

**DRAFT**

**Student Experiences of CU-Boulder  
Cohort Survey Report  
Summer 2002-Fall 2005**

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# Summarizing the Student Experience at the University of Colorado at Boulder

## Background

In the summer of 2002, the Division of Student Affairs began a significant undertaking in order to develop a more complex picture of the experience of CU students over time. This project was motivated by a desire to better understand how involvement in a wide array of “niches” across campus and access to a variety of programs, services, and events shaped and influenced students’ university experience.

We began in 2002 by surveying a small sample (~500) of our incoming class *before* they attended orientation sessions or arrived on campus in order to assess their *expectations* for college life at CU-Boulder. Since then, we have followed up with the remaining students from this initial sample each semester, and added a new cohort (of ~1030 students) each year—also surveying them at the beginning of their CU Experience and following up with each cohort twice a year. This now represents a significant data set.

The report below summarizes some of the key findings and items of particular interest from this data organized in five broad themes: (1) the power of time and expectations, (2) the meaning of the CU experience, (3) the impact of group and organizational involvement, (4) interesting findings by school or college, and (5) interesting findings by demographic features. We begin below with an overview of our data set, and then turn to items of interest within each of these themes.

## Survey Sample Sizes and Response Rates

Each of our surveys was distributed electronically to a random sample of students generated by the office of planning, budget, and analysis. Oversampling was done among student of color populations to increase representation in our responses. The survey number below indicates the term, year, and cohort number for each distribution.

Survey	Standing	Sample	Responses	Rate
Su02c1	First-year, Sem. 1	506	107	21.15
Sp03c1	First-year, Sem. 2	387	171	44.19
Su03c2	First-year, Sem. 1	1025	270	26.34
Fa03c1	Sophomore, Sem. 1	343	106	30.90
Sp04c1	Sophomore, Sem. 2	343	68	19.83
Sp04c2	First-year, Sem. 2	1043	245	23.49
Su04c3	First-year, Sem. 1	1001	389	38.86
Fa04c1	Junior, Sem. 1	292	47	16.10
Fa04c2	Sophomore, Sem. 1	929	128	13.78
Sp05c1	Junior, Sem. 2	274	39	14.23
Sp05c2	Sophomore, Sem. 2	866	144	16.63
Sp05c3	First-year, Sem. 2	836	179	21.41
Fa05c1	Senior, Sem. 1	296	68	22.97
Fa05c2	Junior, Sem. 1	815	171	20.98
Fa05c3	Sophomore, Sem. 1	694	154	22.19
Fa05c4	First-year, Sem. 1	1030	224	21.75

## **Key Themes**

Both quantitative and qualitative analyses have been conducted across and within cohorts to identify key themes and items of particular interest. This section identifies those key themes and provides brief summaries of interesting findings to orient the reader to the interesting features of this data. Subsequent sections take up each theme in turn and provide a more detailed discussion of findings and supporting data.

### Theme 1: The power of time and expectations

Our data suggests three trends over time in our students' interests and attitudes: (a) importance of social events; (b) impact of expectations; and (c) experience of sophomores. First, we see a general pattern of increased importance of social events and activities in students' first one to two years on campus that is gradually replaced by increased emphasis and importance of academic and job-oriented pursuits by students mid-career. We also note a renewed rise in social activity in the senior year, though we have limited data for students at that point in their academic career. Second, we are finding that students' pre-enrollment expectations of what their college experience will be like often does not match their experience in their first one to two years, but is a relatively good predictor of their overall experience later in their academic career. Finally, The longitudinal nature of this study has revealed trends that highlight the pivotal nature of students' first semester of their sophomore year—a time at which many students find themselves moving out of residence halls and living on their own with little to no supervision for the first time.

