

**The Dartmouth First-Year Students:
Major Findings from
The 2006 First-Year Student Survey**



**Office of Institutional Research
Dartmouth College**

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EXECUTIVE SUMMARY

Survey Administration

- 1) CIRP (Cooperative Institutional Research Program) Freshman Survey was administered to 786 first-year students at Orientation as a paper-and-pencil survey. The response rate was 73%.

Definition of Peer Groups

- 2) Three peer groups were created to provide a point of comparison. The Peer 1 group contains highly selective, co-ed liberal arts colleges. Peer 2 group consists of highly selective, private institutions in Northeast. The Peer 3 group consists of highly selective, private institutions beyond Northeast.

Respondent Characteristics for Dartmouth and Peers

- 3) Fifty-seven percent of Dartmouth respondents were women; the highest among our peers (Figure 2).
- 4) Most Dartmouth respondents identified as Caucasian (61%), Asian-American (13%), African-American (6%), International (6%), Hispanic (3%), Native-American/Hawaiian (2%), or Multi-racial/ethnic (10%). Dartmouth had the highest percentage of Caucasians and Native-American/Hawaiians among our peers, and equal percentages of African-Americans as the Peer 1 group. (Figure 1)
- 5) The greatest number of Dartmouth respondents planned on majoring in Sciences (35%), followed by Social Sciences (27%), and Humanities (25%). Dartmouth had more intended Science majors than Peer 1 schools, but fewer than the others. There were fewer intended Humanities majors at Dartmouth than at the Peer 1 schools, but more than the Peer 2 and 3 schools. Percentages of intended Social Sciences majors were similar across all schools. (Figure 3).

Use of Time in High School for Dartmouth and Peers

- 6) During high school, Dartmouth first-year students spent similar amounts of time *Partying* as students at our peer schools, and more time *Socializing With Friends* (Figures 4 & 5). Dartmouth first-year students spent comparable amounts to Peer 1 schools and slightly more than the Peer 2 and 3 schools *Studying or Doing Homework* during high school, and similar amounts of time participating in *Student Clubs*. (Figures 6 & 7). Overall, the time spent *Volunteering* was comparable to our Peer 2 and 3 schools and slightly more than Peer 1 schools. Comparable percentages of Dartmouth and Peer 1 students watched between 6-10 (14%) hours of TV a week, while greater percentages of Peer 2 and Peer 3 students watched over 10 hours a week. (Figures 8 & 9)

Reasons for Attending College

- 7) The top reasons Dartmouth first-year students gave for attending college were: 1) *To learn about things that interest me*, 2) *to get a general education*, 3) *to prepare for graduate/professional school*, 4) *to become a more cultured person*, and 5) *to make more money*. These reasons are consistent with our peer schools. There were statistically significant average differences between Dartmouth and her peers (Figure 10 & Table 1).

Reasons for Attending The Current College

- 8) The top reasons that students considered important for attending Dartmouth included: 1) *The Good Academic Reputation*, 2) *Graduates Get Good Jobs*, 3) *Graduates Gain Admission into Top Graduate/Professional Schools*, 4) *Size of School*, and 5) *A Visit to Campus* (Figure 11). These reasons are similar to our peer schools. There were average differences between Dartmouth and her peers (Table 2).

Choice of Colleges

- 9) Both the Peer 1 and Peer 2 schools had greater percentages of students indicating that the college they were attending was their *First Choice*. Dartmouth and the Peer 3 schools had almost equal percentages indicating that they were attending their *2nd Choice* school and *3rd Choice* schools (Figure 12).

Expectations Students Have of Their Colleges

- 10) A large percentage of Dartmouth first-year students reported that there was a very good chance that they would be 1) *Socializing with Someone of Another Racial/Ethnic Group*, 2) *Satisfied with their College*, 3) participate in *Student Clubs/Groups* and 4) *Study Abroad Program*, and 5) *Make at Least a B Average*. The top 3 highest rated events were identical among Dartmouth and her peers. There were statistically significant average differences between Dartmouth and her peer groups (Figure 13 & Table 3).

Aspirations for Educational Attainment

- 11) The most frequent response to the highest expected academic degree at the current college was a bachelor's degree. A masters was the highest expected lifetime degree for Dartmouth and Peer 2 first-year students, and a doctorate was the choice for the Peer 1 students. The Peer 3 students had a tie between the two degrees (Figure 14).

Career plans

- 12) The top career plans for Dartmouth first-year students were undecided (29%), physician (17%), business executive (9%), lawyer (8%), engineer (5%) and science researcher (4%).

Self Rating

- 13) The highest areas of self-ratings for Dartmouth first-year students included: 1) *Academic Ability*, 2) the *Drive to Achieve*, 3) *Mathematical Ability*, 4) *Cooperativeness*, and 5) *Intellectual Self Confidence*. The lowest ratings were in *Religiousness* and *Spirituality* (Figure 15). There was agreement across the peers in the top two ratings. Differences between the average self ratings of Dartmouth students and our peer schools emerged (Table 4). Compared to Peer 1 students, Dartmouth students rated themselves as having more *Intellectual Self Confidence* and *Creativity*. Compared to all our peers, Dartmouth students rated themselves higher in *Writing Ability* and *Physical Health* (Table 4).

Life Goals

- 14) The top life goals for Dartmouth first-year students were: 1) *Understand Other Cultures/Countries*, 2) *Raise a Family*, 3) *Help Others in Difficulty*, 4) *Develop a Meaningful Life Philosophy*, and 5) *Become an Authority in my Field* (Figure 16). Differences among the ranking of life goals with our peer schools emerged. Compared to Peer 2 and 3 students, Dartmouth students were less likely to have *Becoming an Authority in Field*, *Being Successful in Own Business*, *Having Administrative Responsibility*, *Being Well-off Financially*, and *Make Contributions to Science* as life goals. Dartmouth students were more likely than students at our peer institutions to value *Improving Understanding of Other Cultures* and *Promoting Racial Understanding* as life goals. (Table 5).

Key Drivers of Expected Satisfaction

- 15) High average importance ratings on *A Campus Visit*, the *Academic Reputation*, and *College Size* as reasons for attending Dartmouth were positively related to first-year students *Expected Satisfaction* with Dartmouth. *Not Receiving Aid at First Choice College* and *Not Being Able to Afford their First Choice College* were linked to low levels of *Expected Satisfaction*. Many of the reasons why students choose to attend Dartmouth appeared to have no relationship with their expected satisfaction (Figure 17).
- 16) Students who expected to *Volunteer*, *Socialize with Someone of Another Race/Ethnicity*, *Make at Least a "B" Average*, *Communicate with Their Professors*, and participate in the *Study Abroad Program* and *Student Clubs* were more likely to expect to be *Satisfied* with their Dartmouth experience. Students who expected to *Transfer to Another College* anticipated being dissatisfied with Dartmouth. *Joining a Fraternity/Sorority* and *Playing Athletic* were slightly predictive of *Expected Satisfaction* (Figure 18).

A. Background Information

Survey Methodology

The Cooperative Institutional Research Program (CIRP) Freshman Survey is a national longitudinal study administered by the Higher Education Research Institute (HERI) at University of California at Los Angeles (UCLA). The CIRP Survey is regarded as one of the most comprehensive sources of information on incoming college students in America.

In Fall 2006, 73% (n=786/1,081) of the incoming first-year class at Dartmouth participated in the CIRP survey during Orientation. As a paper-and-pencil survey, the instrument covers a wide range of topics including demographics, pre-college experiences, reasons for attending college, academic plans, personal opinions and beliefs, financial aid status, and parental background.

