

College Student Characteristics Inventory Longitudinal Data

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SECTION 1: DEMOGRAPHICS AND CHARACTERISTICS**Size of Home Community of Entering Students at UWSP**

Size of Community	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
Large city (250K+)	7.4	4.4	4.7	5.3	5.2	4.9	5.0	2.4	3.1	3.9	4.0	3.1	5.4	5.7	5.4	2.6	2.3	3.8	5.6	4.2
Medium city (50-250K)	14.1	14.0	16.4	14.9	12.0	16.3	15.7	13.9	13.2	16.0	13.3	17.1	16.0	15.6	16.1	16.3	18.3	16.4	16.6	16.4
Small city (2,500-50K)	32.8	48.2	47.4	46.3	46.3	47.5	46.2	48.2	49.1	46.5	46.6	49.4	45.5	43.6	45.9	51.3	49.0	50.3	49.3	45.5
Small town (<2,500)	34.4	22.3	23.2	23.8	15.3	13.8	14.3	14.5	13.3	14.6	16.4	13.1	13.4	14.0	14.4	12.8	13.6	13.6	16.9	16.4
Farm	11.3	11.1	8.3	9.7	21.3	17.6	18.9	20.9	21.3	19.0	19.8	17.3	19.7	21.1	18.3	16.9	16.8	15.9	11.5	17.7

Size of High School Graduating Class of Entering Students

Size of High School Graduating Class	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
50 or less	3.9	7.1	8.7	7.5	9.9	9.9	8.0	6.6	8.7	8.0	7.4	7.6	6.5	5.2	7.5	7.4	6.6	6.1	7.0	7.3
51-100	11.8	21.2	21.2	21.3	23.4	16.6	22.9	20.5	19.9	22.2	21.7	16.0	18.6	17.4	16.9	16.9	18.0	18.8	19.5	14.1
101-250	33.5	32.1	33.7	32.5	30.9	33.6	24.0	32.7	28.3	28.3	30.4	32.4	32.7	29.2	30.6	31.5	30.3	28.5	23.5	28.2
251-500	27.6	36.5	33.9	33.3	27.9	32.0	34.2	32.2	32.4	31.5	29.1	32.2	32.2	37.9	34.2	29.2	33.6	36.1	37.5	36.6
501 or larger	23.1	3.1	2.6	5.3	7.9	7.8	10.9	7.8	10.6	10.0	11.5	11.8	10.0	10.3	10.6	15.0	11.5	10.4	12.6	13.8

Parental Educational Level Among Incoming Students

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Both parents with a high school diploma or less	24%	31%	20%	27%	25%	22%	26%	24%	22%	17%	16%
At least one parent attended college but did not complete a bachelor's degree	27%	27%	28%	27%	29%	27%	27%	28%	24%	30%	29%
TOTAL First Generation Students*	51%	58%	48%	53%	54%	49%	53%	53%	46%	47%	46%
At least one parent earned a bachelor's degree	31%	28%	23%	30%	31%	34%	32%	34%	35%	34%	34%
At least one parent earned a graduate degree	18%	13%	30%	17%	15%	17%	15%	14%	19%	19%	20%
TOTAL RESPONDENTS	566	567	630	602	613	575	509	523	378	1402	1294

*First generation is defined as neither parent having completed a four-year college/university degree.

-Includes only cases with completed data fields for both mother and father

Technology Habits of Males and Females*

Social Networking - Males		
Hours spent per week	2008	2009
None	22.9%	16.5%
<3	50.5%	52.8%
4-7 hours	22.3%	23.6%
>8	4.2%	7.2%

Video Games – Males		
Hours spent per week	2008	2009
None	27.5%	26.5%
<3	38.5%	41.9%
4-7 hours	21.5%	20.7%
>8	12.5%	10.9%

Social Networking - Females		
Hours spent per week	2008	2009
None	12.7%	7.0%
<3	51.1%	57.1%
4-7 hours	30.2%	27.9%
>8	6.0%	7.9%

Video Games – Females		
Hours spent per week	2008	2009
None	74.6%	77.1%
<3	20.1%	18.5%
4-7 hours	3.5%	3.1%
>8	1.8%	1.3%

*New item in 2008

SECTION 2: COLLEGE CHOICE

Reasons for Going to College

REASON	1981 %	1990 %	1992 %	1993 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
Prepare for career	57.8	47.9	49.5	47.9	44.0	42.5	45.2	43.5	44.7	45.7	41.6	46.2	43.7	43.1	42.9	40.8	44.0	68.3	92.0
Obtain broad general education	15.4	17.8	18.8	20.6	18.5	16.2	18.8	17.0	18.3	24.5	23.9	23.2	24.7	24.9	26.0	24.1	24.1	23.5	70.8
Increase earning power	16.7	26.5	23.1	22.4	22.9	24.8	21.7	22.5	17.8	25.6	23.2	20.7	21.4	19.6	21.7	25.1	28.9	18.0	52.2
Understand people	6.0	3.9	4.1	4.1	3.3	3.3	3.3	3.3	2.4	6.3	5.5	4.7	5.1	4.0	5.8	4.2	5.4	4.4	37.9
Have fun	2.6	5.2	3.5	3.4	3.7	5.4	5.4	4.7	4.6	8.9	8.8	8.6	7.7	7.4	6.6	7.4	8.9	11.9	36.2
Please parents	2.9	3.4	2.0	3.4	1.4	1.6	3.0	2.3	2.4	6.3	3.3	4.6	6.6	5.9	5.1	3.0	5.1	4.9	12.8
Thing to do	2.1	4.7	4.2	3.4	4.1	6.8	7.1	5.8	3.4	9.7	7.3	8.6	7.9	10.6	10.1	6.6	6.9		
Increase prestige	2.4	3.6	3.1	2.4	2.4	2.7	4.6	4.2	2.7	5.6	7.3	5.5	4.4	5.7	3.5	4.2	6.1	4.7	11.5
Like college work	1.7	4.2	3.7	3.8	2.1	3.7	3.6	2.7	1.4	6.8	3.5	3.6	4.6	6.1	3.9	4.9	6.6	3.6	9.6
Discover meaning in my life ^a																		9.9	28.6
To do what my friends are doing ^a																		1.6	3.1
Make a difference in the world ^a																		20.2	39.8

Through 2008, percentages reflect choice of "one biggest reason" for going to college. In 2009, response choice wording changed to "very important" reason for going to college.