### Theme 2: Meaning of the CU Experience

Three of the qualitative response questions included on many of our surveys asked students to describe what it *should* mean to be a CU student, and what the most and least positive aspects of their CU experience were. These data suggest that students want to be known for their hard work, but also want to be seen as well rounded people with practical real world skills for getting a good job, succeeding in life, and making the world a better place. They strive to successfully balance academics, social, and outdoor priorities. While academics are important to CU students, they are not seen as the only priority. The beauty and recreational opportunities that are present on campus and in Boulder/Colorado are an important part of many students' identity.

Four primary themes regarding the aspired CU-identity emerged: (a) well-rounded and balanced, (b) practical real world experience and skills, (c) individual qualities, and (d) responses to the scandals and reputation of CU.

### Theme 3: Impact of group and organizational involvement

One of the key findings our data suggest concerning the impact of group involvement on students university experience is that involved students tend to have stronger feelings about campus life and their CU Experience than less involved students. Involvement is neither inherently positive nor inherently negative but does appear to produce an amplification effect such that students who are not involved in campus groups or organizations are more likely to have neutral feelings about a range of campus experiences and highly involved students are more likely to feel *either* very positive or very negative about their experience.

### Theme 4: Interesting findings by school/college

Our data suggests differences in students' attitudes and experiences by school/college. In particular we find a demonstrably higher incidence of students in the business school reporting that social and sporting events are very important to their university experience than in either the College of Arts and Sciences or the College of Engineering. We have not been able to clearly determine why this trend appears as it does but it suggests some interesting areas for further research.

### Theme 5: Interesting findings by demographic features

We have sorted and analyzed many aspects of our data by in-state/out-of-state status, by gender, and by race/ethnicity. For many of the questions we've asked there does not appear to be a demonstrable effect of most demographic features. In cases where demographics do affect students' experience the effect is often quite substantial. **[More detail will be added here from new data analysis]**

