Frequency Distributions for the 2006-2007 Beginning College Survey of Student Engagement

University of San Francisco

Beginning College Survey of Student Engagement
Indiana University Center for Postsecondary Research
1900 East Tenth Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512
Phone: 812-856-5824
bcsse@indiana.edu

	Item	Response options	Frequency	Percent
1.	Please write in the year you graduated from high school: (For example, 2006)	2006	396	77%
		2005	21	4%
		2004	40	8%
		2003	15	3%
		2002 or earlier	45	9%
		Total	517	100%
2a.	Took English/language arts class: Freshman	Checked	502	97%
		Unchecked	15	3%
		Total	517	100%
2a.	Took English/language arts class: Sophomore	Checked	498	96%
		Unchecked	19	4%
		Total	517	100%
2a.	Took English/language arts class: Junior	Checked	497	96%
		Unchecked	20	4%
		Total	517	100%
2a.	Took English/language arts class: Senior	Checked	492	95%
		Unchecked	25	5%
		Total	517	100%
2a.	Took English/language arts class: Not applicable	Checked	2	0%
		Unchecked	515	100%
		Total	517	100%
2b.	Took math class: Freshman	Checked	505	98%
		Unchecked	12	2%
		Total	517	100%
2b.	Took math class: Sophomore	Checked	500	97%
		Unchecked	17	3%
		Total	517	100%
2b.	Took math class: Junior	Checked	482	93%
		Unchecked	35	7%
		Total	517	100%
2b.	Took math class: Senior	Checked	411	79%
		Unchecked	106	21%
		Total	517	100%
2b.	Took math class: Not applicable	Checked	1	0%
		Unchecked	516	100%
		Total	517	100%
2c.	Took science class: Freshman	Checked	441	85%
		Unchecked	76	15%
		Total	517	100%
2c.	Took science class: Sophomore	Checked	485	94%
		Unchecked	32	6%
		Total	517	100%
2c.	Took science class: Junior	Checked	466	90%
		Unchecked	51	10%
		Total	517	100%

	Item	Response options	Frequency	Percent
2c.	Took science class: Senior	Checked	378	73%
		Unchecked	139	27%
		Total	517	100%
2c.	Took science class: Not applicable	Checked	3	1%
		Unchecked	514	99%
		Total	517	100%
2d.	Took history/social studies class: Freshman	Checked	378	73%
		Unchecked	139	27%
		Total	517	100%
2d.	Took history/social studies class: Sophomore	Checked	441	85%
		Unchecked	76	15%
		Total	517	100%
2d.	Took history/social studies class: Junior	Checked	475	92%
		Unchecked	42	8%
		Total	517	100%
2d.	Took history/social studies class: Senior	Checked	437	85%
		Unchecked	80	15%
		Total	517	100%
2d.	Took history/social studies class: Not applicable	Checked	4	1%
		Unchecked	513	99%
		Total	517	100%
2e.	Took foreign language class: Freshman	Checked	429	83%
		Unchecked	88	17%
		Total	517	100%
2e.	Took foreign language class: Sophomore	Checked	465	90%
		Unchecked	52	10%
		Total	517	100%
2e.	Took foreign language class: Junior	Checked	406	79%
		Unchecked	111	21%
		Total	517	100%
2e.	Took foreign language class: Senior	Checked	246	48%
		Unchecked	271	52%
		Total	517	100%
2e.	Took foreign language class: Not applicable	Checked	11	2%
		Unchecked	506	98%
		Total	517	100%
2f.	Took fine or performing arts class: Freshman	Checked	317	61%
		Unchecked	200	39%
		Total	517	100%
2f.	Took fine or performing arts class: Sophomore	Checked	312	60%
		Unchecked	205	40%
		Total	517	100%
2f.	Took fine or performing arts class: Junior	Checked	291	56%
		Unchecked	226	44%
		Total	517	100%

