



Survey of UCSC New Freshmen

Fall 2005

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SURVEY OF UCSC NEW FRESHMEN

Fall 2005

EXECUTIVE SUMMARY

The annual Freshman Survey is a tool used to gain a better understanding of freshman expectations and experiences. The Fall 2005 version was a 18-question, multiple-choice survey was developed collaboratively by the Office of Vice Provost and Dean of Undergraduate Education and the Office of Institutional Research and Policy Studies. The survey covered various topics including self-perceptions of academic abilities, reasons for attending college, academic goals and plans for major, coursework expectations, financial aid information, employment, summer plans, political views, and demographic/background information.

Survey respondents were 2,577 freshman (1,433 women, 1,097 men) entering UCSC in Fall 2005 (85.5% response rate). Selected findings are highlighted below.

Reasons for Attending College

Respondents were provided with a list of reasons for attending college and asked to rate the personal importance of each one. The top reasons for attending college were to:

- get a general education;
- gain career training; and
- have general career opportunities resulting from having a degree.

Confidence in Academic Abilities

In general, respondents had high confidence in their academic abilities (Mean= 2.95 out of 4.0). Confidence pertaining to specific academic skills was highest for skills related to:

- searching for resource information on the Internet;
- using time management skills to meet coursework deadlines; and
- taking notes in class.

Major Selection and Career Preparation

Most UCSC freshmen reported having fairly well-defined academic interests.

- 67.4% reported knowing what major they will pursue at UCSC
- 62.5% were committed to receiving a degree in the major/cluster that they proposed on their application for admission to UCSC
- 64.9% had researched the major(s) that they were interested in and understood the requirements.

Graduation and Future Academic Plans

UCSC freshmen reported being well-versed in graduation requirements.

- 78.2% felt that they were knowledgeable about UCSC's graduation requirements
- 70.3% had begun or planned to develop an academic plan to graduate within four years
- 97.4% expressed strong dedication to finishing colleges- no matter what obstacles get in the way.

- 84.1% reported intention to receive a postgraduate degree

Financial Aid

Most students reported a need for financial aid.

- 68.3% reported applying for financial aid
- 40.5% did not feel that they received enough financial aid to cover basic college expenses for their first year of college
- 43.0% were concerned about finding enough financial support each year to complete a degree at UCSC

Employment

- 51.3% reported that they would need to work during the academic year to meet basic expenses.
- 84.7% expected to work during Summer 2006 to help finance their second year of college.

The appendix contains a summary of descriptive statistics for each survey item.

SURVEY OF UCSC NEW FRESHMEN Fall 2005

Introduction

Each year, the UCSC freshman class is surveyed at the beginning of the Fall quarter in order to assess student expectations, perceptions, and experiences at the beginning of their college career. In Fall 2005, multiple-choice questionnaires were administered to freshmen at each college during orientation or class meetings. Surveys took approximately 10 minutes to complete.

Survey Instrument

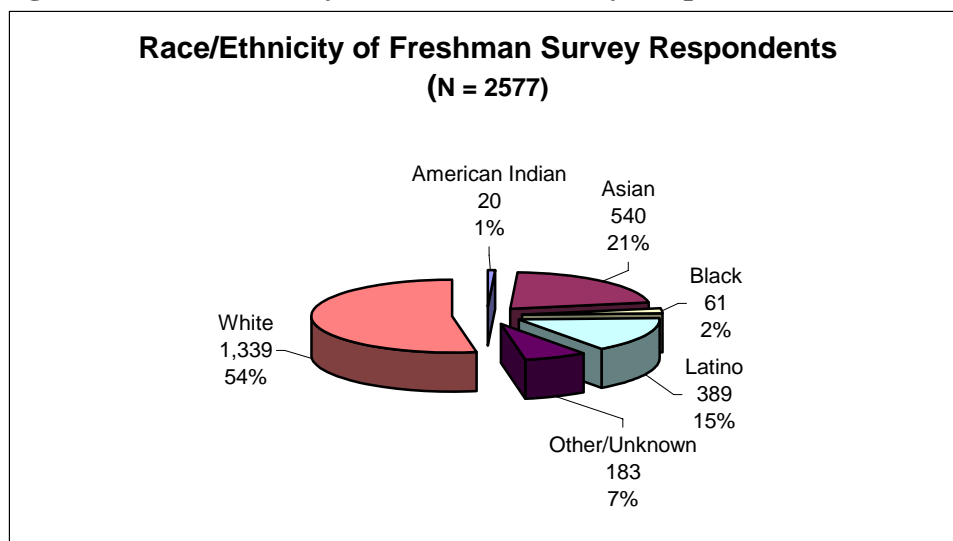
The 18-question, multiple-choice survey was developed collaboratively by the Office of Vice Provost and Dean of Undergraduate Education and the Office of Institutional Research and Policy Studies. The survey covered various topics including self-perceptions of academic abilities, reasons for attending college, academic goals and plans for major, coursework expectations, financial aid information, employment, summer plans, political views, and demographic/background information.

Characteristics of Survey Respondents

Demographic and Family Background

Survey respondents were 2,577 freshman (1,433 women, 1,097 men) entering UCSC in Fall 2005 (85.5% response rate). The figure below summarizes the ethnicity of respondents.