Defining our Peer Groups

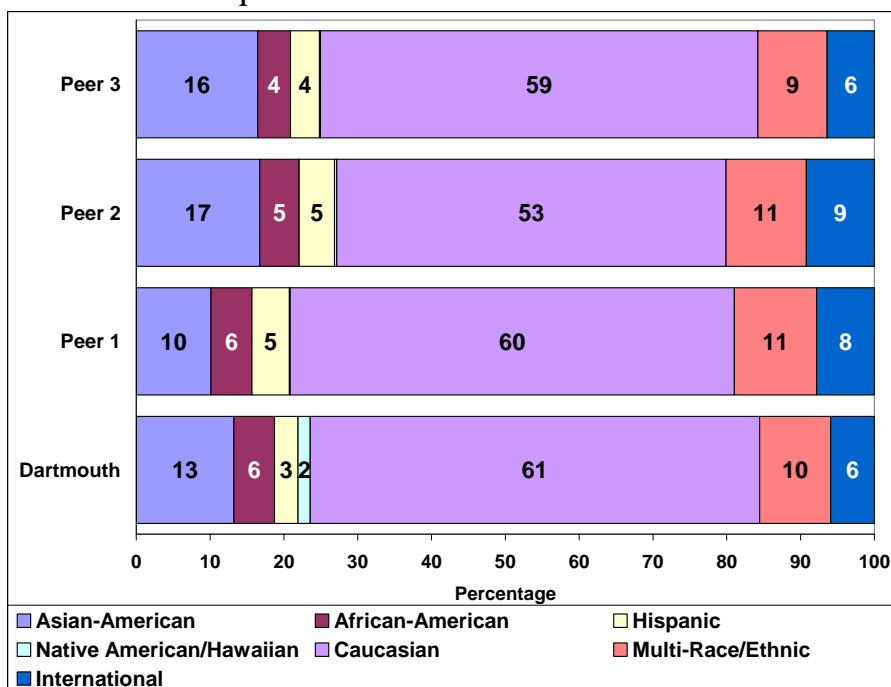
Three peer groups were created to provide an external point of comparison and bench-marking for our survey results. The Peer 1 group contains highly selective, co-ed liberal arts colleges. Peer 2 group consists of highly selective, private institutions in Northeast. The Peer 3 group consists of highly selective, private institutions beyond Northeast.

Respondent Characteristics

Race/Ethnicity.

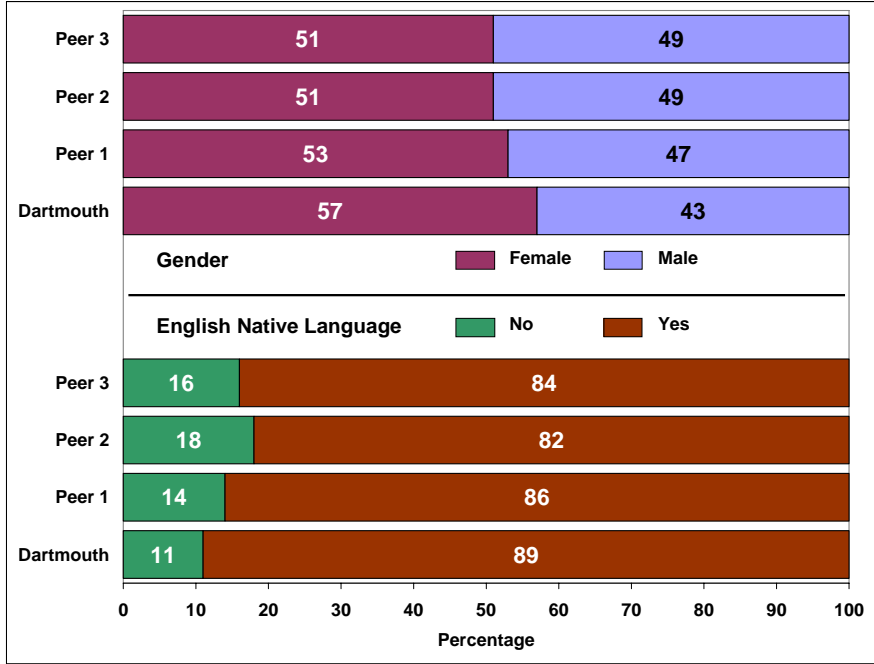
For Dartmouth, the racial/ethnic composition of the class was largely Caucasian (61%), Asian-American (13%), African-American (6%), International (6%), and Native-Americans/Hawaiians (2%). Ten percent of the respondents indicated that their heritage was of more than one race/ethnicity¹. Compared to peers, Dartmouth had the highest percentage of Caucasians and Native-Americans/Hawaiians. We had equal percentages of African-Americans as the Peer 1 schools.

Figure 1. Racial/ethnic composition of first-year Student respondents for Dartmouth and her peers.



¹ Of the 10%, 3% indicated that their race(s) was shared with an Hispanic ethnicity, while 7% reported a multi-racial heritage that did not include an Hispanic ethnicity. To simplify analysis, we combine these groups into a single category of "Multi-Race/Ethnic".

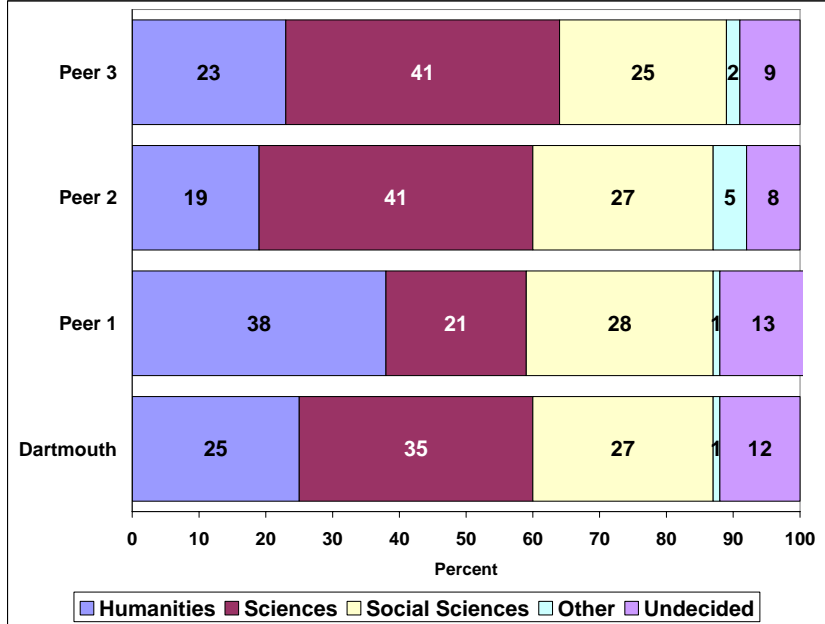
Figure 2. Gender and Native Language Composition of First-year Student Respondents for Dartmouth and her Peers.



Gender, Age, Native Language, Distance from Home. The Dartmouth respondents had more women (57%) than men--the highest percentage of females among our peers (Figure 2). Most of the Dartmouth first-year students were 18 years of age (70%). About 26% indicated that they were 19 years old, and 3% were younger than 18. Only 11% of the Dartmouth respondents did not speak English as a native language--the lowest percentage among our peer schools. The majority of Dartmouth respondents indicated that home was either between 101 and 500 miles (44%) or over 500 miles from the College (49%).

Division of Intended Major. There were significant differences in the percentages of division of intended major between Dartmouth and her peers. Dartmouth had a greater percentage of intended Humanities majors than the Peer 2 schools (25% *vs.* 19%), but fewer than our Peer 1 schools (38%). The Peer 3 schools had fewer intended social science majors than Dartmouth and Peer 1 and Peer 2 schools. The Peer 1 schools had the lowest percentage of intended science majors (21%), and the Peer 2 and 3 schools had the highest (41%). Dartmouth and the Peer 1 schools had a greater percentage of students who were undecided about their major, compared to Peer 2 and Peer 3 schools.

Figure 3. Division of Intended Major of First-year Students for Dartmouth and her Peers.