	Item	Response options	Frequency	Percent
2f.	Took fine or performing arts class: Senior	Checked	267	52%
		Unchecked	250	48%
		Total	517	100%
2f.	Took fine or performing arts class: Not applicable	Checked	32	6%
		Unchecked	485	94%
		Total	517	100%
3a.	Took English/language arts AP class	Yes	210	42%
		No	293	58%
		Total	503	100%
3a.	Took English/language arts college course	Yes	84	17%
		No	413	83%
		Total	497	100%
3b.	Took math AP class	Yes	149	30%
		No	347	70%
		Total	496	100%
3b.	Took math college course	Yes	94	19%
		No	401	81%
		Total	495	100%
3c.	Took science AP class	Yes	130	26%
		No	366	74%
		Total	496	100%
3c.	Took science college course	Yes	84	17%
		No	412	83%
		Total	496	100%
3d.	Took history/social studies AP class	Yes	196	39%
		No	302	61%
		Total	498	100%
3d.	Took history/social studies college course	Yes	87	18%
		No	408	82%
		Total	495	100%
3e.	Took foreign language AP class	Yes	99	20%
		No	397	80%
		Total	496	100%
3e.	Took foreign language college course	Yes	70	14%
		No	420	86%
		Total	490	100%
3f.	Took fine or performing arts AP class	Yes	42	9%
		No	447	91%
		Total	489	100%
3f.	Took fine or performing arts college course	Yes	52	11%
		No	439	89%
		Total	491	100%

	Item	Response options	Frequency	Percent
4a.	Last year of high school: Ask questions in class or contribute to class discussions	Never	6	1%
		2	27	5%
		3	75	15%
		4	119	24%
		5	132	26%
		Very often	145	29%
		Total	504	100%
4b.	Last year of high school: Discuss grades or assignments with a teacher	Never	9	2%
		2	42	8%
		3	100	20%
		4	111	22%
		5	132	26%
		Very often	110	22%
		Total	504	100%
4c.	Last year of high school: Come to class without completing readings or assignments	Never	80	16%
		2	221	44%
		3	102	20%
		4	53	11%
		5	31	6%
		Very often	17	3%
		Total	504	100%
4d.	Last year of high school: Work with other students on projects **during class**	Never	6	1%
		2	37	7%
		3	100	20%
		4	167	33%
		5	115	23%
		Very often	78	16%
		Total	503	100%
4e.	Last year of high school: Work with classmates **outside of class** to prepare class assignments	Never	17	3%
		2	75	15%
		3	111	22%
		4	137	27%
		5	108	21%
		Very often	56	11%
		Total	504	100%
4f.	Last year of high school: Prepare two or more drafts of a paper or assignment before turning it in	Never	35	7%
		2	86	17%
		3	113	22%
		4	108	21%
		5	90	18%
		Very often	72	14%
		Total	504	100%

	Item	Response options	Frequency	Percent
4g.	Last year of high school: Discuss ideas from your readings or classes with teachers outside of class	Never	74	15%
		2	138	27%
		3	114	23%
		4	94	19%
		5	46	9%
		Very often	38	8%
		Total	504	100%
4h.	Last year of high school: Discuss ideas from your readings with others outside of class (students, family members, co-workers, etc.)	Never	22	4%
		2	66	13%
		3	109	22%
		4	121	24%
		5	107	21%
		Very often	79	16%
		Total	504	100%
5.	What were most of your high school grades?	A	94	19%
		A-	133	26%
		B+	152	30%
		B	92	18%
		B-	22	4%
		C+	5	1%
		C	2	0%
		C- or lower	1	0%
		Grades not used	3	1%
		Total	504	100%
6a.	Hours per 7-day week: Preparing for class (studying, doing homework, rehearsing, etc.)	0	4	1%
		1-5	149	30%
		6-10	116	23%
		11-15	91	18%
		16-20	70	14%
		21-25	34	7%
		26-30	20	4%
		More than 30	16	3%
		Total	500	100%
6b.	Hours per 7-day week: Working for pay (before or after school, weekends)	0	217	43%
		1-5	72	14%
		6-10	60	12%
		11-15	42	8%
		16-20	55	11%
		21-25	24	5%
		26-30	25	5%
		More than 30	5	1%
		Total	500	100%

