



**College Student Survey  
Spring 2006  
Eastern Mennonite University**

Report Prepared by the Office of  
Institutional Research & Effectiveness

<i>Executive Summary</i>	<i>1</i>
<i>Background</i>	<i>2</i>
<i>Faculty/Student Interaction</i>	<i>2</i>
<i>Academic Challenge and Achievement</i>	<i>3</i>
<i>Grade Inflation</i>	<i>5</i>
<i>Faith Development</i>	<i>6</i>
<i>Student Motivation and Political Orientation</i>	<i>6</i>
<i>Student Satisfaction with Campus Experience</i>	<i>6</i>
<i>Campus Climate</i>	<i>10</i>
<i>Time Usage</i>	<i>11</i>
<i>Conclusions</i>	<i>11</i>

## Executive Summary

The College Student Survey was administered during the Graduation Salute in February 2006 to all graduating seniors, with a 62% percent response rate. In addition to longitudinal data from previous EMU graduates, aggregated data is available from Goshen, Bluffton, Tabor and Fresno Pacific, as well as data from “other religious four-year colleges,” a group that includes non-Catholic religiously affiliated institutions.

The survey covers a broad range of topics related to the students’ years at EMU, including academic activities and achievement, the way students spend time and their satisfaction with various aspects of the university experience.

Faculty/Student Interaction has improved since 2004, with EMU ratings higher than our peers for many of the items on advising, and discussing and applying learning outside the classroom.

Academic Challenge shows improvement in analytical and problem-solving skills, critical thinking, and knowledge of different races/cultures; however percent of students reporting stronger writing skills, public speaking ability and computer skills is trending downward. The lowest area for EMU and our peers is mathematical skills. Increased knowledge of different races/cultures is not accompanied by increased “ability to get along with people of different races or cultures” or interaction with persons of another racial or ethnic groups, despite historically high levels of international and multicultural student enrollment.

Grade inflation appears to be less of a problem than in 2002; however the longitudinal data show more students receiving an “A” average at EMU than in high school. Peer institutions’ data show fewer students receiving “A” averages in college than in high school, so monitoring of this area should continue.

Faith Development – generally positive responses on faith and development are down a little from 2004.

Student Motivation and Political Orientation – altruism and raising a family are the most strongly held objectives; EMU and Mennonite students are less focused on financial success. EMU students’ political stance appears to shift to the left more than at peer institutions. Support for the rights of criminals and abolishing the death penalty are significantly higher than at other religious peers.

Student Satisfaction – students are satisfied with most aspects of their experience at EMU and the percent rating various aspects of their campus experience as satisfactory or very satisfactory was a little higher than our peers in most areas, with the exception of library facilities and financial aid services.

The snapshot of the campus climate was less friendly, inclusive and tolerant than expected.

Time Usage – EMU students are spending more time studying than their peers, and participation in clubs and groups is fairly widespread with a 57% participation rate. Males spend more time exercising and a higher percentage of males participate in intercollegiate athletics. EMU males also rate themselves higher on physical health than females.

## Background

The College Student Survey was administered to seniors during the Graduate Salute in February 2006; of 238 graduating seniors, 147 surveys were completed, for a response rate of 62 percent. The survey was also administered to seniors in 1996, 1997, 1998, 2000, and 2004. It was sent to seniors through the campus mail in 1996, administered at graduation practice in 1997 and 1998; the IR & E staff began administering it at Graduate Salute in 2000. We have comparative data on many questions for 72 seniors who also participated in the Cooperative Institute Research Program (CIRP) survey as first year students, giving us a snapshot of how this group has changed while at EMU.

UCLA's Higher Education Research Institute report includes comparative data for "other religious four-year liberal arts colleges" (OR 4-yr) and for all private four-year colleges, providing useful comparison groups. We also have comparison data from a smaller peer group including Bluffton, Goshen, Tabor, Fresno Pacific and EMU.

Testing for significance for the various comparison groups is limited because only aggregated data are available. Discussion of significant differences focuses on items where the percent responding a certain way to an item falls outside the 99% confidence interval for the EMU percentage.

## Faculty/Student Interaction

The 2006 seniors' ratings for 7 of the items focusing on interaction with faculty showed increases compared to seniors' ratings in 2004. EMU's 2000 ratings were at least 5% lower than our peers at "Other Religious 4-yr institutions" on 11 of the 12 related survey items. However in 2006, there were no significant differences between EMU and the Menno or "Other religious" institutions' ratings. In fact, the percentage of EMU seniors who said faculty frequently provided the following was 5-11% percentage points higher than at our peers:

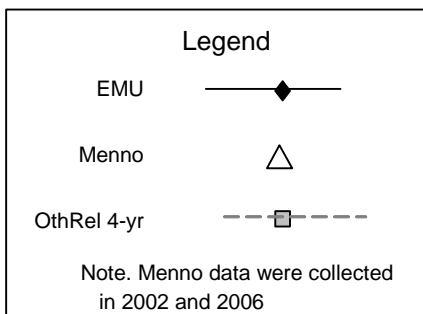
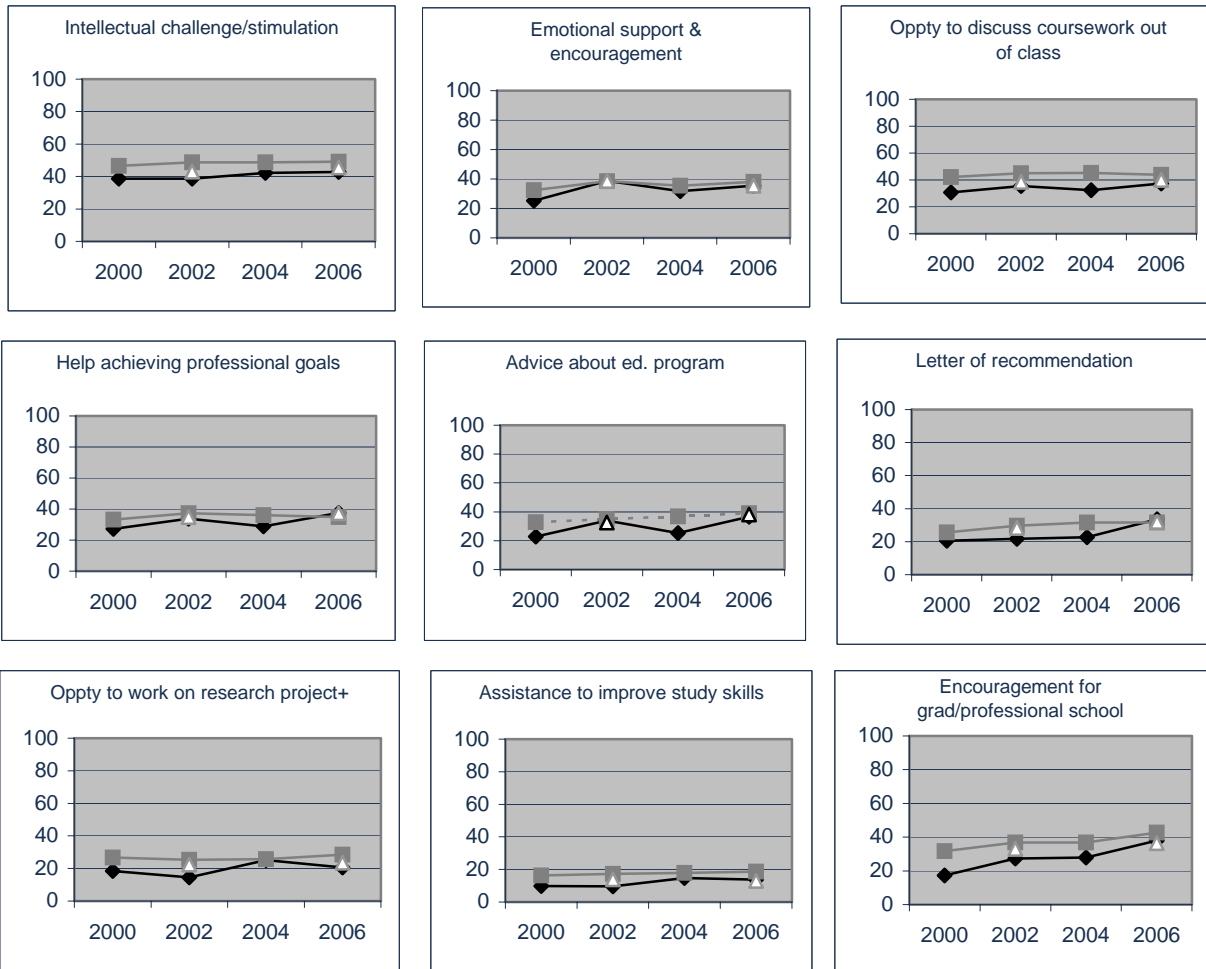
- Encouragement to pursue graduate/professional study 38%
- Advice and guidance about your educational program.37%
- A letter of recommendation 34%
- An opportunity to discuss coursework outside of class 38%
- An opportunity to apply classroom learning to "real-life" situations 46%

This year, EMU students rated only two items lower than students at our peers, and the differences were not significant:

- Opportunity to work on a research project- EMU 21%, vs. 24% for Mennonite peers, and 28% for students at "Other religious" peers.
- Help to improve your study skills- EMU 14%, vs.13% for Mennonite peers, and 19% at "Other Religious" peers

In the trend graphs below, it is clear that in 2006 EMU is on a par with both Mennonite peers and "other Religious peers in the area of student faculty interaction.

**Student Faculty Interactions:  
Percent of seniors reporting professors "frequently" provided**

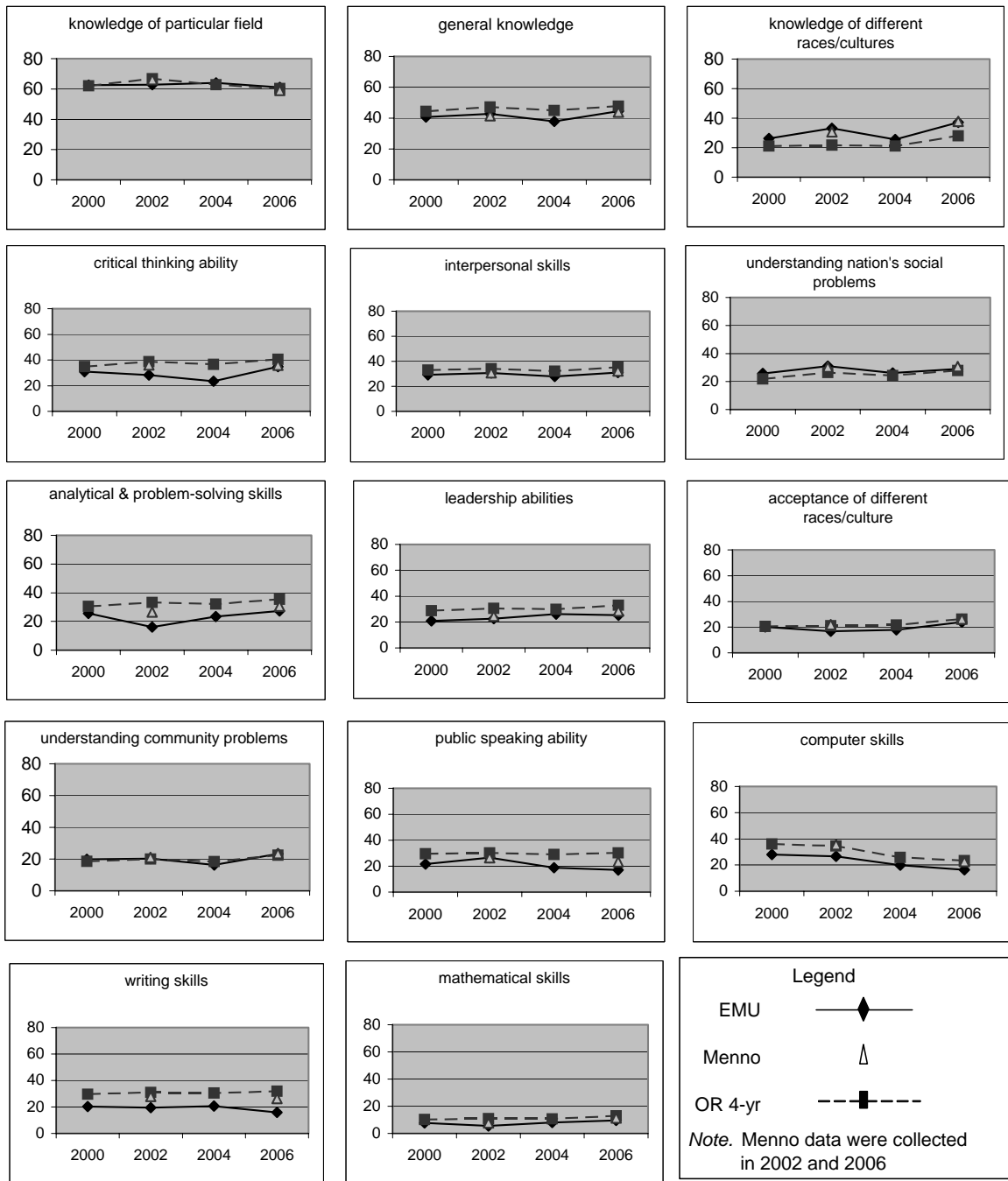


**Academic Challenge and Achievement**

The EMU mission statement “envisions a learning community marked by academic excellence”. In that kind of environment, we would expect students to make strong gains in academic skills and abilities by their senior year. The CSS asks students to rate various skills and abilities as much stronger, stronger, no change, weaker or much weaker than when they first started college. The following figures illustrate the percent of students who described each skill or ability as much stronger for EMU and the two comparison

groups. They are shown in order from the skill the highest percentage of EMU students rated much stronger to the one the smallest percentage of students rated much stronger.

**Percent of students reporting much stronger abilities and skills compared to when they first started college:**



Three new items were added to this section of CSS in 2006, so there are no trend data. The items are listed below, along with the percent of respondents who rated themselves “much stronger” in each area:

- Preparedness for employment after college – EMU 32%, Menno peers 34%, OR 32%
- Preparedness for graduate or advanced education – EMU 28%, Menno peers 32%, OR 34%
- Ability to manage your time effectively – EMU 21%, Menno Peers 23%, OR 28%

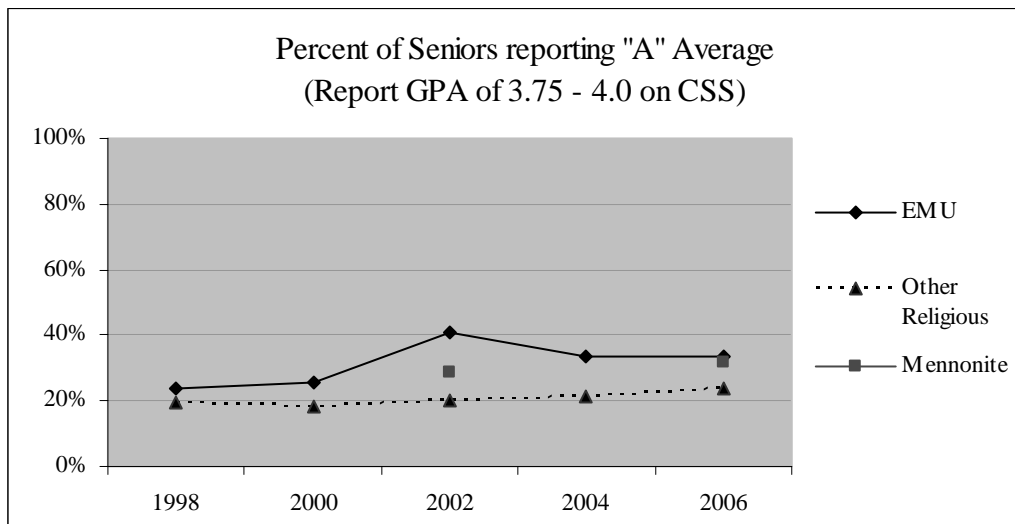
The trend graphs show improvement in critical thinking and analytical and problem solving, bringing us more in line with our peers. The trend graphs show students' perceptions of their knowledge of different races and cultures has increased at EMU and our Mennonite peers; however our students don't see themselves as "much stronger" on "ability to get along with people of different races or cultures". The longitudinal data comparing firstyear and senior responses, offers additional support for that conclusion - the percent of students who said they frequently or occasionally socialized with someone of another racial or ethnic group dropped from 59% at the beginning of the freshman year, to 30% in the spring of the senior year. The drop was particularly large for females at EMU, falling from 68% to 30%. Data for Mennonite and OR peers show similar drops in interaction with persons of other ethnic/racial groups. The percent of EMU students who are multiethnic and international has grown to a historic high of nearly 20% -if we assume students are interacting in class, then the data may suggest that we need to be doing more to promote social interaction with students of other racial and ethnic groups outside of class.

The overall ranking by percent of students who saw themselves as "much stronger" suggests that, as in prior years, the areas where students see themselves making smaller gains are math, writing, computer skills, and public speaking. Only 16% of EMU students rated their skills "much stronger" in writing, compared to 26% at Mennonite peers and 32% at OR peers (the only significant difference in this section). The smallest percent of EMU students indicating "much stronger" skills was 10% in math, vs. 12% and 13% for the peer groups.

Data from the Academic Profile/MAPP in 2008 from seniors will complement the self-report data from students and will allow us to assess through more objective measures to what extent the new general education curriculum is contributing to the improvement of students' abilities and skills. Discussions for improving student gains in these areas and working at the quality of instruction may need to be explored at the departmental level, as well as in the Global Village Curriculum Committee.