Figure 1. Race/Ethnicity of Freshman Survey Respondents



The majority of respondents (89.7%) were born in the United States. Most respondents (56.2%) reported that both of their parents were born in the United States, although for 31.3% of respondents, both parents were born outside of the US. Similarly, the greatest proportion of

respondents (36.2%) reported that all of their biological grandparents were born in the US, while the next largest proportion of respondents (34.3%) reported that none of their grandparents were born in the US. Respondents reported that 57% of their fathers and 52.3% of mothers had graduated from college. The average self-reported parental income was \$92,126 (SD=82,437, median = \$73,081) with a range of \$0 to \$900,000.

Academic Background

SAT, ACT, and high school API scores for survey respondents were obtained from the student database. Mean and standard deviation for SAT and ACT scores are summarized in the table below.

Table 1. Average Exam Scores

Exam	Mean (SD)
SAT I Total	1158.25 (151.48)
SAT I Math	582.81 (82.37)
SAT I Verbal	575.44 (90.76)
SAT II Math	565.71 (85.99)
SAT II Writing	571.75 (87.71)
SAT II Other	594.93 (100.39)
ACT	23.83 (4.06)

Approximately 17.0% of respondents (N = 287) came from low API index schools (in deciles 1-4).

Other Characteristics

Survey respondents’ college affiliation was obtained from the student database. The greatest number of overall respondents were from Porter College and College Eight (number of respondents from each of the 10 colleges ranged from 182 to 310), but the highest response rates were obtained from Colleges Nine and Ten (74% and 72% respectively). The figures below summarize respondents’ distribution by college and response rate.

Figure 2. College Affiliation of Survey Respondents

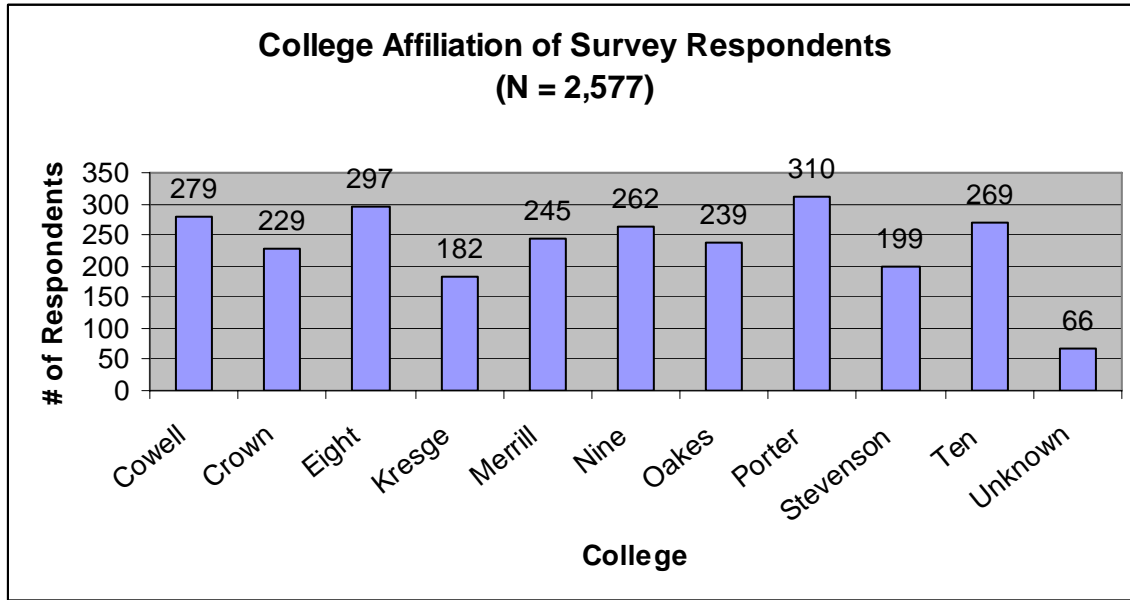
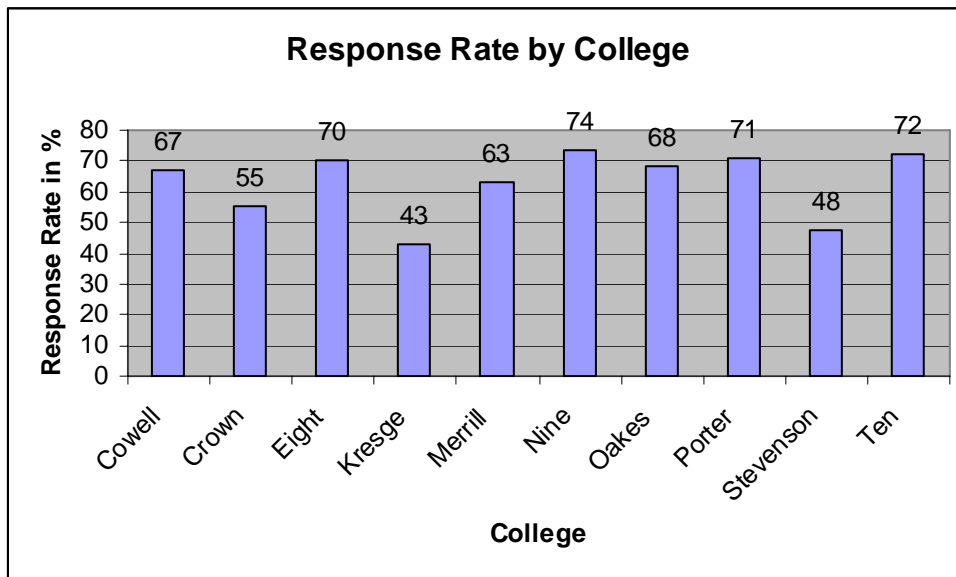