	Item	Response options	Frequency	Percent
6c.	Hours per 7-day week: Participating in co-curricular activities (arts, clubs, athletics, etc.)	0	28	6%
		1-5	124	25%
		6-10	117	23%
		11-15	102	20%
		16-20	68	14%
		21-25	30	6%
		26-30	14	3%
		More than 30	17	3%
		Total	500	100%
6d.	Hours per 7-day week: Relaxing or socializing (watching TV, talking on the phone, playing video games, etc.)	0	4	1%
		1-5	110	22%
		6-10	137	27%
		11-15	87	17%
		16-20	85	17%
		21-25	39	8%
		26-30	15	3%
		More than 30	23	5%
		Total	500	100%
7a.	High school involvement: Performing or visual arts programs (band, chorus, theater, art, etc.)	Not involved	186	37%
		2	71	14%
		3	64	13%
		4	41	8%
		5	44	9%
		Highly involved	91	18%
		Total	497	100%
7b.	High school involvement: Athletic teams (varsity, junior varsity, club sport, etc.)	Not involved	156	31%
		2	36	7%
		3	47	9%
		4	47	9%
		5	62	12%
		Highly involved	150	30%
		Total	498	100%
7c.	High school involvement: Leadership positions (student government, class officer, club officer, etc.)	Not involved	180	36%
		2	69	14%
		3	57	11%
		4	54	11%
		5	48	10%
		Highly involved	90	18%
		Total	498	100%
7d.	High school involvement: Publications (student newspaper, yearbook, etc.)	Not involved	314	63%
		2	44	9%
		3	37	7%
		4	30	6%
		5	27	5%
		Highly involved	45	9%
		Total	497	100%

	Item	Response options	Frequency	Percent
7e.	High school involvement: Academic honor societies	Not involved	212	43%
		2	54	11%
		3	65	13%
		4	60	12%
		5	52	10%
		Highly involved	53	11%
		Total	496	100%
7f.	High school involvement: Academic clubs (debate, mathematics, science, etc.)	Not involved	321	65%
		2	45	9%
		3	47	9%
		4	34	7%
		5	22	4%
		Highly involved	28	6%
		Total	497	100%
7g.	High school involvement: Vocational clubs (business, health, technology, etc.)	Not involved	356	72%
		2	49	10%
		3	25	5%
		4	34	7%
		5	12	2%
		Highly involved	21	4%
		Total	497	100%
7h.	High school involvement: Service clubs or organizations	Not involved	121	24%
		2	44	9%
		3	71	14%
		4	75	15%
		5	81	16%
		Highly involved	105	21%
		Total	497	100%
8.	From which type of high school did you graduate?	Public	290	59%
		Private, religiously affiliated	152	31%
		Private, independent	41	8%
		Home school	1	0%
		Other	11	2%
		Total	495	100%
9.	How many students were in your high school graduating class?	Fewer than 25	9	2%
		25 to 99	64	13%
		100 to 199	107	21%
		200 to 299	71	14%
		300 to 399	77	15%
		400 to 499	56	11%
		500 to 599	53	11%
		600 or more	62	12%
		Total	499	100%

	Item	Response options	Frequency	Percent
10.	What do you expect most of your grades will be at this college during the coming year?	A	89	18%
		A-	144	29%
		B+	145	29%
		B	99	20%
		B-	17	3%
		C+	3	1%
		C	0	0%
		C- or lower	0	0%
		Grades not used	1	0%
		Total	498	100%
11.	What is the highest academic degree that you intend to obtain at this or any college?	Vocational certificate	0	0%
		Associate's degree (A.A., A.S., etc.)	3	1%
		Bachelor's degree (B.A., B.S., etc.)	127	26%
		Master's degree (M.A., M.S., etc.)	174	35%
		Doctoral degree (Ph.D., Ed.D., etc.)	61	12%
		Health/Medical doctorate (M.D., D.O., D.D.S., D.V.M., etc.)	41	8%
		Law degree (J.D.)	28	6%
		Uncertain	64	13%
		Total	498	100%
12a.	Expected difficulty: Keeping up with school work	Not at all difficult	19	4%
		2	66	13%
		3	132	27%
		4	161	32%
		5	80	16%
		Very difficult	40	8%
		Total	498	100%
12b.	Expected difficulty: Managing your time	Not at all difficult	17	3%
		2	51	10%
		3	110	22%
		4	122	24%
		5	116	23%
		Very difficult	82	16%
		Total	498	100%
12c.	Expected difficulty: Paying for college expenses	Not at all difficult	59	12%
		2	57	11%
		3	74	15%
		4	93	19%
		5	87	17%
		Very difficult	128	26%
		Total	498	100%