**Grade Inflation**

Periodically, grades received by current EMU students are compared to grades given in similar courses over time, assuming that if students' abilities and the coursework are similar, students' grades should be similar. To provide a broader context, EMU students' grade point averages are also compared to those of students at peer institutions. *One* indicator of whether grades are retaining their value is the percent of students who receive an "A" average during their college career.



The table shows that in the past, the percent of EMU seniors who have responded that they were graduating with an "A" average was similar to the percent of students at other religious four-year

institutions, with the exception of 2002, when a significantly higher percent of EMU students reported receiving “A” averages compared to the “Other Religious” four-year comparison group. In 2004 the percent of EMU students with “A” averages dropped to 33; and in 2006 34% of EMU seniors reported earning an A average (3.75-4.0 GPA). While the difference between EMU and “Other Religious” peers continues to be about 10 percentage points, the difference is not statistically significant in 2006. Approximately 10% of students at EMU and the peer groups reported a grade average of B- to C. It’s interesting to note that 49% of EMU students reported contesting a grade, a significantly higher percent than at either the Mennonite or “Other Religious” institutions. In addition, fewer EMU students reported being graded on a curve than at peer institutions.

### **Faith Development**

EMU adds seven questions to the CSS which are intended to give us feedback on student growth and development in the area of their faith and vocation. These questions are not included on any of the peer institutions’ surveys. There has been a general decline in positive responses to two general questions on faith development compared to 2004 –“EMU has helped me to reflect in a positive way on my relationship with God” and “I have experienced significant growth in my faith while at EMU”. The percent of students who agree with the first statement dropped from a high of 90% in 2004 to 78% in 2006 and responses to the second question fell from 82% to 65% over the same period. The percent of students who feel they should be accountable to their local congregation for their actions also fell from 73% to 55%. For the other items on individual rights vs. the good of the community, the centrality of nonviolence to the gospel, serving God to through work in profession, and the importance of Christians working to decrease economic inequities responses didn’t vary much from 2004. The percent of students who agreed with the statements varied from 68% to 98%, with the highest percent of agreement on “A life of service to God can be expressed through work in my profession”.

### **Student Motivation and Political Orientation**

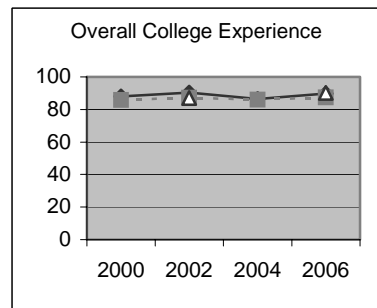
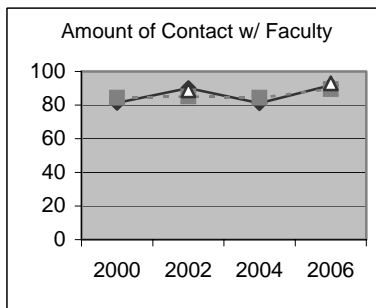
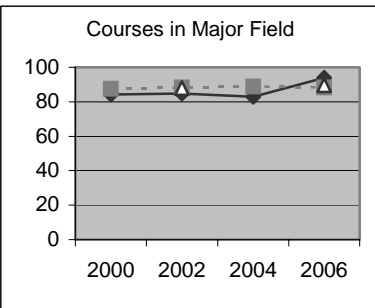
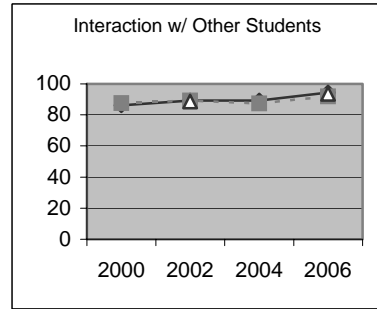
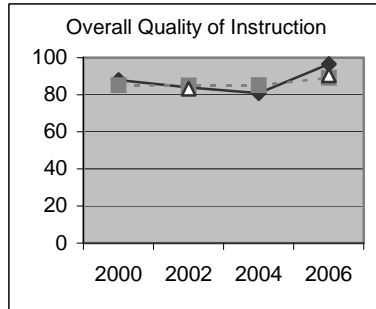
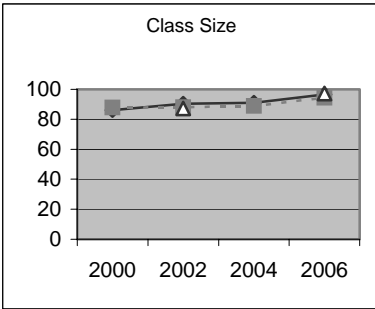
Altruism and a focus on raising a family continue to be the most broadly held objectives of students at EMU- 80% rated these areas “essential” or “very important”. Developing a meaningful philosophy of life, becoming an authority in my field, influencing social values, helping to promote racial understanding, and keeping up with political affairs were rated “essential” or “very important” by 46-56% of EMU respondents. There were no significant differences between EMU seniors’ responses and those of students at the other Mennonite institutions, however financial success is important to significantly more students at other religious colleges.

EMU seniors’ characterization of their political stance indicates a shift to the left over the college years. As seniors, 42% describe their political views as liberal or far left, compared to 31% at Mennonite peers and 24% at other religious colleges. The longitudinal data comparing firstyears to seniors confirms a shift from conservative and middle of the road to liberal. Questions on specific political and social issues reveal EMU students show greater concern for the rights of criminals and greater support for abolishing the death penalty than their peers- the differences are statistically significant only for other religious peers however.

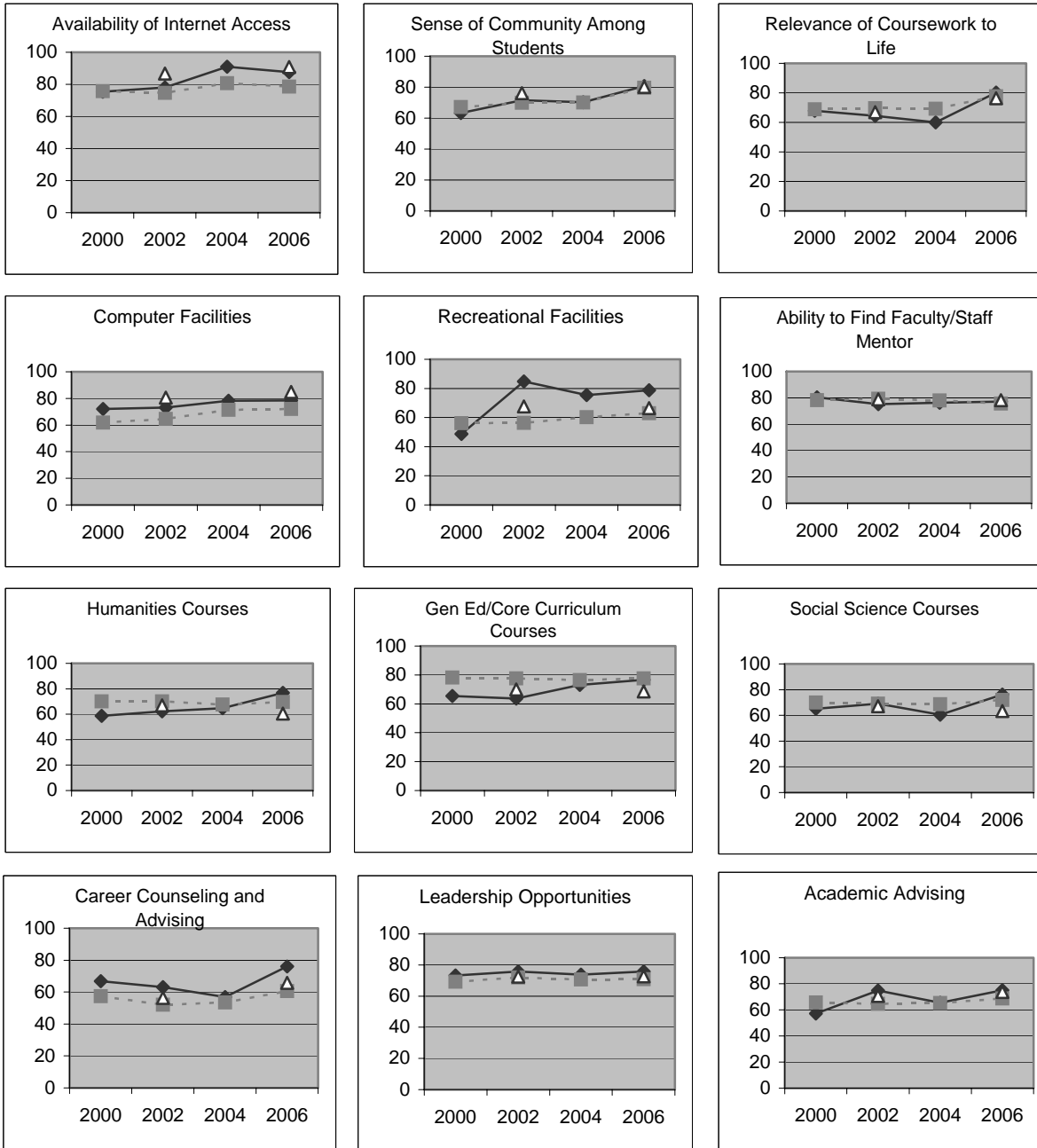
### **Student Satisfaction with Various Aspects of Campus Experience**

Overall students are very satisfied with most aspects of their experience at EMU. The percent of EMU students indicating they were “satisfied” or “very satisfied” ranged from 54% to 97%, and was a little higher than the peer groups for most of the areas. The level of satisfaction at EMU is significantly higher than one of the peer groups for 4 areas; and is not significantly lower than our peers for any area. A graph is provided for each area with trend data. The graphs are arranged in order from the area of greatest to least student satisfaction.

**Percent of seniors indicating they were "satisfied" or "very satisfied" with the following aspects of campus life:**



**Percent of seniors indicating they were "satisfied" or "very satisfied" with the following aspects of campus life:**

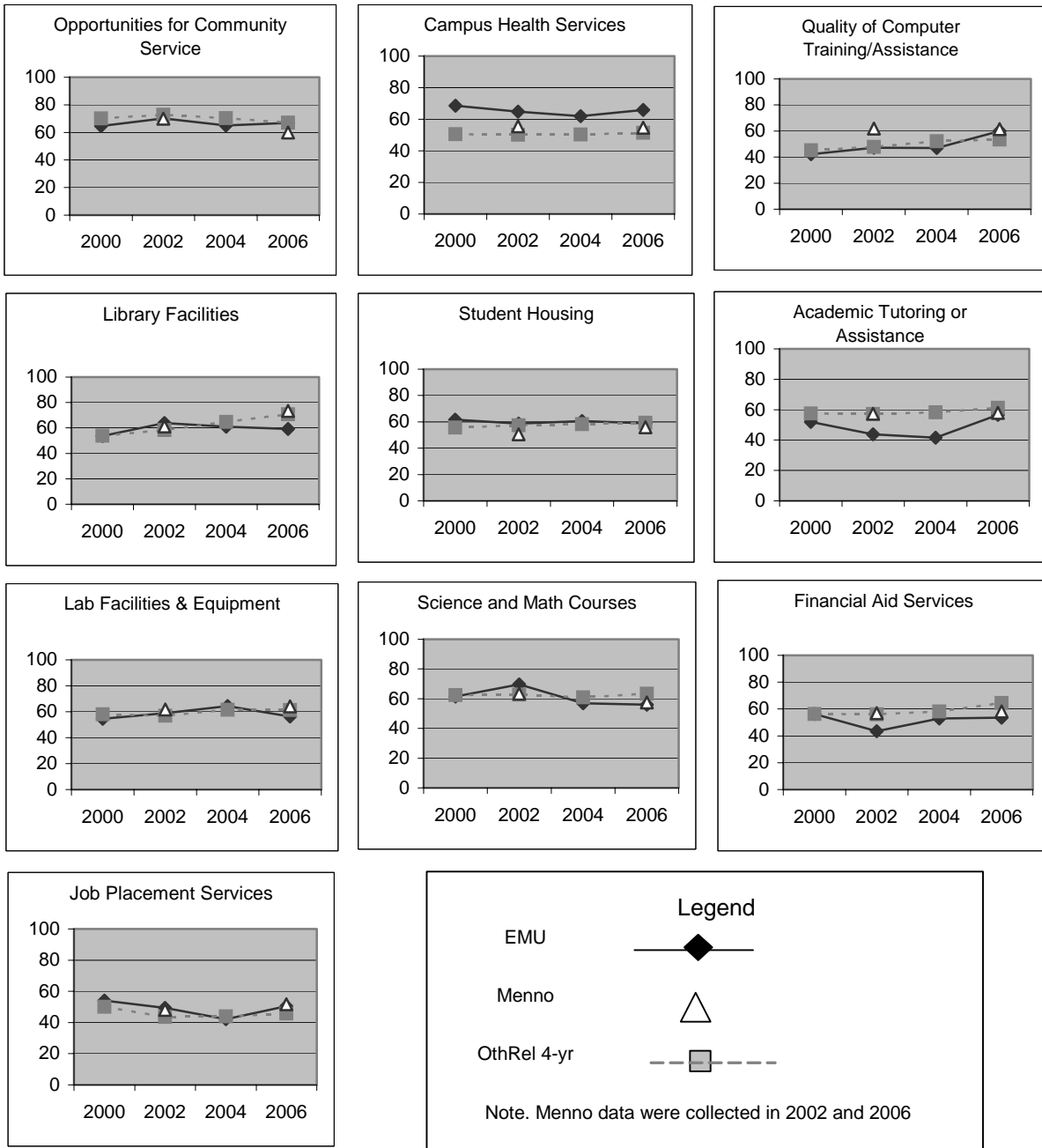


**Legend**

EMU  
    
 Menno 
    
 OthRel 4-yr

Note. Menno data were collected in 2002 and 2006

**Percent of seniors indicating they were "satisfied" or "very satisfied" with the following aspects of campus life:**

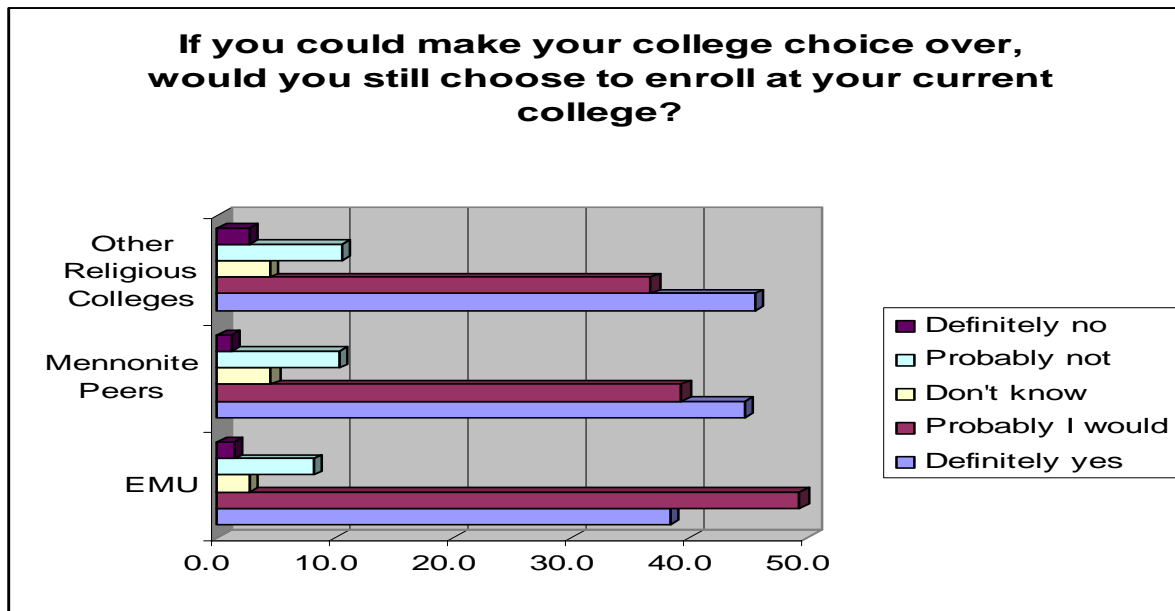


Satisfaction is significantly higher than our Mennonite Peers for humanities courses at EMU. Satisfaction levels at EMU are also significantly higher for career counseling and advising, campus health services, and recreational facilities than for the “other religious colleges” peer group. Two areas where EMU’s satisfaction level is lower by 10 to 14 percentage points compared to our peers are library facilities, and financial aid services.

Areas that showed the greatest improvement since the 2004 survey include: social science courses, relevance of courses to everyday life, overall quality of instruction, tutoring or other academic assistance,

and career counseling or advising. All of these areas showed an increase of 15-20 percentage points. On the last CSS and another survey, the National Survey of Student Engagement, we were concerned about the amount of student faculty interaction. The 2006 CSS data shows an increase of 11%, with 92% of seniors “satisfied” or “very satisfied” with the amount of contact with faculty. Quality of courses in the major, humanities, quality of computer training/assistance, and overall sense of community among students also showed increases of 10-13% percentage points.

An additional question attempts to measure overall satisfaction with their experience in college. As the table below illustrates, EMU students responded similarly to their peers at other institutions, with about 4% more responding positively at EMU.



