Wake Forest University
College Senior Survey(CSS)
Results 2018

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Construct Comparison

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Construct Descriptions & Survey Items

Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

Survey items and estimation "weights": *Since entering college, indicate how often you:*

* *Came late to class (2.81)*
* *Missed class for other reasons (2.02)*
* *Failed to complete homework on time (2.65)*
* *Fell asleep in class (1.15)*

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Survey items and estimation "weights": *Rate yourself on each of the following traits as compared with the average person your age:*

* *Academic ability (3.14)*
* *Self-confidence (intellectual) (2.82)*
* *Drive to achieve (2.28)*
* *Mathematical ability (1.24)*

Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

Survey items and estimation "weights": *Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:*

* *Understanding of national issues (7.16)*
* *Understanding of global issues (6.93)*
* *Understanding of the problems facing my community (4.50)*

Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Survey items and estimation "weights":

* *I am interested in seeking information about current social and political issues (3.36)*
* *Publicly communicated your opinion about a cause (e.g., blog, email, petition) (2.56)*
* *Worked on a local, state, or national political campaign (0.99)*
* *Demonstrated for a cause (e.g., boycott, rally, protest) (2.56)*
* *Goal: Keeping up to date with political affairs (3.97)*
* *Goal: Influencing social values (2.56)*
* *Helped raise money for a cause or campaign (1.09)*
* *Performed volunteer or community service work (0.58)*

Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

Survey items and estimation "weights":

** Encouragement to pursue graduate/professional study (4.11)*
** An opportunity to work on a research project (2.70)*
** Advice and guidance about your educational program (5.45)*
** Emotional support and encouragement (4.90)*
** A letter of recommendation (3.61)*
** Help to improve your study skills (4.58)*
** Feedback about your academic work (outside of grades) (5.40)*
** Encouragement to discuss coursework outside of class (5.28)*
** Help in achieving your professional goals (5.91)*

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Survey items and estimation "weights": *How often in the past year did you:*

** Ask questions in class (2.46)*
** Support your opinions with a logical argument (3.57)*
** Seek solutions to problems and explain them to others (3.92)*
** Revise your papers to improve your writing (2.39)*
** Evaluate the quality or reliability of information you received (3.12)*
** Take a risk because you felt you had more to gain (2.91)*
** Seek alternative solutions to a problem (3.81)*
** Look up scientific research articles and resources (1.97)*
** Explore topics on your own, even though it was not required for a class (2.81)*
** Accept mistakes as part of the learning process (2.51)*
** Seek feedback on your academic work (3.29)*
** Integrate skills and knowledge from different sources and experiences (3.74)*

Leadership is a unified measure of students' beliefs about their leadership development, leadership capability, and their experiences as a leader.

Survey items and estimation "weights":

** I have effectively led a group to a common purpose (1.33)*
** Been a leader in an organization (1.09)*
** Held a leadership position in an organization (0.97)*

Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

Survey items and estimation "weights": *To what extent have you experienced the following with students from a racial/ethnic group other than your own?*

** Had tense, somewhat hostile interactions (5.47)*

** Felt insulted or threatened because of your race/ethnicity (7.12)*
** Had guarded, cautious interactions (4.46)*
** Felt ignored or invisible because of my race/ethnicity (6.84)*

Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

Survey items and estimation "weights":

** Satisfaction with overall college experience* (4.76)
** If you could make your college choice over, would you still choose to enroll at your current college?* (3.31)
** Satisfaction with overall quality of instruction* (3.07)

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Survey items and estimation "weights": *Rate yourself on each of the following traits as compared with the average person your age:*

** Tolerance of others with different beliefs (4.17)*
** Ability to work cooperatively with diverse people (3.86)*
** Openness to having my own views challenged (4.09)*
** Ability to see the world from someone else's perspective (3.79)*
** Ability to discuss and negotiate controversial issues (3.93)*
** Critical thinking skills (3.44)*
** Ability to manage your time effectively (1.17)*

Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

Survey items and estimation "weights": *To what extent have you experienced the following with students from a racial/ethnic group other than your own?*

** Had intellectual discussions outside of class (6.26)*
** Shared personal feelings and problems (5.96)*
** Dined or shared a meal (5.41)*
** Pursued (by), date, or otherwise intimately involved (2.74)*
** Had meaningful and honest discussions about race/ethnic relations outside of class (5.41)*
** Studied or prepared for class (4.65)*
** Socialized or partied (4.51)*

Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

Survey items and estimation "weights": *Please rate your satisfaction with your college in each area::*

** Courses in your major field (3.42)*
** Class size (3.09)*
** Relevance of coursework to career plans (3.81)*
** General education or core curriculum courses* (1.83)

Science Identity measures the extent to which students conceive of themselves as scientists.

Survey items and estimation "weights":

** I have a strong sense of belonging to a community of scientists (7.33)*
** I derive great personal satisfaction from working on a team that is doing important research (4.16)*
** I think of myself as a scientist (8.18)*
** I feel like I belong in the field of science (7.95)*

Science Self-Efficacy is a measure of students' confidence in their ability to conduct scientific research.

Survey items and estimation "weights":

** Use technical science skills (use of tools, instruments, and/or techniques) (5.48)*
** Generate an answerable research question(7.42)*
** Determine how to collect appropriate data (8.08)*
** Explain the results of a study (8.03)*
** Use scientific literature to guide research (7.72)*
** Integrate results from multiple studies (8.00)*
** Ask relevant questions (7.14)*
** Identify what is known and not known about a problem (7.44)*
** Understand scientific concepts (7.79)*
** See connections between different areas of science and mathematics (7.01)*

Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

Survey items and estimation "weights": *Please indicate the extent to which you agree or disagree with the following statements:*

** I feel I am a member of this college* (6.77)
** I feel a sense of belonging to this campus* (6.57)
** If asked, I would recommend this college to others* (5.18)

Social Agency measures the extent to which students value political and social involvement as a personal goal.

Survey items and estimation "weights": *Indicate the importance to you personally of each of the following:*

** Participating in a community action program (4.78)*
** Helping to promote racial understanding (4.88)*
** Becoming a community leader (4.38)*
** Keeping up to date with political affairs (3.68)*
** Influencing social values (4.05)*
** Helping others who are in difficulty (2.75)*

Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

Survey items and estimation "weights": *Rate yourself on each of the following traits as compared with the average person your age:*

* *Leadership ability (3.51)*
* *Public speaking ability (3.10)*
* *Self-confidence (social) (2.77)*

		Men	Women
Leadership	Total (n)	83.8	110.4
	Mean	54.7	52.9
	Std Dev	11.4	8.2
Academic Self-Concept	Total (n)	83.8	110.4
	Mean	53.5	51.4
	Std Dev	13.4	7.6
Civic Awareness	Total (n)	92.6	118.3
	Mean	52.6	50.9
	Std Dev	12.9	9.0
Civic Engagement	Total (n)	83.7	112.3
	Mean	52.3	51.1
	Std Dev	10.6	10.3
Social Self-Concept	Total (n)	83.8	110.2
	Mean	52.1	49.9
	Std Dev	12.1	7.9
Pluralistic Orientation	Total (n)	92.6	119.7
	Mean	52.1	50.3
	Std Dev	10.3	7.1
Positive Cross-Racial Interaction	Total (n)	85.3	110.9
	Mean	51.8	52.8
	Std Dev	10.6	9.6
Overall Satisfaction	Total (n)	83.8	110.0
	Mean	51.6	50.4
	Std Dev	15.9	9.6
Habits of Mind	Total (n)	91.2	119.7
	Mean	51.3	53.1
	Std Dev	13.6	8.6
Satisfaction with Coursework	Total (n)	90.9	116.7
	Mean	50.7	52.7
	Std Dev	13.8	8.7
Academic Disengagement	Total (n)	92.6	120.5
	Mean	50.6	48.6
	Std Dev	9.5	8.4
Negative Cross-Racial Interaction	Total (n)	87.0	110.9
	Mean	50.5	49.8
	Std Dev	10.1	8.9
Sense of Belonging	Total (n)	88.9	114.9
	Mean	50.0	51.5
	Std Dev	16.1	10.1
Social Agency	Total (n)	83.7	109.8
	Mean	50.0	50.8
	Std Dev	10.9	10.1
Science Self-Efficacy	Total (n)	82.2	107.5
	Mean	49.8	52.5
	Std Dev	11.2	8.3
Science Identity	Total (n)	82.2	109.8
	Mean	48.3	49.6
	Std Dev	11.8	10.4
Faculty Interaction: Mentorship	Total (n)	85.3	109.2
	Mean	47.0	51.9
	Std Dev	12.3	9.9
Conservative Margin of Error (Smallest N and largest Std. Dev.)		+/- 3.48	+/- 1.97

Men vs Women
Small effect (greater)

* Post-stratified weights were used to account for underrepresented groups in the population.
* If a subgroup did not respond at all, its proportion in the population was not used for post-stratification.

		White	URM*
Leadership	Total (n)	144.3	49.9
	Mean	54.4	51.7
	Std Dev	9.6	9.8
Habits of Mind	Total (n)	153.4	57.5
	Mean	52.7	51.4
	Std Dev	11.2	10.6
Academic Self-Concept	Total (n)	144.3	49.9
	Mean	52.6	51.5
	Std Dev	10.9	9.0
Civic Awareness	Total (n)	153.4	57.5
	Mean	52.1	50.2
	Std Dev	10.3	12.1
Overall Satisfaction	Total (n)	142.8	51.0
	Mean	51.9	48.2
	Std Dev	12.3	13.3
Satisfaction with Coursework	Total (n)	152.7	54.9
	Mean	51.9	51.6
	Std Dev	10.6	13.1
Civic Engagement	Total (n)	143.4	52.7
	Mean	51.8	51.2
	Std Dev	9.7	12.1
Positive Cross-Racial Interaction	Total (n)	143.6	52.7
	Mean	51.7	54.3
	Std Dev	9.3	11.5
Science Self-Efficacy	Total (n)	139.7	49.9
	Mean	51.5	50.9
	Std Dev	9.5	10.4
Sense of Belonging	Total (n)	150.3	53.6
	Mean	51.4	49.3
	Std Dev	13.0	13.1
Social Self-Concept	Total (n)	144.3	49.7
	Mean	51.4	49.4
	Std Dev	10.1	9.3
Pluralistic Orientation	Total (n)	153.4	59.0
	Mean	51.1	50.9
	Std Dev	8.4	9.5
Social Agency	Total (n)	141.9	51.6
	Mean	50.2	51.2
	Std Dev	9.4	13.0
Academic Disengagement	Total (n)	154.1	59.0
	Mean	49.5	49.3
	Std Dev	8.9	9.2
Faculty Interaction: Mentorship	Total (n)	142.1	52.5
	Mean	49.2	51.2
	Std Dev	11.5	10.9
Science Identity	Total (n)	141.2	50.8
	Mean	48.9	49.4
	Std Dev	10.8	11.7
Negative Cross-Racial Interaction	Total (n)	145.2	52.7
	Mean	48.2	55.5
	Std Dev	7.0	11.8
Conservative Margin of Error (Smallest N and largest Std. Dev.)		+/- 2.16	+/- 3.7

White vs URM

Small effect (greater)

Medium effect (greater)

Large effect (greater)

* URM: Under-represented minority students
* Post-stratified weights were used to account for underrepresented groups in the population.
* If a subgroup did not respond at all, its proportion in the population was not used for post-stratification.

		Borrowed money	
		No	Yes
Leadership	Total (n)	37.7	48.7
	Mean	55.9	53.1
	Std Dev	9.6	7.7
Academic Self-Concept	Total (n)	37.7	48.7
	Mean	54.4	50.1
	Std Dev	9.9	12.1
Science Self-Efficacy	Total (n)	35.0	48.7
	Mean	52.7	51.6
	Std Dev	10.5	9.4
Habits of Mind	Total (n)	35.4	45.5
	Mean	52.6	52.8
	Std Dev	12.6	10.1
Civic Awareness	Total (n)	39.2	48.5
	Mean	52.1	51.9
	Std Dev	11.0	6.6
Civic Engagement	Total (n)	36.8	48.7
	Mean	52.0	52.0
	Std Dev	9.6	11.0
Satisfaction with Coursework	Total (n)	39.2	48.4
	Mean	51.8	52.0
	Std Dev	9.1	12.7
Social Self-Concept	Total (n)	37.7	48.7
	Mean	51.0	51.1
	Std Dev	11.4	5.8
Negative Cross-Racial Interaction	Total (n)	39.2	48.0
	Mean	50.7	51.0
	Std Dev	10.9	9.7
Sense of Belonging	Total (n)	39.2	48.4
	Mean	50.7	51.3
	Std Dev	13.2	11.1
Social Agency	Total (n)	36.8	48.7
	Mean	50.6	51.0
	Std Dev	9.9	11.0
Pluralistic Orientation	Total (n)	38.5	48.7
	Mean	50.5	50.1
	Std Dev	8.4	9.7
Faculty Interaction: Mentorship	Total (n)	37.5	48.7
	Mean	50.2	50.0
	Std Dev	13.0	10.5
Overall Satisfaction	Total (n)	37.7	48.0
	Mean	50.2	51.1
	Std Dev	13.2	11.1
Positive Cross-Racial Interaction	Total (n)	36.8	48.7
	Mean	49.6	53.3
	Std Dev	11.0	9.0
Science Identity	Total (n)	36.1	48.7
	Mean	49.1	49.4
	Std Dev	11.7	10.4
Academic Disengagement	Total (n)	37.5	48.7
	Mean	47.4	50.4
	Std Dev	9.5	8.8
Conservative Margin of Error (Smallest N and largest Std. Dev.)		+/- 4.37	+/- 3.69

Borrowed money
No vs Yes

Small effect (greater)

Medium effect (greater)

Large effect (greater)

* Post-stratified weights were used to account for underrepresented groups in the population.
* If a subgroup did not respond at all, its proportion in the population was not used for post-stratification.

Significant Differences Across Specific Responses

WFU '18

Men vs Women

Assuming the minimum number of WFU 2018 male respondents to any one particular survey item (n=84) along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 male respondents is 10.7%.

Similarly, assuming the minimum number of WFU 2018 female respondents to any one particular survey item (n=109), along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 female respondents is 9.4%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

2018 WFU College Senior Survey(CSS)
Responses Differing Significantly by Gender

Question	Men	N*	Women	N*
Act in College				
Found a faculty or staff mentor		93		120
Yes	61.0%		77.1%	
No	39.0%		22.9%	
Joined a pre-professional or departmental club		93		120
Yes	54.9%		41.0%	
No	45.1%		59.0%	
Joined a social fraternity or sorority		93		120
Yes	39.8%		59.1%	
No	60.2%		40.9%	
Participated in: Study abroad		93		120
Yes	60.0%		76.7%	
No	40.0%		23.3%	
Played club, intramural, or recreational sports		93		120
Yes	87.5%		50.5%	
No	12.5%		49.5%	
Taken a women's studies course		94		120
Yes	19.4%		37.2%	
No	80.6%		62.8%	
Withdrew from school temporarily		94		120
Yes	10.7%		3.0%	
No	89.3%		97.0%	
Act in Past Year				
Consumed beer		91		116
Frequently	50.3%		29.7%	
Not at all	8.2%		21.7%	
Discussed politics		91		118
Not at all	4.3%		17.0%	
Felt anxious		91		118
Frequently	31.9%		51.4%	
Felt overwhelmed by all I had to do		91		118
Frequently	38.8%		57.2%	
Performed volunteer or community service work		91		118
Frequently	25.2%		39.8%	
Not at all	22.2%		11.2%	
Act				
Accessed your campus' library resources electronically		94		119
Frequently	57.1%		71.2%	
Challenged a professor's ideas in class		94		119
Not at all	33.2%		46.5%	
Communicated regularly with your professors		93		119
Frequently	39.7%		55.8%	
Not at all	9.1%		2.2%	
Fell asleep in class		94		120
Not at all	63.6%		77.6%	
Missed class due to employment		94		120
Not at all	66.6%		80.7%	
Missed class for other reasons		94		120
Frequently	2.1%		7.9%	
Performed community service as part of a class		94		120
Frequently	2.4%		9.6%	
Posted on a course-related on-line discussion board		94		120
Frequently	3.8%		19.6%	
Not at all	34.8%		21.9%	

* N* is the post-stratified sample size.

Question	Men	N*	Women	N*
Campus Satisfaction				
Amount of contact with faculty		91		118
Very Satisfied	53.5%		69.8%	
Career Concern				
Ability to pay off debt		84		110
Essential	12.7%		32.4%	
Not Important	43.9%		20.1%	
Social recognition or status		84		109
Essential	15.9%		6.0%	
Stable, secure future		84		110
Essential	36.3%		50.5%	
Contribution				
Foreign language ability		91		120
Strongly Agree	23.6%		38.6%	
Understanding of national issues		93		120
Strongly Agree	41.5%		25.4%	
Determine how to collect appropriate data		84		109
Absolutely	17.2%		33.0%	
Diversity Rating				
Ability to discuss and negotiate controversial issues		93		120
A Major Strength	39.3%		26.1%	
Critical thinking skills		93		120
A Major Strength	70.8%		56.2%	
Openness to having my own views challenged		93		120
A Major Strength	35.3%		20.5%	
Ethnic Experience				
Pursued(by), date, or otherwise intimtely involved		87		112
Very Often	4.1%		14.4%	
Shared personal feelings and problems		87		112
Very Often	15.4%		28.1%	
Studied or prepared for class		87		112
Very Often	20.8%		33.1%	
Faculty Provide				
A letter of recommendation		87		112
Frequently	24.0%		51.4%	
Not at all	28.5%		11.0%	
Advice and guidance about your educational program		87		112
Frequently	33.0%		48.3%	
An opportunity to work on a research project		85		111
Frequently	19.3%		32.0%	
Emotional support and encouragement		87		112
Frequently	24.7%		45.3%	
Not at all	27.3%		12.1%	
Encouragement to discuss coursework outside of class		87		112
Frequently	44.5%		61.3%	
Encouragement to pursue graduate/professional study		87		112
Frequently	33.3%		55.8%	

* N* is the post-stratified sample size.

Question	Men	N*	Women	N*
Help in achieving your professional goals		87		111
Frequently	21.7%		53.5%	
Help to improve your study skills		87		112
Frequently	26.5%		39.8%	
Goal				
Becoming an authority in my field		87		114
Essential	34.3%		19.0%	
Becoming successful in a business of my own		85		114
Not Important	29.8%		45.2%	
Helping to promote racial understanding		85		114
Essential	10.0%		21.4%	
Improving my understanding of other countries and cultures		85		113
Essential	27.4%		46.0%	
Influencing the political structure		87		113
Not Important	19.1%		49.1%	
Participating in a community action program		85		113
Essential	4.2%		19.2%	
Raising a family		85		114
Essential	31.7%		48.9%	
Habits of Mind				
Look up scientific research articles and resources		96		126
Frequently	47.6%		72.0%	
Revise your papers to improve your writing		95		127
Frequently	45.7%		69.4%	
Seek feedback on your academic work		96		127
Frequently	60.1%		73.8%	
Hours per Week				
Partying		91		120
None	5.5%		14.5%	
Working (for pay) off campus		91		117
Over 20	7.3%		1.2%	
How many months since entering college (including summer) did you work on a professor's research project?		96		120
0 months	68.8%		54.8%	
How would you characterize your political views?		96		120
Conservative	31.5%		16.2%	
I feel like I belong in the field of science		84		110
Agree Strongly	8.4%		20.4%	
I have a strong sense of belonging to a community of scientists		84		111
Agree Strongly	3.7%		13.5%	
Inst Opinion				
At least one staff member has taken an interest in my development		90		116
Strongly Agree	44.5%		64.0%	
I feel valued at this institution		89		116
Strongly Disagree	9.3%		2.2%	
If asked, I would recommend this college to others		90		116
Strongly Disagree	9.2%		2.3%	

* N* is the post-stratified sample size.

Question	Men	N*	Women	N*
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, or religion)		90		116
Strongly Disagree	35.5%		21.0%	
Integrate results from multiple studies		84		111
Absolutely	16.5%		35.0%	
Not at all	10.0%		1.3%	
Overall GPA		90		118
A or A+	12.9%		23.3%	
Primary Major GPA		90		116
A or A+	14.8%		34.7%	
Primary plans				
Work full-time		84		110
Yes	78.0%		65.0%	
No	22.0%		35.0%	
Satisfaction				
General education or core curriculum courses		91		117
Very Dissatisfied	5.8%		0.2%	
Self Rating				
Leadership ability		84		110
Highest 10%	36.4%		19.2%	
Mathematical ability		84		110
Highest 10%	21.1%		3.6%	
Self-confidence (intellectual)		84		110
Highest 10%	27.0%		14.7%	
Writing ability		84		110
Highest 10%	34.6%		21.6%	
Use scientific literature to guide research		84		110
Absolutely	14.2%		28.2%	
View				
Sexul activity that occurs without presence of explicit, affirmative consent (i.e.,"yes means yes") is considered sexual assault		85		110
Strongly Agree	46.5%		66.3%	
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions		85		110
Strongly Agree	3.9%		11.4%	
Through hard work everybody can succeed in American society		85		110
Strongly Agree	26.6%		9.4%	
Strongly Disagree	5.8%		21.9%	
Undocumented immigrants should be denied access to public education		85		110
Strongly Disagree	24.8%		62.3%	

* N* is the post-stratified sample size.