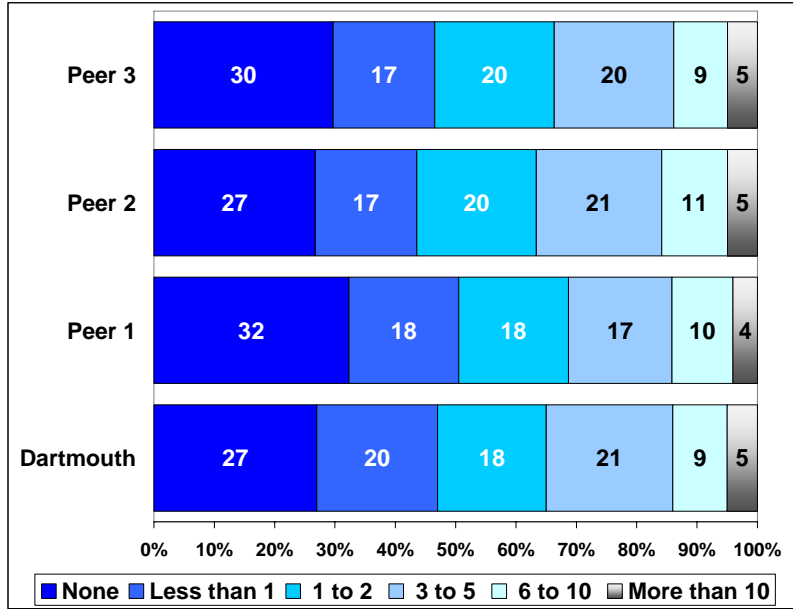


B. Use of Time in High School

Respondents were asked to indicate how much time during a typical week of their last year in high school they spent doing a variety of activities. Activities fell into 3 general areas: *Partying/Socializing*; *Studying or Attending Student Clubs*; or *Volunteering and Watching TV*. Eight response categories were provided. They ranged from a low of "None" and "Less than 1 hour" to a mid-point of "6-10 hours" and maximum values of "Over 20 hours." We combined the responses of greater than 10 hours into a "More than 10 category."

Partying/Socializing with Friends

Figure 4. Hours a Week Spent Partying in High School



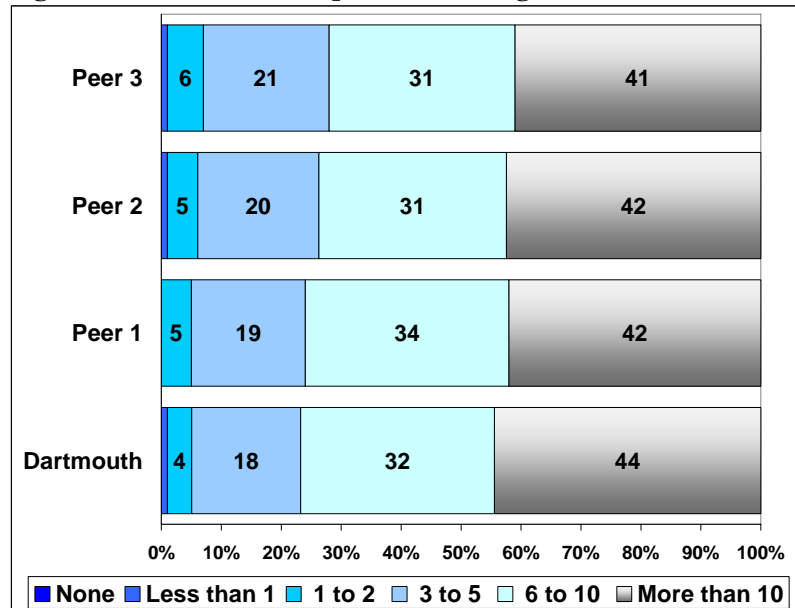
Partying.

Dartmouth first-year students spent similar amounts of time *Partying* as our peers. Twenty percent of the Dartmouth respondents indicated that they spent less than an hour a week *Partying*, slightly more than our peers. About 21% of the Dartmouth respondents partied between 3 and 5 hours a week, comparable to Peer 2 and Peer 3 schools, but more than the Peer 1 schools.

Socializing.

Dartmouth had the highest percentages of time spent *Socializing With Friends*, with 44% of the respondents reporting that they spend more than 10 hours a week *Socializing* with friends. Both the Peer 1 and Peer 2 schools had 42% of their respondents spending that much time a week with friends.

Figure 5. Hours a Week Spent Socializing with Friends



Studying/Doing Homework, Attending Student Clubs

Studying. Fifty percent of the Dartmouth first-year students indicated that they spent more than 10 hours a week in high school *Studying*. Another 25% spent between 6 and 10 hours a week. Dartmouth students spent comparable time *Studying* to their counterparts from the Peer 1 schools, and slightly more than their counterparts from the Peer 2 and Peer 3 schools.

Figure 6. Hours a Week Spent Studying/Doing Homework in High School

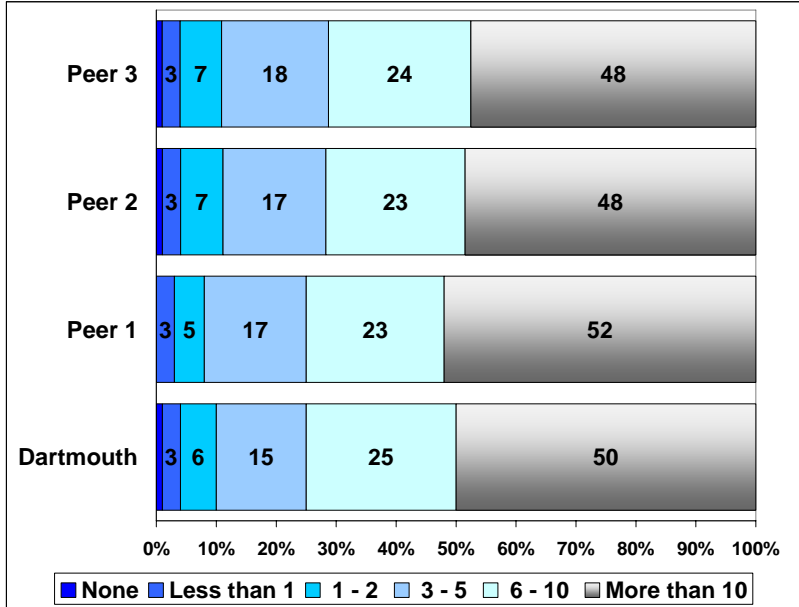
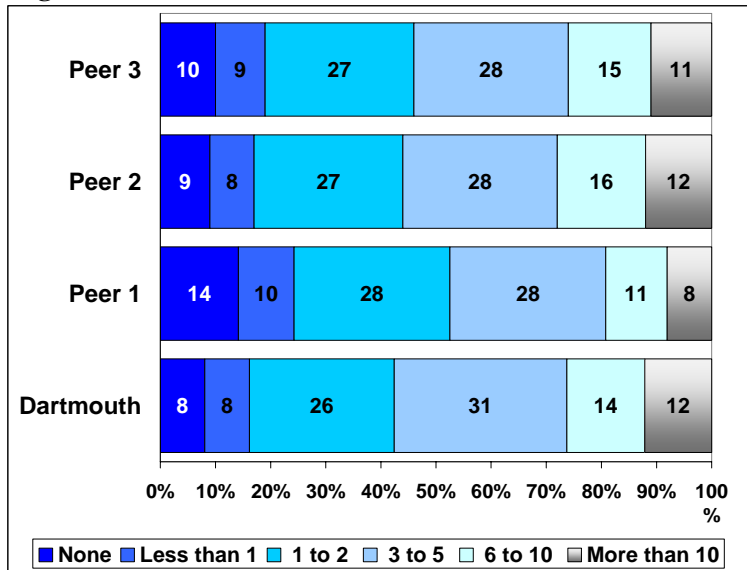


Figure 7. Hours a Week Spent Participating in Student Clubs in High School



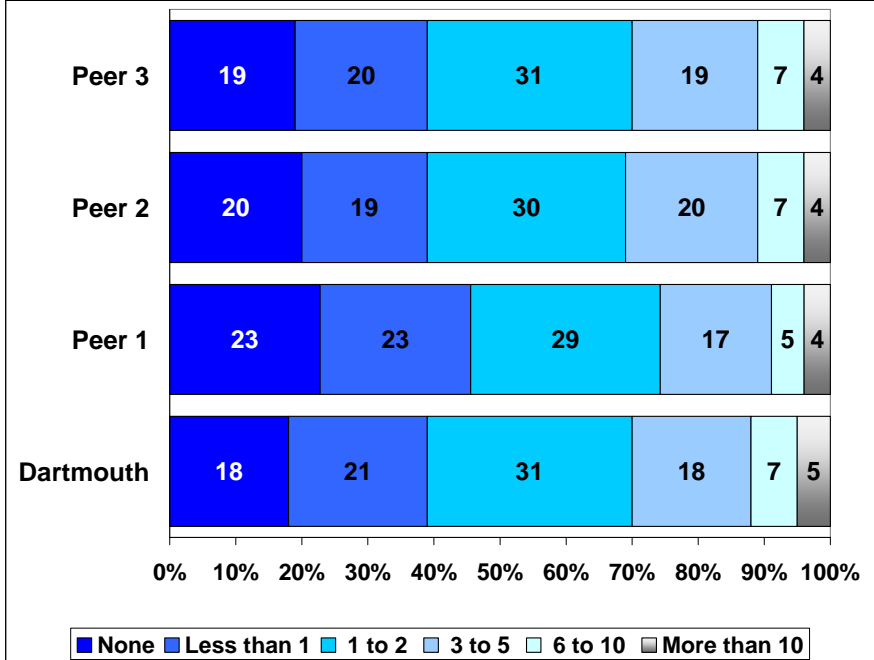
Student Clubs.

