

## 2007 College Student Survey Highlights Report A collaborative project with Greek Life

The Texas Tech University Division of Student Affairs Office of Strategic Planning administered the College Student Survey (CSS) in cooperation with UCLA's Higher Education Research Institute. UCLA has been conducting national surveys with college students since 1966. The CSS provides information on a broad range of student outcomes related to academic and campus life experiences. The CSS also provides individual campus results with comparisons to other public universities and the broader national student cohort.

The 2007 CSS contains information drawn from n=1183 respondents. This survey was administered to Greek Life fraternity and sorority members from all college classifications. More females than males participated in the study. The reader may want to note this limitation as results are benchmarked against public universities and four-year baccalaureate schools for context, perspective and comparisons.

The College Student Survey is a self-report instrument. Results represented are drawn from the following selected topics: student profile, transfer rates, ethnicity, religious preference, degree attainment, study abroad participation, student employment, top student objectives, political views, diversity, student competency, and supplemental questions. Designations used in the CSS Institutional Profile and Data Report are as follows:

- *Texas Tech University (TTU)*
- *Public Universities* (public colleges of approximately the same size), and
- *All 4+ Year Institutions* (includes all public and private 4+ year colleges).

### Student Profile

Participants were primarily female, 64.2% female and 35.8% male of Texas Tech group; 63.9% female and 36.0% male from other public universities; and 60.5% female and 39.5% male from all 4+ institutions. Among the participants, 99% of Texas Tech participants were full-time undergraduates, as compared with 90.1% of other public universities and 95.5 of all 4+ institutions. However, due to the sample, the year of entry to college for the participants varied as shown in Table 1.

**Table 1**

<i>Year of Entry</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
What year did you enter college:	%	%	%
2006 or 2007	34.5	0.1	0.2
2005	31.2	0.0	0.0
2004	23.0	0.0	0.3
2003	8.4	74.0	82.4
2002 or earlier	2.9	26.0	17.1

### Transfer Students

Slightly higher levels of students at Texas Tech are transfer students that attended community colleges than for the other participating schools, 11.5% Texas Tech, 10.6% from other public universities and

9.4% of the 4+ institutions. Texas Tech also has a lower rate of transfer students from four-year colleges at 7.6%, 13.5% at other public universities and 8.9% at 4+ institutions.

### Ethnicity

Fairly consistent with national comparisons, the primary ethnic background among Texas Tech participants is white or Caucasian. However, TTU has a significantly larger Mexican American/Chicano population and significantly lower African American/ Black, Other Latino, or Asian American/Asian population than the national cohort. Comparisons are listed in Table 2.

**Table 2**

<i>Ethnicity</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
White/Caucasian	90.2	89.9	82.8
Mexican American/ Chicano	6.9	1.8	2.6
American Indian/ Alaskan Native	1.5	1.5	1.5
African American/ Black	1.5	2.6	5.3
Other Latino	1.1	1.8	3.4
Asian American/ Asian	1.1	4.8	6.1

### Religious Preference

Comparing reported religious preferences for Texas Tech participants that selected Baptist, Methodist and Roman Catholics as the top three faith choices (see Table 3). By comparison, the Methodist and Roman Catholic faiths are selected more often in other public and 4+ institutions. Another significant religious preference for Texas Tech is the number of respondents reporting no religious preference. Only 3.5% of Texas Tech students indicated no religious preference as compared to 28% of other public universities and 18.2% of 4+ institutions.

**Table 3**

<i>Top 3 Religious Preferences</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
Baptist	25.0	5.6	5.8
Methodist	22.3	23.0	38.2
Roman Catholic	20.3	23.0	38.2

### Degree Attainment

When asked, “What is the highest degree you plan to complete at any institution?” results indicated Texas Tech students had lower academic ambition than the national cohort. These results follow previous year’s College Senior Survey findings that used different sample populations. See Table 4 for comparisons.

**Table 4**

	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
Bachelor’s	31.2	16.1	10.9
Advanced Degree	52.4	80.5	83.6
*Other	16.4	3.4	5.5

\*"Other" includes other advanced degrees, vocational and associates degrees, and no degree

### Study Abroad Program

Texas Tech students report lower levels of participation in student abroad programs. Since entering college only 6.0% of TTU students participated in a study abroad program as compared to 22.7% of public university students and 31.1% of all 4+ institutions that participated in the study.

### Employment

The 2007 Texas Tech respondents spent significantly less time working at jobs both on and off-campus and do not appear to have a need to work full-time and/or miss classes because of work as compared to students from other participating public universities or 4+ institutions. See employment related survey questions and results below in Table 5.