Figure 3. Response Rate by College



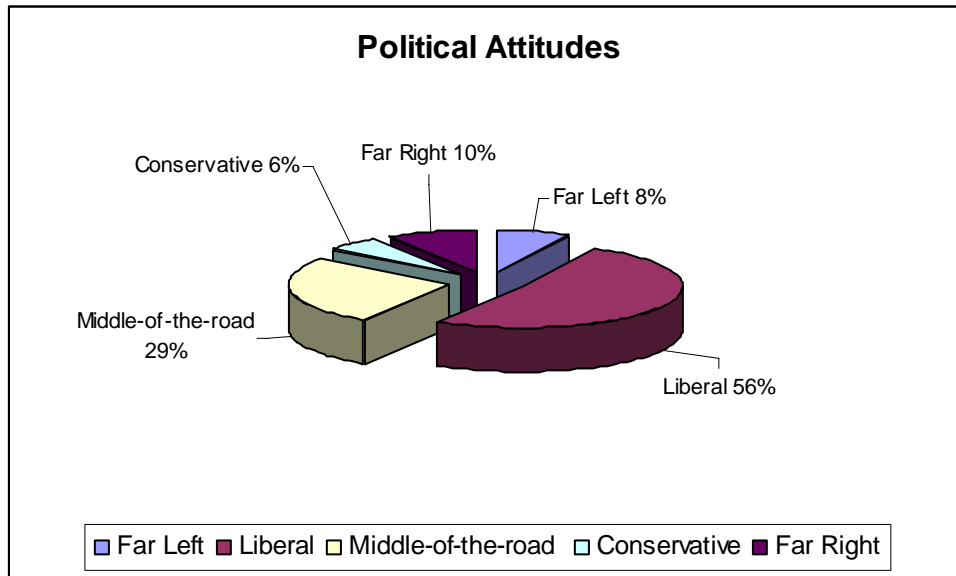
Housing

Nearly all respondents (93.3%) reported living in on-campus housing. The remainder of respondents lived with family or other relatives (1.8%), in another private home or apartment (2.2%), the University Inn or University Town Center (0.1%), or another housing option (0.4%). A small number of respondents (2.2%) had not found a place to live.

Political Views

UCSC students are generally characterized as holding liberal political and social attitudes. In line with this, the majority of survey respondents (64.3%) characterized their political views as liberal or far left. Only 6.7% identified as conservative or far right.

Figure 4. Political Attitudes

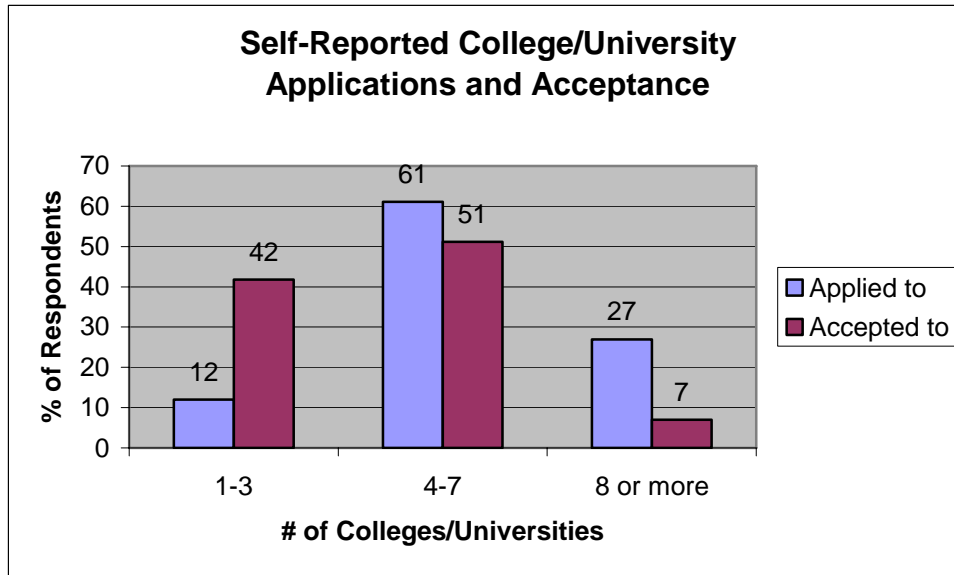


In indicator of UCSC’s openness to diverse viewpoints is that most survey respondents (76.1%) agreed that they found it easy to be friends with people with differing political opinions. Only 1.9% felt that they could not be friends with people with different political views.

