



Profile of the American College Student

April 2007

Description of the Survey:

- Demographics (Mandatory for all participants)*
- Future Aspirations
- College Expectations
- Campus Involvement*
- Well-Being*
- Technology Use
- Consumption of Media*
- Diversity Related Issues
- Academic Integrity*
- Personal Opinions*

* Towson participation

Twelve institutions participated in this survey. Eleven were 4-year institutions and one was a 2-year institution. Three of the institutions were private and the other nine were public. Six of the participating institutions were considered large (over 10,000 students), five were considered medium (3,000 – 9,999 students) and one was classified as small (less than 2,999 students). The overall sample consisted of 60,970 students, but there was only a 19% response rate (nationally) with 11,711 student responses. Towson University has a 9% response rate with 1,702 students participating out of a possible 19,000. Some of the major points are listed on the next page, however all of the significant differences are listed in the entire document.

Campus Involvement

- More Towson students said that the number of activities available on campus matches their expectations of what should be offered
- More Towson students said that they do not attend or participate in campus activities
- Fewer Towson students said that they actively participate in leadership positions in campus activities
- More Towson students said that they attend athletic events
- Fewer Towson students said that they attend service events or activities
- More Towson student said that they do not attend or participate in student clubs or organizations
- More Towson students said that they attend religious events and activities
- More Towson students said that they would like to be more involved in overall campus activities
- Factors for lesser involvement:
 - Fewer Towson students stated that it was because they were not interested, because of varsity athletics, and work
 - More Towson students said it is because of off-campus activities, the inconvenience of returning to campus, and the time and day of the event
- More Towson students somewhat or strongly agree that they have gained experience relevant to their major
- More Towson students are either neutral or somewhat agree that they have become more involved as a results of participation
- More Towson students said that their self confidence has increased since getting involved
- Towson students' stress management skills have improved since getting involved
- More Towson students strongly agree that their communication skills have improved because of campus involvement
- More Towson students also agree that their problem solving and critical thinking skills have improved
- More TU students strongly agree that their leadership skills have improved as a result of campus involvement
- More TU students said that their study skills have improved
- More Towson students strongly agree that their values have changed as a result of getting involved
- More TU students stated that they somewhat or strongly agree that their goals in life have changed since getting involved
- Many more TU students strongly feel that they have become more knowledgeable about their campus as a result of participation
- More TU students also strongly agree that their understanding of diverse perspectives has changed since getting involved
- Fewer students from Towson feel that they will donate money after they graduate

Academic Integrity

- More Towson students knew that our school has a policy on academic integrity
- When asked why one might cheat, more Towson students answered because it was easy

Personal Opinions

- When asked about their opinions on abortion, fewer TU students feel that abortion should be legal
- More Towson students strongly agreed with the statement 'I am pro-choice'
- More Towson students feel that same sex couples should be allowed to marry
- More TU students also strongly agree that same sex couples should be allowed to adopt

Demographics

A one-way analysis of variance was performed to compare differences between the National data set and the Towson University data. There was a significant difference between groups for type of enrollment, $F(1, 12543) = 1005.998, p < .001$. Towson has more full time enrollment and less part time enrollment than the National data set.

There was also a significant difference between groups for gender and age, $F(1, 12558) = 2369.6, p < .001$, and $F(1, 12495) = 6399070.9, p < .001$, respectively. The Towson data set has significantly more female participants and significantly less male participants than the National data set. Towson had more 19 year-olds as well as more students from ages 23-25 participate in the survey than the rest of the nation.

Significant differences were also found between groups for the number of international students, $F(1, 12517) = 5.2 \times 10^9, p < .001$, spoken languages, $F(1, 12399) = 11.48, p < .01$, and whether students' grandparents were born outside the US. These results show that Towson has more international students, which is interesting because fewer students at TU speak more than one language. TU also has more students whose parents were born outside the US. The results from this analysis also show that Towson University has significantly more students living off-campus than compared to the Nation, $F(1, 12520) = 22.8, p < .001$.

