



Frequency Distributions for the 2005-2006 Beginning College Survey of Student Engagement

University of San Francisco

The Beginning College Survey of Student Engagement
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	Item	Response options	Frequency	Percent
1.	Please write in the year you graduated from high school: (For example, 2005)	2005	106	77%
		2004	6	4%
		2003	7	5%
		2002 or earlier	19	14%
		Total	138	100%
2a.	Took English/language arts class: Freshman	Checked	137	99%
		Unchecked	1	1%
		Total	138	100%
2a.	Took English/language arts class: Sophomore	Checked	138	100%
		Unchecked	0	0%
		Total	138	100%
2a.	Took English/language arts class: Junior	Checked	136	99%
		Unchecked	2	1%
		Total	138	100%
2a.	Took English/language arts class: Senior	Checked	134	97%
		Unchecked	4	3%
		Total	138	100%
2a.	Took English/language arts class: Not applicable	Checked	0	0%
		Unchecked	138	100%
		Total	138	100%
2b.	Took math class: Freshman	Checked	137	99%
		Unchecked	1	1%
		Total	138	100%
2b.	Took math class: Sophomore	Checked	138	100%
		Unchecked	0	0%
		Total	138	100%
2b.	Took math class: Junior	Checked	135	98%
		Unchecked	3	2%
		Total	138	100%
2b.	Took math class: Senior	Checked	110	80%
		Unchecked	28	20%
		Total	138	100%
2b.	Took math class: Not applicable	Checked	0	0%
		Unchecked	138	100%
		Total	138	100%
2c.	Took science class: Freshman	Checked	121	88%
		Unchecked	17	12%
		Total	138	100%
2c.	Took science class: Sophomore	Checked	134	97%
		Unchecked	4	3%
		Total	138	100%
2c.	Took science class: Junior	Checked	128	93%
		Unchecked	10	7%
		Total	138	100%



	Item	Response options	Frequency	Percent
2c.	Took science class: Senior	Checked	108	78%
		Unchecked	30	22%
		Total	138	100%
2c.	Took science class: Not applicable	Checked	0	0%
		Unchecked	138	100%
		Total	138	100%
2d.	Took history/social studies class: Freshman	Checked	110	80%
		Unchecked	28	20%
		Total	138	100%
2d.	Took history/social studies class: Sophomore	Checked	127	92%
		Unchecked	11	8%
		Total	138	100%
2d.	Took history/social studies class: Junior	Checked	127	92%
		Unchecked	11	8%
		Total	138	100%
2d.	Took history/social studies class: Senior	Checked	122	88%
		Unchecked	16	12%
		Total	138	100%
2d.	Took history/social studies class: Not applicable	Checked	0	0%
		Unchecked	138	100%
		Total	138	100%
2e.	Took foreign language class: Freshman	Checked	116	84%
		Unchecked	22	16%
		Total	138	100%
2e.	Took foreign language class: Sophomore	Checked	129	93%
		Unchecked	9	7%
		Total	138	100%
2e.	Took foreign language class: Junior	Checked	107	78%
		Unchecked	31	22%
		Total	138	100%
2e.	Took foreign language class: Senior	Checked	59	43%
		Unchecked	79	57%
		Total	138	100%
2e.	Took foreign language class: Not applicable	Checked	4	3%
		Unchecked	134	97%
		Total	138	100%
2f.	Took fine or performing arts class: Freshman	Checked	94	68%
		Unchecked	44	32%
		Total	138	100%
2f.	Took fine or performing arts class: Sophomore	Checked	86	62%
		Unchecked	52	38%
		Total	138	100%
2f.	Took fine or performing arts class: Junior	Checked	79	57%
		Unchecked	59	43%
		Total	138	100%