College/University Decisions

Respondents were asked to indicate the number of colleges and universities that they applied to and to rank UCSC among the colleges to which they were accepted. The majority of respondents (61.1%) applied to 4 to 7 colleges/universities (including UCSC). Over a quarter of respondents (26.9%) applied to 8 or more colleges/universities. The majority of respondents (51.2%) were accepted to between 4 and 7 colleges/universities (including UCSC) while most of the other respondents (41.8%) were accepted to three or fewer colleges/universities. Figure 5 provides a summary of the number of colleges and universities that UCSC freshmen applied to and were accepted to.

Figure 5. College/University Applications and Acceptance



Of the colleges and universities that UCSC students were accepted, most respondents (51.9%) indicated that UCSC was their first choice. However, for 28.9% of respondents, UCSC was their second choice college, and for 19.3% of respondents UCSC ranked as third or other choice.

Reasons for Attending College

Respondents were provided with a list of reasons for attending college and asked to rate the personal importance of each one. The top reasons for attending college were to:

- get a general education;
- gain career training; and
- have general career opportunities resulting from having a degree.

The fewest number of respondents reported that attending college because their parents wanted them to and in order to gain a better standard of living than their parents were important. Table 2 summarizes importance ratings for reasons for attending college.

Table 2. Importance Ratings of Reasons for Attending College

	Extremely unimportant	Fairly unimportant	Fairly important	Extremely important
To get a general education (be well rounded and informed).	0.8%	2.6%	36.3%	60.3%
Career training (specific job skills and qualifications).	0.7%	6.6%	40.2%	52.5%
General career opportunities possible from having a degree.	0.5%	3.4%	35.5%	60.7%
To develop or refine a philosophy of life (ethics, values).	2.0%	14.7%	44.8%	38.5%
My parents want me to go to college.	10.7%	29.8%	34.4%	25.2%

	Extremely unimportant	Fairly unimportant	Fairly important	Extremely important
To gain a better standard of living than my parents had.	13.9%	32.3%	30.9%	22.9%
To be able to give something back to my community.	3.5%	18.4%	47.8%	30.3%
To meet goals I have set for myself.	0.9%	6.6%	35.3%	57.2%
To make connections with people that will help my career.	2.1%	14.4%	45.5%	38.0%
To become an effective citizen, locally, nationally, or globally.	2.1%	15.4%	46.3%	36.2%
To enjoy a period of independence without full responsibilities.	3.2%	16.6%	43.3%	36.9%
To become a better person.	1.7%	7.0%	39.7%	51.6%
To become an authority in my field.	2.6%	19.6%	45.1%	32.5%

Academic Perceptions

Confidence in Academic Abilities

In general, respondents had high confidence in their academic abilities (Mean= 2.95 out of 4.0). Confidence pertaining to specific academic skills was highest for skills related to:

- searching for resource information on the Internet;
- using time management skills to meet coursework deadlines; and
- taking notes in class.

Confidence was lowest for ability to make an oral presentation and ability to study effectively despite ongoing distractions. Respondents generally felt that they had a good understanding of their academic abilities (94.9%) and felt academically prepared to succeed in their first year of college (91.4%). The table below summarizes respondents' confidence about various academic tasks/skills.

Table 3. Confidence in Academic Abilities

I feel confident in my ability to...	Strongly Disagree	Disagree	Agree	Strongly Agree
use time management skills when I study.	1.9%	19.8%	66.1%	12.2%
use time management skills to meet coursework deadlines.	1.0%	11.2%	65.6%	22.3%
take notes in class and use them effectively to study for an exam.	1.1%	13.5%	65.2%	20.2%
effectively take and review notes from assigned readings.	1.9%	22.0%	62.2%	13.9%
study effectively despite ongoing distractions.	5.1%	36.8%	50.0%	8.0%
perform well on quizzes and exams.	1.9%	18.7%	63.6%	15.8%
search for information using library resources such as databases and indices.	2.5%	23.3%	54.6%	19.6%

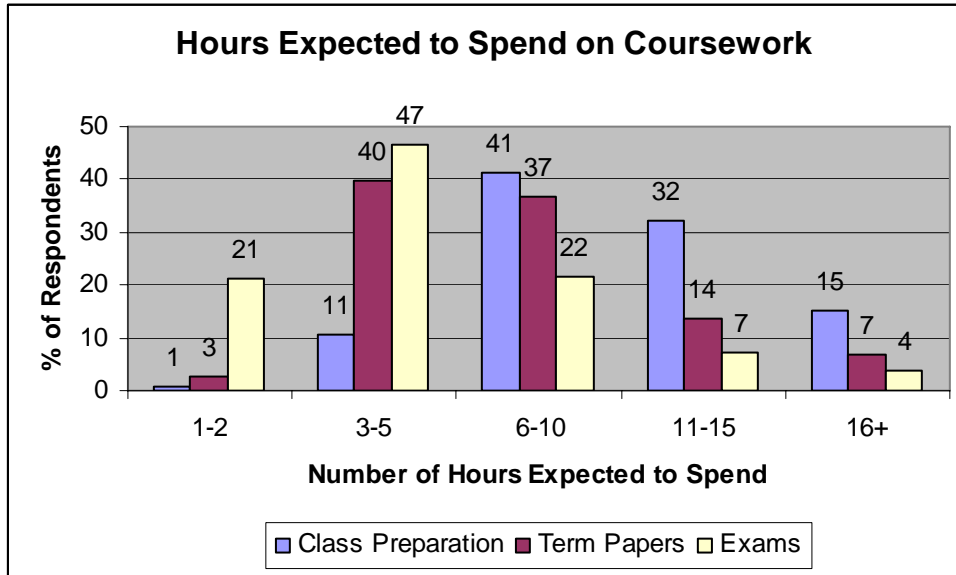
I feel confident in my ability to...	Strongly Disagree	Disagree	Agree	Strongly Agree
search for resource information on the Internet.	0.4%	4.3%	51.3%	43.9%
write clearly and effectively.	1.6%	17.2%	58.4%	22.8%
make an oral presentation.	8.4%	28.0%	46.5%	17.1%
solve math problems and do other math-related tasks.	7.4%	20.7%	48.8%	23.1%