Employment demographics have also shown to be significant between groups. More Towson students work for pay, $F(1, 12527) = 22.08, p < .001$. More Towson students work more than 1 job, $F(1, 8027) = 5.377, p < .05$. More Towson students work off-campus, $F(1, 8049) = 30.36, p < .001$, and tend to work more hours in a given week than their counterparts from the rest of the nation, $F(1, 8052) = 31.035, p < .001$.

Relationship status was also significant. More Towson students were in a committed partnership, $F(1, 12614) = 30.844, p < .001$. Fewer TU students were married, $F(1, 12614) = 60.155$, or divorced, $F(1, 12614) = 12.177, p < .001$. In addition, fewer TU students have children, $F(1, 12497) = 19.384, p < .001$, are claimed as dependents, $F(1, 12454) = 19.28, p < .001$. There was also a significant difference between groups for family income, $F(1, 12448) = 63.23, p < .001$. Significant differences were also found for mother and father's education levels, $F(1, 12467) = 6.428, p < .05$, and $F(1, 12465) = 10.824, p < .01$, respectively.

More TU students have credit card debt compared to the Nation, $F(1, 12470) = 5.717, p < .05$, and have more credit cards than the rest of the nation, $F(1, 12516) = 7.013, p < .01$. Lastly, this data suggests that Towson has fewer transfer students than the national data set, $F(1, 12452) = 128.89, p < .001$. Towson also has fewer students who wish to transfer out of Towson, $F(1, 12468) = 10.426, p < .01$. Lastly, more Towson students have attended more than one college compared to the nation, $F(1, 12461) = 66.644, p < .001$.

College Involvement

A one-way analysis of variance was computed to examine any differences between groups for college involvement. More Towson students said that the number of activities available on campus matches their expectations of what should be offered, $F(1, 5476) = 22.203, p < .001$. There was also a significant difference between how Towson students learn about campus activities compared to the schools from the national data set. TU students tend to get more of their information from the campus newspaper whereas

the national data set suggests that students tend to get more information from flyers, posters, and banners, $F(1, 5490) = 44.196, p < .001$.

There are several significant differences between groups for overall level of involvement. More Towson students said that they do not attend or participate in campus activities, $F(1, 5495) = 39.82, p < .001$. Fewer TU students said that they actively participate, $F(1, 5495) = 51.867, p < .002$, and fewer TU students said that they hold a leadership position in campus activities, $F(1, 5495) = 56.078, p < .001$, than the national survey population.

More Towson students said that they attend athletic events, $F(1, 5495) = 10.321, p < .01$. Slightly fewer TU students reported actively participating in athletic events, $F(1, 5495) = 25.618, p < .001$. However, fewer TU students said that they do not participate in athletic events when compared to the national data, $F(1, 5495) = 61.00, p < .001$. Differences were also found between groups for role in campus events. Fewer TU students attend and help plan campus events, $F(1, 5495) = 26.97, p < .001$, $F(1, 5495) = 8.066, p < .01$, respectively. Additionally, more Towson students said that they do not attend or participate in campus events, $F(1, 5495) = 42.114, p < .001$.

There were significant differences between groups for involvement with community service as well. Fewer TU students said that they attend service events or activities, $F(1, 5495) = 29.84, p < .001$, and fewer said that they actively participate and help plan, $F(1, 5495) = 50.396, p < .001$. Not surprisingly, more Towson students said that they do not attend or participate in community service events, $F(1, 5495) = 82.95, p < .001$. Several differences were found between groups for involvement in Greek Organizations. More TU students attend and actively participate, $F(1, 5495) = 12.914, p$

< .001, and hold a leadership position, $F(1, 5495) = 8.979, p < .01$. More TU students said that they do not participate in Greek Organizations, $F(1, 5495) = 97.36, p < .001$, but this might be due to the fact that 65% of the students from the national data set said that their school does not offer a Greek program.