	Item	Response options	Frequency	Percent
12d.	Expected difficulty: Getting help with school work	Not at all difficult	76	15%
		2	129	26%
		3	158	32%
		4	78	16%
		5	34	7%
		Very difficult	23	5%
		Total	498	100%
12e.	Expected difficulty: Making new friends	Not at all difficult	94	19%
		2	132	27%
		3	132	27%
		4	76	15%
		5	36	7%
		Very difficult	28	6%
		Total	498	100%
13a.	Importance of college emphasis: Spending significant amounts of time studying and on academic work	Not important	12	2%
		2	24	5%
		3	72	15%
		4	139	28%
		5	103	21%
		Very important	140	29%
		Total	490	100%
13b.	Importance of college emphasis: Providing the support you need to help you succeed academically	Not important	4	1%
		2	4	1%
		3	29	6%
		4	79	16%
		5	126	26%
		Very important	248	51%
		Total	490	100%
13c.	Importance of college emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Not important	11	2%
		2	29	6%
		3	67	14%
		4	104	21%
		5	120	24%
		Very important	159	32%
		Total	490	100%
13d.	Importance of college emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Not important	20	4%
		2	42	9%
		3	92	19%
		4	116	24%
		5	110	22%
		Very important	110	22%
		Total	490	100%

	Item	Response options	Frequency	Percent
13e.	Importance of college emphasis: Providing the support you need to thrive socially	Not important	22	4%
		2	38	8%
		3	82	17%
		4	123	25%
		5	102	21%
		Very important	123	25%
		Total	490	100%
13f.	Importance of college emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Not important	14	3%
		2	34	7%
		3	91	19%
		4	138	28%
		5	122	25%
		Very important	91	19%
		Total	490	100%
13g.	Importance of college emphasis: Using computers in academic work	Not important	17	3%
		2	35	7%
		3	98	20%
		4	107	22%
		5	129	26%
		Very important	103	21%
		Total	489	100%
14a.	Importance: Ask questions in class or contribute to class discussions	Not important	9	2%
		2	14	3%
		3	52	11%
		4	112	23%
		5	110	23%
		Very important	189	39%
		Total	486	100%
14b.	Importance: Make a class presentation	Not important	59	12%
		2	63	13%
		3	101	21%
		4	137	28%
		5	71	15%
		Very important	55	11%
		Total	486	100%
14c.	Importance: Prepare two or more drafts of a paper or assignment before turning it in	Not important	26	5%
		2	41	8%
		3	89	18%
		4	127	26%
		5	105	22%
		Very important	98	20%
		Total	486	100%

	Item	Response options	Frequency	Percent
14d.	Importance: Work on a paper or project that requires integrating ideas or information from various sources	Not important	18	4%
		2	30	6%
		3	92	19%
		4	138	28%
		5	119	24%
		Very important	89	18%
		Total	486	100%
14e.	Importance: Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Not important	8	2%
		2	17	3%
		3	62	13%
		4	114	23%
		5	127	26%
		Very important	158	33%
		Total	486	100%
14f.	Importance: Come to class with readings or assignments completed	Not important	3	1%
		2	6	1%
		3	27	6%
		4	62	13%
		5	111	23%
		Very important	277	57%
		Total	486	100%
14g.	Importance: Work with other students on projects **during class**	Not important	21	4%
		2	27	6%
		3	77	16%
		4	109	22%
		5	137	28%
		Very important	114	24%
		Total	485	100%
14h.	Importance: Work with classmates **outside of class** to prepare class assignments	Not important	24	5%
		2	31	6%
		3	83	17%
		4	116	24%
		5	128	26%
		Very important	103	21%
		Total	485	100%
14i.	Importance: Put together ideas or concepts from different courses when completing assignments or during class discussions	Not important	8	2%
		2	28	6%
		3	74	15%
		4	132	27%
		5	140	29%
		Very important	104	21%
		Total	486	100%