Coursework Expectations

Respondents were asked to estimate the amount of time they expected to spend on various academic activities including a) class reading, writing short papers, or other weekly homework/assignments in preparation for class, b) each term paper (research, writing, and revising drafts), and c) studying for each exam. The largest percentage of respondents (41.2%) expected to spend between 6-10 hours a week on class reading, writing short papers, or other weekly homework/assignments. The next largest proportion of respondents (32.1%) expected to spend 11-15 hours a week on weekly homework/assignments, and 15.2% expected to devote 16 or more hours to schoolwork outside of the classroom. Only 11.5% of respondent thought that they would spend 5 or less hours a week on schoolwork.

Respondents were also asked to estimate the amount of time they would spend completing specific academic tasks such as writing term papers and studying for exams. Most respondents (39.7%) expected to spend between 3 to 5 hours per term paper (including research, writing, and revising drafts), while a similar percentage of respondents (36.7%) projected spending 6 to 10 hours on paper preparation and writing. Nearly 21% expected to spend 11 or more hours on each term paper. Respondents also indicated that amount of time they expected to spend studying for each exam. Most respondents (46.7%) expected to spend between 3 to 5 hours studying for each exam, while nearly equal percentage of respondents expected to spend between 1 to 2 hours (21.1%) or 6 to 10 hours (21.5%) studying. Only 10.8% of respondents expected to spend 11 or more hours studying for each exam. The figure below summarizes expected amount of time to be spent for various academic tasks.

Figure 6. Expected Amount of Time to be Spent on Coursework

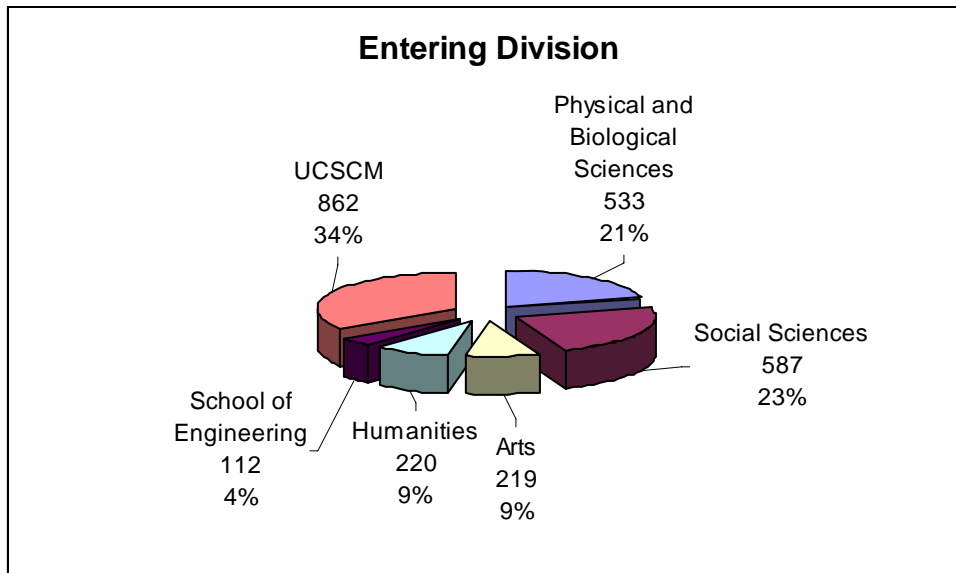


Academic Plans and Selection of Major

Entering Division

Data on survey respondents' entering division was obtained from the student database. The majority of freshmen respondents were affiliated with UCSCM (34%), Social Sciences (23%), or Physical and Biological Sciences (21%). Entering division is summarized in the table below.

Figure 7. Entering Division



Major Selection and Career Preparation

Most UCSC freshmen reported having fairly well-defined academic interests. The majority of respondents (67.4%) reported knowing what major they will pursue at UCSC. Similarly 62.5%

were committed to receiving a degree in the major/cluster that they proposed on their application for admission to UCSC. The majority of respondents (64.9%) had researched the major(s) that they were interested in and understood the requirements. Further, 79.4% of respondents believed that they were capable of selecting a major or courses that would prepare them to get a good job following graduation. However, less than half of respondents (49.5%) reported knowing what career they wanted to have.