Significantly fewer students from Towson University help plan or hold a leadership position in orientation activities, $F(1, 5495) = 10.875, p < .001$, $F(1, 5495) = 10.504, p < .01$, respectively. More TU students also said that they do not attend or participate in orientation programs and activities, $F(1, 5495) = 7.269, p < .01$. There was also a difference for participation in the performing arts. Significantly fewer students attend these events, $F(1, 5495) = 45.397, p < .001$, actively participate or help plan, $F(1, 5495) = 25.182, p < .001$, and hold a leadership position, $F(1, 5495) = 11.384, p < .01$. So naturally, more TU students said that they do not attend or participate in performing arts events, $F(1, 5495) = 65.72, p < .001$.

Fewer Towson students said that they attend events and activities pertaining to political activism, $F(1, 5495) = 20.953, p < .001$. The same goes for their participation and planning for political events, $F(1, 5495) = 7.983, p < .01$. Slightly more TU students said that they do not attend or participate in events pertaining to political activism, $F(1, 5495) = 16.584, p < .001$. The comparison between groups for residential life is fairly similar with the exception that significantly more TU students do not attend or participate in residence life events, $F(1, 5495) = 21.640, p < .001$, but this may be due to the small percentage of Towson students who live on-campus.

There is a significant difference in the amount of participation in student media between groups. Fewer Towson University students attend, $F(1, 5495) = 4.042, p < .05$,

participate, $F(1, 5495) = 15.806$, $p < .001$, or hold a leadership position, $F(1, 5495) = 7.024$, $p < .01$, in student media activities. Significantly more TU students said that they do not participate in student media activities, $F(1, 5495) = 31.171$, $p < .001$.

Significant differences were found between Towson students and the national data for student clubs/organizations. Fewer TU students said that they attend, $F(1, 5495) = 10.823$, $p < .01$, participate, $F(1, 5495) = 26.023$, $p < .001$, or hold a leadership position, $F(1, 5495) = 29.998$, $p < .001$, in clubs or organizations. Naturally, more Towson students said that they do not attend or participate in these activities, $F(1, 5495) = 47.195$, $p < .001$. Towson students compare fairly equally with the national average as far as honor societies with the exception that more TU students said that they do not participate in these activities, $F(1, 5495) = 9.306$, $p < .01$.

Towson students are different from the national average in regards to religious and spiritual activities. More TU students said that they attend religious events and activities, $F(1, 5495) = 41.701$, $p < .001$. Fewer Towson students said that they actively participate or help plan these types of events, $F(1, 5495) = 25.798$, $p < .001$. Fewer TU students hold a leadership position in religious activities, $F(1, 5495) = 7.227$, $p < .01$. Lastly, slightly fewer TU students stated that they do not attend or participate in these events, $F(1, 5495) = 94.567$, $p < .001$.

More Towson University students stated that they would like to be more involved in overall campus activities than their national counterparts, $F(1, 5495) = 10.623$, $p < .01$. Students were also asked what factors caused their lesser involvement. Fewer TU students stated that they were not interested, $F(1, 5495) = 5.117$, $p < .05$, varsity athletics, $F(1, 5495) = 5.068$, $p < .05$, and work, $F(1, 5495) = 12.099$, $p < .01$. More Towson

students said that off-campus activities, $F(1, 5495) = 26.096, p < .001$, the inconvenience or returning to campus, $F(1, 5495) = 60.909, p < .001$, the time and day of the event, $F(1, 5495) = 10.453, p < .01$, were factors for their lesser involvement.

Significantly more Towson students strongly agree that they met new people as a result of participating in campus activities, $F(1, 4005) = 4.069, p < .05$. More Towson students also said they strongly agree that they have met individuals with interests different to their own as a result of participation on campus. $F(1, 3999) = 4.684, p < .05$. Significantly more Towson students are either neutral or disagree with the statement: I have been able to connect with faculty as a result of campus participation, $F(1, 3997) = 9.680, p < .01$.