	Item	Response options	Frequency	Percent
14j.	Importance: Tutor or teach other students (paid or voluntary)	Not important	88	18%
		2	120	25%
		3	107	22%
		4	94	20%
		5	51	11%
		Very important	22	5%
		Total	482	100%
14k.	Importance: Participate in a community-based project as part of a regular course (e.g., service learning)	Not important	28	6%
		2	53	11%
		3	102	21%
		4	109	23%
		5	101	21%
		Very important	88	18%
		Total	481	100%
14l.	Importance: Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Not important	52	11%
		2	71	15%
		3	120	25%
		4	122	25%
		5	61	13%
		Very important	56	12%
		Total	482	100%
14m.	Importance: Use e-mail to communicate with an instructor	Not important	16	3%
		2	20	4%
		3	52	11%
		4	105	22%
		5	135	28%
		Very important	154	32%
		Total	482	100%
14n.	Importance: Discuss grades or assignments with an instructor	Not important	7	1%
		2	12	2%
		3	55	11%
		4	91	19%
		5	141	29%
		Very important	176	37%
		Total	482	100%
14o.	Importance: Talk about career plans with a faculty member or advisor	Not important	6	1%
		2	15	3%
		3	42	9%
		4	94	20%
		5	123	26%
		Very important	202	42%
		Total	482	100%

	Item	Response options	Frequency	Percent
14p.	Importance: Discuss ideas from your readings or classes with faculty members outside of class	Not important	14	3%
		2	44	9%
		3	119	25%
		4	145	30%
		5	90	19%
		Very important	70	15%
		Total	482	100%
14q.	Importance: Receive prompt feedback from faculty on your academic performance (written or oral)	Not important	3	1%
		2	10	2%
		3	33	7%
		4	79	16%
		5	137	28%
		Very important	220	46%
		Total	482	100%
14r.	Importance: Work harder than you think you can to meet an instructor's standards or expectations	Not important	9	2%
		2	12	2%
		3	38	8%
		4	89	19%
		5	129	27%
		Very important	204	42%
		Total	481	100%
14s.	Importance: Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Not important	24	5%
		2	47	10%
		3	106	22%
		4	146	31%
		5	99	21%
		Very important	52	11%
		Total	474	100%
14t.	Importance: Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Not important	14	3%
		2	38	8%
		3	112	24%
		4	134	28%
		5	99	21%
		Very important	77	16%
		Total	474	100%
14u.	Importance: Have serious conversations with students of a different race or ethnicity than your own	Not important	21	4%
		2	35	7%
		3	80	17%
		4	113	24%
		5	108	23%
		Very important	116	25%
		Total	473	100%

	Item	Response options	Frequency	Percent
14v.	Importance: Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Not important	16	3%
		2	31	7%
		3	90	19%
		4	101	21%
		5	115	24%
		Very important	120	25%
		Total	473	100%
14w.	Importance: Examine the strengths and weaknesses of your own views on a topic or issue	Not important	10	2%
		2	15	3%
		3	59	12%
		4	110	23%
		5	126	27%
		Very important	154	32%
		Total	474	100%
14x.	Importance: Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Not important	9	2%
		2	11	2%
		3	57	12%
		4	102	22%
		5	135	28%
		Very important	160	34%
		Total	474	100%
14y.	Importance: Learn something that changes the way you understand an issue or concept	Not important	5	1%
		2	11	2%
		3	43	9%
		4	99	21%
		5	124	26%
		Very important	191	40%
		Total	473	100%
15a.	Expected hours per 7-day week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0	0	0%
		1-5	17	4%
		6-10	65	14%
		11-15	103	22%
		16-20	133	28%
		21-25	66	14%
		26-30	52	11%
		More than 30	37	8%
		Total	473	100%
15b.	Expected hours per 7-day week: Working for pay **on campus**	0	215	46%
		1-5	50	11%
		6-10	75	16%
		11-15	77	16%
		16-20	40	8%
		21-25	11	2%
		26-30	4	1%
		More than 30	0	0%
		Total	472	100%