### Campus Climate

In order to provide a snapshot of the campus climate, students were asked to rate their campus on 9 continua. EMU students’ ratings for our campus are very similar to those of their Mennonite peers, however there were significant differences between EMU and ratings of peers at Other Religious Colleges on 6 of the 9 continua. The frequencies for each continuum are included on page 2 of the data report. The continua are listed below, along with a brief summary comparing EMU to the peer groups:

- **Hostile/Friendly** - Fewer EMU students rated the campus climate friendly than at our peers; more EMU students marked the neutral middle rating.
- **Socially exclusive/inclusive** - More EMU students selected the middle neutral rating and fewer described the climate as socially inclusive than at our peers.
- **Accepting/Intolerant of diversity** - A smaller percentage of EMU students indicated the campus climate reflects acceptance of diversity than at our Mennonite peers.
- **Sexist/Non-sexist** - A lower percentage of students rated the campus climate at EMU non-sexist; more students selected the middle rating indicating neutrality.
- **Conformist/Individualistic** - Fewer EMU students rated the campus climate conformist than either of the comparison groups, and somewhat fewer rated EMU individualistic.
- **Caring/Impersonal** - On the caring/impersonal continua EMU students ratings were similar to peers at both groups of institutions.

- **Worsening/Improving** - Fewer EMU students rated the campus climate as improving than at peer institutions.
- **Liberal/Conservative** - More EMU students rated the climate liberal, and fewer rated it conservative than at other religious peers.
- **Homophobic/Non-homophobic** - Fewer students rated EMU as non-homophobic, and more rated the EMU climate homophobic than at either set of peer institutions.

The campus climate items tend to support the earlier conclusion that perhaps we need to redouble our efforts to make EMU a place where all feel welcome. Students need to be encouraged to interact in ways that challenge their comfort level in order to provide students with the kind of developmental opportunities that increase their ability to interact positively with others who are different.

## Time Usage

EMU students, particularly females, spend more hours studying than students at peer institutions; however they also spend more time in class, suggesting that perhaps fewer students are part-time. The survey data also confirm fewer EMU students work more than 10 hours per week than on campuses of peer institutions.

Participation in clubs and groups on campus is fairly broad, with 57% of students involved to some degree. The 14% of EMU students who are active more than 3 hours per week compares to 18% at Mennonite peers, and 25% at OR peers.

A higher percentage of men report involvement in varsity/intercollegiate athletics, and more males also report spending time exercising – 26% of men report spending more than 10 hours per week exercising compared to 8% of women.

## Conclusions

Improvement in student/faculty interaction is evident, with EMU ratings higher than our peers for many of the items on advising, and discussing and applying learning outside the classroom.

The percent of students reporting stronger writing skills, public speaking ability and computer skills is trending downward. The lowest area for EMU and our peers is mathematical skills. What percent of students take a math course while in college? How are math skills relevant within the disciplines?

The survey suggests EMU faculty and staff may need to explore how to help students move beyond a greater understanding of other cultures towards an increased ability to get along with people of different races or cultures. The campus climate items suggest we need to continue to work at becoming more inclusive in order to meet the challenge of helping students explore and learn from differences in sexual identity, race, and ethnicity. A qualitative study of the ways students interact and the impact on student attitudes would be helpful step towards understanding how to improve student outcomes in this area.

Grade inflation appears to be less of a problem than in 2002; however the longitudinal data show more students receiving an “A” average at EMU than in high school. Continued monitoring is advised.

Faith Development – generally positive responses on faith and development are down a little from 2004.

Library facilities and financial aid services were the only two areas of lower satisfaction than our peers. The library web from spring 2007 survey may provide more specific areas for improvement. Operational data on financial aid combined with qualitative data may provide information on areas for improvement.

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
 completed by graduating seniors spring semester 2006

All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>Number of Respondents</b>	61	86	147		262	397	659		2,988	5,534	8,522		
<b>SATISFACTION</b>													
<b>If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?</b>													
	146				652								
Definitely yes		37.7	38.8	38.4		40.9	47.1	44.6	43.5	46.6	45.5	-6.2	-7.1
Probably I would		50.8	48.2	49.3		41.2	38.0	39.3	36.9	36.6	36.7	10.0	12.6
Don't know		0.0	4.7	2.7		5.1	4.3	4.6	5.5	3.9	4.5	-1.9	-1.8
Probably not		11.5	5.9	8.2		11.3	9.6	10.3	10.7	10.5	10.6	-2.1	-2.4
Definitely no		0.0	2.4	1.4		1.6	1.0	1.2	3.4	2.4	2.7	0.2	-1.3
<b>Students indicating they were "very satisfied" or "satisfied" with their current (or most recent) college in: [2]</b>													
General education or core curriculum courses	137	76.8	76.5	76.6	636	69.7	67.8	68.6	74.7	79.3	77.7	8.0	-1.1
Science and mathematics courses	134	60.0	53.2	56.0	588	62.8	53.9	57.5	63.6	63.3	63.4	-1.5	-7.4
Humanities courses	133	81.8	73.1	76.7	601	61.9	59.6	60.6	64.6	72.5	69.7	16.1	7.0
Social science courses	126	78.4	74.7	76.2	577	60.9	65.1	63.4	68.1	74.1	72.0	12.8	4.2
Laboratory facilities and equipment	119	55.8	56.7	56.3	526	65.0	63.4	64.1	58.6	62.9	61.3	-7.8	-5.0
Library facilities	145	63.3	56.5	59.3	641	74.9	72.6	73.5	68.8	71.8	70.7	-14.2	-11.4
Computer facilities	144	81.7	76.2	78.5	640	83.5	85.7	84.8	69.8	73.2	72.0	-6.3	6.5
Quality of computer training/assistance	130	66.0	55.8	60.0	575	60.8	61.8	61.4	52.4	53.9	53.4	-1.4	6.6
Availability of Internet access	145	90.2	85.7	87.6	644	89.5	91.7	90.8	75.3	80.4	78.6	-3.2	9.0
Tutoring or other academic assistance	99	52.5	59.3	56.6	446	57.2	58.3	57.8	57.1	63.6	61.3	-1.2	-4.7
Academic advising	140	81.4	70.4	75.0	633	72.3	74.7	73.8	66.1	70.0	68.6	1.2	6.4
Career counseling and advising	129	81.5	72.0	76.0	571	63.4	67.3	65.7	56.9	62.5	60.6	10.3	15.4
Student housing	131	62.5	56.0	58.8	554	55.2	56.2	55.8	55.2	61.8	59.4	3.0	-0.6
Financial aid services	138	52.6	54.3	53.6	611	63.5	65.1	64.5	57.8	58.3	58.1	-10.9	-4.5
Opportunities for community service	130	66.0	67.5	66.9	563	56.7	62.2	59.9	61.0	70.1	67.0	7.0	-0.1
Job placement services for students	107	45.7	54.1	50.5	479	46.6	55.6	51.8	43.1	47.3	45.8	-1.3	4.7
Campus health services	138	53.4	75.0	65.9	519	50.0	58.2	54.7	51.5	51.3	51.4	11.2	14.5
Ability to find a faculty or staff mentor	136	82.5	73.4	77.2	591	76.6	79.5	78.3	73.3	76.8	75.6	-1.1	1.6
Leadership opportunities	136	82.8	70.5	75.7	569	71.6	73.3	72.6	67.6	72.6	70.8	3.1	4.9
Recreational facilities	141	82.0	76.3	78.7	605	67.6	65.6	66.4	62.8	63.1	63.0	12.3	15.7
[2] Respondents marking "Can't rate/No experience" were not included in the calculation of these results													
<b>Students indicating they were "very satisfied" or "satisfied" with the following aspects of campus life:</b>													
Courses in your major field	146	95.1	92.9	93.8	653	87.6	90.9	89.6	87.2	88.8	88.3	4.2	5.5
Amount of contact with faculty	146	96.7	88.2	91.8	651	94.6	91.9	92.9	88.0	90.3	89.5	-1.1	2.3
Class size	146	98.4	95.3	96.6	652	98.1	96.7	97.2	92.7	95.3	94.4	-0.6	2.2
Interaction with other students	146	96.7	92.9	94.5	653	93.8	93.4	93.6	90.0	92.8	91.9	0.9	2.6
Relevance of coursework to everyday life	146	88.5	74.1	80.1	650	75.2	77.0	76.3	74.9	79.2	77.7	3.8	2.4
Relevance of coursework to future career plans	145	88.3	81.2	84.1	652	79.8	79.9	79.9	76.8	80.3	79.0	4.2	5.1
Overall quality of instructor	146	96.7	96.5	96.6	652	89.2	91.3	90.5	87.9	89.7	89.1	6.1	7.5
Overall sense of community among students	146	83.6	78.8	80.8	653	81.1	79.4	80.1	77.2	80.8	79.6	0.7	1.2
Availability of campus social activities	146	82.0	68.2	74.0	650	68.6	67.6	68.0	64.2	69.1	67.4	6.0	6.6
Overall college experience	145	91.8	88.1	89.7	651	89.9	90.3	90.2	85.1	88.7	87.4	-0.5	2.3
Respect for the expression of diverse beliefs	145	67.2	70.2	69.0	652	71.4	74.8	73.5	72.7	75.1	74.2	-4.5	-5.2

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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>COLLEGE CLIMATE</b>													
<b>RATE THE CLIMATE OF YOUR COLLEGE ON THE FOLLOWING CONTINUA:</b>													
<b>Hostile/Friendly</b>	145				650								
Hostile		0.0	0.0	0.0		0.0	0.0	0.0	0.8	0.2	0.4	0.0	-0.4
.		1.6	2.4	2.1		2.3	1.3	1.7	1.5	1.4	1.4	0.4	0.7
.		13.1	23.8	19.3		9.2	12.1	10.9	11.1	11.6	11.4	8.4	7.9
.		60.7	45.2	51.7		53.5	45.9	48.9	46.8	43.3	44.5	2.8	7.2
Friendly		24.6	28.6	26.9		35.0	40.8	38.5	39.8	43.6	42.3	-11.6	-15.4
<b>Socially exclusive/inclusive</b>	145				650								
Socially exclusive		0.0	0.0	0.0		3.5	1.0	2.0	3.3	2.7	2.9	-2.0	-2.9
.		8.2	17.9	13.8		11.2	10.0	10.5	11.0	9.7	10.1	3.3	3.7
.		49.2	50.0	49.7		37.3	38.2	37.8	34.0	36.7	35.8	11.9	13.9
.		34.4	22.6	27.6		35.4	36.2	35.8	38.1	36.0	36.8	-8.2	-9.2
Socially inclusive		8.2	9.5	9.0		12.7	14.6	13.8	13.6	14.9	14.4	-4.8	-5.4
<b>RATE THE CLIMATE OF YOUR COLLEGE ON THE FOLLOWING CONTINUA:</b>													
<b>Accepting/Intolerant of diversity</b>	142				647								
Accepting of diversity		24.6	22.2	23.2		27.3	31.5	29.8	21.5	25.0	23.8	-6.6	-0.6
.		36.1	32.1	33.8		35.4	34.4	34.8	31.1	31.1	31.1	-1.0	2.7
.		21.3	35.8	29.6		19.6	21.2	20.6	27.9	25.8	26.5	9.0	3.1
.		14.8	8.6	11.3		15.4	9.0	11.6	13.9	12.9	13.2	-0.3	-1.9
Intolerant of diversity		3.3	1.2	2.1		2.3	3.9	3.2	5.6	5.2	5.3	-1.1	-3.2
<b>Sexist/Nonsexist</b>	144				646								
Sexist		0.0	0.0	0.0		1.2	0.3	0.6	1.5	1.4	1.5	-0.6	-1.5
.		9.8	9.6	9.7		6.9	7.5	7.3	7.0	8.1	7.7	2.4	2.0
.		37.7	37.3	37.5		33.2	28.4	30.3	35.0	32.5	33.3	7.2	4.2
.		31.1	33.7	32.6		36.7	36.4	36.5	33.4	31.5	32.2	-3.9	0.4
Nonsexist		21.3	19.3	20.1		22.0	27.4	25.2	23.2	26.5	25.3	-5.1	-5.2
<b>Conformist/Individualistic</b>	145				649								
Conformist		0.0	2.4	1.4		2.7	2.3	2.5	6.4	4.3	5.0	-1.1	-3.6
.		11.5	9.5	10.3		16.2	11.0	13.1	18.4	16.5	17.2	-2.8	-6.9
.		55.7	56.0	55.9		46.3	43.8	44.8	41.1	40.7	40.9	11.1	15.0
.		31.1	22.6	26.2		29.0	27.7	28.2	25.8	25.9	25.9	-2.0	0.3
Individualistic		1.6	9.5	6.2		5.8	15.1	11.4	8.3	12.6	11.1	-5.2	-4.9
<b>Caring/Impersonal</b>	145				649								
Caring		14.8	23.8	20.0		21.5	36.8	30.7	24.5	36.0	32.0	-10.7	-12.0
.		60.7	52.4	55.9		52.7	44.5	47.8	43.1	39.9	41.0	8.1	14.9
.		18.0	17.9	17.9		18.5	14.1	15.9	22.2	16.4	18.4	2.0	-0.5
.		6.6	4.8	5.5		6.5	3.1	4.5	7.2	5.4	6.0	1.0	-0.5
Impersonal		0.0	1.2	0.7		0.8	1.5	1.2	3.0	2.3	2.6	-0.5	-1.9
<b>Worsening/Improving</b>	143				645								
Worsening		0.0	2.4	1.4		1.5	1.8	1.7	2.9	1.6	2.0	-0.3	-0.6
.		11.5	8.5	9.8		8.9	8.0	8.4	5.8	4.9	5.2	1.4	4.6
.		36.1	39.0	37.8		29.7	28.8	29.1	25.2	24.3	24.6	8.7	13.2
.		42.6	42.7	42.7		45.2	42.5	43.6	46.0	44.6	45.1	-0.9	-2.4
Improving		9.8	7.3	8.4		14.7	18.9	17.2	20.2	24.6	23.1	-8.8	-14.7
<b>Liberal/Conservative</b>	144				648								
Liberal		16.4	13.3	14.6		14.2	15.2	14.8	5.8	4.9	5.2	-0.2	9.4
.		34.4	20.5	26.4		28.1	26.3	27.0	14.2	13.1	13.5	-0.6	12.9
.		26.2	42.2	35.4		23.8	29.6	27.3	28.4	32.9	31.3	8.1	4.1
.		18.0	15.7	16.7		21.5	17.3	19.0	27.4	26.6	26.9	-2.3	-10.2
Conservative		4.9	8.4	6.9		12.3	11.6	11.9	24.2	22.5	23.1	-5.0	-16.2
<b>Homophobic/Non-homophobic</b>	143				646								
Homophobic		24.6	20.7	22.4		15.1	13.2	13.9	13.5	12.6	13.0	8.5	9.4
.		32.8	22.0	26.6		22.8	19.4	20.7	22.2	22.1	22.1	5.9	4.5
.		31.1	43.9	38.5		34.7	38.5	37.0	37.2	38.3	37.9	1.5	0.6
.		8.2	9.8	9.1		18.5	19.4	19.0	17.9	17.1	17.4	-9.9	-8.3
Non-homophobic		3.3	3.7	3.5		8.9	9.6	9.3	9.2	9.9	9.6	-5.8	-6.1

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>INTERACTION WITH FACULTY</b>													
<b>Professors at your current (or most recent) college "frequently" provided you with:</b>													
Encouragement to pursue graduate/professional study	145	37.7	38.1	37.9	650	30.5	40.4	36.5	38.0	45.1	42.6	1.4	-4.7
An opportunity to work on a research project	145	21.3	20.2	20.7	649	22.8	24.1	23.6	25.4	30.0	28.4	-2.9	-7.7
Advice and guidance about your educational program	145	31.1	40.5	36.6	650	30.9	43.0	38.2	33.1	42.4	39.1	-1.6	-2.5
Emotional support and encouragement	144	24.6	43.4	35.4	648	27.5	40.8	35.5	29.5	42.7	38.1	-0.1	-2.7
A letter of recommendation	143	26.7	38.6	33.6	647	23.3	37.8	32.0	25.3	35.1	31.6	1.6	2.0
Help to improve your study skills	145	14.8	13.1	13.8	648	11.6	13.9	13.0	17.3	19.5	18.7	0.8	-4.9
Feedback on your academic work (outside of grades)	144	33.3	35.7	34.7	645	32.2	30.0	30.9	32.4	36.8	35.3	3.8	-0.6
Intellectual challenge and stimulation	145	45.9	40.5	42.8	649	46.5	45.0	45.6	45.9	50.8	49.1	-2.8	-6.3
An opportunity to discuss coursework outside of class	144	41.0	34.9	37.5	646	38.6	40.8	39.9	39.5	46.3	43.9	-2.4	-6.4
Help in achieving your professional goals	144	29.5	43.4	37.5	648	30.9	41.6	37.3	30.2	37.5	34.9	0.2	2.6
An opportunity to apply classroom learning to "real-life" issues	142	36.1	53.1	45.8	644	32.6	44.0	39.4	34.3	43.7	40.4	6.4	5.4
<b>EMU added question (no peer data available)</b>													
Since entering college, how often did you feel faculty took a personal interest in your progress?													
A Frequently	140	55.0	50.0	52.1									
B Occasionally		40.0	41.2	40.7									
C Not at all		5.0	8.8	7.1									
<b>ACTIVITIES SINCE ENTERING COLLEGE</b>													
<b>Since entering college have you:</b>													
Joined a social fraternity or sorority	147	1.6	0.0	0.7	659	1.1	1.8	1.5	12.7	16.3	15.0	-0.8	-14.3
Failed one or more courses		16.4	11.6	13.6		17.6	10.6	13.4	18.8	11.4	14.0	0.2	-0.4
Worked full-time while attending school		6.6	10.5	8.8		9.5	19.6	15.6	21.9	21.2	21.4	-6.8	-12.6
Participated in student government		18.0	8.1	12.2		15.6	10.1	12.3	12.8	10.4	11.2	-0.1	1.0
Taken a remedial course		9.8	5.8	7.5		6.9	4.5	5.5	7.1	6.2	6.5	2.0	1.0
Taken an ethnic studies course		50.8	57.0	54.4		46.9	51.4	49.6	35.9	39.1	38.0	4.8	16.4
Taken a women's studies course		3.3	19.8	12.9		5.7	16.1	12.0	7.0	20.3	15.6	0.9	-2.7
Attended a racial/cultural awareness workshop		44.3	47.7	46.3		34.4	42.1	39.0	24.1	29.9	27.8	7.3	18.5
Had a roommate of different race/ethnicity		21.3	20.9	21.1		27.9	23.4	25.2	31.9	27.5	29.0	-4.1	-7.9
Participated in an ethnic/racial student organization		16.4	22.1	19.7		16.0	20.4	18.7	12.0	15.4	14.2	1.0	5.5
Played varsity/intercollegiate athletics		41.0	24.4	31.3		56.5	26.7	38.5	39.4	21.5	27.8	-7.2	3.5
Withdrew from school temporarily		6.6	7.0	6.8		8.8	6.5	7.4	9.1	6.7	7.6	-0.6	-0.8
Withdrew from school permanently		0.0	0.0	0.0		0.0	0.3	0.2	0.9	0.3	0.6	-0.2	-0.6
Enrolled in honors or advanced courses		16.4	22.1	19.7		18.3	23.4	21.4	19.0	21.1	20.4	-1.7	-0.7
Participated in an internship program		47.5	37.2	41.5		53.8	45.8	49.0	41.4	42.5	42.1	-7.5	-0.6
Participated in leadership training		23.0	29.1	26.5		25.2	27.2	26.4	27.4	28.0	27.8	0.1	-1.3
Transferred from a community college		9.8	15.1	12.9		17.6	11.1	13.7	16.7	14.8	15.5	-0.8	-2.6
Transferred from a 4-year college		9.8	9.3	9.5		11.5	10.8	11.1	12.2	10.6	11.2	-1.6	-1.7
Participated in a study-abroad program		63.9	74.4	70.1		35.9	42.1	39.6	17.6	23.2	21.3	30.5	48.8