Significant Differences Across Specific Responses

WFU '18

White vs Under-Represented Minority Students(URM)

Assuming the minimum number of WFU 2018 white respondents to any one particular survey item (n=138) along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 white respondents is 8.3%.

Similarly, assuming the minimum number of WFU 2018 URM respondents to any one particular survey item (n=49), along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 URM respondents is 14.0%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

2018 WFU College Senior Survey(CSS)
Responses Differing Significantly by Race

Question	White	N*	URM	N*
Act in College				
Failed one or more courses		156		59
Yes	9.0%		21.5%	
No	91.0%		78.5%	
Had a roommate of a different race/ethnicity		153		59
Yes	56.0%		87.9%	
No	44.0%		12.1%	
Participated in a campus program that promotes STEM careers (e.g. BUILD, MARC, HHMI, S-STEM)		155		59
Yes	14.1%		28.4%	
No	85.9%		71.6%	
Participated in: An ethnic/racial student organization		154		59
Yes	6.4%		66.4%	
No	93.6%		33.6%	
Voted in a national, state, or local election		153		57
Yes	87.0%		54.3%	
No	13.0%		45.7%	
Act in Past Year				
Consumed beer		153		55
Frequently	46.9%		16.0%	
Consumed wine or liquor		153		56
Frequently	56.3%		24.7%	
Discussed politics		153		56
Frequently	45.6%		26.5%	
Felt that my contributions were valued in class		153		56
Frequently	53.5%		37.0%	
Not at all	2.0%		11.3%	
Act				
Came late to class		154		59
Not at all	44.0%		28.8%	
Challenged a professor's ideas in class		154		59
Not at all	36.1%		52.4%	
Communicated regularly with your professors		154		57
Frequently	53.2%		36.8%	
Fell asleep in class		156		59
Not at all	75.4%		61.0%	
Performed community service as part of a class		156		59
Not at all	53.5%		38.7%	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)		154		59
Not at all	43.4%		28.5%	
Tutored another college student		156		59
Not at all	58.6%		36.3%	
Aggregated Major1		149		55
Social Science	26.8%		14.5%	
Aid				
Aid which must be repaid (loans, etc.)		138		51
None	71.9%		56.2%	
Aid which need not be repaid (grants, scholarships, military, etc.)		139		52
$15,000 or more	28.7%		51.5%	
None	55.3%		30.5%	
Family resources (parents, relatives, spouse, etc.)		141		52
None	8.7%		0.8%	

* N* is the post-stratified sample size.

Question	White	N*	URM	N*
Are you registered to vote?		141		51
Yes	97.8%		64.5%	
Campus Satisfaction				
Overall college experience		153		56
Very Satisfied	52.1%		27.3%	
Overall quality of instruction		153		56
Very Satisfied	52.5%		37.4%	
Racial/ethnic diversity of the faculty		153		56
Very Satisfied	16.2%		5.7%	
Career Concern				
Ability to pay off debt		143		51
Essential	17.0%		43.2%	
Not Important	38.1%		9.0%	
Availability of jobs		144		51
Essential	20.0%		40.6%	
Expression of personal values		144		51
Essential	25.2%		47.5%	
Social recognition or status		144		50
Not Important	27.2%		11.7%	
Work/life balance		143		51
Essential	36.9%		53.5%	
Contribution				
Preparedness for employment after college		153		59
Strongly Agree	48.3%		24.3%	
Problem-solving skills		153		59
Strongly Agree	63.2%		45.9%	
Understanding of national issues		153		59
Strongly Agree	37.7%		18.7%	
ntellectual and practical skills (including inquiry and analysis, critical thinking, and information literacy)		153		59
Strongly Agree	72.2%		53.9%	
Determine how to collect appropriate data		142		51
Absolutely	22.1%		37.2%	
Diversity Rating				
Ability to see the world from someone else's perspective		154		59
A Major Strength	40.4%		56.8%	
Critical thinking skills		154		59
A Major Strength	67.5%		49.4%	
Ethnic Experience				
Dined or shared a meal		146		53
Very Often	26.4%		49.5%	
Felt ignored or invisible because of my race/ethnicity		145		53
Never	75.3%		20.6%	
Felt insulted or threatened because of your race/ethnicity		146		53
Never	73.7%		34.7%	
Had tense, somewhat hostile interactions		146		53
Never	55.0%		39.0%	
Pursued(by), date, or otherwise intimtely involved		146		53
Very Often	6.3%		19.9%	
Never	50.0%		33.0%	

* N* is the post-stratified sample size.

Question	White	N*	URM	N*
Studied or prepared for class		146		53
Very Often	23.5%		39.3%	
Faculty Provide				
A letter of recommendation		146		53
Not at all	21.7%		10.2%	
Emotional support and encouragement		146		53
Not at all	22.4%		8.7%	
Help to improve your study skills		146		53
Frequently	29.2%		47.2%	
Not at all	20.8%		8.2%	
Goal				
Being very well off financially		146		53
Essential	26.7%		45.0%	
Raising a family		146		53
Not Important	15.4%		6.0%	
Habits of Mind				
Ask questions in class		160		62
Not at all	4.9%		0.5%	
Evaluate the quality or reliability of information you received		160		60
Frequently	78.0%		61.8%	
Hours per Week				
Socializing with friends in person		152		59
Over 20	7.5%		1.5%	
Working (for pay) on campus		150		59
None	59.9%		39.5%	
How would you characterize your political views?		157		59
Conservative	26.6%		13.1%	
Inst Opinion				
I feel I am a member of this college		150		54
Strongly Agree	51.7%		33.9%	
I have effectively led a group to a common purpose		150		55
Strongly Agree	52.3%		27.1%	
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, disability status, or religion		150		55
Strongly Disagree	51.1%		14.4%	
Overall GPA		152		56
A or A+	22.5%		8.9%	
Primary Major GPA		151		55
A or A+	30.4%		13.9%	
Primary plans				
Attend graduate/professional school full-time		142		50
Yes	21.6%		41.7%	
No	78.4%		58.3%	
Participate in a service organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America		142		49
Yes	4.2%		16.6%	
No	95.8%		83.4%	

* N* is the post-stratified sample size.

Question	White	N*	URM	N*
Perform volunteer work		142		50
Yes	45.9%		69.6%	
No	54.1%		30.4%	
Travel		142		50
Yes	45.4%		62.2%	
No	54.6%		37.8%	
Work part-time		142		50
Yes	15.0%		44.7%	
No	85.0%		55.3%	
Satisfaction				
Financial aid package		153		55
Very Satisfied	9.1%		27.4%	
Can't Rate/Don't Know	39.1%		13.3%	
Laboratory facilities and equipment		153		55
Can't Rate/Don't Know	23.2%		6.0%	
Self Rating				
Academic ability		144		50
Highest 10%	37.9%		14.3%	
Artistic ability		144		50
Lowest 10%	11.6%		3.1%	
Leadership ability		144		50
Highest 10%	30.1%		16.6%	
Writing ability		144		50
Highest 10%	33.3%		9.9%	
Use scientific literature to guide research		143		51
Absolutely	25.4%		12.9%	
Use technical science skills (use of tools, instruments, and/or techniques)		144		51
Absolutely	15.5%		6.3%	
View				
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions		144		51
Strongly Disagree	17.1%		6.0%	
Through hard work everybody can succeed in American society		144		51
Strongly Agree	20.8%		5.9%	
With respect to being employed after graduation, which best describes the current state of your employment plans?		143		51
Not planning on employment this fall	17.1%		5.3%	
Not actively looking for a position	7.0%		24.0%	
With respect to graduate or professional school, which best describes the current state of your educational plans?		143		51
Accepted and will be attending in the fall	18.8%		34.0%	

* N* is the post-stratified sample size.

Significant Differences Across Specific Responses

WFU '18

by Loan Amount

Assuming the minimum number of WFU 2018 respondents-without-loan to any one particular survey item (n=38) along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 respondents without loan is 15.9%.

Similarly, assuming the minimum number of WFU 2018 respondents-with-loan to any one particular survey item (n=48), along with the portion which will yield the largest margin of error (i.e. 50%), the conservative margin of error for WFU 2018 respondents with loan is 14.1%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

2018 WFU College Senior Survey(CSS)
Responses Differing Significantly by Loan Amount

Question	None	N*	Some	N*
Act in College				
Held a full-time job (approx. 40 hours) while taking classes		39		49
No	100.0%		92.1%	
Participated in a campus program that promotes STEM careers (e.g. BUILD, MARC, HHMI, S-STEM)		39		49
Yes	1.9%		25.5%	
No	98.1%		74.5%	
Participated in: An LGBTQ student organization		39		49
No	100.0%		90.0%	
Participated in: An undergraduate research program		39		49
Yes	51.6%		25.1%	
No	48.4%		74.9%	
Taken an honors course		39		49
Yes	37.3%		15.1%	
No	62.7%		84.9%	
Act in Past Year				
Contributed money to help support my family		39		49
Not at all	92.5%		62.2%	
Act				
Contributed to class discussions		39		49
Frequently	69.2%		90.0%	
Failed to complete homework on time		39		49
Not at all	65.5%		43.1%	
Aggregated Gradmajor		19		12
Social Science	7.6%		39.7%	
*Omitted if not planning to go to graduate school				
*Not used to calculate the conservative margin of error				
Aid				
Aid which must be repaid (loans, etc.)		39		49
$15,000 or more	4.2%		34.8%	
None	93.9%		7.9%	
Aid which need not be repaid (grants, scholarships, military, etc.)		39		49
$15,000 or more	29.4%		78.6%	
None	57.3%		13.2%	
Family resources (parents, relatives, spouse, etc.)		39		49
$15,000 or more	76.1%		31.4%	
Campus Satisfaction				
Availability of campus social activities		39		49
Very Dissatisfied	15.3%		1.5%	
Career Concern				
Ability to pay off debt		38		49
Essential	10.4%		53.3%	
Diversity Rating				
Ability to see the world from someone else's perspective		39		49
A Major Strength	62.7%		35.0%	
Ethnic Experience				
Dined or shared a meal		39		49
Very Often	17.3%		39.1%	
Had intellectual discussions outside of class		39		49
Never	17.2%		3.0%	

* N* is the post-stratified sample size.

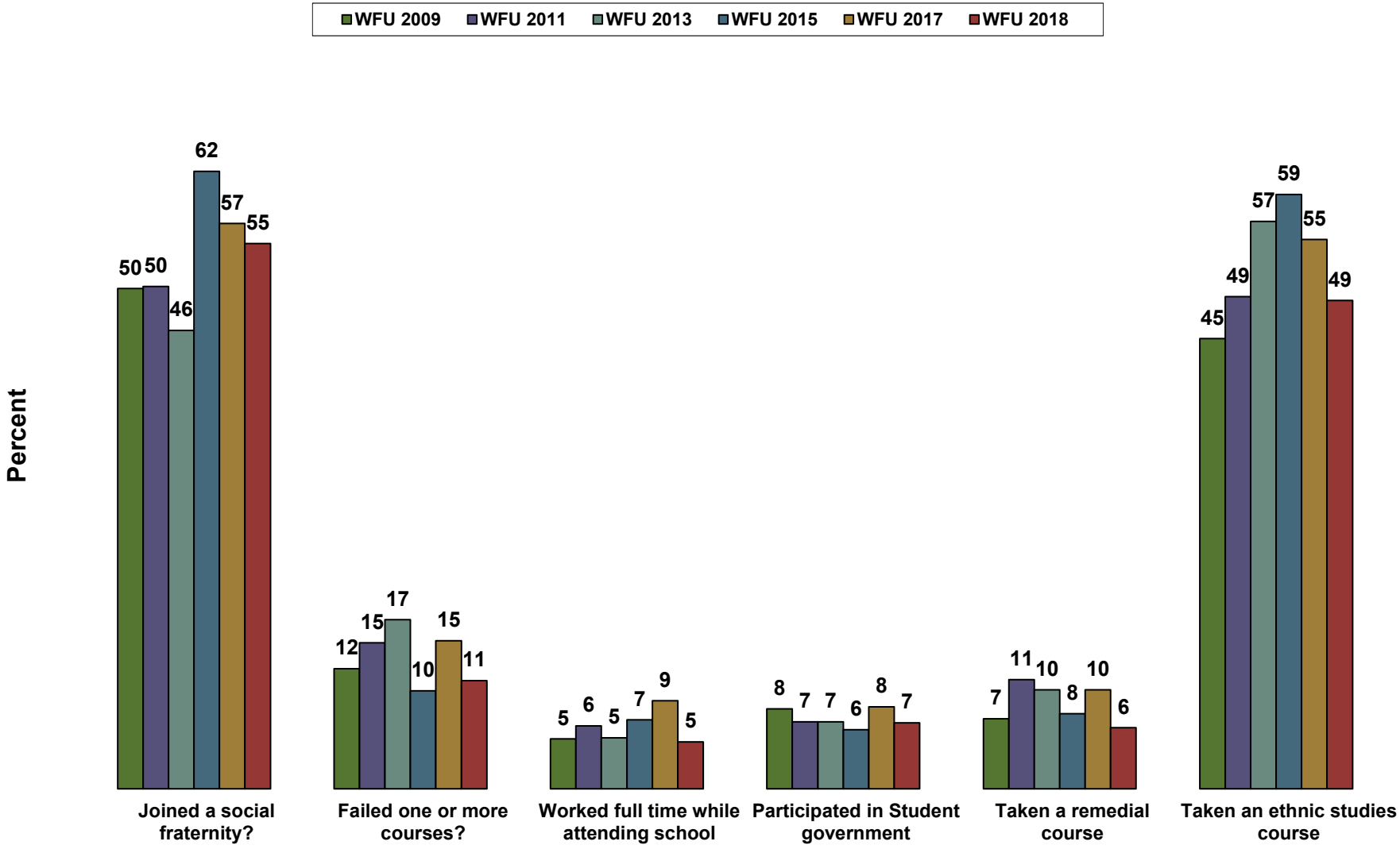
Question	None	N*	Some	N*
Pursued(by), date, or otherwise intimtely involved		39		49
Never	67.7%		44.5%	
Explain the results of a study		38		49
Absolutely	43.4%		19.5%	
Faculty Provide				
An opportunity to work on a research project		38		49
Frequently	44.3%		22.1%	
Emotional support and encouragement		39		49
Not at all	29.3%		8.5%	
Goal				
Becoming an authority in my field		39		49
Essential	32.6%		8.4%	
Making a theoretical contribution to science		39		49
Essential	14.1%		1.5%	
Obtaining recognition from my colleagues for contributions to my special field		39		49
Essential	20.2%		5.8%	
Highest degree earned as of June 2018		38		48
Bachelor's degree (B.A., B.S., etc.)	100.0%		92.1%	
Hours per Week				
Performing household/childcare duties		39		49
None	75.0%		43.6%	
How many months since entering college (including summer) did you work on a professor's research project?		38		49
0 months	43.8%		68.7%	
Inst Opinion				
Faculty showed concern about my progress		39		49
Strongly Disagree	19.0%		3.0%	
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, or religion)		39		49
Strongly Agree	14.8%		2.1%	
Primary plans				
Work full-time		38		49
Yes	61.7%		82.8%	
No	38.3%		17.2%	
Satisfaction				
Campus safety services Safe Walk, Public Safety/Police.,etc.)		39		49
Very Satisfied	9.8%		28.4%	
Financial aid package		39		49
Can't Rate/Don't Know	28.3%		6.4%	
Self Rating				
Emotional health		38		49
Highest 10%	19.8%		4.7%	
View				
Sexul activity that occurs without presence of explicit, affirmative consent (i.e.,"yes means yes") is considered sexual assault		39		49
Strongly Agree	42.1%		68.6%	

* N* is the post-stratified sample size.

Longitudinal Graphs of Selected Questions

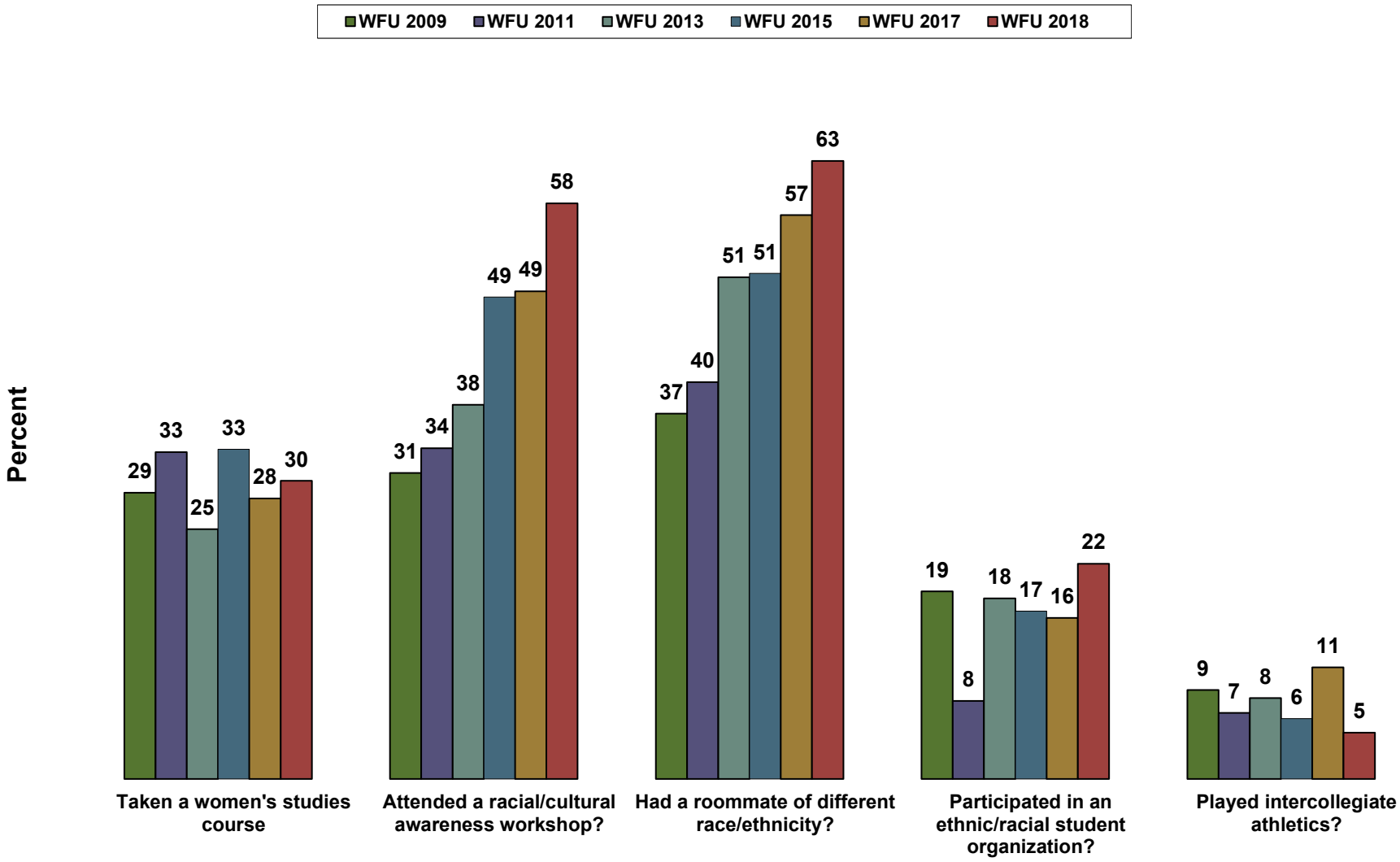
2009 average n = 343
2011 average n = 237
2013 average n = 321
2015 average n = 386
2017 average n = 149
2018 average n = 211

Since Entering College*, You Have:



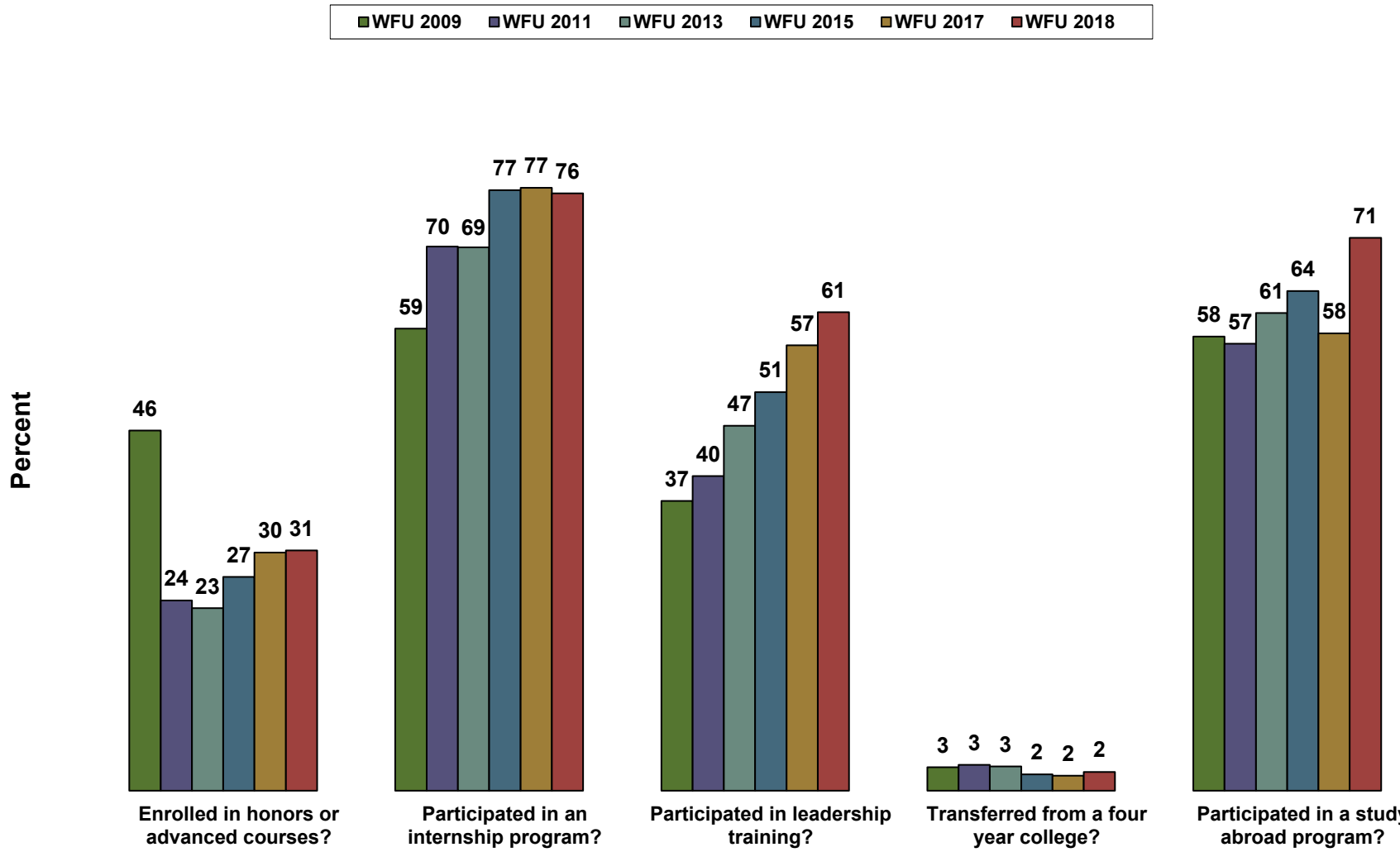
*Percent of students replying "Yes"

Since Entering College*, You Have: (Continued)



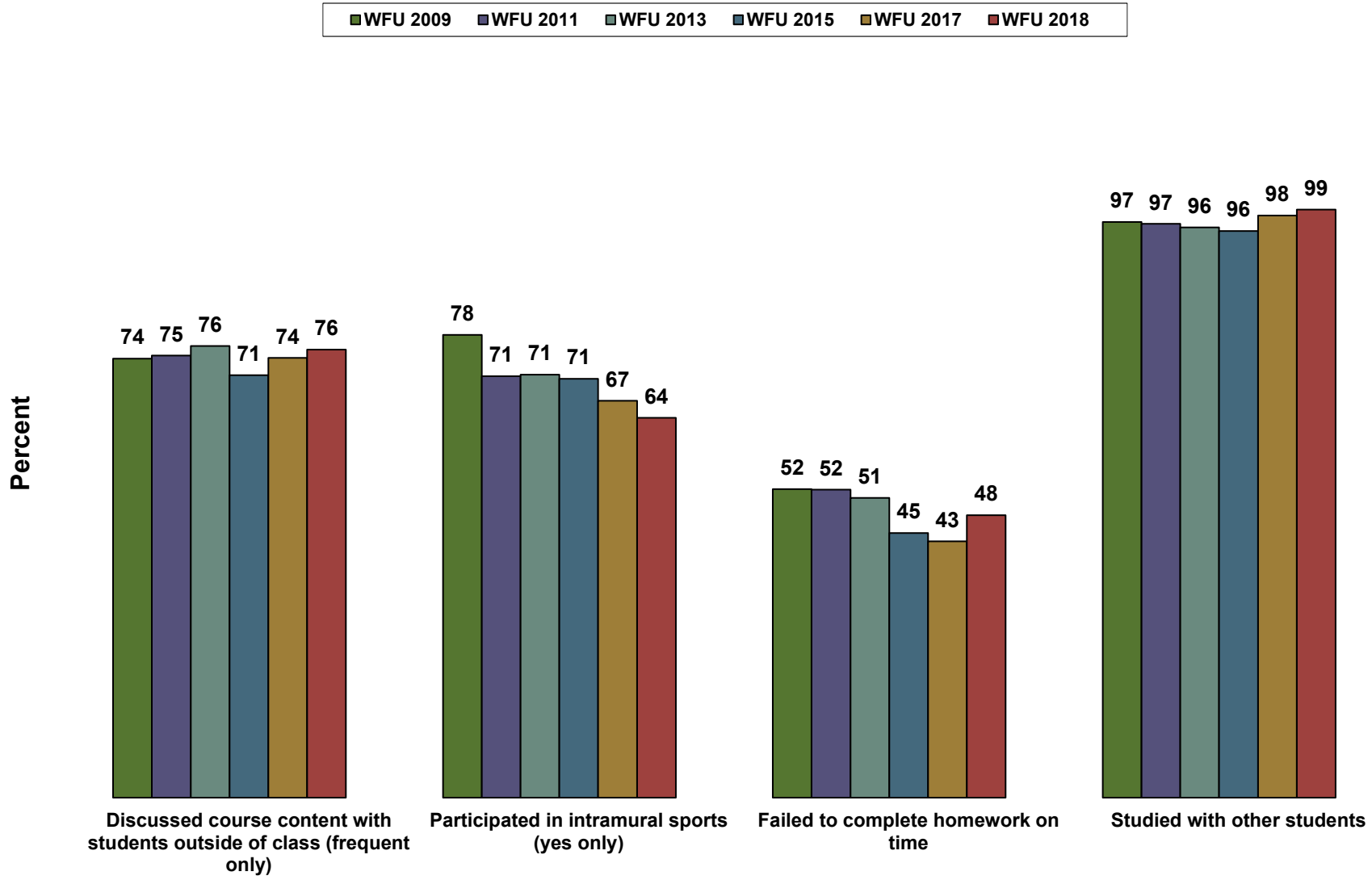
*Percent of students replying "Yes"

Since Entering College*, You Have: (Continued)



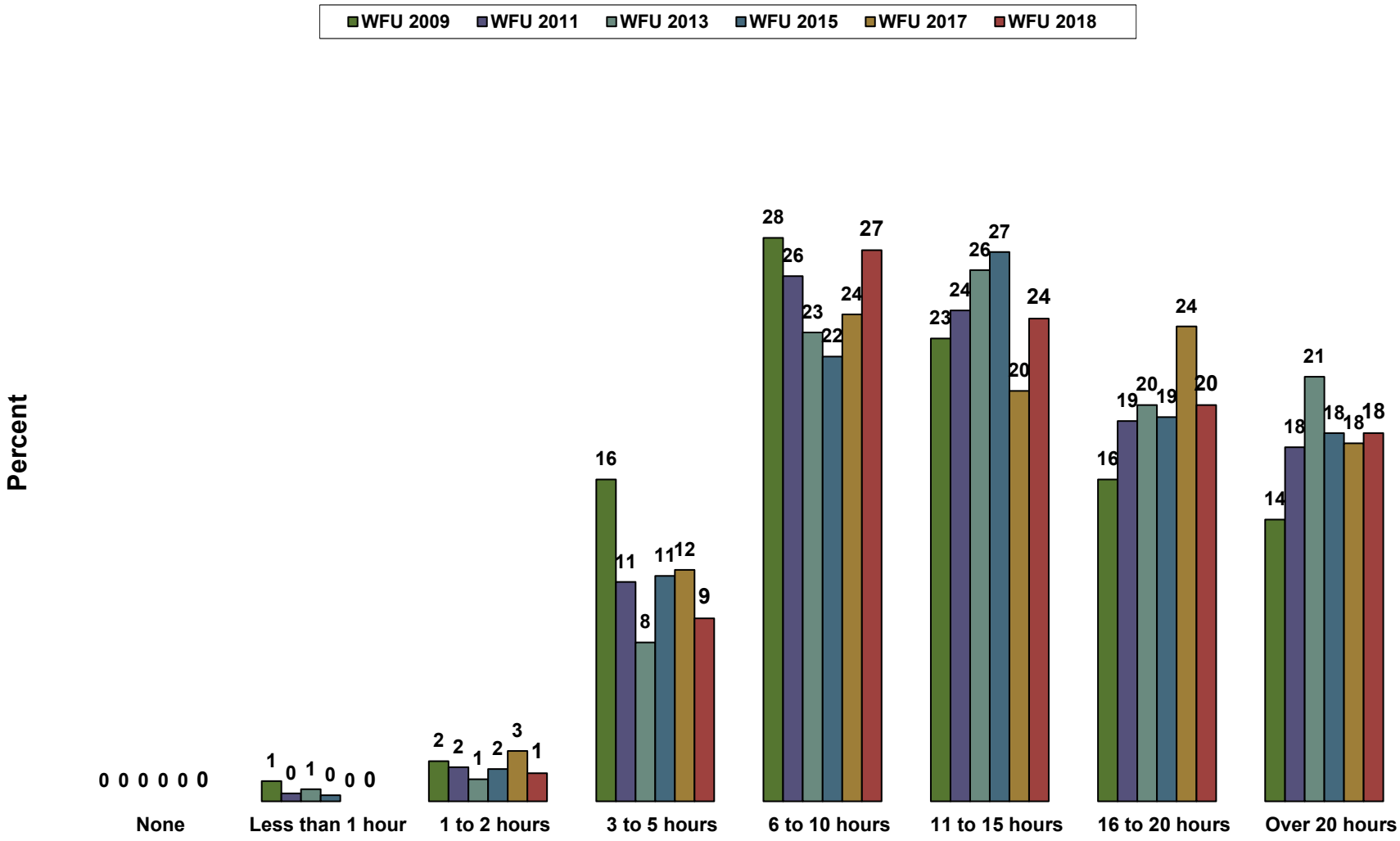
*Percent of students replying "Yes"

Since Entering College*, You Have: (Continued)

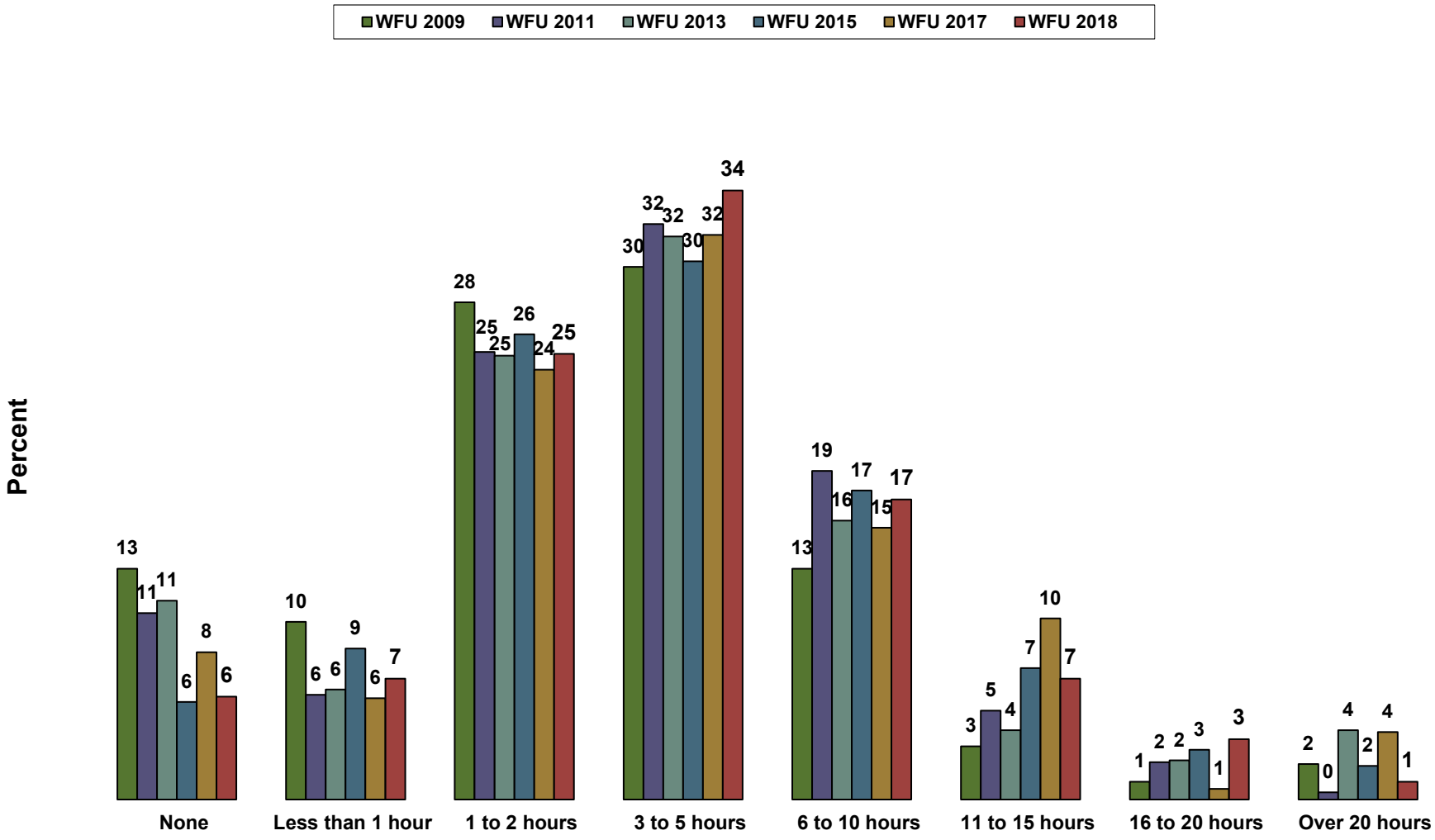


*Percent of students replying "Frequently" or "Occasionally"

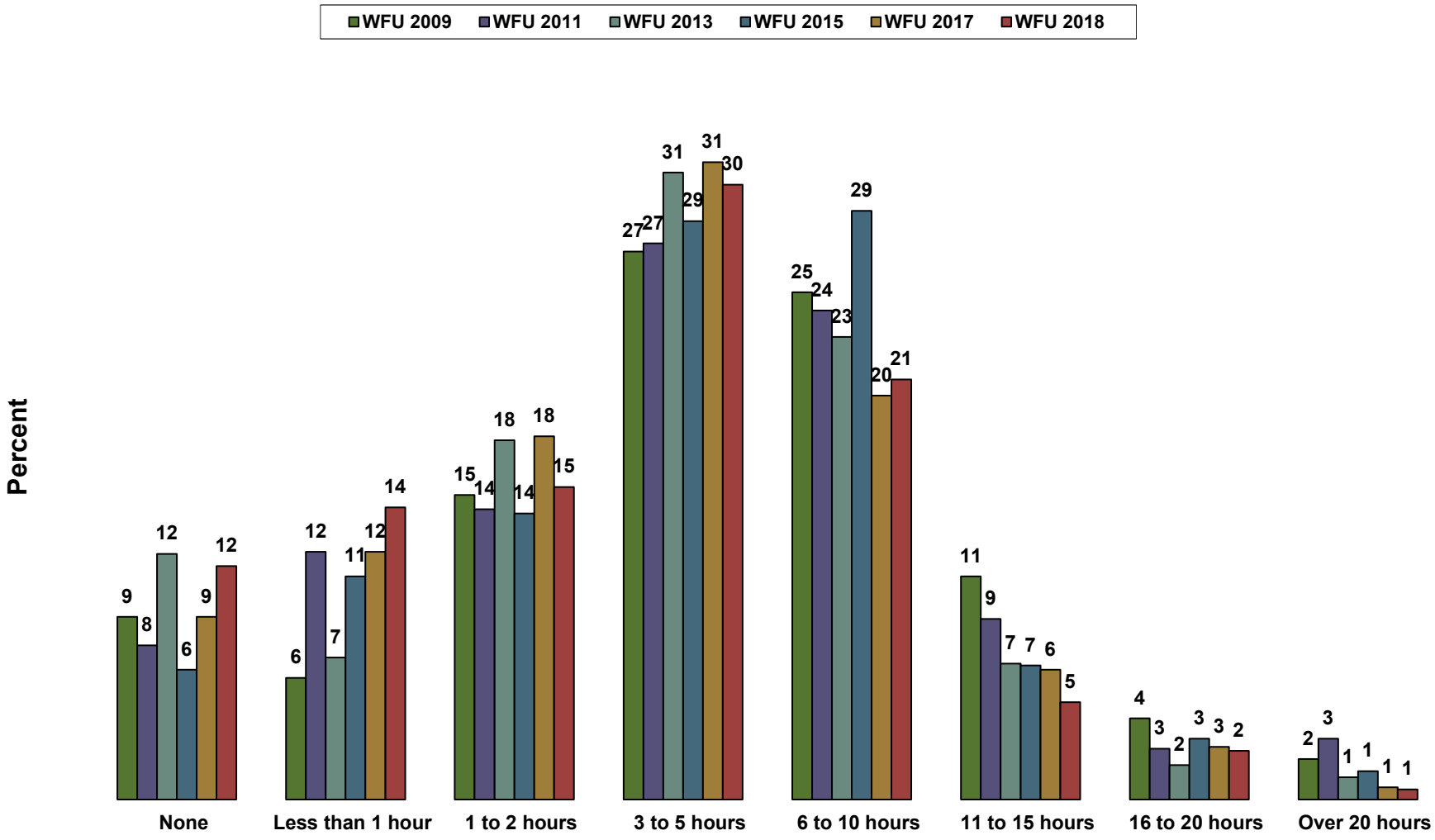
During The Past Year, How Many Hours Do You Spend In Typical Week Studying/Doing Homework?



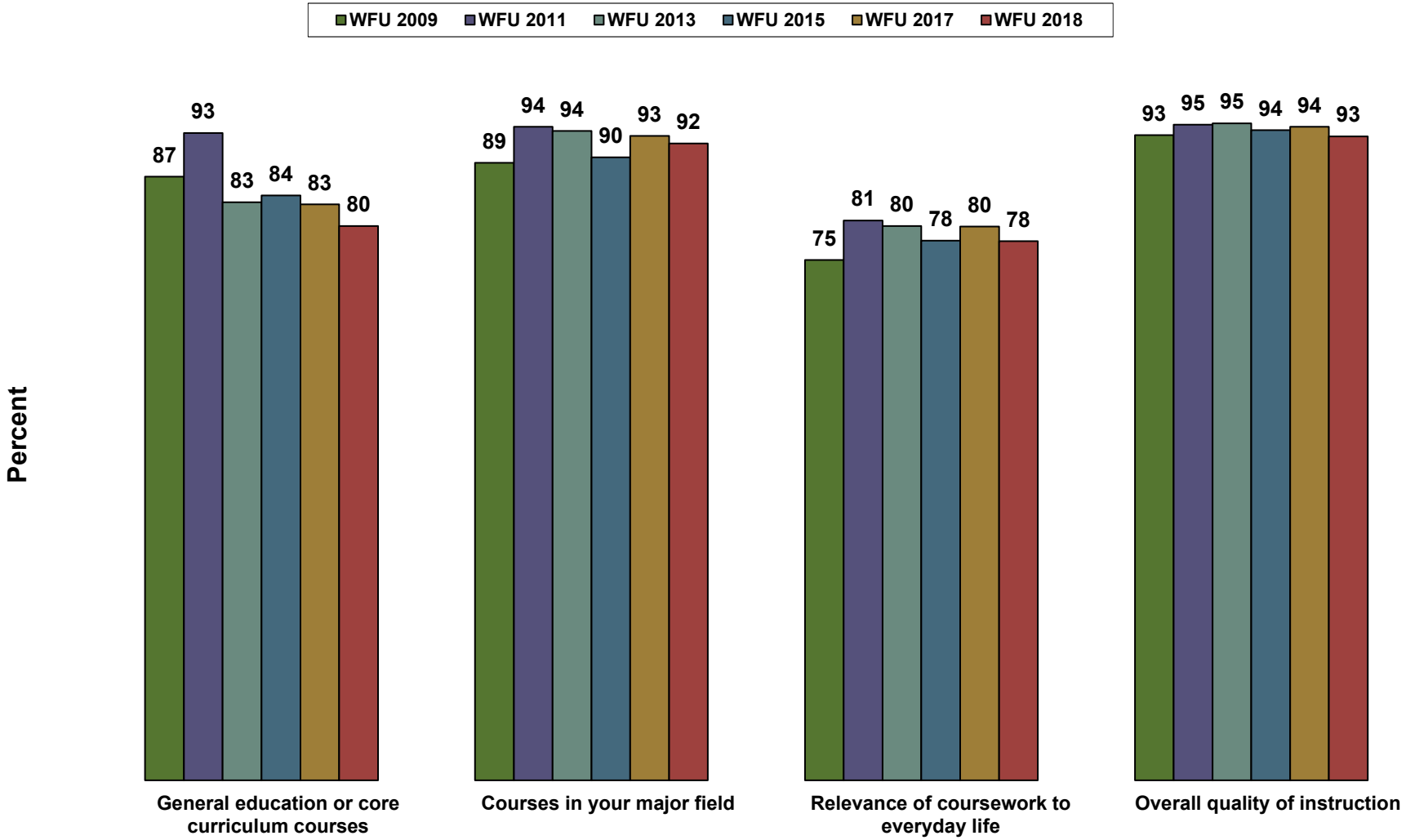
During The Past Year, How Many Hours Do You Spend In Typical Week In Clubs/Groups?