	Item	Response options	Frequency	Percent
2f.	Took fine or performing arts class: Senior	Checked	76	55%
		Unchecked	62	45%
		Total	138	100%
2f.	Took fine or performing arts class: Not applicable	Checked	8	6%
		Unchecked	130	94%
		Total	138	100%
3a.	Took English/language arts AP class	Yes	55	41%
		No	80	59%
		Total	135	100%
3a.	Took English/language arts college course	Yes	26	20%
		No	107	80%
		Total	133	100%
3b.	Took math AP class	Yes	35	26%
		No	99	74%
		Total	134	100%
3b.	Took math college course	Yes	25	19%
		No	108	81%
		Total	133	100%
3c.	Took science AP class	Yes	41	30%
		No	94	70%
		Total	135	100%
3c.	Took science college course	Yes	23	17%
		No	110	83%
		Total	133	100%
3d.	Took history/social studies AP class	Yes	65	48%
		No	71	52%
		Total	136	100%
3d.	Took history/social studies college course	Yes	29	22%
		No	104	78%
		Total	133	100%
3e.	Took foreign language AP class	Yes	26	19%
		No	108	81%
		Total	134	100%
3e.	Took foreign language college course	Yes	14	11%
		No	119	89%
		Total	133	100%
3f.	Took fine or performing arts AP class	Yes	8	6%
		No	127	94%
		Total	135	100%
3f.	Took fine or performing arts college course	Yes	18	14%
		No	115	86%
		Total	133	100%



	Item	Response options	Frequency	Percent
4a.	Last year of high school: Ask questions in class or contribute to class discussions	Never 2 3 4 5 Very often Total	5 9 19 30 29 43 135	4% 7% 14% 22% 21% 32% 100%
4b.	Last year of high school: Discuss grades or assignments with a teacher	Never 2 3 4 5 Very often Total	3 14 20 28 36 34 135	2% 10% 15% 21% 27% 25% 100%
4c.	Last year of high school: Come to class without completing readings or assignments	Never 2 3 4 5 Very often Total	17 57 28 17 13 3 135	13% 42% 21% 13% 10% 2% 100%
4d.	Last year of high school: Work with other students on projects during class	Never 2 3 4 5 Very often Total	3 8 23 51 32 18 135	2% 6% 17% 38% 24% 13% 100%
4e.	Last year of high school: Work with classmates outside of class to prepare class assignments	Never 2 3 4 5 Very often Total	1 24 32 38 23 17 135	1% 18% 24% 28% 17% 13% 100%
4f.	Last year of high school: Prepare two or more drafts of a paper or assignment before turning it in	Never 2 3 4 5 Very often Total	8 25 20 31 31 20 135	6% 19% 15% 23% 23% 15% 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	14	10%
		2	47	35%
		3	26	19%
		4	17	13%
		5	20	15%
		Very often	11	8%
		Total	135	100%
4h.	Last year of high school: Discuss ideas from your readings with others outside of class (students, family members, co-workers, etc.)	Never	4	3%
		2	23	17%
		3	23	17%
		4	31	23%
		5	34	25%
		Very often	20	15%
		Total	135	100%
5.	What were most of your high school grades?	A	33	24%
		A-	33	24%
		B+	32	24%
		B	24	18%
		B-	10	7%
		C+	1	1%
		C	1	1%
		C- or lower	0	0%
		Grades not used	1	1%
	Total	135	100%	
6a.	Hours per 7-day week: Preparing for class (studying, doing homework, rehearsing, etc.)	0	2	1%
		1-5	36	27%
		6-10	44	33%
		11-15	11	8%
		16-20	20	15%
		21-25	17	13%
		26-30	4	3%
		More than 30	1	1%
		Total	135	100%
6b.	Hours per 7-day week: Working for pay (before or after school, weekends)	0	59	44%
		1-5	16	12%
		6-10	16	12%
		11-15	15	11%
		16-20	9	7%
		21-25	14	10%
		26-30	5	4%
		More than 30	1	1%
		Total	135	100%