^aNew item in 2008.

Reasons for Choosing UWSP

Rank Order

REASON	1981	1990	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Majors/minors in my field	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Close to home	2	2	3	3	2	2	2	2	2	2	2	2	3	3	2	2	3	2	3	8
Better academic program	3	3	2	2	3	3	3	3	3	4	3	4	2	2	3	3	2	3	2	3
School size	4	4	4	4	4	4	4	4	4	5	4	3	4	4	4	4	4	4	4	2
Friendly student body	7	15	14	17	17	13.3	15.5	14.5		17	14.5	12.5	19	10	12	8.5	13.5	15.5	12	9
Beautiful campus	9	10	12	12	13.5	9	12	9	11.5	13	11	9.5	10	7.5	9	13	13.5	8.5	5	4
Better job after graduation	6	7	6	10	10	8	9	10	8.5	8	9.5	9.5	9	11.5	13.5	12	8	7	9	10
Cost	5	6	7	8.5	6	6	6	7	6	9	6	7	5	9	8	6	9	5	7	5
Relative/friend here already	8	5	5	5.5	5	5	5	5	5	3	5	5	8	6	5	5	8	6	6	11
Athletic program	8	8	8	5.5	7	7	7	12	8.5	10.5	9.5	6	7	7.5	6	7	6	11	7	15
Parents like UWSP	10	10	9	7	8.5	10	10	8	10	10.5	8	11	1	9	10	10	7	12.5	12	12
Outdoor Rec Facility		13.5	13	13	13.5	11	18	11	16	18.5	14.5	15	14.5	13	15	14	10	14		
Coed Residence halls		13.5	16.5	15	19	19	15.5	20	13	18.5	17	20	21.25	16.5	19.5	15		17		
Athletic Facility		12	11	11	12	12	11	18	17.5	21.5	18	17.5	17.5	14	17.5	16.3	11	19.5		
Friendly faculty and staff*																		10	6	
Good social life*																		10	7	
Fitness/recreation program and facilities*																		12	14	

*New item in 2008.

Information Source About UWSP*

Rank Order

SOURCE	1981	1990	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
UWSP brochure	1	2	2	2	2	2	2	3	2	2	2	2	3	5.5	6	5	5	5
UWSP visits	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
HS Counselors	3	4	4	3	3	4	5	5	4	5	5	5	6	5.5	5	6	6	6.5
UWSP friends	10	3	3	4	4	5	3	4	3	3	4	3	4	4	4	4	3	4
UWSP Representative	5	5	6	6	6	8.5	7	9	6	7.5	6	7	7	10	8	10.5	8	9.5
Parents	6	6	5	5	5	3	4	2	5	4	3	4	5	3	3	3	4	3
HS Teachers	8	10	9	8	7	8.5	8	11	9.5	9	8	8.5	11	11	12	12.5	11	11
HS friends		9	7	9	8	11	6	10	8	10	7	8.5	9	4	10	9	12	12
Relatives		8	8	7	9	7	9.5	7	7	6	9	6	10	8	9	10.5	7	8
UWSP Alumni		7	10	10	10	10	9.5	8	9.5	7.5	11	10	11	12	11	8	10	6.5
Internet/web site													2	2	2	2	2	
College Guide Books or rankings													8	7	7	7	9	9.5

* See table with newly formatted question for 2008 below.

Materials and Information Most Influential in Helping Choose UWSP*

Rank Order

SOURCE	2008	2009
Visits to UWSP Campus	1	1
Website	2	2
Brochure	3	3
College Guide Books or rankings (U.S. News)	4	4
Admissions Representative	5	5
Phone call from faculty	6	8
Web-based ranking sites	6	6
Advertising by UWSP	6	7
Phone call from UWSP student	9	10
Social networks (Facebook, MySpace)	9	9

*New item in 2008.

People Who Helped Students Choose College

Rank Order

PERSON	1981	1990	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Mother	1	2	2	1	2	2	2	1	1	1	2	2	2	2	2	2	2	2	1	1
Other	2	1	1	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1		
Father	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
HS Counselor	4	6	7	7	8.5	6	7	6	6	7	7	9	8.5	9	9	9	10	9	13	12
HS friends	4	4	4	5	7	5	4	5	4	5	6	5	4	4	7	5	8	6.5	7	10
UWSP friends	7	5	6	6	6	4	5	4	5	4	4	4	5	5	5	4	4	5	2	4
Relatives	8	9	9	9	12	7	8	7.5	9	6	10	6	7	6	6	6	5.5	4	11	8
UWSP Representative	6	7	5	4	8.5	10	9	10	8	10	9	7	6	8	4	8	5.5	6.5	7	11
UWSP Alumni	9	10	10	10	14	9	10	9	10	9	8	10	10	10	10	10	7	8	6	5
UWSP student*		11	11	11	15	11	11	11	11	11	11	11	11	11	11	11	11	11	4	3
HS Teacher		8	8	8	10	8	6	7.5	7	8	5	8	8.5	7	8	7	9	10	10	7
UWSP professor/ faculty member**																			5	6
Siblings																			7	9
Significant other																			12	13

*Note wording change in 2008 from "telephone call from UWSP student" to just "UWSP student."

