--	***	

Effect size	--	0.11	-0.08	--	0.10	-0.13	--	0.15	-0.04
Participate in volunteer or community service work									
Very good chance	28.5%	26.8%	30.5%	18.6%	16.3%	19.1%	39.0%	35.7%	40.7%
Some chance	39.8%	43.4%	43.3%	37.2%	43.4%	44.3%	42.5%	43.4%	42.5%
Very little chance	24.6%	23.3%	21.2%	32.7%	30.9%	29.2%	16.0%	16.9%	14.1%
No chance	7.1%	6.5%	5.0%	11.5%	9.4%	7.4%	2.5%	4.1%	2.7%
Total (n)	1,169	9,915	54,537	602	4,558	25,322	567	5,357	29,215
Mean	2.90	2.90	2.99	2.63	2.67	2.75	3.18	3.11	3.21
Standard deviation	0.90	0.87	0.85	0.91	0.86	0.85	0.79	0.82	0.78
Significance	--		***	--		***	--		
Effect size	--	0.00	-0.11	--	-0.05	-0.14	--	0.09	-0.04
Seek personal counseling									
Very good chance	6.5%	11.3%	8.7%	5.3%	8.9%	6.9%	7.8%	13.4%	10.4%
Some chance	18.8%	29.6%	28.7%	17.6%	30.1%	28.3%	20.1%	29.3%	29.2%
Very little chance	50.4%	43.2%	47.1%	49.4%	43.8%	48.0%	51.5%	42.7%	46.4%
No chance	24.3%	15.8%	15.4%	27.7%	17.3%	16.8%	20.6%	14.6%	14.1%
Total (n)	1,170	9,907	54,450	603	4,549	25,288	567	5,358	29,162
Mean	2.08	2.36	2.31	2.00	2.31	2.25	2.15	2.41	2.36
Standard deviation	0.83	0.88	0.83	0.82	0.86	0.81	0.83	0.90	0.85
Significance	--	***	***	--	***	***	--	***	***
Effect size	--	-0.32	-0.28	--	-0.36	-0.31	--	-0.29	-0.25
Communicate regularly with your professors									
Very good chance	25.2%	32.4%	34.5%	21.2%	27.1%	30.2%	29.4%	36.8%	38.4%
Some chance	57.6%	53.4%	53.9%	56.2%	56.2%	56.0%	59.2%	51.1%	51.9%
Very little chance	15.2%	12.5%	10.4%	19.2%	14.6%	12.1%	10.9%	10.8%	8.9%
No chance	2.0%	1.7%	1.2%	3.3%	2.1%	1.7%	0.5%	1.3%	0.8%
Total (n)	1,171	9,899	54,450	603	4,552	25,289	568	5,347	29,161
Mean	3.06	3.16	3.22	2.95	3.08	3.15	3.17	3.23	3.28
Standard deviation	0.69	0.70	0.67	0.73	0.70	0.68	0.63	0.69	0.65
Significance	--	***	***	--	***	***	--	*	***
Effect size	--	-0.14	-0.24	--	-0.19	-0.29	--	-0.09	-0.17
What is your best guess as to the chances that you will:Socialize with someone of another racial/ethnic group									
Very good chance	56.5%	63.2%	66.9%	48.3%	56.5%	61.9%	65.1%	68.9%	71.4%
Some chance	34.4%	29.4%	27.5%	39.0%	34.4%	31.0%	29.4%	25.3%	24.4%
Very little chance	6.8%	5.8%	4.5%	8.8%	7.0%	5.7%	4.8%	4.7%	3.3%
No chance	2.3%	1.5%	1.1%	3.8%	2.0%	1.4%	0.7%	1.1%	0.8%
Total (n)	1,170	9,910	54,439	602	4,553	25,288	568	5,357	29,151
Mean	3.45	3.54	3.60	3.32	3.45	3.53	3.59	3.62	3.67
Standard deviation	0.72	0.68	0.63	0.79	0.71	0.67	0.62	0.63	0.58
Significance	--	***	***	--	***	***	--		**
Effect size	--	-0.13	-0.24	--	-0.18	-0.31	--	-0.05	-0.14
Participate in student clubs/groups									
Very good chance	33.8%	40.9%	48.4%	25.4%	32.3%	39.8%	42.9%	48.2%	56.0%
Some chance	38.5%	39.1%	37.7%	41.4%	42.5%	42.2%	35.5%	36.2%	33.8%
Very little chance	21.1%	15.9%	11.3%	24.1%	19.8%	14.7%	18.0%	12.5%	8.4%
No chance	6.5%	4.1%	2.5%	9.2%	5.3%	3.3%	3.5%	3.1%	1.8%
Total (n)	1,173	9,910	54,492	607	4,556	25,302	566	5,354	29,190
Mean	3.00	3.17	3.32	2.83	3.02	3.18	3.18	3.29	3.44
Standard deviation	0.90	0.84	0.77	0.91	0.86	0.80	0.85	0.80	0.72
Significance	--	***	***	--	***	***	--	**	***

Effect size	--	-0.20	-0.42	--	-0.22	-0.44	--	-0.14	-0.36
Participate in a study abroad program Very good chance	23.1%	22.0%	30.3%	12.9%	13.5%	20.0%	33.9%	29.2%	39.5%
Some chance	31.9%	32.7%	33.9%	31.3%	32.4%	35.2%	32.5%	32.9%	32.7%
Very little chance	28.8%	29.9%	25.1%	34.7%	35.2%	31.6%	22.6%	25.3%	19.3%
No chance	16.2%	15.5%	10.7%	21.1%	18.9%	13.2%	11.1%	12.6%	8.4%
Total (n)	1,170	9,917	54,495	603	4,558	25,294	567	5,359	29,201
Mean	2.62	2.61	2.84	2.36	2.40	2.62	2.89	2.79	3.03
Standard deviation	1.01	0.99	0.98	0.96	0.94	0.95	1.00	1.00	0.96
Significance	--		***	--		***	--	*	***
Effect size	--	0.01	-0.22	--	-0.04	-0.27	--	0.10	-0.15
Have a roommate of different race/ethnicity Very good chance	25.3%	29.3%	27.7%	17.0%	24.0%	23.8%	34.2%	33.7%	31.2%
Some chance	42.7%	40.2%	45.4%	43.1%	41.6%	45.2%	42.3%	39.1%	45.6%
Very little chance	23.1%	19.5%	18.6%	26.8%	22.3%	21.7%	19.2%	17.2%	15.8%
No chance	8.8%	11.0%	8.3%	13.1%	12.1%	9.2%	4.2%	10.0%	7.4%
Total (n)	1,168	9,869	54,221	601	4,537	25,189	567	5,332	29,032
Mean	2.85	2.88	2.93	2.64	2.78	2.84	3.07	2.97	3.00
Standard deviation	0.90	0.95	0.89	0.91	0.95	0.89	0.84	0.95	0.88
Significance	--		**	--	***	***	--	*	
Effect size	--	-0.03	-0.09	--	-0.15	-0.22	--	0.11	0.08
What is your best guess as to the chances that you will:Discuss course content with students outside of class Very good chance	45.0%	43.1%	49.9%	35.9%	36.6%	44.0%	54.7%	48.6%	55.2%
Some chance	44.1%	45.0%	41.1%	46.9%	48.6%	44.6%	41.1%	42.0%	37.9%
Very little chance	7.9%	9.8%	7.6%	11.9%	12.1%	9.5%	3.7%	7.9%	5.8%
No chance	3.0%	2.1%	1.4%	5.3%	2.8%	1.9%	0.5%	1.5%	1.0%
Total (n)	1,171	9,899	54,404	604	4,553	25,274	567	5,346	29,130
Mean	3.31	3.29	3.40	3.13	3.19	3.31	3.50	3.38	3.47
Standard deviation	0.74	0.73	0.69	0.82	0.75	0.72	0.60	0.69	0.65
Significance	--		***	--		***	--	***	
Effect size	--	0.03	-0.13	--	-0.08	-0.25	--	0.17	0.05
Work on a professor's research project Very good chance	23.5%	29.0%	28.0%	19.8%	25.7%	26.3%	27.5%	31.8%	29.6%
Some chance	43.6%	44.3%	48.7%	44.6%	46.4%	50.2%	42.5%	42.6%	47.3%
Very little chance	26.5%	21.9%	19.7%	27.4%	23.2%	19.9%	25.6%	20.8%	19.5%
No chance	6.3%	4.8%	3.6%	8.1%	4.8%	3.6%	4.4%	4.9%	3.6%
Total (n)	1,172	9,905	54,386	605	4,558	25,277	567	5,347	29,109
Mean	2.84	2.97	3.01	2.76	2.93	2.99	2.93	3.01	3.03
Standard deviation	0.85	0.84	0.79	0.86	0.82	0.78	0.84	0.85	0.80
Significance	--	***	***	--	***	***	--	*	**
Effect size	--	-0.15	-0.22	--	-0.21	-0.29	--	-0.09	-0.13
Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? Yes	52.7%	67.2%	66.7%	50.8%	68.3%	66.9%	54.9%	66.3%	66.5%
No	47.3%	32.8%	33.3%	49.2%	31.7%	33.1%	45.1%	33.7%	33.5%
Total (n)	1,229	9,219	48,934	655	4,255	22,782	574	4,964	26,152
Student's probable career occupation (disaggregated) Accountant or actuary	1.8%	3.4%	2.4%	1.8%	4.7%	2.7%	1.8%	2.4%	2.0%
Actor or entertainer	0.7%	0.8%	0.8%	0.6%	0.8%	0.8%	0.9%	0.7%	0.8%
Architect or urban planner	5.1%	0.9%	1.2%	5.4%	1.1%	1.4%	4.8%	0.7%	1.0%

Artist	2.2%	1.5%	1.3%	1.8%	1.2%	0.9%	2.7%	1.7%	1.7%
Business (clerical)	0.4%	0.6%	0.6%	0.3%	0.8%	0.7%	0.5%	0.5%	0.5%
Business executive (management, administrator)	6.1%	6.5%	6.8%	6.8%	7.9%	8.4%	5.4%	5.2%	5.3%
Business owner or proprietor	3.6%	3.0%	2.4%	4.6%	4.3%	3.4%	2.3%	1.8%	1.6%
Business salesperson or buyer	1.1%	0.9%	0.9%	0.9%	1.1%	1.0%	1.3%	0.6%	0.8%
Clergy (minister, priest)	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Clergy (other religious)	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Clinical psychologist	1.2%	1.4%	1.2%	0.3%	0.6%	0.5%	2.3%	2.1%	1.8%
College administrator/staff	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
College teacher	0.5%	0.3%	0.4%	0.8%	0.5%	0.5%	0.2%	0.2%	0.3%
Computer programmer or analyst	2.4%	1.9%	2.0%	3.9%	3.7%	3.7%	0.7%	0.4%	0.4%
Conservationist or forester	1.7%	0.3%	0.4%	1.5%	0.3%	0.3%	1.8%	0.3%	0.4%
Dentist (including orthodontist)	1.2%	1.7%	1.5%	1.7%	1.6%	1.3%	0.5%	1.8%	1.6%
Dietitian or nutritionist	1.8%	0.7%	0.8%	0.0%	0.2%	0.2%	3.9%	1.2%	1.3%
Engineer	14.8%	8.8%	13.5%	23.4%	15.7%	22.7%	4.8%	2.8%	5.1%
Farmer or rancher	1.3%	0.2%	0.4%	1.8%	0.4%	0.6%	0.7%	0.1%	0.2%
Foreign service worker (including diplomat)	0.5%	0.3%	0.6%	0.5%	0.2%	0.4%	0.5%	0.4%	0.9%
Homemaker (full-time)	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Interior decorator (including designer)	0.9%	0.2%	0.3%	0.0%	0.0%	0.0%	2.0%	0.4%	0.6%
Lab technician or hygienist	0.1%	0.3%	0.2%	0.2%	0.1%	0.1%	0.0%	0.4%	0.3%
Law enforcement officer	0.9%	1.0%	0.6%	1.2%	1.5%	0.9%	0.5%	0.5%	0.3%
Lawyer (attorney) or judge	3.0%	3.5%	3.6%	2.6%	3.4%	3.5%	3.4%	3.5%	3.8%
Military service (career)	1.8%	0.9%	0.8%	2.9%	1.8%	1.4%	0.5%	0.2%	0.2%
Musician (performer, composer)	2.0%	1.3%	1.2%	2.3%	1.8%	1.5%	1.6%	0.9%	0.8%
Nurse	0.3%	6.6%	3.5%	0.0%	1.2%	0.7%	0.7%	11.3%	6.1%
Optometrist	0.0%	0.6%	0.4%	0.0%	0.4%	0.2%	0.0%	0.7%	0.5%
Pharmacist	0.7%	2.6%	2.0%	0.6%	2.6%	1.7%	0.7%	2.6%	2.3%
Physician	3.3%	7.8%	8.7%	1.8%	6.9%	7.8%	5.0%	8.6%	9.5%
Policymaker/Government	0.8%	0.8%	1.0%	1.2%	1.1%	1.2%	0.4%	0.5%	0.8%
School counselor	0.2%	0.5%	0.3%	0.2%	0.2%	0.1%	0.4%	0.7%	0.4%
School principal or superintendent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Scientific researcher	1.7%	1.5%	2.5%	2.0%	1.6%	2.6%	1.4%	1.3%	2.3%
Social, welfare, or recreation worker	0.9%	1.4%	0.9%	0.3%	0.4%	0.3%	1.6%	2.3%	1.4%
Therapist (physical, occupational, speech)	1.7%	4.0%	3.2%	1.2%	1.6%	1.5%	2.1%	6.0%	4.8%
Teacher or administrator (elementary)	3.1%	2.4%	2.0%	0.8%	0.5%	0.4%	5.9%	4.1%	3.5%
Teacher or administrator (secondary)	5.5%	3.7%	2.9%	4.6%	3.4%	2.5%	6.6%	4.0%	3.3%
Veterinarian	2.6%	1.0%	1.5%	0.5%	0.3%	0.5%	5.0%	1.6%	2.4%
Student's probable career occupation (disaggregated) Writer or journalist	2.2%	1.8%	2.7%	1.4%	1.3%	1.7%	3.2%	2.3%	3.6%
Skilled trades	0.6%	0.3%	0.2%	0.9%	0.5%	0.3%	0.2%	0.1%	0.1%
Laborer (unskilled)	0.2%	0.2%	0.3%	0.2%	0.4%	0.5%	0.4%	0.1%	0.2%
Semi-skilled worker	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	0.4%	0.2%	0.2%
Unemployed	1.2%	1.6%	1.1%	1.4%	1.3%	1.1%	1.1%	1.8%	1.2%
Other	9.6%	9.5%	8.0%	8.5%	8.8%	6.3%	10.9%	10.1%	9.6%
Undecided	9.5%	13.1%	14.8%	8.6%	13.6%	13.4%	10.5%	12.7%	16.1%
Total (n)	1,209	9,580	57,084	649	4,463	26,878	560	5,117	30,206
Your father's occupation (disaggregated) Accountant or actuary	1.2%	2.6%	3.1%	1.5%	3.3%	3.5%	0.9%	2.0%	2.8%
Actor or entertainer	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%
Architect or urban planner	1.3%	0.9%	1.1%	1.7%	0.9%	1.1%	0.9%	0.8%	1.0%

Artist	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%
Business (clerical)	1.0%	1.6%	1.4%	0.9%	1.8%	1.5%	1.1%	1.4%	1.3%
Business executive (management, administrator)	8.5%	8.1%	11.3%	8.5%	9.1%	12.4%	8.4%	7.3%	10.3%
Business owner or proprietor	9.8%	8.5%	8.6%	9.9%	9.1%	8.2%	9.7%	7.9%	8.9%
Business salesperson or buyer	4.1%	4.5%	5.0%	4.2%	4.9%	5.2%	3.9%	4.1%	4.9%
Clergy (minister, priest)	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%
Clergy (other religious)	0.2%	0.1%	0.1%	0.5%	0.1%	0.1%	0.0%	0.0%	0.1%
Clinical psychologist	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
College administrator/staff	0.4%	0.2%	0.3%	0.3%	0.1%	0.3%	0.5%	0.2%	0.3%
College teacher	1.0%	0.4%	0.6%	1.1%	0.4%	0.7%	0.9%	0.4%	0.6%
Computer programmer or analyst	3.3%	3.6%	4.1%	3.4%	4.0%	4.3%	3.2%	3.3%	3.9%
Conservationist or forester	0.8%	0.2%	0.1%	0.9%	0.2%	0.2%	0.7%	0.2%	0.1%
Dentist (including orthodontist)	0.6%	0.5%	0.6%	0.6%	0.6%	0.7%	0.5%	0.4%	0.5%
Dietitian or nutritionist	0.2%	0.1%	0.1%	0.3%	0.2%	0.1%	0.0%	0.1%	0.1%
Engineer	10.0%	8.8%	10.6%	10.1%	9.0%	10.8%	9.9%	8.5%	10.5%
Farmer or rancher	4.5%	2.1%	1.7%	5.0%	2.0%	1.8%	3.9%	2.3%	1.7%
Foreign service worker (including diplomat)	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%
Homemaker (full-time)	0.2%	0.3%	0.3%	0.3%	0.4%	0.4%	0.2%	0.2%	0.3%
Interior decorator (including designer)	0.1%	0.0%	0.0%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%
Lab technician or hygienist	0.6%	0.5%	0.4%	0.6%	0.7%	0.4%	0.5%	0.4%	0.3%
Law enforcement officer	1.8%	1.7%	1.4%	1.4%	1.9%	1.3%	2.3%	1.5%	1.4%
Lawyer (attorney) or judge	1.5%	1.2%	2.4%	1.9%	1.5%	2.4%	1.1%	1.0%	2.3%
Military service (career)	2.5%	1.3%	1.4%	2.8%	1.2%	1.3%	2.2%	1.4%	1.4%
Musician (performer, composer)	0.1%	0.1%	0.2%	0.0%	0.1%	0.1%	0.2%	0.1%	0.2%
Nurse	0.7%	0.8%	0.6%	0.9%	0.8%	0.6%	0.5%	0.7%	0.5%
Optometrist	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.2%	0.1%	0.1%
Pharmacist	0.4%	0.6%	0.5%	0.3%	0.6%	0.5%	0.5%	0.6%	0.4%
Physician	0.9%	1.2%	2.4%	0.8%	1.5%	2.6%	1.1%	0.9%	2.2%
Policymaker/Government	0.7%	0.5%	0.6%	0.5%	0.5%	0.6%	1.1%	0.5%	0.7%
Your father's occupation (disaggregated) School counselor	0.4%	0.1%	0.1%	0.5%	0.1%	0.1%	0.4%	0.1%	0.1%
School principal or superintendent	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.4%	0.2%	0.2%
Scientific researcher	1.0%	0.6%	0.9%	0.9%	0.6%	1.0%	1.1%	0.5%	0.9%
Social, welfare, or recreation worker	0.2%	0.4%	0.5%	0.3%	0.4%	0.5%	0.2%	0.5%	0.5%
Therapist (physical, occupational, speech)	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.2%	0.3%
Teacher or administrator (elementary)	1.1%	0.7%	0.6%	1.4%	0.7%	0.6%	0.7%	0.7%	0.6%
Teacher or administrator (secondary)	2.7%	1.4%	1.7%	2.9%	1.4%	1.8%	2.5%	1.3%	1.6%
Veterinarian	0.3%	0.2%	0.2%	0.3%	0.1%	0.2%	0.4%	0.2%	0.2%
Writer or journalist	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%	0.1%	0.4%
Skilled trades	6.9%	5.8%	5.9%	7.6%	6.9%	6.5%	6.1%	5.0%	5.2%
Laborer (unskilled)	2.4%	4.7%	3.1%	2.0%	4.0%	2.8%	2.9%	5.3%	3.4%
Semi-skilled worker	3.6%	4.5%	3.0%	5.0%	4.7%	3.3%	2.0%	4.4%	2.8%
Unemployed	3.7%	5.5%	4.1%	3.1%	4.1%	3.4%	4.3%	6.7%	4.7%
Other	19.3%	24.5%	19.1%	15.9%	20.7%	16.7%	23.1%	27.8%	21.3%
Total (n)	1,204	9,503	57,037	646	4,440	26,891	558	5,063	30,146
Your mother's occupation (disaggregated) Accountant or actuary	6.7%	5.8%	5.7%	7.4%	6.9%	6.2%	5.8%	4.9%	5.3%
Actor or entertainer	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Architect or urban planner	0.5%	0.2%	0.2%	0.2%	0.1%	0.2%	0.9%	0.2%	0.3%
Artist	0.7%	0.4%	0.6%	0.6%	0.4%	0.6%	0.7%	0.3%	0.6%
Business (clerical)	4.0%	3.9%	3.8%	3.7%	4.2%	4.0%	4.4%	3.7%	3.6%

Business executive (management, administrator)	5.0%	5.1%	5.6%	5.3%	5.2%	5.3%	4.8%	5.0%	5.9%
Business owner or proprietor	3.9%	3.3%	3.2%	3.7%	3.5%	3.0%	4.1%	3.1%	3.4%
Business salesperson or buyer	2.1%	2.3%	2.5%	2.6%	2.1%	2.5%	1.6%	2.5%	2.5%
Clergy (minister, priest)	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%	0.0%	0.1%
Clergy (other religious)	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.2%	0.0%	0.1%
Clinical psychologist	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.0%	0.1%	0.2%
College administrator/staff	1.2%	0.5%	0.6%	1.1%	0.5%	0.6%	1.2%	0.6%	0.6%
College teacher	0.2%	0.3%	0.5%	0.5%	0.3%	0.5%	0.0%	0.2%	0.4%
Computer programmer or analyst	0.6%	1.1%	1.7%	0.5%	1.3%	1.7%	0.7%	1.0%	1.6%
Conservationist or forester	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%	0.2%	0.1%	0.1%
Dentist (including orthodontist)	0.7%	0.6%	0.6%	0.8%	0.8%	0.6%	0.5%	0.4%	0.5%
Dietitian or nutritionist	0.1%	0.4%	0.4%	0.0%	0.4%	0.4%	0.2%	0.4%	0.5%
Engineer	0.7%	1.0%	1.3%	1.1%	1.0%	1.5%	0.4%	0.9%	1.2%
Farmer or rancher	0.6%	0.2%	0.2%	0.6%	0.2%	0.3%	0.5%	0.2%	0.1%
Foreign service worker (including diplomat)	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Homemaker (full-time)	7.8%	7.1%	8.4%	6.0%	6.1%	7.3%	9.7%	8.0%	9.3%
Interior decorator (including designer)	0.7%	0.3%	0.4%	0.6%	0.3%	0.4%	0.9%	0.3%	0.4%
Lab technician or hygienist	0.7%	0.8%	0.8%	0.3%	0.8%	0.8%	1.1%	0.9%	0.9%
Law enforcement officer	0.2%	0.4%	0.3%	0.3%	0.4%	0.2%	0.0%	0.4%	0.3%
Your mother's occupation (disaggregated) Lawyer (attorney) or judge	0.5%	0.5%	1.0%	0.6%	0.5%	1.0%	0.4%	0.4%	0.9%
Military service (career)	0.3%	0.1%	0.2%	0.2%	0.1%	0.1%	0.5%	0.2%	0.2%
Musician (performer, composer)	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Nurse	6.9%	7.9%	8.1%	6.4%	7.6%	8.2%	7.4%	8.2%	8.1%
Optometrist	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%	0.1%	0.1%
Pharmacist	0.4%	0.5%	0.6%	0.5%	0.8%	0.7%	0.4%	0.3%	0.6%
Physician	0.4%	0.6%	1.0%	0.3%	0.7%	1.1%	0.5%	0.6%	0.9%
Policymaker/Government	0.9%	0.5%	0.5%	0.8%	0.6%	0.5%	1.1%	0.4%	0.5%
School counselor	0.3%	0.2%	0.3%	0.3%	0.2%	0.3%	0.4%	0.2%	0.2%
School principal or superintendent	0.1%	0.1%	0.2%	0.0%	0.1%	0.2%	0.2%	0.1%	0.2%
Scientific researcher	0.4%	0.3%	0.5%	0.5%	0.3%	0.6%	0.4%	0.2%	0.4%
Social, welfare, or recreation worker	1.1%	1.6%	1.6%	0.8%	1.5%	1.7%	1.4%	1.6%	1.6%
Therapist (physical, occupational, speech)	1.3%	1.1%	1.7%	1.6%	1.3%	1.8%	1.1%	1.0%	1.6%
Teacher or administrator (elementary)	8.8%	6.1%	7.8%	8.8%	6.3%	8.1%	8.7%	5.8%	7.5%
Teacher or administrator (secondary)	4.7%	2.8%	3.8%	5.1%	2.9%	3.9%	4.2%	2.7%	3.7%
Veterinarian	0.2%	0.1%	0.1%	0.5%	0.2%	0.1%	0.0%	0.1%	0.1%
Writer or journalist	0.3%	0.2%	0.4%	0.5%	0.3%	0.4%	0.2%	0.1%	0.4%
Skilled trades	1.2%	1.5%	1.4%	1.4%	1.7%	1.4%	1.1%	1.4%	1.3%
Laborer (unskilled)	1.7%	2.9%	1.8%	2.2%	3.1%	1.9%	1.2%	2.7%	1.8%
Semi-skilled worker	3.1%	2.7%	2.1%	3.7%	2.7%	2.3%	2.5%	2.7%	2.0%
Unemployed	6.9%	9.5%	7.6%	7.6%	9.0%	7.8%	6.2%	9.9%	7.4%
Other	23.4%	26.3%	21.7%	22.5%	24.7%	20.7%	24.4%	27.7%	22.6%
Total (n)	1,211	9,726	57,779	645	4,502	27,095	566	5,224	30,684
Student's probable field of study/major (disaggregated) Art, fine and applied	2.6%	2.0%	1.8%	1.5%	1.2%	1.0%	3.8%	2.6%	2.5%
English (language and literature)	1.5%	1.5%	1.7%	0.8%	1.0%	1.0%	2.4%	1.9%	2.3%
History	1.5%	1.2%	1.1%	2.1%	1.7%	1.4%	0.7%	0.8%	0.8%
Journalism	1.8%	1.0%	1.6%	1.2%	0.6%	1.0%	2.4%	1.3%	2.2%
Language and Literature (except English)	0.3%	0.6%	0.7%	0.3%	0.3%	0.4%	0.3%	0.8%	1.0%
Music	1.9%	1.2%	1.2%	2.0%	1.4%	1.4%	1.7%	1.0%	0.9%