	Item	Response options	Frequency	Percent
6c.	Hours per 7-day week: Participating in co-curricular activities (arts, clubs, athletics, etc.)	0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 Total	11 39 23 29 16 8 5 4 135	8% 29% 17% 21% 12% 6% 4% 3% 100%
6d.	Hours per 7-day week: Relaxing or socializing (watching TV, talking on the phone, playing video games, etc.)	0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 Total	1 26 31 25 20 11 6 15 135	1% 19% 23% 19% 15% 8% 4% 11% 100%
7a.	High school involvement: Performing or visual arts programs (band, chorus, theater, art, etc.)	Not involved 2 3 4 5 Highly involved Total	49 20 17 14 8 27 135	36% 15% 13% 10% 6% 20% 100%
7b.	High school involvement: Athletic teams (varsity, junior varsity, club sport, etc.)	Not involved 2 3 4 5 Highly involved Total	48 14 19 10 11 33 135	36% 10% 14% 7% 8% 24% 100%
7c.	High school involvement: Leadership positions (student government, class officer, club officer, etc.)	Not involved 2 3 4 5 Highly involved Total	58 11 8 12 13 33 135	43% 8% 6% 9% 10% 24% 100%
7d.	High school involvement: Publications (student newspaper, yearbook, etc.)	Not involved 2 3 4 5 Highly involved Total	86 9 7 7 6 20 135	64% 7% 5% 5% 4% 15% 100%



	Item	Response options	Frequency	Percent
7e.	High school involvement: Academic honor societies	Not involved 2 3 4 5 Highly involved Total	55 14 21 16 12 16 134	41% 10% 16% 12% 9% 12% 100%
7f.	High school involvement: Academic clubs (debate, mathematics, science, etc.)	Not involved 2 3 4 5 Highly involved Total	83 20 10 10 6 6 135	61% 15% 7% 7% 4% 4% 100%
7g.	High school involvement: Vocational clubs (business, health, technology, etc.)	Not involved 2 3 4 5 Highly involved Total	104 9 10 2 5 5 135	77% 7% 7% 1% 4% 4% 100%
7h.	High school involvement: Service clubs or organizations	Not involved 2 3 4 5 Highly involved Total	34 13 17 14 16 41 135	25% 10% 13% 10% 12% 30% 100%
8.	From which type of high school did you graduate?	Public Private, religiously affiliated Private, independent Home school Other Total	80 40 11 1 2 134	60% 30% 8% 1% 1% 100%
9.	How many students were in your high school graduating class?	Fewer than 25 25 to 99 100 to 199 200 to 299 300 to 399 400 to 499 500 to 599 600 or more Total	6 13 19 23 27 16 18 12 134	4% 10% 14% 17% 20% 12% 13% 9% 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 A- B+ B B- C+ C C- or lower Grades not used Total	22 43 26 36 4 1 1 0 0 133	17% 32% 20% 27% 3% 1% 1% 0% 0% 100%
11.	What is the highest academic degree that you intend to obtain at this or any college?	Vocational certificate Associate's degree (A.A., A.S., etc.) Bachelor's degree (B.A., B.S., etc.) Master's degree (M.A., M.S., etc.) Doctoral degree (Ph.D., Ed.D., etc.) Health/Medical doctorate (M.D., D.O., D.D.S., D.V.M., etc.) Law degree (J.D.) Uncertain Total	0 3 34 46 13 12 8 17 133	0% 2% 26% 35% 10% 9% 6% 13% 100%
12a.	Expected difficulty: Keeping up with school work	Not at all difficult 2 3 4 5 Very difficult Total	5 14 43 43 23 5 133	4% 11% 32% 32% 17% 4% 100%
12b.	Expected difficulty: Managing your time	Not at all difficult 2 3 4 5 Very difficult Total	4 17 32 44 23 13 133	3% 13% 24% 33% 17% 10% 100%
12c.	Expected difficulty: Paying for college expenses	Not at all difficult 2 3 4 5 Very difficult Total	17 25 15 25 21 30 133	13% 19% 11% 19% 16% 23% 100%