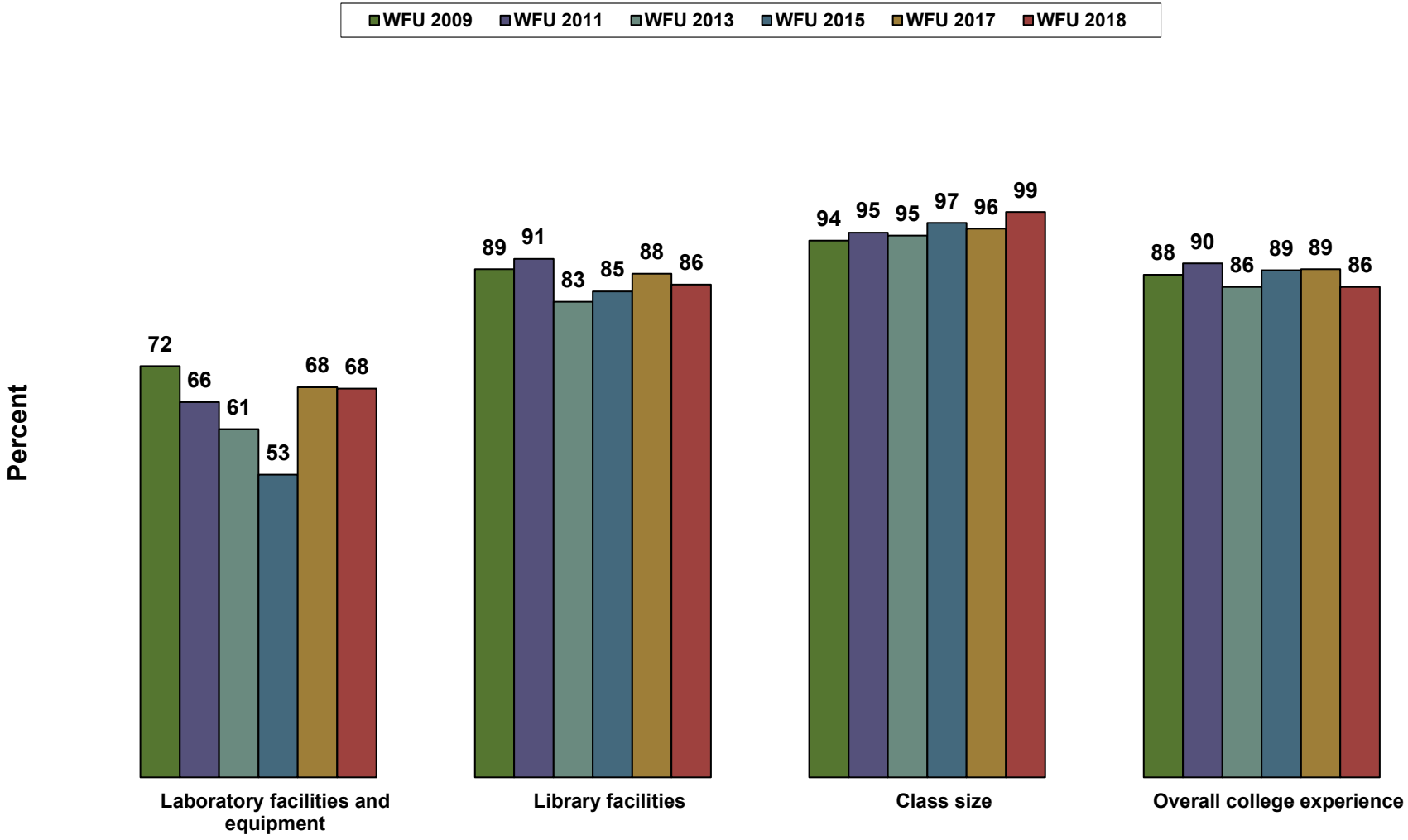
During The Past Year, How Many Hours Do You Spend In Typical Week Partying?



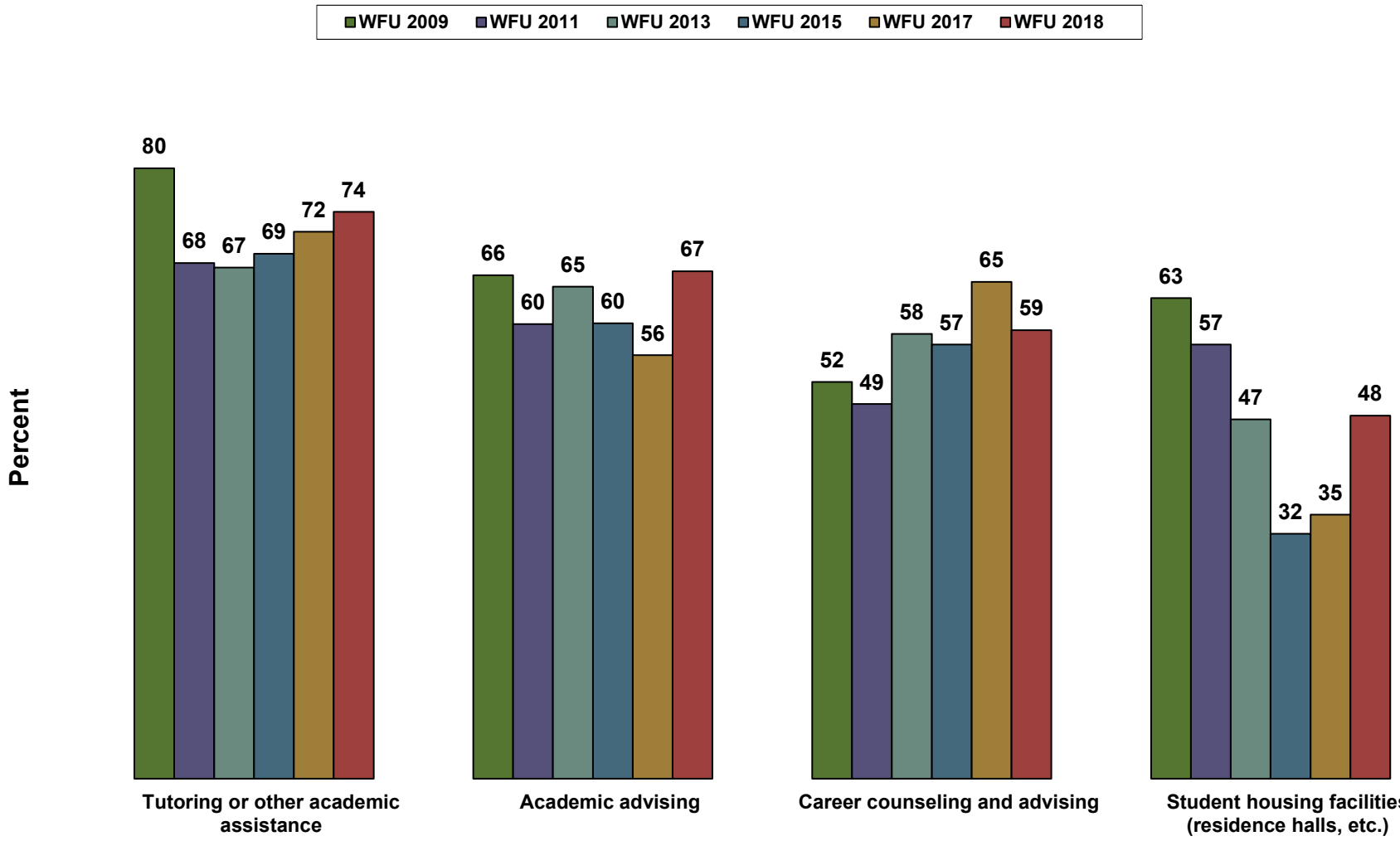
Students Reporting They Were "Very Satisfied" Or "Satisfied" With:



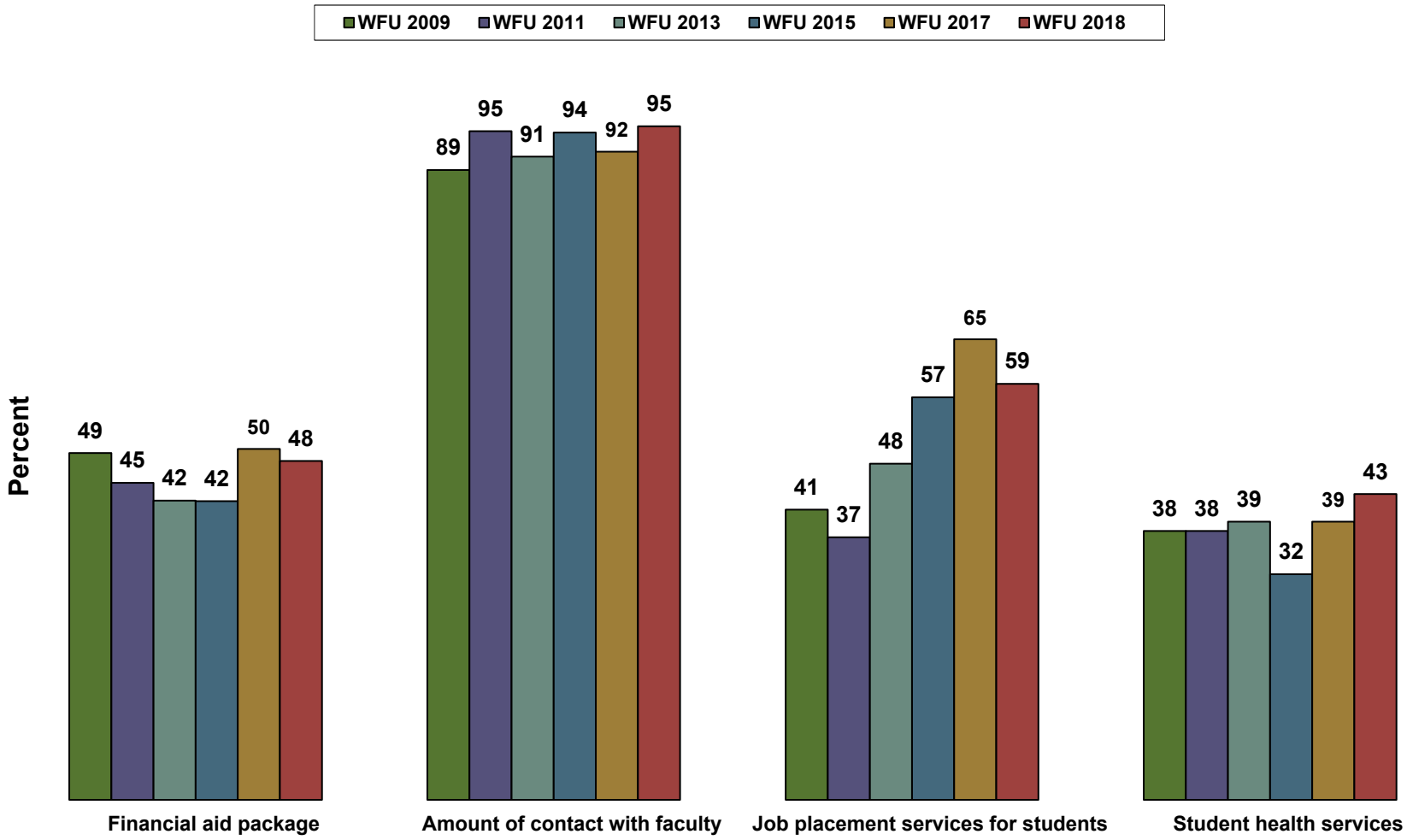
Students Reporting They Were "Very Satisfied" Or "Satisfied" With: (Continued)



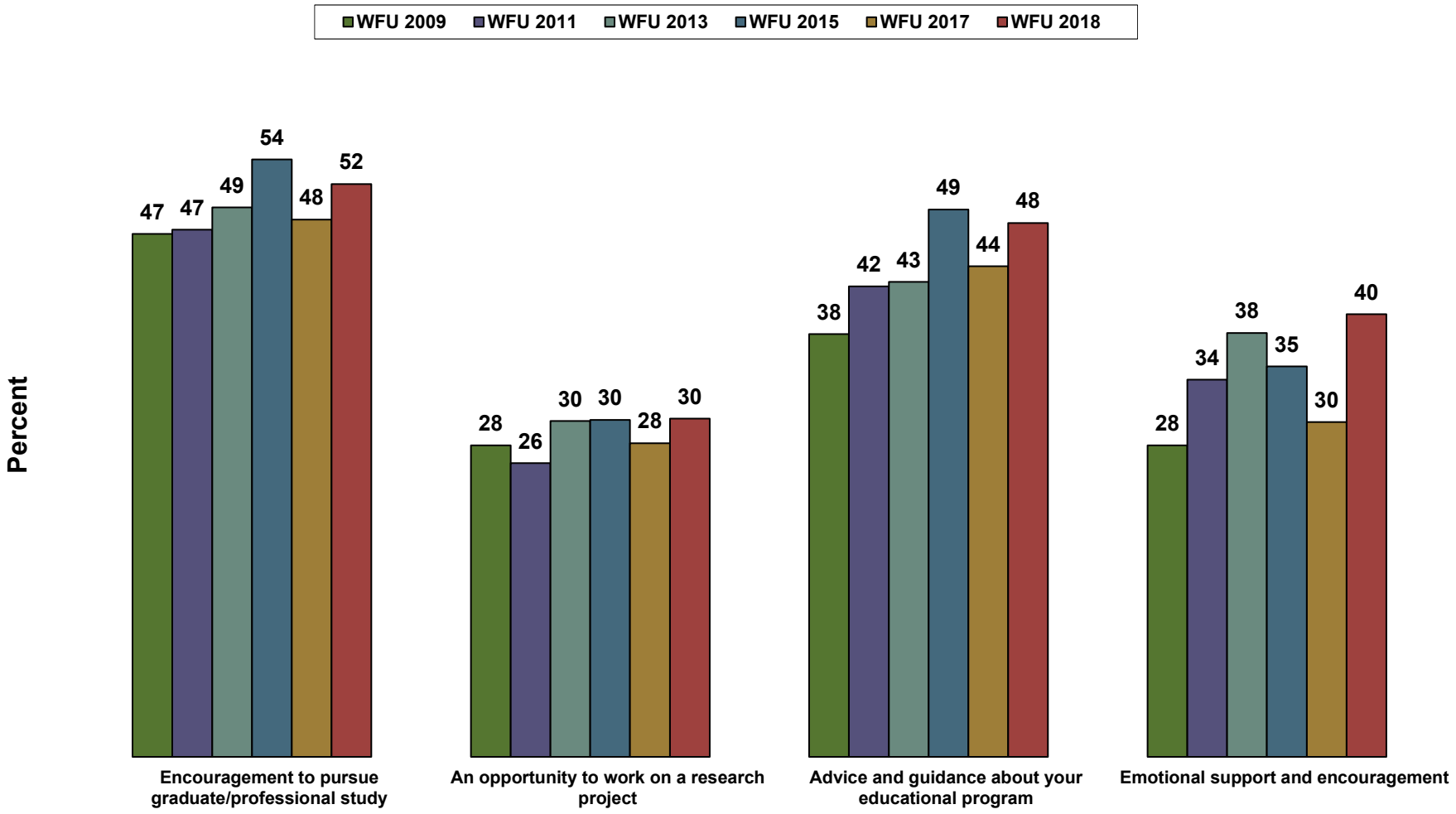
Students Reporting They Were "Very Satisfied" Or "Satisfied" With: (Continued)



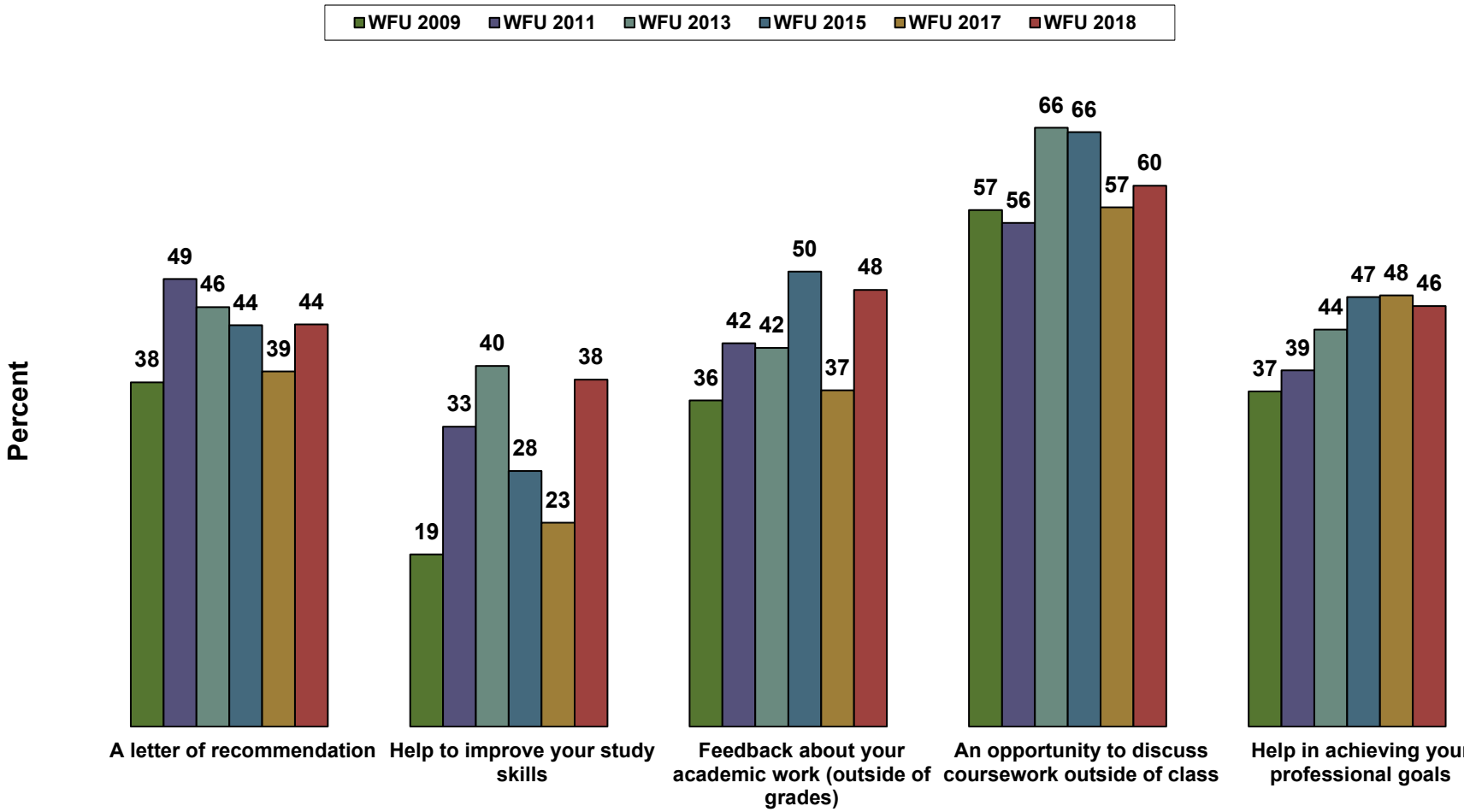
Students Reporting They Were "Very Satisfied" or "Satisfied" with: (Continued)