Philosophy	0.2%	0.3%	0.3%	0.0%	0.4%	0.4%	0.3%	0.2%	0.2%
Speech	0.1%	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%	0.1%	0.2%
Theater or Drama	0.8%	0.7%	0.7%	0.5%	0.6%	0.6%	1.2%	0.7%	0.8%
Theology or Religion	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
Other Arts and Humanities	2.1%	1.4%	1.1%	1.1%	0.9%	0.6%	3.3%	1.8%	1.4%
Biology (general)	2.8%	8.1%	6.7%	1.7%	7.4%	5.7%	4.0%	8.6%	7.6%
Biochemistry or Biophysics	0.6%	2.8%	2.2%	0.6%	2.8%	2.2%	0.7%	2.7%	2.3%
Botany	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Environmental Science	1.5%	0.5%	0.8%	0.9%	0.4%	0.7%	2.1%	0.6%	0.9%
Marine (Life) Science	0.2%	0.1%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.4%
Microbiology or Bacteriology	0.6%	0.3%	0.5%	0.3%	0.2%	0.5%	1.0%	0.3%	0.5%
Student's probable field of study/major (disaggregated) Zoology	0.5%	0.3%	0.5%	0.2%	0.2%	0.3%	0.9%	0.4%	0.8%
Other Biological Science	0.7%	1.1%	1.2%	0.9%	0.9%	0.9%	0.5%	1.3%	1.4%
Accounting	2.3%	3.6%	2.3%	2.1%	4.8%	2.8%	2.4%	2.6%	1.9%
Business Admin. (general)	2.4%	4.9%	2.9%	3.1%	6.4%	3.9%	1.7%	3.6%	2.1%
Finance	0.9%	1.1%	1.7%	1.4%	1.8%	2.7%	0.3%	0.4%	0.8%
International Business	0.9%	0.8%	1.1%	0.6%	0.9%	1.0%	1.2%	0.8%	1.1%
Marketing	3.9%	2.6%	2.5%	3.8%	3.1%	2.5%	4.0%	2.2%	2.5%
Management	3.7%	2.5%	2.9%	5.0%	3.5%	3.9%	2.2%	1.7%	2.0%
Secretarial Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Business	1.1%	0.8%	1.0%	1.7%	1.1%	1.3%	0.3%	0.6%	0.7%
Business Education	0.2%	0.1%	0.1%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%
Elementary Education	2.4%	2.2%	1.7%	0.3%	0.3%	0.2%	4.7%	3.8%	3.0%
Music or Art Education	1.0%	0.4%	0.4%	0.8%	0.3%	0.3%	1.2%	0.5%	0.4%
Physical Education or Recreation	1.0%	0.4%	0.3%	1.1%	0.5%	0.3%	0.9%	0.3%	0.2%
Secondary Education	2.6%	1.3%	1.3%	2.4%	1.3%	1.1%	2.8%	1.4%	1.5%
Special Education	0.5%	0.2%	0.3%	0.2%	0.1%	0.1%	0.9%	0.4%	0.5%
Other Education	0.5%	0.3%	0.2%	0.3%	0.1%	0.1%	0.7%	0.4%	0.3%
Aeronautical or Astronautical Engineering	0.2%	0.4%	1.4%	0.3%	0.8%	2.7%	0.0%	0.1%	0.3%
Civil Engineering	3.6%	1.0%	2.0%	5.5%	1.9%	3.3%	1.4%	0.3%	0.9%
Chemical Engineering	2.5%	1.2%	1.9%	3.7%	1.8%	2.8%	1.2%	0.7%	1.2%
Computer Engineering	1.7%	1.4%	1.8%	2.9%	2.7%	3.3%	0.3%	0.3%	0.4%
Electrical or Electronic Engineering	1.6%	1.5%	1.8%	2.8%	3.1%	3.3%	0.3%	0.2%	0.4%
Industrial Engineering	0.0%	0.2%	0.5%	0.0%	0.4%	0.7%	0.0%	0.1%	0.3%
Mechanical Engineering	6.7%	3.4%	3.9%	11.8%	7.0%	7.3%	1.0%	0.4%	0.8%
Other Engineering	1.9%	1.6%	3.0%	2.3%	2.2%	4.3%	1.4%	1.2%	1.9%
Astronomy	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%
Atmospheric Science (incl. Meteorology)	0.0%	0.4%	0.3%	0.0%	0.5%	0.4%	0.0%	0.2%	0.2%
Chemistry	0.5%	1.1%	1.2%	0.8%	1.1%	1.3%	0.2%	1.0%	1.2%
Earth Science	0.3%	0.2%	0.2%	0.5%	0.2%	0.2%	0.2%	0.2%	0.1%
Marine Science (incl. Oceanography)	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Mathematics	0.3%	0.7%	0.9%	0.3%	0.8%	0.9%	0.3%	0.7%	0.8%
Physics	0.6%	0.4%	0.6%	0.9%	0.7%	1.0%	0.2%	0.2%	0.2%
Other Physical Science	0.2%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.3%	0.3%
Architecture or Urban Planning	5.4%	0.9%	1.0%	5.5%	1.0%	1.1%	5.4%	0.7%	0.9%
Family & Consumer Sciences	1.5%	0.4%	0.2%	0.0%	0.0%	0.0%	3.1%	0.8%	0.4%
Health Technology (medical, dental, laboratory)	0.6%	0.6%	0.5%	0.3%	0.4%	0.3%	0.9%	0.8%	0.7%
Library or Archival Science	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%
Medicine, Dentistry, Veterinary Medicine	3.2%	3.5%	4.5%	1.4%	2.2%	3.2%	5.2%	4.6%	5.7%

Nursing	0.1%	6.3%	3.5%	0.0%	0.8%	0.6%	0.2%	10.9%	6.1%
Pharmacy	0.2%	1.0%	1.1%	0.3%	0.9%	0.7%	0.2%	1.2%	1.3%
Therapy (occupational, physical, speech)	1.2%	3.1%	2.3%	0.6%	1.4%	1.1%	1.9%	4.6%	3.3%
Student's probable field of study/major (disaggregated) Other Professional	0.9%	0.6%	0.6%	0.5%	0.5%	0.4%	1.4%	0.7%	0.8%
Anthropology	0.9%	0.4%	0.5%	0.6%	0.3%	0.3%	1.2%	0.5%	0.8%
Economics	0.4%	0.5%	0.7%	0.5%	0.7%	0.9%	0.3%	0.3%	0.4%
Ethnic Studies	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Geography	0.2%	0.1%	0.1%	0.3%	0.2%	0.1%	0.0%	0.1%	0.1%
Political Science (government, international relations)	2.1%	2.7%	3.1%	2.1%	3.0%	3.1%	2.1%	2.5%	3.1%
Psychology	4.4%	5.8%	4.8%	2.1%	2.9%	2.5%	6.9%	8.3%	6.8%
Public Policy	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.0%	0.1%	0.1%
Social Work	0.5%	0.6%	0.4%	0.0%	0.0%	0.1%	1.0%	1.0%	0.7%
Sociology	0.8%	1.2%	0.7%	0.5%	0.8%	0.5%	1.2%	1.6%	0.9%
Women's Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Other Social Sciences	0.3%	0.3%	0.4%	0.0%	0.2%	0.2%	0.7%	0.3%	0.5%
Building Trades	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
Data Processing or Computer Programming	0.6%	0.5%	0.5%	1.1%	1.0%	1.0%	0.2%	0.1%	0.1%
Drafting or Design	0.9%	0.2%	0.2%	0.8%	0.2%	0.2%	1.0%	0.2%	0.2%
Electronics	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
Mechanics	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Technical	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%	0.0%	0.0%
Agriculture	2.1%	0.3%	0.7%	2.0%	0.3%	0.9%	2.2%	0.3%	0.6%
Communications	0.3%	0.8%	2.2%	0.3%	0.6%	1.3%	0.3%	1.0%	2.9%
Computer Science	1.1%	1.3%	1.1%	1.8%	2.5%	2.0%	0.2%	0.3%	0.3%
Forestry	1.6%	0.2%	0.1%	2.4%	0.4%	0.2%	0.7%	0.1%	0.0%
Kinesiology	0.4%	0.5%	0.9%	0.3%	0.5%	0.7%	0.5%	0.6%	1.0%
Law Enforcement	0.6%	0.6%	0.5%	0.6%	0.9%	0.6%	0.5%	0.4%	0.3%
Military Science	0.2%	0.2%	0.1%	0.5%	0.5%	0.1%	0.0%	0.0%	0.0%
Other Field	2.3%	1.8%	1.3%	1.8%	2.4%	1.2%	2.8%	1.3%	1.3%
Undecided	3.6%	6.1%	6.7%	3.7%	5.9%	5.5%	3.6%	6.2%	7.7%
Total (n)	1,233	9,863	56,040	654	4,547	26,073	579	5,316	29,967
When did you make the decision to attend the University of Idaho? Sophomore year in high school or earlier	9.2%	0.0%	0.0%	9.7%	0.0%	0.0%	8.8%	0.0%	0.0%
Junior year in high school	17.6%	0.0%	0.0%	17.0%	0.0%	0.0%	18.2%	0.0%	0.0%
Senior year in high school	68.7%	0.0%	0.0%	67.5%	0.0%	0.0%	70.1%	0.0%	0.0%
Within two years after leaving high school	3.5%	0.0%	0.0%	4.7%	0.0%	0.0%	2.1%	0.0%	0.0%
Later in life	1.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%	0.0%	0.0%
Total (n)	1,211			640			571		
What type of institution other than the UI did you most seriously consider attending? (Please mark only one.) Only considered the UI	19.7%	0.0%	0.0%	21.5%	0.0%	0.0%	17.7%	0.0%	0.0%
Other Idaho 4-year institution	21.5%	0.0%	0.0%	21.2%	0.0%	0.0%	21.9%	0.0%	0.0%
Idaho 2-year institution	4.4%	0.0%	0.0%	5.5%	0.0%	0.0%	3.2%	0.0%	0.0%
Non-Idaho private institution	13.8%	0.0%	0.0%	13.4%	0.0%	0.0%	14.2%	0.0%	0.0%
Non-Idaho public institution	40.6%	0.0%	0.0%	38.4%	0.0%	0.0%	43.1%	0.0%	0.0%
Total (n)	1,207			636			571		

Participating in campus events such as the Jazz Festival, a summer camp, Vandal Friday, JEMS, FFA or other UI-sponsored event, influenced my decision to attend the UI.									
Strongly agree	18.0%	0.0%	0.0%	15.5%	0.0%	0.0%	20.7%	0.0%	0.0%
Agree	41.5%	0.0%	0.0%	40.2%	0.0%	0.0%	42.9%	0.0%	0.0%
Disagree	15.7%	0.0%	0.0%	16.8%	0.0%	0.0%	14.4%	0.0%	0.0%
Strongly disagree	5.9%	0.0%	0.0%	7.4%	0.0%	0.0%	4.2%	0.0%	0.0%
I did not attend a UI-sponsored event	19.0%	0.0%	0.0%	20.1%	0.0%	0.0%	17.8%	0.0%	0.0%
Total (n)	1,201			632			569		
How satisfied are you with the academic advising you've received at UI?									
Strongly agree	23.0%	0.0%	0.0%	22.6%	0.0%	0.0%	23.5%	0.0%	0.0%
Agree	57.8%	0.0%	0.0%	56.2%	0.0%	0.0%	59.6%	0.0%	0.0%
Disagree	9.4%	0.0%	0.0%	10.4%	0.0%	0.0%	8.2%	0.0%	0.0%
Strongly disagree	2.6%	0.0%	0.0%	2.7%	0.0%	0.0%	2.5%	0.0%	0.0%
I did not attend a UI-sponsored event	7.2%	0.0%	0.0%	8.2%	0.0%	0.0%	6.1%	0.0%	0.0%
Total (n)	1,207			637			570		
How satisfied are you with your class schedule?									
Very satisfied	36.1%	0.0%	0.0%	34.6%	0.0%	0.0%	37.7%	0.0%	0.0%
Satisfied	56.7%	0.0%	0.0%	55.8%	0.0%	0.0%	57.7%	0.0%	0.0%
Dissatisfied	5.9%	0.0%	0.0%	7.5%	0.0%	0.0%	4.0%	0.0%	0.0%
Very dissatisfied	0.3%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Don't know	1.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.5%	0.0%	0.0%
Total (n)	1,206			636			570		
How certain are you about your career goals?									
Very certain	49.6%	0.0%	0.0%	51.0%	0.0%	0.0%	48.1%	0.0%	0.0%
Somewhat certain	39.8%	0.0%	0.0%	39.1%	0.0%	0.0%	40.5%	0.0%	0.0%
Not at all certain	9.6%	0.0%	0.0%	8.5%	0.0%	0.0%	10.9%	0.0%	0.0%
D	0.5%	0.0%	0.0%	0.8%	0.0%	0.0%	0.2%	0.0%	0.0%
E	0.5%	0.0%	0.0%	0.6%	0.0%	0.0%	0.4%	0.0%	0.0%
Total (n)	1,205			635			570		
Which of the following type of recruiting materials did you find most valuable in making a college decision? (Please mark only one.)									
Viewbooks	13.5%	0.0%	0.0%	12.5%	0.0%	0.0%	14.5%	0.0%	0.0%
Personal letter from a college representative	29.9%	0.0%	0.0%	29.5%	0.0%	0.0%	30.2%	0.0%	0.0%
Recruitment videos	4.3%	0.0%	0.0%	5.3%	0.0%	0.0%	3.3%	0.0%	0.0%
CD-ROM	1.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.5%	0.0%	0.0%
World Wide Web admission and information sites	51.4%	0.0%	0.0%	51.3%	0.0%	0.0%	51.5%	0.0%	0.0%
Total (n)	1,152			599			553		
How certain are you of your choice of major?									
Very certain	40.1%	0.0%	0.0%	40.2%	0.0%	0.0%	39.9%	0.0%	0.0%
Quite certain, but want to explore options	32.0%	0.0%	0.0%	31.3%	0.0%	0.0%	32.8%	0.0%	0.0%
Quite certain, but want to see if I can succeed in it	11.0%	0.0%	0.0%	11.9%	0.0%	0.0%	10.1%	0.0%	0.0%
Not certain, but leaning toward a specific major	10.4%	0.0%	0.0%	10.6%	0.0%	0.0%	10.1%	0.0%	0.0%
Not at all certain	6.6%	0.0%	0.0%	6.1%	0.0%	0.0%	7.1%	0.0%	0.0%
Total (n)	1,188			624			564		

If you will be working/employed fall semester, about how many hours <u>per week</u> do you plan to work? *(Skip this question if you will not be working.)*								
1-7 hrs/week	29.1%	0.0%	0.0%	31.7%	0.0%	0.0%	26.4%	0.0%	0.0%
8-12 hrs/week	37.3%	0.0%	0.0%	37.4%	0.0%	0.0%	37.1%	0.0%	0.0%
13-17 hrs/week	16.8%	0.0%	0.0%	16.5%	0.0%	0.0%	17.1%	0.0%	0.0%
18-24 hrs/week	8.3%	0.0%	0.0%	6.5%	0.0%	0.0%	10.1%	0.0%	0.0%
More than 24 hrs/week	8.5%	0.0%	0.0%	7.9%	0.0%	0.0%	9.3%	0.0%	0.0%
Total (n)	738			382			356		
Do you expect to complete your degree at the UI?								
No; I plan to transfer	6.8%	0.0%	0.0%	5.7%	0.0%	0.0%	8.0%	0.0%	0.0%
No; I don't plan to earn a bachelor's degree	1.3%	0.0%	0.0%	2.2%	0.0%	0.0%	0.4%	0.0%	0.0%
I don't know	16.7%	0.0%	0.0%	12.9%	0.0%	0.0%	21.0%	0.0%	0.0%
Yes, although I may take a semester (or more) off	8.5%	0.0%	0.0%	10.8%	0.0%	0.0%	5.9%	0.0%	0.0%
Yes	66.6%	0.0%	0.0%	68.3%	0.0%	0.0%	64.8%	0.0%	0.0%
Total (n)	1,190			627			563		
If you are planning to transfer to another institution, what is the main reason?								
The UI doesn't offer a major in my chosen field	14.6%	0.0%	0.0%	11.5%	0.0%	0.0%	18.0%	0.0%	0.0%
Financial reasons	15.2%	0.0%	0.0%	16.9%	0.0%	0.0%	13.5%	0.0%	0.0%
Other college/university closer to home	11.7%	0.0%	0.0%	13.2%	0.0%	0.0%	10.1%	0.0%	0.0%
Stronger program in my major/career interest	25.2%	0.0%	0.0%	23.6%	0.0%	0.0%	26.9%	0.0%	0.0%
Personal reasons	33.2%	0.0%	0.0%	34.8%	0.0%	0.0%	31.5%	0.0%	0.0%
Total (n)	683			356			327		
You would describe your overall impression of the UI as…								
Very positive	46.1%	0.0%	0.0%	43.6%	0.0%	0.0%	48.9%	0.0%	0.0%
Positive	43.8%	0.0%	0.0%	44.4%	0.0%	0.0%	43.0%	0.0%	0.0%
Neutral	9.0%	0.0%	0.0%	10.2%	0.0%	0.0%	7.7%	0.0%	0.0%
Negative	0.6%	0.0%	0.0%	1.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Very negative	0.5%	0.0%	0.0%	0.8%	0.0%	0.0%	0.2%	0.0%	0.0%
Total (n)	1,177			619			558		

Appendix E-1

![University of Idaho logo]

Institutional Research and Assessment Report
December 27, 2008

UNIVERSITY OF IDAHO
2007-2008 HERI FACULTY SURVEY
Executive Summary

The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly every three years since 1989. This is a national study of faculty and administrator attitudes, experiences, job satisfaction, and professional activities. It allows us to look at changing trends among our faculty, differences between our faculty and our staff, and also how UI faculty differ from faculty at other institutions across the country. This year forty-two percent (42%) of faculty and administrators with faculty status responded to the survey, down three percent (3%) from the previous administration of the survey in 2004-2005.

As in previous years, the survey asked undergraduate faculty a series of questions about aspects of the job rated as "very satisfactory" or "satisfactory." Overall job satisfaction declined for the second survey in a row to fifty-six percent (56%), eighteen percent (18%) below overall satisfaction at public universities. The top five areas faculty noted as "very satisfactory" or "satisfactory" were "freedom to determine course content" (92%, a new item this year), "autonomy and independence" (80%, down 3% since 2005), competency of colleagues" (77%, up slightly), "course assignments" (76%, a new item this year), and "professional relationships with other faculty" (75%, a slight increase).

The top five sources of stress among undergraduate faculty at the University of Idaho are the similar to those reported in 2005 and at public universities in general; "institutional procedures and red tape" (89%, an increase of 7%), "self-imposed high expectations" (80%, down 4%), "lack of personal time" (77%, down 2%), "research or publishing demands" (74%, down <1%), and, new to the top five, "colleagues" (70%, up 5%).

Interestingly, more UI faculty team-taught a course and engaged undergraduates on their research (16% more for each) than did their peers at other public universities participating in the survey. Thirteen percent (13%) more UI faculty worked with undergraduates on research projects than their peers, and ten percent (10%) more collaborated with the local community in research and teaching.

Several new questions were included this year in the University of Idaho specific supplemental questions. Six out of ten (60%) faculty disagreed "strongly" or "somewhat" that "adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities." Over one-half (56%) disagree "strongly" or "somewhat" that "adequate support is provided to engage in partnerships with public, private and nonprofit sectors that are mutually beneficial for communities and the university." Fifty-two percent (52%) disagree "strongly" or "somewhat" that "the university is adaptable, dynamic, and vital and can advance strategically and function efficiently."

In a series of questions about the working environment, sixty-three percent (63%, up 21%) reported they agree "strongly" or "somewhat" that "my department/college has appropriate workload expectations." Fifty-three percent (53%) agree "strongly" or "somewhat" that "my department/college provides sufficient support to carry out my work assignment" (up 11%). Conversely, only a little over one-third (35%) agree "strongly" or "somewhat" that they are "satisfied with the administration's effectiveness in communicating with faculty;" but this is a nearly ten percent (10%) increase over 2005. And while less than one-third also "agree somewhat" or "agree strongly" that "faculty morale in the current work environment is good," this represents a twenty-two percent (22%) increase over 2005. Nearly one-half of faculty reported they agree "strongly" or "somewhat" that they are "satisfied with my opportunity to influence university governance "(46%).

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Complete results of the frequency analyses of the 2007-2008 Faculty Survey for All Respondents, Full-Time Undergraduate Faculty, Part-Time Undergraduate Faculty, Graduate Faculty, as well as men and women are available on the Institutional Research and Assessment website at http://www.webs.uidaho.edu/ira/assess/surveys.htm.

University of Idaho
2007-2008 HERI FACULTY SURVEY

INTRODUCTION
The University of Idaho has participated in the UCLA Higher Education Research Institution (HERI) Faculty Survey nearly every three years since 1989. This survey is a national study of faculty and administrator attitudes, experiences, job satisfaction, and professional activities. It allows the university to look at changes and trends among our faculty and ways in which UI faculty compare to faculty at other institutions across the country.

This year the UI participated in the web-only administration of the survey. Emails were sent to all faculty, including administrators, lecturers, and instructors, by HERI. Reports from HERI include only aggregate information and contain no personal identifiers. HERI was provided with a complete listing of faculty to be surveyed, and at various points through the process three reminder emails were sent to faculty who had not yet completed the survey.