	Item	Response options	Frequency	Percent
15c.	Expected hours per 7-day week: Working for pay **off campus**	0	253	54%
		1-5	52	11%
		6-10	59	13%
		11-15	37	8%
		16-20	35	7%
		21-25	18	4%
		26-30	9	2%
		More than 30	9	2%
		Total	472	100%
15d.	Expected hours per 7-day week: Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0	42	9%
		1-5	147	31%
		6-10	132	28%
		11-15	82	17%
		16-20	39	8%
		21-25	18	4%
		26-30	6	1%
		More than 30	7	1%
		Total	473	100%
15e.	Expected hours per 7-day week: Relaxing and socializing (watching TV, partying, etc.)	0	11	2%
		1-5	118	25%
		6-10	134	28%
		11-15	90	19%
		16-20	66	14%
		21-25	25	5%
		26-30	21	4%
		More than 30	8	2%
		Total	473	100%
16a.	Self-rating: Having a broad general education	Well above average	85	18%
		Above average	221	47%
		Average	157	34%
		Below average	3	1%
		Well below average	2	0%
		Total	468	100%
16b.	Self-rating: Having job or work-related knowledge and skills	Well above average	78	17%
		Above average	161	34%
		Average	152	33%
		Below average	61	13%
		Well below average	15	3%
		Total	467	100%
16c.	Self-rating: Writing clearly and effectively	Well above average	69	15%
		Above average	186	40%
		Average	181	39%
		Below average	31	7%
		Well below average	1	0%
		Total	468	100%

	Item	Response options	Frequency	Percent
16d.	Self-rating: Speaking clearly and effectively	Well above average	62	13%
		Above average	158	34%
		Average	208	45%
		Below average	37	8%
		Well below average	2	0%
		Total	467	100%
16e.	Self-rating: Thinking critically and analytically	Well above average	68	15%
		Above average	200	43%
		Average	175	37%
		Below average	23	5%
		Well below average	2	0%
		Total	468	100%
16f.	Self-rating: Analyzing quantitative problems	Well above average	37	8%
		Above average	145	31%
		Average	235	50%
		Below average	48	10%
		Well below average	2	0%
		Total	467	100%
16g.	Self-rating: Using computing and information technology	Well above average	50	11%
		Above average	147	31%
		Average	223	48%
		Below average	44	9%
		Well below average	4	1%
		Total	468	100%
16h.	Self-rating: Working effectively with others	Well above average	114	24%
		Above average	204	44%
		Average	139	30%
		Below average	10	2%
		Well below average	1	0%
		Total	468	100%
16i.	Self-rating: Understanding local, state, and national politics	Well above average	40	9%
		Above average	83	18%
		Average	216	46%
		Below average	112	24%
		Well below average	16	3%
		Total	467	100%
16j.	Self-rating: Learning effectively on your own	Well above average	74	16%
		Above average	222	48%
		Average	150	32%
		Below average	19	4%
		Well below average	2	0%
		Total	467	100%

	Item	Response options	Frequency	Percent
16k.	Self-rating: Understanding yourself	Well above average	144	31%
		Above average	192	41%
		Average	115	25%
		Below average	13	3%
		Well below average	3	1%
		Total	467	100%
16l.	Self-rating: Understanding people of other racial and ethnic backgrounds	Well above average	90	19%
		Above average	198	42%
		Average	154	33%
		Below average	24	5%
		Well below average	1	0%
		Total	467	100%
16m.	Self-rating: Solving complex real-world problems	Well above average	62	13%
		Above average	182	39%
		Average	193	41%
		Below average	26	6%
		Well below average	4	1%
		Total	467	100%
16n.	Self-rating: Having a developed code of values and ethics	Well above average	140	30%
		Above average	193	41%
		Average	122	26%
		Below average	10	2%
		Well below average	2	0%
		Total	467	100%
16o.	Self-rating: Contributing to the welfare of your community	Well above average	46	10%
		Above average	167	36%
		Average	213	46%
		Below average	36	8%
		Well below average	5	1%
		Total	467	100%
16p.	Self-rating: Having a deepened sense of spirituality	Well above average	78	17%
		Above average	130	28%
		Average	161	35%
		Below average	76	16%
		Well below average	20	4%
		Total	465	100%
17.	Do you intend to graduate from this college?	Yes	412	88%
		No	3	1%
		Uncertain	55	12%
		Total	470	100%
18.	Your sex:	Female	350	74%
		Male	120	26%
		Total	470	100%