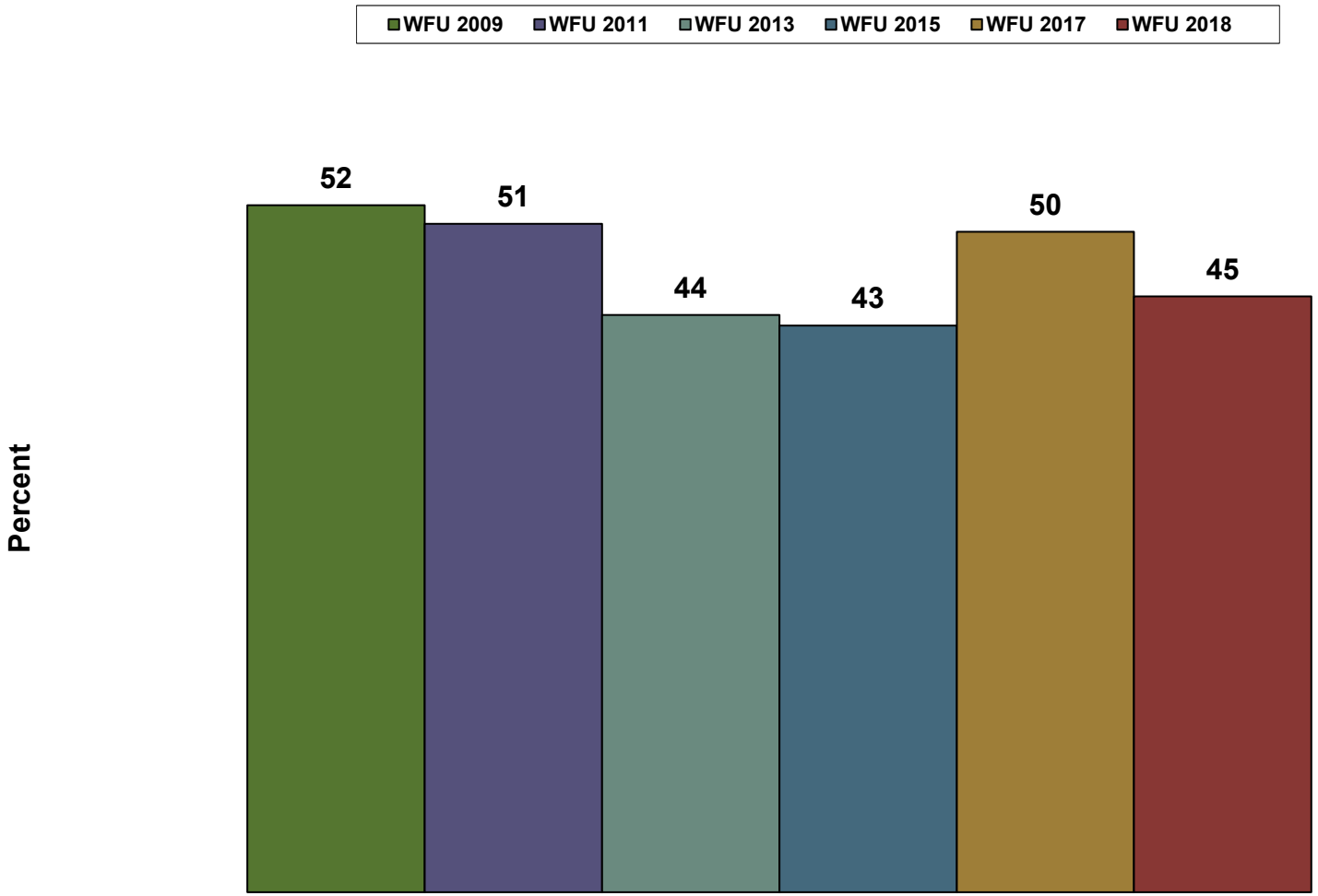
Professors At Your Most Recent College Frequently Provided You With:



Professors At Your Most Recent College Frequently Provided You With:
(Continued)



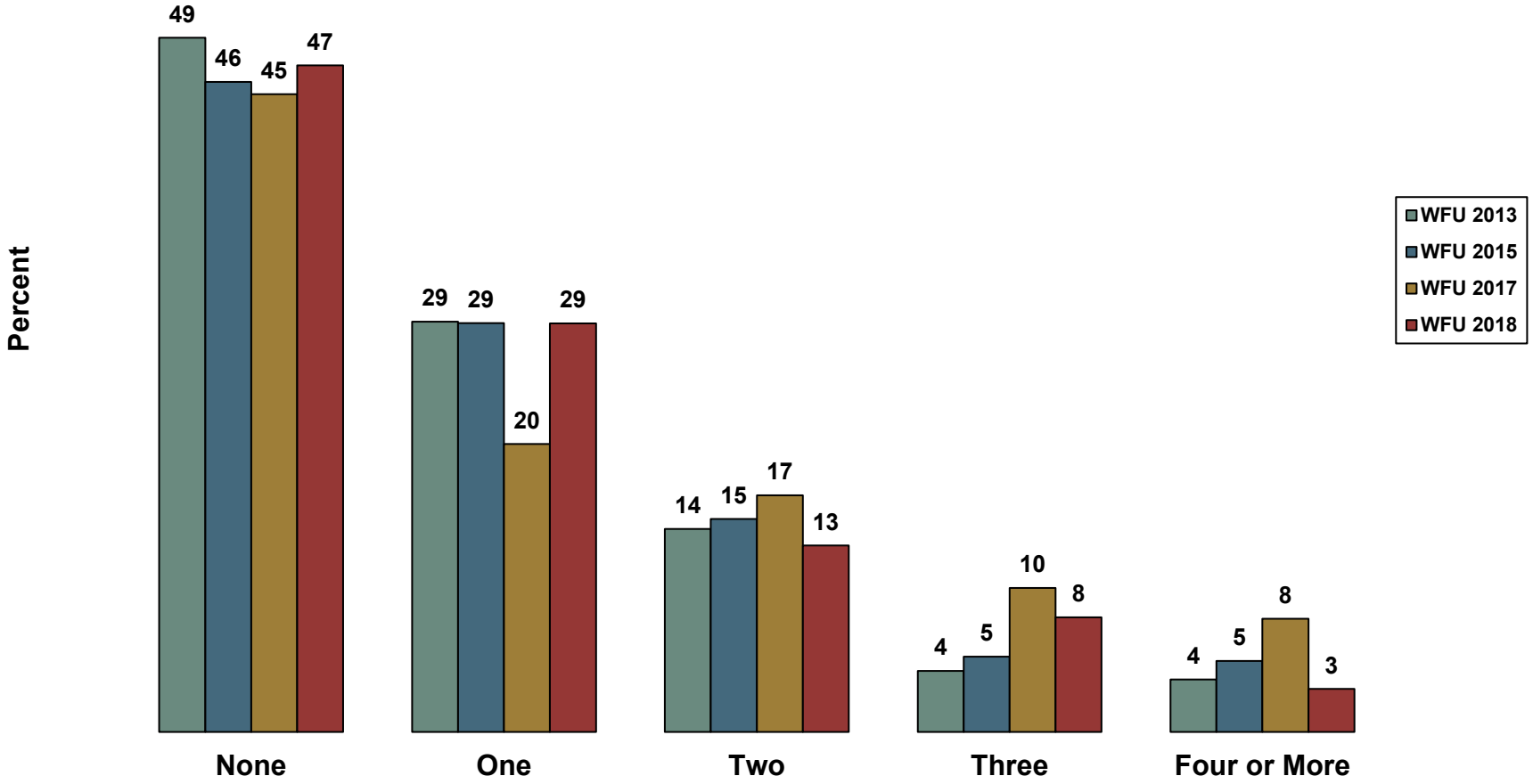
Students That "Definitely Would" Choose To Enroll At their Current Or Most Recent College If They Could Make Their College Choice Over:



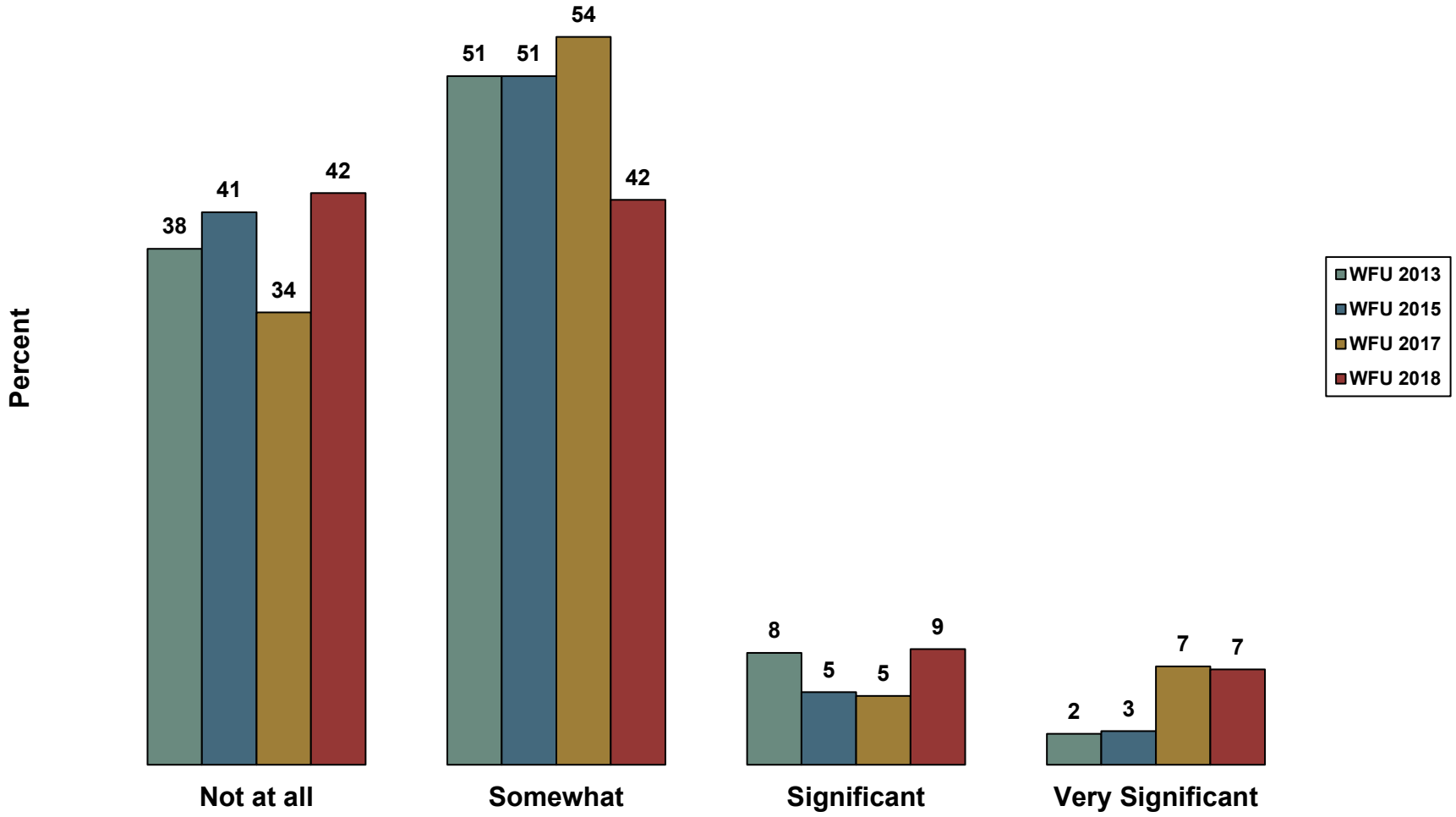
Longitudinal Graphs of WFU Questions

2009 average n = 343
2011 average n = 237
2013 average n = 321
2015 average n = 386
2017 average n = 149
2018 average n = 211

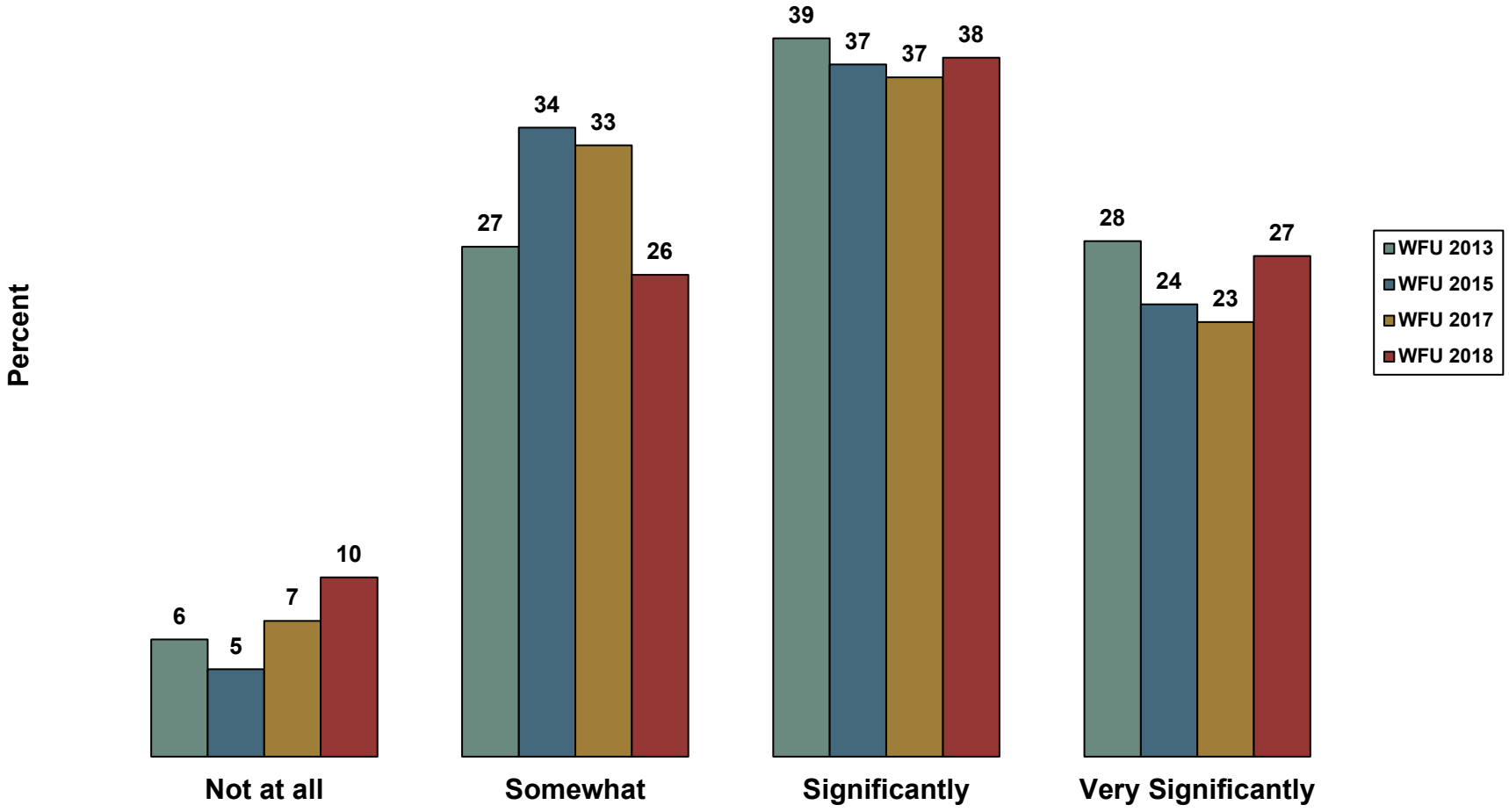
How many research projects did you collaborate with a professor while at Wake Forest?



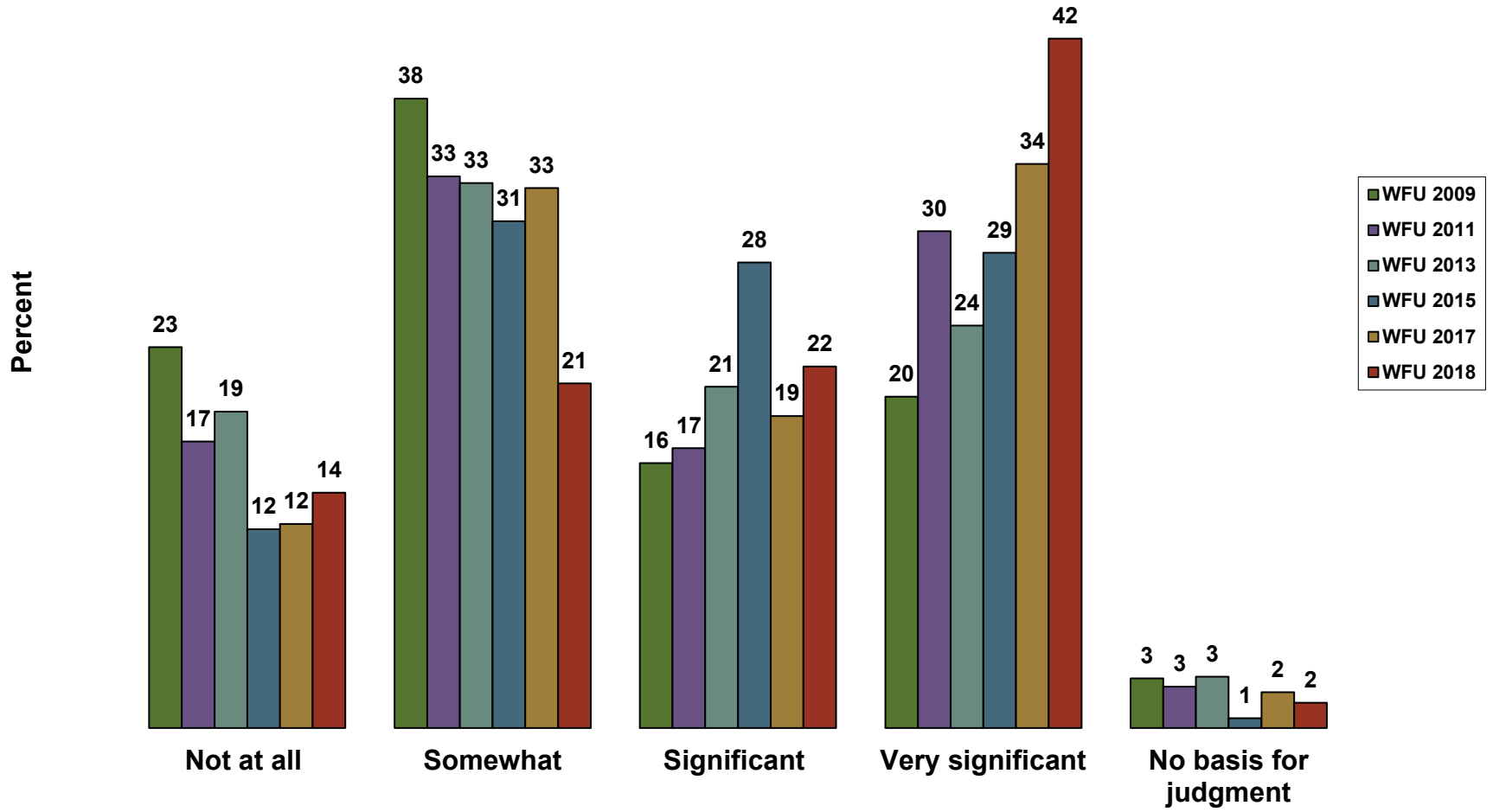
In your experience, to what degree is academic dishonesty an issue in your classes?



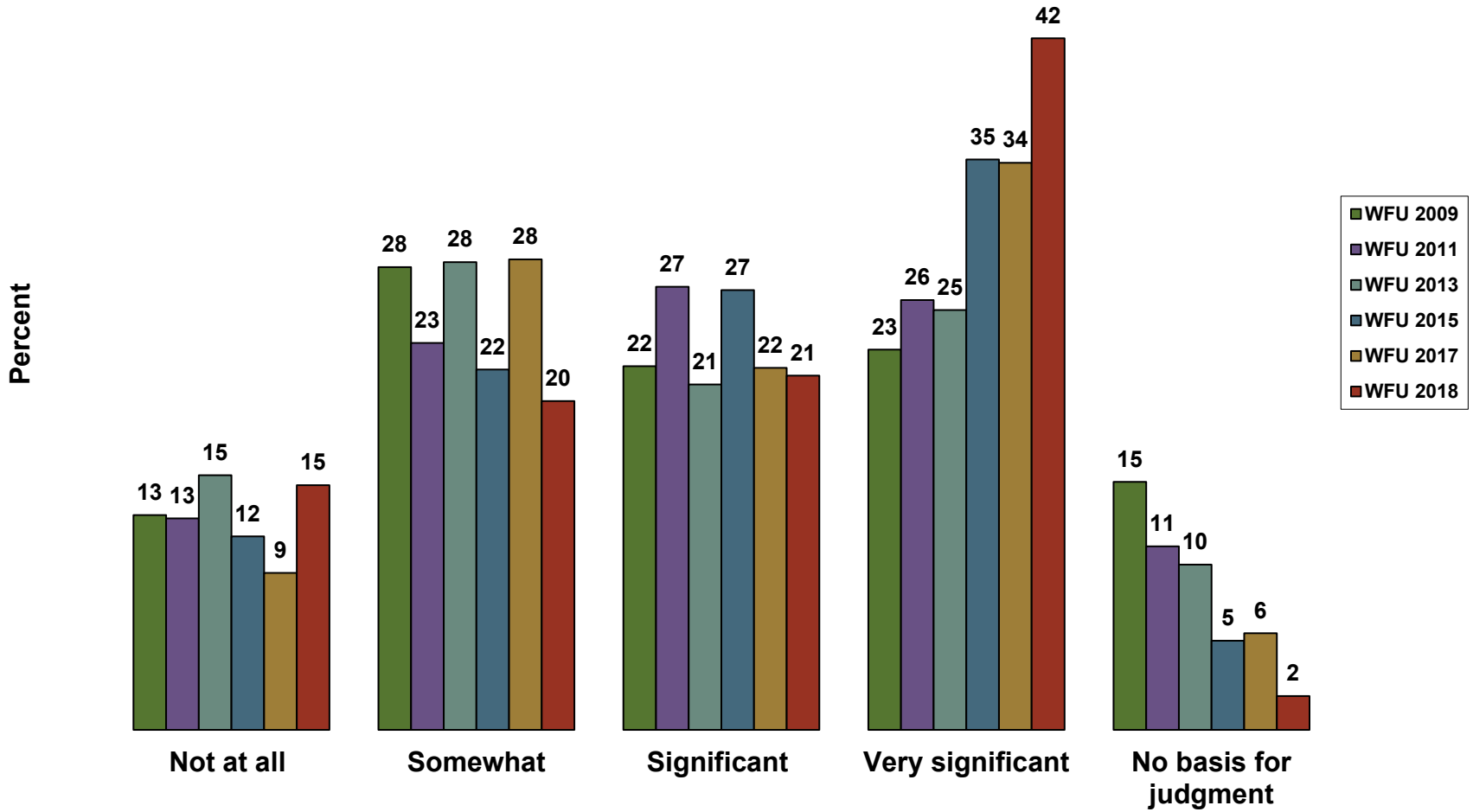
In your experience, is engaging in academically dishonest acts looked down on by Wake Forest Students?