In 2007-2008, 936 faculty and administrators with faculty status responded to the survey, a forty-two percent (42%) response rate, down three percent (3%) from the previous administration of the survey (2004-2005), and twenty-eight percent (28%) lower than our highest response rate in 1993. Thirty-four percent (34%) of respondents are female (up 5%) and sixty-six percent were male, fairly reflective of the faculty population as a whole (34% female, 66% male). Ninety-one percent (91%) are White/Caucasian, down two percent (2%). Fourteen percent (14%, up 1%) of respondents were administrators with fifty-one percent (51%, 3% more) of respondents reporting their "principal activity in their current position" is "teaching", twenty-two percent (22%, up 2%) "research", and seven percent (7%, down 4%) is "services to clients and patients". Ninety-four percent (94%) are considered full-time employees, with sixty percent (60%, down 4%) reporting that they are tenured. Thirty-eight percent (38%) reported they are professors, twenty-five percent (25%) associate professors, twenty-five percent (25%) assistant professors, seven percent (7%) lecturers, and five percent (5%) instructors.

Seventy-four percent (74%) of full-time undergraduate faculty report their highest degree earned is Ph.D., LL.B. or J.D., while an additional nine percent (9%) are working on their Ph.D., Ed.D., LL.B., or J.D. Twenty-eight percent (28%) of respondents are currently serving in some administrative capacity. Ninety-two percent (92%) of respondents were employed at the U of Idaho the previous year; these reported their median salary increased slightly, into the range of $60,000 to $69,999. Seven of ten faculty report that their current year's salary comes wholly from the University of Idaho, with only twelve percent (12%) receiving "other academic income" and nearly one-quarter receiving "non-academic income." Eighty-two percent (82%) of UI faculty indicated they are married or living with a partner thirty-nine percent (39%) have children under 18 years of age and forty percent (40%) have children over 18. For nine percent (9%) of faculty, English is not their native language.

Thirteen percent (13%) of UI faculty report being members of a faculty union, compared to eighteen percent (18%) of their peers at public institutions. Ninety-one percent (91%) are U.S. citizens. Ten percent (10%) plan to retire in the next three years, and fifty-three percent (53%) have received awards for outstanding teaching.

In order to compare our faculty responses with those from other 4-year institutions, the narrative summary will primarily address responses from full-time undergraduate faculty, which comprises sixty-two percent (62%) of the survey respondents. The remaining are part-time undergraduate, administrators, graduate faculty only, and "other". Data for the total combined responses are available (see All Respondents data report); however, these reports do not contain comparative data. The final set of questions, which are specific to the University of Idaho, will contain the complete set of responses from all UI faculty and administrators.

FACULTY ACTIVITIES
On each survey faculty are asked the average number of hours they spend per week on a variety of activities. Sixty-three percent (63%, down 3% and 8% lower than public universities as a while) of undergraduate faculty respondents report that the principal activity in their current position is teaching, while twenty-two percent (22%, up 8% and 3% higher than public universities) report it is research. In general, faculty spend slightly more time than in 2005 and slightly more time than Public Universities as a whole "preparing for teaching", with forty-nine percent (49%) reporting that they spend between 5 and 12 hours each week, including reading student papers and grading, while fifty-eight percent (58%, up 6%) report spending "5 to 12" hours per week on "scheduled teaching." Fifty-eight percent (58%, down 2%) of faculty spend "1 to 4" hours weekly "advising and counseling students", slightly more than in 2005 and about the same as their peers at public universities, while eight out of ten spend under 10

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hours per week in "committee work and meetings," also similar to their peers. Nearly two thirds of faculty participate in some sort of administrative work, slightly more than in the last survey, but less than their peers.

Not quite one-half (46%, down 6%) of the faculty report spending between one and eight hours weekly on "research and scholarly writing" while an additional twenty-nine percent (29%, down 1%) spend between nine and sixteen hours. UI faculty differ from their peers at other public institutions in the amount of time they spend each week in "consultation with clients/patients," with nearly twelve percent (12%) more UI faculty consulting than respondents from peer institutions. Fifty-five percent (55%, up 15%) of faculty also reported spending time on "other creative products/performances," sixty percent (60%, down 7%) in "community or public service," thirty-three percent (33%, up 6%) in "outside consulting/freelance work," one-hundred percent (100%, up 1%) in "communicating via email" each week, and eighty-five percent (85%, same as 2005) in "household/childcare duties."

Two new items asked on the survey for the first time this year were how much time was spent "commuting to campus," to which UI faculty responded slightly less than their peers, and how many hours were spend on "other employment, outside of academia" which was the same as peers at public universities.

When asked about their publishing activities, eighty-seven percent (87%, down 3%) of faculty reported publishing "articles in academic or professional journals" compared to eighty-eight (88%) at public universities. Fifty-seven percent (57%) have "chapters in edited volumes," forty-one percent (41%) have published "books, manuals, or monographs," and twenty-seven percent (27%) have other items such as "patents or computer software products." In addition, nineteen percent (19%) have presented "exhibitions or performances in the fine or applied arts" in the past two years, and seventy-nine percent (79%) of faculty have had professional writings published or accepted for publication.

When asked about other activities in which they were engaged over the past two years, faculty responses were similar to previous years. Those with the greatest changes:
- 20% "taught a service learning course" (down 8% from 2005);
- 44% "participated in a teaching enhancement workshop" (down 14% from 2001-02);
- 54% "collaborated with the local community in research/teaching" (down 7% from 2005).

In a new item this year, sixty percent (60%) of faculty reported they had "engaged undergraduates on [their] research project." At least five out of ten reported they "team-taught a course", "placed or collected assignments on the Internet," "collaborated with the local community in research/teaching," "developed a new course," and "worked with undergraduates on a research project."

Interestingly, more UI faculty team-taught a course and engaged undergraduates on their research (16% more for each) than did their peers at other public universities participating in the survey. Thirteen percent (13%) more UI faculty worked with undergraduates on research projects than their peers, and ten percent (10%) more collaborated with the local community in research and teaching

In addition, over the last two years more UI faculty "received at least one firm job offer" (up 11% to 35%). Also during the past two years seven percent (7%) more "considered early retirement" (26%), nine percent (9%) more "changed academic institutions" (17%), nine percent (9%) fewer "engaged in paid consulting outside the institution" (39%), and "received funding from their work from business or industry".

When asked about teaching activities, UI faculty reported teaching general education courses less frequently than faculty at public universities (24%, down 4% from 2005, compared to 34% at public universities). Conversely, they more often teach graduate courses (55%, up 10% from 2005, compared to 53% at public universities). This year's respondents report only four percent (4%) teaching non-credit courses, a decrease of twenty-two percent (22%) from 2005. Eighty-nine percent (89%) taught between one and three undergraduate courses last spring.

A new item in 2005 asked faculty about their engagement in professional development opportunities. Five of ten respondents have participated in "workshops focused on teaching in the classroom," "travel funds paid by the institution," and "internal grants for research." Others, fewer than twenty percent (20%), have participated in each of "paid workshops outside the institution focused on teaching," "paid sabbatical leave," "association membership/dues paid by the institution," "tuition remission," and "training for administrative leadership."

Finally, in a new item this year, forty-nine percent (49%) of faculty would "definitely" or "probably" still want to come to the UI if they were to begin their careers again compared with sixty-seven percent (67%) at other public universities; and eighty-six percent (86%, up 9%), would continue to be a college professor, similar to peers at public universities (87%).

GOALS

When asked about their goals for their undergraduate students, the top five items (highest reported frequencies) remained the same, with one hundred percent (100%, up 2%) reporting "develop the ability to think clearly" as "very important" or "essential," ninety-seven percent (97%) reporting "promote ability to write effectively" and "help students evaluate the quality and reliability of information" (a new item this year), ninety-five percent (95%) "help master knowledge in a discipline," and ninety percent (90%) "prepare students for employment after college" as "very important" or "essential."

Several new items were added this year to the list of goals for undergraduates noted as "very important" or "essential" for UI faculty. These included:
- "Teach students the classic works of Western civilization" (35%);
- "Study a foreign language" (40%);
- "Engage students in civil discourse around controversial issues" (66%);
- "Teach students tolerance and respect for different beliefs" (78%); and,
- "Encourage students to become agents of social change" (48%).

The top five personal goals faculty noted as "very important" or "essential" are:
"becoming an authority in my field" (72%, up 13%); "raising a family" (70%, down 2%),
"developing a meaningful philosophy of life" (70%, up 10%), "helping others who are in difficulty" (66%, up 5%), and "obtaining recognition from my colleagues for contributions to my field" (53%, up 3%). These five goals were the top five (highest reported frequency) for all public universities as well.

OPINIONS AND ATTITUDES

In a series of questions faculty were asked to indicate the extent to which they agreed or disagreed with specific items. UI faculty responded very similarly to their peers at public universities. Those items in which three quarters or more of the faculty reported they agreed "strongly" or "somewhat" include:
- "A racially/ethnically diverse student body enhances the educational experience of all students" (95%, up 4%);
- "Colleges have a responsibility to work with their surrounding communities to address local issues" (89%, up 9%);
- "Colleges should encourage students to be involved in community service activities" (85%, up 3%);
- "Faculty here are strongly interested in the academic problems of undergraduates" (85%, up 12%);
- "Teaching is valued by faculty in my department" (85%, no change);
- "Faculty are interested in students' personal problems" (84%, up 6%);
- "Faculty of color are treated fairly here" (84%, up 2%);
- "Women faculty are treated fairly here" (84%, up 6%);
- "Gay and lesbian faculty are treated fairly here" (78%, up 6%);
- "There is adequate support for integrating technology in my teaching" (77%, up 16%);
- "Faculty are committed to the welfare of this institution" (83%, down 3%);
- "Student Affairs staff have the support and respect of faculty" (79%, up 7%);
- "Colleges should be actively involved in solving social problems" (75%, up 10%);

The top item faculty reported as being of "high" or "highest priority" this year, "to promote the intellectual development of students" (83%), was the same as in previous years, with the frequency of responses for this item increasing by nearly eight percent (8%). Other items with the largest changes since the previous administration of the survey questions include "to help students examine and understand their personal values" (41%, up 9%), "to facilitate student involvement in community service" (35%, up 12%), "to help students learn how to bring about change in American society" (26%, up 6%), "to provide resources for faculty to engage in community-based teaching or research" (27%, up 8%), and "to pursue extramural funding" (80%, down 6%).

The attribute most often reported as being "very descriptive" of the institution is "it is easy for students to see faculty outside of regular office hours" (55%, up 1%). Forty-five percent (45%) of respondents also reported that "the

faculty are typically at odds with campus administration", an increase of nearly nine percent (9%) and up twenty-nine percent (29%) since 2001-2002. This is nearly twenty-eight percent (28%) below other public universities.

Attributes notes least often as being "very descriptive" include "social activities are overemphasized" (7%, up 4%), "faculty are rewarded for their efforts to work with underprepared students" (4%, up 2%), and "administrators consider faculty concerns when making policy" (4%, a new item this year).

Top items rated as "high" or "highest priority" by UI faculty compared to other public universities are noted in the table below:

Top Issues Believed to be of "High" or "Highest" Priority
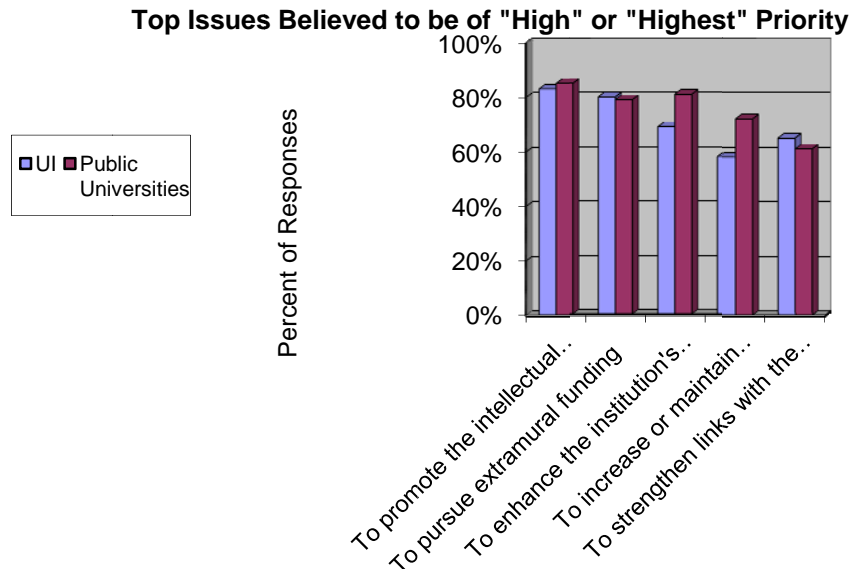
UI faculty continue to move left in their political views, with over half (52%) characterizing themselves as "liberal" or "far left," a six percent (6%) increase over 2005, but eight percent (8%) fewer than public universities. Thirty-three (33%) percent report they are "middle of the road" (down 7%), while only fifteen percent (15%) report they are "conservative" or "far right" (down <1%).

This year five percent (5%, up 1%) of faculty reported teaching "developmental/remedial courses", about the same as public universities, primarily in writing and general academic skills. Interestingly, twenty-six percent (26%, down 3%) of faculty agreed "strongly" or "somewhat" that "this institution should not offer remedial/development education." Only a third of faculty (33%) agreed "strongly" or "somewhat" that "most students are well-prepared academically," while thirty-eight percent (38%) agree "strongly" or "somewhat" that "most of the students I teach lack the basic skills for college level work."

Faculty also reported that "to a great extent" they:
- "Engage in academic work that spans multiple disciplines" (50%, up 5%);
- "Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?" (42%, down <1%);
- "Achieve a healthy balance between your personal life and your professional life?" (24%, down 6%);
- "Experience close alignment between your work and your personal values" (56%, up 10%);
- "Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar" (26%, down 2%); and,
- "Mentor new faculty" (20%, a new item this year).

Finally, ninety-seven percent (97%) of faculty reported "teaching" as being personally "very important" or "essential," while eighty-six percent (86%) reported "research" and sixty-four percent (64%) reported "service" as being "very important" or "essential."

JOB SATISFACTION

As in previous years, the survey posed a series of questions about aspects of the job noted as "very satisfactory" or "satisfactory." Overall job satisfaction declined for the second survey in a row to fifty-six percent (56%, down 5%), eighteen percent (18%) below overall satisfaction at public universities. The top five areas faculty noted as "very satisfactory" or "satisfactory" were "freedom to determine course content" (92%, a new item this year), "autonomy and independence" (80%, down 3% since 2005), competency of colleagues" (77%, up slightly), "course assignments" (76%, a new item this year), and "professional relationships with other faculty" (75%, a slight increase).

Several additional new items in which faculty reported they were "satisfied" or "very satisfied" were added this year including "salary" (36%), "health benefits" (25%), "retirement benefits" (34%), and "departmental leadership" (63%).

Areas with the greatest increases in satisfaction were "teaching load" (57%, up 12%), "social relationships with other faculty" (71%, up 10%), and "availability of child care at this institution" (36%, up 8%).

The chart below outlines those areas in which public university faculty report being "satisfied" or "very satisfied" ten percent (10%) more often than UI faculty:

"Satisfied" or "Very Satisfied" with Aspects of Job
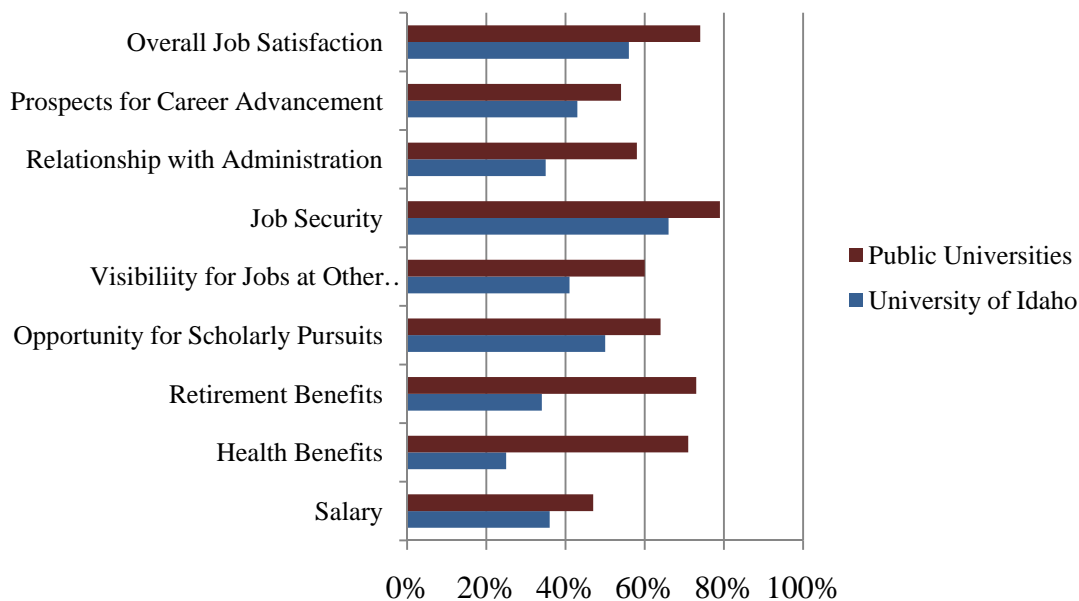
DIVERSITY

Diversity issues were covered in a variety of items on the 2008 survey and include the following responses:

During the past year, faculty have engaged in/conducted research on/written about:
- Racial or ethnic minorities, 13% (up 1%, 7% below public universities);
- Women and gender issues, 13% (no change, 5% below public universities).

Goals for undergraduates faculty noted as "very important" or "essential":
- Enhance students' knowledge of and appreciation for other racial/ethnic groups, 71% (up 21%, 1% below public universities);

- Teach students tolerance and respect for different beliefs, 78% (new this year and 2% below public universities).

Attributes faculty noted as being "very descriptive" of the University of Idaho:
- There is respect for the expression of diverse values and believes, 26% (up 7%, and 8% below public universities).

UI faculty agree "strongly" or "somewhat" that:
- Racial and ethnic diversity should be more strongly reflected in the curriculum, 59% (up 10%, 3% above public universities);
- This institution should hire more faculty of color, 73% (up 7%, 2% below public universities);
- There is a lot of campus racial conflict here, 8% (up <1%, 5% below public universities);
- Many courses include feminist perspectives, 34% (up 11%, 6% higher than public universities);
- Faculty of color are treated fairly here, 84% (up 2%, 3% below public universities);
- Women are treated fairly here, 84% (up 6%, the same as public universities);
- This institution should hire more women faculty, 70% (up 4%, 6% below public universities);
- Gay and lesbian faculty are treated fairly here, 78% (up 6%, 5% below public universities);
- Promoting diversity leads to the admission of too many underprepared students 24%, (up 5%, the same as public universities);
- A racially/ethnically diverse student body enhances the educational experience of all students, 95% (up 4%, similar to public universities).

Issues faculty believe to be of "high" or "highest" priority at the University of Idaho:
- Recruit more minority students, 40% (up 1%, 14% below public universities);
- Create a diverse multi-cultural campus environment, 38% (up 2%, 16% below public universities);
- Promote gender equity among faculty, 42% (down 1%, 13% below public universities);
- Increase the representation of minorities in the faculty and administration, 34% (up 2%, 15% below public universities);
- Increase the representation of women in the faculty and administration, 36% (down 2%, 10% below public universities).

Personal goals noted as "very important" or "essential" by UI faculty"
- Helping to promote racial understanding, 47% (up 5%, 5% below public universities).

SOURCES OF STRESS

The top five sources of stress at the University of Idaho are similar to those reported in 2005 and at other public universities; "institutional procedures and red tape" (89%, an increase of 7%), "self-imposed high expectations" (80%, down 4%), "lack of personal time" (77%, down 2%), "research or publishing demands" (74%, down <1%), and, new to the top five, "colleagues" (70%, up 5%).

In addition, nearly all items noted as causes of stress during the past two years reflected significant increases in "agree strongly" or "agree" rates. Those with the highest percentage changes include; "health of spouse/partner" (increased 8% to 43%), "committee work" (up 10% to 66%), "institutional procedures and red tap" (up 7% to 89%), "friction with spouse/partner" (up 7% to 27%), and "working with underprepared students" (up 17% to 61%).

At least at least half of all faculty found "my physical health," "review/promotion process," "personal finances," "faculty meetings," "students," "research or publishing demands," "teaching load," "lack of personal time," "keeping up with information technology," "self-imposed high expectations," and "change in work responsibilities" to be sources of stress. Conversely, the lowest rated sources of stress include "classroom conflict," "child care," and "subtle discrimination (e.g. prejudice, racism, sexism)".

UI SPECIFIC QUESTIONS

In the final section of the Faculty Survey, the UI was able to ask a series of supplemental questions specific to our institution. For this section, we return to a comparison of the responses from all UI faculty, including part-time and graduate faculty, and administrators. Faculty were generally more satisfied this year than in 2005.

Overall, faculty are slightly more satisfied than in the past with the tenure and promotion system, with six out of ten reporting that they agree "strongly" or "somewhat" that the system is fair and equitable. In addition, fifty-nine percent (59%) of the faculty agree "strongly" or "somewhat" that they are satisfied with "opportunities for advancement (promotion career paths)," an increase of ten percent (10%). While one-third of faculty agree "strongly" or "somewhat" that "staff are treated fairly", six out of ten do not (up 26%). When asked whether "outreach/extended learning is an important function of colleges and faculty," sixty-nine percent (69%, up 1%) reported they agreed "strongly" or "somewhat." One item asks faculty how many times they have "provided education programs/consultation to local communities, businesses, agencies, or industries." This appears to be happening less than in 2005, with forty-nine (49%, down <1%) of faculty reporting "1 or 2 times per month" and twenty-eight percent (28%, up 5%) reporting "never."

In a series of questions about the working environment, sixty-three percent (63%, up 21%) reported they agree "strongly" or "somewhat" that "my department/college has appropriate workload expectations." Fifty-three percent (53%) agree "strongly" or "somewhat" that "my department/college provides sufficient support to carry out my work assignment" (up 11%). Conversely, only a little over one-third (35%) agree "strongly" or "somewhat" that they are "satisfied with the administration's effectiveness in communicating with faculty;" but this represents a nearly ten percent (10%) increase over 2005. While less than one-third also "agree somewhat" or "agree strongly" that "faculty morale in the current work environment is good," this represents a twenty-two percent (22%) increase over 2005. Nearly one-half of faculty reported they agree "strongly" or "somewhat" that they are "satisfied with my opportunity to influence university governance "(46%).

In addition, satisfaction with campus facilities has risen slightly since the last faculty survey in 2005. Eight out of ten faculty agree "strongly" or "somewhat" that "campus facilities are safe" (up 4%). Six of ten (up 2%) agree "strongly" or "somewhat" that "campus facilities are well maintained and attractive," and sixty-two percent (62%, up 14%) that "office and departmental space is adequate." Over one-third of faculty agree "strongly" or "somewhat" that "laboratory space is adequate," (up 11%). Six of ten faculty (64%, up 18%) agree "strongly" or "somewhat" that they are satisfied with the "technological capabilities of classrooms," and fifty-six percent (56%, up 20%) are satisfied with "classroom equipment conditions/availability".

Finally, several new questions were included this year. Six out of ten (60%) faculty disagreed "strongly" or "somewhat" that "adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities." Nearly equal numbers agree (41%) and disagree (43%) that "adequate support is provided for scholarship and creative activity to promote strong disciplinary and interdisciplinary work." Over one-half (56%) disagree "strongly" or "somewhat" that "adequate support is provided to engage in partnerships with public, private and nonprofit sectors that are mutually beneficial for communities and the university." Fifty-two percent (52%) disagree "strongly" or "somewhat" that "the university is adaptable, dynamic, and vital and can advance strategically and function efficiently".

Complete results of the frequency analyses of the 2007-2008 Faculty Survey for All Respondents, Full-Time Undergraduate Faculty, Part-Time Undergraduate Faculty, Graduate Faculty, as well as men and women are available on the Institutional Research and Assessment website at http://www.webs.uidaho.edu/ira/assess/surveys.htm.