	Item	Response options	Frequency	Percent
20.	How many of your *close* friends will attend this college during the coming year?	None	301	64%
		1	85	18%
		2	37	8%
		3	14	3%
		4 or more	32	7%
		Total	469	100%
21.	Did at least on of your parents or legal guardians complete a four-year college degree or more?	Yes	329	70%
		No	132	28%
		Uncertain	8	2%
		Total	469	100%
22.	Which of the following best describes you?	In-state student	317	68%
		Out-of-state student	118	25%
		International student (not a U.S. citizen)	34	7%
		Total	469	100%
23.	Please indicate all of the following members who have attended or are attending this college: None	Checked	353	68%
		Unchecked	164	32%
		Total	517	100%
23.	Please indicate all of the following members who have attended or are attending this college: Mother (or maternal guardian)	Checked	82	16%
		Unchecked	435	84%
		Total	517	100%
23.	Please indicate all of the following members who have attended or are attending this college: Father (or paternal guardian)	Checked	77	15%
		Unchecked	440	85%
		Total	517	100%
23.	Please indicate all of the following members who have attended or are attending this college: One or more brothers or sisters	Checked	62	12%
		Unchecked	455	88%
		Total	517	100%
23.	Please indicate all of the following members who have attended or are attending this college: One or more grandparents	Checked	26	5%
		Unchecked	491	95%
		Total	517	100%
24.	At the time that you applied for admission, this college was your:	First choice	243	52%
		Second choice	141	30%
		Third choice	47	10%
		Fourth choice or lower	37	8%
		Total	468	100%
25.	Do you know what your college major will be?	Arts and humanities	39	9%
		Biological science	45	10%
		Business	85	19%
		Education	0	0%
		Engineering	1	0%
		Physical science	5	1%
		Professional	75	17%
		Social science	72	16%
		Other	42	9%
		Undecided	79	18%
		Total	443	100%

	Item	Response options	Frequency	Percent
26a.	Influence on college expectations: Family members	Not at all	54	12%
		2	59	13%
		3	69	15%
		4	105	22%
		5	82	18%
		A lot	98	21%
		Total	467	100%
26b.	Influence on college expectations: Friends/students in high school	Not at all	78	17%
		2	44	9%
		3	89	19%
		4	119	25%
		5	94	20%
		A lot	43	9%
		Total	467	100%
26c.	Influence on college expectations: Friends/students already attending this college	Not at all	171	37%
		2	55	12%
		3	75	16%
		4	86	18%
		5	46	10%
		A lot	34	7%
		Total	467	100%
26d.	Influence on college expectations: High school guidance counselors	Not at all	177	38%
		2	68	15%
		3	95	20%
		4	81	17%
		5	34	7%
		A lot	12	3%
		Total	467	100%
26e.	Influence on college expectations: High school teachers/administrators	Not at all	145	31%
		2	64	14%
		3	104	22%
		4	88	19%
		5	45	10%
		A lot	21	4%
		Total	467	100%
26f.	Influence on college expectations: College recruiters/admissions	Not at all	148	32%
		2	68	15%
		3	105	22%
		4	80	17%
		5	47	10%
		A lot	19	4%
		Total	467	100%

	Item	Response options	Frequency	Percent
26g.	Influence on college expectations: College website/materials (brochures, catalogues, etc.)	Not at all	52	11%
		2	57	12%
		3	113	24%
		4	112	24%
		5	85	18%
		A lot	48	10%
		Total	467	100%
26h.	Influence on college expectations: Campus visits (excluding orientation)	Not at all	60	13%
		2	34	7%
		3	83	18%
		4	99	21%
		5	84	18%
		A lot	107	23%
		Total	467	100%
26i.	Influence on college expectations: College orientation	Not at all	84	18%
		2	36	8%
		3	101	22%
		4	117	25%
		5	69	15%
		A lot	54	12%
		Total	461	100%
26j.	Influence on college expectations: External publications (guidebook, rankings, etc.)	Not at all	82	18%
		2	79	17%
		3	119	26%
		4	100	22%
		5	49	11%
		A lot	33	7%
		Total	462	100%
26k.	Influence on college expectations: Other	Not at all	36	44%
		2	1	1%
		3	7	9%
		4	7	9%
		5	12	15%
		A lot	18	22%
		Total	81	100%
	Mode of completion:	Paper	0	0%
		Web	517	100%
		Total	517	100%
	Survey administered:	Before the start of classes	227	44%
		After the start of classes	290	56%
		Total	517	100%

Item	Response options	Frequency	Percent
You are taking this survey:	Before attending college orientation	220	43%
	While attending college orientation	15	3%
	After attending college orientation	272	53%
	Not applicable, not attending college orientation	9	2%
	Total	516	100%