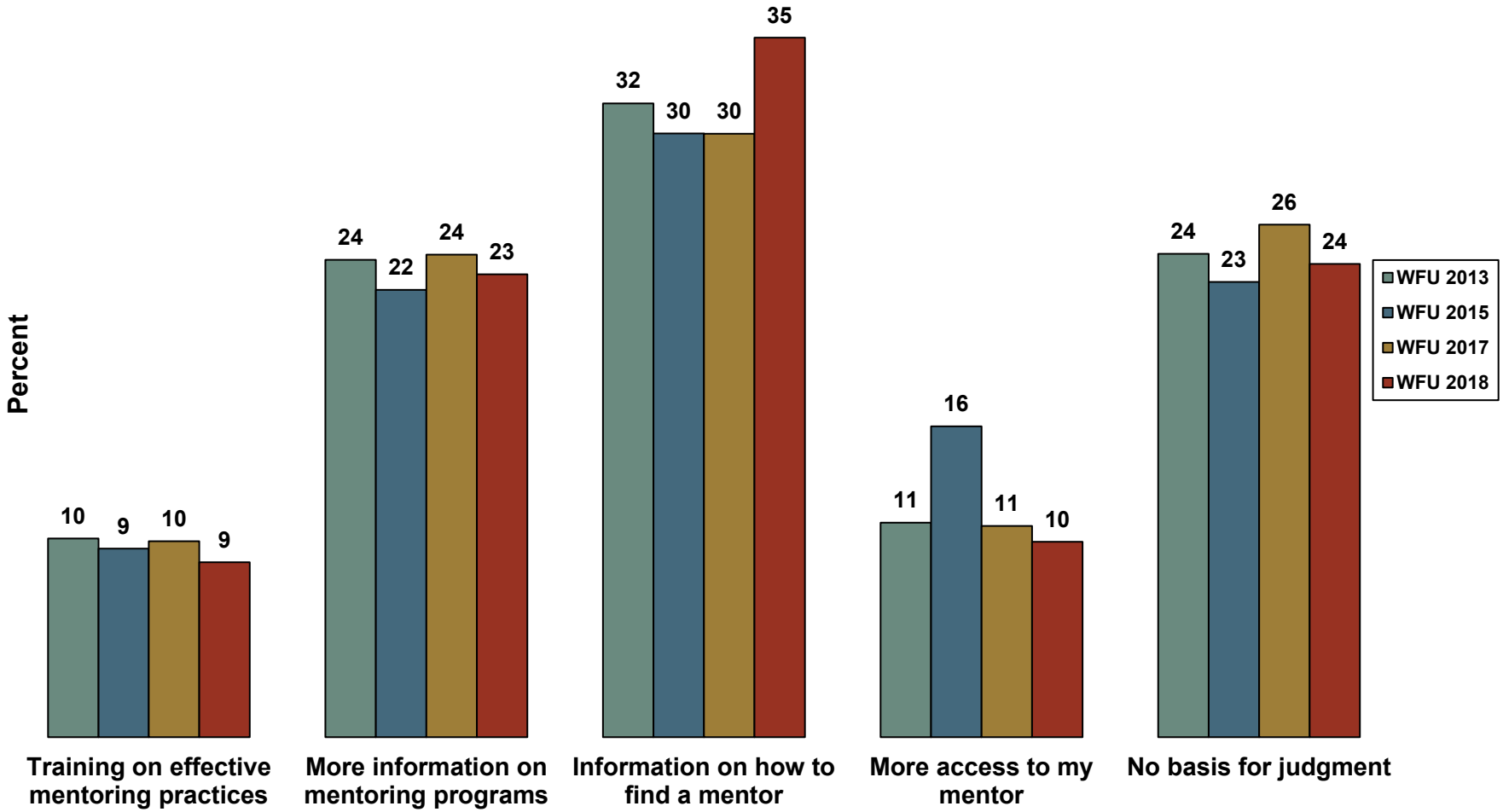
To what extent did you have a person at Wake Forest you would consider your mentor?



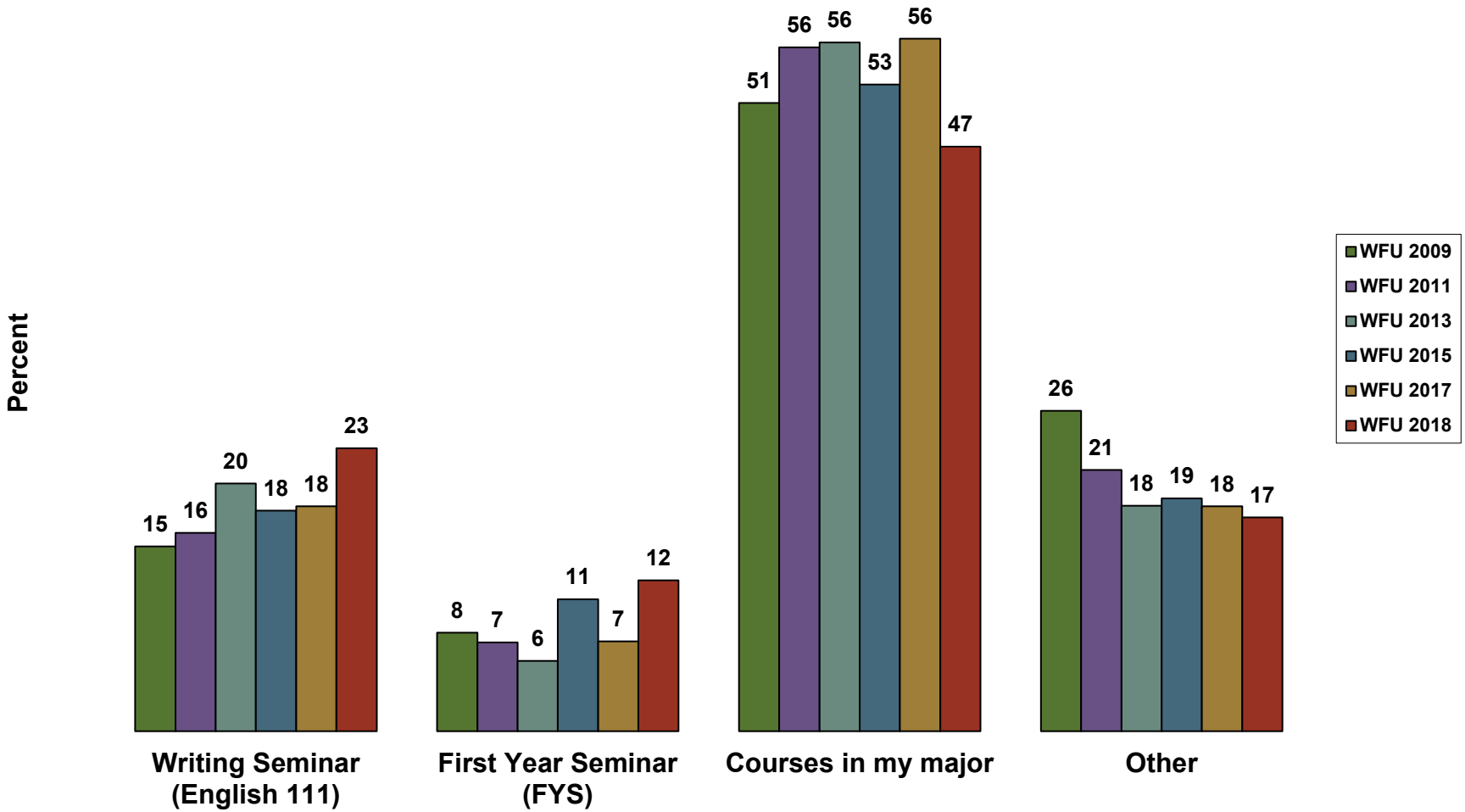
How valuable was the mentoring experience for you at Wake Forest?



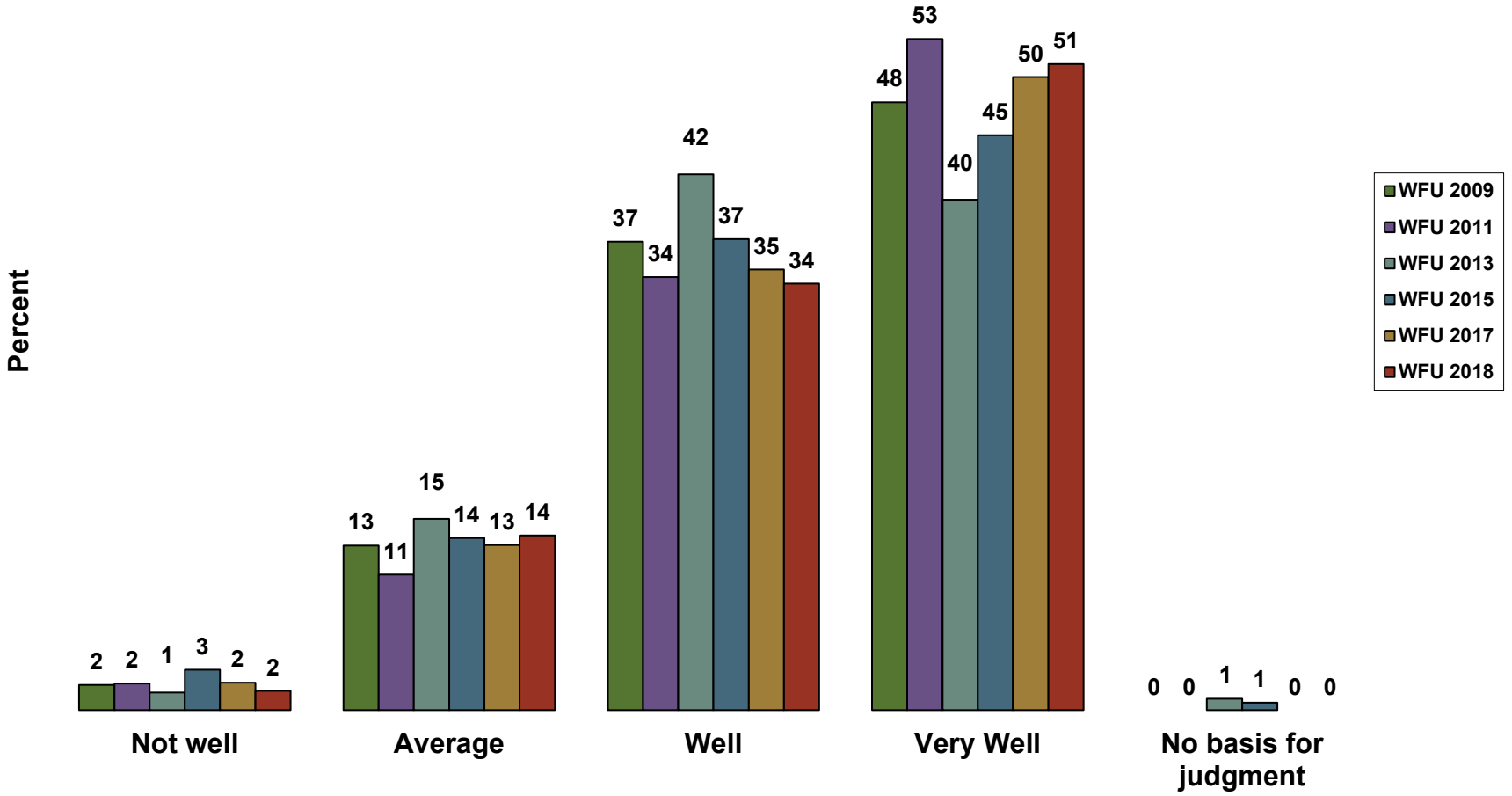
What would have improved your mentoring experience at Wake Forest?



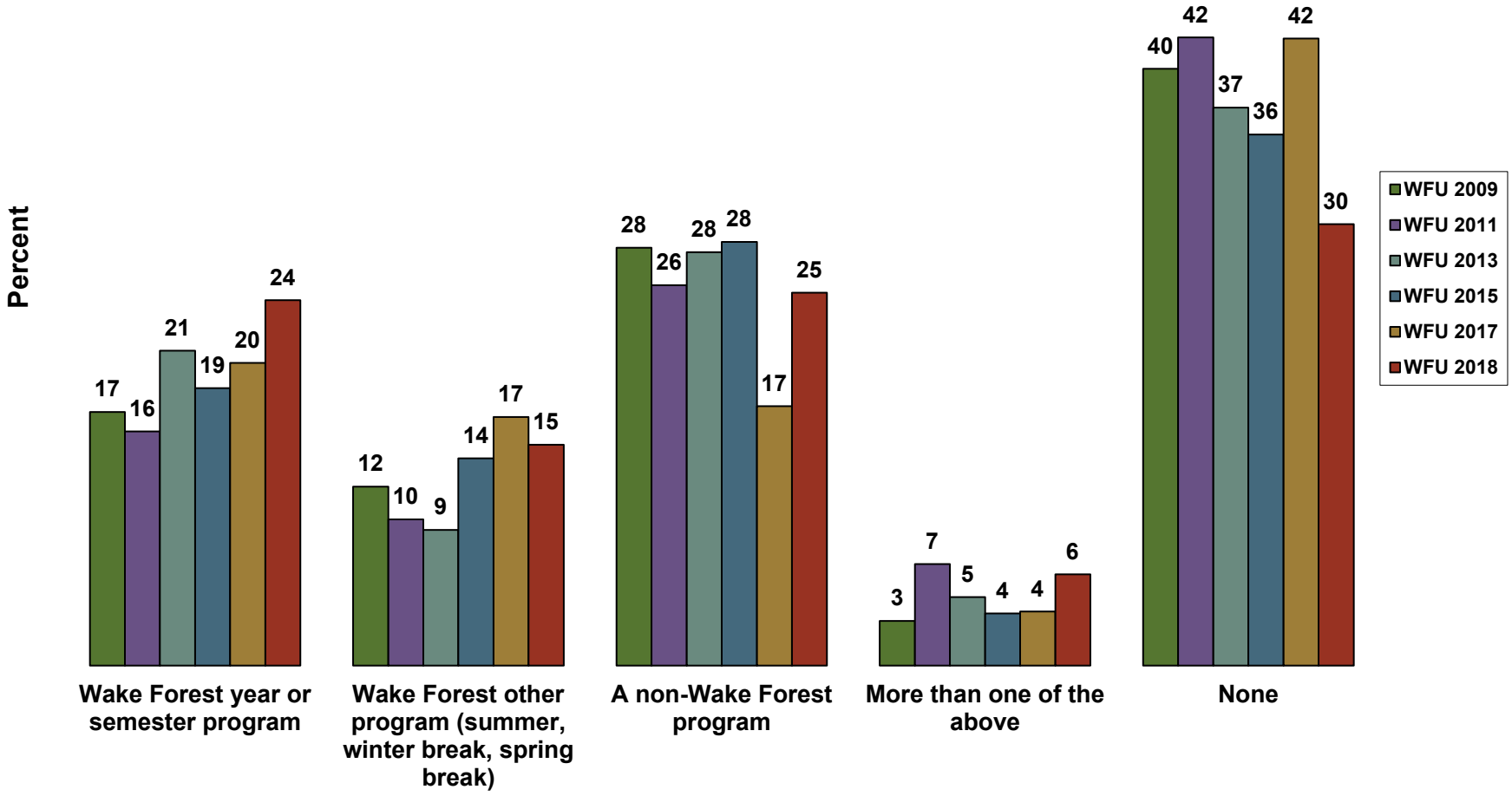
Indicate below the one area where you feel you learned the most about writing at Wake Forest.



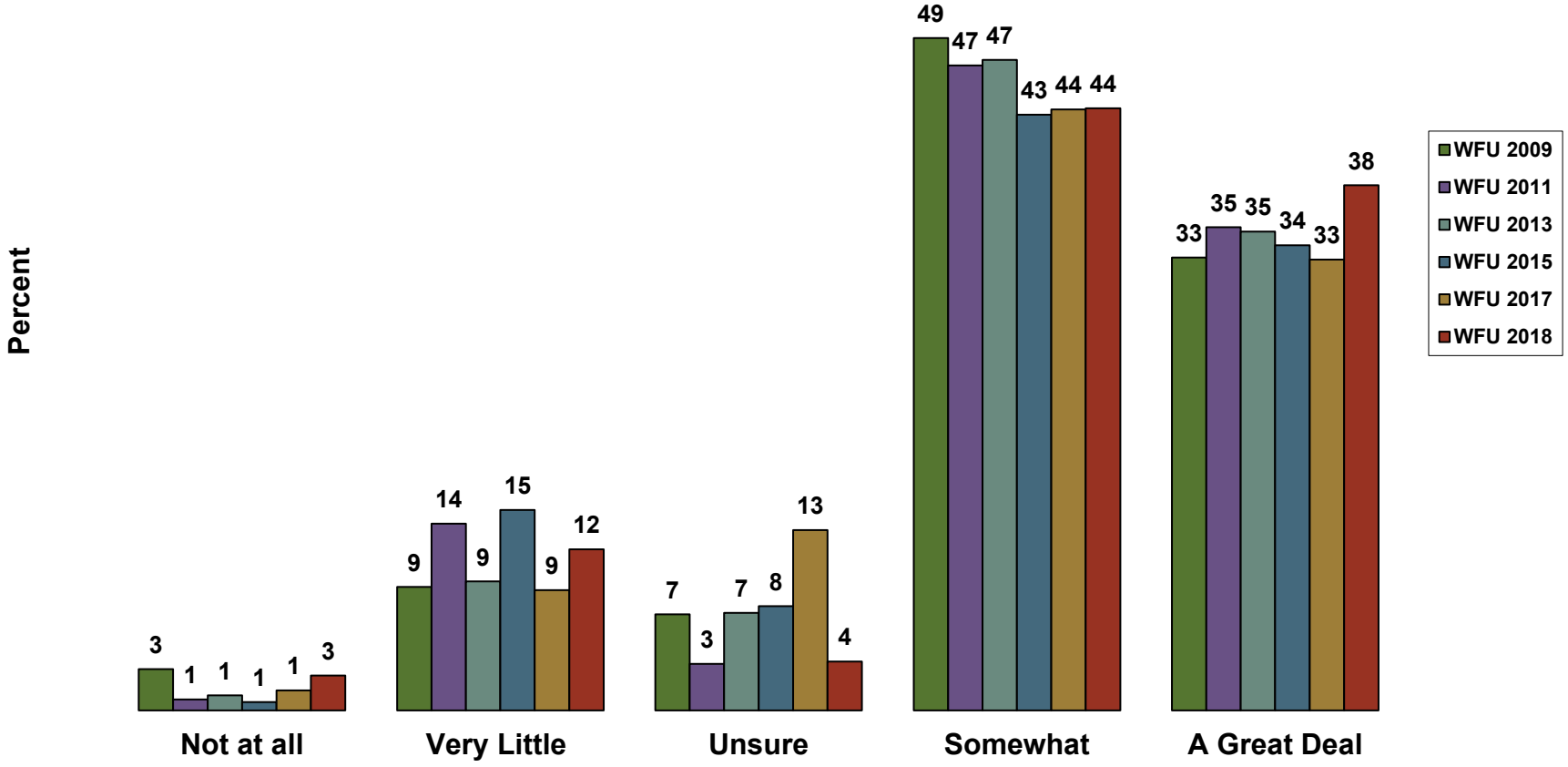
In your opinion, how well is Wake Forest enhancing the development of the reason/intellect of students?