	Item	Response options	Frequency	Percent
12d.	Expected difficulty: Getting help with school work	Not at all difficult	14	11%
		2	42	32%
		3	45	34%
		4	18	14%
		5	10	8%
		Very difficult	4	3%
		Total	133	100%
12e.	Expected difficulty: Making new friends	Not at all difficult	31	23%
		2	34	26%
		3	25	19%
		4	22	17%
		5	14	11%
		Very difficult	7	5%
		Total	133	100%
13a.	Importance of college emphasis: Spending significant amounts of time studying and on academic work	Not important	1	1%
		2	8	6%
		3	34	26%
		4	31	23%
		5	24	18%
		Very important	35	26%
		Total	133	100%
13b.	Importance of college emphasis: Providing the support you need to help you succeed academically	Not important	0	0%
		2	1	1%
		3	11	8%
		4	14	11%
		5	36	27%
		Very important	71	53%
		Total	133	100%
13c.	Importance of college emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Not important	0	0%
		2	5	4%
		3	21	16%
		4	22	17%
		5	44	33%
		Very important	41	31%
		Total	133	100%
13d.	Importance of college emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Not important	4	3%
		2	8	6%
		3	27	20%
		4	35	26%
		5	27	20%
		Very important	32	24%
		Total	133	100%



	Item	Response options	Frequency	Percent
13e.	Importance of college emphasis: Providing the support you need to thrive socially	Not important	2	2%
		2	8	6%
		3	29	22%
		4	28	21%
		5	36	27%
		Very important	30	23%
		Total	133	100%
13f.	Importance of college emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Not important	0	0%
		2	9	7%
		3	23	17%
		4	36	27%
		5	39	29%
		Very important	26	20%
		Total	133	100%
13g.	Importance of college emphasis: Using computers in academic work	Not important	3	2%
		2	5	4%
		3	27	20%
		4	31	23%
		5	32	24%
		Very important	35	26%
		Total	133	100%
14a.	Importance: Ask questions in class or contribute to class discussions	Not important	3	2%
		2	5	4%
		3	15	11%
		4	39	29%
		5	25	19%
		Very important	46	35%
		Total	133	100%
14b.	Importance: Make a class presentation	Not important	16	12%
		2	26	20%
		3	33	25%
		4	32	24%
		5	16	12%
		Very important	10	8%
		Total	133	100%
14c.	Importance: Prepare two or more drafts of a paper or assignment before turning it in	Not important	4	3%
		2	11	8%
		3	22	17%
		4	35	26%
		5	32	24%
		Very important	29	22%
		Total	133	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	1	1%
		2	9	7%
		3	24	18%
		4	46	35%
		5	30	23%
		Very important	23	17%
		Total	133	100%
14e.	Importance: Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Not important	0	0%
		2	4	3%
		3	15	11%
		4	34	26%
		5	39	29%
		Very important	41	31%
		Total	133	100%
14f.	Importance: Come to class with readings or assignments completed	Not important	1	1%
		2	1	1%
		3	7	5%
		4	14	11%
		5	30	23%
		Very important	80	60%
		Total	133	100%
14g.	Importance: Work with other students on projects during class	Not important	8	6%
		2	10	8%
		3	15	11%
		4	45	34%
		5	30	23%
		Very important	25	19%
		Total	133	100%
14h.	Importance: Work with classmates outside of class to prepare class assignments	Not important	6	5%
		2	11	8%
		3	18	14%
		4	35	26%
		5	35	26%
		Very important	28	21%
		Total	133	100%
14i.	Importance: Put together ideas or concepts from different courses when completing assignments or during class discussions	Not important	0	0%
		2	3	2%
		3	24	18%
		4	47	35%
		5	28	21%
		Very important	31	23%
		Total	133	100%