**New item in 2008.

Merits of UWSP as Perceived by Entering Freshmen

Comparison of UWSP with Other WI Schools	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
One of the best	26.0	30.7	32.0	34.4	33.9	34.0	37.5	29.9	30.0	27.4	27.9	23.9	22.8	25.3	25.7	23.3	25.9	24.8	31.6	31.0
Better than average	51.8	50.4	49.5	46.9	47.3	50.3	44.8	49.1	51.5	49.1	49.3	53.0	52.6	48.4	49.7	55.0	53.8	56.8	51.7	52.1
About like other schools	21.7	18.6	18.2	18.3	18.7	15.5	17.6	20.8	18.5	23.3	22.7	22.8	24.4	26.1	24.0	21.4	20.1	18.2	15.7	16.0
Not as good as others	0.6	0.4	0.3	0.3	0.2	0.2	0.0	0.2	0.0	0.2	0.2	0.3	0.2	0.2	0.5	0.4	0.2	0.5	1.1	0.8

SECTION 3: ACADEMIC PREPARATION AND EXPECTATIONS

Number of Hours Studied Per Week Outside of School Hours in High School Senior Year

Hrs Per Wk	1986 %	1992 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
1-3	19.8	24.5	27.1	23.8	31.4	27.4	30.9	27.3	28.7	29.5	28.5	35.1	30.3	32.2	34.4	37.2	38.4	47.1
4-6	34.9	36.5	32.7	35.6	33.0	33.7	34.0	36.1	34.5	35.9	33.7	29.6	31.5	36.5	32.9	30.1	30.6	24.1
7-10	28.3	25.8	23.8	22.1	22.1	21.0	21.6	23.6	21.2	19.2	22.0	20.1	23.0	18.5	17.5	17.7	11.9	6.5
10+	15.2	10.6	13.1	15.4	11.0	14.8	10.6	8.6	10.2	10.2	10.2	8.2	9.0	7.7	9.8	11.6	6.1	3.1
None	1.9	2.5	3.3	3.2	2.5	3.0	3.0	4.4	5.4	5.2	5.5	7.1	6.2	5.1	5.5	3.3	12.8	19.2

Predicted Grades of Entering UWSP Students: % of Students Predicting Grades

Predicted Grades	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
A/B+	23.9	21.3	29.4	31.9	30.9	37.8	33.0	38.6	38.4	41.1	38.8	37.5	46.8	43.5	46.0	45.2	50.5	47.0	43.8	43.5
B	52.6	50.6	48.8	48.8	49.9	45.9	54.1	49.8	50.6	45.7	50.1	50.9	43.8	46.6	45.3	48.3	42.8	45.2	46.6	50.7
B-/C+	20.6	24.8	20.4	17.7	18.0	15.3	12.5	11.4	10.7	12.0	10.7	10.8	9.4	9.4	8.0	6.6	6.7	7.8	9.4	5.6
C	2.8	3.2	1.3	1.6	1.1	0.9	0.5	0.2	0.3	1.2	0.3	0.8	0.0	0.5	0.7	0.0	0.0	0.0	0.2	0.2
C-	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Number of Study Hours Predicted by Entering UWSP Students: % of Students Choosing Category

Predicted Hours per Week of Study	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
> 30	11.0	7.8	5.9	7.4	6.9	5.8	4.1	6.0	6.4	3.7	5.5	4.4	4.0	3.6	3.5	2.9	5.0	4.6	6.6	2.0
21 – 30*	52.3	51.4	49.5	45.6	45.5	43.1	47.9	44.0	40.4	44.1	39.4	37.5	34.6	37.0	34.7	33.3	36.9	35.5	37.7	10.8
10 – 20	35.4	38.8	43.5	45.7	45.6	48.7	44.6	46.5	49.8	49.2	52.2	52.4	56.1	53.3	56.7	59.1	51.9	52.8	49.0	46.5
<10**	1.4	2.0	1.1	1.3	2.1	2.2	3.3	3.5	3.3	3.0	2.9	5.6	5.2	6.1	5.2	4.7	6.2	7.1	6.7	
4-9																				36.7
0-3																				4.0

*Note wording change in 2009 "20-30" hours was changed to "21-30" hours.

**In 2009, "<10" hours per week was split into two categories, "0-3" and "4-9" hours per week.

Vocational Goals of Entering Students: % of Students Choosing Category

Stated vocational plans	1981 %	1990 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	2008 %	2009 %
Has definite vocational goals	26.5	9.3	11.7	11.0	11.7	11.1	13.4	12.9	12.3	8.8	12.8	13.3	13.6	12.0	17.2	11.5	14.0	15.2	14.6	15.4
Some idea of vocational goals	55.2	57.8	57.0	60.0	60.1	57.4	57.7	59.0	59.8	60.1	56.8	55.7	58.4	59.4	53.1	58.6	56.5	57.6	55.7	57.0
Vague idea of vocational goals	14.7	28.7	26.7	25.3	23.9	26.8	23.0	23.6	24.1	25.3	25.2	24.2	23.5	22.5	24.3	25.5	24.8	23.5	23.4	22.4
No vocational goals	3.3	4.2	4.0	3.7	4.2	4.7	5.8	4.5	3.8	5.7	5.2	6.8	4.5	5.9	5.3	4.5	4.5	3.8	6.3	5.2

Reasons for Choosing a Major

	2007 %	2008 %	2009 %
Represents interests	78.2	74.4	73.5
Have ability in the area	16.4	16.6	17.3
Good job prospects	3.3	4.7	5.3
Prospect of earning a lot of money	1.5	2.7	2.9
Someone persuaded me	0.6	1.5	0.9

Levels of Experience with Academic Tasks*

Writing a lab report	2008 %	2009 %
Some or Extensive Experience	64.3	65.2
Little Experience	28.6	28.6
No Experience	7.1	6.2

