How do your students learn best? What do they consider cheating? How have they changed as a result of being involved in campus activities? These are just a few of the questions that the Profile of the American College Student survey will answer.

The Profile of the American College Student (PACS), administered by NASPA and powered by StudentVoice, is a comprehensive survey designed to provide NASPA member institutions with a descriptive portrait of their students at all levels, from first-year to senior-year-plus. Self-reported data, collected annually, describes key characteristics of students on your campus, including how they behave and what they believe. This data will allow you to track changes and trends in your students’ demographics as they emerge and make comparisons among different groups of students. Participation in the PACS survey project will empower your staff with credible, accurate, relevant, and useful information that can be used to inform decision making and improve programs and services.

PACS, a national standardized survey, is administered via the World Wide Web to a representative sample of students at participating institutions. It is designed to be completed in less than 20 minutes. All respondents are asked to complete a demographic section, as well as four out of eight randomly selected sections. PACS survey sections ask students about their: future aspirations, expectations of college, campus involvement, well-being, use of technology, perceptions about media, perceptions about diversity-related issues, views on academic dishonesty, and personal values. Institutions may also customize the survey by adding questions pertinent to issues on their own campuses.

Participation in PACS will give you the ability to not only learn more about students on your own campus, but also to compare the characteristics of students at your institution with a national profile of students, as well as with profiles of students at similar institutions. There is no other survey project of this kind.
WHY PARTICIPATE?

Data from the Profile of the American College Student generates a detailed profile of students at your institution while also allowing for comparison among different subpopulations of students. For example: Do first-generation students behave in the same manner as other students? Do students of color view diversity-related issues on campus in the same way as White students? With this data you can make comparisons among groups of students on your own campus, as well as with students at peer institutions and all students nationally.

PACS data is intended to aid in administrative planning and decision making, with the overarching goal of improving and enhancing services and programming efforts on your campus. With longitudinal data, your institution will have the ability to track changes and trends, as well as make well-informed decisions.

INSTITUTIONAL BENEFITS

- Provides the campus community with a comprehensive and descriptive profile of all students, first-year to senior-year-plus.
- Provides the campus community with longitudinal data in order to track demographic changes and trends. Your institution owns and retains the data set.
- Empowers your staff with credible, accurate, relevant, and useful information that can be used to inform decision making and improve programs and services.
- Customizable survey.
- Requires minimal logistical and technological coordination.
- Provides real-time ability to view response rates, examine responses, and download data.
- Allows for ability to cross-reference data with other national and local assessment data sets.
PACS SECTIONS

PACS contains nine sections, though each respondent completes just five (approximately 60 questions). All respondents complete one mandatory demographic section and are randomly selected to complete four out of eight supplementary sections. Institutions are given the flexibility to determine if they would like more than one section to be mandatory for all respondents, and institutions may also exclude sections.

DEMOGRAPHICS
- Mandatory section
- Descriptive questions about how students identify themselves
- Detailed demographics include questions about:
  - Foreign language fluency
  - U.S. generational status
  - College-going generation status
  - Relationship status
  - Living arrangements
  - Work responsibilities

CAMPUS INVOLVEMENT
- Level of involvement in campus activities and leadership roles
- Campus involvement learning outcomes
- Expectations of campus involvement activities

CONSUMPTION OF MEDIA
- Newspaper, magazine, radio, and television consumption
- Preferred sources of information
- Influence of media on students’ lives

EXPECTATIONS OF COLLEGE
- The college search process
- Transition to college
- Academic preparation for college-level work
- Preferred learning style

ACADEMIC DISHONESTY
- Likelihood of cheating
- Definitions of cheating
- Understanding of consequences

DIVERSITY
- Meaning of diversity
- Diversity awareness and learning outcomes
- Perspectives on what characteristics add to campus diversity

OPINIONS
- What students value
- Perspectives on service to the community
- Concern for various social issues

WELL-BEING
- Health-related issues
- Sexual activity
- Smoking, drinking, and eating habits

FUTURE ASPIRATIONS
- Collegiate experience
- Certainty about major
- Plans for after college
- Perceptions of the job market
PARTICIPATION DETAILS

The initial administration of the PACS survey will be in April 2007. A representative sample of students from your campus will be sent an initial e-mail inviting them to participate in the survey. Students who have not started, or who have started but not completed the survey, will receive up to three reminder e-mails asking them to complete the survey. Students choosing not to participate will be given the option to opt out of receiving future information.