Graduation Plans

UCSC freshmen also reported being well-versed in graduation requirements. The majority of respondents (78.2%) felt that they were knowledgeable about UCSC’s graduation requirements (e.g., general education courses, college and university requirements). Most respondents (70.3%) had begun or planned to develop an academic plan to graduate within four years. An overwhelming majority of respondents (97.4%) expressed strong dedication to finishing colleges- no matter what obstacles get in the way. Table 4 summarizes responses to survey items related to major selection and graduation plans.

Table 4. Major Selection and Graduation Plans

	Strongly Disagree	Disagree	Agree	Strongly Agree
I know what major(s) I will pursue at UCSC.	7.2%	25.4%	41.9%	25.5%
I am committed to receiving a degree in the major/cluster that I proposed on my application for admission to UCSC.	8.0%	29.5%	37.4%	25.1%
I have researched the major(s) I am interested in, and I understand the requirements.	4.6%	30.5%	45.2%	19.7%
I know what career I want to have.	13.2%	37.3%	28.7%	20.8%
I can select a major or courses that will prepare me to get a good job after I graduate.	2.0%	18.6%	58.6%	20.8%
I am knowledgeable about UCSC’s graduation requirements (e.g., general education courses, college and university requirements).	1.9%	19.9%	60.8%	17.4%
I have begun or plan to develop an academic plan to graduate within four years.	3.4%	26.3%	51.3%	19.0%
I am strongly dedicated to finishing college—no matter what obstacles get in my way.	0.4%	2.2%	27.8%	69.6%

Future Academic Plans

With regard to long-term academic aspirations, respondents were asked to indicate the highest academic degree that they intended to complete at any college or university. An overwhelming majority of respondents (84.1%) reported intention to receive a postgraduate degree. Most expected to complete a Master’s Degree (44.0%) or a Doctorate Degree (22.3%). Fewer respondents reported desiring a medical degree (11.5%) or a law degree (6.4%).

In terms of short-term academic plans, nearly all respondents (97.2%) reported that it was “likely” or “highly likely” that they would be attending UCSC in Fall 2006. Further, 89.7% indicated that they would choose to enroll at UCSC if they were choosing a college at the

present. However, 23% of respondents thought that they would transfer to another school some time before completing their degree at UCSC.

In terms of academic plans for Summer 2006, only 25.4% of respondents thought that it was likely that they would enroll in Summer Session course(s) at UCSC. A greater number of respondents (37.0%) thought that they would enroll in summer course(s) at another college/university.

College Expenses, Financial Aid, & Work Plans

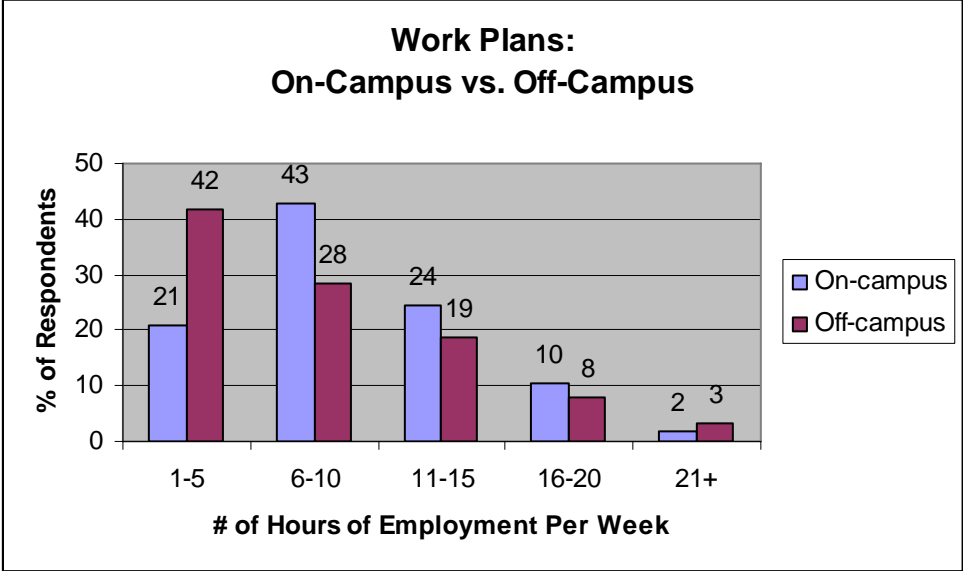
Respondents were asked about college expenses, financial aid, and work plans. Most students reported a need for financial aid. Over one-third (68.3%) of respondents reported applying for financial aid (i.e., grants, campus scholarships, loans, work-study), while 4.7% of respondents were unsure whether they had applied for financial aid. Most respondents (40.5%) did not feel that they received enough financial aid to cover basic college expenses (i.e., required fees, nonresident tuition, room and board, books and supplies, miscellaneous) for their first year of college, and 20.4% were unsure. While 43.0% of respondents were concerned about finding enough financial support each year to complete a degree at UCSC, a similar percentage of respondents (43.1%) expressed no concern. Most respondents reported knowing how to seek University financial aid (51.3%) as well as financial aid outside of the University (e.g., non-University scholarships or loans) (47.9%). Table 5 provides a summary of students' responses regarding financial aid.