Writing a research paper with citations	2008 %	2009 %
Some or Extensive Experience	79.3	80.5
Little Experience	18.7	18.3
No Experience	2.0	1.2

Utilizing online environments for academic work	2008 %	2009 %
Some or Extensive Experience	73.0	70.6
Little Experience	21.8	23.7
No Experience	5.2	5.6

Reading a textbook to prepare for class	2008 %	2009 %
Some or Extensive Experience	85.8	86.5
Little Experience	12.8	12.1
No Experience	1.4	1.5

Taking notes from a textbook on your own	2008 %	2009 %
Some or Extensive Experience	83.6	84.6
Little Experience	14.8	13.9
No Experience	1.5	1.6

Taking notes during a lecture	2008 %	2009 %
Some or Extensive Experience	81.3	80.7
Little Experience	17.0	17.0
No Experience	1.6	2.3

Participating in class discussion based on interpretation of a reading	2008 %	2009 %
Some or Extensive Experience	82.8	85.4
Little Experience	15.4	13.4
No Experience	1.8	1.2

Writing an essay exam	2008 %	2009 %
Some or Extensive Experience	86.9	85.9
Little Experience	11.4	12.3
No Experience	1.6	1.8

Working with a group on a joint project for a grade	2008 %	2009 %
Some or Extensive Experience	91.7	91.3
Little Experience	7.5	8.2
No Experience	0.7	0.5

Giving a presentation for class**	2009 %
Some or Extensive Experience	86.8
Little Experience	12.7
No Experience	0.5

*New item in 2008.

**New response categories in 2009.

SECTION 4: VALUES AND NEEDS*

*In 2009, response categories changed from “most important, very important, fairly important, and unimportant” to “very important, somewhat important, somewhat unimportant, and unimportant”.

Really Learning Something

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	29.5%	34.7%	31.3%	29.7%	34.2%	33.5%	30.1%	28.0%	29.0%	31.7%	27.2%	35.0%	41.4%	Very important	88.9%
Very important	64.1	59.7	62.2	64.9	59.1	61.5	63.4	64.6	64.2	63.8	66.9	58.9	55.3	Somewhat important	10.7
Fairly important	5.3	4.6	5.2	3.5	5.2	4.0	5.5	5.8	5.5	4.1	4.9	5.6	3.2	Somewhat unimportant	0.3
Unimportant	1.1	1.1	1.3	1.7	1.6	0.9	1.0	1.6	1.3	0.4	1.1	0.5	0.1	Unimportant	0.1

Making Good Grades

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	23.7%	24.4%	23.2%	20.9%	22.8%	23.5%	21.3%	20.4%	21.4%	22.5%	21.8%	23.6%	23.5%	Very important	79.4%
Very important	69.9	68.7	71.5	73.4	70.9	68.4	72.1	72.8	71.6	71.0	72.9	72.8	70.6	Somewhat important	19.3
Fairly important	5.0	6.3	4.4	4.7	5.0	6.8	5.5	5.7	6.3	5.5	4.5	3.3	5.6	Somewhat unimportant	1.3
Unimportant	1.4	0.6	0.9	0.8	1.4	1.2	1.1	1.1	0.7	1.0	0.8	0.3	0.2	Unimportant	0.1

Exploring Attitudes, Opinions, And Beliefs With Faculty

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.8%	5.4%	4.6%	3.6%	2.6%	1.7%	1.0%	1.6%	1.5%	1.0%	0.6%	2.0%	5.7%	Very important	31.4%
Very important	23.5	33.9	32.9	26.4	18.5	20.2	18.0	21.7	23.2	24.2	20.2	25.1	48.5	Somewhat important	50.2
Fairly important	49.5	43.2	44.1	46.0	47.9	48.0	50.2	49.8	49.0	46.2	48.6	46.2	38.6	Somewhat unimportant	17.4
Unimportant	25.2	17.5	18.4	23.9	31.0	30.1	30.6	26.9	26.3	28.7	30.7	26.6	7.3	Unimportant	1.0

Importance Of Attending College*

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Most important	49.1%	47.7%	45.6%	46.5%	48.2%	49.5%	54.2%	48.3%	53.0%	53.0%	55.1%	51.5%
Very important	46.8	48.7	52.4	50.1	48.7	47.7	42.5	47.5	43.8	44.5	42.1	45.9
Fairly important	3.8	3.3	1.7	3.2	2.9	2.3	3.1	3.6	3.0	2.1	2.6	2.6
Unimportant	0.4	0.3	0.3	0.2	0.2	0.5	0.2	0.6	0.2	0.4	0.2	0.0

* See newly formatted item response below.

Completing a College Degree*

	2008		2009
Most important	50.8%	Very important	92.4%
Very important	45.9	Somewhat important	6.7
Fairly important	3.0	Somewhat unimportant	0.7
Unimportant	0.3	Unimportant	0.1

*New item in 2008.

Having The Opportunity For Intellectual Discussion With Other Students

	1986	1994	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	2.8%	8.7%	8.6%	8.6%	6.8%	5.4%	3.5%	3.3%	3.1%	3.6%	3.0%	2.2%	2.1%	4.1%	5.7%	Very important	32.2%
Very important	32.5	28.8	26.7	26.7	29.8	29.6	33.5	37.8	29.2	30.3	32.2	35.7	31.8	34.0	50.0	Somewhat important	47.5
Fairly important	45.5	39.9	42.0	42.0	40.2	42.5	41.8	39.9	45.1	46.4	42.9	42.6	45.6	40.1	37.2	Somewhat unimportant	17.7
Unimportant	19.2	22.5	22.8	22.8	23.3	22.3	21.2	22.8	22.4	19.7	21.9	19.5	20.3	21.8	7.1	Unimportant	2.7

Getting Help from Upper-Division Students*

	2008		2009
Most important	3.9%	Very important	14.6%
Very important	34.9	Somewhat important	53.0
Fairly important	47.2	Somewhat unimportant	27.6
Unimportant	14.1	Unimportant	4.9

*Not a new item; however, data was not reported in prior years.