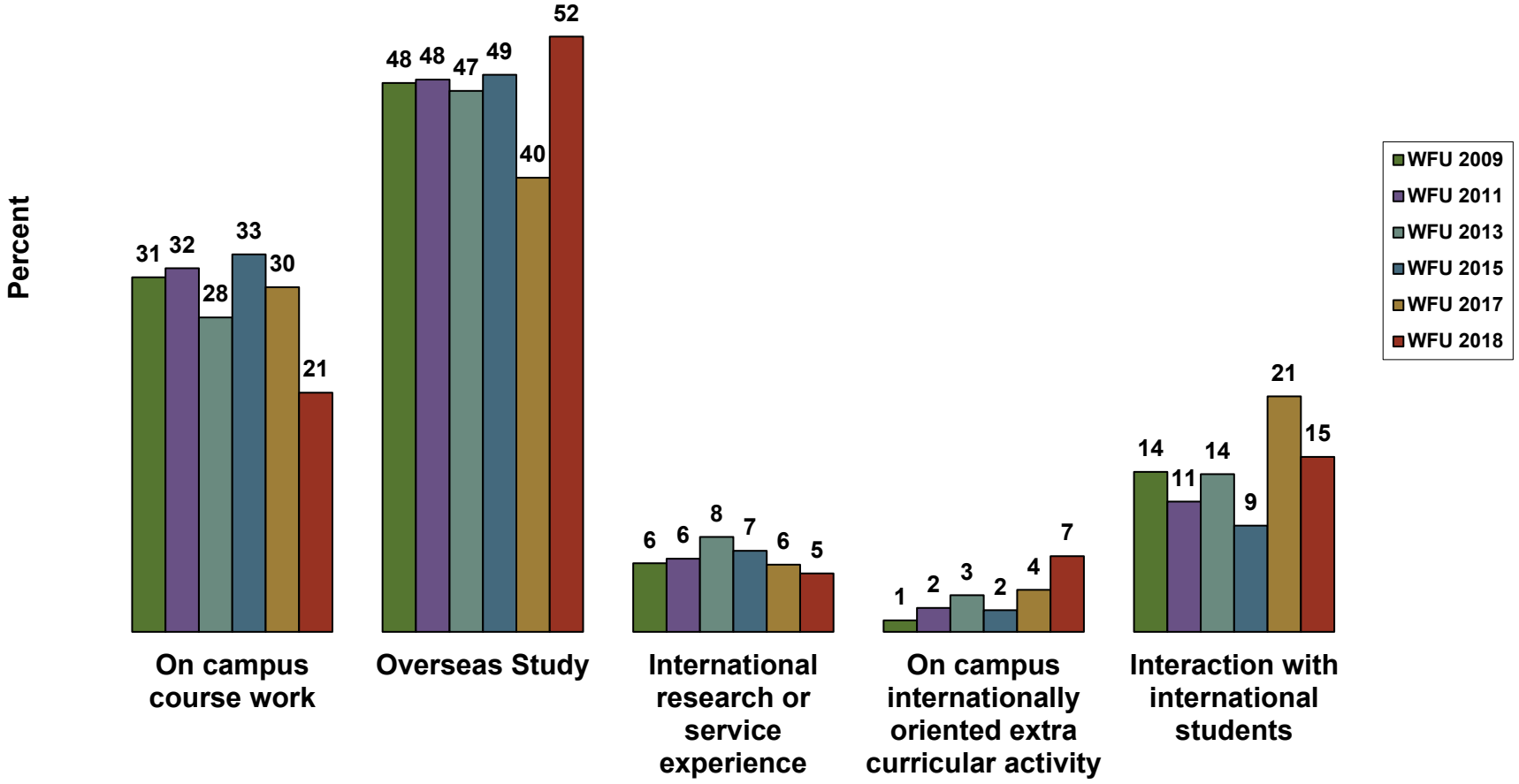
What course(s) did you take for credit in a foreign country while a student at Wake Forest?



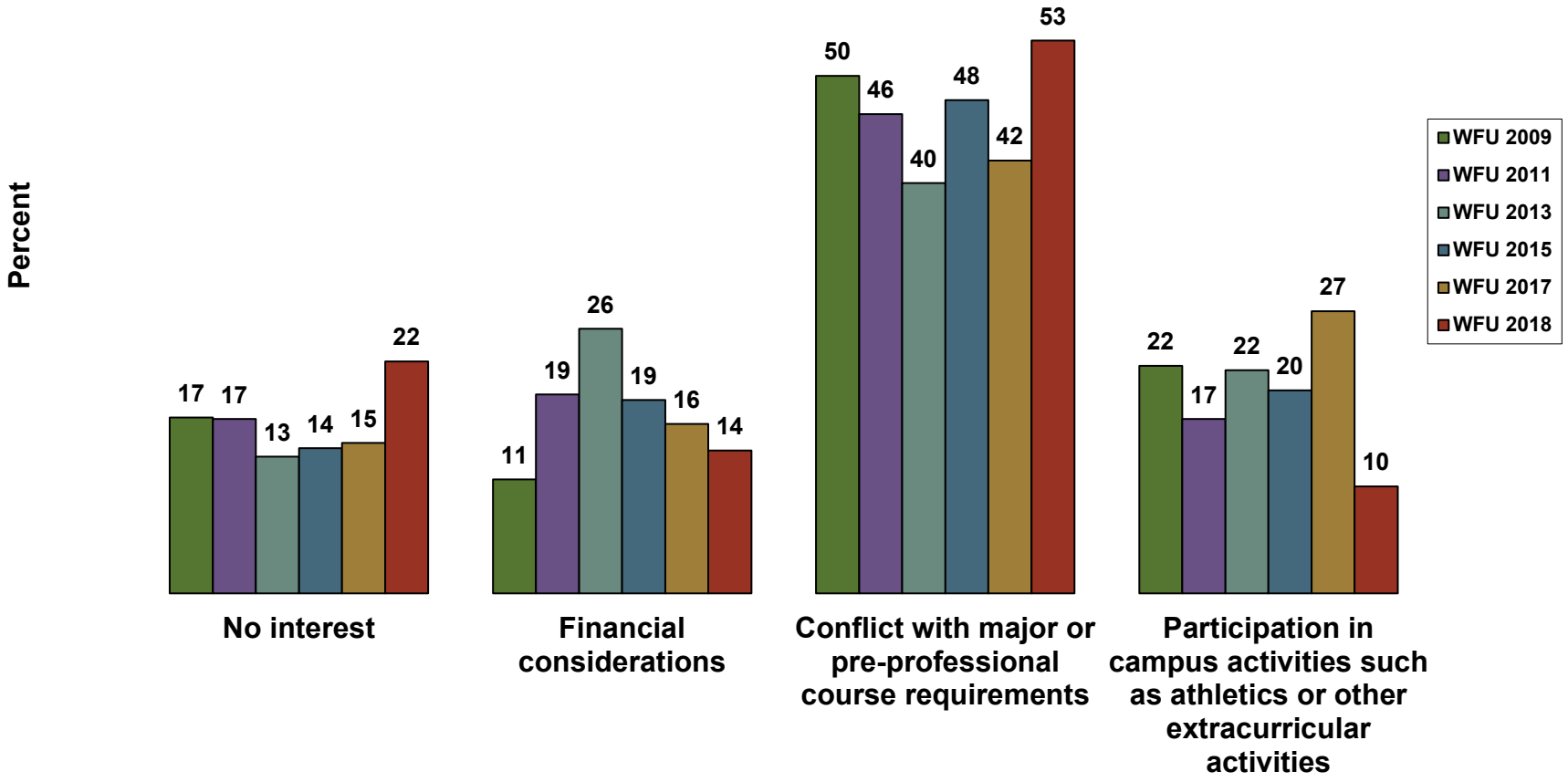
To what extent did your college education enhance your understanding of foreign cultures and societies?



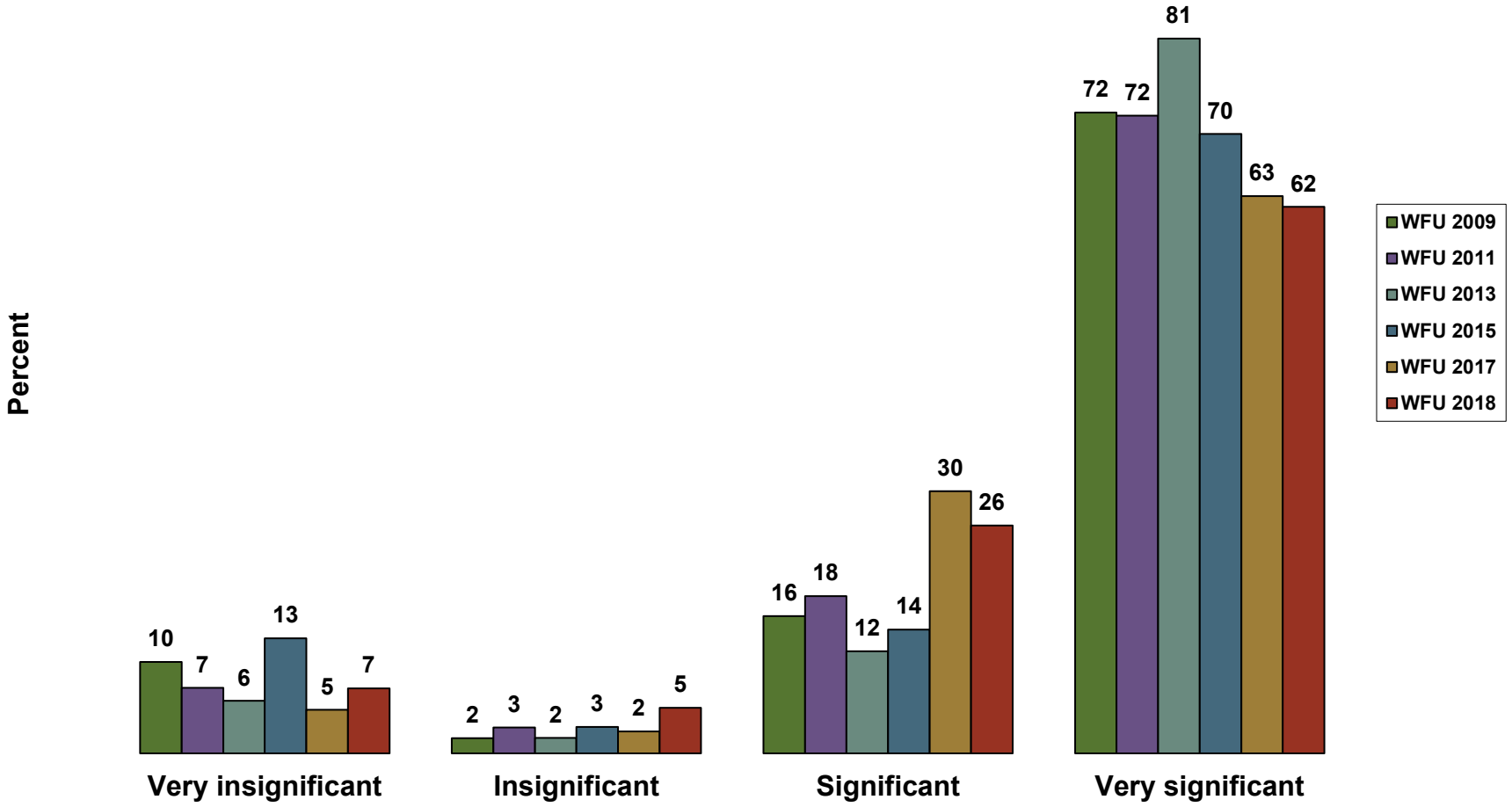
What one experience at Wake Forest has been most significant in shaping your understanding of foreign cultures and societies?



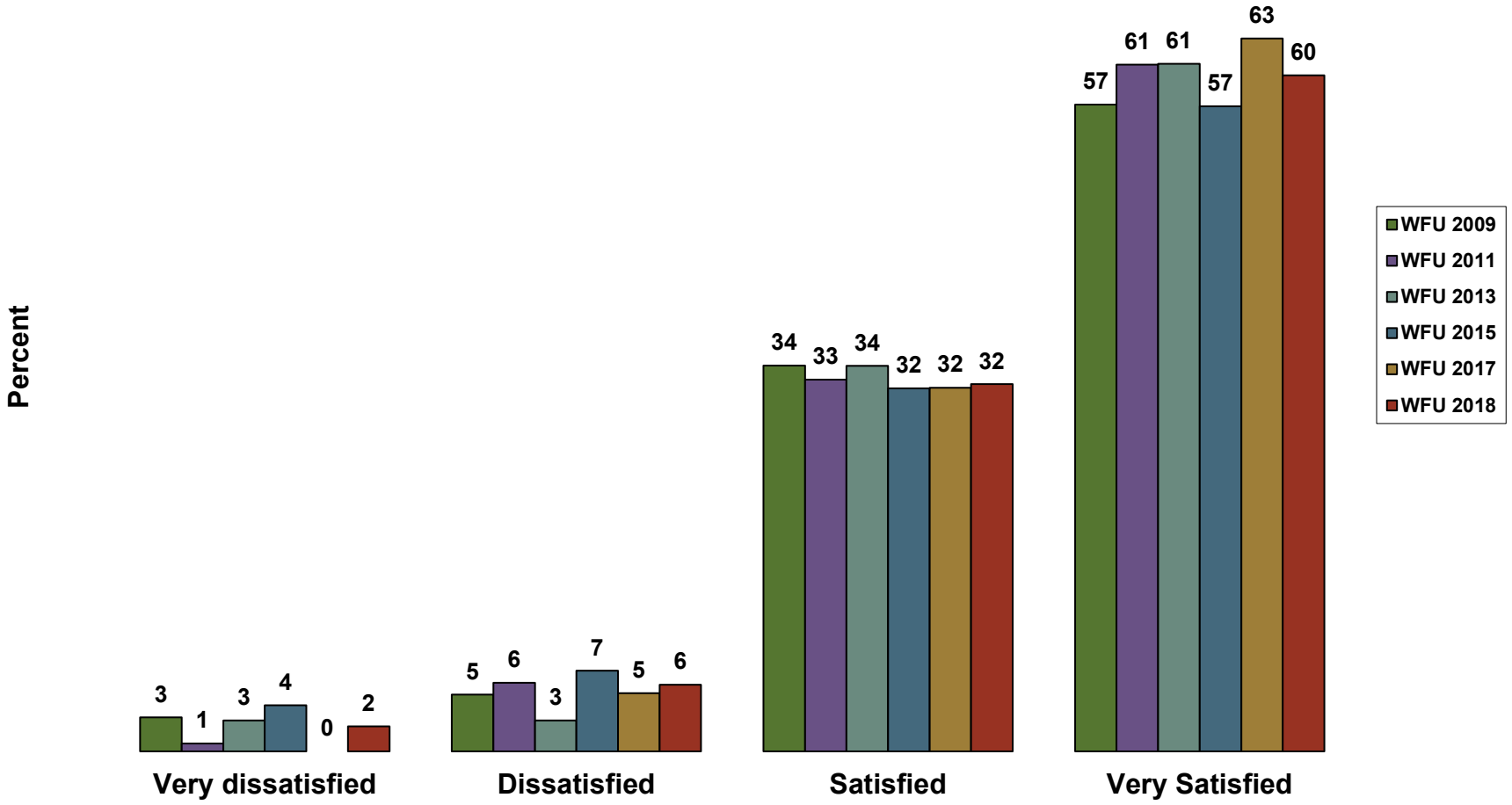
If you have not had an international experience (study abroad, international service, or international research) while at Wake Forest, what was the one major factor for not participating?



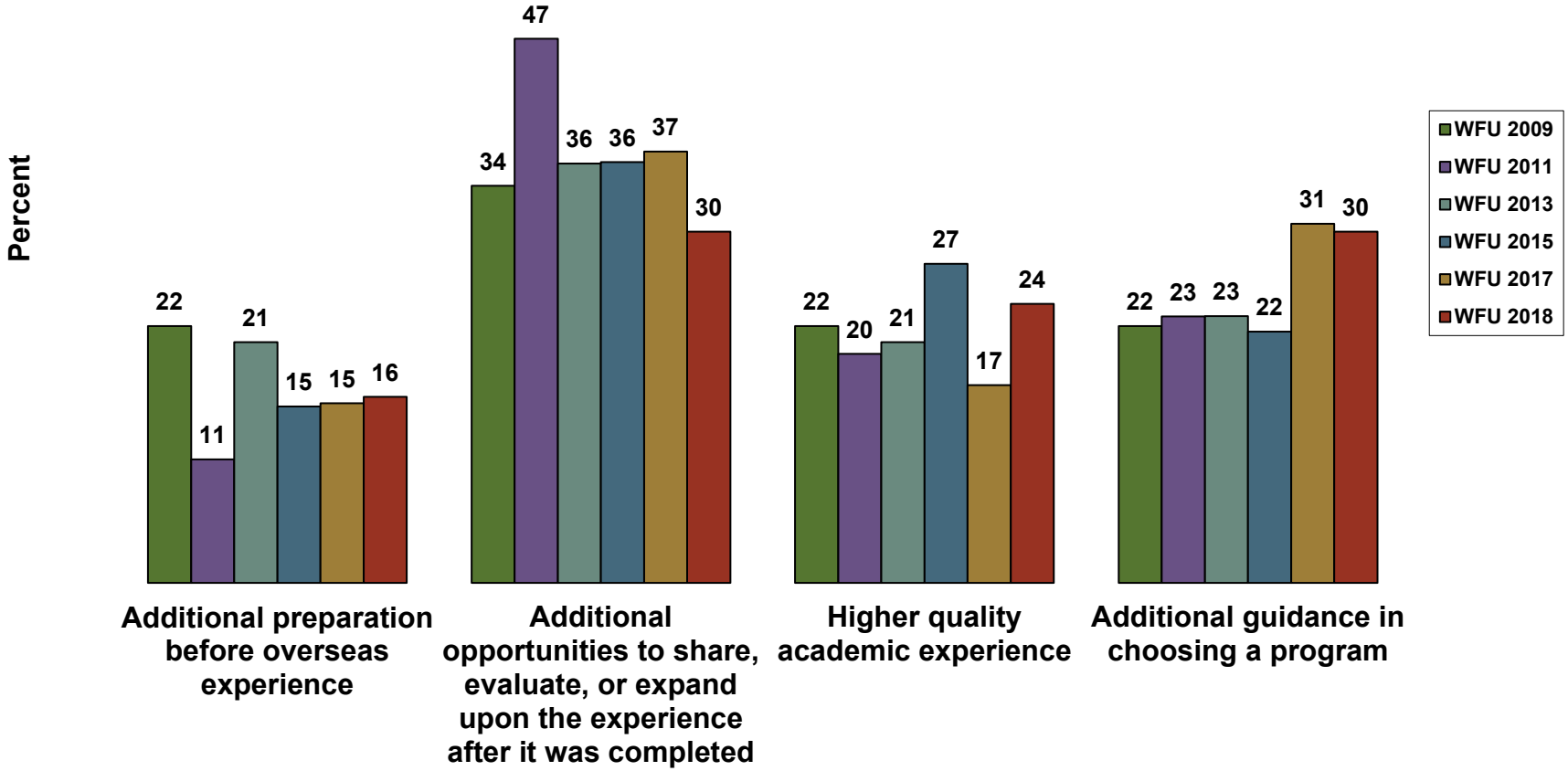
If you studied abroad while a student at Wake Forest, how do you regard this experience as a part of your education?



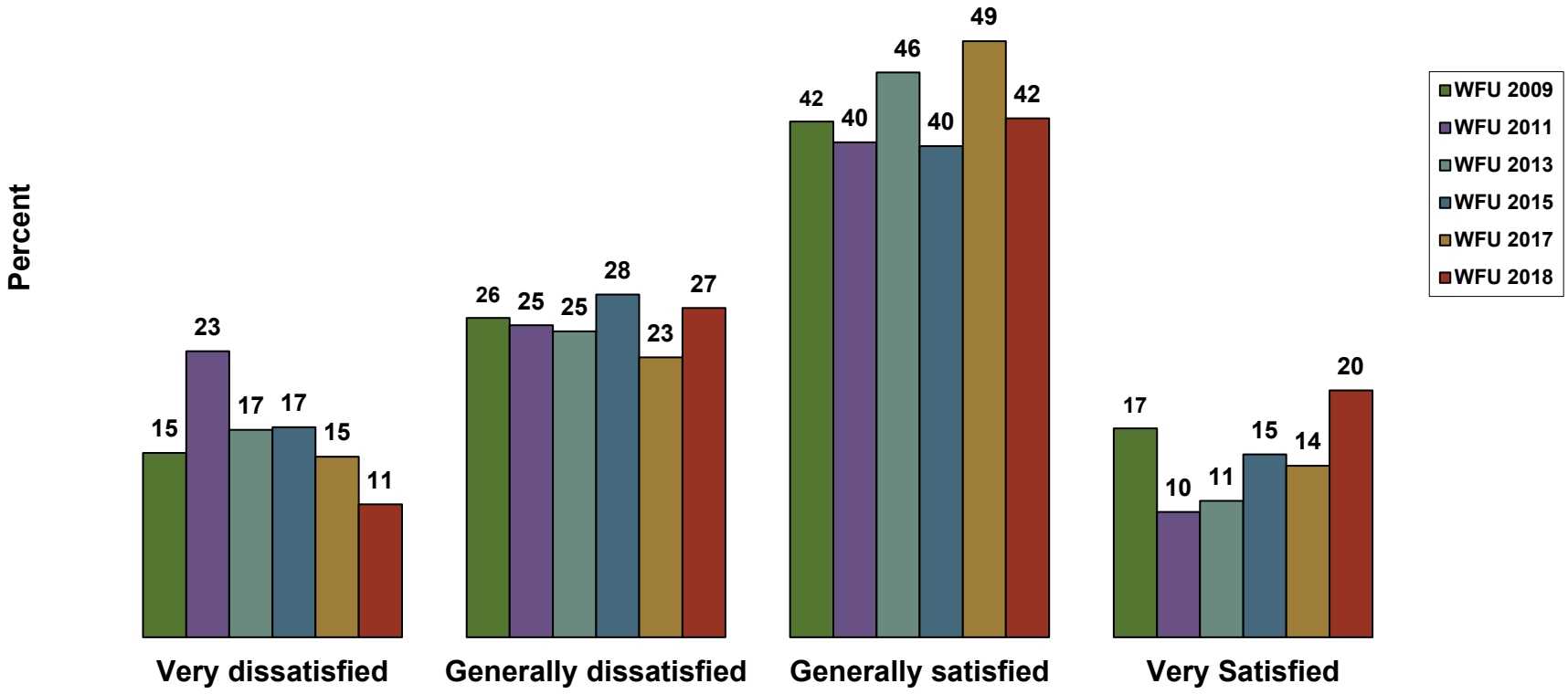
If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?