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>Since entering college, students "frequently" or "occasionally":</b>													
Worked on independent study projects	143	86.4	72.6	78.3	645	77.1	66.1	70.5	69.7	69.0	69.3	7.8	9.0
Discussed course content with students outside of class [1]	146	62.3	80.0	72.6	656	57.6	75.1	68.1	60.8	69.7	66.6	4.5	6.0
Have been a guest in a professor's home	146	85.0	79.1	81.5	655	77.7	76.5	76.9	62.8	61.2	61.8	4.6	19.7
Participated in intramural sports	141	89.7	63.9	74.5	643	84.8	54.8	66.7	67.6	42.7	51.5	7.8	23.0
Failed to complete homework on time	146	78.3	66.3	71.2	652	77.3	57.1	65.2	67.9	55.0	59.5	6.0	11.7
Felt bored in class [1]	145	21.3	28.6	25.5	655	27.9	21.1	23.8	30.5	22.4	25.2	1.7	0.3
Came late to class	145	73.8	71.4	72.4	655	74.8	66.4	69.8	75.5	69.8	71.8	2.6	0.6
Studied with other students	143	91.8	95.1	93.7	653	95.8	96.4	96.2	94.4	96.5	95.8	-2.5	-2.1
Performed community service as part of a class	144	83.3	84.5	84.0	652	76.2	79.3	78.1	55.7	63.6	60.9	5.9	23.1
Voted in a student election [1]	146	36.1	31.8	33.6	651	33.5	28.9	30.7	23.9	25.1	24.7	2.9	8.9
Voted in a state/national election	143	71.7	67.5	69.2	652	73.8	72.7	73.2	75.3	74.1	74.5	-4.0	-5.3
Turned in course assignments electronically	147	98.4	94.2	95.9	659	99.2	97.2	98.0	94.4	93.1	93.5	-2.1	2.4
Received course assignments through the Internet	145	95.0	96.5	95.9	655	96.9	91.4	93.6	93.3	91.4	92.1	0.0	0.0
Used the Internet for research or homework [1]	146	80.3	87.1	84.2	655	84.2	92.4	89.2	81.7	91.0	87.7	-5.0	-3.5
Used the library for research or homework [1]	146	37.7	49.4	44.5	658	36.6	52.8	46.4	47.0	55.7	52.6	-1.9	-8.1
Missed class due to employment	144	23.3	10.7	16.0	653	27.6	17.9	21.7	30.5	22.5	25.3	-5.7	-9.3
Tutored another college student	145	39.3	45.2	42.8	651	45.0	47.1	46.2	49.0	47.1	47.7	-3.4	-4.9
[1] Percentage marking "frequently" only. All other results reflect the percentage marking "frequently" or "occasionally".													
<b>Since entering college, students "frequently" or "occasionally":</b>													
Met with an advisor/counselor about your career plans	145	90.2	86.9	88.3	655	90.8	88.3	89.3	82.0	85.9	84.6	-1.0	3.7
Overslept and missed class or appointment	146	60.7	70.6	66.4	656	71.4	58.4	63.6	66.5	53.6	58.1	2.8	8.3
Fell asleep in class	144	35.0	31.0	32.6	651	50.4	33.5	40.2	46.6	33.8	38.3	-7.6	-5.7
Had difficulty getting the courses you needed	146	44.3	41.2	42.5	656	42.0	36.0	38.4	50.9	49.4	49.9	4.1	-7.4
Used/purchased class notes from a professional service	145	8.2	2.4	4.8	654	8.8	3.3	5.5	7.8	4.7	5.8	-0.7	-1.0
Contested a grade	146	50.8	48.2	49.3	653	39.5	29.3	33.4	38.8	31.8	34.2	15.9	15.1
Were graded on a curve	145	65.6	65.5	65.5	653	77.3	69.7	72.7	75.8	73.4	74.2	-7.2	-8.7
Observed professors actively engaging students during class [1]	146	62.3	56.5	58.9	656	59.4	61.3	60.5	54.6	60.3	58.3	-1.6	0.6
[1] Percentage marking "frequently" only. All other results reflect the percentage marking "frequently" or "occasionally".													
<b>General activities engaged in during the last year:</b>													
Smoked cigarettes [1]	145	3.3	2.4	2.8	649	3.1	1.8	2.3	3.9	3.3	3.5	0.5	-0.7
Felt lonely or homesick	145	28.3	62.4	48.3	647	38.5	54.6	48.2	40.5	60.5	53.5	0.1	-5.2
Socialized with someone of another racial/ethnic group [1]	145	43.3	30.6	35.9	649	43.0	37.6	39.8	40.4	41.9	41.4	-3.9	-5.5
Felt depressed [1]	145	1.7	7.1	4.8	648	4.7	7.7	6.5	5.6	6.9	6.4	-1.7	-1.6
Felt overwhelmed by all I had to do [1]	144	23.7	45.9	36.8	648	24.9	48.6	39.2	25.5	46.8	39.4	-2.4	-2.6
Attended a religious service	145	95.0	90.6	92.4	650	89.1	93.9	92.0	80.2	85.0	83.3	0.4	9.1
Drank beer	144	68.3	51.2	58.3	648	61.6	41.5	49.5	55.1	38.8	44.5	8.8	13.8
Drank wine or liquor	145	63.3	67.1	65.5	649	59.7	62.4	61.3	55.9	59.4	58.2	4.2	7.3
Performed volunteer work	145	63.3	72.9	69.0	649	69.6	70.9	70.4	68.7	77.6	74.5	-1.4	-5.5
Participated in organized demonstrations	145	25.0	25.9	25.5	647	22.2	16.7	18.9	19.8	19.7	19.7	6.6	5.8
Discussed politics [1]	145	31.7	16.5	22.8	648	24.8	16.7	19.9	20.3	12.7	15.3	2.9	7.5
Sought personal counseling	145	16.7	30.6	24.8	648	19.1	25.8	23.1	22.4	26.6	25.1	1.7	-0.3
Discussed religion [1]	145	33.3	41.2	37.9	648	38.4	37.9	38.1	39.5	37.8	38.4	-0.2	-0.5
[1] Percentage marking "frequently" only. All other results reflect the percentage marking "frequently" or "occasionally".													

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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>TIME USAGE</b>													
<b>DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES:</b>													
<b>Studying/homework</b>	145				653								
None		0.0	0.0	0.0		0.0	0.0	0.0	0.5	0.1	0.3	0.0	-0.3
Less than one hour		1.7	0.0	0.7		2.3	0.3	1.1	2.1	0.8	1.3	-0.4	-0.6
1 to 2 hours		6.7	4.7	5.5		14.7	4.8	8.7	11.4	5.1	7.3	-3.2	-1.8
3 to 5 hours		26.7	11.8	17.9		32.2	20.0	24.8	27.1	21.5	23.5	-6.9	-5.6
6 to 10 hours		33.3	29.4	31.0		26.0	31.9	29.6	28.1	28.3	28.2	1.4	2.8
11 to 15 hours		13.3	27.1	21.4		13.6	21.8	18.5	14.7	19.6	17.9	2.9	3.5
16 to 20 hours		8.3	10.6	9.7		5.8	12.2	9.6	8.2	12.8	11.2	0.1	-1.5
Over 20 hours		10.0	16.5	13.8		5.4	9.1	7.7	7.9	11.6	10.3	6.1	3.5
<b>Attending classes/labs</b>	145				653								
None		0.0	0.0	0.0		0.8	0.3	0.5	1.0	0.6	0.7	-0.5	-0.7
Less than one hour		1.7	0.0	0.7		1.2	0.0	0.5	1.0	0.3	0.5	0.2	0.2
1 to 2 hours		1.7	0.0	0.7		1.2	1.3	1.2	2.2	1.3	1.6	-0.5	-0.9
3 to 5 hours		8.3	2.4	4.8		10.9	10.9	10.9	13.2	9.5	10.8	-6.1	-6.0
6 to 10 hours		26.7	24.7	25.5		28.3	22.3	24.7	24.3	23.7	23.9	0.8	1.6
11 to 15 hours		30.0	34.1	32.4		34.1	36.5	35.5	31.2	31.3	31.3	-3.1	1.1
16 to 20 hours		21.7	27.1	24.8		17.4	18.7	18.2	20.5	23.0	22.2	6.6	2.6
Over 20 hours		10.0	11.8	11.0		6.2	10.1	8.6	6.7	10.3	9.0	2.4	2.0
<b>Socializing with friends</b>	145				651								
None		0.0	0.0	0.0		0.4	1.0	0.8	1.1	0.8	0.9	-0.8	-0.9
Less than one hour		1.7	3.5	2.8		0.8	4.6	3.1	2.6	3.5	3.1	-0.3	-0.3
1 to 2 hours		3.3	7.1	5.5		5.4	9.9	8.1	8.7	9.8	9.5	-2.6	-4.0
3 to 5 hours		20.0	23.5	22.1		18.2	22.1	20.6	19.2	23.5	22.0	1.5	0.1
6 to 10 hours		33.3	30.6	31.7		24.8	28.5	27.0	25.7	27.8	27.1	4.7	4.6
11 to 15 hours		8.3	14.1	11.7		19.4	14.8	16.6	17.1	15.5	16.1	-4.9	-4.4
16 to 20 hours		13.3	12.9	13.1		14.7	12.5	13.4	10.7	9.4	9.9	-0.3	3.2
Over 20 hours		20.0	8.2	13.1		16.3	6.6	10.4	15.0	9.6	11.5	2.7	1.6
<b>Talking with faculty during office hours</b>	145				651								
None		3.3	4.7	4.1		9.3	10.4	10.0	10.6	10.0	10.2	-5.9	-6.1
Less than one hour		50.0	48.2	49.0		47.9	52.3	50.5	47.5	49.7	48.9	-1.5	0.1
1 to 2 hours		38.3	38.8	38.6		37.0	30.7	33.2	30.9	29.9	30.3	5.4	8.3
3 to 5 hours		8.3	3.5	5.5		4.7	4.3	4.5	7.5	8.2	8.0	1.0	-2.5
6 to 10 hours		0.0	4.7	2.8		1.2	2.0	1.7	2.3	1.4	1.7	1.1	1.1
11 to 15 hours		0.0	0.0	0.0		0.0	0.3	0.2	0.7	0.5	0.6	-0.2	-0.6
16 to 20 hours		0.0	0.0	0.0		0.0	0.0	0.0	0.2	0.1	0.1	0.0	-0.1
Over 20 hours		0.0	0.0	0.0		0.0	0.0	0.0	0.3	0.1	0.2	0.0	-0.2
<b>Talking with faculty outside of class or office hours</b>	145				652								
None		16.7	17.6	17.2		17.1	18.8	18.1	19.5	21.3	20.7	-0.9	-3.5
Less than one hour		36.7	60.0	50.3		46.9	56.9	52.9	48.2	51.4	50.3	-2.6	0.0
1 to 2 hours		40.0	16.5	26.2		29.1	20.6	23.9	22.6	20.6	21.3	2.3	4.9
3 to 5 hours		6.7	3.5	4.8		4.7	2.5	3.4	6.9	5.1	5.7	1.4	-0.9
6 to 10 hours		0.0	2.4	1.4		1.9	1.3	1.5	1.7	1.1	1.3	-0.1	0.1
11 to 15 hours		0.0	0.0	0.0		0.0	0.0	0.0	0.7	0.4	0.5	0.0	-0.5
16 to 20 hours		0.0	0.0	0.0		0.4	0.0	0.2	0.1	0.1	0.1	-0.2	-0.1
Over 20 hours		0.0	0.0	0.0		0.0	0.0	0.0	0.3	0.1	0.2	0.0	-0.2

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
 completed by graduating seniors spring semester 2006

All Respondents	EMU			Menno Peer Group				Oth Relig 4yr Colls			Difference		
	# Respon dents	Men	Women	Total	# Respon dents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES:</b>													
<b>Exercising/sports</b>	144				651								
None		3.4	9.4	6.9		4.7	11.4	8.8	6.6	10.9	9.4	-1.9	-2.5
Less than one hour		1.7	2.4	2.1		9.7	15.2	13.1	10.8	16.2	14.3	-11.0	-12.2
1 to 2 hours		22.0	23.5	22.9		21.0	26.6	24.4	20.2	23.6	22.4	-1.5	0.5
3 to 5 hours		30.5	31.8	31.2		24.9	21.8	23.0	26.0	26.1	26.1	8.2	5.1
6 to 10 hours		16.9	24.7	21.5		14.8	14.2	14.4	15.6	13.4	14.1	7.1	7.4
11 to 15 hours		11.9	5.9	8.3		11.3	6.1	8.1	8.2	4.5	5.8	0.2	2.5
16 to 20 hours		5.1	2.4	3.5		7.8	3.0	4.9	5.9	2.5	3.7	-1.4	-0.2
Over 20 hours		8.5	0.0	3.5		5.8	1.5	3.2	6.8	2.8	4.2	0.3	-0.7
<b>Partying</b>	144				651								
None		23.7	34.1	29.9		32.7	45.9	40.7	36.8	44.2	41.6	-10.8	-11.7
Less than one hour		18.6	16.5	17.4		18.7	16.8	17.5	14.9	16.2	15.8	-0.1	1.6
1 to 2 hours		27.1	20.0	22.9		18.7	16.8	17.5	15.0	14.7	14.8	5.4	8.1
3 to 5 hours		15.3	15.3	15.3		16.7	13.7	14.9	14.7	13.8	14.1	0.4	1.2
6 to 10 hours		11.9	8.2	9.7		9.3	4.1	6.1	9.4	7.2	8.0	3.6	1.7
11 to 15 hours		1.7	4.7	3.5		1.6	1.8	1.7	4.3	2.1	2.9	1.8	0.6
16 to 20 hours		0.0	1.2	0.7		0.8	0.8	0.8	1.9	1.1	1.4	-0.1	-0.7
Over 20 hours		1.7	0.0	0.7		1.6	0.3	0.8	3.0	0.6	1.4	-0.1	-0.7
<b>Working (for pay) on campus</b>	145				651								
None		45.0	35.3	39.3		39.9	38.7	39.2	50.7	50.6	50.6	0.1	-11.3
Less than one hour		8.3	1.2	4.1		7.0	1.5	3.7	3.1	1.5	2.1	0.4	2.0
1 to 2 hours		5.0	4.7	4.8		6.6	6.1	6.3	5.2	3.7	4.3	-1.5	0.5
3 to 5 hours		10.0	9.4	9.7		13.2	9.2	10.8	11.9	11.2	11.4	-1.1	-1.7
6 to 10 hours		23.3	44.7	35.9		22.9	29.8	27.0	16.1	19.5	18.3	8.9	17.6
11 to 15 hours		5.0	3.5	4.1		5.8	8.4	7.4	6.3	6.9	6.7	-3.3	-2.6
16 to 20 hours		3.3	1.2	2.1		3.9	5.1	4.6	3.8	4.1	4.0	-2.5	-1.9
Over 20 hours		0.0	0.0	0.0		0.8	1.3	1.1	2.9	2.4	2.6	-1.1	-2.6
<b>Working (for pay) off campus</b>	144				652								
None		54.2	47.1	50.0		56.8	44.1	49.1	48.7	46.9	47.5	0.9	2.5
Less than one hour		5.1	2.4	3.5		3.9	2.0	2.8	2.9	1.7	2.1	0.7	1.4
1 to 2 hours		10.2	3.5	6.3		6.2	3.8	4.8	4.0	3.1	3.4	1.5	2.9
3 to 5 hours		6.8	12.9	10.4		5.4	8.6	7.4	6.0	6.2	6.1	3.0	4.3
6 to 10 hours		6.8	14.1	11.1		7.8	10.6	9.5	7.6	9.8	9.0	1.6	2.1
11 to 15 hours		0.0	8.2	4.9		5.1	8.1	6.9	6.2	8.2	7.5	-2.0	-2.6
16 to 20 hours		5.1	4.7	4.9		7.8	7.3	7.5	7.0	7.9	7.6	-2.6	-2.7
Over 20 hours		11.9	7.1	9.0		7.0	15.4	12.1	17.7	16.3	16.8	-3.1	-7.8
<b>Student clubs/groups</b>	144				648								
None		33.9	49.4	43.1		38.9	42.7	41.2	45.3	40.6	42.3	1.9	0.8
Less than one hour		25.4	16.5	20.1		21.8	18.4	19.8	14.5	13.0	13.5	0.3	6.6
1 to 2 hours		27.1	20.0	22.9		20.6	22.3	21.6	16.8	20.2	19.0	1.3	3.9
3 to 5 hours		6.8	8.2	7.6		9.7	11.0	10.5	12.9	16.2	15.1	-2.9	-7.5
6 to 10 hours		3.4	4.7	4.2		5.1	3.3	4.0	6.0	6.3	6.2	0.2	-2.0
11 to 15 hours		3.4	0.0	1.4		2.7	1.8	2.2	2.2	2.0	2.1	-0.8	-0.7
16 to 20 hours		0.0	1.2	0.7		0.4	0.3	0.3	1.0	0.8	0.9	0.4	-0.2
Over 20 hours		0.0	0.0	0.0		0.8	0.3	0.5	1.3	0.8	1.0	-0.5	-1.0