	Item	Response options	Frequency	Percent
14j.	Importance: Tutor or teach other students (paid or voluntary)	Not important 2 3 4 5 Very important Total	25 33 33 23 9 10 133	19% 25% 25% 17% 7% 8% 100%
14k.	Importance: Participate in a community-based project as part of a regular course (e.g., service learning)	Not important 2 3 4 5 Very important Total	8 22 34 33 20 16 133	6% 17% 26% 25% 15% 12% 100%
14l.	Importance: Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Not important 2 3 4 5 Very important Total	13 24 26 42 18 10 133	10% 18% 20% 32% 14% 8% 100%
14m.	Importance: Use e-mail to communicate with an instructor	Not important 2 3 4 5 Very important Total	1 11 18 24 38 41 133	1% 8% 14% 18% 29% 31% 100%
14n.	Importance: Discuss grades or assignments with an instructor	Not important 2 3 4 5 Very important Total	0 1 9 27 39 57 133	0% 1% 7% 20% 29% 43% 100%
14o.	Importance: Talk about career plans with a faculty member or advisor	Not important 2 3 4 5 Very important Total	0 1 8 10 40 74 133	0% 1% 6% 8% 30% 56% 100%



	Item	Response options	Frequency	Percent
14p.	Importance: Discuss ideas from your readings or classes with faculty members outside of class	Not important	7	5%
		2	7	5%
		3	26	20%
		4	29	22%
		5	32	24%
		Very important	32	24%
		Total	133	100%
14q.	Importance: Receive prompt feedback from faculty on your academic performance (written or oral)	Not important	0	0%
		2	1	1%
		3	3	2%
		4	11	8%
		5	41	31%
		Very important	77	58%
		Total	133	100%
14r.	Importance: Work harder than you think you can to meet an instructor's standards or expectations	Not important	0	0%
		2	2	2%
		3	8	6%
		4	28	21%
		5	33	25%
		Very important	62	47%
		Total	133	100%
14s.	Importance: Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Not important	3	2%
		2	13	10%
		3	29	22%
		4	36	27%
		5	29	22%
		Very important	22	17%
		Total	132	100%
14t.	Importance: Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Not important	1	1%
		2	10	8%
		3	27	20%
		4	29	22%
		5	41	31%
		Very important	24	18%
		Total	132	100%
14u.	Importance: Have serious conversations with students of a different race or ethnicity than your own	Not important	2	2%
		2	3	2%
		3	28	21%
		4	27	20%
		5	32	24%
		Very important	40	30%
		Total	132	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	1	1%
		2	5	4%
		3	21	16%
		4	36	27%
		5	30	23%
		Very important	39	30%
		Total	132	100%
14w.	Importance: Examine the strengths and weaknesses of your own views on a topic or issue	Not important	0	0%
		2	3	2%
		3	12	9%
		4	28	21%
		5	35	27%
		Very important	54	41%
		Total	132	100%
14x.	Importance: Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Not important	0	0%
		2	1	1%
		3	9	7%
		4	29	22%
		5	33	25%
		Very important	60	45%
		Total	132	100%
14y.	Importance: Learn something that changes the way you understand an issue or concept	Not important	0	0%
		2	1	1%
		3	8	6%
		4	24	18%
		5	35	27%
		Very important	64	48%
		Total	132	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	2	2%
		6-10	23	17%
		11-15	26	20%
		16-20	31	23%
		21-25	27	20%
		26-30	11	8%
		More than 30	12	9%
		Total	132	100%
15b.	Expected hours per 7-day week: Working for pay on campus	0	54	41%
		1-5	17	13%
		6-10	20	15%
		11-15	25	19%
		16-20	13	10%
		21-25	2	2%
		26-30	1	1%
		More than 30	0	0%
		Total	132	100%