Participating in a Semester or Study Abroad Program*

	2008		2009
Most important	4.6%	Very important	28.4%
Very important	42.1	Somewhat important	27.4
Fairly important	39.9	Somewhat unimportant	24.3
Unimportant	13.4	Unimportant	19.9

*New item in 2008.

Developing Skills in Technology*

	2008		2009
Most important	3.4%	Very important	18.5%
Very important	37.1	Somewhat important	47.7
Fairly important	44.0	Somewhat unimportant	29.0
Unimportant	15.4	Unimportant	4.8

*New item in 2008.

Learning How To Prevent Illness

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.2%	1.7%	1.1%	2.1%	1.4%	1.9%	1.1%	1.0%	0.8%	1.0%	1.4%	0.2%	2.0%	3.6%	Very important	14.5%
Very important	17.5	20.5	22.8	20.8	18.6	12.8	16.3	15.1	13.5	14.5	16.1	13.7	21.6	27.0	Somewhat important	34.9
Fairly important	51.3	48.8	49.0	49.8	48.0	43.8	42.5	43.7	46.1	45.8	47.8	47.5	43.1	42.3	Somewhat unimportant	37.3
Unimportant	30.0	28.9	27.1	27.1	31.9	41.2	40.1	40.0	39.5	38.7	34.6	38.4	33.2	27.1	Unimportant	13.4

Being Physically Active*

	2008		2009
Most important	12.6%	Very important	53.2%
Very important	61.3	Somewhat important	36.7
Fairly important	21.9	Somewhat unimportant	7.9
Unimportant	4.2	Unimportant	2.2

*New item in 2008.

Taking Good Care of My Body*

	2008		2009
Most important	13.1%	Very important	61.1%
Very important	65.4	Somewhat important	31.9
Fairly important	18.7	Somewhat unimportant	5.6
Unimportant	2.8	Unimportant	1.4

*New item in 2008.

Maintaining Personal Safety*

	2008		2009
Most important	9.3%	Very important	52.3%
Very important	61.2	Somewhat important	37.0
Fairly important	24.2	Somewhat unimportant	8.7
Unimportant	5.3	Unimportant	2.0

*New item in 2008.

Attending Seminars on Male/Female Relationships*

	2008		2009
Most important	2.2%	Very important	6.5%
Very important	16.0	Somewhat important	20.0
Fairly important	36.4	Somewhat unimportant	47.0
Unimportant	45.4	Unimportant	26.5

*Not a new item; however, data was not reported in prior years.

Being In A Campus Leadership Position

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.1%	0.6%	1.4%	0.5%	1.6%	1.2%	1.8%	1.3%	2.2%	1.0%	1.3%	1.5%	2.4%	Very important	9.1%
Very important	17.7	15.7	15.6	13.9	13.1	13.7	12.8	14.8	13.5	16.9	13.6	14.5	23.5	Somewhat important	31.6
Fairly important	43.7	43.7	45.7	41.6	40.8	39.4	41.6	40.0	42.4	41.6	41.5	43.3	41.1	Somewhat unimportant	40.9
Unimportant	37.3	40.0	37.1	43.9	44.4	45.5	43.7	43.9	42.0	40.6	43.6	40.7	33.0	Unimportant	18.5

Joining A Fraternity Or Sorority

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	0.4%	0.0%	0.5%	0.2%	0.9%	0.2%	0.0%	0.6%	0.0%	0.6%	0.4%	0.5%	1.1%	Very Important	3.4%
Very important	8.4	7.8	6.9	7.5	7.4	5.6	6.3	5.4	4.0	7.2	4.5	3.6	16.2	Somewhat important	16.4
Fairly important	31.8	31.9	30.0	24.6	25.5	28.3	24.4	20.6	22.3	23.5	21.1	20.3	29.4	Somewhat unimportant	35.4
Unimportant	59.3	60.3	62.4	67.4	65.9	65.6	69.0	73.3	73.7	68.5	73.8	75.6	53.3	Unimportant	44.7

Having An Active Role In Music And Chorus**

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Most important	2.6%	2.9%	3.3%	3.9%	5.6%	4.1%	3.4%	5.2%	5.0%	3.3%	4.5%	3.6%
Very important	13.1	16.7	14.2	16.2	14.2	15.5	15.7	16.0	18.6	15.4	15.0	18.5
Fairly important	21.2	23.0	25.8	24.7	22.9	24.0	24.9	24.6	25.7	24.5	23.5	24.4
Unimportant	62.8	57.5	56.4	54.9	57.3	56.0	56.0	54.2	50.7	56.8	56.8	53.6

** Combined into new question below.

Having An Active Role In Theatre**

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Most important	1.5%	2.5%	1.6%	3.7%	3.6%	2.1%	3.3%	2.7%	1.5%	1.2%	2.6%	2.8%
Very important	8.1	9.5	9.3	12.0	8.5	10.2	8.6	10.1	11.2	8.7	8.9	7.1
Fairly important	20.3	19.1	18.7	16.6	16.6	19.5	20.0	18.0	22.5	20.1	18.1	17.0
Unimportant	69.8	68.8	70.2	67.4	70.9	67.9	67.8	69.3	64.8	70.0	70.2	73.1

** Combined into new question below.

Having An Active Role In Art**

	1993	1997	1999	2000	2001	2002	2003	2004	2005	2006	2007
Most important	1.1%	1.1%	1.9%	3.1%	2.7%	1.1%	2.8%	1.2%	1.7%	3.2%	3.0%
Very important	8.0	10.0	10.1	9.6	10.9	10.4	13.4	12.0	12.6	10.7	12.7
Fairly important	21.8	22.2	23.3	22.0	22.9	25.4	23.3	27.8	26.0	22.1	23.6
Unimportant	69.0	66.7	64.4	65.1	63.2	62.9	60.5	59.0	59.7	63.8	60.7

** Combined into new question below.

Having an Active Role in the Performing Arts (music, art, theatre)*

	2008		2009
Most important	6.4%	Very important	13.5%
Very important	22.7	Somewhat important	13.7
Fairly important	21.9	Somewhat unimportant	26.4
Unimportant	49.1	Unimportant	46.3

*New item in 2008.