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**

completed by graduating seniors spring semester 2006

All Respondents	EMU			Menno Peer Group			Oth Relig 4yr Colls			Difference			
	# Respon dents	Men	Women	Total	# Respon dents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES:</b>													
<b>Watching TV</b>	145				651								
None		15.0	16.5	15.9		11.6	11.5	11.5	11.9	12.1	12.0	4.4	3.9
Less than one hour		5.0	20.0	13.8		11.6	18.8	16.0	14.5	18.1	16.9	-2.2	-3.1
1 to 2 hours		20.0	22.4	21.4		23.3	28.0	26.1	24.0	27.3	26.1	-4.7	-4.7
3 to 5 hours		35.0	20.0	26.2		27.5	26.5	26.9	24.8	26.3	25.8	-0.7	0.4
6 to 10 hours		21.7	16.5	18.6		19.0	11.2	14.3	15.0	11.2	12.5	4.3	6.1
11 to 15 hours		3.3	3.5	3.4		4.7	2.5	3.4	5.2	2.8	3.6	0.0	-0.2
16 to 20 hours		0.0	0.0	0.0		0.8	1.0	0.9	2.2	1.0	1.4	-0.9	-1.4
Over 20 hours		0.0	1.2	0.7		1.6	0.5	0.9	2.4	1.4	1.7		
<b>Housework/childcare</b>	144				650								
None		35.6	18.8	25.7		54.9	27.7	38.5	52.0	30.9	38.2	-12.8	-12.5
Less than one hour		22.0	15.3	18.1		21.0	19.8	20.3	17.4	23.2	21.2	-2.2	-3.1
1 to 2 hours		28.8	45.9	38.9		16.0	30.5	24.8	16.3	23.5	21.0	14.1	17.9
3 to 5 hours		10.2	14.1	12.5		5.4	10.7	8.6	8.0	11.9	10.5	3.9	2.0
6 to 10 hours		3.4	3.5	3.5		2.3	3.3	2.9	2.9	4.5	4.0	0.6	-0.5
11 to 15 hours		0.0	1.2	0.7		0.0	1.5	0.9	1.4	1.6	1.5	-0.2	-0.8
16 to 20 hours		0.0	0.0	0.0		0.4	1.3	0.9	0.6	0.8	0.7	-0.9	-0.7
Over 20 hours		0.0	1.2	0.7		0.0	5.1	3.1	1.3	3.6	2.8	-2.4	-2.1
<b>Reading for pleasure</b>	145				651								
None		40.0	38.8	39.3		36.8	38.7	37.9	31.9	33.3	32.8	1.4	6.5
Less than one hour		21.7	35.3	29.7		26.7	33.3	30.7	25.4	30.6	28.8	-1.0	0.9
1 to 2 hours		26.7	14.1	19.3		21.7	16.5	18.6	23.5	22.3	22.7	0.7	-3.4
3 to 5 hours		10.0	8.2	9.0		11.2	9.2	10.0	12.5	9.3	10.4	-1.0	-1.4
6 to 10 hours		1.7	3.5	2.8		2.7	2.0	2.3	4.3	3.1	3.5	0.5	-0.7
11 to 15 hours		0.0	0.0	0.0		0.0	0.0	0.0	1.3	0.6	0.9	0.0	-0.9
16 to 20 hours		0.0	0.0	0.0		0.0	0.3	0.2	0.4	0.4	0.4	-0.2	-0.4
Over 20 hours		0.0	0.0	0.0		0.8	0.0	0.3	0.8	0.3	0.5	-0.3	-0.5
<b>Commuting</b>	144				650								
None		49.2	41.2	44.4		54.7	44.9	48.8	43.2	42.4	42.7	-4.4	1.7
Less than one hour		22.0	35.3	29.9		19.1	20.1	19.7	19.1	19.6	19.4	10.2	10.5
1 to 2 hours		16.9	15.3	16.0		10.9	15.7	13.8	16.4	15.6	15.9	2.2	0.1
3 to 5 hours		5.1	5.9	5.6		9.4	10.4	10.0	11.7	11.8	11.7	-4.4	-6.1
6 to 10 hours		1.7	0.0	0.7		4.3	5.3	4.9	5.8	6.6	6.3	-4.2	-5.6
11 to 15 hours		1.7	1.2	1.4		0.4	0.5	0.5	1.7	1.8	1.8	0.9	-0.4
16 to 20 hours		0.0	1.2	0.7		0.0	1.5	0.9	0.7	0.9	0.8	-0.2	-0.1
Over 20 hours		3.4	0.0	1.4		1.2	1.5	1.4	1.4	1.5	1.4	0.0	0.0
<b>Prayer/meditation</b>	145				651								
None		6.7	8.2	7.6		12.8	9.4	10.8	19.1	16.2	17.2	-3.2	-9.6
Less than one hour		48.3	43.5	45.5		41.1	37.2	38.7	29.8	29.2	29.4	6.8	16.1
1 to 2 hours		31.7	30.6	31.0		30.2	33.8	32.4	27.7	30.6	29.6	-1.4	1.4
3 to 5 hours		10.0	12.9	11.7		11.2	15.8	14.0	14.9	15.9	15.6	-2.3	-3.9
6 to 10 hours		1.7	2.4	2.1		3.9	2.5	3.1	5.3	5.2	5.2	-1.0	-3.1
11 to 15 hours		0.0	1.2	0.7		0.4	0.8	0.6	1.4	1.0	1.1	0.1	-0.4
16 to 20 hours		1.7	0.0	0.7		0.4	0.0	0.2	0.8	0.7	0.7	0.5	0.0
Over 20 hours		0.0	1.2	0.7		0.0	0.5	0.3	1.0	1.2	1.1	0.4	-0.4

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
 completed by graduating seniors spring semester 2006

All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>GROWTH IN ABILITIES AND SKILLS</b>													
<b>Students reporting "much stronger" abilities and skills compared to when they first started college in:</b>													
General knowledge	146	41.0	47.1	44.5	651	42.1	45.2	43.9	46.1	48.7	47.8	0.6	-3.3
Analytical and problem-solving skills	146	27.9	27.1	27.4	652	30.1	31.0	30.7	34.6	36.0	35.5	-3.3	-8.1
Knowledge of a particular field or discipline	146	63.9	58.8	61.0	652	53.3	62.8	59.0	56.2	62.4	60.3	0.0	0.0
Ability to think critically	146	36.1	34.1	34.9	652	36.7	35.6	36.0	40.2	40.8	40.6	2.0	0.7
Knowledge of people from different races/cultures	145	39.3	35.7	37.2	650	37.2	38.3	37.8	26.0	29.0	28.0	-0.6	9.2
Leadership abilities	146	24.6	25.9	25.3	649	25.5	30.5	28.5	33.2	32.9	33.0	-3.2	-7.7
Interpersonal skills	145	23.0	36.9	31.0	650	29.3	34.0	32.2	33.6	36.1	35.2	-1.2	-4.2
Ability to get along with people of different races/cultures	146	27.9	21.2	24.0	649	27.1	25.8	26.3	24.3	27.2	26.2	-2.3	-2.2
Understanding of the problems facing your community	146	16.4	28.2	23.3	650	19.3	26.1	23.4	20.8	23.2	22.4	0.0	0.0
Understanding of social problems facing our nation	145	24.6	32.1	29.0	649	27.8	32.6	30.7	27.9	27.8	27.9	-1.7	1.1
Writing skills	145	23.0	10.7	15.9	651	24.7	27.3	26.3	31.5	32.0	31.9	-10.4	-16.0
Public speaking ability	146	18.0	16.5	17.1	651	22.5	23.9	23.3	31.2	29.9	30.3	-6.2	-13.2
Mathematical skills	146	13.1	7.1	9.6	650	16.3	8.4	11.5	15.2	11.8	13.0	-1.9	-3.4
Computer skills	146	21.3	12.9	16.4	651	26.3	20.2	22.6	25.3	22.4	23.4	-6.2	-7.0
Preparedness for employment after college	145	25.0	36.5	31.7	649	26.7	38.4	33.7	29.9	32.8	31.8	-2.0	-0.1
Preparedness for graduate or advanced education	146	32.8	24.7	28.1	652	29.3	34.4	32.4	33.4	34.9	34.3	-4.3	-6.2
Ability to manage your time effectively	146	16.4	23.5	20.5	650	19.0	25.8	23.1	25.9	29.6	28.3	-2.6	-7.8
<b>SELF-RATING OF ABILITIES AND SKILLS</b>													
<b>Compared with the average person of his/her age, student rated self "above average" or "highest 10%" in</b>													
Academic ability	145	68.9	61.9	64.8	650	76.2	71.0	73.1	76.2	73.2	74.2	-8.3	-9.4
Artistic ability	145	27.9	23.8	25.5	650	29.6	27.9	28.6	31.5	30.2	30.6	-3.1	-5.1
Computer skills	145	47.5	22.6	33.1	648	53.7	28.0	38.3	50.6	33.1	39.2	-5.2	-6.1
Cooperativeness	145	75.4	69.0	71.7	647	75.4	73.9	74.5	73.0	77.2	75.7	-2.8	-4.0
Creativity	145	59.0	50.0	53.8	648	59.8	54.0	56.3	58.0	54.4	55.7	-2.5	-1.9
Drive to achieve	145	68.9	57.1	62.1	649	66.2	66.8	66.6	72.6	75.4	74.4	-4.5	-12.3
Emotional health	145	59.0	48.8	53.1	648	60.6	49.9	54.2	64.8	53.6	57.5	-1.1	-4.4
Leadership ability	145	63.9	51.2	56.6	649	66.5	58.6	61.8	73.3	61.5	65.6	-5.2	-9.0
Mathematical ability	145	36.1	17.9	25.5	650	41.9	21.8	29.8	41.1	26.9	31.9	-4.3	-6.4
Physical health	145	70.5	40.5	53.1	650	66.5	41.3	51.4	62.3	43.9	50.3	1.7	2.8
Persistence	142	70.5	49.4	58.5	644	70.0	62.2	65.4	71.8	68.8	69.8	-6.9	-11.3
Public speaking ability	145	49.2	34.5	40.7	650	48.5	41.3	44.2	55.8	43.0	47.5	-3.5	-6.8
Risk-taking	144	42.6	28.9	34.7	647	53.7	32.2	40.8	53.9	36.6	42.6	-6.1	-7.9
Self-confidence (intellectual)	144	75.4	53.0	62.5	648	70.0	56.7	62.0	73.2	61.5	65.6	0.5	-3.1
Self-confidence (social)	144	60.7	49.4	54.2	648	60.8	49.5	54.0	61.6	53.7	56.5	0.2	-2.3
Self-understanding	144	67.2	53.0	59.0	648	68.5	62.4	64.8	71.2	65.3	67.4	-5.8	-8.4
Spirituality	143	45.9	53.7	50.3	645	54.1	57.0	55.8	55.5	56.6	56.2	-5.5	-5.9
Understanding of others	145	62.3	69.0	66.2	649	68.8	73.5	71.6	69.6	74.6	72.9	-5.4	-6.7
Writing ability	145	54.1	34.5	42.8	647	52.3	51.2	51.6	57.5	57.2	57.3	-8.8	-14.5

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>FAITH DEVELOPMENT (EMU added questions - no peer data available)</b>													
EMU has helped me to reflect in a positive way on my relationship with God													
A Strongly Agree	140	13.3	13.8	13.6									
B Agree		61.7	65.0	63.6									
C Disagree		25.0	17.5	20.7									
D Strongly Disagree		0.0	3.7	2.1									
I have experienced significant growth in my faith while at EMU.													
A Strongly Agree	140	11.7	15.0	13.6									
B Agree		48.3	51.2	50.0									
C Disagree		36.7	28.7	32.1									
D Strongly Disagree		3.3	5.0	4.3									
I believe I should be accountable to my local congregation for my actions													
A Strongly Agree	139	10.2	11.3	10.8									
B Agree		45.8	46.2	46.0									
C Disagree		30.5	32.5	31.7									
D Strongly Disagree		11.9	10.0	10.8									
E		1.7	0.0	0.7									
I believe Christians should be willing to give up certain individual rights for the greater good of the community													
A Strongly Agree	139	10.0	10.1	10.1									
B Agree		55.0	62.0	59.0									
C Disagree		25.0	25.3	25.2									
D Strongly Disagree		10.0	2.5	5.8									
I believe that settling disputes in a nonviolent manner is central to the gospel of Jesus Christ.													
A Strongly Agree	140	51.7	41.2	45.7									
B Agree		31.7	47.5	40.7									
C Disagree		10.0	8.8	9.3									
D Strongly Disagree		5.0	1.2	2.9									
E		1.7	1.2	1.4									
A life of service to God can be expressed through work in my profession.													
A Strongly Agree	140	51.7	53.7	52.9									
B Agree		46.7	43.7	45.0									
C Disagree		1.7	2.5	2.1									
D Strongly Disagree		0.0	0.0	0.0									
I believe that as a Christian I need to actively work to decrease economic inequities.													
A Strongly Agree	139	33.3	36.7	35.3									
B Agree		35.0	50.6	43.9									
C Disagree		28.3	11.4	18.7									
D Strongly Disagree		0.0	1.3	0.7									
E		3.3	0.0	1.4									
<b>POLITICAL VIEWS &amp; SOCIAL ISSUES</b>													
<b>How would you characterize your political views?</b>													
					639		143						
Far left		11.5	3.7	7.0		4.7	2.9	3.6	2.9	1.8	2.2	3.4	4.8
Liberal		27.9	42.7	36.4		24.3	28.9	27.1	19.4	23.2	21.8	9.3	14.6
Middle-of-the-road		24.6	31.7	28.7		39.2	36.5	37.6	34.7	36.3	35.8	-8.9	-7.1
Conservative		34.4	22.0	27.3		29.8	31.5	30.8	40.3	37.7	38.6	-3.5	-11.3
Far right		1.6	0.0	0.7		2.0	0.3	0.9	2.7	1.0	1.6	-0.2	-0.9
<b>Student agrees "strongly" or "somewhat":</b>													
There is too much concern in the courts for the rights of criminals	138	33.9	32.9	33.3	627	44.1	46.4	45.5	59.4	53.0	55.3	-12.2	-22.0
Abortion should be legal	144	41.7	44.0	43.1	641	41.1	37.9	39.2	38.7	39.2	39.1	3.9	4.0
The death penalty should be abolished	144	63.3	63.1	63.2	639	58.5	54.9	56.3	34.2	37.6	36.4	6.9	26.8
Marijuana should be legalized	144	43.3	36.9	39.6	639	36.8	27.6	31.3	34.0	25.1	28.2	8.3	11.4
It is important to have laws prohibiting homosexual relationships	143	25.0	31.3	28.7	636	33.7	29.1	31.0	40.6	33.5	36.0	-2.3	-7.3
The federal government should do more to control the sale of handguns	143	71.7	80.7	76.9	638	74.4	83.4	79.8	62.5	76.8	71.8	-2.9	5.1
Racial discrimination is no longer a major problem in America	143	16.7	10.8	13.3	636	16.8	9.2	12.3	22.7	12.1	15.8	1.0	-2.5

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<b>Student agrees "strongly" or "somewhat":</b>													
Realistically, an individual can do little to bring about changes in our society	140	30.0	26.2	27.9	633	28.8	24.5	26.2	29.1	21.1	23.9	1.7	4.0
Wealthy people should pay a larger share of taxes than they do now	143	78.3	71.1	74.1	637	73.5	73.4	73.5	56.0	57.8	57.2	0.6	16.9
Colleges should prohibit racist/sexist speech on campus	142	42.4	66.3	56.3	630	56.4	68.1	63.3	54.1	63.7	60.3	-7.0	-4.0
Same-sex couples should have the right to legal marital status	142	49.2	49.4	49.3	634	42.4	43.5	43.1	36.9	42.9	40.8	6.2	8.5
Affirmative action in college admissions should be abolished	140	45.8	32.1	37.9	617	45.6	34.2	38.9	55.2	42.4	46.9	-1.0	-9.0
The activities of married women are best confined to the home and family	142	15.0	13.4	14.1	634	14.5	8.7	11.0	22.1	12.5	15.9	3.1	-1.8
Federal military spending should be increased	142	10.2	14.5	12.7	631	18.1	14.9	16.2	36.0	28.3	31.0	-3.5	-18.3
The federal government should do more to discourage energy consumption	143	88.3	85.5	86.7	632	80.5	85.6	83.5	75.8	79.4	78.2	3.2	8.5
The chief benefit of a college education is that it increases one's earning power	143	36.7	32.5	34.3	635	42.4	37.9	39.7	49.5	47.0	47.9	-5.4	-13.6