	Item	Response options	Frequency	Percent
15c.	Expected hours per 7-day week: Working for pay off campus	0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 Total	80 11 6 16 8 5 2 3 131	61% 8% 5% 12% 6% 4% 2% 2% 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 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 Total	8 42 34 35 5 5 2 1 132	6% 32% 26% 27% 4% 4% 2% 1% 100%
15e.	Expected hours per 7-day week: Relaxing and socializing (watching TV, partying, etc.)	0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 Total	1 25 40 29 21 7 5 3 131	1% 19% 31% 22% 16% 5% 4% 2% 100%
16a.	Self-rating: Having a broad general education	Well above average Above average Average Below average Well below average Total	21 71 38 0 2 132	16% 54% 29% 0% 2% 100%
16b.	Self-rating: Having job or work-related knowledge and skills	Well above average Above average Average Below average Well below average Total	23 41 39 23 6 132	17% 31% 30% 17% 5% 100%
16c.	Self-rating: Writing clearly and effectively	Well above average Above average Average Below average Well below average Total	24 58 38 11 1 132	18% 44% 29% 8% 1% 100%



	Item	Response options	Frequency	Percent
16d.	Self-rating: Speaking clearly and effectively	Well above average	19	14%
		Above average	54	41%
		Average	45	34%
		Below average	13	10%
		Well below average	1	1%
		Total	132	100%
16e.	Self-rating: Thinking critically and analytically	Well above average	22	17%
		Above average	65	49%
		Average	42	32%
		Below average	3	2%
		Well below average	0	0%
		Total	132	100%
16f.	Self-rating: Analyzing quantitative problems	Well above average	14	11%
		Above average	49	37%
		Average	57	43%
		Below average	11	8%
		Well below average	1	1%
		Total	132	100%
16g.	Self-rating: Using computing and information technology	Well above average	15	11%
		Above average	45	34%
		Average	60	45%
		Below average	11	8%
		Well below average	1	1%
		Total	132	100%
16h.	Self-rating: Working effectively with others	Well above average	32	24%
		Above average	69	52%
		Average	26	20%
		Below average	4	3%
		Well below average	1	1%
		Total	132	100%
16i.	Self-rating: Understanding local, state, and national politics	Well above average	13	10%
		Above average	24	18%
		Average	59	45%
		Below average	31	23%
		Well below average	5	4%
		Total	132	100%
16j.	Self-rating: Learning effectively on your own	Well above average	29	22%
		Above average	57	43%
		Average	41	31%
		Below average	4	3%
		Well below average	1	1%
		Total	132	100%



	Item	Response options	Frequency	Percent
16k.	Self-rating: Understanding yourself	Well above average Above average Average Below average Well below average Total	43 51 32 5 1 132	33% 39% 24% 4% 1% 100%
16l.	Self-rating: Understanding people of other racial and ethnic backgrounds	Well above average Above average Average Below average Well below average Total	34 53 41 3 1 132	26% 40% 31% 2% 1% 100%
16m.	Self-rating: Solving complex real-world problems	Well above average Above average Average Below average Well below average Total	14 53 56 8 1 132	11% 40% 42% 6% 1% 100%
16n.	Self-rating: Having a developed code of values and ethics	Well above average Above average Average Below average Well below average Total	45 54 28 4 1 132	34% 41% 21% 3% 1% 100%
16o.	Self-rating: Contributing to the welfare of your community	Well above average Above average Average Below average Well below average Total	20 39 52 20 1 132	15% 30% 39% 15% 1% 100%
16p.	Self-rating: Having a deepened sense of spirituality	Well above average Above average Average Below average Well below average Total	22 30 57 13 10 132	17% 23% 43% 10% 8% 100%
17.	Do you intend to graduate from this college?	Yes No Uncertain Total	117 1 14 132	89% 1% 11% 100%
18.	Your sex:	Female Male Total	106 26 132	80% 20% 100%