Dartmouth students spent similar amounts of time as students at our peer schools participating in *Student Clubs* in high school. About 12% of Dartmouth students spent more than 10 hours a week, 14% spent between 6 and 10, and 31% spent between 3 and 5 hours in *Student Clubs*. Students at Peer 2 and Peer 3 schools spent comparable amounts of time in *Student Clubs*, while students from Peer 1 schools spent slightly less time.

Volunteering

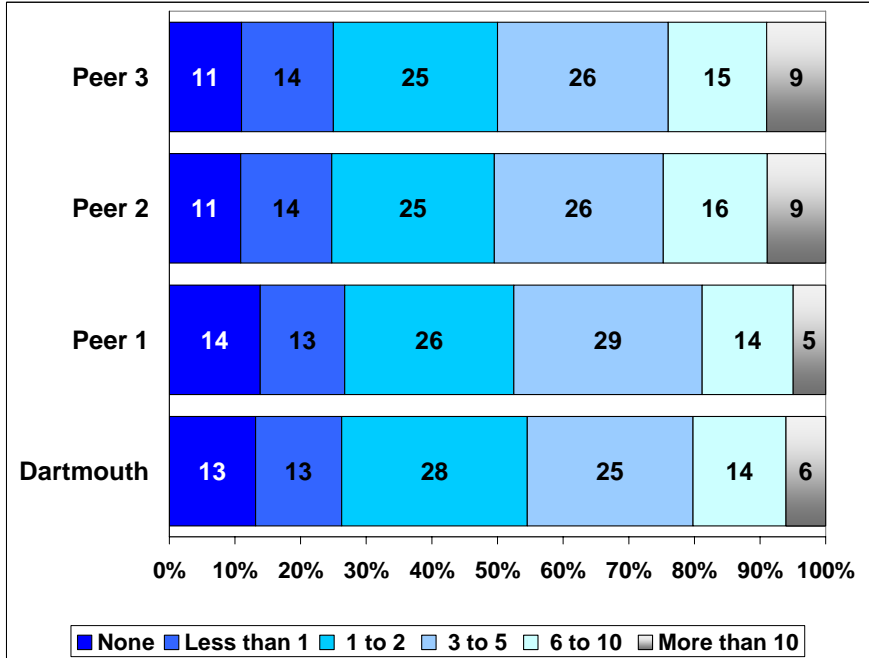
Volunteering
 The highest percentage (31%) of Dartmouth first-year students reported spending 1 to 2 hours a week *Volunteering*. Eighteen percent spend 3 to 5 hours week, and 12% spent more than 5 hours. These numbers are comparable to Peer 2 and Peer 3 schools, and slightly higher than Peer 1 schools.

Figure 8. Hours a Week Spent Volunteering in High School



Watching TV

Figure 9. Hours a Week Spent Watching TV in High School



Watching TV.

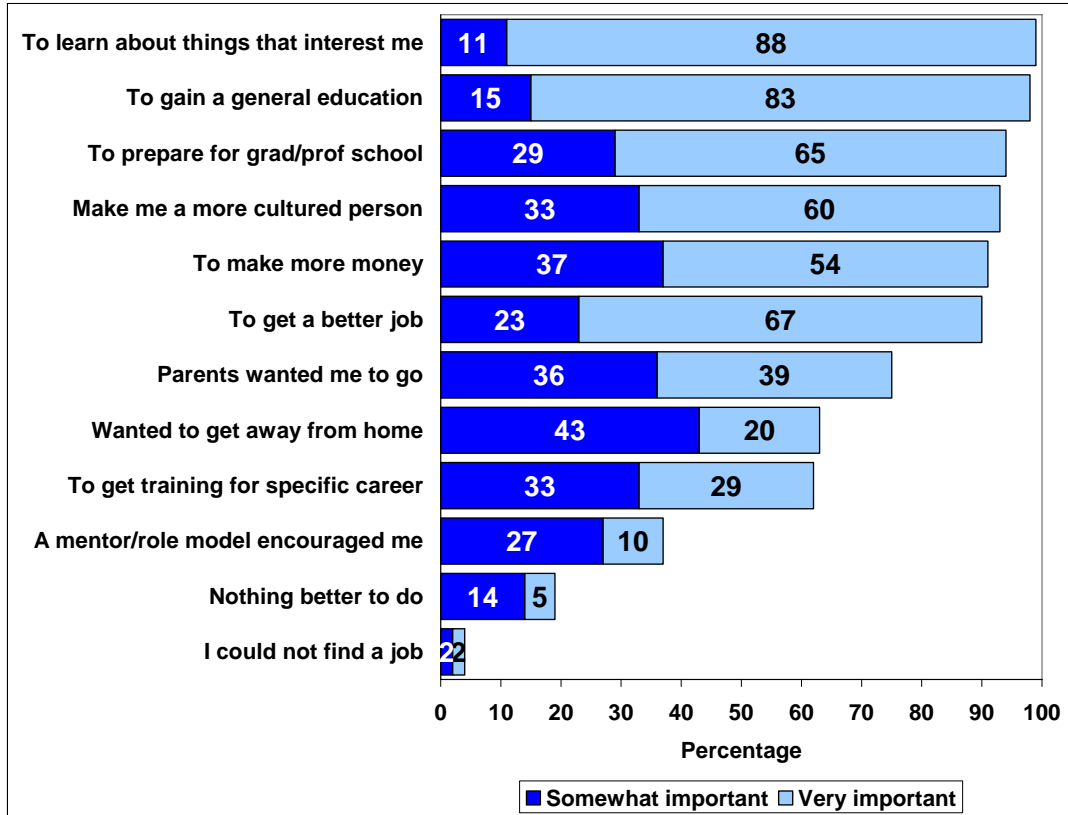
Slightly more Dartmouth students reported to *Watching* between 1 and 2 hours a week (28%) while more Peer 1 students reported to watching between 3 and 5 hours of *TV* (29%). Comparable percentages of Dartmouth and Peer 1 students reported to *Watching* 6 to 10 hours, while greater percentages of the Peer 2 and Peer 3 students reported to *Watching* over 10 hours a week of *TV* (9%).

C. Reasons for College

General Reasons for Attending College

First-year students were asked to indicate the importance of a series of reasons why they decided to go to college. A 3-point response scale ranged from "Not Important" to "Very Important." The reasons why Dartmouth students indicated that they wanted to go to college are below.

Figure 10. Importance of Reasons for Attending College for Dartmouth First-year Students.



Comparison to Peers.

First-year students at our peer schools had the same ranking of reasons for attending college. The only exception was that Peer 1 students ranked *Becoming a More Cultured Person* higher than *Graduate/Professional School Preparation*. There were also school average differences among the importance of reasons. Compared to Peer 2 or Peer 3 schools, Dartmouth students considered *Gaining a General Education* as a more important reason. *To Make More Money* and *Get Training* were less important reasons for Dartmouth students.