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Appendix E-2

University of Idaho	All Respondents					
	ALL	FTUG	PTUG	ADMN	GRAD	OTH
Number of Respondents	390	242	15	53	65	51
What is your principal activity in your current position at this institution?						
Administration	14.1	11.6	0.0	100.0	15.4	0.0
Teaching	51.3	63.2	86.7	0.0	38.5	17.6
Research	22.3	21.9	6.7	0.0	30.8	25.5
Services to clients and patients	7.2	1.7	0.0	0.0	12.3	31.4
Other	5.1	1.7	6.7	0.0	3.1	25.5
Are you considered a full-time employee of your institution for at least nine months of the current academic year?						
Yes	94.4	100.0	0.0	100.0	92.3	96.1
No	5.6	0.0	100.0	0.0	7.7	3.9
What is your present academic rank?						
Professor	37.7	36.4	13.3	69.8	35.4	43.1
Associate Professor	25.1	24.8	0.0	24.5	26.2	35.3
Assistant Professor	24.6	26.0	0.0	3.8	33.8	19.6
Lecturer	7.2	6.2	80.0	0.0	1.5	0.0
Instructor	5.4	6.6	6.7	1.9	3.1	2.0
What is your tenure status at this institution?						
Tenured	60.0	60.3	6.7	92.5	55.4	70.6
On tenure track, but not tenured	23.8	25.2	0.0	0.0	30.8	23.5
Not on tenure track, but institution has tenure system	16.2	14.5	93.3	7.5	13.8	5.9
Institution has no tenure system	0.0	0.0	0.0	0.0	0.0	0.0
Are you currently serving in an administrative position as: [1]						
Department Chair	9.7	11.6	0.0	47.2	3.1	5.9
Dean (Associate or Assistant)	3.8	1.2	0.0	24.5	10.8	0.0
President	0.3	0.0	0.0	1.9	0.0	0.0
Vice-President	0.3	0.0	0.0	1.9	1.5	0.0
Provost	0.0	0.0	0.0	0.0	0.0	0.0
Other	17.2	14.9	13.3	26.4	24.6	13.7
Not Applicable	65.1	67.8	80.0	0.0	58.5	78.4
My primary place of employment in the last year was: [2]						
In higher education:						
at this institution	90.8	92.1	40.0	100.0	90.8	96.1
at a different institution	2.8	3.7	0.0	0.0	1.5	2.0
at more than one institution	3.1	2.1	26.7	0.0	4.6	0.0
Not in higher education	3.1	1.7	33.3	0.0	3.1	2.0
Not employed	0.3	0.4	0.0	0.0	0.0	0.0

Noted as being personally "very important" or "essential": [2]						
Research	84.9	86.0	60.0	88.7	87.7	80.4
Teaching	95.1	96.7	100.0	96.2	96.9	82.4
Service	71.0	64.5	66.7	75.5	78.5	90.2

[1] Response options changed from earlier Faculty Surveys.
[2] These questions asked for the first time in 2007.

KEY:
ALL: All respondents
FTUG: Full-time undergraduate faculty
PTUG: Part-time undergraduate faculty
ADMN: Full-time academic administrators
GRAD: Graduate-only faculty
OTH: All other respondents

NOTE: Because a respondent can be an administrator and a faculty member, the sum of
        respondents in the five respondent types may total more than the count for "ALL".

Highest degree earned						
Bachelor's (B.A., B.S., etc.)	1.5	0.8	6.7	1.9	0.0	3.9
Master's (M.A., M.S., M.F.A, M.B.A, etc.)	21.8	20.2	60.0	5.7	1.5	51.0
LL.B., J.D.	1.3	0.0	0.0	0.0	7.7	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	1.0	0.8	0.0	0.0	3.1	0.0
Ed.D.	2.6	2.5	6.7	3.8	3.1	0.0
Ph.D.	70.8	74.4	26.7	86.8	84.6	45.1
Other degree	0.8	0.8	0.0	1.9	0.0	0.0
None	0.3	0.4	0.0	0.0	0.0	0.0
Degree currently working on						
Bachelor's (B.A., B.S., etc.)	0.0	0.0	0.0	0.0	0.0	0.0
Master's (M.A., M.S., M.F.A, M.B.A, etc.)	2.1	1.4	8.3	2.3	0.0	4.8
LL.B., J.D.	0.0	0.0	0.0	0.0	0.0	0.0
M.D., D.D.S. (or equivalent)	0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.0	0.0	0.0	0.0
Ed.D.	0.3	0.5	0.0	0.0	0.0	0.0
Ph.D.	5.3	7.5	0.0	2.3	1.7	2.4
Other degree	0.3	0.0	8.3	0.0	0.0	0.0
None	92.0	90.6	83.3	95.3	98.3	92.9
During the past two years, have you engaged in any of the following activities?						
Taught an honors course	10.0	12.8	20.0	7.7	4.6	2.0
Taught an interdisciplinary course	42.7	48.8	53.3	42.3	41.5	17.6
Taught an ethnic studies course	5.4	5.0	0.0	5.8	7.7	3.9
Taught a women's studies course	4.4	5.4	0.0	3.8	4.6	0.0
Team-taught a course	46.8	52.9	26.7	32.7	52.3	29.4
Taught a service learning course	19.8	20.2	20.0	11.5	21.5	19.6
Placed or collected assignments on the Internet	61.7	69.4	73.3	53.8	70.8	21.6
Taught a course exclusively on the Internet	17.4	18.7	33.3	28.8	18.5	2.0
Participated in a teaching enhancement workshop	37.7	43.8	53.3	39.6	23.1	23.5
Advised student groups involved in service/volunteer work	34.8	41.1	26.7	36.5	32.3	15.7
Collaborated with the local community in research/teaching	55.8	53.5	26.7	47.2	63.1	70.6
Developed a new course	59.9	69.0	53.3	40.4	63.1	28.6
Conducted research/writing focused on:						
International/global issues	30.7	29.9	33.3	25.0	41.5	25.5
Racial or ethnic minorities	13.4	12.9	6.7	9.6	16.9	11.8
Women and gender issues	12.4	13.3	20.0	7.7	12.3	5.9
Taught a seminar for first-year students	15.4	17.4	33.3	11.5	13.8	5.9
Engaged undergraduates on your research project [2]	48.3	60.3	13.3	36.5	43.1	17.6
Worked with undergraduates on a research project	58.1	70.2	33.3	55.8	49.2	27.5

[2] This question asked for the first time in 2007.

DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:						
Scheduled teaching (actual, not credit hours)						
None	15.4	0.8	0.0	30.8	16.9	66.7
1 to 4	31.1	29.3	26.7	48.1	52.3	17.6
5 to 8	26.0	32.6	40.0	21.2	20.0	5.9
9 to 12	19.0	25.6	20.0	0.0	7.7	7.8
13 to 16	5.1	6.6	13.3	0.0	3.1	0.0
17 to 20	2.3	3.3	0.0	0.0	0.0	2.0
21 to 34	0.5	0.8	0.0	0.0	0.0	0.0
35 to 44	0.3	0.4	0.0	0.0	0.0	0.0
45 +	0.3	0.4	0.0	0.0	0.0	0.0
Preparing for teaching (including reading student papers and grading)						
None	14.1	0.4	0.0	28.8	18.5	56.9
1 to 4	20.8	16.9	13.3	34.6	36.9	23.5
5 to 8	21.3	24.8	26.7	25.0	20.0	9.8
9 to 12	18.0	24.0	6.7	5.8	15.4	2.0
13 to 16	10.0	13.6	0.0	3.8	6.2	3.9
17 to 20	8.0	10.3	26.7	1.9	0.0	3.9
21 to 34	4.9	6.6	13.3	0.0	1.5	0.0
35 to 44	2.3	2.9	13.3	0.0	0.0	0.0
45 +	0.5	0.4	0.0	0.0	1.5	0.0
Advising and counseling of students						
None	17.2	5.8	33.3	15.4	10.8	68.6
1 to 4	51.2	57.9	60.0	40.4	52.3	23.5
5 to 8	22.1	26.9	6.7	32.7	20.0	5.9
9 to 12	5.7	5.4	0.0	7.7	12.3	2.0
13 to 16	1.8	2.1	0.0	1.9	1.5	0.0
17 to 20	1.0	1.2	0.0	1.9	0.0	0.0
21 to 34	1.0	0.8	0.0	0.0	3.1	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0
Committee work and meetings						
None	7.4	2.9	53.3	3.8	9.2	11.8
1 to 4	53.6	60.7	46.7	24.5	38.5	54.9
5 to 8	22.6	22.3	0.0	26.4	32.3	11.8
9 to 12	11.0	9.5	0.0	24.5	15.4	11.8
13 to 16	2.6	3.3	0.0	9.4	1.5	2.0
17 to 20	1.8	0.8	0.0	7.5	1.5	5.9
21 to 34	1.0	0.4	0.0	3.8	1.5	2.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0
Other administration						
None	32.9	31.8	60.0	1.9	31.2	43.1
1 to 4	32.4	35.1	20.0	0.0	32.8	33.3
5 to 8	10.8	13.2	6.7	7.5	7.8	7.8
9 to 12	6.2	6.6	0.0	3.8	4.7	9.8
13 to 16	3.3	2.5	0.0	9.4	9.4	0.0
17 to 20	6.2	5.4	13.3	22.6	4.7	5.9
21 to 34	5.9	5.0	0.0	39.6	7.8	0.0
35 to 44	1.8	0.0	0.0	11.3	1.6	0.0
45 +	0.5	0.4	0.0	3.8	0.0	0.0

DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:

Research and scholarly writing

None	9.5	7.1	33.3	5.8	6.2	17.6
1 to 4	28.1	25.3	26.7	50.0	24.6	35.3
5 to 8	17.3	20.3	26.7	23.1	9.2	11.8
9 to 12	13.7	15.4	0.0	7.7	10.8	15.7
13 to 16	9.5	12.4	0.0	11.5	7.7	2.0
17 to 20	7.2	6.6	13.3	0.0	13.8	2.0
21 to 34	8.0	7.9	0.0	1.9	13.8	5.9
35 to 44	3.6	2.9	0.0	0.0	7.7	3.9
45 +	3.1	2.1	0.0	0.0	6.2	5.9

Other creative products/performances

None	43.6	45.0	53.3	66.0	47.7	23.5
1 to 4	26.7	27.7	13.3	22.6	27.7	25.5
5 to 8	14.4	12.4	13.3	7.5	10.8	27.5
9 to 12	7.4	9.1	13.3	1.9	4.6	3.9
13 to 16	2.1	2.5	0.0	1.9	1.5	2.0
17 to 20	3.3	2.1	0.0	0.0	6.2	7.8
21 to 34	1.8	1.2	6.7	0.0	1.5	3.9
35 to 44	0.5	0.0	0.0	0.0	0.0	3.9
45 +	0.3	0.0	0.0	0.0	0.0	2.0

Consultation with clients/patients

None	69.0	78.1	93.3	69.8	63.1	25.5
1 to 4	16.2	15.3	6.7	20.8	16.9	23.5
5 to 8	7.7	4.5	0.0	5.7	7.7	23.5
9 to 12	3.6	0.8	0.0	1.9	6.2	13.7
13 to 16	1.3	0.8	0.0	1.9	3.1	2.0
17 to 20	1.0	0.0	0.0	0.0	1.5	5.9
21 to 34	1.3	0.4	0.0	0.0	1.5	5.9
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0

Community or public service

None	35.4	40.5	73.3	24.5	30.8	13.7
1 to 4	45.1	46.7	26.7	56.6	44.6	39.2
5 to 8	10.8	9.5	0.0	11.3	10.8	17.6
9 to 12	5.9	2.9	0.0	7.5	10.8	13.7
13 to 16	1.3	0.4	0.0	0.0	0.0	7.8
17 to 20	0.8	0.0	0.0	0.0	0.0	5.9
21 to 34	0.8	0.0	0.0	0.0	3.1	2.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0

Outside consulting/freelance work

None	71.4	66.8	93.3	80.4	64.6	86.3
1 to 4	20.6	24.1	0.0	15.7	26.2	9.8
5 to 8	5.9	7.1	0.0	3.9	7.7	2.0
9 to 12	1.3	1.7	0.0	0.0	0.0	2.0
13 to 16	0.8	0.4	6.7	0.0	1.5	0.0
17 to 20	0.0	0.0	0.0	0.0	0.0	0.0
21 to 34	0.0	0.0	0.0	0.0	0.0	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0

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DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:						
Household/childcare duties						
None	16.7	15.3	6.7	9.6	18.5	25.5
1 to 4	17.7	17.4	20.0	11.5	23.1	13.7
5 to 8	24.9	27.3	6.7	42.3	16.9	23.5
9 to 12	17.0	17.8	20.0	23.1	16.9	11.8
13 to 16	7.5	6.6	6.7	9.6	9.2	7.8
17 to 20	7.5	7.4	13.3	3.8	10.8	3.9
21 to 34	5.1	6.2	13.3	0.0	0.0	5.9
35 to 44	2.6	2.1	6.7	0.0	3.1	3.9
45 +	1.0	0.0	6.7	0.0	1.5	3.9
Communicating via email						
None	0.0	0.0	0.0	0.0	0.0	0.0
1 to 4	28.3	28.5	66.7	22.6	29.2	18.0
5 to 8	36.8	36.4	20.0	26.4	40.0	40.0
9 to 12	18.3	20.2	6.7	18.9	6.2	32.0
13 to 16	10.3	10.3	0.0	17.0	15.4	4.0
17 to 20	4.4	2.9	0.0	13.2	9.2	0.0
21 to 34	0.8	0.8	6.7	1.9	0.0	0.0
35 to 44	0.8	0.4	0.0	0.0	0.0	4.0
45 +	0.5	0.4	0.0	0.0	0.0	2.0
Commuting to campus [2]						
None	14.9	9.9	7.1	15.4	16.9	37.3
1 to 4	71.4	75.6	78.6	63.5	69.2	54.9
5 to 8	12.4	12.4	14.3	21.2	13.8	7.8
9 to 12	0.8	1.2	0.0	0.0	0.0	0.0
13 to 16	0.5	0.8	0.0	0.0	0.0	0.0
17 to 20	0.0	0.0	0.0	0.0	0.0	0.0
21 to 34	0.0	0.0	0.0	0.0	0.0	0.0
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0
45 +	0.0	0.0	0.0	0.0	0.0	0.0
Other employment, outside of academia [2]						
None	88.2	89.3	73.3	86.5	84.6	90.2
1 to 4	5.7	5.0	13.3	5.8	7.7	3.9
5 to 8	2.3	2.5	0.0	7.7	3.1	2.0
9 to 12	1.3	2.1	0.0	0.0	0.0	0.0
13 to 16	0.3	0.0	0.0	0.0	0.0	2.0
17 to 20	0.5	0.4	0.0	0.0	1.5	0.0
21 to 34	1.0	0.4	6.7	0.0	3.1	0.0
35 to 44	0.3	0.0	6.7	0.0	0.0	0.0
45 +	0.5	0.4	0.0	0.0	0.0	2.0

[2] These questions asked for the first time in 2007.

Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]						
None	34.2	0.0	0.0	48.1	100.0	100.0
One	22.6	34.9	26.7	36.5	0.0	0.0
Two	24.7	37.8	33.3	15.4	0.0	0.0
Three	10.5	16.2	13.3	0.0	0.0	0.0
Four	3.9	5.4	13.3	0.0	0.0	0.0
Five	2.1	2.9	6.7	0.0	0.0	0.0
Six or more	2.1	2.9	6.7	0.0	0.0	0.0
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]						
Course #1						
10 or fewer	19.1	20.3	0.0	40.7	0.0	0.0
11 to 20	26.6	27.0	20.0	22.2	0.0	0.0
21 to 30	18.7	19.5	6.7	14.8	0.0	0.0
31 to 50	19.9	18.3	46.7	18.5	0.0	0.0
51 to 100	12.9	12.4	20.0	3.7	0.0	0.0
More than 100	2.7	2.5	6.7	0.0	0.0	0.0
Course #2						
10 or fewer	25.3	25.8	18.2	0.0	0.0	0.0
11 to 20	22.3	22.6	18.2	25.0	0.0	0.0
21 to 30	21.1	21.3	18.2	37.5	0.0	0.0
31 to 50	22.9	21.9	36.4	25.0	0.0	0.0
51 to 100	7.8	7.7	9.1	12.5	0.0	0.0
More than 100	0.6	0.6	0.0	0.0	0.0	0.0
Course #3						
10 or fewer	43.1	47.0	0.0	0.0	0.0	0.0
11 to 20	22.2	24.2	0.0	0.0	0.0	0.0
21 to 30	19.4	15.2	66.7	0.0	0.0	0.0
31 to 50	11.1	9.1	33.3	0.0	0.0	0.0
51 to 100	2.8	3.0	0.0	0.0	0.0	0.0
More than 100	1.4	1.5	0.0	0.0	0.0	0.0
Course #4						
10 or fewer	38.7	44.4	0.0	0.0	0.0	0.0
11 to 20	19.4	18.5	25.0	0.0	0.0	0.0
21 to 30	29.0	22.2	75.0	0.0	0.0	0.0
31 to 50	6.5	7.4	0.0	0.0	0.0	0.0
51 to 100	6.5	7.4	0.0	0.0	0.0	0.0
More than 100	0.0	0.0	0.0	0.0	0.0	0.0

[2] These questions asked for the first time in 2007.

HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?						
General education courses						
None	82.8	76.5	66.7	90.4	95.3	98.0
One	8.6	12.2	6.7	7.7	1.6	2.0
Two	5.7	7.6	13.3	1.9	3.1	0.0
Three	1.6	2.5	0.0	0.0	0.0	0.0
Four	0.8	0.8	6.7	0.0	0.0	0.0
Five or more	0.5	0.4	6.7	0.0	0.0	0.0
Developmental/remedial courses						
None	96.3	95.4	85.7	100.0	98.4	100.0
One	2.6	3.0	14.3	0.0	1.6	0.0
Two	0.8	1.3	0.0	0.0	0.0	0.0
Three	0.3	0.4	0.0	0.0	0.0	0.0
Four	0.0	0.0	0.0	0.0	0.0	0.0
Five or more	0.0	0.0	0.0	0.0	0.0	0.0
Other undergraduate credit courses						
None	39.3	15.1	20.0	52.8	81.0	88.2
One	21.9	28.2	20.0	22.6	15.9	5.9
Two	19.0	27.3	33.3	15.1	1.6	3.9
Three	9.6	14.7	13.3	3.8	0.0	0.0
Four	5.5	8.8	0.0	5.7	0.0	0.0
Five or more	4.7	5.9	13.3	0.0	1.6	2.0
Graduate courses						
None	48.6	44.7	92.9	53.8	0.0	100.0
One	30.5	36.3	7.1	28.8	46.2	0.0
Two	12.0	13.1	0.0	13.5	23.1	0.0
Three	5.0	4.6	0.0	3.8	12.3	0.0
Four	1.6	0.8	0.0	0.0	6.2	0.0
Five or more	2.3	0.4	0.0	0.0	12.3	0.0
Vocational or technical courses						
None	97.6	97.0	100.0	96.2	96.9	100.0
One	1.8	2.1	0.0	1.9	3.1	0.0
Two	0.5	0.8	0.0	1.9	0.0	0.0
Three	0.0	0.0	0.0	0.0	0.0	0.0
Four	0.0	0.0	0.0	0.0	0.0	0.0
Five or more	0.0	0.0	0.0	0.0	0.0	0.0
Non-credit courses (other than above)						
None	89.7	95.7	92.9	96.2	85.9	62.0
One	4.5	3.0	7.1	0.0	4.7	12.0
Two	2.4	0.4	0.0	1.9	4.7	10.0
Three	1.3	0.9	0.0	1.9	0.0	6.0
Four	0.5	0.0	0.0	0.0	0.0	4.0
Five or more	1.6	0.0	0.0	0.0	4.7	6.0
Do you teach remedial/developmental skills in any of the following areas?						
Reading	3.1	3.7	20.0	0.0	0.0	0.0
Writing	7.4	9.1	20.0	1.9	4.6	2.0
Mathematics	3.3	4.1	6.7	1.9	3.1	0.0
ESL	1.0	1.2	6.7	0.0	0.0	0.0
General academic skills	6.9	7.9	20.0	1.9	3.1	5.9
Other subject areas	7.2	7.0	20.0	0.0	4.6	9.8

HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]						
Workshops focused on teaching in the classroom						
Yes	46.5	52.3	60.0	50.9	38.5	25.5
No	48.8	45.2	13.3	43.4	58.5	66.7
Not eligible	1.3	0.4	0.0	3.8	0.0	3.9
Not available	3.3	2.1	26.7	1.9	3.1	3.9
Paid workshops outside the institution focused on teaching						
Yes	20.4	20.4	33.3	17.0	23.1	15.7
No	71.9	70.8	40.0	79.2	73.8	78.4
Not eligible	0.8	1.2	0.0	0.0	0.0	0.0
Not available	7.0	7.5	26.7	3.8	3.1	5.9
Paid sabbatical leave						
Yes	19.0	21.2	6.7	32.1	13.8	15.7
No	65.8	65.6	40.0	64.2	70.8	70.6
Not eligible	12.9	10.8	46.7	3.8	13.8	11.8
Not available	2.3	2.5	6.7	0.0	1.5	2.0
Travel funds paid by the institution						
Yes	64.8	64.7	33.3	73.6	70.8	58.8
No	29.8	29.9	53.3	24.5	21.5	39.2
Not eligible	1.8	1.7	6.7	0.0	1.5	2.0
Not available	3.6	3.7	6.7	1.9	6.2	0.0
Association membership/dues paid by the institution						
Yes	20.9	19.6	0.0	22.6	26.2	28.0
No	57.9	59.6	80.0	66.0	47.7	52.0
Not eligible	4.7	3.7	6.7	3.8	6.2	6.0
Not available	16.5	17.1	13.3	7.5	20.0	14.0
Tuition remission						
Yes	11.8	12.0	13.3	13.2	7.7	15.7
No	79.7	78.4	80.0	81.1	81.5	80.4
Not eligible	2.8	2.5	6.7	1.9	3.1	3.9
Not available	5.7	7.1	0.0	3.8	7.7	0.0
Internal grants for research						
Yes	42.7	46.9	20.0	41.5	38.5	39.2
No	54.2	50.2	73.3	56.6	58.5	58.8
Not eligible	1.8	1.7	6.7	1.9	0.0	2.0
Not available	1.3	1.2	0.0	0.0	3.1	0.0
Training for administrative leadership						
Yes	20.9	19.2	6.7	64.2	18.5	25.5
No	69.6	70.8	73.3	30.2	69.2	72.5
Not eligible	2.8	3.7	0.0	0.0	1.5	2.0
Not available	6.7	6.3	20.0	5.7	10.8	0.0

[2] These questions asked for the first time in 2007.

Goals for undergraduates noted as "very important" or "essential"						
Develop ability to think critically	100.0	100.0	100.0	100.0	100.0	100.0
Prepare students for employment after college	88.1	89.6	73.3	88.7	87.1	88.2
Prepare students for graduate or advanced education	70.8	71.0	60.0	71.7	71.4	76.5
Develop moral character	67.7	65.6	80.0	73.6	65.1	74.5
Provide for students' emotional development	45.0	41.9	73.3	54.7	36.5	56.9
Prepare students for family living	16.6	12.1	26.7	28.3	11.1	33.3
Teach students the classic works of Western civilization [2]	34.1	35.3	26.7	39.6	20.6	43.1
Help students develop personal values	63.5	59.6	80.0	73.6	68.3	62.7
Enhance students' self-understanding	68.2	64.7	86.7	66.0	69.8	72.5
Instill in students a commitment to community service	56.3	50.6	53.3	66.0	58.7	74.5
Enhance students' knowledge of and appreciation for other racial/ethnic groups	72.6	71.0	86.7	79.2	77.8	64.7
Study a foreign language [2]	45.1	40.4	66.7	43.4	46.0	54.9
Help master knowledge in a discipline	94.6	95.0	100.0	92.5	93.7	90.2
Develop creative capacities	87.6	86.7	86.7	81.1	88.9	90.2
Instill a basic appreciation of the liberal arts	61.1	62.7	73.3	77.4	57.1	46.0
Promote ability to write effectively	97.4	97.1	100.0	100.0	96.8	98.0
Help students evaluate the quality and reliability of information [2]	96.9	96.7	93.3	100.0	96.8	98.0
Engage students in civil discourse around controversial issues [2]	68.0	65.6	86.7	81.1	74.6	60.8
Teach students tolerance and respect for different beliefs [2]	79.8	78.0	100.0	84.9	87.3	72.5
Encourage students to become agents of social change [2]	50.6	48.1	60.0	56.6	54.0	51.0

[2] These questions asked for the first time in 2007.

HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?

Articles in academic or professional journals

None	12.3	12.9	60.0	3.8	4.6	7.8
1 to 2	14.9	13.3	20.0	5.7	12.3	27.5
3 to 4	9.8	7.9	6.7	11.3	10.8	13.7
5 to 10	15.9	15.8	6.7	22.6	13.8	17.6
11 to 20	15.7	16.2	0.0	13.2	23.1	11.8
21 to 50	20.6	20.7	6.7	24.5	27.7	15.7
51+	10.8	13.3	0.0	18.9	7.7	5.9

Chapters in edited volumes

None	40.6	43.2	73.3	28.3	24.6	45.1
1 to 2	29.6	29.0	26.7	30.2	35.4	25.5
3 to 4	15.4	14.1	0.0	20.8	20.0	15.7
5 to 10	11.1	10.4	0.0	15.1	15.4	9.8
11 to 20	2.1	2.1	0.0	5.7	1.5	3.9
21 to 50	1.3	1.2	0.0	0.0	3.1	0.0
51+	0.0	0.0	0.0	0.0	0.0	0.0

Books, manuals, or monographs

None	58.9	59.3	86.7	49.1	50.8	66.7
1 to 2	25.2	24.5	13.3	30.2	32.3	21.6
3 to 4	10.3	9.5	0.0	20.8	12.3	5.9
5 to 10	5.1	6.6	0.0	0.0	3.1	3.9
11 to 20	0.3	0.0	0.0	0.0	1.5	0.0
21 to 50	0.0	0.0	0.0	0.0	0.0	0.0
51+	0.3	0.0	0.0	0.0	0.0	2.0

Other, such as patents or computer software products

None	77.3	73.4	93.3	80.8	81.5	82.4
1 to 2	11.3	13.7	0.0	13.5	7.7	7.8
3 to 4	5.7	6.6	0.0	3.8	3.1	7.8
5 to 10	3.1	2.9	0.0	1.9	6.2	2.0
11 to 20	1.3	1.2	6.7	0.0	1.5	0.0
21 to 50	0.5	0.8	0.0	0.0	0.0	0.0
51+	0.8	1.2	0.0	0.0	0.0	0.0

IN THE LAST TWO YEARS, HOW MANY:

Exhibitions or performances in the fine or applied arts have you presented?

None	85.4	81.0	86.7	90.6	90.8	94.1
1 to 2	2.6	2.9	0.0	1.9	3.1	2.0
3 to 4	4.1	5.0	6.7	3.8	3.1	2.0
5 to 10	4.4	6.2	0.0	3.8	1.5	2.0
11 to 20	1.8	2.5	6.7	0.0	0.0	0.0
21 to 50	0.8	0.8	0.0	0.0	1.5	0.0
51+	1.0	1.7	0.0	0.0	0.0	0.0

Of your professional writings have been published or accepted for publication?

None	20.8	20.7	53.3	18.9	9.2	21.6
1 to 2	25.2	24.5	40.0	28.3	20.0	29.4
3 to 4	28.3	28.2	6.7	34.0	33.8	27.5
5 to 10	19.3	18.3	0.0	18.9	32.3	17.6
11 to 20	4.6	6.6	0.0	0.0	1.5	2.0
21 to 50	1.3	0.8	0.0	0.0	3.1	2.0
51+	0.5	0.8	0.0	0.0	0.0	0.0

General activities						
Are you a member of a faculty union?	10.5	12.9	0.0	9.4	9.2	3.9
Are you a U.S. citizen?	92.1	91.3	100.0	100.0	90.8	92.2
Were you born in the U.S.A.?	84.3	85.1	93.3	90.6	78.1	82.4
Do you plan to retire within the next three years?	12.1	10.4	13.3	13.2	10.8	19.6
Do you use your scholarship to address local community needs?	56.2	52.1	53.3	43.4	61.5	74.5
Have you been sexually harassed at this institution?	5.9	5.8	0.0	5.7	7.7	3.9
Have you ever interrupted your professional career for more than one year for family reasons? [2]	10.3	9.5	33.3	9.4	9.2	7.8
Have you ever received an award for outstanding teaching?	44.4	52.9	26.7	50.9	38.5	17.6
Have you published op-ed pieces or editorials?	23.7	20.7	26.7	32.1	35.4	23.5
Is (or was) your:						
Father an academic?	12.1	13.6	6.7	11.3	10.8	11.8
Mother an academic?	7.4	5.8	13.3	9.4	12.3	5.9
Spouse/partner an academic?	33.3	32.2	60.0	37.7	36.9	19.6
Are you currently teaching courses at more than one institution?	5.4	5.0	26.7	5.7	6.2	2.0
During the <u>past two</u> years, have you:						
Considered early retirement?	24.9	26.4	13.3	30.2	10.8	37.3
Considered leaving academe for another job?	43.8	46.3	53.3	30.2	41.5	37.3
Considered leaving this institution for another?	60.3	62.4	53.3	58.5	63.1	45.1
Changed academic institutions?	15.7	16.6	13.3	3.8	13.8	17.6
Engaged in paid consulting outside of your institution?	37.9	38.8	33.3	39.6	46.2	27.5
Engaged in public service/professional consulting without pay?	67.4	67.8	53.3	66.0	70.8	66.7
Received at least one firm job offer?	35.8	34.6	53.3	32.1	36.9	33.3
Received funding for your work from:						
Foundations?	21.0	20.2	6.7	20.8	27.7	21.6
State or federal government?	63.0	60.2	13.3	71.7	78.5	68.6
Business or industry?	29.8	28.2	6.7	15.1	41.5	39.2
Requested/sought an early promotion?	6.4	6.2	0.0	7.5	7.7	5.9
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:						
Come to this institution? [2]						
Definitely yes	18.7	16.1	6.7	20.8	27.7	23.5
Probably yes	33.6	33.1	53.3	49.1	23.1	33.3
Not sure	23.3	21.9	33.3	18.9	29.2	23.5
Probably no	13.6	15.3	6.7	9.4	9.2	15.7
Definitely no	10.8	13.6	0.0	1.9	10.8	3.9

Be a college professor?

Definitely yes	51.8	51.7	60.0	54.7	55.4	43.1
Probably yes	33.1	33.9	40.0	41.5	27.7	33.3
Not sure	11.0	10.7	0.0	3.8	9.2	19.6
Probably no	3.3	2.5	0.0	0.0	7.7	3.9
Definitely no	0.8	1.2	0.0	0.0	0.0	0.0

[2] These questions asked for the first time in 2007.

Attributes noted as being "very descriptive" of your institution						
It is easy for students to see faculty outside of regular office hours	52.1	55.4	60.0	45.3	50.8	40.0
There is a great deal of conformity among the students	19.3	19.0	20.0	18.9	24.6	15.9
The faculty are typically at odds with campus administration	40.9	44.6	20.0	41.5	32.3	40.0
Faculty here respect each other	39.5	39.3	40.0	32.1	40.0	43.5
Most students are treated like "numbers in a book"	3.4	3.3	0.0	1.9	1.5	9.1
Social activities are overemphasized	6.3	6.6	6.7	5.7	4.7	9.1
Faculty are rewarded for being good teachers	10.7	7.4	13.3	9.4	23.1	11.4
There is respect for the expression of diverse values and beliefs	26.9	25.6	33.3	24.5	33.8	25.0
Faculty are rewarded for their efforts to use instructional technology	11.4	13.2	20.0	11.3	6.2	8.3
Faculty are rewarded for their efforts to work with underprepared students	2.6	3.7	0.0	0.0	0.0	2.2
Administrators consider faculty concerns when making policy [2]	5.7	4.5	0.0	9.4	10.8	2.1
The administration is open about its policies	9.9	9.1	6.7	7.5	12.3	10.6
Do you, "to a great extent":						
Engage in academic work that spans multiple disciplines	49.2	49.6	46.7	50.9	52.3	43.1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	40.9	42.1	20.0	39.6	43.1	34.0
Achieve a healthy balance between your personal life and your professional life	24.4	24.1	26.7	20.8	23.1	29.4
Experience close alignment between your work and your personal values	59.0	56.2	60.0	62.3	67.7	62.7
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	24.4	26.4	0.0	13.2	18.5	33.3
Mentor new faculty [2]	20.8	19.8	0.0	37.7	24.6	21.6

[2] These questions asked for the first time in 2007.

Aspects of your job with which you are "very satisfied" or "satisfied": [3]						
Salary [2]	37.8	36.1	40.0	62.3	38.5	35.3
Health benefits [2]	23.2	25.0	11.1	17.0	17.5	21.6
Retirement benefits [2]	37.9	33.9	37.5	43.1	38.7	50.0
Opportunity for scholarly pursuits	53.6	50.2	27.3	72.5	56.5	68.0
Teaching load	64.1	57.3	64.3	84.8	77.6	85.7
Quality of students	54.9	50.0	73.3	62.0	65.1	55.9
Office/lab space	62.9	60.4	53.3	72.0	67.7	64.6
Autonomy and independence	82.3	80.5	86.7	88.7	84.6	82.4
Professional relationships with other faculty	78.4	75.4	73.3	78.8	84.6	82.4
Social relationships with other faculty	69.7	71.1	66.7	73.5	68.3	64.7
Competency of colleagues	78.3	77.4	80.0	88.7	80.0	76.5
Visibility for jobs at other institutions/organizations	44.9	41.1	27.3	55.6	54.5	51.2
Job security	65.2	66.4	16.7	90.6	68.3	59.2
Relationship with administration	41.4	34.9	57.1	63.5	53.8	39.2
Departmental leadership [2]	64.2	63.2	78.6	81.8	67.7	56.9
Course assignments [2]	77.3	76.3	78.6	94.9	79.2	78.9
Freedom to determine course content [2]	92.4	92.1	93.3	97.7	94.7	91.7
Availability of child care at this institution	35.6	35.8	25.0	50.0	28.6	40.0
Prospects for career advancement	45.5	43.0	16.7	62.5	51.7	48.9
Clerical/administrative support	55.1	54.0	80.0	65.4	53.1	50.0
Overall job satisfaction	59.8	56.2	73.3	71.7	64.6	58.8

[2] These questions asked for the first time in 2007.
[3] Respondents marking "Not Applicable" were not included in the computation of these results.

Do you agree "strongly" or "somewhat"?

Faculty are interested in students' personal problems	82.8	83.7	73.3	88.7	83.1	76.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	61.1	59.4	60.0	64.2	64.1	62.2
Faculty feel that most students are well-prepared academically	40.2	33.3	46.7	47.2	47.7	52.2
This institution should hire more faculty of color	73.7	72.6	60.0	77.4	76.9	78.3
Student Affairs staff have the support and respect of faculty	81.1	78.6	86.7	81.1	86.2	82.6
Faculty are committed to the welfare of this institution	82.8	83.3	86.7	75.5	76.9	85.1
Faculty here are strongly interested in the academic problems of undergraduates	84.3	85.4	60.0	83.0	82.8	88.9
There is a lot of campus racial conflict here	8.6	7.5	6.7	7.5	10.8	11.1
Most students are strongly committed to community service	53.0	47.9	46.7	54.7	63.1	63.6
My research is valued by faculty in my department	73.8	72.8	46.7	80.4	79.7	77.8
My teaching is valued by faculty in my department	84.3	85.4	73.3	86.3	87.7	76.6
Many courses include feminist perspectives	33.1	32.8	26.7	27.5	38.7	26.2
Faculty of color are treated fairly here	85.7	84.0	80.0	83.0	90.6	90.7
Women faculty are treated fairly here	85.0	83.5	93.3	83.0	89.1	87.5
Many courses involve students in community service	43.7	41.9	46.7	39.6	49.2	38.6
This institution should hire more women faculty	67.8	70.0	26.7	73.6	76.2	55.6
Gay and lesbian faculty are treated fairly here	78.5	78.1	92.9	75.5	77.0	76.7
My department does a good job of mentoring new faculty	56.4	55.2	53.3	69.8	48.4	72.9
Faculty are sufficiently involved in campus decision making	37.2	31.4	33.3	45.3	52.3	39.6
My values are congruent with the dominant institutional values	60.8	55.5	73.3	75.5	67.2	71.7
There is adequate support for integrating technology in my teaching	75.6	76.6	93.3	75.0	72.3	69.6
This institution takes responsibility for educating underprepared students	59.8	61.3	53.3	58.5	57.8	59.1
The criteria for advancement and promotion decisions are clear	59.5	59.4	40.0	84.9	69.2	49.0
Most of the students I teach lack the basic skills for college level work	35.4	38.3	33.3	32.0	23.1	35.7
There is adequate support for faculty development	49.4	51.5	46.7	50.9	43.1	46.9
This institution should not offer remedial/developmental education	25.4	25.6	6.7	32.1	28.1	18.2

Issues you believe to be of "high" or "highest" priority at your institution:						
To promote the intellectual development of students	84.1	82.9	73.3	92.5	86.2	89.1
To help students examine and understand their personal values	42.7	41.0	53.3	49.1	41.5	43.5
To develop a sense of community among students and faculty	47.8	45.2	53.3	50.9	43.1	66.0
To facilitate student involvement in community service	40.1	34.7	53.3	47.2	46.2	50.0
To help students learn how to bring about change in American society	31.0	25.9	53.3	32.1	40.0	35.6
To increase or maintain institutional prestige	60.5	57.7	66.7	58.5	58.5	76.1
To hire faculty "stars"	32.1	31.0	20.0	20.8	32.3	42.6
To recruit more minority students	45.3	40.3	26.7	58.5	56.9	53.3
To enhance the institution's national image	70.9	68.8	80.0	77.4	73.8	72.9
To create a diverse multi-cultural campus environment	45.0	38.1	46.7	62.3	56.9	54.3
To promote gender equity among faculty	45.7	41.8	53.3	54.7	52.3	51.1
To provide resources for faculty to engage in community-based teaching or research	30.4	26.9	33.3	30.2	34.9	39.6
To create and sustain partnerships with surrounding communities	42.2	37.7	53.3	43.4	46.9	55.1
To pursue extramural funding	80.7	79.5	66.7	88.7	80.0	91.5
To increase the representation of minorities in the faculty and administration	39.4	33.9	53.3	50.9	43.1	53.2
To strengthen links with the for-profit, corporate sector [2]	53.0	54.4	46.7	47.2	48.4	56.5
To develop leadership ability among students	50.9	46.4	60.0	50.9	54.7	63.0
To increase the representation of women in the faculty and administration	38.1	35.6	46.7	47.2	38.5	42.6
To develop an appreciation for multiculturalism [2]	45.8	41.4	46.7	58.5	47.7	58.7

[2] These questions asked for the first time in 2007.

Do you agree "strongly" or "somewhat"?						
Western civilization and culture should be the foundation for the undergraduate curriculum	49.9	50.8	53.3	52.8	40.0	58.0
College officials have the right to ban persons with extreme views from speaking on campus	25.1	23.4	20.0	28.3	24.6	36.0
The chief benefit of a college education is that it increases one's earning power	36.5	33.6	20.0	35.8	47.7	47.1
Promoting diversity leads to the admission of too many underprepared students	23.9	24.3	20.0	17.0	21.5	30.6
Colleges should be actively involved in solving social problems	74.7	75.4	73.3	81.1	73.8	70.0
Tenure is an outmoded concept	37.9	35.8	53.3	47.2	38.5	41.2
Colleges should encourage students to be involved in community service activities	87.6	85.0	93.3	88.7	89.2	94.1
Community service should be given weight in college admissions decisions	65.5	62.9	64.3	62.3	70.3	76.0
A racially/ethnically diverse student body enhances the educational experience of all students	94.8	94.6	100.0	98.1	95.4	92.0
Realistically, an individual can do little to bring about changes in society	22.6	23.2	6.7	28.3	23.1	21.6
Colleges should be concerned with facilitating undergraduate students' spiritual development	17.1	17.2	20.0	18.9	15.4	19.6
Colleges have a responsibility to work with their surrounding communities to address local issues	89.2	88.8	86.7	92.5	89.2	90.2
Private funding sources often prevent researchers from being completely objective in the conduct of their work	57.3	56.2	80.0	56.6	56.2	58.3
Factors noted as a source of stress for you during the <u>last two</u> years [4]						
Managing household responsibilities	70.4	69.3	80.0	62.3	70.8	80.4
Child care	24.7	24.5	46.7	26.4	21.5	25.5
Care of elderly parent	31.4	29.0	26.7	34.0	38.5	37.3
My physical health	51.2	51.5	46.7	45.3	49.2	56.9
Health of spouse/partner	43.7	43.2	46.7	49.1	44.6	45.1
Review/promotion process	55.5	56.8	26.7	35.8	60.0	60.8
Subtle discrimination (e.g., prejudice, racism, sexism)	23.1	24.1	33.3	15.1	21.5	21.6
Personal finances	65.3	67.6	66.7	41.5	64.6	64.7
Committee work	60.8	65.6	0.0	71.7	61.5	56.0
Faculty meetings	49.9	57.3	6.7	58.5	44.6	37.3
Colleagues	64.5	70.1	33.3	84.9	52.3	58.8
Students	52.2	59.8	73.3	45.3	46.2	25.5
Research or publishing demands	73.0	74.3	33.3	56.6	73.8	84.3
Institutional procedures and "red tape"	86.1	88.8	66.7	92.5	83.1	80.4

Teaching load	50.6	63.1	26.7	37.7	44.6	19.6
Children's problems	32.1	30.7	33.3	50.9	35.4	31.4
Friction with spouse/partner	26.5	27.4	20.0	30.2	24.6	31.4
Lack of personal time	77.4	77.2	73.3	86.8	78.5	76.5
Keeping up with information technology	55.8	51.9	46.7	73.6	56.9	70.6
Job security	39.3	38.6	60.0	18.9	36.9	45.1
Being part of a dual career couple	43.8	39.8	46.7	49.1	52.3	48.0
Working with underprepared students	50.8	61.0	66.7	50.9	40.0	20.0
Classroom conflict	14.4	17.0	26.7	3.8	10.8	6.0
Self-imposed high expectations	82.2	80.1	93.3	81.1	87.7	80.0
Change in work responsibilities	55.2	52.3	60.0	81.1	58.5	54.0
Personal goals noted as "very important" or "essential":						
Becoming an authority in my field	69.9	72.2	33.3	54.7	76.9	70.6
Influencing the political structure	19.3	20.4	13.3	17.0	21.5	13.7
Influencing social values	32.1	31.1	33.3	35.8	35.4	27.5
Raising a family	72.5	69.7	86.7	78.8	73.8	80.4
Becoming very well off financially	33.7	33.6	6.7	28.3	33.8	47.1
Helping others who are in difficulty	65.3	65.6	66.7	62.3	58.5	72.5
Becoming involved in programs to clean up the environment	40.9	41.1	40.0	39.6	38.5	45.1
Developing a meaningful philosophy of life	69.6	69.6	86.7	62.3	61.5	70.6
Helping to promote racial understanding	45.6	46.7	53.3	43.4	49.2	31.4
Obtaining recognition from my colleagues for contributions to my special field	52.2	52.7	26.7	32.1	56.9	60.8
Integrating spirituality into my life	38.0	35.1	46.7	24.5	41.5	51.0

[4] Percentage represents those reporting "somewhat" or "extensive" stress.

IN YOUR INTERACTIONS WITH UNDERGRAD- UATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]						
Ask questions in class						
Frequently	87.8	92.9	93.3	81.3	81.4	70.7
Occasionally	9.2	6.7	6.7	12.5	6.8	24.4
Not at all	3.0	0.4	0.0	6.3	11.9	4.9
Support their opinions with a logical argument						
Frequently	76.6	78.3	80.0	75.0	75.9	65.9
Occasionally	18.8	20.0	20.0	18.7	12.1	22.0
Not at all	4.6	1.7	0.0	6.3	12.1	12.2
Seek solutions to problems and explain them to others						
Frequently	70.2	70.8	86.7	72.9	67.2	62.5
Occasionally	26.5	27.9	13.3	20.8	20.7	35.0
Not at all	3.3	1.2	0.0	6.3	12.1	2.5
Revise their papers to improve their writing						
Frequently	54.6	53.6	53.3	58.3	69.5	37.5
Occasionally	32.5	36.4	33.3	33.3	16.9	32.5
Not at all	12.8	10.0	13.3	8.3	13.6	30.0
Evaluate the quality or reliability of information they receive						
Frequently	67.8	66.7	73.3	70.8	72.9	60.0
Occasionally	28.1	30.8	26.7	20.8	15.3	37.5
Not at all	4.1	2.5	0.0	8.3	11.9	2.5
Take risks for potential gains						
Frequently	35.1	34.9	53.3	31.2	33.9	25.0
Occasionally	50.4	52.1	33.3	56.2	45.8	57.5
Not at all	14.5	13.0	13.3	12.5	20.3	17.5
Seek alternative solutions to a problem						
Frequently	67.5	67.5	80.0	70.8	69.0	57.5
Occasionally	29.0	31.2	20.0	25.0	20.7	35.0
Not at all	3.6	1.2	0.0	4.2	10.3	7.5
Look up scientific research articles and resources						
Frequently	60.9	58.2	60.0	60.4	71.2	67.5
Occasionally	31.1	36.0	26.7	31.2	10.2	30.0
Not at all	7.9	5.9	13.3	8.3	18.6	2.5
Explore topics on their own, even though it was not required for a class						
Frequently	58.6	56.2	60.0	58.3	61.0	65.0
Occasionally	36.0	40.4	40.0	35.4	23.7	30.0
Not at all	5.4	3.3	0.0	6.3	15.3	5.0
Acknowledge failure as a necessary part of the learning process						
Frequently	48.0	50.0	53.3	35.4	44.1	40.0
Occasionally	41.1	42.5	46.7	50.0	30.5	47.5
Not at all	10.9	7.5	0.0	14.6	25.4	12.5
Seek feedback on their academic work						
Frequently	61.9	66.7	53.3	56.2	55.9	47.5
Occasionally	33.5	30.8	46.7	39.6	33.9	42.5
Not at all	4.6	2.5	0.0	4.2	10.2	10.0

[2] These questions asked for the first time in 2007.

Methods you use in "all" or "most" of the courses you teach:						
Multiple-choice exams [2]	20.3	20.0	33.3	20.0	18.5	24.4
Essay exams [2]	41.0	41.6	33.3	48.0	53.8	24.4
Short-answer exams [2]	42.8	45.2	46.7	46.0	41.5	36.6
Quizzes	25.9	27.5	33.3	28.0	21.5	19.5
Weekly essay assignments	21.3	21.2	40.0	22.0	20.0	17.1
Student presentations	51.1	53.6	60.0	48.0	55.4	31.7
Term/research papers	44.9	46.4	40.0	52.0	53.8	26.8
Student evaluations of each others' work	24.3	27.1	33.3	14.0	24.6	5.0
Grading on a curve	20.0	23.3	6.7	16.0	21.5	7.3
Competency-based grading	58.1	63.9	60.0	60.0	56.2	34.1
Class discussions	77.1	76.7	86.7	70.0	83.1	73.8
Cooperative learning (small groups)	55.3	54.6	66.7	54.0	53.8	59.5
Experiential learning/Field studies	40.9	41.0	20.0	38.0	38.5	56.4
Teaching assistants	16.0	18.7	13.3	12.0	9.2	17.1
Recitals/Demonstrations	24.2	25.7	13.3	20.0	23.1	24.4
Group projects	35.7	39.2	33.3	32.0	33.8	24.4
Extensive lecturing	42.8	45.6	40.0	40.0	40.0	34.1
Multiple drafts of written work	24.2	23.5	33.3	28.0	30.8	10.0
Readings on racial and ethnic issues	16.9	18.0	20.0	16.0	18.5	7.5
Readings on women and gender issues	14.5	15.1	20.0	10.0	16.9	5.0
Student-developed activities (assignments, exams, etc.)	25.8	27.7	20.0	24.0	32.3	10.0
Student-selected topics for course content	19.8	18.3	26.7	16.0	32.3	5.0
Reflective writing/journaling	19.0	19.2	40.0	16.0	23.1	2.5
Community service as part of coursework	10.8	10.5	6.7	10.0	10.8	12.8
Electronic quizzes with immediate feedback in class [2]	3.2	2.5	6.7	6.0	6.2	0.0
Using real-life problems [2]	63.3	62.3	73.3	66.0	70.8	57.5
Using student inquiry to drive learning	47.5	46.0	73.3	34.0	53.8	40.0

[2] These questions asked for the first time in 2007.