	Item	Response options	Frequency	Percent
20.	How many of your <i>close</i> friends will attend this college during the coming year?	None 1 2 3 4 or more Total	104 7 7 6 8 132	79% 5% 5% 5% 6% 100%
21.	Did at least on of your parents or legal guardians complete a four-year college degree or more?	Yes No Uncertain Total	92 37 3 132	70% 28% 2% 100%
22.	Which of the following best describes you?	In-state student Out-of-state student International student (not a U.S. citizen) Total	83 39 10 132	63% 30% 8% 100%
23.	Please indicate all of the following members who have attended or are attending this college: None	Checked Unchecked Total	99 39 138	72% 28% 100%
23.	Please indicate all of the following members who have attended or are attending this college: Mother (or maternal guardian)	Checked Unchecked Total	19 119 138	14% 86% 100%
23.	Please indicate all of the following members who have attended or are attending this college: Father (or paternal guardian)	Checked Unchecked Total	20 118 138	14% 86% 100%
23.	Please indicate all of the following members who have attended or are attending this college: One or more brothers or sisters	Checked Unchecked Total	19 119 138	14% 86% 100%
23.	Please indicate all of the following members who have attended or are attending this college: One or more grandparents	Checked Unchecked Total	6 132 138	4% 96% 100%
24.	At the time that you applied for admission, this college was your:	First choice Second choice Third choice Fourth choice or lower Total	82 30 11 9 132	62% 23% 8% 7% 100%
25.	Do you know what your college major will be?	Arts and humanities Biological science Business Education Engineering Physical science Professional Social science Other Undecided Total	12 7 18 2 0 2 29 25 14 23 132	9% 5% 14% 2% 0% 2% 22% 19% 11% 17% 100%



	Item	Response options	Frequency	Percent
26a.	Influence on college expectations: Family members	Not at all	21	16%
		2	14	11%
		3	18	14%
		4	30	23%
		5	25	19%
		A lot	24	18%
		Total	132	100%
		26b.	Influence on college expectations: Friends/students in high school	Not at all
2	22			17%
3	25			19%
4	23			17%
5	22			17%
A lot	12			9%
Total	132			100%
26c.	Influence on college expectations: Friends/students already attending this college			Not at all
		2	15	11%
		3	19	14%
		4	10	8%
		5	20	15%
		A lot	9	7%
		Total	132	100%
		26d.	Influence on college expectations: High school guidance counselors	Not at all
2	22			17%
3	26			20%
4	15			11%
5	7			5%
A lot	7			5%
Total	132			100%
26e.	Influence on college expectations: High school teachers/administrators			Not at all
		2	15	11%
		3	26	20%
		4	20	15%
		5	17	13%
		A lot	5	4%
		Total	132	100%
		26f.	Influence on college expectations: College recruiters/admissions	Not at all
2	22			17%
3	21			16%
4	21			16%
5	14			11%
A lot	7			5%
Total	132			100%



	Item	Response options	Frequency	Percent
26g.	Influence on college expectations: College website/materials (brochures, catalogues, etc.)	Not at all	16	12%
		2	13	10%
		3	32	24%
		4	34	26%
		5	25	19%
		A lot	12	9%
		Total	132	100%
26h.	Influence on college expectations: Campus visits (excluding orientation)	Not at all	23	17%
		2	4	3%
		3	10	8%
		4	34	26%
		5	32	24%
		A lot	29	22%
		Total	132	100%
26i.	Influence on college expectations: College orientation	Not at all	45	34%
		2	6	5%
		3	11	8%
		4	30	23%
		5	26	20%
		A lot	13	10%
		Total	131	100%
26j.	Influence on college expectations: External publications (guidebook, rankings, etc.)	Not at all	35	27%
		2	15	11%
		3	31	23%
		4	23	17%
		5	17	13%
		A lot	11	8%
		Total	132	100%
26k.	Influence on college expectations: Other	Not at all	11	39%
		2	0	0%
		3	0	0%
		4	0	0%
		5	2	7%
		A lot	15	54%
		Total	28	100%
Mode of completion:		Paper	0	0%
		Web	138	100%
		Total	138	100%
Survey administered:		Before the start of classes	122	88%
		After the start of classes	16	12%
		Total	138	100%



Item	Response options	Frequency	Percent
You are taking this survey:	Before attending college orientation	97	70%
	While attending college orientation	4	3%
	After attending college orientation	34	25%
	Not applicable, not attending college orientation	3	2%
	Total	138	100%

ipeds: 122612