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<b>STUDENT OBJECTIVES</b>													
<b>Student objectives noted as "essential" or "very important"</b>													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	144	16.7	15.5	16.0	649	14.7	17.4	16.3	17.2	18.6	18.1	-0.3	-2.1
Becoming an authority in my field	144	60.0	45.2	51.4	649	55.6	50.0	52.2	62.9	57.5	59.4	-0.8	-8.0
Obtaining recognition from my colleagues for contributions to my special field	144	43.3	40.5	41.7	648	42.1	39.8	40.7	46.6	43.9	44.9	1.0	-3.2
Influencing the political structure	144	36.7	19.0	26.4	647	29.8	19.0	23.3	29.4	19.6	23.0	3.1	3.4
Influencing social values	144	45.0	52.4	49.3	649	47.9	49.0	48.5	54.4	54.3	54.3	0.8	-5.0
Raising a family	144	81.7	78.6	79.9	649	79.2	77.7	78.3	81.3	81.8	81.7	1.6	-1.8
Having administrative responsibilities for the work of others	144	35.0	29.8	31.9	647	35.9	27.6	30.9	44.6	35.5	38.7	1.0	-6.8
Being very well off financially	144	28.3	32.1	30.6	648	30.9	36.2	34.1	48.4	45.3	46.4	-3.5	-15.8
Helping others who are in difficulty	143	79.7	81.0	80.4	647	75.9	81.0	79.0	75.7	83.3	80.7	1.4	-0.3
Making a theoretical contribution to science	144	15.0	9.5	11.8	648	11.6	8.2	9.6	18.0	12.6	14.5	2.2	-2.7
Writing original works (poems, novels, etc.)	144	20.0	11.9	15.3	648	18.9	12.6	15.1	22.9	16.8	18.9	0.2	-3.6
Creating artistic work (painting, sculpture, etc.)	144	15.0	16.7	16.0	648	15.4	16.2	15.9	17.5	17.9	17.8	0.1	-1.8
Becoming successful in a business of my own	144	21.7	15.5	18.1	647	25.5	13.1	18.1	37.5	24.5	29.0	0.0	-10.9
Becoming involved in programs to clean up the environment	144	26.7	21.4	23.6	649	28.2	21.8	24.3	25.8	22.3	23.5	-0.7	0.1
Developing a meaningful philosophy of life	144	60.0	53.6	56.2	647	62.8	53.7	57.3	62.0	55.8	57.9	-1.1	-1.7
Participating in a community action program	144	28.3	32.1	30.6	648	31.0	34.4	33.0	32.3	36.9	35.3	-2.4	-4.7
Helping to promote racial understanding	144	45.0	48.8	47.2	649	48.3	46.4	47.1	38.7	42.6	41.2	0.1	6.0
Keeping up to date with political affairs	144	46.7	45.2	45.8	648	45.0	41.0	42.6	47.0	38.0	41.1	3.2	4.7
Becoming a community leader	144	38.3	33.3	35.4	647	41.1	34.7	37.2	46.7	38.3	41.2	-1.8	-5.8
<b>DEGREE ASPIRATIONS</b>													
<b>WHAT IS THE HIGHEST DEGREE YOU: Will have earned as of June 2006</b>	139				631								
None		5.3	3.7	4.3		5.2	4.5	4.8	13.1	11.7	12.1	-0.5	-7.8
Vocational certificate		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.2	0.2	0.0	-0.2
Associate (A.A. or equivalent)		5.3	2.4	3.6		1.6	2.1	1.9	2.3	2.3	2.3	1.7	1.3
Bachelor's degree (B.A., B.S., etc.)		89.5	90.2	89.9		93.2	92.4	92.7	81.6	83.4	82.8	-2.8	7.1
Master's degree (M.A., M.S., etc.)		0.0	2.4	1.4		0.0	0.5	0.3	1.3	1.5	1.4	1.1	0.0
Ph.D. or Ed.D.		0.0	1.2	0.7		0.0	0.3	0.2	0.3	0.2	0.2	0.5	0.5
M.D., D.O., D.D.S., or D.V.M.		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1	0.0	-0.1
LL.B. or J.D. (Law)		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
B.D. or M.Div. (Divinity)		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0		0.0	0.3	0.2	1.0	0.6	0.7	-0.2	-0.7
<b>Plan to complete eventually at any institution</b>													
None		0.0	0.0	0.0		1.0	2.2	1.7	2.0	1.7	1.8	-1.7	-1.8
Vocational certificate		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.2	0.1	0.0	-0.1
Associate (A.A. or equivalent)		0.0	0.0	0.0		0.0	0.0	0.0	0.3	0.3	0.3	0.0	-0.3
Bachelor's degree (B.A., B.S., etc.)		28.9	21.5	24.5		28.2	22.2	24.6	25.1	19.8	21.7	-0.1	2.8
Master's degree (M.A., M.S., etc.)		37.8	53.8	47.3		44.5	52.4	49.2	39.1	49.2	45.7	-1.9	1.6
Ph.D. or Ed.D.		22.2	20.0	20.9		18.7	15.6	16.8	18.0	18.0	18.0	4.1	2.9
M.D., D.O., D.D.S., or D.V.M.		8.9	3.1	5.5		3.8	2.5	3.1	5.1	4.5	4.7	2.4	0.8
LL.B. or J.D. (Law)		0.0	0.0	0.0		0.5	2.5	1.7	4.9	3.6	4.1	-1.7	-4.1
B.D. or M.Div. (Divinity)		2.2	1.5	1.8		3.3	1.6	2.3	3.6	1.0	1.9	-0.5	-0.1
Other		0.0	0.0	0.0		0.0	1.0	0.6	1.6	1.7	1.7	-0.6	-1.7

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<b>MAJOR</b>													
<b>Major Reported in 2006 [3]</b>	120				532								
Agriculture		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biological Science		12.0	7.1	9.2		6.7	4.3	5.3	7.0	7.6	7.4	3.9	1.8
Business		8.0	8.6	8.3		17.8	9.6	12.8	23.7	13.8	17.2	-4.5	-8.9
Education		26.0	18.6	21.7		26.4	28.1	27.4	8.6	17.4	14.4	-5.7	7.3
Engineering		0.0	0.0	0.0		0.0	0.0	0.0	1.7	0.1	0.6	0.0	-0.6
English		4.0	2.9	3.3		1.9	3.4	2.8	2.3	4.8	4.0	0.5	-0.7
Health Professional		6.0	25.7	17.5		3.4	15.7	10.9	1.5	7.1	5.2	6.6	12.3
History or Political Science		6.0	4.3	5.0		3.8	2.5	3.0	8.2	5.1	6.1	2.0	-1.1
Humanities		4.0	4.3	4.2		5.8	4.3	4.9	12.4	7.7	9.3	-0.7	-5.1
Fine Arts		4.0	2.9	3.3		4.8	4.9	4.9	4.2	5.5	5.1	-1.6	-1.8
Mathematics or Statistics		4.0	1.4	2.5		3.8	1.9	2.6	2.3	1.2	1.6	-0.1	0.9
Physical Sciences		0.0	1.4	0.8		2.9	1.9	2.3	3.1	1.7	2.1	-1.5	-1.3
Social Sciences		14.0	17.1	15.8		8.2	12.0	10.5	10.0	16.7	14.4	5.3	1.4
Other Technical		2.0	0.0	0.8		4.8	0.6	2.3	4.2	0.6	1.8	-1.5	-1.0
Other Non-technical		10.0	4.3	6.7		9.6	10.5	10.2	9.9	10.2	10.1	-3.5	-3.4
Undecided		0.0	1.4	0.8		0.0	0.3	0.2	0.9	0.6	0.7	0.6	0.1
<b>Planned Graduate Major [3]</b>	53				262								
Agriculture		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biological Science		4.2	0.0	1.9		5.0	1.9	3.1	3.8	4.0	3.9	-1.2	-2.0
Business		20.8	3.4	11.3		15.0	5.6	9.2	19.1	10.3	13.3	2.1	-2.0
Education		8.3	6.9	7.5		23.0	22.2	22.5	8.7	15.0	12.9	-15.0	-5.4
Engineering		0.0	0.0	0.0		1.0	0.6	0.8	2.6	0.2	1.0	-0.8	-1.0
English		4.2	3.4	3.8		2.0	3.1	2.7	2.0	2.7	2.4	1.1	1.4
Health Professional		20.8	34.5	28.3		6.0	17.3	13.0	8.7	16.3	13.7	15.3	14.6
History or Political Science		12.5	0.0	5.7		7.0	0.6	3.1	5.1	2.1	3.1	2.6	2.6
Humanities		8.3	17.2	13.2		10.0	7.4	8.4	15.0	6.6	9.4	4.8	3.8
Fine Arts		4.2	0.0	1.9		5.0	5.6	5.3	3.7	4.7	4.4	-3.4	-2.5
Mathematics or Statistics		0.0	0.0	0.0		3.0	1.2	1.9	0.9	0.9	0.9	-1.9	-0.9
Physical Sciences		4.2	0.0	1.9		4.0	0.6	1.9	3.3	1.2	1.9	0.0	0.0
Social Sciences		4.2	24.1	15.1		6.0	14.8	11.5	8.3	19.4	15.6	3.6	-0.5
Other Technical		0.0	0.0	0.0		2.0	0.0	0.8	2.2	0.7	1.2	-0.8	-1.2
Other Non-technical		4.2	0.0	1.9		9.0	12.3	11.1	14.0	12.3	12.9	-9.2	-11.0
Undecided		4.2	10.3	7.5		2.0	6.8	5.0	2.6	3.8	3.4	2.5	4.1
<b>CAREER, FUTURE PLANS</b>													
<b>What do you plan to be doing in fall 2006?</b>													
Attending undergraduate college full-time		16.4	8.1	11.6		10.3	7.3	8.5	16.7	16.1	16.3	3.1	-4.7
Attending undergraduate college part-time		1.6	5.8	4.1		2.7	4.5	3.8	2.9	2.8	2.8	0.3	1.3
Attending graduate/professional school		13.1	14.0	13.6		11.8	15.6	14.1	20.4	20.5	20.5	-0.5	-6.9
Working full-time		62.3	57.0	59.2		71.0	67.0	68.6	60.0	60.5	60.3	-9.4	-1.1
Working part-time		13.1	12.8	12.9		8.8	12.1	10.8	11.9	17.0	15.2	2.1	-2.3
Participating in a community service organization		13.1	11.6	12.2		9.5	10.3	10.0	6.9	12.2	10.4	2.2	1.8
Serving in the Armed Forces		0.0	0.0	0.0		1.1	0.3	0.6	1.4	0.3	0.7	-0.6	-0.7
Attending a vocational training program		1.6	1.2	1.4		1.5	0.8	1.1	1.3	1.3	1.3	0.3	0.1
Traveling		16.4	11.6	13.6		14.5	10.3	12.0	12.1	13.6	13.1	1.6	0.5
Doing volunteer work		18.0	20.9	19.7		16.4	17.9	17.3	11.0	19.3	16.4	2.4	3.3
Staying at home to be with or start a family		0.0	4.7	2.7		2.7	4.3	3.6	4.0	5.2	4.8	-0.9	-2.1
No current plans		1.6	4.7	3.4		5.3	3.8	4.4	3.3	2.5	2.8	-1.0	0.6

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<b>Student's career</b>	<b>138</b>				<b>633</b>									
Artist		8.5	1.3	4.3		6.4	5.2	5.7		6.6	7.9	7.4	-1.4	-3.1
Business		11.9	7.6	9.4		17.6	8.6	12.2		23.3	13.4	16.8	-2.8	-7.4
Business (clerical)		0.0	0.0	0.0		0.4	0.5	0.5		0.4	0.9	0.7	-0.5	-0.7
Clergy		3.4	2.5	2.9		4.0	2.1	2.8		8.1	1.9	4.0	0.1	-1.1
College teacher		0.0	2.5	1.4		0.8	1.3	1.1		3.4	1.7	2.3	0.3	-0.9
Doctor (MD or DDS)		5.1	3.8	4.3		2.0	1.0	1.4		3.9	3.4	3.6	2.9	0.7
Education (secondary)		15.3	10.1	12.3		14.8	10.7	12.3		8.0	7.7	7.8	0.0	4.5
Education (elementary)		10.2	17.7	14.5		9.6	19.6	15.6		2.9	14.5	10.5	-1.1	4.0
Engineer		0.0	0.0	0.0		0.0	0.3	0.2		1.8	0.2	0.7	-0.2	-0.7
Farmer or forester		0.0	1.3	0.7		0.0	0.3	0.2		0.4	0.4	0.4	0.5	0.3
Health professional		3.4	3.8	3.6		1.6	4.2	3.2		2.5	4.6	3.9	0.4	-0.3
Homemaker (full-time)		0.0	0.0	0.0		0.0	0.8	0.5		0.1	0.9	0.6	-0.5	-0.6
Lawyer		0.0	0.0	0.0		0.4	1.6	1.1		3.4	2.7	2.9	-1.1	-2.9
Military (career)		0.0	0.0	0.0		0.4	0.0	0.2		0.9	0.0	0.3	-0.2	-0.3
Nurse		5.1	25.3	16.7		2.4	16.4	10.9		0.9	6.5	4.5	5.8	12.2
Research scientist		3.4	0.0	1.4		4.4	1.0	2.4		2.5	1.7	2.0	-1.0	-0.6
Social, welfare, or recreation worker		1.7	5.1	3.6		2.0	5.5	4.1		1.8	5.3	4.1	-0.5	-0.5
Skilled worker		0.0	0.0	0.0		1.2	0.0	0.5		1.0	0.2	0.4	-0.5	-0.4
Other choice		27.1	13.9	19.6		23.2	14.9	18.2		21.2	19.0	19.8	1.4	-0.2
Undecided		5.1	5.1	5.1		8.8	6.0	7.1		6.9	7.3	7.1	-2.0	-2.0

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
 completed by graduating seniors spring semester 2006

All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference		
	# Respon dents	Men	Women	Total	# Respon dents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers	
<b>DISAGGREGATED RESPONSES for CAREER, UNDERGRAD MAJOR, GRAD MAJOR</b>														
<b>Probable career noted in 2006</b>	<b>138</b>				<b>633</b>									
Accountant or actuary		3.4	1.3	2.2		3.6	3.9	3.8		3.8	3.1	3.4	-1.6	-1.2
Actor or entertainer		1.7	0.0	0.7		1.2	0.5	0.8		1.1	0.7	0.9	-0.1	-0.2
Architect or urban planner		1.7	0.0	0.7		1.2	0.0	0.5		0.3	0.2	0.2	0.2	0.5
Artist		0.0	1.3	0.7		2.4	2.3	2.4		1.8	2.4	2.2	-1.7	-1.5
Business (clerical)		0.0	0.0	0.0		0.4	0.5	0.5		0.4	0.9	0.7	-0.5	-0.7
Business executive (management, administrator)		6.8	5.1	5.8		8.4	2.9	5.1		12.9	7.8	9.6	0.7	-3.8
Business owner or proprietor		1.7	1.3	1.4		3.6	0.8	1.9		3.2	1.1	1.8	-0.5	-0.4
Business salesperson or buyer		0.0	0.0	0.0		2.0	1.0	1.4		3.4	1.3	2.0	-1.4	-2.0
Clergy (minister or priest)		3.4	2.5	2.9		3.2	1.8	2.4		6.6	0.9	2.9	0.5	0.0
Clergy (other religious)		0.0	0.0	0.0		0.8	0.3	0.5		1.5	1.0	1.1	-0.5	-1.1
Clinical psychologist		3.4	0.0	1.4		0.8	1.6	1.3		1.0	2.3	1.9	0.1	-0.5
College administrator/staff		0.0	0.0	0.0		0.4	1.0	0.8		0.6	0.8	0.7	-0.8	-0.7
College teacher		0.0	2.5	1.4		0.8	1.3	1.1		3.4	1.7	2.3	0.3	-0.9
Computer programmer or analyst		3.4	0.0	1.4		5.6	0.0	2.2		4.5	0.3	1.7	-0.8	-0.3
Conservationist or forester		0.0	1.3	0.7		0.0	0.3	0.2		0.2	0.4	0.3	0.5	0.4
Dentist (including orthodontist)		0.0	0.0	0.0		0.4	0.0	0.2		0.5	0.4	0.4	-0.2	-0.4
Dietitian or home economist		0.0	1.3	0.7		0.0	2.6	1.6		0.0	0.4	0.3	-0.9	0.4
Engineer		0.0	0.0	0.0		0.0	0.3	0.2		1.8	0.2	0.7	-0.2	-0.7
Farmer or rancher		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.1	0.0	-0.1
Foreign service worker (including diplomat)		3.4	1.3	2.2		1.2	0.3	0.6		0.6	1.0	0.8	1.6	1.4
Homemaker (full-time)		0.0	0.0	0.0		0.0	0.8	0.5		0.1	0.9	0.6	-0.5	-0.6
Interior decorator (including designer)		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.5	0.3	0.0	-0.3
Lab technician or hygienist		1.7	0.0	0.7		0.4	0.0	0.2		0.1	0.2	0.2	0.5	0.5
Law enforcement officer		0.0	0.0	0.0		0.8	0.0	0.3		2.4	0.5	1.2	-0.3	-1.2
Lawyer (attorney) or judge		0.0	0.0	0.0		0.4	1.6	1.1		3.4	2.7	2.9	-1.1	-2.9
Military service (career)		0.0	0.0	0.0		0.4	0.0	0.2		0.9	0.0	0.3	-0.2	-0.3
Musician (performer, composer)		3.4	0.0	1.4		0.8	0.5	0.6		1.6	1.2	1.3	0.8	0.1
Nurse		5.1	25.3	16.7		2.4	16.4	10.9		0.9	6.5	4.5	5.8	12.2
Optometrist		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.1	0.1	0.0	-0.1
Pharmacist		0.0	1.3	0.7		0.0	0.3	0.2		0.9	1.0	1.0	0.5	-0.3
Physician		5.1	3.8	4.3		1.6	1.0	1.3		3.4	3.0	3.2	3.0	1.1
Policymaker/government		3.4	0.0	1.4		0.8	0.5	0.6		1.1	1.0	1.0	0.8	0.4
School counselor		1.7	2.5	2.2		0.4	1.0	0.8		0.5	1.2	1.0	1.4	1.2
School principal or superintenden		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Scientific researcher		3.4	0.0	1.4		4.4	1.0	2.4		2.5	1.7	2.0	-1.0	-0.6
Social, welfare or recreation worker		1.7	5.1	3.6		2.0	5.5	4.1		1.8	5.3	4.1	-0.5	-0.5
Therapist (physical, occupational speech)		1.7	1.3	1.4		0.8	1.0	0.9		1.0	2.6	2.0	0.5	-0.6
Teacher or administrator (elementary)		10.2	17.7	14.5		9.6	19.6	15.6		2.9	14.5	10.5	-1.1	4.0
Teacher or administrator (secondary)		13.6	7.6	10.1		14.4	9.7	11.5		7.4	6.4	6.8	-1.4	3.3
Veterinarian		0.0	0.0	0.0		0.4	0.3	0.3		0.3	0.3	0.3	-0.3	-0.3
Writer or journalist		3.4	0.0	1.4		2.0	1.8	1.9		2.0	3.1	2.8	-0.5	-1.4
Skilled trades		0.0	0.0	0.0		1.2	0.0	0.5		1.0	0.2	0.4	-0.5	-0.4
Other		11.9	12.7	12.3		12.4	11.5	11.8		10.6	13.0	12.2	0.5	0.1
Undecided		5.1	5.1	5.1		8.8	6.0	7.1		6.9	7.3	7.1	-2.0	-2.0