Having An Active Role In Organizations

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	2.1%	1.3%	2.2%	1.2%	3.1%	2.7%	2.1%	2.8%	2.6%	2.5%	2.3%	3.6%	4.0%	Very important	16.3%
Very important	32.9	32.0	34.2	33.3	30.5	29.3	27.8	29.6	32.1	34.8	34.4	34.5	38.3	Somewhat important	45.2
Fairly important	47.4	48.9	47.7	46.3	50.7	44.6	50.8	46.0	45.4	44.7	47.6	43.7	41.7	Somewhat unimportant	28.5
Unimportant	17.6	17.8	15.8	19.1	15.6	23.4	19.1	21.6	19.9	18.1	15.8	18.3	16.0	Unimportant	10.0

Attending Plays And Concerts

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.8%	1.1%	0.9%	1.2%	2.6%	2.4%	2.4%	1.1%	2.6%	1.7%	2.8%	2.5%	4.3%	Very important	19.7%
Very important	25.4	28.5	25.7	25.0	27.0	25.4	23.6	25.4	28.0	24.9	22.9	26.1	36.3	Somewhat important	37.7
Fairly important	43.7	42.9	45.2	47.5	43.0	42.3	43.0	41.2	43.9	44.3	40.3	38.8	38.0	Somewhat unimportant	28.5
Unimportant	29.0	27.4	27.9	26.0	27.5	29.8	30.9	32.2	25.5	29.1	33.8	32.5	21.4	Unimportant	14.1

Attending Athletic Events

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	5.0%	3.3%	1.7%	2.5%	3.3%	5.6%	3.2%	3.3%	4.5%	4.3%	5.3%	5.6%	9.0%	Very important	36.9%
Very important	42.6	44.1	36.9	36.4	37.2	33.6	35.8	34.1	39.3	41.9	42.0	39.1	50.9	Somewhat important	40.9
Fairly important	40.8	40.1	48.8	43.9	43.8	42.6	44.8	44.1	39.6	39.1	37.0	39.3	29.7	Somewhat unimportant	16.2
Unimportant	11.7	12.5	12.7	17.0	15.7	18.1	16.2	18.5	16.6	14.7	15.8	16.0	10.5	Unimportant	6.1

Participating in Community Service or Volunteer Activities*

	2008		2009
Most important	4.6%	Very important	20.4%
Very important	42.1	Somewhat important	47.9
Fairly important	39.9	Somewhat unimportant	25.3
Unimportant	13.4	Unimportant	6.3

*New item in 2008.

Having An Active Role In Social Events

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	3.2%	1.1%	1.7%	1.7%	2.9%	2.7%	1.5%	1.6%	2.5%	1.9%	2.6%	3.3%	5.1%	Very important	23.7%
Very important	35.2	35.2	35.4	33.8	38.3	33.3	33.8	32.1	33.6	35.9	33.7	36.0	46.1	Somewhat important	47.1
Fairly important	45.0	43.4	45.6	45.8	40.5	42.2	43.7	45.7	43.6	41.6	45.3	40.6	35.9	Somewhat unimportant	22.2
Unimportant	16.5	20.3	17.3	18.6	18.3	21.8	21.0	20.6	20.3	20.6	18.4	20.1	12.9	Unimportant	7.0

Having An Active Role In Politics

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.0%	0.0%	0.5%	0.3%	1.7%	0.6%	0.3%	0.5%	.8%	0.4%	1.3%	1.0%	1.8%	Very important	7.7%
Very important	8.6	6.8	6.1	5.7	6.6	7.0	6.7	7.1	10.5	10.2	10.2	10.2	21.5	Somewhat important	22.8
Fairly important	26.0	24.2	20.0	20.9	25.0	25.2	26.0	26.5	26.9	28.5	24.3	23.1	37.1	Somewhat unimportant	44.1
Unimportant	64.1	68.9	73.2	72.7	66.8	66.9	66.9	66.0	61.8	60.9	64.2	65.7	39.6	Unimportant	25.4

Having An Active Role In Social Change*

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.0%	0.0%	0.3%	0.2%	1.2%	0.8%	0.3%	0.6%	.8%	0.2%	0.6%	1.0%	2.8%	Very important	11.5%
Very important	12.0	8.2	6.9	8.1	6.6	6.8	6.2	7.9	7.0	9.5	8.1	9.9	28.7	Somewhat important	32.6
Fairly important	36.0	32.6	27.4	26.6	25.0	27.8	27.4	27.8	30.8	28.3	27.9	27.9	39.6	Somewhat unimportant	40.7
Unimportant	50.8	59.1	65.2	64.8	66.8	64.6	65.8	63.7	61.4	62.1	63.5	61.2	28.8	Unimportant	15.2

* Note change in wording from "social reform" to "social change" in 2008.