Table 5. Financial Aid

	Yes	No	Unsure
Did you apply for financial aid (i.e., grants, campus scholarships, loans, work-study)?	68.3%	27.0%	4.7%
Did/will you receive enough financial aid to cover basic college expenses (i.e., required fees, nonresident tuition, room and board, books and supplies, miscellaneous) for your first year of college?	39.1%	40.5%	20.4%
Do you know how to seek University financial aid to fund your basic college expenses?	51.3%	28.6%	20.1%
Do you know how to seek financial aid outside of the University (e.g., non-University scholarships or loans) to fund your basic college expenses?	47.9%	31.7%	20.5%
Are you concerned about finding enough financial support each year to complete a degree at UCSC?	43.0%	43.1%	13.9%

A little over half of respondents (51.3%) reported that they would need to work during the academic year to meet basic expenses. Of those who reported that they would have to work, 63.7% planned to work on campus (including work-study) and 70.2% planned to work off campus 10 or fewer hours a week. In all, 72.3% of respondents who reported needing to work during the academic year expected to work 15 hours a week or less. However, 8.3% of respondents expected to work 21 or more hours a week. The majority of respondents (84.7%) expected to work during Summer 2006 to help finance their second year of college. Figure 8 provides a comparison of expected on-campus and off-campus work.

Figure 8. Work Plans: On-campus vs. Off-campus



Appendix

Descriptive Statistics for Individual Survey Items

1. Please indicate your level of agreement or disagreement with the following statements about various academic tasks/skills.

I feel confident in my ability to...	Strongly Disagree	Disagree	Agree	Strongly Agree
use time management skills when I study.	1.9%	19.8%	66.1%	12.2%
use time management skills to meet coursework deadlines.	1.0%	11.2%	65.6%	22.3%
take notes in class and use them effectively to study for an exam.	1.1%	13.5%	65.2%	20.2%
effectively take and review notes from assigned readings.	1.9%	22.0%	62.2%	13.9%
study effectively despite ongoing distractions.	5.1%	36.8%	50.0%	8.0%
perform well on quizzes and exams.	1.9%	18.7%	63.6%	15.8%
search for information using library resources such as databases and indices.	2.5%	23.3%	54.6%	19.6%
search for resource information on the Internet.	0.4%	4.3%	51.3%	43.9%
write clearly and effectively.	1.6%	17.2%	58.4%	22.8%
make an oral presentation.	8.4%	28.0%	46.5%	17.1%
solve math problems and do other math-related tasks.	7.4%	20.7%	48.8%	23.1%

2. Please rate how you feel about your general academic abilities.

	Strongly Disagree	Disagree	Agree	Strongly Agree
In general, I feel that I have a good understanding of my academic abilities.	0.3%	4.9%	72.4%	22.5%
I feel academically prepared to succeed in my first year of college.	0.4%	8.2%	67.3%	24.1%

3. How important to you are each of the following reasons for going to college?

	Extremely unimportant	Fairly unimportant	Fairly important	Extremely important
To get a general education (be well rounded and informed).	0.8%	2.6%	36.3%	60.3%
Career training (specific job skills and qualifications).	0.7%	6.6%	40.2%	52.5%
General career opportunities possible from having a degree.	0.5%	3.4%	35.5%	60.7%
To develop or refine a philosophy of life (ethics, values).	2.0%	14.7%	44.8%	38.5%
My parents want me to go to college.	10.7%	29.8%	34.4%	25.2%
To gain a better standard of living than my parents had.	13.9%	32.3%	30.9%	22.9%
To be able to give something back to my community.	3.5%	18.4%	47.8%	30.3%
To meet goals I have set for myself.	0.9%	6.6%	35.3%	57.2%
To make connections with people that will help my career.	2.1%	14.4%	45.5%	38.0%
To become an effective citizen, locally, nationally, or globally.	2.1%	15.4%	46.3%	36.2%
To enjoy a period of independence without full responsibilities.	3.2%	16.6%	43.3%	36.9%
To become a better person.	1.7%	7.0%	39.7%	51.6%
To become an authority in my field.	2.6%	19.6%	45.1%	32.5%

4. Please tell us about your academic goals and your plans for your major.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I know what major(s) I will pursue at UCSC.	7.2%	25.4%	41.9%	25.5%
I am committed to receiving a degree in the major/cluster that I proposed on my application for admission to UCSC.	8.0%	29.5%	37.4%	25.1%
I have researched the major(s) I am interested in, and I understand the requirements.	4.6%	30.5%	45.2%	19.7%
I know what career I want to have.	13.2%	37.3%	28.7%	20.8%
I can select a major or courses that will prepare me to get a good job after I graduate.	2.0%	18.6%	58.6%	20.8%
I am knowledgeable about UCSC's graduation requirements (e.g., general education courses, college and university requirements).	1.9%	19.9%	60.8%	17.4%
I have begun or plan to develop an academic plan to graduate within four years.	3.4%	26.3%	51.3%	19.0%
I am strongly dedicated to finishing college—no matter what obstacles get in my way.	0.4%	2.2%	27.8%	69.6%

5. What is the highest academic degree you intend to complete at any college or university?

- Bachelors Degree – 15.9%
- Masters Degree – 44.0%
- Doctorate Degree (Ph. D or Ed.D) – 22.3%
- Law Degree (LL.B or J.D.) – 6.4%
- Medical doctor, Optometry, Vet. Med, etc. – 11.5%

6. During your first year at UCSC, about how many hours per week do you expect to spend on class reading, writing short papers, or other weekly homework/assignments?