YOUR BASE INSTITUTIONAL SALARY

9/10 month contract

Less than $20,000	6.9	4.0	50.0	7.1	5.7	0.0
$20,000 to 29,999	3.9	1.7	28.6	0.0	2.9	14.3
$30,000 to 39,999	3.9	4.0	14.3	0.0	0.0	0.0
$40,000 to 49,999	12.0	14.2	0.0	0.0	8.6	0.0
$50,000 to 59,999	19.3	18.7	0.0	14.3	22.9	42.9
$60,000 to 69,999	16.3	14.8	0.0	14.3	28.6	28.6
$70,000 to 79,999	14.2	15.9	0.0	14.3	11.4	14.3
$80,000 to 89,999	9.9	11.9	0.0	21.4	5.7	0.0
$90,000 to 99,999	6.4	7.4	7.1	0.0	2.9	0.0
$100,000 to 124,999	6.9	7.4	0.0	28.6	8.6	0.0
$125,000 to 149,999	0.4	0.0	0.0	0.0	2.9	0.0
$150,000 or more	0.0	0.0	0.0	0.0	0.0	0.0

11/12 month contract

Less than $20,000	1.4	3.5	0.0	0.0	0.0	0.0
$20,000 to 29,999	2.1	1.8	100.0	0.0	0.0	2.3
$30,000 to 39,999	6.2	8.8	0.0	2.6	0.0	6.8
$40,000 to 49,999	10.3	14.0	0.0	0.0	0.0	15.9
$50,000 to 59,999	13.1	14.0	0.0	5.1	11.1	15.9
$60,000 to 69,999	17.2	10.5	0.0	2.6	25.9	27.3
$70,000 to 79,999	8.3	5.3	0.0	0.0	11.1	13.6
$80,000 to 89,999	13.1	12.3	0.0	20.5	11.1	11.4
$90,000 to 99,999	4.8	5.3	0.0	12.8	3.7	2.3
$100,000 to 124,999	11.0	15.8	0.0	28.2	14.8	2.3
$125,000 to 149,999	6.9	3.5	0.0	15.4	11.1	2.3
$150,000 or more	5.5	5.3	0.0	12.8	11.1	0.0

Your base institutional salary is based on:

9/10 months	62.2	75.7	93.3	26.4	57.8	13.7
11/12 months	37.8	24.3	6.7	73.6	42.2	86.3

WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]

Income from this institution

All	68.0	68.3	40.0	67.9	60.0	78.0
75 to 99	24.8	27.1	6.7	24.5	30.8	18.0
50 to 74	2.8	2.1	20.0	0.0	4.6	0.0
25 to 49	1.8	0.4	26.7	3.8	3.1	0.0
1 to 24	1.0	0.8	6.7	0.0	0.0	2.0
None	1.6	1.2	0.0	3.8	1.5	2.0

Other academic income

All	0.3	0.0	0.0	0.0	0.0	2.3
75 to 99	0.0	0.0	0.0	0.0	0.0	0.0
50 to 74	1.4	0.5	21.4	0.0	1.8	0.0
25 to 49	2.3	2.3	7.1	0.0	3.5	0.0
1 to 24	8.5	9.0	7.1	13.3	14.0	0.0
None	87.5	88.3	64.3	86.7	80.7	97.7

Non-academic income

All	1.4	0.9	0.0	4.5	1.7	2.2
75 to 99	0.9	0.5	6.7	0.0	0.0	2.2
50 to 74	1.7	0.5	20.0	4.5	3.4	0.0
25 to 49	3.4	4.1	0.0	2.3	3.4	2.2
1 to 24	19.7	19.4	20.0	13.6	27.6	17.8
None	72.9	74.7	53.3	75.0	63.8	75.6

[2] These questions asked for the first time in 2007.

What is your age as of 12/31/2007?						
Less than 30	2.6	3.0	13.3	0.0	1.6	0.0
30 to 34	8.7	9.4	6.7	0.0	6.5	12.0
35 to 39	9.3	8.5	20.0	1.9	11.3	8.0
40 to 44	10.1	9.0	13.3	7.5	14.5	8.0
45 to 49	13.2	15.8	0.0	17.0	12.9	8.0
50 to 54	21.2	20.1	20.0	26.4	25.8	20.0
55 to 59	21.2	20.1	6.7	30.2	16.1	32.0
60 to 64	10.1	11.1	13.3	15.1	6.5	8.0
65 to 69	3.2	3.0	6.7	1.9	1.6	4.0
70 or more	0.5	0.0	0.0	0.0	3.2	0.0
Year of highest degree now held						
Before 1970	2.6	1.7	6.7	1.9	4.8	2.0
1971 to 1975	4.2	4.6	0.0	5.7	0.0	5.9
1976 to 1980	9.9	10.1	0.0	22.6	7.9	9.8
1981 to 1985	14.6	14.3	6.7	20.8	15.9	15.7
1986 to 1990	14.1	14.8	0.0	15.1	14.3	17.6
1991 to 1995	14.4	14.3	13.3	18.9	20.6	7.8
1996 to 2000	15.9	15.2	0.0	9.4	12.7	29.4
2001 to 2005	16.2	16.9	46.7	5.7	15.9	5.9
2006 to 2007	8.1	8.0	26.7	0.0	7.9	5.9
Year of appointment at current position						
Before 1970	0.5	0.0	0.0	0.0	3.2	0.0
1971 to 1975	1.8	2.1	0.0	3.8	0.0	3.9
1976 to 1980	6.3	6.8	0.0	9.4	4.8	7.8
1981 to 1985	6.1	5.1	7.1	15.1	3.2	7.8
1986 to 1990	12.9	15.3	0.0	18.9	9.7	9.8
1991 to 1995	11.3	11.0	14.3	15.1	8.1	15.7
1996 to 2000	17.4	17.8	0.0	13.2	16.1	23.5
2001 to 2005	19.5	14.8	50.0	17.0	30.6	19.6
2006 to 2007	24.2	27.1	28.6	7.5	24.2	11.8
If tenured, year tenure was awarded						
Before 1970	0.4	0.0	0.0	0.0	2.9	0.0
1971 to 1975	0.9	0.0	0.0	0.0	5.9	0.0
1976 to 1980	3.5	2.8	0.0	4.1	0.0	8.1
1981 to 1985	7.8	8.4	0.0	16.3	5.9	2.7
1986 to 1990	11.3	11.9	0.0	16.3	5.9	13.5
1991 to 1995	21.3	24.5	100.0	22.4	11.8	21.6
1996 to 2000	19.6	20.3	0.0	14.3	20.6	16.2
2001 to 2005	21.3	18.9	0.0	16.3	35.3	18.9
2006 to 2007	13.9	13.3	0.0	10.2	11.8	18.9
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?						
Biological Science						
Agriculture	9.0	5.0	0.0	9.4	9.4	29.4
Forestry	3.1	2.5	0.0	1.9	7.8	2.0
Bacteriology, Molecular Biology	2.6	2.1	0.0	0.0	4.7	3.9
Biochemistry	0.8	1.2	0.0	0.0	0.0	0.0
Biophysics	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.5	0.4	0.0	0.0	1.6	0.0
Environmental Science	1.6	1.2	0.0	1.9	1.6	3.9
Marine (life) Sciences	0.3	0.0	0.0	0.0	0.0	2.0
Physiology, Anatomy	1.6	1.2	0.0	1.9	1.6	2.0
Zoology	1.3	0.8	0.0	1.9	4.7	0.0
General, Other Biological Sciences	3.1	2.1	0.0	5.7	4.7	3.9

Business

Accounting	1.0	1.7	0.0	1.9	0.0	0.0
Finance	0.5	0.0	0.0	1.9	1.6	2.0
International Business	0.3	0.4	0.0	0.0	0.0	0.0
Management	0.8	0.8	6.7	0.0	0.0	0.0
Marketing	0.3	0.4	0.0	1.9	0.0	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	0.0	0.0	0.0	0.0	0.0	0.0

Education

Business Education	0.0	0.0	0.0	0.0	0.0	0.0
Educational Administration	1.6	1.2	0.0	3.8	4.7	0.0
Educational Psychology/Counseling	1.0	0.4	0.0	1.9	3.1	2.0
Elementary Education	0.5	0.8	0.0	0.0	0.0	0.0
Higher Education	1.6	1.7	0.0	0.0	1.6	2.0
Music or Art Education	0.5	0.8	0.0	0.0	0.0	0.0
Physical or Health Education	1.0	1.2	6.7	0.0	0.0	0.0
Secondary Education	0.8	0.8	0.0	0.0	1.6	0.0
Special Education	0.8	0.8	0.0	3.8	0.0	0.0
General, Other Education Fields	3.9	2.1	0.0	9.4	9.4	0.0

Engineering

Aero-/Astronautical Engineering	0.3	0.0	0.0	0.0	1.6	0.0
Chemical Engineering	1.8	2.5	0.0	0.0	1.6	0.0
Civil Engineering	2.6	2.5	0.0	5.7	4.7	0.0
Electrical Engineering	3.4	5.0	0.0	1.9	0.0	2.0
Industrial Engineering	0.3	0.4	0.0	1.9	0.0	0.0
Mechanical Engineering	2.1	2.9	0.0	3.8	1.6	0.0
General, Other Engineering Fields	2.8	3.7	6.7	1.9	0.0	2.0

Health

Dentistry	0.0	0.0	0.0	0.0	0.0	0.0
Health Technology	0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacy, Pharmacology	0.0	0.0	0.0	0.0	0.0	0.0
Therapy (speech, physical, occup.)	0.0	0.0	0.0	0.0	0.0	0.0
Veterinary Medicine	0.3	0.0	0.0	0.0	1.6	0.0
General, Other Health Fields	1.0	0.4	0.0	1.9	0.0	3.9

WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?

Humanities

History	3.1	3.7	13.3	1.9	0.0	0.0
Political Science, Government	0.8	1.2	0.0	0.0	0.0	0.0
English Language & Literature	2.3	2.1	20.0	1.9	1.6	0.0
Foreign Languages & Literature	0.0	0.0	0.0	0.0	0.0	0.0
French	0.5	0.8	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.3	0.4	0.0	0.0	0.0	0.0
Other Foreign Languages	0.0	0.0	0.0	0.0	0.0	0.0
Linguistics	0.8	1.2	0.0	1.9	0.0	0.0
Philosophy	0.3	0.4	0.0	0.0	0.0	0.0
Religion or Theology	0.3	0.4	0.0	0.0	0.0	0.0
General, Other Humanities Fields	0.5	0.4	6.7	0.0	0.0	0.0

Fine Arts						
Architecture/Urban Planning	2.1	2.9	0.0	1.9	1.6	0.0
Art	1.3	2.1	0.0	0.0	0.0	0.0
Dramatics or Speech	1.8	2.1	6.7	0.0	1.6	0.0
Music	2.6	3.7	6.7	0.0	0.0	0.0
Television or Film	0.3	0.4	0.0	0.0	0.0	0.0
Other Fine Arts	1.0	1.2	0.0	0.0	1.6	0.0
Physical Science						
Mathematics and/or Statistics	2.3	3.3	6.7	1.9	0.0	0.0
Astronomy	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Sciences	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	1.8	1.7	0.0	1.9	3.1	2.0
Earth Sciences	3.4	4.2	0.0	5.7	3.1	2.0
Geography	0.8	0.8	6.7	0.0	0.0	0.0
Marine Sciences (incl. Oceanography)	0.0	0.0	0.0	0.0	0.0	0.0
Physics	1.6	2.1	0.0	1.9	1.6	0.0
General, Other Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0
Social Science						
Anthropology	0.8	1.2	0.0	0.0	0.0	0.0
Archaeology	0.3	0.0	0.0	0.0	0.0	2.0
Clinical Psychology	1.0	0.4	6.7	1.9	1.6	0.0
Counseling and Guidance	0.0	0.0	0.0	0.0	0.0	0.0
Experimental Psychology	0.3	0.4	0.0	0.0	0.0	0.0
Social Psychology	0.5	0.8	0.0	1.9	0.0	0.0
General, Other Psychology	1.8	1.7	0.0	1.9	3.1	2.0
Economics	3.1	0.8	6.7	0.0	3.1	13.7
Sociology	1.0	1.2	0.0	1.9	0.0	0.0
Social Work, Social Welfare	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Social Sciences	0.8	0.8	0.0	0.0	0.0	2.0
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?						
Technical						
Computer Science	1.0	1.7	0.0	0.0	0.0	0.0
Data Processing, Computer Prog.	0.0	0.0	0.0	0.0	0.0	0.0
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.0
Electronics	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.3	0.4	0.0	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.5	0.8	0.0	0.0	0.0	0.0
Other Fields						
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0
Communications	0.8	1.2	0.0	1.9	0.0	0.0
Ethnic Studies	0.3	0.4	0.0	0.0	0.0	0.0
Human Ecology/Family Science	1.3	0.8	0.0	1.9	0.0	3.9
Journalism	0.5	0.8	0.0	0.0	0.0	0.0
Law	1.3	0.0	0.0	0.0	7.8	0.0
Law Enforcement	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	1.8	0.8	0.0	1.9	0.0	9.8
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	2.3	2.5	0.0	3.8	1.6	2.0

WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?

Biological Science

Agriculture	16.1	7.9	0.0	17.0	15.6	54.9
Forestry	4.7	4.6	0.0	3.8	9.4	2.0
Bacteriology, Molecular Biology	2.3	2.1	0.0	0.0	3.1	3.9
Biochemistry	0.3	0.4	0.0	0.0	0.0	0.0
Biophysics	0.0	0.0	0.0	0.0	0.0	0.0
Botany	0.0	0.0	0.0	0.0	0.0	0.0
Environmental Science	0.8	0.8	0.0	1.9	1.6	0.0
Marine (life) Sciences	0.0	0.0	0.0	0.0	0.0	0.0
Physiology, Anatomy	0.0	0.0	0.0	0.0	0.0	0.0
Zoology	0.8	0.0	0.0	1.9	1.6	2.0
General, Other Biological Sciences	3.9	2.9	0.0	5.7	6.3	3.9

Business

Accounting	1.0	1.7	0.0	1.9	0.0	0.0
Finance	0.8	0.4	6.7	1.9	1.6	0.0
International Business	0.0	0.0	0.0	0.0	0.0	0.0
Management	1.6	2.1	6.7	0.0	0.0	0.0
Marketing	0.3	0.4	0.0	1.9	0.0	0.0
Secretarial Studies	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business	0.3	0.4	0.0	0.0	0.0	0.0

Education

Business Education	0.3	0.4	0.0	0.0	0.0	0.0
Educational Administration	1.6	0.4	0.0	1.9	7.8	0.0
Educational Psychology/Counseling	0.8	0.4	0.0	1.9	3.1	0.0
Elementary Education	1.3	2.1	0.0	0.0	0.0	0.0
Higher Education	0.0	0.0	0.0	0.0	0.0	0.0
Music or Art Education	0.3	0.4	0.0	0.0	0.0	0.0
Physical or Health Education	2.1	2.5	6.7	1.9	1.6	0.0
Secondary Education	0.5	0.8	0.0	0.0	0.0	0.0
Special Education	1.0	0.8	0.0	3.8	1.6	0.0
General, Other Education Fields	4.7	2.9	0.0	7.5	9.4	3.9

Engineering

Aero-/Astronautical Engineering	0.3	0.0	0.0	0.0	1.6	0.0
Chemical Engineering	1.8	2.1	0.0	1.9	3.1	0.0
Civil Engineering	2.3	2.5	0.0	3.8	3.1	0.0
Electrical Engineering	2.6	3.8	0.0	0.0	0.0	2.0
Industrial Engineering	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	2.8	3.8	6.7	5.7	1.6	0.0
General, Other Engineering Fields	1.8	2.5	0.0	1.9	1.6	0.0

Health

Dentistry	0.0	0.0	0.0	0.0	0.0	0.0
Health Technology	0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery	0.5	0.0	0.0	0.0	1.6	2.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacy, Pharmacology	0.0	0.0	0.0	0.0	0.0	0.0
Therapy (speech, physical, occup.)	0.0	0.0	0.0	0.0	0.0	0.0
Veterinary Medicine	0.3	0.0	0.0	0.0	1.6	0.0
General, Other Health Fields	0.3	0.0	0.0	0.0	0.0	2.0

WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?

Humanities

History	2.3	2.9	6.7	1.9	0.0	0.0
Political Science, Government	0.8	1.3	0.0	0.0	0.0	0.0
English Language & Literature	3.6	4.2	13.3	3.8	3.1	0.0
Foreign Languages & Literature	0.5	0.8	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0
Other Foreign Languages	0.0	0.0	0.0	0.0	0.0	0.0
Linguistics	0.0	0.0	0.0	0.0	0.0	0.0
Philosophy	0.5	0.8	0.0	0.0	0.0	0.0
Religion or Theology	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Humanities Fields	1.3	0.8	13.3	0.0	0.0	2.0

Fine Arts

Architecture/Urban Planning	2.6	3.8	0.0	1.9	1.6	0.0
Art	1.6	2.5	0.0	0.0	0.0	0.0
Dramatics or Speech	1.3	1.7	6.7	1.9	0.0	0.0
Music	2.6	4.2	0.0	0.0	0.0	0.0
Television or Film	0.3	0.4	0.0	0.0	0.0	0.0
Other Fine Arts	0.3	0.0	6.7	0.0	0.0	0.0

Physical Science

Mathematics and/or Statistics	2.3	3.3	6.7	1.9	0.0	0.0
Astronomy	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Sciences	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	1.3	1.3	0.0	1.9	3.1	0.0
Earth Sciences	2.6	3.8	0.0	3.8	1.6	0.0
Geography	0.5	0.4	6.7	0.0	0.0	0.0
Marine Sciences (incl. Oceanography)	0.0	0.0	0.0	0.0	0.0	0.0
Physics	1.3	2.1	0.0	1.9	0.0	0.0
General, Other Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0

Social Science

Anthropology	0.5	0.8	0.0	0.0	0.0	0.0
Archaeology	0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology	0.3	0.0	0.0	0.0	1.6	0.0
Counseling and Guidance	0.0	0.0	0.0	0.0	0.0	0.0
Experimental Psychology	0.3	0.4	0.0	0.0	0.0	0.0
Social Psychology	0.5	0.8	0.0	1.9	0.0	0.0
General, Other Psychology	1.6	2.5	0.0	1.9	0.0	0.0
Economics	0.5	0.0	0.0	0.0	1.6	2.0
Sociology	1.6	1.7	6.7	1.9	0.0	0.0
Social Work, Social Welfare	0.0	0.0	0.0	0.0	0.0	0.0
General, Other Social Sciences	1.0	1.7	0.0	0.0	0.0	0.0

WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?

Technical

Computer Science	2.3	3.3	0.0	1.9	1.6	0.0
Data Processing, Computer Prog.	0.0	0.0	0.0	0.0	0.0	0.0
Drafting/Design	0.0	0.0	0.0	0.0	0.0	0.0
Electronics	0.0	0.0	0.0	0.0	0.0	0.0

Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0
Mechanics	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical	0.0	0.0	0.0	0.0	0.0	0.0
Other Fields						
Building Trades	0.0	0.0	0.0	0.0	0.0	0.0
Communications	0.3	0.0	6.7	0.0	0.0	0.0
Ethnic Studies	0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science	1.3	1.3	0.0	1.9	0.0	2.0
Journalism	1.3	2.1	0.0	0.0	0.0	0.0
Law	1.8	0.4	0.0	1.9	9.4	0.0
Law Enforcement	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	2.3	0.8	0.0	1.9	0.0	13.7
Women's Studies	0.0	0.0	0.0	0.0	0.0	0.0
Other Vocational	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	1.0	0.4	0.0	1.9	0.0	3.9
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?						
Under 18 years old						
None	61.8	61.3	60.0	67.9	64.5	58.0
One	16.0	14.3	20.0	18.9	17.7	16.0
Two	15.4	16.0	13.3	7.5	17.7	16.0
Three	4.7	5.0	6.7	1.9	0.0	10.0
Four or more	2.1	3.4	0.0	3.8	0.0	0.0
18 years or older						
None	55.1	59.7	57.1	30.2	51.6	42.0
One	14.4	16.4	14.3	22.6	12.5	12.0
Two	19.1	16.4	0.0	28.3	23.4	28.0
Three	7.3	5.0	21.4	11.3	6.3	10.0
Four or more	4.2	2.5	7.1	7.5	6.3	8.0
How would you characterize your political views?						
Far left	4.7	5.4	0.0	3.8	6.3	0.0
Liberal	47.7	46.7	46.7	45.3	52.4	43.1
Middle of the Road	32.9	33.3	40.0	35.8	33.3	29.4
Conservative	14.2	13.8	13.3	13.2	7.9	27.5
Far right	0.5	0.8	0.0	1.9	0.0	0.0
Are you currently:						
Single	9.3	10.4	0.0	1.9	12.3	5.9
Married	80.4	80.4	66.7	90.6	75.4	84.3
Unmarried, living with partner	2.8	2.1	0.0	3.8	9.2	0.0
Divorced	6.2	6.7	13.3	3.8	3.1	7.8
Widowed	1.0	0.4	13.3	0.0	0.0	2.0
Separated	0.3	0.0	6.7	0.0	0.0	0.0
Is English your native language?						
Yes	89.7	91.3	86.7	92.5	87.7	84.3
No	10.3	8.8	13.3	7.5	12.3	15.7

Are you: [5]						
White/Caucasian	91.1	91.5	86.7	90.6	88.9	92.0
African American/Black	0.5	0.8	0.0	0.0	0.0	0.0
American Indian/Alaska Native	2.1	3.4	0.0	1.9	0.0	0.0
Asian American/Asian	5.0	4.2	0.0	7.5	11.1	2.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0
Mexican American/Chicano	1.0	0.8	6.7	1.9	0.0	2.0
Puerto Rican	0.0	0.0	0.0	0.0	0.0	0.0
Other Latino	1.3	0.8	0.0	1.9	0.0	4.0
Other	2.6	2.5	6.7	0.0	3.2	2.0
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?						
Yes	67.4	66.4	86.7	67.9	64.6	66.7
No	32.6	33.6	13.3	32.1	35.4	33.3

[5] Percentages will sum to more than 100.0 if any respondent marked more than one category.

The tenure and promotion system is fair and equitable.

Agree Strongly	13.4	12.1	7.1	20.8	21.5	11.8
Agree Somewhat	47.3	48.3	42.9	64.2	44.6	41.2
Disagree Somewhat	19.4	19.6	14.3	9.4	13.8	27.5
Disagree Strongly	12.7	12.5	7.1	3.8	15.4	15.7
Not Applicable/Don't Know	7.2	7.5	28.6	1.9	4.6	3.9

I am satisfied with my opportunity to influence university governance.

Agree Strongly	6.2	4.6	7.1	13.2	10.8	5.9
Agree Somewhat	39.5	35.8	28.6	52.8	47.7	39.2
Disagree Somewhat	25.1	28.3	28.6	24.5	15.4	23.5
Disagree Strongly	25.8	27.9	21.4	9.4	24.6	27.5
Not Applicable/Don't Know	3.4	3.3	14.3	0.0	1.5	3.9

I am satisfied with opportunities for advancement (promotion career paths.)

Agree Strongly	13.2	11.3	0.0	22.6	21.5	14.0
Agree Somewhat	46.1	44.2	35.7	45.3	47.7	54.0
Disagree Somewhat	22.3	23.3	28.6	24.5	18.5	20.0
Disagree Strongly	14.8	17.5	28.6	5.7	10.8	8.0
Not Applicable/Don't Know	3.6	3.7	7.1	1.9	1.5	4.0

My department/college has appropriate workload expectations.