Having An Active Role in National and/or International Affairs

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	1.3%	0.3%	0.2%	0.2%	1.0%	0.9%	1.0%	0.9%	.8%	1.0%	1.7%	1.5%	2.0%	Very important	9.1%
Very important	13.8	11.4	8.8	5.6	7.1	7.9	7.5	7.2	9.8	10.0	10.4	9.1	22.6	Somewhat important	23.9
Fairly important	36.8	33.8	31.6	32.7	31.5	29.4	31.6	30.7	31.2	34.8	30.9	33.0	37.0	Somewhat unimportant	43.1
Unimportant	48.0	54.4	59.4	61.4	60.0	61.6	59.6	61.1	58.2	54.1	56.9	56.3	38.3	Unimportant	23.8

Having A Religious Affiliation

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	2.4%	1.2%	1.0%	1.3%	3.0%	2.9%	2.6%	3.3%	3.3%	3.3%	3.9%	2.4%	4.3%	3.5%	Very important	15.2%
Very important	23.0	21.3	20.8	23.7	23.4	25.4	22.0	22.0	21.9	27.4	23.2	22.0	22.6	27.5	Somewhat important	25.5
Fairly important	42.3	32.3	38.0	37.4	33.2	32.8	34.8	37.2	34.7	32.7	33.1	33.1	30.0	29.1	Somewhat unimportant	30.2
Unimportant	32.2	45.2	40.3	37.6	40.1	38.9	40.7	37.4	40.1	36.5	39.8	42.4	43.0	39.9	Unimportant	29.2

Going Home On Weekends

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	3.3%	2.7%	2.9%	2.8%	2.4%	2.9%	2.3%	2.5%	2.8%	3.2%	3.0%	1.9%	2.8%	4.1%	Very important	14.9%
Very important	29.6	27.1	26.7	27.7	27.2	26.5	30.0	28.1	27.3	27.2	29.5	23.5	27.7	30.3	Somewhat important	36.8
Fairly important	45.0	46.1	48.7	47.2	48.7	46.0	45.3	48.2	47.5	47.3	46.9	50.7	48.3	38.7	Somewhat unimportant	32.7
Unimportant	21.1	24.2	21.7	22.2	21.5	24.6	22.2	21.2	22.4	22.3	20.6	23.9	21.1	26.8	Unimportant	15.6

Being Socially Accepted

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	9.3%	5.2%	4.1%	3.8%	3.5%	6.6%	6.7%	5.5%	5.5%	5.7%	7.9%	5.6%	7.1%	8.3%	Very important	38.1%
Very important	62.5	51.5	55.1	52.1	55.0	52.8	50.2	51.7	49.8	52.4	48.2	50.3	52.3	54.8	Somewhat important	45.7
Fairly important	24.2	34.6	34.1	36.4	33.1	32.5	36.2	35.9	36.4	33.4	36.4	35.8	34.3	30.6	Somewhat unimportant	12.4
Unimportant	4.0	8.7	6.7	7.7	8.3	8.1	6.8	6.8	8.3	8.5	7.5	8.3	6.3	6.3	Unimportant	3.8

Having a Good Personal Reputation*

	2008		2009
Most important	9.6%	Very important	49.5%
Very important	63.1	Somewhat important	40.8
Fairly important	22.7	Somewhat unimportant	7.7
Unimportant	4.6	Unimportant	2.0

*Not a new item; however, data was not reported in prior years.

Dating

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	3.1%	1.9%	1.9%	1.1%	0.3%	2.4%	1.8%	2.1%	1.6%	2.3%	2.1%	1.5%	1.3%	4.9%	Very important	23.7%
Very important	44.1	34.1	35.0	32.3	31.8	29.2	28.6	29.7	30.0	28.7	29.2	24.9	26.4	40.3	Somewhat important	44.3
Fairly important	39.1	42.9	40.7	44.7	43.9	43.2	44.1	45.1	44.3	45.6	45.6	48.5	46.7	38.1	Somewhat unimportant	21.8
Unimportant	13.7	22.1	22.5	21.9	24.0	25.2	25.1	23.2	24.2	23.4	23.0	25.1	25.6	16.7	Unimportant	10.2

Having Many Friends

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	8.0%	5.3%	6.5%	5.4%	5.4%	9.2%	9.4%	6.5%	8.0%	9.0%	8.9%	8.1%	10.4%	9.8%	Very important	35.2%
Very important	64.2	57.1	58.9	58.9	56.8	56.2	52.8	58.0	54.2	57.6	55.8	56.5	54.1	54.5	Somewhat important	49.3
Fairly important	24.9	30.7	30.2	31.9	33.2	28.0	32.4	30.2	30.8	26.9	28.4	29.2	30.5	29.0	Somewhat unimportant	12.6
Unimportant	2.3	6.8	4.4	4.7	4.4	6.6	5.3	5.2	7.1	6.5	6.9	6.2	5.1	6.7	Unimportant	2.9

Finding a Future Wife/Husband/Partner*

	2008		2009
Most important	4.4%	Very important	16.6%
Very important	29.0	Somewhat important	34.0
Fairly important	37.2	Somewhat unimportant	30.3
Unimportant	29.4	Unimportant	19.1

*Not a new item; however, data was not reported in prior years.

Attending College Parties*

	2008		2009
Most important	9.3%	Very important	17.6%
Very important	61.2	Somewhat important	35.9
Fairly important	24.2	Somewhat unimportant	30.0
Unimportant	5.3	Unimportant	16.5

*New item in 2008.

Acquiring Internships or relevant experiences*

	2009
Very important	44.8%
Somewhat important	39.7
Somewhat unimportant	12.6
Unimportant	3.0

*New item in 2009.

Exploring Career Options*

	2009
Very important	62.6%
Somewhat important	30.0
Somewhat unimportant	6.1
Unimportant	1.2

*New item in 2009.