- 1-2 – 0.8%
- 3-5 – 10.7%
- 6-10 – 41.2%
- 11-15 – 32.1%
- 16 or more – 15.2%

7. At UCSC, how many hours do you expect to spend on the following?

Each term paper (research, writing, and revising drafts)

- 1-2 - 2.7%
- 3-5 - 39.7%
- 6-10 – 36.7%
- 11-15 – 13.8%
- 16 or more – 7.0%

Studying for each exam

- 1-2 – 21.1%
- 3-5 – 46.7%
- 6-10 – 21.5%
- 11-15 – 7.2%
- 16 or more – 3.6%

8. At this point, how likely do you think it is that you...

	Very Unlikely	Unlikely	Likely	Highly Likely
will be attending UCSC in fall 2006?	0.5%	2.3%	28.9%	68.3%
will be attending another institution in fall 2006?	54.5%	37.0%	7.2%	1.3%
will not be attending any higher education institution in fall 2006?	75.4%	15.6%	5.9%	3.0%
will transfer to another school sometime before completing a degree at UCSC?	38.5%	39.0%	18.1%	4.4%
would choose to enroll at UCSC if you were choosing a college today?	1.6%	8.6%	46.9%	42.8%

9. How many colleges/universities did you apply to (including UCSC)?

- 1-3 – 12.0%
- 4-7 – 61.1%
- 8 or more – 26.9%

10. How many colleges/universities were you accepted to (including UCSC)?

- 1-3 – 41.8%
- 4-7 – 51.2%
- 8 or more – 7.0%

11. Of the colleges/universities that you were accepted to, was UCSC your...

- First choice – 51.9%
- Second choice – 28.9%
- Third choice – 10.7%
- Other – 8.6%

12. Please tell us about how you plan to pay for your college expenses.

	Yes	No	Unsure
Did you apply for financial aid (i.e., grants, campus scholarships, loans, work-study)?	68.3%	27.0%	4.7%
Did/will you receive enough financial aid to cover basic college expenses (i.e., required fees, nonresident tuition, room and board, books and supplies, miscellaneous) for your first year of college?	39.1%	40.5%	20.4%
Do you know how to seek University financial aid to fund your basic college expenses?	51.3%	28.6%	20.1%
Do you know how to seek financial aid outside of the University (e.g., non-University scholarships or loans) to fund your basic college expenses?	47.9%	31.7%	20.5%
Are you concerned about finding enough financial support each year to complete a degree at UCSC?	43.0%	43.1%	13.9%

13. Will you need to work during the academic year to meet your basic expenses?

- Yes – 51.3%
- No – 48.7%

If yes, how many hours per week do you plan to work:

On campus (including work-study)

- 1-5 – 20.9%
- 6-10 – 42.8%
- 11-15 – 24.3%
- 16-20 – 10.3%
- 21 or more – 1.7%

Off campus

- 1-5 – 41.8%
- 6-10 – 28.4%
- 11-15 – 18.6%
- 16-20 – 7.9%
- 21 or more – 3.3%

Total

- 1-5 – 10.1%
- 6-10 – 32.3%
- 11-15 – 29.9%
- 16-20 – 19.4%
- 21 or more – 8.3%

14. How likely are you to do the following in Summer 2006?

	Not likely at all	Not likely	Fairly likely	Very likely	Unsure
Enroll in Summer Session course(s) at UCSC	18.6%	46.9%	20.6%	4.8%	9.1%
Enroll in summer course(s) at another college/university	17.1%	37.4%	25.0%	12.0%	8.4%
Work during the summer to help finance your second year of college	3.1%	8.2%	27.9%	56.8%	4.1%

15. Where will you live during fall term?

- On-campus housing – 93.3%
- University Inn or University Town Center – 0.1%
- With my family or other relatives – 1.8%
- Other private home, apartment, or home – 2.2%
- I haven't found a place to live – 2.2%
- Other – 0.4%

16. I would characterize my own political views as:

- Far Left – 8.3%
- Liberal – 56.0%
- Middle-of-the-road – 29.0%
- Conservative – 5.9%
- Far Right – 0.8%

17. I find it easy to be friends with people whose political opinions are very different from mine.

- Strongly disagree – 1.9%
- Disagree – 22.0%
- Agree – 59.4%
- Strongly agree – 16.7%

18a. Were you born in the United States?

- Yes – 89.7%
- No – 10.3%

18b. Were your parents born in the United States?

- Yes, both mother and father – 56.2%
- Mother yes, father no – 6.0%
- Father yes, mother no – 6.5%
- Neither mother or father – 31.3%

18c. How many of your biological grandparents were born in the United States?

- None – 34.3%
- One – 4.5%
- Two – 15.7%
- Three – 9.3%
- Four – 36.2%