Table 1. Contrasts of Average Importance of Reasons for Attending College Scores for Dartmouth and Her Peers

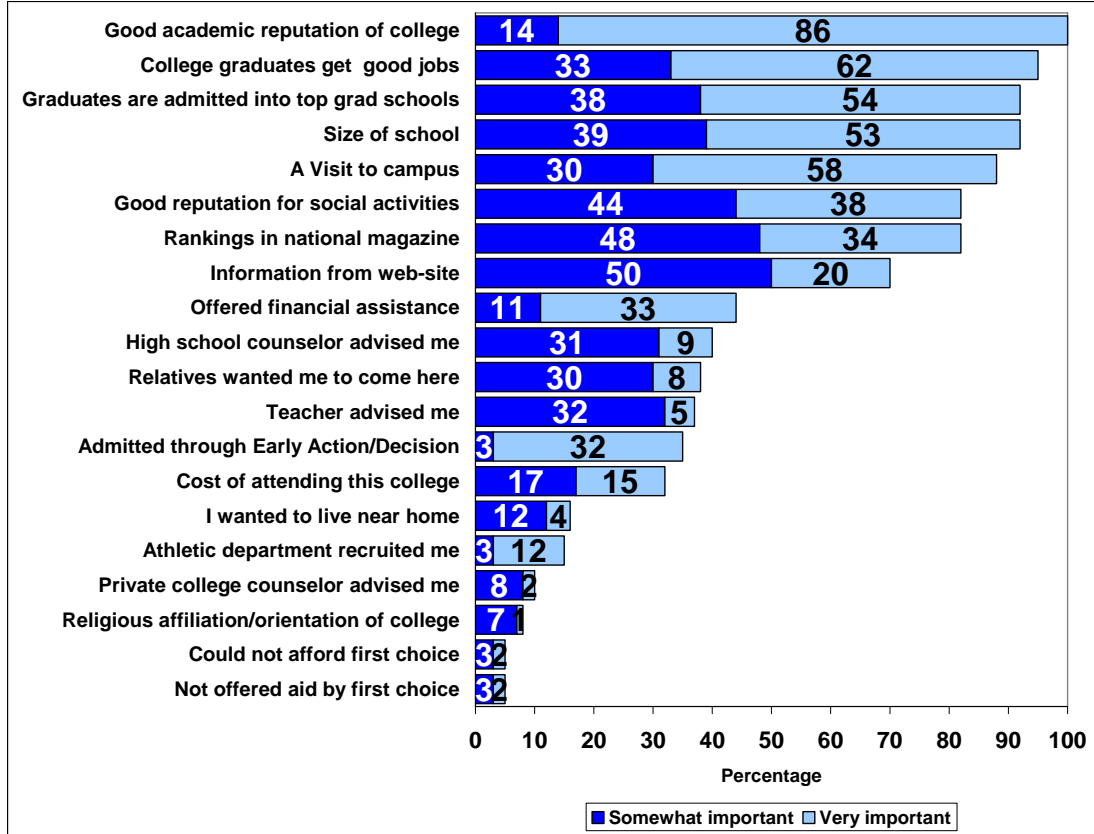
Reasons for College	Dartmouth Average Compared To Average of:		
	Peer 1	Peer 2	Peer 3
Gain general education			
Learn about things that interest me			
Prepare myself for graduate/professional school			
A role model/mentor encouraged			
Make more money			
To get training for a specific career			

■ Dartmouth average lower ■ Dartmouth average higher

Reasons for Attending The Current College

First-year students were asked to indicate how important reasons were in influencing their decision to attend Dartmouth. A 3-point response scale ranged from "Not Important" to "Very Important".

Figure 11. Dartmouth First-year Students Importance of Reasons for Attending Dartmouth



The top reasons that students considered important for why they chose to attend Dartmouth included: 1) *The Good Academic Reputation*, 2) *Graduates Get Good Jobs*, 3) *Graduates Gain Admission into Top Graduate/Professional Schools*, 4) *Size*, and 5) *A Visit to Campus*. The least important reasons included *Not Being Able to Afford their First Choice*, and *Not being Offered Financial Aid by their First Choice*.

Comparison to Peers.

We found a few differences among the rankings in importance of reasons for choosing the college students attended. The Peer 2 and Peer 3 schools had similar top-ranked reasons; *Reputation*, *Access to Jobs and Graduate/Professional Schools*, *Campus Visits and Rankings in National Magazines*. Students at Peer 1 schools reported that *Reputation*, *Access to Graduate/Professional Schools*, *Campus Visit*, *Access to Good Jobs*, and *Size of School* were the most important factors (in descending order).

There were also differences in the average reasons for attending college between Dartmouth and her peers that reached statistical significance (Table 2). *Academic reputation* was more important for Dartmouth students than for Peer 1 students. *Size of School*, *Campus Visit*, and *Being Recruited by the Athletics Department* were more important for Dartmouth students than for Peer 2 or Peer 3 students. Getting a *Good Job* and *Financial Assistance* were less important reasons for Dartmouth than for Peer 2 students. *Financial Assistance*, *Not Being Offered Aid by First Choice School*, *Not Being Able to Afford First Choice*, *Religious Affiliation*, *Information from the Web Site*, and *Reputation for Social Activities* were less important reasons for Dartmouth students than students from Peer 3 schools.

Table 2. Contrasts of Average Importance of Reason for Attending the Current College Scores for Dartmouth and Her Peers

Reasons for the Current College	Dartmouth Average Compared To Averages Of:		
	Peer 1	Peer 2	Peer 3
Academic Reputation			
Admitted through early action			
Wanted to go to school this size			
Campus Visit			
Athletic department recruited me			
Graduates get good jobs			
Offered Financial Assistance			
Not Offered Aid by First Choice			
Could not Afford First Choice			
Attracted by religious affiliation			
Information from web site			
Reputation for Social Activities			

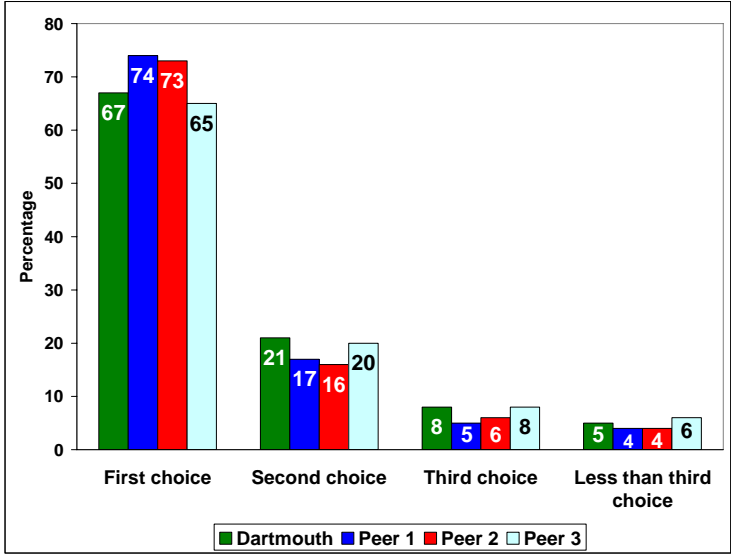
Dartmouth average lower
 Dartmouth average higher

D. College Choices

First-year students were asked if the *College They Were Attending Was Their First Choice*.

We see differences among our peer groups in the responses. Both the Peer 1 and Peer 2 schools had greater percentages of students indicating that the college they were attending was their *First Choice*. Dartmouth and the Peer 3 schools had almost equal percentages indicating that they were attending their *2nd Choice* school and *3rd Choice* schools.

Figure 12. Choices of Colleges for Dartmouth and Her Peers.



E. Expectations that Students Have of Their Colleges

First-year students were asked about their expectations for College. Specifically, they were asked, "What is your best guess as to the chances that you will:" followed by a list of 18 activities/events. Response categories included "No Chance," "Very Little Chance," "Some Chance," and "Very Good Chance."

A large percentage of Dartmouth students indicated that there was a very good chance that they would be *Socializing with Someone of Another Racial/Ethnic Group* (89%), be *Satisfied with their College* (80%), participate in *Student Clubs/Groups* (77%) or *Study Abroad Program* (71%), and *Make at Least a B Average* (68%) (Figure 15).