Having Reading Skills Assistance Available

	2008	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	2.6%	1.3%	1.3%	1.0%	2.4%	1.5%	0.8 %	2.2 %	2.5%	1.2%	1.3%	2.3%	7.1%	Very important	32.9%
Very important	18.3	21.8	19.1	17.1	14.0	14.5	14.0	15.1	14.8	15.6	15.4	12.9	47.7	Somewhat important	35.3
Fairly important	39.5	38.0	43.4	38.6	35.6	36.5	35.5	34.7	33.6	37.6	31.6	37.3	30.7	Somewhat unimportant	22.4
Unimportant	39.7	38.8	36.2	43.1	48.0	47.5	49.5	47.8	49.2	45.7	51.4	47.5	14.5	Unimportant	9.5

Having Study Skills Assistance Available

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	3.8%	6.3%	4.1%	3.0%	4.5%	3.0%	1.3%	3.6%	4.5%	2.2%	2.6%	3.8%	16.4%	Very important	41.5%
Very important	39.0	40.0	38.6	32.3	29.5	27.1	28.8	28.1	28.6	32.3	31.8	32.2	56.2	Somewhat important	38.2
Fairly important	37.2	36.5	41.3	42.8	41.1	42.5	41.3	40.7	40.4	39.0	40.9	37.6	22.0	Somewhat unimportant	15.6
Unimportant	20.0	17.1	15.9	21.8	24.9	27.4	28.5	27.5	26.5	26.6	24.7	26.4	5.3	Unimportant	4.6

Having Math Skills Assistance Available

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	4.6%	6.7%	6.0%	4.7%	5.2%	4.9%	2.1%	3.8%	4.8%	2.6%	2.5%	3.8%	15.9%	Very important	42.9%
Very important	41.7	42.4	38.9	35.2	32.4	31.1	30.4	28.9	30.3	32.7	31.7	33.5	55.4	Somewhat important	35.7
Fairly important	34.8	35.5	38.4	38.7	38.8	36.1	41.1	40.1	38.8	40.4	40.6	38.3	21.0	Somewhat unimportant	14.5
Unimportant	18.9	15.4	16.5	21.3	23.6	28.0	26.3	27.2	26.1	24.4	25.3	24.4	7.7	Unimportant	6.8

Having Writing Skills Assistance Available*

	2008		2009
Most important	10.6%	Very important	39.1%
Very important	56.5	Somewhat important	38.4
Fairly important	26.5	Somewhat unimportant	17.6
Unimportant	6.3	Unimportant	4.9

*Not a new item; however, data was not reported in prior years.

Having Personal Counseling Available

	2007	2008		2009
Most important	1.5%	9.9%	Very important	33.4%
Very important	20.8	52.2	Somewhat important	36.1
Fairly important	43.4	28.0	Somewhat unimportant	23.6
Unimportant	34.3	9.9	Unimportant	7.0

Having Medical Services Available

	1991	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	8.0%	5.1%	4.7%	3.9%	6.9%	4.9%	4.4%	5.7%	6.3%	5.9%	5.1%	7.6%	14.8%	Very important	49.7%
Very important	55.6	57.1	59.2	54.9	52.0	47.3	47.6	51.2	52.2	53.9	49.9	52.8	60.8	Somewhat important	35.3
Fairly important	30.9	31.4	28.3	30.9	31.6	35.2	35.9	33.1	35.4	30.7	37.1	31.5	19.6	Somewhat unimportant	11.9
Unimportant	5.6	6.4	7.7	10.1	9.5	12.6	12.0	10.1	6.1	9.4	7.9	8.1	4.8	Unimportant	3.0

Having Academic Advising Available*

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	5.8%	12.2%	10.4%	6.6%	5.3%	5.8	3.1%	3.8%	4.7%	3.5%	3.4%	5.3%	28.7%	Very important	60.8%
Very important	50.5	49.1	48.2	46.7	40.9	36.8	39.0	37.6	38.8	40.6	39.0	45.4	55.8	Somewhat important	30.6
Fairly important	33.7	30.4	31.8	34.5	38.8	39.6	41.4	41.8	39.3	40.7	45.0	36.8	12.9	Somewhat unimportant	7.0
Unimportant	10.0	8.3	9.4	12.0	15.0	17.8	16.4	16.8	17.3	15.2	12.4	12.4	2.5	Unimportant	1.5

* Note wording change in 2008 from "academic counseling" to "academic advising."

Having A Career Placement Service For Grads*

	1990	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	11.3%	35.0	35.1%	15.7%	10.0	8.7%	9.1%	7.4%	8.8%	7.7%	8.8%	8.6%	20.0%	Very important	64.9%
Very important	63.3	45.9	45.2	54.4	58.3	52.6	56.3	56.9	56.0	60.0	57.3	58.1	62.5	Somewhat important	27.0
Fairly important	20.0	15.3	14.8	23.0	25.3	28.3	26.0	25.7	28.2	25.0	27.3	25.6	14.4	Somewhat unimportant	6.7
Unimportant	5.5	3.8	4.9	6.8	6.4	10.5	8.5	10.1	7.0	7.3	6.6	7.6	3.1	Unimportant	1.3

* Note wording change in 2008 from "job placement" to "career placement."

Having Career Counseling Available*

	1986	1995	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		2009
Most important	4.0%	6.5%	5.4%	5.5%	2.4%	4.3%	3.4%	2.8%	2.8%	3.5%	2.0%	3.6%	4.8%	23.5%	Very important	57.3%
Very important	48.7	42.2	47.1	47.1	42.8	36.4	34.9	34.5	35.9	34.2	38.6	29.9	41.7	59.5	Somewhat important	34.3
Fairly important	38.1	37.3	35.5	34.6	40.1	40.8	39.6	42.3	42.2	39.5	41.5	46.5	39.7	14.1	Somewhat unimportant	7.0
Unimportant	9.2	14.1	12.1	12.6	14.6	18.5	22.1	20.2	19.0	22.8	17.9	19.8	13.7	2.9	Unimportant	1.4

* Note wording change in 2008 from "vocational counseling" to "career counseling."

Having Financial Advising and Assistance

	2008		2009
Most important	16.1%	Very important	56.9%
Very important	64.9	Somewhat important	31.0
Fairly important	15.4	Somewhat unimportant	10.0
Unimportant	3.6	Unimportant	2.1