More Towson students are neutral on the idea that they have been able to make a difference on campus compared to the national average, $F(1, 3981) = 5.453, p < .05$. More TU students somewhat agree or strongly agree that they have gained experience relevant to their major, $F(1, 3994) = 5.576, p < .05$. More Towson students are either neutral or somewhat agree that they have become more involved as a result of participating, $F(1, 3992) = 4.926, p < .05$. Towson students said that their self-confidence has increased since getting involved, $F(1, 3983) = 11.020, p < .01$. Additionally, the average Towson student's stress management skills have improved since getting involved, $F(1, 3980) = 12.460, p < .001$.

There was also a significant difference between groups regarding time management skills, $F(1, 3983) = 14.801, p < .001$. More TU students felt that their time management skills have not improved. More Towson students strongly agree that their communication skills have improved because of campus involvement, $F(1, 3973) =$

7.125, $p < .01$. More Towson students also agree that their problem solving and critical thinking skills have improved compared to the national data, $F(1, 3975) = 13.205$, $p < .001$. More TU students strongly agree that their leadership skills have improved as a result of campus involvement, $F(1, 3980) = 10.08$, $p < .01$.

As a result of participation in campus activities, more TU students said that their study skills have improved when compared to the national data, $F(1, 3970) = 13.058$, $p < .001$. There was a significant difference in student opinions when asked if their values have changed as a result of getting involved, $F(1, 3980) = 12.952$, $p < .001$. More Towson students strongly agree with the previous statement and more students from the national data set strongly disagree with it. There was also a significant difference between groups when asked if their goals in life have changed since getting involved, $F(1, 3982) = 8.308$, $p < .01$. More TU students stated that they somewhat or strongly agree with this statement.

Significantly fewer Towson students agree that they have been able to connect with staff on campus, $F(1, 3988) = 14.042$, $p < .001$. More Towson students somewhat agree that they have become more productive as a result of getting involved, $F(1, 3995) = 8.541$, $p < .01$, and better able to balance social activities, $F(1, 3988) = 5.572$, $p < .05$. Many more TU students strongly feel that they have become more knowledgeable about their campus as a result of participation, $F(1, 3974) = p < .01$, and more TU students also strongly agree that their understanding of diverse perspectives has changed since getting involved, $F(1, 3983) = 10.157$, $p < .01$.

Compared to the students from the national survey, fewer students from Towson feel that they will donate money after they graduate, $F(1, 3992) = 7.378$, $p < .01$. Lastly,

more Towson students feel that their grades have stayed the same since their involvement, and fewer feel that their grades have improved, $F(1, 3997) = 8.832, p < .01$.

Well-Being

A one-way analysis of variance was used to compute differences between groups for Well-Being. A significant difference was found when students were asked if they have a physical disability. Fewer TU students listed that they have a physical disability, $F(1, 3663) = 4.391, p < .05$. When asked about sexual activity, more Towson students said that they are sexually active than the students from the other universities, $F(1, 3643) = 4.831, p < .05$. It appears that more TU students are on a diet compared to the nation, $F(1, 3639) = 4.791, p < .05$. Lastly, more Towson students said that they fast during the year compared to the rest of the nation, $F(1, 3637) = 8.723, p < .01$.

Consumption of Media

A one-way analysis of variance was used to determine differences between the Towson and National data sets for Consumption of Media. Significantly more students from Towson said that today's media coverage does influence their opinions, $F(1, 4151) = 9.629, p < .01$. More Towson students also said that they stay current with local news, $F(1, 4138) = 6.976, p < .01$.

Significant differences were also found between groups when asked what sources they most commonly use to receive news. More TU students answered radio, $F(1, 4152) = 8.625, p < .01$, and television, $F(1, 4152) = 14.396, p < .001$. There were also several significant differences observed when students were asked in which topics they stay most

current. Fewer students from Towson answered business, $F(1, 4152) = 18.666, p < .001$, and politics, $F(1, 4152) = 4.769, p < .05$. However, more TU students listed Entertainment, $F(1, 4152) = 10.982, p < .01$, as well as Science and Health, $F(1, 4152) = 8.057, p < .01$, as most common.