Figure 13. Dartmouth First-year Students Expectations for Events/Activities (% Very Good Chance)

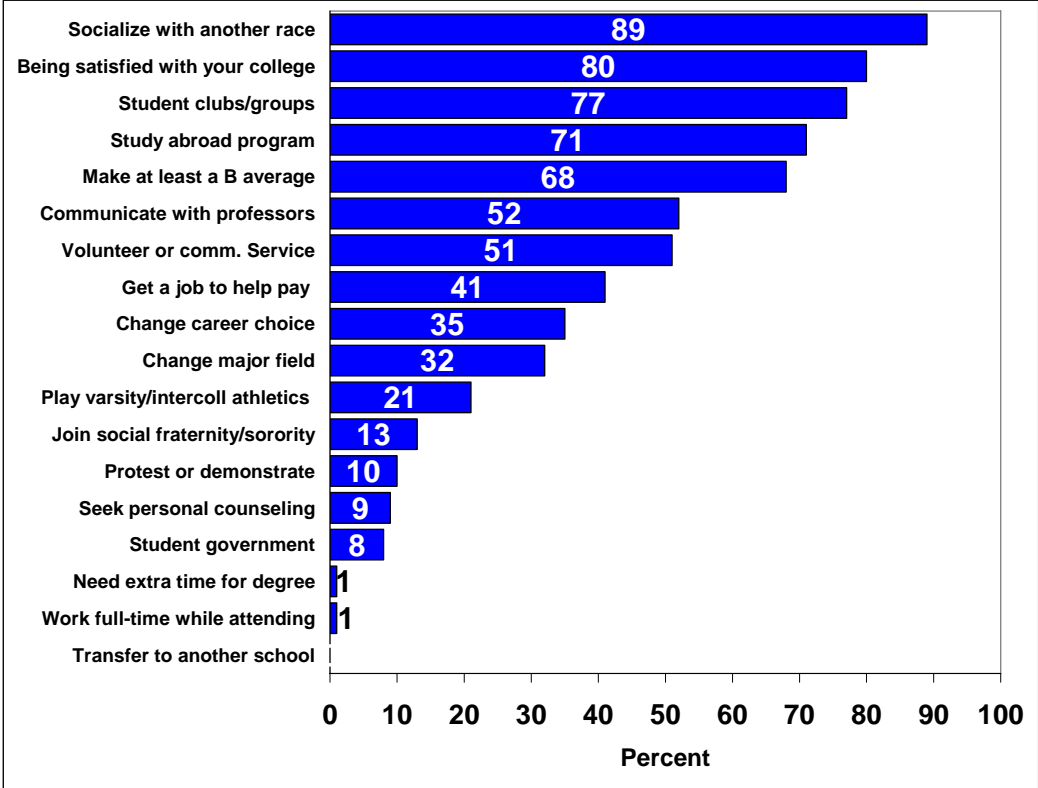


Table 3. Contrasts of Average Chance of Events/Activities Scores for Dartmouth and Her Peers.

Comparison to Peers.

The three highest rated events were identical among Dartmouth and her peers: *Socialize With Another Race, Being Satisfied With Your College, and Participating in Student Clubs/Groups*. The Dartmouth 4th and 5th ranking of events deviated from the ranks of our peer schools. Dartmouth students chose participating in *Study Abroad Programs* and *Making a B Average*, while peer schools students chose *Making at Least a B Average* and *Communicating Regularly with Professors*.

Expectation of event/activity	Dartmouth Average Compared To:		
	Peer 1	Peer 2	Peer 3
Transfer to another college	Green	White	White
Participate in protests	White	White	Green
Be Satisfied with your college	White	White	Green
Change Major field	White	Green	Green
Socialize with another race	White	Green	Green
Change Career choice	White	Green	Green
Play athletics	Green	White	White
Communicate with Professor	Green	Green	Green
Participate in study abroad program	Red	Green	Green
Work full-time	White	Red	Red
Join Fraternity/Sorority	Red	Red	Red
Need extra time for degree	Red	Red	Red

■ Dartmouth average lower ■ Dartmouth average higher

There were also statistically significant average differences between Dartmouth and her peers in expected chance of events/activities. Compared to the Peer 2 and Peer 3 schools, Dartmouth students were more

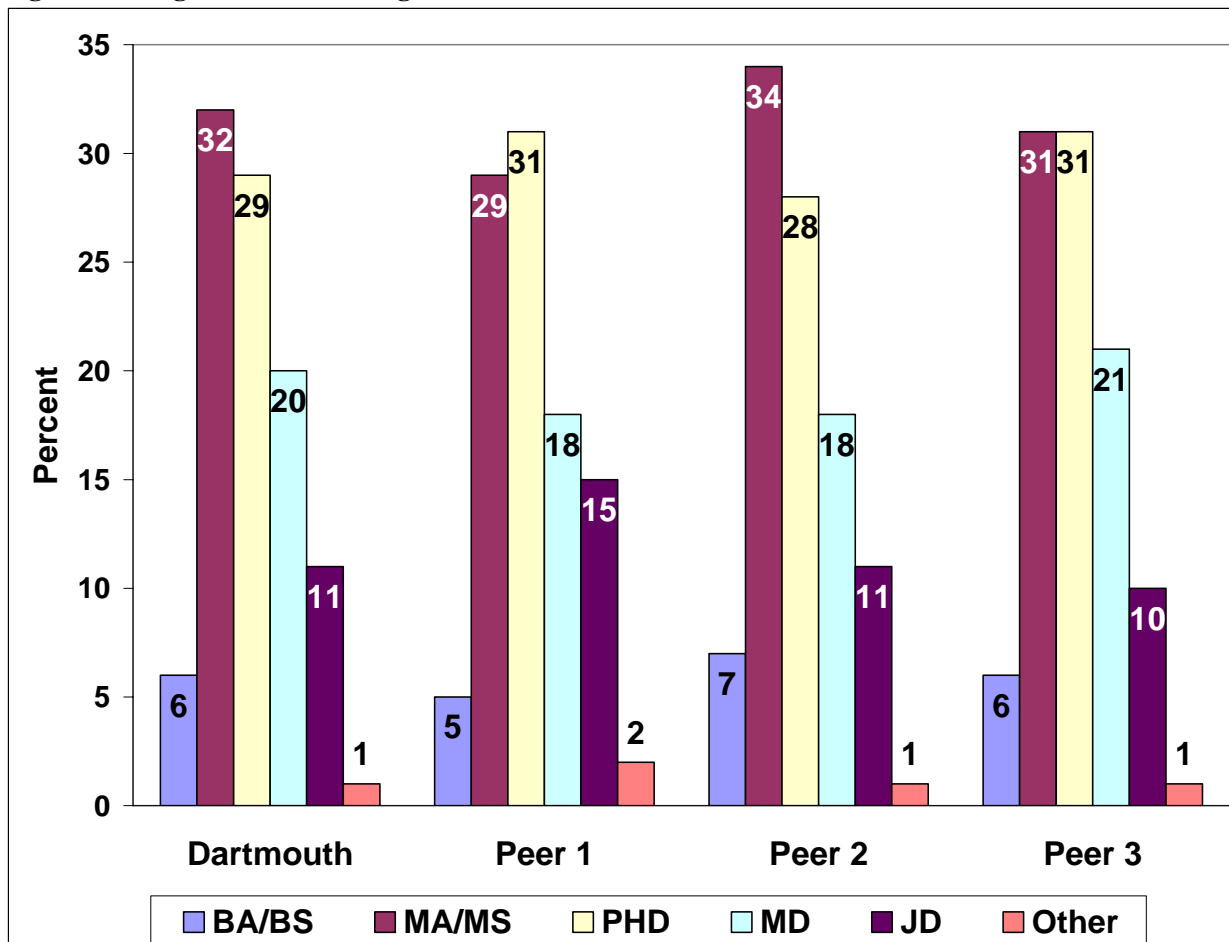
likely to *change their majors or career choices or socialize with another race*, and less likely to *work full-time, join a fraternity/sorority, or need extra time for their degree*. Compared to the Peer 1 schools, Dartmouth students are more likely to expect to *transfer to another college, play athletics, and communicate with professor*, and less likely to participate in *a study abroad program, join a fraternity, or need extra time for their degree*.

F. Aspirations for Educational Attainment

First-year students were asked to indicate the highest academic degree they intended to obtain at their current college and in their lifetime. The most frequent response to the highest academic degree expected at their current college was a Bachelor's degree. Dartmouth and Peer 1 schools had the highest percentages (88% and 94%, respectively). The Peer 2 and Peer 3 schools had lower percentages for bachelors degrees (72% and 69%), but a JD degree was also a second option for both (15% and 16%, respectively).