Agree Strongly	15.8	13.3	21.4	17.0	27.7	10.0
Agree Somewhat	47.5	47.7	42.9	47.2	43.1	52.0
Disagree Somewhat	22.5	24.1	21.4	24.5	13.8	28.0
Disagree Strongly	13.4	14.9	7.1	9.4	15.4	8.0
Not Applicable/Don't Know	0.8	0.0	7.1	1.9	0.0	2.0

My department/college provides sufficient support to carry out my work assignment.

Agree Strongly	15.0	14.1	28.6	17.0	18.5	10.0
Agree Somewhat	38.0	37.8	42.9	34.0	30.8	42.0
Disagree Somewhat	30.2	32.0	21.4	34.0	27.7	32.0
Disagree Strongly	16.5	16.2	0.0	15.1	23.1	16.0
Not Applicable/Don't know	0.3	0.0	7.1	0.0	0.0	0.0

I am satisfied with the administration's effectiveness in communicating with faculty.

Agree Strongly	6.7	5.0	7.1	1.9	13.8	8.0
Agree Somewhat	27.9	25.7	57.1	35.8	23.1	34.0
Disagree Somewhat	30.2	29.5	14.3	34.0	29.2	34.0
Disagree Strongly	33.9	38.2	14.3	26.4	33.8	24.0
Not Applicable/Don't know	1.3	1.7	7.1	1.9	0.0	0.0

In my opinion, faculty morale in the current work environment is good.

Agree Strongly	4.4	2.5	0.0	0.0	12.5	6.0
Agree Somewhat	24.7	23.2	38.5	26.4	29.7	18.0
Disagree Somewhat	29.4	31.5	23.1	41.5	18.7	30.0
Disagree Strongly	40.8	41.9	38.5	32.1	39.1	44.0
Not Applicable/Don't know	0.8	0.8	0.0	0.0	0.0	2.0

Campus facilities are safe.

Agree Strongly	29.4	32.2	15.4	34.0	35.4	12.0
Agree Somewhat	53.9	51.0	69.2	56.6	49.2	66.0
Disagree Somewhat	9.6	10.5	15.4	7.5	7.7	10.0
Disagree Strongly	4.4	5.0	0.0	0.0	6.2	2.0
Not Applicable/Don't know	2.6	1.3	0.0	1.9	1.5	10.0

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Campus facilities are well maintained and attractive.						
Agree Strongly	17.7	17.1	0.0	20.8	24.6	18.0
Agree Somewhat	49.6	48.7	76.9	50.9	46.2	50.0
Disagree Somewhat	21.8	23.7	23.1	17.0	15.4	22.0
Disagree Strongly	9.4	9.6	0.0	9.4	13.8	4.0
Not Applicable/Don't know	1.6	0.8	0.0	1.9	0.0	6.0
Office and departmental space is adequate.						
Agree Strongly	15.3	15.4	7.7	9.4	18.5	16.3
Agree Somewhat	46.8	45.2	46.2	56.6	50.8	40.8
Disagree Somewhat	20.8	22.8	30.8	18.9	7.7	24.5
Disagree Strongly	16.1	15.8	15.4	15.1	23.1	14.3
Not Applicable/Don't know	1.0	0.8	0.0	0.0	0.0	4.1
Laboratory space is adequate.						
Agree Strongly	6.8	7.1	0.0	1.9	9.2	6.0
Agree Somewhat	26.9	25.2	15.4	32.1	32.3	26.0
Disagree Somewhat	19.6	22.3	15.4	22.6	12.3	16.0
Disagree Strongly	16.7	18.1	7.7	18.9	18.5	14.0
Not Applicable/Don't know	30.0	27.3	61.5	24.5	27.7	38.0
Adequate pedagogical and assessment support is provided for curricular and co-curricular activities that provide students with transformational learning opportunities.						
Agree Strongly	6.5	6.3	15.4	7.5	7.7	4.0
Agree Somewhat	30.6	31.2	0.0	32.1	26.2	38.0
Disagree Somewhat	31.2	32.5	53.8	32.1	27.7	24.0
Disagree Strongly	28.8	28.3	15.4	26.4	36.9	28.0
Not Applicable/Don't know	2.9	1.7	15.4	1.9	1.5	6.0
Adequate support is provided for scholarship and creative activity to promote strong disciplinary and interdisciplinary work.						
Agree Strongly	6.0	7.1	0.0	3.8	6.2	4.0
Agree Somewhat	35.7	36.8	46.2	41.5	40.0	20.0
Disagree Somewhat	31.5	34.3	23.1	39.6	18.5	32.0
Disagree Strongly	11.5	12.1	0.0	7.5	18.5	4.0
Not Applicable/Don't know	15.4	9.6	30.8	7.5	16.9	40.0
Adequate support is provided to engage in partnerships with public, private and nonprofit sectors that are mutually beneficial for communities and the university.						
Agree Strongly	7.5	7.9	15.4	3.8	7.7	6.0
Agree Somewhat	33.5	34.6	7.7	45.3	35.4	28.0
Disagree Strongly	35.1	34.2	46.2	35.8	30.8	38.0
Disagree Somewhat	20.5	22.1	15.4	15.1	20.0	20.0
Not Applicable/Don't know	3.4	1.2	15.4	0.0	6.2	8.0

The university is adaptable, dynamic, and vital and can advance strategically and function efficiently.						
Agree Strongly	7.5	6.7	15.4	1.9	9.2	10.0
Agree Somewhat	29.4	30.0	15.4	30.2	24.6	32.0
Disagree Somewhat	36.4	35.8	38.5	45.3	38.5	32.0
Disagree Strongly	15.3	15.8	0.0	17.0	21.5	12.0
Not Applicable/Don't know	11.4	11.7	30.8	5.7	6.2	14.0
Staff are treated fairly.						
Agree Strongly	5.5	4.6	7.1	0.0	7.7	8.2
Agree Somewhat	26.8	24.2	28.6	32.1	27.7	32.7
Disagree Somewhat	35.8	35.8	42.9	41.5	33.8	32.7
Disagree Strongly	29.6	32.9	14.3	24.5	30.8	22.4
Not Applicable/Don't know	2.3	2.5	7.1	1.9	0.0	4.1
Outreach/extended learning is an important function of colleges and faculty.						
Agree Strongly	23.2	21.2	21.4	17.3	25.0	34.7
Agree Somewhat	46.0	47.9	28.6	57.7	51.6	28.6
Disagree Somewhat	20.4	21.7	21.4	15.4	15.6	20.4
Disagree Strongly	7.6	6.3	14.3	7.7	7.8	12.2
Not Applicable/Don't know	2.9	2.9	14.3	1.9	0.0	4.1
How many times have you provided education programs/consultation to local communities, businesses, agencies, or industries?						
Daily	5.0	0.8	0.0	1.9	1.6	30.0
2 or 3 times per week	7.1	5.5	7.1	3.8	6.3	16.0
Once a week	11.5	9.3	7.1	5.7	21.9	10.0
1 or 2 times per month	48.7	54.0	21.4	69.8	50.0	26.0
Never	27.7	30.4	64.3	18.9	20.3	18.0
How satisfied are you with the technological capabilities of classrooms?						
Very Satisfied	19.6	23.2	35.7	18.9	12.3	8.0
Satisfied	43.9	43.2	57.1	37.7	50.8	40.0
Marginally Satisfied	18.9	20.7	7.1	26.4	23.1	8.0
Not Satisfied	9.6	11.2	0.0	5.7	10.8	4.0
Not Applicable	8.0	1.7	0.0	11.3	3.1	40.0
How satisfied are you with classroom and equipment conditions/availability?						
Very Satisfied	14.5	16.6	21.4	15.4	13.8	4.1
Satisfied	41.3	41.9	50.0	32.7	43.1	36.7
Marginally Satisfied	24.4	25.3	21.4	34.6	29.2	14.3
Not Satisfied	12.5	14.9	7.1	7.7	10.8	6.1
Not Applicable	7.3	1.2	0.0	9.6	3.1	38.8

Appendix F-1

University of Idaho

Institutional Research and Assessment Report
January 20, 2008

EXECUTIVE SUMMARY
2008 UNIVERSITY OF IDAHO STAFF SURVEY

The 2008 University of Idaho Staff Survey was intended to help identify issues of concern among a broad spectrum of staff members and generate discussions to determine and meet the needs of staff. The survey includes questions on job satisfaction, working environment and conditions, and organizational communications. The Staff Survey is conducted every three to four years. Of the 1,607 staff members invited to complete the survey, 1,073 were completed. Approximately sixty-nine percent (69%) of staff responded, up considerably (14%) from the most recent previous survey in 2003. The survey was conducted in the fall of 2008, from late September through early November.

In one item staff were asked to review and rate certain aspects of their jobs related to employee benefits. In general, staff were more satisfied than in 2003 in all areas except three, "health benefits", "retirement benefits", and the "Employee Assistance Program." Only thirty-four percent (34%) of respondents reported they were "satisfied" or "very satisfied" with their "health benefits", a forty-two percent (42%) decline from 2003 when it was rated in the top three areas of satisfaction. In addition, only sixty-one percent (61%) were "satisfied" or "very satisfied" with "retirement benefits", a twenty-one percent (21%) decline from 2003. While satisfaction with retirement benefits dropped this year, it is actually closer to historical levels now than in 2003. In all other areas staff were more satisfied than in previous years.

Satisfaction with opportunities available to staff also increased since 2003, with over half of staff reporting they are "satisfied" or "very satisfied" with "career advancement opportunities" (51%, up 2%), "professional development opportunities" (64%, up 5%), "personal development opportunities" (68%, up 1%), and "training opportunities" (62%, up 1%). Only "opportunities to influence UI governance" decreased, declining seven percent (7%) to thirty-five percent (35%).

Conversely, forty-six percent (46%) of respondents "disagree" or "strongly disagree" that "my work area is adequately staffed," a decrease of two percent (2%). Other areas with a high response rate of "disagree" or "strongly disagree" include "my evaluation is used to help plan my training and development and improve performance" (46%, up 13% from 2003), and "my supervisor treats all employees in my work area equitably," "my supervisor fosters good two-way communication," and "I receive clear explanations and instructions regarding my performance expectations" (all 23%).

INTRODUCTION

The University of Idaho Staff Survey was designed in response to a variety of comments and concerns expressed during the 1995 and 1996 President's Forums for Staff, and was first administered in 1996. The survey was intended to help identify issues of concern among a broad spectrum of staff members; generate discussions to determine and meet the needs of staff; expand the university's insight into staff perceptions, attitudes and opinions in a variety of areas; and develop an information base to help the university set some goals and priorities for staff development. The survey includes questions on job satisfaction, working environment and conditions, and organizational communications. Data are used in the aggregate only.

The survey is web-based, and employees are notified, through personal emails from the President, of the web address for the survey. Once employees have logged on to the Vandal Web using their ID and PIN, they are offered the opportunity to complete and submit their survey. At the time employees complete their responses to the items, demographic data is gathered from Banner and submitted along with the survey responses. These data include sex, age, length of time at the UI, ethnic group, annual salary, and employee classification. When the employee submits the survey responses, the ID is separated from the survey results and sent to a special table, which prevents respondents from completing the survey more than once. Individuals' responses to the instrument and demographic data are sent to a separate data file. *At no time after submission are any individuals' ID numbers connected to their responses.* A pre-letter was sent from the President notifying staff of the upcoming survey as well as an initial letter inviting participation and one follow-up letter. A second follow-up letter was sent to employees from the Chair of the Staff Affairs Committee requesting their participation. All of these letters were sent via email.

Of the approximately 1,607 staff members invited to complete the survey, 1,073 were completed. Sixty-nine percent (69%) of staff responded, up considerably (14%) from 2003.

DEMOGRAPHICS

The following demographic data was gathered directly from Banner and collected in a file separate from the survey responses. As is typical of this type of survey, a greater number of women than men responded, sixty percent (60%) female compared to forty percent (40%) male. This is fairly reflective of the overall staff population of fifty-four percent (54%) women and forty-six percent (46%) men. Fifty-one percent (51%) are between the ages of 35 and 54, a decrease of eleven percent (11%) from 2003; while twenty-three percent (23%, up 9%) of respondents are age 55 or older. Eighty-eight percent (88%, down 5%) of respondents are "Caucasian", one percent (1%) "Asian American" and one percent (1%, down 1%) "Hispanic American." All remaining ethnic groups had less than 1% response rates, including "African American/Black", "American Indian/Alaskan Native", "Native Hawaiian/Pacific Islander," "other", and "unreported".

Forty-two percent (42%) of staff respondents have been employed at the UI for five years or less (down 3%); the median length of time is 6-10 years, as it has been in the past. In addition, sixty-three percent (63%, down 7%) of respondents have been in their current position 5 years or less, with the median length of time in the position between 3 and 5 years, and the mode between one and two years.

The median salary range for UI staff is between $35,000 and $39,999, with fifty percent (50%) of all staff making between $25,000 and $49,999. The chart below represents the change in salary distribution since the 1999 staff survey was administered.

10 Year Change in Salary Distribution
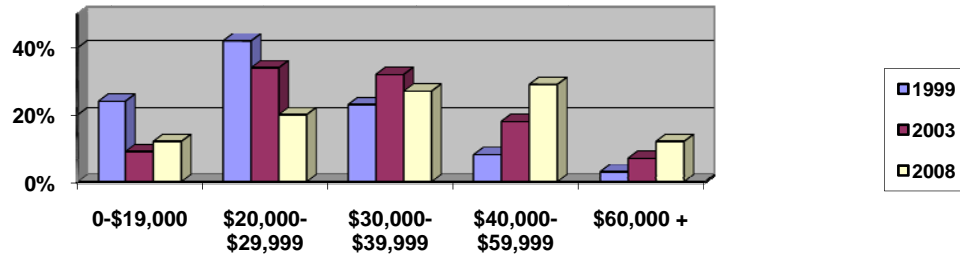
Three percent (3%, up 1%) of respondents are classified as administrators or executives, with twenty-two percent (22%, down 5%) clerical and secretarial, twenty-nine percent (29%, up 3%) technical and paraprofessional, twenty-six percent (26%, a new category) as "other professional," five percent (5%, up 1%) skilled crafts, four percent (4%, down 1%) service/maintenance, and thirteen percent (13%) classified as "other," (including, for example, Temporary Help.) This is reasonably reflective of the total population with nearly fifty percent of each skill category responding. The outliers were service/maintenance where only about twenty-eight percent (28%) of the population responded, and clerical and secretarial where seventy-four percent (74%) of the population responded to the survey.

JOB SATISFACTION

The questions on job satisfaction focused around several factors, satisfaction with job benefits, opportunities, supervisors, and stress experienced over the last two years. In one item staff were asked to review and rate certain aspects of their jobs related to employee benefits. In general, staff were more satisfied than in 2003 in all areas except three: "health benefits", "retirement benefits", and the "Employee Assistance Program." Only thirty-four percent (34%) of respondents reported they were "satisfied" or "very satisfied" with their "health benefits", a forty-two percent (42%) decline from 2003 where it was rated in the top three areas of satisfaction. We can speculate that satisfaction was particularly high in 2003 due to a change in vendor coupled with informational meetings for staff to learn more about benefits, and lower in the past two years when rates increased and option plans were significantly changed.

In addition, only sixty-one percent (61%) were "satisfied" or "very satisfied" with "retirement benefits", a twenty-one percent (21%) decline from 2003. While satisfaction with retirement benefits dropped this year, it is actually closer to historical levels now than in 2003. There was a thirteen percent decrease, to fifty-one percent (51%) in the "satisfied" and "very satisfied" responses regarding the "Employee Assistance Program." However, 11% more reported the service was "not applicable" than in 2003. In all other areas staff were more satisfied than in previous years, including "salary" (53%, up 7%), "work load" (72%, up 3%), "working conditions (hours, location)" (86%, up 5%), and "job security" (78%, up 13%).

Satisfaction with opportunities available to staff also increased since 2003, with over half of staff reporting they are "satisfied" or "very satisfied" with "career advancement opportunities" (51%, up 2%), "professional development opportunities" (64%, up 5%), "personal development opportunities" (68%, up 1%), and "training opportunities" (62%, up 1%). Only "opportunities to influence UI governance" decreased, declining seven percent (7%) to thirty-five percent (35%).

In a series of questions about the general work environment, staff were asked to report how closely they agreed with statements involving their supervisors, departmental management processes, and performance evaluation processes. Those areas in which three quarters or more of respondents reported that they "agree" or "strongly agree" with the statements provided included:

- "My department is supportive of my needs to attend to my personal and family responsibilities" (93%, no change from 2003);
- "My supervisor treats me with consideration and respect" (88%, no change);

- "Usually my supervisor is fair when giving criticism" (83%, down 2%)
- "The environment in my work area encourages respect for equality and dignity for all employees (82%, up 3%);
- "My annual performance evaluation is important to me" (79%, down 6%)
- "My supervisor is an effective and competent leader" (77%, down 1%)
- "My supervisor fosters good two-way communication" (75%, down 1%);
- "My annual performance evaluation is conducted in a timely manner" (75%, down 3%); and,
- "I receive clear explanations and instructions regarding my performance expectations" (75%, down 2%).

Conversely, forty-six percent (46%) of respondents "disagree" or "strongly disagree" that "my work area is adequately staffed," a decrease of two percent (2%). Other areas with a high response rate of "disagree" or "strongly disagree" include "my evaluation is used to help plan my training and development and improve performance" (46%, up 13% from 2003), and "my supervisor treats all employees in my work area equitably, " "my supervisor fosters good two-way communication," and "I receive clear explanations and instructions regarding my performance expectations" (all 23%).

Thirty-eight percent (38%) of staff reported that they have experienced an extreme level of stress over the past two years, down again slightly (2%) since 2003. Fifty-four percent (54%, the same as in the two previous administrations of the survey) report experiencing a moderate amount of stress. The sources of stress listed most frequently as "extreme" or "somewhat" stressful were consistent with those reported in 2003: "work load" (78%, down 1%), "personal finances" (75%, down 2%), "finding a balance between work and home (66%, down 2%), and "managing household responsibilities" (64%, down 2%). New in the top five stressors this year was "institutional policies and procedures", with fifty-nine percent (59%) of respondents reporting it had contributed to their stress. Other areas in which more than half of respondents reported feeling "extreme" or "somewhat" stressful were "personal relationships" (58%, down 4%), "my physical health" (52%, up 2%), and "concern about job security" (53%, down 18% from 2003.)

WORKING ENVIRONMENT AND CONDITIONS

In an attempt to understand the working environment and conditions within departments, as well as at the university level, the survey contains a series of elements specific to the organizational climate. Nearly nine out of ten staff members responding to the survey "agreed" or "strongly agreed" that "most faculty with whom I interact treat me with respect" (88%, up 1%), "most administrators with whom I interact treat me with respect" (89%, up 2%), "most staff with whom I interact treat me with respect" (94%, down 1%), and "my department provides me with adequate equipment and/or materials with which to do my job" (85%, up 3%.) In addition, when adjusted for those who reported "not applicable", eighty-six percent (86%) of respondents "agree" or "strongly agree" that "health and safety concerns I express are effectively resolved," and ninety-one percent (91%) that "my department gives attention to the needs of handicapped individuals in the workplace". Conversely, eighty-one percent (81%) "disagree" or "strongly disagree" that "I believe there are toxins in my work area that need to be removed (e.g. asbestos, chemicals, fumes)." Four percent (4%) agreed strongly with this statement, indicating a persistent even if low level of concern in this area.

When asked specifically about campus facilities, eighty-four percent (84%, up 8%) of respondents "agree" or "strongly agree" that "my workspace is adequate", twenty-three percent (23%, down 3%) that "laboratory space is adequate," and sixty-three percent (63%, up 3%) that "lighting on campus is adequate." However, only forty-three percent (43%, down 3%) "agree" or "strongly agree" that "I am satisfied with my ability to park on campus", and only forty-percent (40%, down 2%) that "UI's staff promotion policies are fair."

In a series of items about discrimination on campus, several areas showed slight increases over the 2003 response rates. When asked if "minority staff members are treated fairly at UI", seventy-seven percent (78%, up 1%) reported they "agree" or "strongly agree," and seventy-eight percent (78%, up 2%) "agree" or "strongly agree" that "U of I provides a comfortable atmosphere for minority students, faculty, and staff". However, ten percent (10%, up 3%) "agree" or strong agree" that "at UI, I have been discriminated against because of my gender," and twelve percent (12%, up 4%) "because of my age." Nearly eight out of ten respondents "agreed" or "strongly agreed" that "women staff members are treated fairly at UI" (77%).

Conversely, only two percent (2%, no change since 2003) of respondents "agree" or "strongly agree" they have been discriminated against "because of my ethnic status" or "because of my sexual orientation." Likewise, only three

percent (3%) "agree" or "strongly agree" that they have been discriminated against "because of my religious affiliation," down one percent (1%).

As in previous years, employees were asked if they have been sexually harassed at the UI within the last five years. Again this year, and consistent with previous years, ninety-six percent (96%) responded that they have not been sexually harassed.

A section on technology asked staff to comment on whether or not they had access to a variety of technology in their workplace, and how much they agreed with certain statements about the technology used in their job. Nearly all staff have access to most of the technology listed in the survey:

	Yes %	Change from 2003 %
I have access to University email in my workplace.	99	+2
I have access to the University's Web for Employees in my workplace.	98	0
I have access to a computer printer that I can use during my workday.	98	+1
I know how to access Web for employees.	95	-1
On average, I access the Web for Employees at least twice a month.	80	+5
My supervisor allows me to use University equipment (computer, printer) to look up my paycheck information on the Web for Employees.	91	-5

Ninety-six percent (97%, up 1%) of respondents "agree" or "strongly agree" that "I use a computer to do my job," ninety-six percent (96%, up 4%) that "I have the necessary skills to use the computer effectively to complete my job," eighty-five percent (85%, up 3%) that "my department keeps the work computer assigned to me adequately upgraded so I can do my job effectively," and sixty-eight percent (68%, down 4%) that "my supervisor supports and encourages me to take computer training classes that are relevant for me to do my job." In a new question this year, eighty-one percent (81%) "agree" or "strongly agree" that "the UI provides sufficient computer technical support for me to do my job."

ORGANIZATIONAL COMMUNICATION

Finally, in a series of statements regarding organizational communication at the UI, staff were asked to rate how strongly they agreed. Those areas with the highest response rates in "agreed" or "strongly agree" included:

- "My supervisor takes appropriate action on my problems and complaints" (80%, down 1%);
- "My supervisor take appropriate action on my problems and complaints" (77%, down 1%);
- "I feel my supervisor has been adequately trained to conduct my performance evaluations" (76%, down 2%);
- "There is a high degree of open, two-way communication in my work area" (73%, up 2%); and,
- "I have access to information about SAC such as subcommittees, representatives, and officers" (65%, down 2%).

In all other areas except one response rates for those who "agree" and "strongly agree" declined. Those areas included:
- "UI administration uses staff input and recommendations" (43%, down 3%);
- "I have adequate information about the staff ombudsman" (55%, down 1%);
- "I have adequate information about how to file a grievance" (54%, down 3%),
- "The Staff Affairs Committee (SAC) has been responsive to my input or inquiries" (21%, down 2%); and,
- "I am aware of the purpose and functions of the SAC" (59%, down 2%).

The one area in which the number of respondents who "agree" and "strongly agree" increased is "UI administrators are effective and competent leaders" (51%, up 2%).

COMMENTS

The remainder of the survey solicited, through open-ended comments, data on what the UI is doing well that should be continued and what needs improvement. An analysis of the open-ended comments yielded categories of responses for the both the positive and negative comments that included for the positive: quality of education, improving communication, flextime, and respected/respectful staff and faculty. The negative comments included: administrative performance, health and retiree benefits, salaries, and poor communication. Complete results of the survey, including the frequency distribution and open-ended comments can be found on the Institutional Research and Assessment website
http://www.webs.uidaho.edu/ira/assess/surveys.htm.

Report prepared by Jane Baillargeon
For further information contact assessment@uidaho.edu or call 208-885-5828.