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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference		
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers	
<b>MAJOR REPORTED IN 2006</b>	120				532									
<b>Arts and Humanities</b>														
Art, fine and applied		2.0	2.9	2.5		3.4	3.7	3.6		2.0	3.5	3.0	-1.1	-0.5
English (language and literature)		4.0	2.9	3.3		1.9	3.4	2.8		2.3	4.8	4.0	0.5	-0.7
History		6.0	4.3	5.0		3.8	2.5	3.0		4.6	2.2	3.0	2.0	2.0
Journalism		0.0	0.0	0.0		1.0	1.2	1.1		0.9	1.3	1.1	-1.1	-1.1
Language and Literature (except English)		0.0	0.0	0.0		1.0	0.6	0.8		1.0	1.9	1.6	-0.8	-1.6
Music		2.0	0.0	0.8		1.4	1.2	1.3		1.9	1.7	1.8	-0.5	-1.0
Philosophy		0.0	0.0	0.0		0.0	0.0	0.0		1.2	0.2	0.6	0.0	-0.6
Speech		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.3	0.3	0.0	-0.3
Theater or Drama		0.0	0.0	0.0		1.0	0.6	0.8		0.8	1.2	1.1	-0.8	-1.1
Theology or Religion		2.0	2.9	2.5		3.4	1.9	2.4		8.5	3.1	4.9	0.1	-2.4
Other Arts and Humanities		2.0	1.4	1.7		0.5	1.2	0.9		1.0	1.2	1.1	0.8	0.6
<b>Biological Science</b>														
Biology (general)		6.0	4.3	5.0		3.4	1.9	2.4		5.2	5.9	5.6	2.6	-0.6
Biochemistry or Biophysics		4.0	0.0	1.7		1.4	0.6	0.9		0.7	0.6	0.6	0.8	1.1
Botany		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Environmental Science		2.0	2.9	2.5		1.9	1.2	1.5		0.6	0.6	0.6	1.0	1.9
Marine (Life) Science		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.2	0.1	0.0	-0.1
Microbiology or Bacteriology		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Zoology		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Other Biological Science		0.0	0.0	0.0		0.0	0.6	0.4		0.3	0.4	0.3	-0.4	-0.3
<b>Business</b>														
Accounting		2.0	1.4	1.7		4.3	3.7	3.9		3.6	2.6	2.9	-2.2	-1.2
Business Administration (general)		6.0	7.1	6.7		6.7	3.7	4.9		6.4	3.8	4.7	1.8	2.0
Finance		0.0	0.0	0.0		1.0	0.0	0.4		2.0	0.7	1.1	-0.4	-1.1
International Business		0.0	0.0	0.0		1.4	0.0	0.6		1.2	0.8	0.9	-0.6	-0.9
Marketing		0.0	0.0	0.0		1.4	0.6	0.9		2.4	2.2	2.2	-0.9	-2.2
Management		0.0	0.0	0.0		1.9	1.5	1.7		7.0	3.3	4.6	-1.7	-4.6
Secretarial Studies		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Other Business		0.0	0.0	0.0		1.0	0.0	0.4		1.1	0.4	0.6	-0.4	-0.6
<b>Education</b>														
Business Education		0.0	0.0	0.0		0.0	0.3	0.2		0.1	0.1	0.1	-0.2	-0.1
Elementary Educator		8.0	14.3	11.7		7.7	17.3	13.5		2.1	12.0	8.6	-1.8	3.1
Music or Art Education		2.0	1.4	1.7		1.4	2.5	2.1		0.7	1.2	1.1	-0.4	0.6
Physical Education or Recreator		4.0	0.0	1.7		8.7	1.2	4.1		3.0	0.8	1.5	-2.4	0.2
Secondary Education		10.0	1.4	5.0		6.7	1.5	3.6		2.2	1.6	1.8	1.4	3.2
Special Education		2.0	1.4	1.7		1.0	3.7	2.6		0.2	0.7	0.6	-0.9	1.1
Other Education		0.0	0.0	0.0		1.0	1.5	1.3		0.3	0.9	0.7	-1.3	-0.7
<b>Engineering</b>														
Aeronautical or Astronautica														
Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.0	0.0	0.0
Civil Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.0	0.1	0.0	-0.1
Chemical Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.0	0.0	0.0
Computer Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.6	0.0	0.2	0.0	-0.2
Electrical or Electronic Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.4	0.0	0.1	0.0	-0.1
Industrial Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Mechanical Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.1	0.0	-0.1
Other Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0

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All Respondents	EMU			Menno Peer Group			Oth Relig 4yr Colls			Difference			
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>MAJOR REPORTED IN 2006</b>													
<b>Physical Science</b>													
Astronomy		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Science (incl. Meteorology)		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry		0.0	1.4	0.8		1.9	1.2	1.5	1.3	1.1	1.2	-0.7	-0.4
Earth Science		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Marine Science (incl. Oceanography)		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.0	0.1	0.0	-0.1
Mathematics		4.0	1.4	2.5		3.8	1.9	2.6	2.3	1.2	1.6	-0.1	0.9
Physics		0.0	0.0	0.0		1.0	0.6	0.8	1.2	0.3	0.6	-0.8	-0.6
Statistics		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Physical Science		0.0	0.0	0.0		0.0	0.0	0.0	0.4	0.2	0.2	0.0	-0.2
<b>Professional</b>													
Architecture or Urban Planning		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Home Economics		0.0	0.0	0.0		0.0	0.9	0.6	0.0	0.3	0.2	-0.6	-0.2
Health Technology (medical, dental laboratory)		0.0	0.0	0.0		0.0	0.3	0.2	0.0	0.2	0.1	-0.2	-0.1
Library/Archival Science		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian		0.0	0.0	0.0		0.0	0.3	0.2	0.2	0.3	0.3	-0.2	-0.3
Nursing		6.0	25.7	17.5		2.9	15.1	10.3	0.9	5.9	4.2	7.2	13.3
Pharmacy		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1	0.0	-0.1
Therapy (occupational, physical, speech)		0.0	0.0	0.0		0.5	0.3	0.4	0.3	0.8	0.6	-0.4	-0.6
Other Professional		0.0	2.9	1.7		0.0	1.2	0.8	0.4	0.6	0.5	0.9	1.2
<b>Social Science</b>													
Anthropology		0.0	0.0	0.0		0.5	0.0	0.2	0.3	0.2	0.2	-0.2	-0.2
Economics		0.0	0.0	0.0		0.0	0.0	0.0	1.8	0.2	0.8	0.0	-0.8
Ethnic Studies		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.2	0.2	0.0	-0.2
Geography		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political Science (gov't., international relations)		0.0	0.0	0.0		0.0	0.0	0.0	3.5	2.9	3.1	0.0	-3.1
Psychology		6.0	7.1	6.7		2.9	4.6	3.9	4.6	9.1	7.6	2.8	-0.9
Social Work		2.0	5.7	4.2		1.9	5.2	3.9	0.8	3.2	2.4	0.3	1.8
Sociology		4.0	4.3	4.2		1.9	1.5	1.7	1.8	2.3	2.1	2.5	2.1
Women's Studies		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Other Social Science		2.0	0.0	0.8		1.0	0.6	0.8	0.5	1.3	1.0	0.0	-0.2
<b>Technical</b>													
Building Trades		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Data Processing or Computer Programming		2.0	0.0	0.8		2.4	0.0	0.9	1.6	0.1	0.6	-0.1	0.2
Drafting or Design		0.0	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1	0.0	-0.1
Electronics		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mechanics		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0		0.0	0.3	0.2	0.3	0.0	0.1	-0.2	-0.1
<b>Other Fields</b>													
Agriculture		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Communications		8.0	0.0	3.3		4.8	3.4	3.9	3.2	4.1	3.8	-0.6	-0.5
Computer Science		0.0	0.0	0.0		2.4	0.0	0.9	2.2	0.2	0.9	-0.9	-0.9
Forestry		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kinesiology		2.0	0.0	0.8		0.5	0.0	0.2	0.9	0.9	0.9	0.6	-0.1
Law Enforcement		0.0	0.0	0.0		0.5	0.0	0.2	1.1	0.3	0.6	-0.2	-0.6
Military Science		0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Field		0.0	1.4	0.8		2.9	3.7	3.4	3.4	2.6	2.9	-2.6	-2.1
Undecided		0.0	1.4	0.8		0.0	0.3	0.2	0.9	0.6	0.7	0.6	0.1

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
 completed by graduating seniors spring semester 2006

All Respondents	EMU			Menno Peer Group			Oth Relig 4yr Colls			Difference				
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers	
<b>PLANNED GRADUATE MAJOR</b>	53				262									
<b>Arts and Humanities</b>														
Art, fine and applied		0.0	0.0	0.0		3.0	3.7	3.4		1.8	2.3	2.1	-3.4	-2.1
English (language and literature)		4.2	3.4	3.8		2.0	3.1	2.7		2.0	2.7	2.4	1.1	1.4
History		0.0	0.0	0.0		3.0	0.6	1.5		2.2	0.6	1.2	-1.5	-1.2
Journalism		0.0	0.0	0.0		0.0	0.6	0.4		0.6	0.8	0.7	-0.4	-0.7
Language and Literature (except English)		0.0	3.4	1.9		0.0	0.6	0.4		0.6	0.9	0.8	1.5	1.1
Music		4.2	0.0	1.9		1.0	1.2	1.1		1.4	1.9	1.7	0.8	0.2
Philosophy		0.0	0.0	0.0		0.0	0.0	0.0		0.9	0.2	0.4	0.0	-0.4
Speech		0.0	0.0	0.0		0.0	0.6	0.4		0.1	0.3	0.2	-0.4	-0.2
Theater or Drama		4.2	3.4	3.8		2.0	1.2	1.5		0.8	1.1	1.0	2.3	2.8
Theology or Religion		4.2	10.3	7.5		8.0	4.9	6.1		12.2	3.4	6.4	1.4	1.1
Other Arts and Humanities		0.0	0.0	0.0		0.0	0.6	0.4		0.5	1.0	0.8	-0.4	-0.8
<b>Biological Science</b>														
Biology (general)		4.2	0.0	1.9		2.0	0.6	1.1		0.9	1.3	1.1	0.8	0.8
Biochemistry or Biophysics		0.0	0.0	0.0		0.0	0.6	0.4		0.8	0.3	0.5	-0.4	-0.5
Botany		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.1	0.1	0.0	-0.1
Environmental Science		0.0	0.0	0.0		1.0	0.0	0.4		0.3	0.4	0.3	-0.4	-0.3
Marine (Life) Science		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.2	0.1	0.0	-0.1
Microbiology or Bacteriology		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.4	0.3	0.0	-0.3
Zoology		0.0	0.0	0.0		1.0	0.6	0.8		0.5	0.3	0.3	-0.8	-0.3
Other Biological Science		0.0	0.0	0.0		1.0	0.0	0.4		1.2	1.0	1.1	-0.4	-1.1
<b>Business</b>														
Accounting		8.3	3.4	5.7		3.0	2.5	2.7		2.4	2.0	2.1	3.0	3.6
Business Administration (general)		4.2	0.0	1.9		5.0	0.6	2.3		6.6	2.9	4.1	-0.4	-2.2
Finance		0.0	0.0	0.0		0.0	0.0	0.0		1.9	0.9	1.2	0.0	-1.2
International Business		0.0	0.0	0.0		0.0	0.0	0.0		0.8	0.7	0.7	0.0	-0.7
Marketing		4.2	0.0	1.9		2.0	0.0	0.8		1.4	1.1	1.2	1.1	0.7
Management		0.0	0.0	0.0		4.0	0.6	1.9		4.1	1.9	2.6	-1.9	-2.6
Secretarial Studies		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.0	0.0	0.0
Other Business		4.2	0.0	1.9		1.0	1.9	1.5		1.8	0.9	1.2	0.4	0.7
<b>Education</b>														
Business Education		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.1	0.1	0.0	-0.1
Elementary Education		0.0	3.4	1.9		3.0	7.4	5.7		1.1	5.7	4.1	-3.8	-2.2
Music or Art Education		0.0	0.0	0.0		0.0	1.9	1.1		0.4	0.9	0.7	-1.1	-0.7
Physical Education or Recreation		0.0	0.0	0.0		6.0	0.0	2.3		1.3	0.3	0.6	-2.3	-0.6
Secondary Education		0.0	0.0	0.0		7.0	2.5	4.2		3.3	2.4	2.7	-4.2	-2.7
Special Education		0.0	3.4	1.9		0.0	3.7	2.3		0.2	1.7	1.2	-0.4	0.7
Other Education		8.3	0.0	3.8		7.0	6.8	6.9		2.4	4.1	3.5	-3.1	0.3
<b>Engineering</b>														
Aeronautical or Astronautica														
Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.0	0.1	0.0	-0.1
Civil Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.0	0.1	0.0	-0.1
Chemical Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.1	0.2	0.0	-0.2
Computer Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.0	0.1	0.0	-0.1
Electrical or Electronic Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.0	0.1	0.0	-0.1
Industrial Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.0	0.0	0.0
Mechanical Engineering		0.0	0.0	0.0		1.0	0.6	0.8		0.7	0.0	0.3	-0.8	-0.3
Other Engineering		0.0	0.0	0.0		0.0	0.0	0.0		0.4	0.0	0.1	0.0	-0.1