**Table 5**

**During the past year, how much time did you spend during a typical week working for pay on campus?**

	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
None	80.0	61.7	54.3
Less than one hour to 10 hours	9.7	18.8	32.9
11 to 20 hours	8.8	15.7	10.7
Over 20 hours	1.6	3.9	2.1

**During the past year, how much time did you spend during a typical week working for pay off campus?**

	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
None	64.3	48.0	53.3
Less than one hour to 10 hours	16.0	19.4	19.6
11 to 20 hours	13.1	18.3	14.5
Over 20 hours	6.6	14.3	12.7

**Other findings from the College Student Survey related to employment:**

<i>Since entering college, have you...?</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
Worked full-time while attending school	11.6	21.4	18.0
Missed class due to employment	23.1	30.6	26.5

### Top Three Objectives

Of thirteen objectives presented to respondents as “very important” or “essential” the top three objectives selected by Texas Tech students participating in the 2007 CSS by order of importance were:

- Raising a family 87.9%
- Being very well off financially 82.2%
- Becoming an authority in my field 73.1%

### Political Activity and Preferences

Texas Tech students discussed politics less often than the 2007 CSS national cohort as part of their general activities. Texas Tech students discussed politics only 9.8% of the time, as compared with 20.0% of students from other public universities, and 17.8% of 4+ institutions. Keeping up with political affairs was viewed as less important to Texas Tech students at 43.4% than students at public universities and 4+ institutions both at 50.4%. However, Texas Tech students reported participation in political demonstrations at a higher rate at 16.5%, as compared with 14.5% for students of other public universities and 4+ institutions. Table 6 illustrates reported political affiliation of participants.

**Table 6**

<i>Political Preference</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
Far Left	0.5	4.6	4.2
Liberal	10.5	37.7	35.5
Middle-of-the-road	31.6	36.1	37.2
Conservative	52.4	20.6	21.7
Far right	5.0	1.0	1.3

### Diversity Issues

Socializing or partying with someone of a different racial/ethnic background occurred less often for students at Texas Tech students with 39.9% reporting interactions as compared with other public universities at 44.7% and 4+ institutions 51.1%. And, Texas Tech students were more likely to agree that racial discrimination was no longer a major problem in America at 31.8%, as compared to other public universities at 13.9% and 4+ institutions at 14.0%.

There was a general consensus of all CSS respondents on the need to abolish affirmative action in college admissions with Texas Tech participants weighing in at 53.5%, other public universities at 53.4%, and 4+ institutions at 52.0%. Texas Tech participants reported they “often or very often” felt insulted or threatened because of their race/ethnicity at 11.3%, as compared with 4.7% of students at other public universities and 7.4% at 4+ institutions. Lower levels of exposure to racially diverse students were also noted by Texas Tech students appeared to have a lower exposure to diversity information or racially diverse students in other ways such as attending workshops, roommates or in student organizations (see Table 7).

**Table 7**

<i>Diversity Awareness Since entering college students had:</i>	<i>Texas Tech University</i>	<i>Public University</i>	<i>4+ Institutions</i>
	%	%	%
Attended a racial/ cultural awareness workshop	11.6	29.4	33.6
Had a roommate of different race/ ethnicity	26.4	38.9	43.1
Participated in an ethnic/ racial student organization	8.7	16.8	20.8

Students were asked to compare themselves to when they first started college on twenty types of knowledge, ability, and skills and the TTU students ranked themselves lower than other students in 33 of 37 categories. The exceptions are emotional and physical health, risk-taking, and spirituality. See Tables 10 and 11.

**Table 10. Students reporting "much stronger" abilities and skills compared to when they first started college:**

KNOWLEDGE, ABILITY & SKILL CATEGORIES		TTU	PUBLIC	4+
n =		%	%	%
1174	General Knowledge	31.8	54.2	53.2
1175	Analytical and Problem-Solving Skills	22.0	44.0	43.8
1172	Knowledge of a Particular Field or Discipline	33.4	69.9	65.1
1175	Ability to Think Critically	23.4	46.9	47.4
1173	Knowledge of People from Different Races/Cultures	16.2	30.9	29.2
1174	Leadership Abilities	26.8	35.7	34.5
1172	Interpersonal Skills	29.8	42.4	39.5
1171	Ability to Get Along With People of Different Races/Cultures	21.1	26.9	26.6
1174	Understanding of the Problems Facing Your Community	16.9	29.8	27.6
1172	Understanding of Social Problems Facing Your Nation	17.9	35.4	32.0
1174	Understanding of Global Issues	15.0	30.0	27.9
1174	Writing Skills	19.6	32.3	35.7
1174	Public Speaking Ability	22.3	28.6	32.3
1174	Mathematical Skills	16.5	17.5	16.4
1174	Computer Skills	19.9	26.1	25.1
1173	Preparedness for employment after college	21.9	36.0	34.5
1172	Preparedness for advanced or graduate education	20.3	39.7	38.4
1174	Ability to manage your time effectively	23.2	28.7	29.7
1175	Understanding of global issues	15.0	30.0	27.9
1172	Foreign Language Ability	11.5	16.1	17.1