There was more variation in the types of academic degrees expected in the respondents' lifetime (Figure 14). A masters degree was the top choice for Dartmouth and Peer 2 students, and a doctorate was the top choice for the Peer 1 students. The Peer 3 students had a tie between the two degrees (31%).

Figure 14. Highest Lifetime Degree for Dartmouth and Peers.



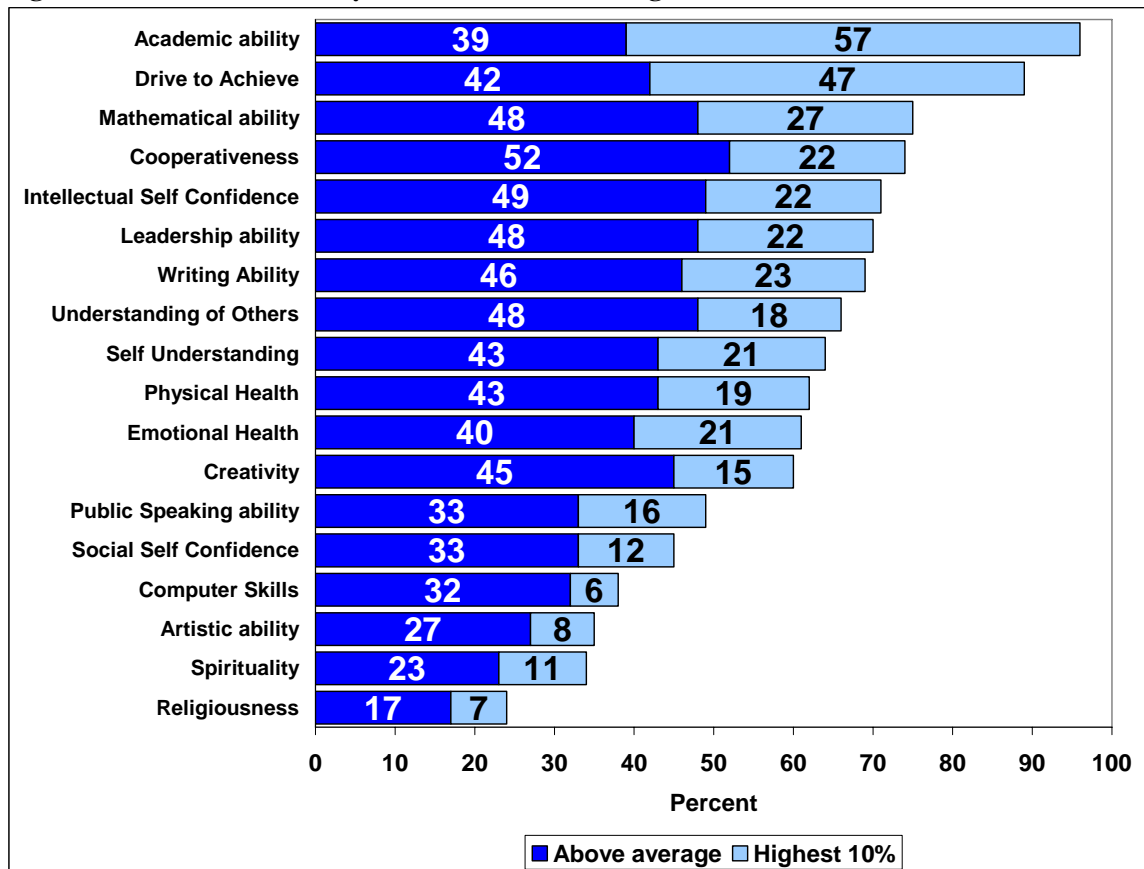
G. Career plans

The top career plans for Dartmouth first-year students were undecided (29%), physician (17%), business executive (9%), lawyer (8%), engineer (5%) and science researcher (4%). Students at Peer 1 schools had similar career plan choices, except greater percentages were planning on being writers and science researchers. At the Peer 2 schools, a greater percentage planned on engineering, and more students at the Peer 3 schools planned on becoming writers and science researchers.

H. Self Rating

First-year students were asked to rate themselves on numerous traits. A 5-point response scale was provided with responses ranging from a self-rating of being in the "Lowest 10%," "Below Average," "Average," "Above Average," and "Highest 10%." The top five self ratings of Dartmouth students included 1) *Academic Ability*, 2) *Drive to Achieve*, 3) *Mathematical Ability*, 4) *Cooperativeness*, and 5) *Intellectual Self Confidence*. The lowest ratings were *Religiousness* and *Spirituality*.

Figure 15. Dartmouth First-year Students Self Ratings



Comparison to Peers.

There was complete agreement across the peer schools in the top two self ratings: *Academic Ability* and *Drive to Achieve*. *Intellectual Self Confidence* was the 3rd highest self-rating for the Peer 1, Peer 2, and Peer 3 schools. *Cooperativeness* and *Math Ability* were 4th and 5th for Peer 2 and Peer 3 schools, while the order of these two traits was switched for Peer 1 schools.

There were also average differences among the self ratings between Dartmouth and her peers that reached statistical significance (Table 4). Compared to Peer 1 students, Dartmouth students rate themselves higher in *Intellectual Confidence*, *Creativity*, *Writing Ability* and *Physical Health*.

Table 4. Contrasts of Average Self Rating Scores for Dartmouth and Her Peers

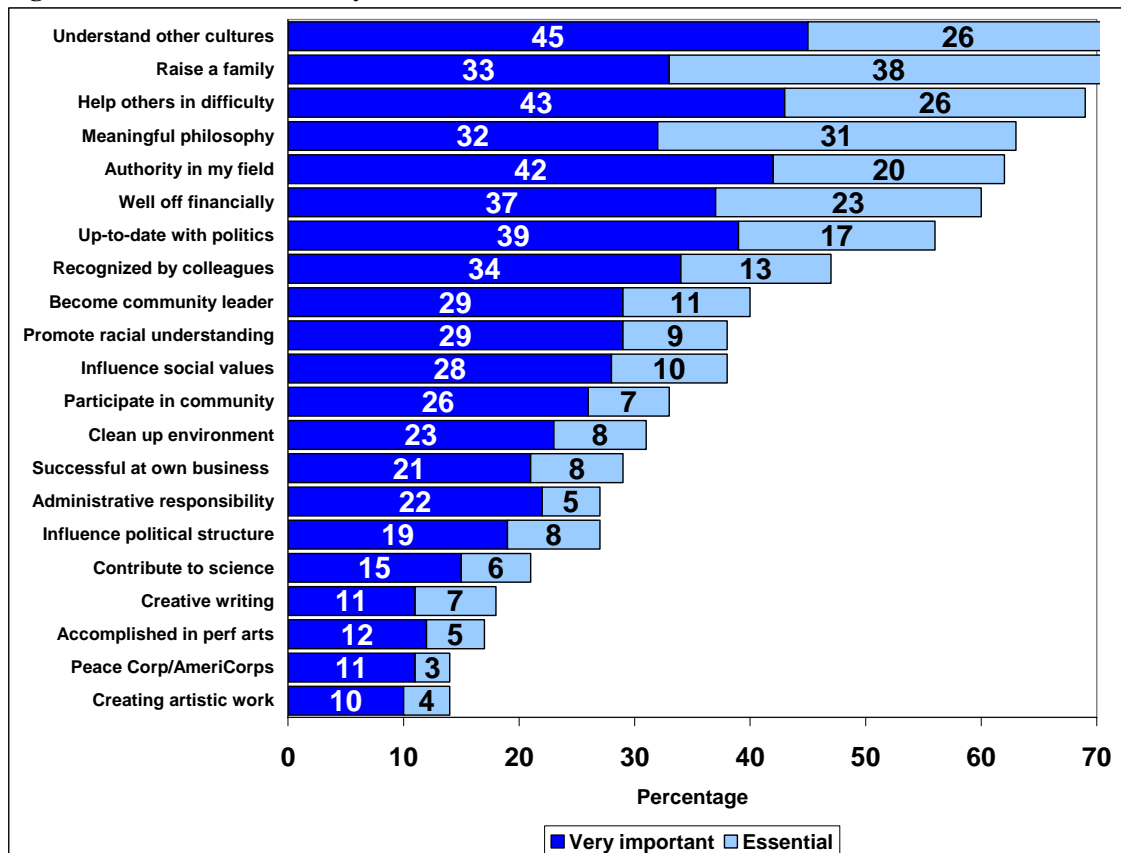
Self Rating	Dartmouth Average Compared To:		
	Peer 1	Peer 2	Peer 3
Intellectual self confidence			
Creativity			
Writing ability			
Physical Health			
Spirituality			
Mathematical ability			
Public Speaking ability			
Drive to Achieve			
Religiousness			
Computer skills			

Dartmouth average lower
 Dartmouth average higher

I. Life Goals

First-year students were asked to indicate the importance of a list of 21 life goals. The 5-point response scale ranged from “Not Important” to “Essential.” The top life goals for Dartmouth students were: 1) *Understand Other Cultures/Countries*, 2) *Raise a Family*, 3) *Help Others in Difficulty*, 4) *Develop a Meaningful Life Philosophy*, and 5) *Become an Authority in my Field*. Figure 16 shows the other goals.