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU			Menno Peer Group			Oth Relig 4yr Colls			Difference			
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>PLANNED GRADUATE MAJOR</b>													
<b>Physical Science</b>													
Astronomy		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Atmospheric Science (incl. Meteorology)		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Chemistry		4.2	0.0	1.9		4.0	0.6	1.9		1.9	0.7	1.1	0.0
Earth Science		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.1	0.1	0.0
Marine Science (incl. Oceanography)		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.1	0.1	0.0
Mathematics		0.0	0.0	0.0		3.0	0.6	1.5		0.8	0.6	0.7	-1.5
Physics		0.0	0.0	0.0		0.0	0.0	0.0		0.9	0.1	0.4	0.0
Statistics		0.0	0.0	0.0		0.0	0.6	0.4		0.1	0.3	0.2	-0.4
Other Physical Science		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.1	0.1	0.0
<b>Professional</b>													
Architecture or Urban Planning		0.0	0.0	0.0		1.0	0.0	0.4		0.5	0.2	0.3	-0.4
Home Economics		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.0	0.0	0.0
Health Technology (medical, dental laboratory)		0.0	0.0	0.0		0.0	0.0	0.0		0.3	0.5	0.4	0.0
Law		0.0	0.0	0.0		1.0	3.1	2.3		6.7	4.4	5.2	-2.3
Library/Archival Science		0.0	0.0	0.0		0.0	0.6	0.4		0.1	1.0	0.7	-0.4
Medicine, Dentistry, Veterinarian		16.7	10.3	13.2		5.0	2.5	3.4		5.8	5.8	5.8	9.8
Nursing		4.2	17.2	11.3		1.0	12.3	8.0		0.4	4.7	3.3	3.3
Pharmacy		0.0	3.4	1.9		0.0	0.6	0.4		1.3	1.5	1.4	1.5
Therapy (occupational, physical, speech)		0.0	3.4	1.9		0.0	1.9	1.1		1.2	4.3	3.2	0.8
Other Professional		0.0	0.0	0.0		1.0	1.2	1.1		1.2	1.3	1.2	-1.1
<b>Social Science</b>													
Anthropology		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.4	0.3	0.0
Economics		0.0	0.0	0.0		2.0	0.0	0.8		0.8	0.0	0.3	-0.8
Ethnic Studies		0.0	0.0	0.0		0.0	0.0	0.0		0.1	0.1	0.1	0.0
Geography		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Political Science (gov't., international relations)		12.5	0.0	5.7		4.0	0.0	1.5		2.9	1.5	2.0	4.2
Psychology		4.2	6.9	5.7		1.0	6.2	4.2		4.9	10.5	8.6	1.5
Social Work		0.0	10.3	5.7		2.0	6.8	5.0		1.2	5.4	4.0	0.7
Sociology		0.0	6.9	3.8		1.0	1.2	1.1		0.5	0.7	0.6	2.7
Women's Studies		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.5	0.3	0.0
Other Social Science		0.0	0.0	0.0		0.0	0.6	0.4		0.6	1.8	1.4	-0.4
<b>Technical</b>													
Building Trades		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.0	0.1	0.0
Data Processing or Computer Programming		0.0	0.0	0.0		0.0	0.0	0.0		0.5	0.0	0.2	0.0
Drafting or Design		0.0	0.0	0.0		1.0	0.0	0.4		0.2	0.0	0.1	-0.4
Electronics		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.0	0.1	0.0
Mechanics		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.0	0.1	0.0
<b>Other Fields</b>													
Agriculture		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Communications		0.0	0.0	0.0		1.0	1.2	1.1		0.8	1.5	1.3	-1.1
Computer Science		0.0	0.0	0.0		1.0	0.0	0.4		0.9	0.1	0.3	-0.4
Forestry		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0	0.0
Kinesiology		0.0	0.0	0.0		0.0	1.2	0.8		0.6	0.8	0.7	-0.8
Law Enforcement		0.0	0.0	0.0		1.0	0.0	0.4		0.6	0.1	0.3	-0.4
Military Science		0.0	0.0	0.0		0.0	0.0	0.0		0.2	0.0	0.1	0.0
Other Field		4.2	0.0	1.9		5.0	4.3	4.6		3.0	2.4	2.6	-2.7
Undecided		4.2	10.3	7.5		2.0	6.8	5.0		2.6	3.8	3.4	2.5

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU			Menno Peer Group			Oth Relig 4yr Colls			Difference			
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>Demographics</b>													
<b>WHAT YEAR DID YOU FIRST ENTER</b>													
<b>Your first college</b>	103				504								
2005 or 2006		0.0	0.0	0.0		0.0	0.3	0.2	6.7	5.6	6.0	-0.2	-6.0
2004		0.0	1.8	1.0		0.0	0.7	0.4	1.6	2.1	1.9	0.6	-0.9
2003		0.0	3.5	1.9		0.5	4.4	2.8	7.0	9.4	8.5	-0.9	-6.6
2002		80.4	75.4	77.7		78.2	70.8	73.8	56.3	59.6	58.4	3.9	19.3
2001 or earlier		19.6	19.3	19.4		21.4	23.8	22.8	28.4	23.3	25.2	-3.4	-5.8
<b>This college</b>	123				557							0.0	0.0
2005 or 2006		1.9	4.2	3.3		1.8	4.8	3.6	10.4	8.8	9.4	-0.3	-6.1
2004		15.4	15.5	15.4		15.2	19.8	18.0	10.5	11.9	11.4	-2.6	4.0
2003		7.7	9.9	8.9		15.2	10.2	12.2	16.3	17.4	17.0	-3.3	-8.1
2002		67.3	66.2	66.7		62.5	60.4	61.2	52.8	54.6	54.0	5.5	12.7
2001 or earlier		7.7	4.2	5.7		5.4	4.8	5.0	9.9	7.2	8.2	0.7	-2.5
<b>Your enrollment status</b>	145				651								
Full-time undergraduate		100.0	97.6	98.6		96.1	94.4	95.1	92.4	92.3	92.4	3.5	6.2
Part-time undergraduate		0.0	0.0	0.0		2.3	3.6	3.1	4.2	3.8	3.9	-3.1	-3.9
Graduate student		0.0	1.2	0.7		0.8	1.3	1.1	2.4	2.6	2.5	-0.4	-1.8
Not enrolled		0.0	1.2	0.7		0.8	0.8	0.8	1.0	1.3	1.2	-0.1	-0.5
<b>Your undergraduate grade average</b>	145				651								
A (3.75-4.0)		28.3	37.6	33.8		21.0	39.1	32.0	17.1	27.0	23.5	1.8	10.3
A-, B+ (3.25-3.74)		41.7	34.1	37.2		34.6	35.3	35.0	36.2	41.9	39.9	2.2	-2.7
B (2.75-3.24)		18.3	18.8	18.6		28.8	18.8	22.7	29.5	23.0	25.3	-4.1	-6.7
B-, C+ (2.25-2.74)		6.7	5.9	6.2		13.2	5.3	8.4	14.4	6.8	9.4	-2.2	-3.2
C (1.75-2.24)		5.0	3.5	4.1		2.3	1.5	1.8	2.7	1.3	1.8	2.3	2.3
C- or less (below 1.75)		0.0	0.0	0.0		0.0	0.0	0.0	0.2	0.1	0.1	0.0	-0.1
<b>Is English your native language?</b>	145				649							0.0	0.0
Yes		96.7	95.2	95.9		95.3	94.4	94.8	95.2	95.5	95.4	1.1	0.5
No		3.3	4.8	4.1		4.7	5.6	5.2	4.8	4.5	4.6	-1.1	-0.5
<b>Since entering college, have you ever taken courses, whether for credit or not for credit, at any other institution (e.g., university, 4- or 2-year college, technical, vocational, or business school)?</b>													
No	141	52.6	53.6	53.2	649	48.2	46.4	47.1	53.1	49.9	51.1	6.1	2.1
Yes		47.4	46.4	46.8		51.8	53.6	52.9	46.9	50.1	48.9	-6.1	-2.1
<b>Your ethnic background [4]</b>	145				650								
White/Caucasian		90.2	90.5	90.3		89.2	90.8	90.2	85.7	83.5	84.3	0.1	6.0
African American/Black		6.6	3.6	4.8		5.4	3.6	4.3	7.1	9.1	8.4	0.5	-3.6
American Indian/Alaska Native		1.6	0.0	0.7		1.2	0.8	0.9	1.5	1.6	1.6	-0.2	-0.9
Asian American/Asian		1.6	3.6	2.8		0.8	3.3	2.3	2.6	3.4	3.1	0.5	-0.3
Native Hawaiian/Pacific Islander		1.6	0.0	0.7		0.8	0.0	0.3	0.7	0.4	0.5	0.4	0.2
Mexican American/Chicano		1.6	0.0	0.7		1.5	2.0	1.8	2.3	2.0	2.1	-1.1	-1.4
Puerto Rican		1.6	0.0	0.7		0.4	0.0	0.2	0.9	0.5	0.6	0.5	0.1
Other Latino		1.6	1.2	1.4		3.5	0.3	1.5	2.0	1.7	1.8	-0.1	-0.4
Other		6.6	1.2	3.4		3.9	1.5	2.5	3.0	2.6	2.7	0.9	0.7

[4] Percentages will sum to more than 100.0 percent if any respondents marked more than one ethnic group.

**2006 COLLEGE STUDENT SURVEY (CSS) PEER GROUP REPORT**  
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All Respondents	EMU				Menno Peer Group				Oth Relig 4yr Colls			Difference	
	# Respondents	Men	Women	Total	# Respondents	Men	Women	Total	Men	Women	Total	EMU - Menno Peers	EMU -Oth Rel Peers
<b>Your current religious preference</b>	<b>146</b>				<b>650</b>								
Baptist		11.5	5.9	8.2		7.7	5.1	6.2	16.7	18.0	17.6	2.0	-9.4
Buddhist		0.0	0.0	0.0		0.0	0.3	0.2	0.4	0.4	0.4	-0.2	-0.4
Eastern Orthodox		0.0	0.0	0.0		0.0	0.0	0.0	0.4	0.4	0.4	0.0	-0.4
Episcopal		0.0	0.0	0.0		0.0	0.0	0.0	1.5	1.3	1.4	0.0	-1.4
Hindu		0.0	0.0	0.0		0.0	0.0	0.0	0.2	0.3	0.2	0.0	-0.2
Islamic		0.0	0.0	0.0		0.0	0.0	0.0	0.4	0.4	0.4	0.0	-0.4
Jewish		0.0	0.0	0.0		0.0	0.0	0.0	0.3	0.4	0.3	0.0	-0.3
LDS (Mormon)		0.0	0.0	0.0		0.0	0.3	0.2	0.3	0.2	0.2	-0.2	-0.2
Lutheran		0.0	0.0	0.0		2.3	2.8	2.6	8.6	8.9	8.8	-2.6	-8.8
Methodist		1.6	5.9	4.1		7.3	5.1	6.0	5.7	6.0	5.9	-1.9	-1.8
Presbyterian		1.6	1.2	1.4		1.5	1.8	1.7	5.3	5.5	5.4	-0.3	-4.0
Quaker		0.0	0.0	0.0		0.4	0.0	0.2	0.2	0.3	0.3	-0.2	-0.3
Roman Catholic		3.3	3.5	3.4		6.6	9.2	8.2	10.9	11.0	11.0	-4.8	-7.6
Seventh Day Adventist		0.0	0.0	0.0		0.4	0.3	0.3	0.1	0.3	0.2	-0.3	-0.2
United Church of Christ		0.0	0.0	0.0		0.4	0.5	0.5	1.2	1.2	1.2	-0.5	-1.2
Other Christian		72.1	76.5	74.7		60.2	66.5	64.0	36.1	36.3	36.3	10.7	38.4
Other Religion		3.3	3.5	3.4		5.0	3.6	4.2	2.4	2.0	2.2	-0.8	1.2
None		6.6	3.5	4.8		8.1	4.6	6.0	9.2	7.1	7.8	-1.2	-3.0

**2006 CSS PEER GROUP REPORT  
for Eastern Mennonite University**

**Mennonite Peers - number of respondents by institution**

<b>Institution</b>	<b>State</b>	<b>Strat</b>	<b># Resp</b>
Bluffton College	OH	22	204
Eastern Mennonite University	VA	22	147
Fresno Pacific University	CA	21	41
Goshen College	IN	22	188
Tabor College	KS	22	79

659

College Student Survey  
Higher Education Research Institute at UCLA  
List of Participating Institutions

Peer Group: 151 Other Religious 4 year Colleges  
Other Religious Colleges of medium selectivity are highlighted in yellow

Institution	City	State	Stratification Cell
Averett University	Danville	VA	20
Bloomfield College	Bloomfield	NJ	20
Brevard College	Brevard	NC	20
California Baptist University	Riverside	CA	20
Chowan College	Murfreesboro	NC	20
Eastern Nazarene College	Wollaston	MA	20
Ferrum College	Ferrum	VA	20
Greensboro College	Greensboro	NC	20
MacMurray College	Jacksonville	IL	20
Mary Baldwin College	Staunton	VA	20
McPherson College	McPherson	KS	20
Newberry College	Newberry	SC	20
Peace College	Raleigh	NC	20
San Diego Christian College	El Cajon	CA	20
Catawba College	Salisbury	NC	21
Concordia College	Bronxville	NY	21
Concordia University	Portland	OR	21
Concordia University	Irvine	CA	21
Corban College	Salem	OR	21
Cornerstone University	Grand Rapids	MI	21
East Texas Baptist University	Marshall	TX	21
Fresno Pacific University	Fresno	CA	21
Gardner-Webb University	Boiling Springs	NC	21
Grace College	Winona Lake	IN	21
Heidelberg College	Tiffin	OH	21
High Point University	High Point	NC	21
Iowa Wesleyan College	Mount Pleasant	IA	21
Kentucky Wesleyan College	Owensboro	KY	21
Lakeland College	Plymouth	WI	21
Lenoir-Rhyne College	Hickory	NC	21
Manchester College	North Manchester	IN	21
Meredith College	Raleigh	NC	21
North Greenville College	Tigerville	SC	21
Northwest Christian College	Eugene	OR	21
Northwest University	Kirkland	WA	21
Point Loma Nazarene University	San Diego	CA	21
Saint Andrews Presbyterian College	Laurinburg	NC	21
Schreiner University	Kerrville	TX	21
Simpson University	Redding	CA	21
Southern Nazarene University	Bethany	OK	21
Southwest Baptist University	Bolivar	MO	21
U of Mary Hardin-Baylor	Belton	TX	21

Waynesburg College	Waynesburg	PA	21
Williams Baptist College	Walnut Ridge	AR	21
Wilmington College	Wilmington	OH	21
Adrian College	Adrian	MI	22
Albright College	Reading	PA	22
Anderson College	Anderson	SC	22
Anderson University	Anderson	IN	22
Bethany Lutheran College	Mankato	MN	22
Bethel College	North Newton	KS	22
Bethel College	Mishawaka	IN	22
Bluffton University	Bluffton	OH	22
Buena Vista University	Storm Lake	IA	22
Campbell University	Buies Creek	NC	22
Charleston Southern University	Charleston	SC	22
Culver-Stockton College	Canton	MO	22
Dana College	Blair	NE	22
Eastern Mennonite University	Harrisonburg	VA	22
Eastern University	Saint Davids	PA	22
Elmhurst College	Elmhurst	IL	22
Emory and Henry College	Emory	VA	22
Florida Southern College	Lakeland	FL	22
Freed-Hardeman University	Henderson	TN	22
Geneva College	Beaver Falls	PA	22
Goshen College	Goshen	IN	22
Greenville College	Greenville	IL	22
Hannibal-LaGrange College	Hannibal	MO	22
Houston Baptist University	Houston	TX	22
Huntington University	Huntington	IN	22
Indiana Wesleyan University	Marion	IN	22
Lycoming College	Williamsport	PA	22
Midway College	Midway	KY	22
Monmouth College	Monmouth	IL	22
Morningside College	Sioux City	IA	22
Mount Vernon Nazarene University	Mount Vernon	OH	22
North Central University	Minneapolis	MN	22
Northwest Nazarene University	Nampa	ID	22
Oklahoma City University	Oklahoma City	OK	22
Oklahoma Wesleyan University	Bartlesville	OK	22
Otterbein College	Westerville	OH	22
Pacific Union College	Angwin	CA	22
Palm Beach Atlantic University	West Palm Beach	FL	22
Roberts Wesleyan College	Rochester	NY	22
Shorter College	Rome	GA	22
Tabor College	Hillsboro	KS	22
U of Sioux Falls	Sioux Falls	SD	22
Wagner College	Staten Island	NY	22
Wartburg College	Waverly	IA	22
Westminster College	New Wilmington	PA	22
Abilene Christian University	Abilene	TX	23
Agnes Scott College	Decatur	GA	23
Augsburg College	Minneapolis	MN	23

Augustana College	Rock Island	IL	23
Augustana College	Sioux Falls	SD	23
Austin College	Sherman	TX	23
Belmont University	Nashville	TN	23
Bethel University	Saint Paul	MN	23
Bryn Athyn Coll of the New Church	Bryn Athyn	PA	23
Calvin College	Grand Rapids	MI	23
Carthage College	Kenosha	WI	23
Cedarville University	Cedarville	OH	23
Cornell College	Mount Vernon	IA	23
Davidson College	Davidson	NC	23
Drew University	Madison	NJ	23
Earlham College	Richmond	IN	23
Eckerd College	Saint Petersburg	FL	23
Elizabethtown College	Elizabethtown	PA	23
Elon University	Elon	NC	23
Erskine College	Due West	SC	23
George Fox University	Newberg	OR	23
Gettysburg College	Gettysburg	PA	23
Guilford College	Greensboro	NC	23
Gustavus Adolphus College	Saint Peter	MN	23
Hendrix College	Conway	AR	23
Houghton College	Houghton	NY	23
Huntingdon College	Montgomery	AL	23
King College	Bristol	TN	23
Lebanon Valley College	Annaville	PA	23
Lewis University	Romeoville	IL	23
Luther College	Decorah	IA	23
Lyon College	Batesville	AR	23
Master's College	Santa Clarita	CA	23
McKendree College	Lebanon	IL	23
Mercer University	Macon	GA	23
Moravian College	Bethlehem	PA	23
Muhlenberg College	Allentown	PA	23
North Central College	Naperville	IL	23
Northwestern College	Orange City	IA	23
Ohio Northern University	Ada	OH	23
Oklahoma Baptist University	Shawnee	OK	23
Oklahoma Christian University	Oklahoma City	OK	23
Oxford College of Emory U	Oxford	GA	23
Pacific Lutheran University	Tacoma	WA	23
Pepperdine University	Malibu	CA	23
Presbyterian College	Clinton	SC	23
Principia College	Elsah	IL	23
Randolph-Macon Woman's College	Lynchburg	VA	23
Rhodes College	Memphis	TN	23
Seattle Pacific University	Seattle	WA	23
Simpson College	Indianola	IA	23
Southwestern University	Georgetown	TX	23
Susquehanna University	Selinsgrove	PA	23
Trinity University	San Antonio	TX	23

U of the South	Sewanee	TN	23
Union University	Jackson	TN	23
Valparaiso University	Valparaiso	IN	23
Virginia Wesleyan College	Norfolk	VA	23
Wesleyan College	Macon	GA	23
Wittenberg University	Springfield	OH	23
Wofford College	Spartanburg	SC	23