When asked how many times per week they read a newspaper other than their college paper, more Towson students said never, $F(1, 4058) = 28.773, p < .001$ compared to the national data. However, it seems as though Towson students are more likely to read the their own college newspaper more often than other college students, $F(1, 3830) = 27.919, p < .001$. Additionally, many more Towson students said that they watch 3 to 6 hours of television per day, $F(1, 4074) = 3.86, p < .05$, whereas other college students watch much less.

Academic Integrity

A one-way analysis of variance was performed on these data to determine if there are any significant differences between the Towson and the National data on Academic Integrity. More Towson students knew that our school has a policy on academic integrity, $F(1, 3911) = 7.731, p < .001$.

There were several significant differences between groups about how students learn about academic policies. More TU students answered that they get their information from the undergraduate catalog, $F(1, 4273) = 143.12, p < .001$, academic advisors, $F(1, 4273) = 18.652, p < .001$, and staff members, $F(1, 4273) = 6.6, p < .05$. Fewer students from Towson said orientation, $F(1, 4273) = 26.583, p < .001$, courses, $F(1, 4273) = 79.548, p < .001$, and from faculty members, $F(1, 4273) = 18.852, p < .001$.

When asked why one might cheat, more Towson students answered because it was easy, $F(1, 4273) = 5.066, p < .05$, than the students from the national data set. More TU students also said it was because they are not good at taking exams, $F(1, 4273) = 6.497, p < .05$. In this survey, students were also asked what some reasons might be for not reporting cheating. Overall, more Towson students said, it's the professors job to look, $F(1, 4283) = 23.332, p < .001$, I don't want to be a snitch, $F(1, 4273) = 9.407, p < .01$, I don't want to make an enemy, $F(1, 4273) = 12.708, p < .001$, and I don't want to punish another student, $F(1, 4273) = 17.761, p < .001$. More Towson students also said that they are somewhat or very unlikely to report cheating in the future, $F(1, 3852) = 7.751, p < .01$.

Students in this survey were asked which types of cheating they have participated in during their time at college. Significantly more students from TU said copying someone else's exam, $F(1, 4273) = 9.856, p < .01$, letting another copy their exam, $F(1, 4273) = 5.931, p < .05$, faking an excuse, $F(1, 4273) = 6.675, p < .01$, writing a paper for someone else, $F(1, 4273) = 4.199, p < .05$, submitting the same paper for two classes, $F(1, 4273) = 9.318, p < .01$, listing a source after reading only the abstract, $F(1, 4273) = 4.265, p < .05$, using an online translator, $F(1, 4273) = 4.659, p < .05$, and listing a source that they didn't read, $F(1, 4273) = 15.260, p < .001$.

Personal Opinions

A one-way analysis of variance was computed to determine differences about students' Personal Opinions between the Towson and National groups. There was a significant difference between groups when asked how important it is to make a

difference in the world, $F(1, 3733) = 4.688, p < .05$. More students from the national data set disagreed with this statement. Fewer Towson students somewhat or strongly agreed with the statement: I support the war in Iraq, $F(1, 3572) = 7.213, p < .01$.

When asked about their opinions on abortion, fewer TU students feel that abortion should be legal, $F(1, 3769) = 14.31, p < .001$, and more Towson students strongly agreed with the statement I am pro-choice, $F(1, 3673) = 13.138, p < .001$. The results suggest that Towson students do not recycle as often as their national counterparts, $F(1, 3159) = 7.716, p < .01$, and they do not pay as much attention to national politics, $F(1, 3760) = 12.808, p < .001$. Significantly more Towson students feel that same sex couples should be allowed to marry, $F(1, 3786) = 12.9, p < .001$, and more TU students also strongly agree that same sex couples should be allowed to adopt, $F(1, 3786) = 15.046, p < .001$.