Institutions will be given the opportunity to customize PACS to match their institutional context. Specific questions or sections may be eliminated. Random sections may be made mandatory and up to 10 custom questions may be added. PACS is formatted to match an institution's Web presence, including school colors and logos.

Participating institutions will have the ability to view response rates and their own institutional data in real time via a password-protected online reporting site. The exact start and end dates, as well as other details such as incentives for students to participate and invitation text are left to the discretion of the institution.

In order to participate in the PACS survey program, institutions must be institutional members of NASPA. Each participating institution must pay in full prior to the start of data collection.

PROJECT TIMELINE

<table>
<thead>
<tr>
<th>JANUARY - FEBRUARY 2007</th>
<th>Seek institutional approval and commit to participation</th>
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<tbody>
<tr>
<td>FEBRUARY 2007</td>
<td>Provide custom questions, informed consent form, and representative sample of student emails</td>
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<tr>
<td>MARCH - APRIL 2007</td>
<td>Data collection</td>
</tr>
<tr>
<td>MAY 2007</td>
<td>Final data set available</td>
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<tr>
<td>JULY 2007</td>
<td>Institutional and overall results reports distributed</td>
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COST

Cost for participating in the PACS survey program is based on undergraduate enrollment. Included in the fees are survey administration (including the initial mailing and up to three reminder mailings), 10 institution-specific questions, access to real-time data in an online reporting site, the raw data file for more sophisticated data analysis, and a summary report. For an additional fee, data merges and custom analyses can be completed.

<table>
<thead>
<tr>
<th>INSTITUTIONAL SIZE</th>
<th>FEE</th>
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<tbody>
<tr>
<td>Up to 3000 students</td>
<td>$1000</td>
</tr>
<tr>
<td>3000 – 10,000 students</td>
<td>$1500</td>
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<tr>
<td>10,000 or more students</td>
<td>$2000</td>
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CONTACT INFORMATION

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INSTITUTIONS INVITED TO PARTICIPATE IN
THE PROFILE OF THE AMERICAN COLLEGE STUDENT

Arcadia University
Austin Peay State University
Ball State University
Baylor University
Boston College
Bowling Green State University
Clemson University
Colorado State University
County College of Morris
DePaul University
Emory University
Florida State University
Florida State University
Florida State University
Georgia Mason University
George Mason University
George Washington University
Georgetown University
Georgia Institute of Technology
Gonzaga University
Grinnell College
Illinois State University
Loyola Marymount University
Mississippi State University
Montclair State University
Nichols College
North Carolina State University
Northwestern University
Ohio University
Oregon State University
Oregon State University
Saint Joseph's University
Saint Louis University
San Diego State University
Southern Oregon University
Syracuse University
Texas A&M University
Texas A&M University
Towson University
University at Buffalo
University of Arizona
University of Arkansas-Fayetteville
University of California-San Diego
University of Denver
University of Florida
University of Georgia
University of Georgia
University of Kansas
University of Kentucky
University of Louisville
University of Louisville
University of Maryland-Baltimore County
University of Maryland-College Park
University of Michigan
University of Michigan
University of Minnesota-Twin Cities
University of Missouri-Columbia
University of Nevada-Reno
University of North Carolina-Greensboro
University of Oregon
University of Pittsburgh
University of Puget Sound
University of Richmond
University of San Francisco
University of South Carolina
University of South Dakota
University of Southern California
University of Utah
University of Utah
University of Wisconsin-Madison
University of Wisconsin-Whitewater
Valdosta State University
West Chester University
Western Washington University
William Rainey Harper College
Xavier University