Appendix F-2

UNIVERSITY OF IDAHO SURVEY OF STAFF – 2008
FREQUENCY ANALYSIS OF RESPONSES IN PERCENTAGES
N = 1073 (approximately 69% of staff, fall 2008)

Part I: Job Satisfaction

How satisfied are you with the following aspects of your job? (Mark one for each item.)					
	Percentages				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable/ Don't Know
Salary	5	48	34	12	1
Health benefits	3	31	32	29	6
Retirement benefits	5	56	21	10	7
Work load	6	66	19	8	1
Working conditions (hours, location)	24	62	11	3	<1
Job security	12	66	14	7	2
Employee Assistance Program	6	45	6	2	40

How satisfied are you with the following opportunities available to you?					
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
Career advancement opportunities	4	47	30	12	7
Professional development opportunities	10	54	25	8	3
Personal development opportunities	8	60	20	7	5
Opportunities to influence UI governance	2	33	32	18	15
Training opportunities	7	55	26	8	4

How closely do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/Don't Know
My supervisor treats me with consideration and respect.	47	41	7	4	1
My supervisor is an effective and competent leader.	38	39	15	7	2
My supervisor fosters good two-way communication.	37	38	16	7	1
Usually my supervisor is fair when giving criticism.	36	47	10	4	3
My supervisor treats all employees in my work area equitably.	33	40	16	7	3
My work area is adequately staffed.	14	39	29	17	1
The environment in my work area encourages respect for equality and dignity for all employees.	30	52	12	5	1
My department is supportive of my needs to attend to my personal and family responsibilities.	45	48	4	2	1
My supervisor is fair in determining if courses taken during working hours should be work related release time.	26	37	4	2	31
I receive clear explanations and instructions regarding my performance expectations.	24	51	17	6	2
My annual performance evaluation is important to me.	34	45	12	4	6
My annual performance evaluation is conducted in a timely manner.	24	51	9	4	12
My evaluation is used to help plan my training and development and improve performance.	14	39	29	17	1

How much stress have you experienced over the past two years?	
Extreme	38
Moderate	54
Little	9

Please indicate the extent to which each of the following has contributed to your stress during the last two years.			
Source of Stress:	**Extreme**	**Somewhat**	**Not at all**
Personal Relationships	13	45	42
Managing household responsibilities	12	52	36
Childcare	6	15	78
Care of elderly parent	7	20	74
My physical health	9	43	48
Personal finances	21	54	25
Employee evaluation process	6	29	65
Committee work	2	21	77
Staff meetings	4	24	71
Institutional policies and procedures	17	42	40
Workload	26	52	22
Finding a balance between work and home	19	47	34
Concern about job security	14	39	47
Concern about safety in the workplace	3	14	83

PART II: Working Environment and Conditions

How closely do you agree with the following?	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/ Don't Know
Most faculty with whom I interact treat me with respect.	24	64	7	2	4
Most administrators with whom I interact treat me with respect.	22	67	7	3	1
Most staff with whom I interact treat me with respect.	28	66	4	1	0
My department provides me with adequate equipment and/or materials with which to do my job.	25	60	11	4	<1
Health and safety concerns I express are effectively resolved.	13	51	8	3	25
I believe there are toxins in my work area that need to be removed (e.g. asbestos, chemicals, fumes).	4	10	37	22	28
My department gives attention to the needs of handicapped individuals in the workplace.	15	50	5	1	29
Lighting on campus is adequate.	9	54	17	5	15
I am satisfied with my ability to park on campus.	7	36	19	21	16
UI's staff promotion policies are fair.	3	37	26	12	22

How closely do you agree with the following?	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/Don't know
At UI, I have been discriminated against because of my gender.	2	8	45	37	7
At UI, I have been discriminated against because of my ethnic status.	1	1	47	40	12
At UI, I have been discriminated against because of my age.	2	10	46	34	7
At UI, I have been discriminated against because of my sexual orientation.	<1	1	46	39	13
At UI, I have been discriminated against because of my religious affiliation.	1	2	48	38	11
Minority staff members are treated fairly at UI.	13	65	8	2	13
Women staff members are treated fairly at UI.	14	63	13	2	7
U of I provides a comfortable atmosphere for minority students, faculty, and staff.	12	66	9	2	10

Please describe the technology in your workplace:	Yes	No	N/A
I have access to University email in my workplace.	99	1	<1
I have access to the University's Web for Employees in my workplace.	98	1	1
I have access to a computer printer that I can use during my workday.	98	2	<1
I know how to access Web for Employees.	95	4	1
On average, I access the Web for Employees at least twice a month.	80	18	2
My supervisor allows me to use University equipment (computer, printer) to look up my paycheck information on the Web for Employees.	91	2	8

How closely do you agree with the following statements about technology in the workplace?	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/Don't know
I use a computer to do my job.	80	17	1	<1	2
I have the necessary skills to use the computer effectively to complete my job.	63	33	3	<1	1
My supervisor supports and encourages me to take computer training classes that are relevant for me to do my job.	29	39	12	3	18
My department keeps the work computer assigned to me adequately upgraded so I can do my job effectively.	43	42	7	3	5
The UI provides sufficient computer technical support for me to do my job.	33	48	11	4	3

PART III: Organizational Communication

Please respond to the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	NA/Don't know
UI administration uses staff input and recommendations.	3	40	34	14	10
UI administrators are effective and competent leaders.	4	47	29	13	6
There is a high degree of open, two-way communication in my work area.	17	56	20	7	1
My supervisor takes employee ideas into account when making important decisions.	23	57	13	4	3
My supervisor takes appropriate action on my problems and complaints.	21	56	14	5	4
I feel my supervisor has been adequately trained to conduct my performance evaluations.	23	53	13	6	5
I have adequate information about the staff ombudsman.	8	47	26	12	8
I have adequate information about how to file a grievance.	6	48	29	10	7
The Staff Affairs Committee (SAC) has been responsive to my input or inquiries.	3	18	5	3	71
I am aware of the purpose and functions of the SAC.	8	51	22	11	8
I have access to information about SAC such as subcommittees, representatives, and officers.	8	57	15	8	12

For each of the following items, please mark Yes or No:		
	Yes	**No**
In the past 5 years have you been sexually harassed at the University of Idaho?	4	96
Do you plan to work beyond the age of 70?	23	77

PART IV: Demographics

Sex:	
Male	40
Female	60
Age:	
Under 25	5
25-34	21
35-44	20
45-54	31
55-64	21
65 or older	2
Length of years at the UI:	
1-2	23
3-5	19
6-10	22
11-15	10

16-25	20
26+	6
Length of years in current job title:	
1-2	39
3-5	24
6-10	20
11-15	8
16-25	8
26+	2
Racial/Ethnic groups:	
Asian American	1
African American/Black	<1
Caucasian American	88
Hispanic American	2
American Indian/Alaskan Native	<1
Native Hawaiian/Pacific Islander	<1
Other	<1
Unreported	8
Annual salary range:	
Less than $20,000	12
$20,000-$24,999	8
$25,000-$29,999	12
$30,000-$34,999	14
$35,000-$39,999	13
$40,000-$49,999	21
$50,000-$59,999	8
$60,000-$69,999	5
$70,000 and above	7
What is your current classification at UI?	
Clerical and Secretarial	22
Executive/Administrative and managerial	3
Other Professional	26
Skilled Crafts	5
Service/Maintenance	4
Technical and Paraprofessional	29
Other	13

Percentages may not total 100% due to rounding error.
For further information contact jane@uidaho.edu or call 208-885-5828.

Appendix G-1

EXTERNAL PROGRAM REVIEW
Questions for Academic Program Self-Study

I.   Mission and Vision

1. Briefly describe the unit's mission, vision, goals and objectives. How does it align with the university Strategic Plan? What have been the most important changes in your unit's strategic plan since the last External Program Review?

http://www.uidaho.edu/provost/strategicactionplan.aspx (not asked for in spreadsheet)

2. What is the unique role your unit plays or contribution it makes to the university, state and/or region. In the next several years what factors will impact the demand for what you do (i.e., research, teaching, and outreach)? How can you position the unit to respond to changes in demand?

http://www.webs.uidaho.edu/ira/
http://www.webs.uidaho.edu/ira/enrollments/enrollments.htm
http://www.webs.uidaho.edu/ira/degrees/degrees_awarded.htm
http://www.webs.uidaho.edu/ira/assess/surveys.htm

II.   Teaching/Undergraduate Education

1.   Describe the general education (core) program for both on- and off-campus students in relation to your programs. In what ways do your majors use core knowledge and skills? In what ways are your majors building on core knowledge and skills? What are the unit's plans for the future regarding changes in general education requirements for your programs?

http://www.registrar.uidaho.edu/
http://www.students.uidaho.edu/core
http://www.webs.uidaho.edu/ira/
http://www.webs.uidaho.edu/ira/assess/index.htm

2. Describe major curriculum changes for the last several years. What evidence led to the changes? Describe the outcomes of the changes as related to improved quality of the program and outcomes for students. What plans exist for courses not offered for two or more years, for using joint- and cross-listed courses, for using courses designed across sub-disciplines and disciplines, and for eliminating outdated courses? How have students been involved in making changes in curricular and co-curricular learning activities?

http://www.registrar.uidaho.edu/
http://www.webs.uidaho.edu/ira/

3. Discuss the use of interdisciplinary courses in the programs. Include both courses clearly outside of your program's discipline, (e.g., in another department), as well as those identified as interdisciplinary (team taught by instructors from various departments or from a university-wide interdisciplinary undergraduate program). How do you ensure these courses are vital, contemporary and grounded? What changes are planned for the next few years?

http://www.webs.uidaho.edu/ira/

4. What opportunities do your undergraduate students have for experiential learning and self-discovery through hands-on activities such as undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions or engagement in professional societies? What changes are planned in the next few years?

http://www.webs.uidaho.edu/ipo/
http://www.capp.uidaho.edu/default.aspx?pid=92470

5. How do you engage students in mentoring and academic advising to facilitate their learning? Describe any curricular and co-curricular activities that enhance student understanding of our place in a diverse local and global community. Are you planning any changes to improve advising, include the evidence gathered to support the change(s).

http://www.webs.uidaho.edu/ira/assess/grad_sen_survey/gssuisum07.pdf
http://www.webs.uidaho.edu/ira/assess/

6. Briefly describe the quality of the program both on- and off-campus. Some quality measures may include quality of instruction, academic rigor, student publication, accreditation reports, student and faculty honors and awards, grants and contracts received, student continuation to graduate school and employment, other achievements, challenges, and characteristics that may distinguish your program from similar programs elsewhere.

http://www.webs.uidaho.edu/ira/assess/
http://www.webs.uidaho.edu/studentevals/
http://www.webs.uidaho.edu/ira/assess/surveys.htm
http://www.capp.uidaho.edu/default.aspx?pid=92470

III. Contributions to Core Curriculum and University Service Courses

1. Does your unit contribute to the design and delivery of Core Discovery or Integrated Science courses? If so, how do these courses integrate active learning, use of student collaboration to solve complex learning tasks, and opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community?

http://www.students.uidaho.edu/core
http://www.registrar.uidaho.edu/
http://www.webs.uidaho.edu/ira/

2. Does your unit contribute to other aspects of the Core Curriculum (communications, humanities, mathematics, sciences, and/or social sciences) program? If so, how do these courses integrate active learning, use of student collaboration to solve complex learning tasks, and provide opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community? How do these courses contribute to the breadth of student knowledge and ability to integrate information from diverse fields of study?

http://www.students.uidaho.edu/core
http://www.registrar.uidaho.edu/
http://www.webs.uidaho.edu/ira/

3. List non-core service courses in your department (course requirements listed by majors from outside your department). Briefly describe these courses and as applicable describe how they integrate active learning, use of student collaboration to solve complex learning tasks, and provide opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community. Describe how these courses contribute to the breadth of student knowledge and ability to integrate information from diverse fields of study.

http://www.students.uidaho.edu/core
http://www.webs.uidaho.edu/ira/index.htm

IV.   Graduate Education and Research

1. Describe major curriculum changes for the last several years. What evidence led to the changes? Describe the outcome of the changes. Include in your discussion plans for courses not offered in the last two years, potential elimination of courses not judged necessary, and the impact on other programs. Discuss the unit's reliance on joint and cross-listed courses. Discuss the use of interdisciplinary courses in the programs. Include both courses clearly outside of your program's discipline, (e.g., in another department), as well as those identified as interdisciplinary (team taught by instructors from various departments or from a university-wide interdisciplinary graduate program). What role have students played in making the changes? How do you ensure these courses are vital, contemporary and grounded? What changes are planned for the next few years?

http://www.students.uidaho.edu/ucc/ (not asked for in spreadsheet)
http://www.registrar.uidaho.edu/

2. Review the list of all departmental courses for your graduate programs. Indicate clearly which courses at the 500-level are offered in conjunction with a 400-level courses. Include courses that are offered as double-numbers in the catalog (e.g., J466/566) and courses that are not double-numbered but are offered at the same time, in the same room, by the same instructor. What percentage of the courses in your graduate program is offered in conjunction with 400-level courses? How do you ensure quality in these graduate level courses? Discuss the impact on graduate education of 400/500 level courses in your program. Are changes planned?

http://www.uiweb.uidaho.edu/schedule/
http://www.webs.uidaho.edu/ira/index.htm

3. Describe new or expanding research initiatives, and signature programs and partnerships in the department. How do they address issues of importance to the citizens, government, economy and environment in the state of Idaho? What plans are being developed for the future?

http://www.uro.uidaho.edu/default.aspx?pid=31882 (not asked for in spreadsheet)

4. Considering the sources and amounts of money available for externally-sponsored research, are the faculty members in the graduate program competitive (national, regional, state) in receiving external grants? What constraints are you facing (consider start-up funds, teaching load, stipends for assistantships, administrative structure, etc.)? What is happening in your program to enhance faculty competitiveness (i.e. partnerships, training opportunities, faculty development, redistribution of teaching loads, administrative structure, etc.)?

http://www.uro.uidaho.edu/default.aspx?pid=31882

5. Describe the grants you've submitted and won that support interdisciplinary activities. What plans to do you have to expand interdisciplinary teaching and research activities?

http://www.uro.uidaho.edu/default.aspx?pid=31882

6. How are the graduate programs integrated with the scholarly or creative activities (discovery, creativity, integration and application) of faculty members?

http://www.vice-provost.uidaho.edu/default.aspx?pid=96744

7. Considering your responses to item 1-6, briefly describe the quality of the unit's on and off-campus graduate programs. Some quality measures may include outside benchmarking reports, assessment of student learning, placement rates, continuation to higher degrees, student publications, accreditation reports, student and faculty honors or awards, competitions, grants and contracts received, quality of instruction. Discuss program strengths and weaknesses, challenges, achievements, and characteristics that may distinguish your programs from similar programs. What improvements are planned for the next few years and how will those improvements be tracked and measured?

V. Outreach

1. Describe outreach activities in your unit. Include the following activities (defined in Attachment A): distance education; service learning; cooperative education (internships / externships); technology transfer; work with UI Extension faculty (either specialists or county educators); extramural professional service (e.g. partnering with public agencies, non-profits, and firms; and applying expertise in response to client requests). Also include other outreach activities that your unit is involved in.

http://www.students.uidaho.edu/documents/Part4-Misc.pdf?pid=18559&doc=1 (not asked for in spreadsheet)

2. Describe your unit's outreach scholarship (defined in Attachment A).

3. What are the outcomes and how do you measure the outcomes of your outreach activities, and the impacts of these activities on stakeholders?

4. In what ways, if any, do your outreach activities distinguish your program from comparable programs elsewhere?

5. Describe any major changes in your unit's outreach activities in the last several years. What prompted you to make these changes? Describe outcomes related to these changes in terms of impact on stakeholders, including students.

6. What plans do you have for strengthening and expanding outreach?

7. How do you evaluate and reward outreach?

VI.   Enrollment Management – Recruitment and Retention

1. Describe the international, national, regional, and state demand for your program graduates, both undergraduate and graduate. Consider in your discussion all UI locations and delivery methods where your program is active. Include specific market trends and indicators for your program.

http://www.uidaho.edu/admissions.aspx
http://www.registrar.uidaho.edu/

2. Analyze where your undergraduate and graduate students come from geographically and from which high schools, community colleges, and other institutions. Describe how you market your programs (i.e. traditional high school recruitment, community colleges, summer attendees, distance education prospects, feeder schools, etc.) Evaluate your marketing efforts (i.e. web, alumni, high school and junior college contacts, campus visits, transfers within the UI, etc.)? Are there potential markets you are not reaching and should include in your recruiting and retention plan? Discuss how Articulation Agreements are used in enrollment management efforts.

http://www.webs.uidaho.edu/ira/
http://www.uidaho.edu/admissions.aspx
http://www.registrar.uidaho.edu/

3. Analyze your unit's trends in both quantity and quality - prospects, applications; admissions and enrollment rates, both undergraduate and graduate Describe your efforts to recruit a diverse student body.   Describe how you coordinate marketing and recruiting efforts with enrollment management and other units in your college and with other units across the university? Where are your opportunities for improvement? What steps are you taking to improve the efficiency and effectiveness procedures to improve the composition of the student body.

http://www.webs.uidaho.edu/ira/

4. Analyze your historical student retention by year including what happens to those who leave (go to another department within the UI, to another institution, or drop out.) Describe advising (procedures, culture, and ethos), intervention, and mentoring. What are specific indicators you look for to identify at-risk students and what services do you provide them?   What programmatic challenges impact student retention (i.e., success in gateway courses, availability of required courses)? What metrics and benchmarks are utilized to measure effectiveness of your retention efforts? Describe your efforts to assist students who want or need to switch programs within your college, the university or other opportunities.

http://www.webs.uidaho.edu/ira/

5. Evaluate the role of Summer Programs, Concurrent Enrollment (dual credit/ inter-institutional) course offerings, within your recruiting and retention efforts.   What are you doing to manage enrollment and quality of course offerings for students in summer and concurrent programs?

http://www.webs.uidaho.edu/ira/
http://www.registrar.uidaho.edu/

6. Analyze your past and present funding sources for students (e.g. financial aid, scholarships, work study, and graduate assistantships). Describe the characteristics, philosophy and plan of your scholarship programs (e.g., up-front and continuation,

access and merit scholarships)? Describe the screening process for awarding funds (e.g. assistantships and scholarships). How are you using assistantships and scholarships to manage enrollment and increase quality and diversity? Discuss both undergraduate and graduate efforts.

http://www.uidaho.edu/financialaid (not asked for in spreadsheet)
http://www.webs.uidaho.edu/ira/
http://www.uidaho.edu/admissions.aspx
http://www.uidaho.edu/cogs/
http://www.students.uidaho.edu/gradadmissions (not asked for in spreadsheet)

7. What is your graduate and undergraduate capacity by program? What can you do in your program to increase enrollment and retention? To what extent does your capacity allow you to meet the demand for your program? Has this capacity changed in the last five years or since the last review? To what extent is your capacity defined by faculty, facilities ,and student applications, capabilities, and characteristics? Compare your unit's faculty teaching, scholarship, outreach and advising load with similar departments at appropriate peer institutions. Evaluate the assets you have to reach your capacity. Evaluate the barriers you have to reach your capacity.

http://www.webs.uidaho.edu/ira/
http://www.uidaho.edu/admissions.aspx

VII.   Assessment of Student Learning

1. What is the focus of your assessment plan? Describe the effectiveness of your assessment plan in yielding data that leads to improving the program.

http://www.webs.uidaho.edu/ira/assess/index.htm

2. How does the unit use the assessment information obtained to improve student learning and program effectiveness? What are significant modifications that have occurred throughout the assessment cycle over time? Describe the effectiveness of the modifications.

http://www.webs.uidaho.edu/ira/assess/index.htm
http://www.webs.uidaho.edu/ira/assess/pdf/assessplan_rubric.pdf

VIII. Personnel

1. Reflecting on data above, evaluate the overall productivity and quality of the unit's faculty and staff. Include in your discussion instruction, advising, scholarship, research, creative accomplishments, outreach and interdisciplinary activities.

http://www.webs.uidaho.edu/ira/
http://www.vice-provost.uidaho.edu/default.aspx?pid=96744

2. Review faculty and staff resources both on- and off-campus; are those resources used effectively to meet program responsibilities. Consider efforts toward salary competitiveness, unit's retention rates of faculty, staff, graduate assistants and postdoctoral appointments, how have they changed recently, and major challenges. Describe planned changes.

http://www.hr.uidaho.edu/default.aspx?pid=34234
http://www.webs.uidaho.edu/ira/
http://www.uidaho.edu/cogs/

3. Briefly describe current policies and procedures, and their effects. What are your future plans for faculty and staff development including hiring, mentoring, assignment, evaluation, professional development, training, promotion, incentives? Evaluate the effectiveness of these procedures and describe planned changes. How will you strengthen interdisciplinary scholarship and retain diverse, competitive faculty? How do you align position description and reward structures with institutional priorities? How do you ensure the safety and security of the faculty, staff and students?

http://www.uidaho.edu/emergency.aspx (not asked for in spreadsheet)
http://www.uiweb.uidaho.edu/safety/ (not asked for in spreadsheet)

4. What procedures are you using to improve diversity? Have you seen a change? Is there a challenge related to diversity in your department? Describe planned changes.

http://www.hr.uidaho.edu/default.aspx?pid=34234
http://www.webs.uidaho.edu/ira/

5. Describe the work climate in your unit (i.e. diverse faculty and student body, alignment of position descriptions with reward structures, opportunities for collaboration and professional development, effect on teaching, relationships with students, advising and so forth). What are the academic, structural and administrative barriers in your unit to the environment you want to achieve? What are you doing to reduce them? How does the university climate impact the program; conversely, what are you doing in this program that impacts the university climate and how do you measure those impacts?

http://www.webs.uidaho.edu/ira/

IX.   Finances

1. Summarize the sources and amounts of your unit budgets including state funds, research dollars, gifts and donations, etc. How are you using the funds? What are your priorities for meeting future needs within available resources?

http://www.webs.uidaho.edu/ira/
http://www.uihome.uidaho.edu/dfa
http://www.uro.uidaho.edu/default.aspx?pid=31882

2. Discuss plans for resource enhancement (grants and contracts, gifts, collaboration with business and industry, etc.) How will you strengthen financial and administrative operations to meet the needs of faculty, students, staff and your constituents and stakeholders?

X.   Facilities and Equipment

1. Discuss your departmental space, facilities, technology, and equipment. How are you using your facilities and equipment to encourage interdisciplinary collaboration and access to information resources and use of innovative technologies? How do you ensure the safety and security of the infrastructure?

http://www.dfm.uidaho.edu/default.aspx?pid=81452 (not asked for in spreadsheet)

2. What changes need to be considered to improve the unit's programs quality and productivity?

XI.   Innovation and Distinction

1.   What have you accomplished that differentiates your teaching and learning, scholarly and creative activities, and outreach from your peers? What are the major trends in your discipline and what types of innovative changes have you made to adapt? What are you planning to do that will distinguish these activities in the coming years?

XII.   Closing the Loop

1. Based on all of your discussion above, briefly summarize how well you are meeting the goals and objectives of the unit's strategic plan. What new goals, objectives and action strategies have been or should be developed?

Appendix G-2

EXTERNAL PROGRAM REVIEW

Questions for Service/Support Program Self-Study

III.   CAS Standards and Guidelines

Complete the Council for the Advancement of Standards in Higher Education for your unit provided by Institutional Research and Assessment. In your discussion of your unit's mission, vision, goals and objectives, describe how the unit supports the institution's mission, vision, values and strategic plan, as well as how you support the Student Learning Outcomes.

http://www.uidaho.edu/president/mission
http://www.uihome.uidaho.edu/uihome/provost/learningoutcomes/default.aspx

IV.   Innovation and Distinction

Review your responses to Part I. What have you accomplished that differentiates your unit from your peers? What are the major trends in your field and what types of innovative changes have you made to adapt? What are you planning to do that will distinguish your unit in the coming years?

V.   Closing the Loop

Based on all of your discussion above, briefly summarize how well you are meeting the goals and objectives of the unit's strategic plan. What new goals, objectives and action strategies have been or should be developed? What action plans will you take over the coming years to progress toward them?