**Table 11. Student rated self "above average" or "highest 10 percent":**

CATEGORIES		TTU	PUBLIC	4+
n =		%	%	%
1175	Academic Ability	62.3	79.4	80.3
1174	Artistic Ability	29.3	28.2	33.3
1175	Computer Skills	41.7	48.6	46.1
1173	Cooperativeness	71.8	76.7	77.3
1175	Creativity	58.9	58.8	61.2
1173	Drive to Achieve	72.6	78.7	79.0
1173	Emotional Health	58.2	53.0	58.1
1171	Leadership Ability	66.6	69.3	68.5
1170	Mathematical Ability	42.6	48.1	43.0
1172	Physical Health	54.4	46.3	53.1
1175	Public Speaking Ability	46.3	49.2	53.6
1172	Risk-Taking	46.6	39.7	46.0
1170	Self-Confidence (intellectual)	62.0	68.9	70.6
1174	Self-Confidence (social)	63.0	52.1	58.1
1173	Self-Understanding	59.4	66.9	69.8
1170	Spirituality	50.9	35.0	42.4
1172	Understanding of Others	66.8	73.4	72.7
1173	Writing Ability	48.1	66.1	66.3

**2007 College Student Survey Campus Supplemental Questions**

The Supplemental Questions were provided by Greek Life to assess both student perceived impact of Greek Life participation on student development and student satisfaction with various programs.

**Table 12. Supplemental Questions (Provided by Greek Life):**

n =		Agree / Strongly Agree %	Neutral %	Disagree / Strongly Disagree %
1104	My fraternity/sorority experience has contributed to my: <b>Academic Success</b>	86.8	8.9	4.3
1103	My fraternity/sorority experience has contributed to my: <b>Identifying a career direction</b>	60.6	22.2	17.1
1103	My fraternity/sorority experience has contributed to my: <b>Establishing close friendships</b>	94.2	4.1	1.7
1103	My fraternity/sorority experience has contributed to my: <b>Learning about self-discipline</b>	93.5	3.6	2.9
1103	My fraternity/sorority experience has contributed to my: <b>Commitment to community service</b>	85.9	9.4	4.7
1102	My fraternity/sorority experience has contributed to my: <b>Ability to drink responsibly</b>	88.6	8.2	3.3
1102	My fraternity/sorority experience has contributed to my: <b>Development of leadership skills</b>	80.1	12.0	7.9
1103	While being recruited by my fraternity/ sorority, the chapter presented me with an accurate description of what to expect in my experience with Greek Life.	90.5	6.3	3.2
1097	The new member/pledge/orientation experience adequately prepared me to become an active member of my chapter.	89.9	6.6	3.5
1090	In my chapter, members are individually held accountable for their behavior and conduct in our organization when it is inconsistent with the organizations' core values.	89.6	6.7	3.8
1097	Contributions, support, and programming provided by your respective governing council (IFC, IGC, NPHC, or PH)?	89.3	8.5	2.1
1090	My overall Fraternity/ Sorority Experience has been good.	79.4	11.3	9.3
1096	Alcohol educational programming	92.0	5.0	3.0
1097	Contributions, support, and programming provided by your respective governing council (IFC, IGC, NPHC, or PH)?	88.8	7.8	3.4
1096	My overall Fraternity/Sorority Experience has been good	88.8	7.8	3.4
1091	Alcohol educational programming	65.8	17.5	16.6

1091	Diversity education programming	57.4	18.3	24.3
1094	Leadership training	50.0	23.5	26.5
1095	Academic support programs	63.8	15.3	20.8
1095	Convocation useful	63.0	14.7	22.3
902	Did Convocation provide you with useful advice on having a successful first-year?	33.0	11.5	55.5
		Yes %	No %	
902	I would recommend Convocation to next year's first year students	27.7	17.1	
1079	Did you attend Red Raider Camp?	31.8	15.2	
1077	If you did not attend Red Raider Camp, why did you not attend?	15.8	15.4	
		Agree / Strongly Agree %	Neutral %	Disagree / Strongly Disagree %
945	Red Raider camp helped to ease my transition from high school to college	32.0	60.0	8.1
1027	I believe the skills I learned at Red Raider Camp made me more successful Texas Tech student	31.1	61.1	7.9
1023	I felt I had an advantage as a freshman because I attended Red Raider Camp as compared to freshman that did not attend Red Raider Camp	31.3	61.0	7.8
1023	No question was asked but participants responded	31.3	61.0	7.8

A complete data report of the Texas Tech University 2005 College Student Survey is available upon request.  
Contact: Strategic Planning for Student Affairs at 806-742-6669 or visit <http://www.strategicplanning.dsa.ttu.edu>