Figure 16. Dartmouth First-year Students Life Goals



Comparison to Peers.

We found differences among the ranking of life goals with our peer schools. The top life goals for Peer 1 students included *Understanding Other Cultures*, *Helping Others*, *Raising a Family*, *Developing a Meaningful Life Philosophy*, *Being an Authority in My Field*, and *Being Politically Up-To-Date*. The Peer 3 and Peer 2 students shared the same ranking of life goals: *Helping Others*, *Raising a Family*, *Understanding Other Cultures*, and *Becoming an Authority in My Field*.

There were also average differences among the life goals between Dartmouth and her peers that reached statistical significance. Compared to the Peer 2 and Peer 3 schools, Dartmouth students were less likely to have *Becoming an Authority in My Field*, *Being Successful in Own Business*, *Having Administrative Responsibility for Others*, *Being well-off Financially*, and *Making Contributions to Science* as a life goal (Table 5).

Table 5. Contrasts of Average Life Goal Scores for Dartmouth and Her Peers

Self Rating	Dartmouth Average Compared To Averages Of:		
	Peer 1	Peer 2	Peer 3
Raising a family			
Accomplished in performing arts			
Authority in field			
Being successful in own business			
Having administrative responsibility			
Being well-off financially			
Making contributions to science			
Recognition from colleagues			
Promoting racial understanding			
Participating in Peace Corp/AmeriCorp			
Up-to-date politically			
Writing original works			
Improving understanding of other cultures			

Dartmouth average lower
 Dartmouth average higher

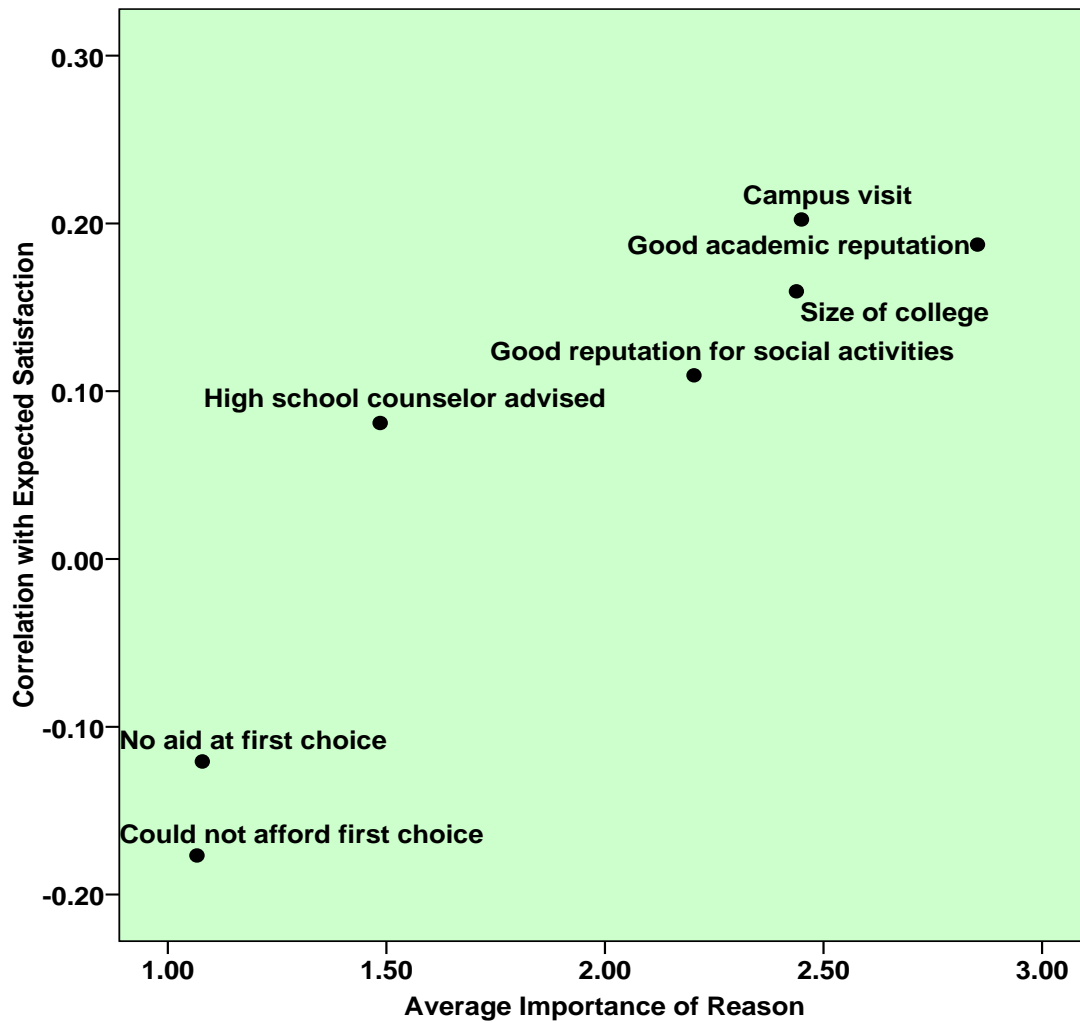
J. Key Drivers of Expected Satisfaction with College

Reasons why Dartmouth was Chosen.

First-year students were asked to rate the chance that they would be satisfied with their college on a 4-point scale with responses ranging from "No Chance" to "Very Good Chance." We plotted the average score for the importance of reasons why students choose Dartmouth (measured on a 3-point scale) by the correlation of those reasons with their expectation of satisfaction. Figure 17 shows the results.

A Campus Visit, the *Academic Reputation*, and *College Size* had moderately a positive association with students' *Expected Satisfaction* with Dartmouth. *Not Receiving Aid at Their First Choice College* and *Not Being Able to Afford their First Choice College* were negatively related to *Expected Satisfaction*. In other words, students who rated those reasons as more important were less likely to expect to be satisfied with their Dartmouth experience. Many of the reasons why students choose to attend Dartmouth appear to have no relationship with their expected satisfaction with Dartmouth.

Figure 17. Key Reasons Drivers of Expected Satisfaction for Dartmouth First-year Students.



Expectation of Event/Activity while Attending Dartmouth.

First-year students were asked to indicate their best guess that a list of activities/events would occur while they attended Dartmouth. The 4-point response scale ranged from "No Chance" to a "Very Good Chance." We took the same approach as above and provide the results in Figure 18.

Students who expect to *Volunteer, Socialize with Someone of Another Race/Ethnicity, Make at Least a "B" Average, Communicate with Their Professors*, and participate in the *Study Abroad Program* and *Student Clubs* were more likely to expect they would be *Satisfied* with their Dartmouth experience. Students who expected to *Transfer to Another College* anticipated being less satisfied with Dartmouth. The expectation of *Needing Extra Time for their Degree* had a low negative correlation with *Expected Satisfaction*. *Joining a Fraternity/Sorority* and *Playing Athletics* had only a slight positive correlation with *Expected Satisfaction*.

Figure 18. Key Anticipated Activities/Events Drivers of Expected Satisfaction for Dartmouth First-year Students.

