

**COLLEGE STUDENT SURVEY (CSS) LONGITUDIAL REPORT
2004
EXECUTIVE SUMMARY**

The University of Idaho administered the UCLA Higher Education Research Institute College Student Survey (CSS) for the first time in the spring of 2004. This national study is designed to provide valuable feedback on students' academic and campus life experiences. The UI will use these data to improve student experiences, expand student opportunities, and help faculty better understand UI students; as well as for student assessment activities, accreditation reports, campus planning, and policy analysis.

The 2004 CSS sample was comprised of 1,100 second and third year students who were randomly selected from electronic data files. The sampling procedures called for all students who had completed the UCLA-HERI CIRP Freshman Survey in the fall of 2001 who were still enrolled at U Idaho, 583 of whom were located, as well as a random sample of an additional 517 sophomores and juniors. Students were emailed a confidential log-in code to respond via the World Wide Web. The administration of the survey was handled electronically in two waves, with an electronic reminder sent following both the first and second waves. A total of 443 students accessed the survey online and 333 completed and submitted it. The overall response from University of Idaho students was thus thirty percent (30%). Fifty-eight percent (58%) of respondents were female, and seventy percent (70%) (n=233) had completed the Freshman Survey in 2001.

While the survey results include comparisons to other four-year public universities, it is important to note that the number of participating institutions was small and not well distributed among institution type. Therefore, the comparison data should be interpreted with caution.

HIGHLIGHTS OF COMPARISON BETWEEN 2001 AND 2004 RESPONSES

- While seventy-six (76%) of freshmen reported their grade average as 3.74 to 4.0 on the CIRP, only forty-nine percent (49%) reported the same on the CSS, a decrease of over twenty-seven percent (27%).
- The number of students reporting they “occasionally” or “frequently” “felt bored in class” has decreased by twelve percent (12%) since the freshman survey.

- Overall, students reported they spent about the same amount of time “socializing with friends” as they reported on the Freshman Survey, but slightly less time “exercising”, “working (for pay)”, doing “volunteer work”, participating in “student clubs/groups”, “watching TV”, doing “housework/ childcare”, “reading for pleasure”, “playing video/computer games”, and in “prayer/meditation.”
- Student reported spending slightly more time in “studying/homework” and “partying” than in their freshman year.
- When asked about general activities in which they engaged “occasionally” or “frequently”, students reported a decrease in “socialized with someone of another racial/ethnic group” (down 23%), and “attended a religious service” (down 25%). However, they reported increases in “felt overwhelmed by all you had to do” (up 15%), “drank beer” (up 16%), “drank wine or liquor” (up 20%), and “overslept and missed class or an appointment” (up 28%).
- When asked to rate their abilities as “above average” or “highest 10%” compared with the average person of his/her age, those areas with largest amount of change since the Freshman Survey were: “initiative” (down 17%), “self-confidence (intellectual)” (up 11%), “writing ability” (up 9%), “computer skills” (up 9%), and “drive to achieve” (down 8%).

For a complete look at the frequency response analysis from the 2004 CSS Longitudinal Reports, as well as the total responses in the 2004 CSS Institutional Profile, see <http://www.webs.uidaho.edu/ipb/surveys.htm>.

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