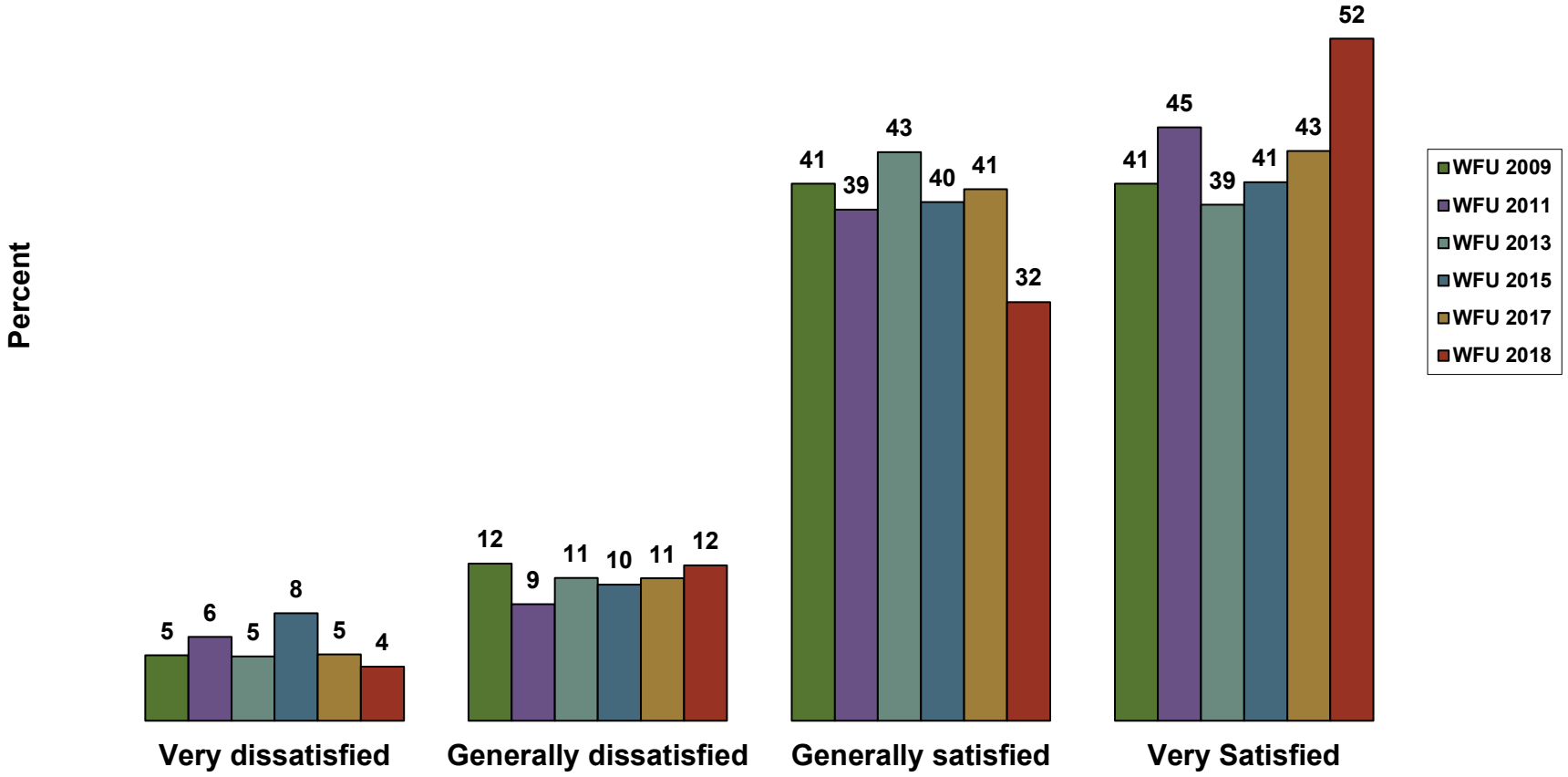
If you studied abroad while a student at Wake Forest, indicate which one of the following factors would have improved your experience the most?



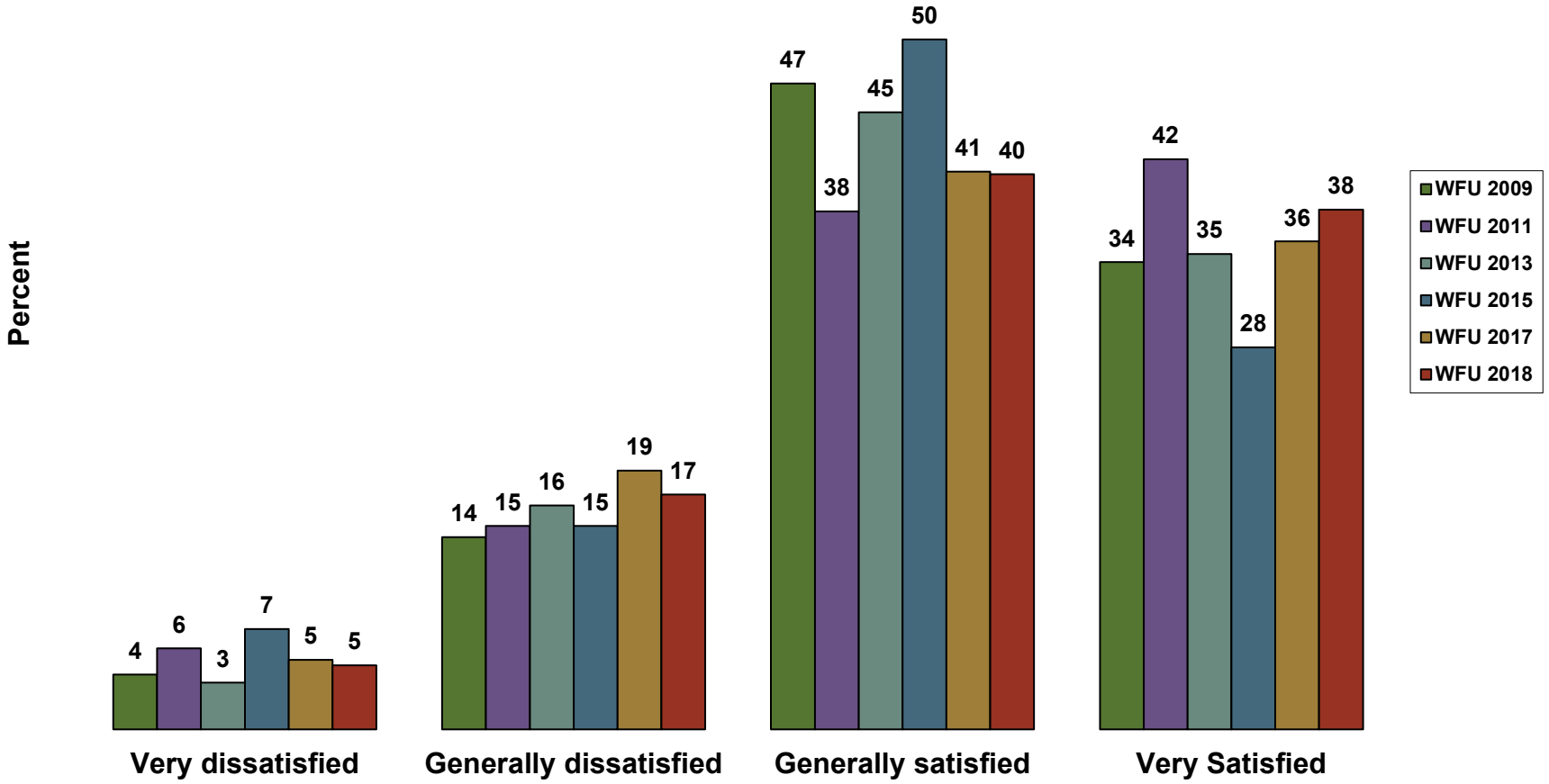
How satisfied have you been with the academic advising provided by the lower division advisor assigned to you for the freshman and sophomore years?



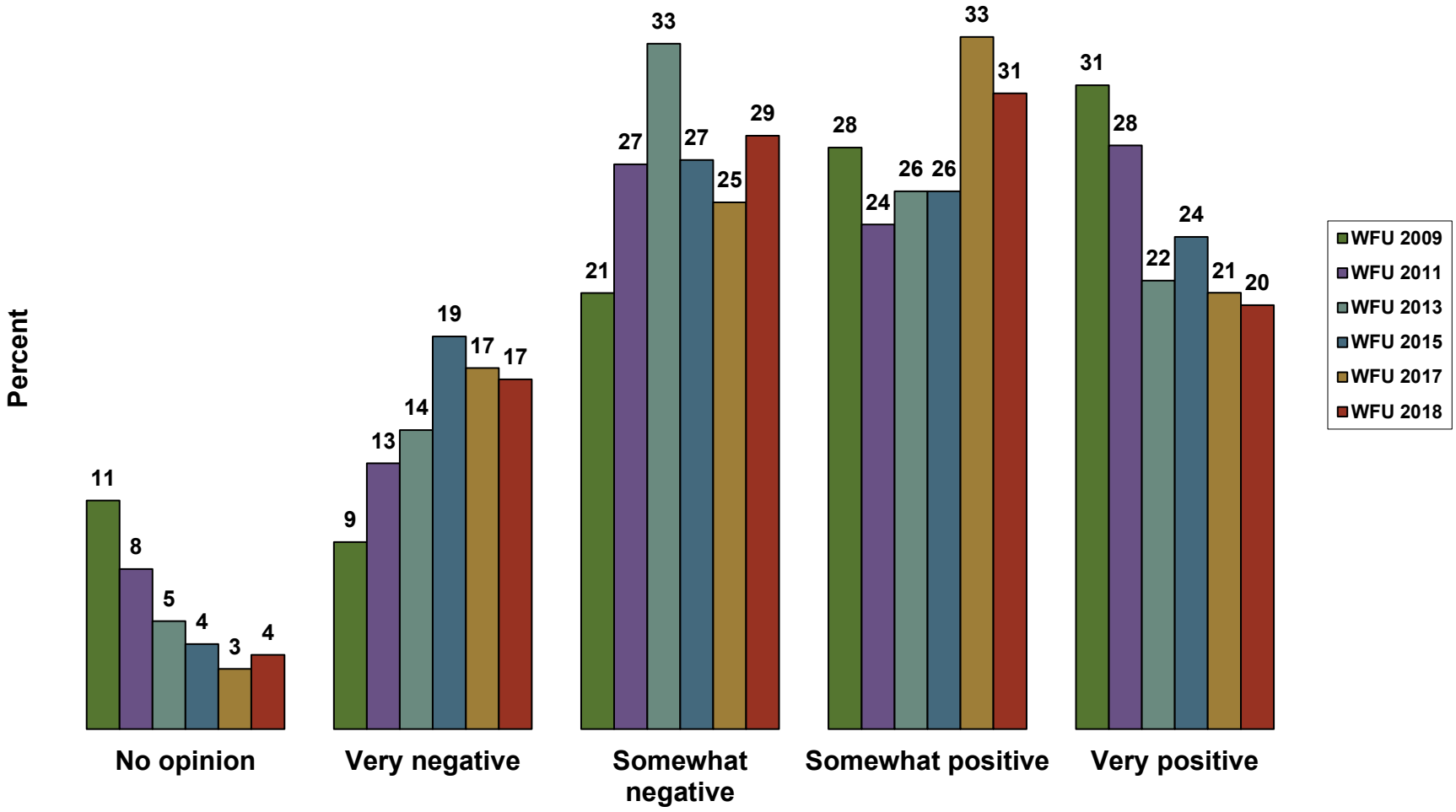
How satisfied have you been with the academic advising provided by your major advisor?



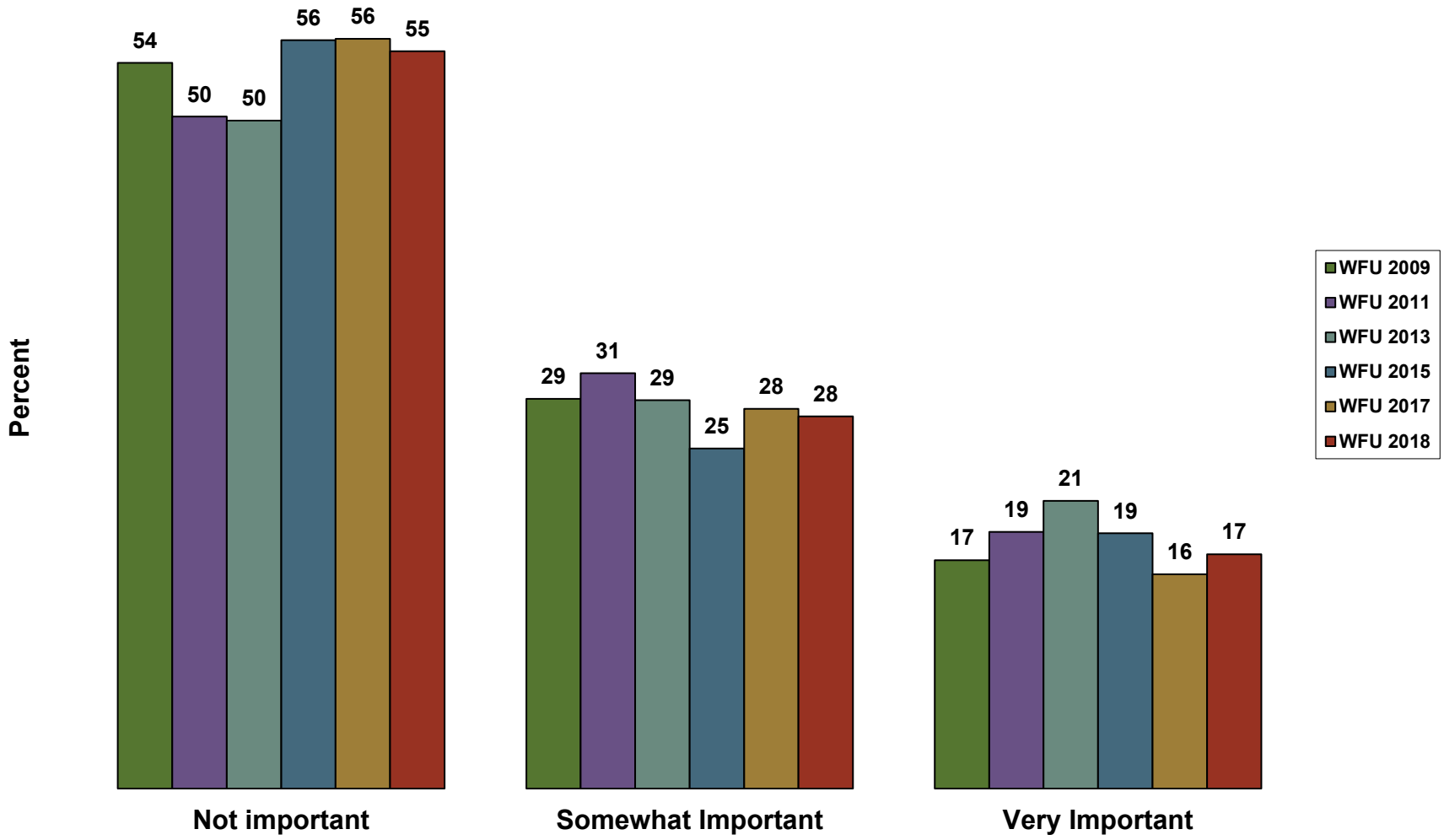
How satisfied have you been with social life on campus?



What is the impact of fraternities and sororities on social life at Wake Forest?



How important was religious life to your experience at Wake Forest?



Administering Institutions 2018

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

2018 College Senior Survey

List of Participating Institutions

Public Universities

ACE	Institution	State
48	University of Alaska Fairbanks	AK
322	University of Northern Colorado	CO
1094	Morgan State University	MD
2079	Miami University-Oxford	OH
2210	Portland State University	OR
2692	The University of Texas at El Paso	TX
6086	University of Maryland-Baltimore County	MD

Private Universities

1333	University of St Thomas-St Paul	MN
1748	Clarkson University	NY
1773	Fordham University	NY
1987	Wake Forest University	NC
5569	Azusa Pacific University	CA
6416	Wilmington University	DE

Public 4yr Colleges

230	California State University-Northridge	CA
236	San Francisco State University	CA
2750	Castleton State College	VT
5010	California State University-Long Beach	CA
6166	Dalton State College	GA
9119	University of South Florida Sarasota-Mana	FL

Nonsectarian 4yr Colleges - High Selectivity

147	Claremont McKenna College	CA
180	Harvey Mudd College	CA
652	Knox College	IL
1776	Hamilton College	NY
1846	St Lawrence University	NY
2065	Denison University	OH
2413	Rhode Island School of Design	RI
2931	Beloit College	WI

Nonsectarian 4yr Colleges - Low Selectivity

199	Mills College	CA
468	Rollins College	FL
683	Principia College	IL
789	Wabash College	IN
944	Asbury University	KY
1988	Warren Wilson College	NC
2244	Delaware Valley College	PA
2287	Moore College of Art and Design	PA
8430	Ringling College of Art and Design	FL

Catholic 4yr Colleges - High Selectivity

362	Fairfield University	CT
781	Saint Mary's College	IN
1276	University of Detroit Mercy	MI
1573	Creighton University	NE
2847	Gonzaga University	WA
2974	Saint Norbert College	WI

All private non-sectarian four-year colleges

ACE	Institution	State
147	Claremont McKenna College	CA
180	Harvey Mudd College	CA
199	Mills College	CA
468	Rollins College	FL
652	Knox College	IL
683	Principia College	IL
789	Wabash College	IN
944	Asbury University	KY
1776	Hamilton College	NY
1846	St Lawrence University	NY
1988	Warren Wilson College	NC
2065	Denison University	OH
2244	Delaware Valley College	PA
2287	Moore College of Art and Design	PA
2413	Rhode Island School of Design	RI
2931	Beloit College	WI
8430	Ringling College of Art and Design	FL

All private Catholic four-year colleges

362	Fairfield University	CT
781	Saint Mary's College	IN
1026	Xavier University of Louisiana	LA
1153	College of Our Lady of the Elms	MA
1276	University of Detroit Mercy	MI
1573	Creighton University	NE
2285	Marywood University	PA
2523	Christian Brothers University	TN
2847	Gonzaga University	WA
2974	Saint Norbert College	WI
9108	Ave Maria University	FL

All private other religious four-year colleges

105	Williams Baptist College	AR
141	Chapman University	CA
523	LaGrange College	GA
758	Goshen College	IN
783	Taylor University	IN
848	Northwestern College-Orange City	IA
913	McPherson College	KS
961	Georgetown College	KY
1413	Mississippi College	MS
1936	Campbell University	NC
1979	Shaw University	NC
2293	Muhlenberg College	PA
2562	Union University	TN
2788	Ferrum College	VA
5742	The Master's College and Seminary	CA
6615	Palm Beach Atlantic University-West Palm Beac	FL
6667	Corban University	OR

Catholic 4yr Colleges - Low Selectivity

1026	Xavier University of Louisiana	LA
1153	College of Our Lady of the Elms	MA
2285	Marywood University	PA
2523	Christian Brothers University	TN
9108	Ave Maria University	FL

Other Religious 4yr Colleges - High Selectivity

141	Chapman University	CA
758	Goshen College	IN
783	Taylor University	IN
848	Northwestern College-Orange City	IA
961	Georgetown College	KY
1413	Mississippi College	MS
2293	Muhlenberg College	PA
2562	Union University	TN
5742	The Master's College and Seminary	CA
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Other Religious 4yr Colleges - Low Selectivity

105	Williams Baptist College	AR
523	LaGrange College	GA
913	McPherson College	KS
1936	Campbell University	NC
1979	Shaw University	NC
2788	Ferrum College	VA
6615	Palm Beach Atlantic University-West Palm	FL

All public colleges and universities

48	University of Alaska Fairbanks	AK
230	California State University-Northridge	CA
236	San Francisco State University	CA
322	University of Northern Colorado	CO
1094	Morgan State University	MD
2079	Miami University-Oxford	OH
2210	Portland State University	OR
2692	The University of Texas at El Paso	TX
2750	Castleton State College	VT
5010	California State University-Long Beach	CA
6086	University of Maryland-Baltimore County	MD
6166	Dalton State College	GA
9119	University of South Florida Sarasota-Mana	FL

All private colleges and universities

105	Williams Baptist College	AR
141	Chapman University	CA
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783	Taylor University	IN
789	Wabash College	IN
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2974	Saint Norbert College	WI
5569	Azusa Pacific University	CA
5742	The Master's College and Seminary	CA
6416	Wilmington University	DE
6615	Palm Beach Atlantic University-West Palm	FL
6667	Corban University	OR
8430	Ringling College of Art and Design	FL
9108	Ave Maria University	FL

All public and private four-year colleges

105	Williams Baptist College	AR
141	Chapman University	CA
147	Claremont McKenna College	CA
180	Harvey Mudd College	CA
199	Mills College	CA
230	California State University-Northridge	CA
236	San Francisco State University	CA
362	Fairfield University	CT
468	Rollins College	FL
523	LaGrange College	GA
652	Knox College	IL
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2210	Portland State University	OR
2692	The University of Texas at El Paso	TX
5569	Azusa Pacific University	CA
6086	University of Maryland-Baltimore County	MD
6416	Wilmington University	DE

All Baccalaureate Institutions

48	University of Alaska Fairbanks	AK
105	Williams Baptist College	AR
141	Chapman University	CA
147	Claremont McKenna College	CA
180	Harvey Mudd College	CA
199	Mills College	CA
230	California State University-Northridge	CA
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