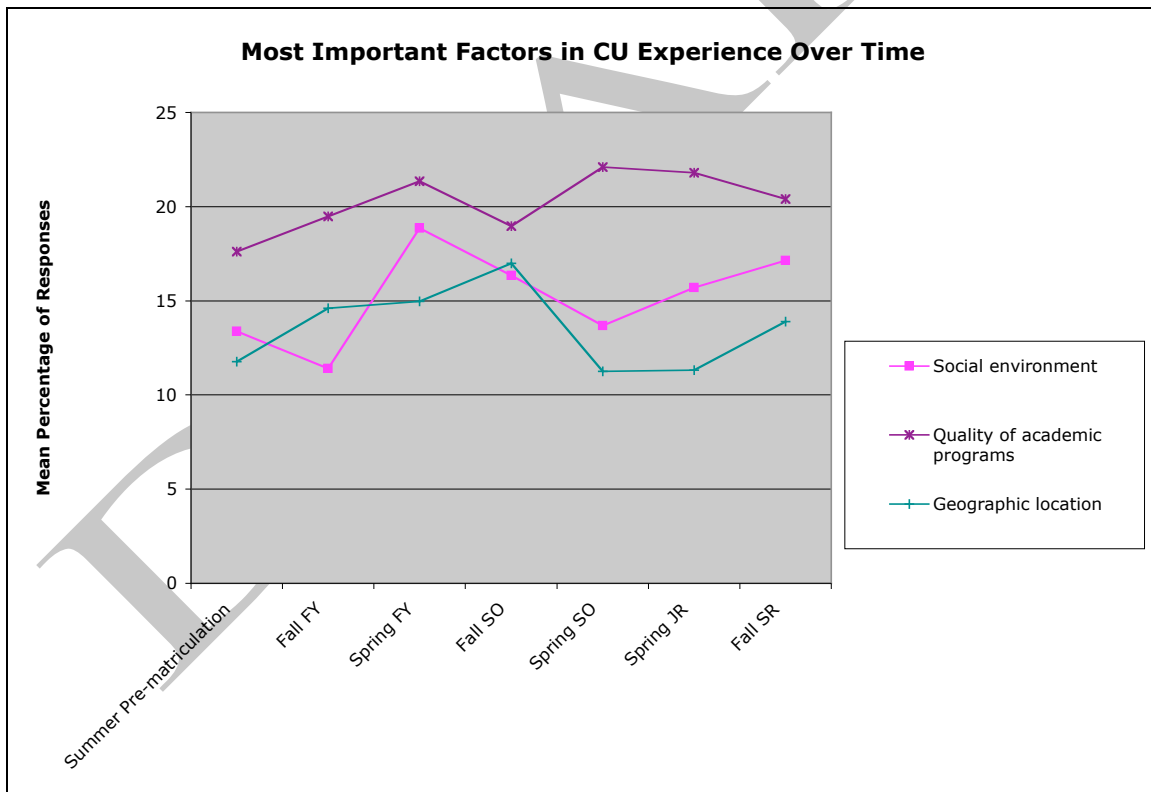
## THEME 1

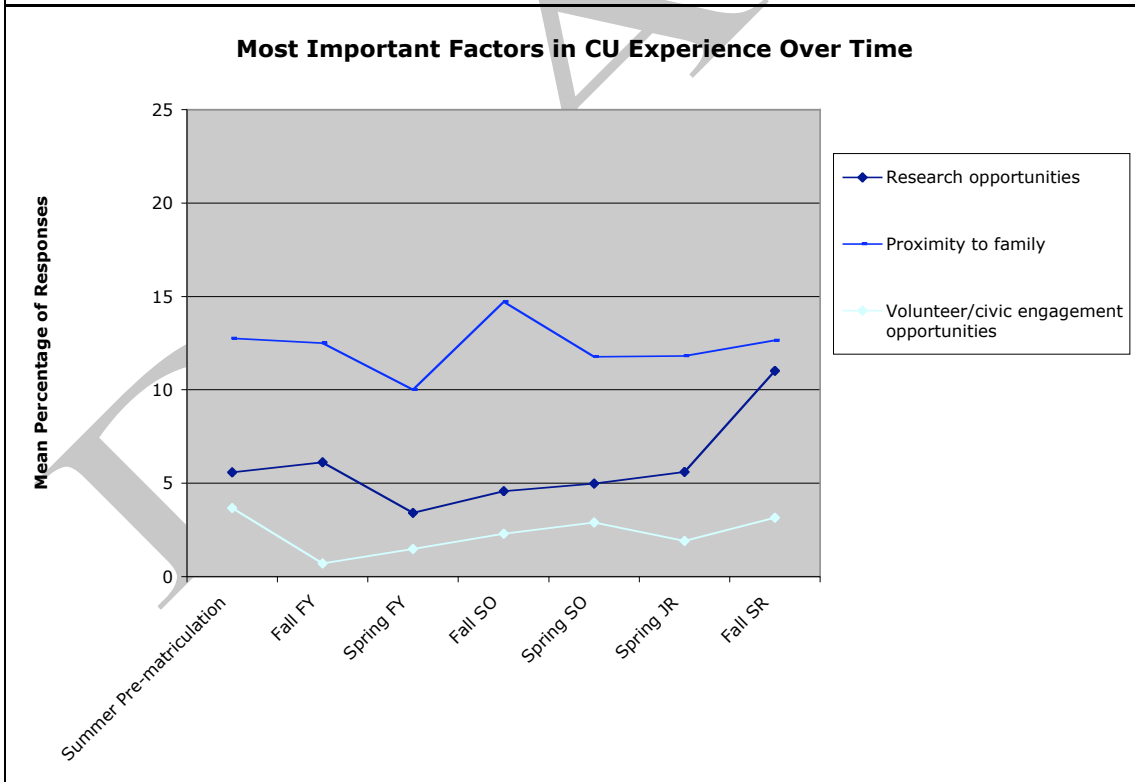
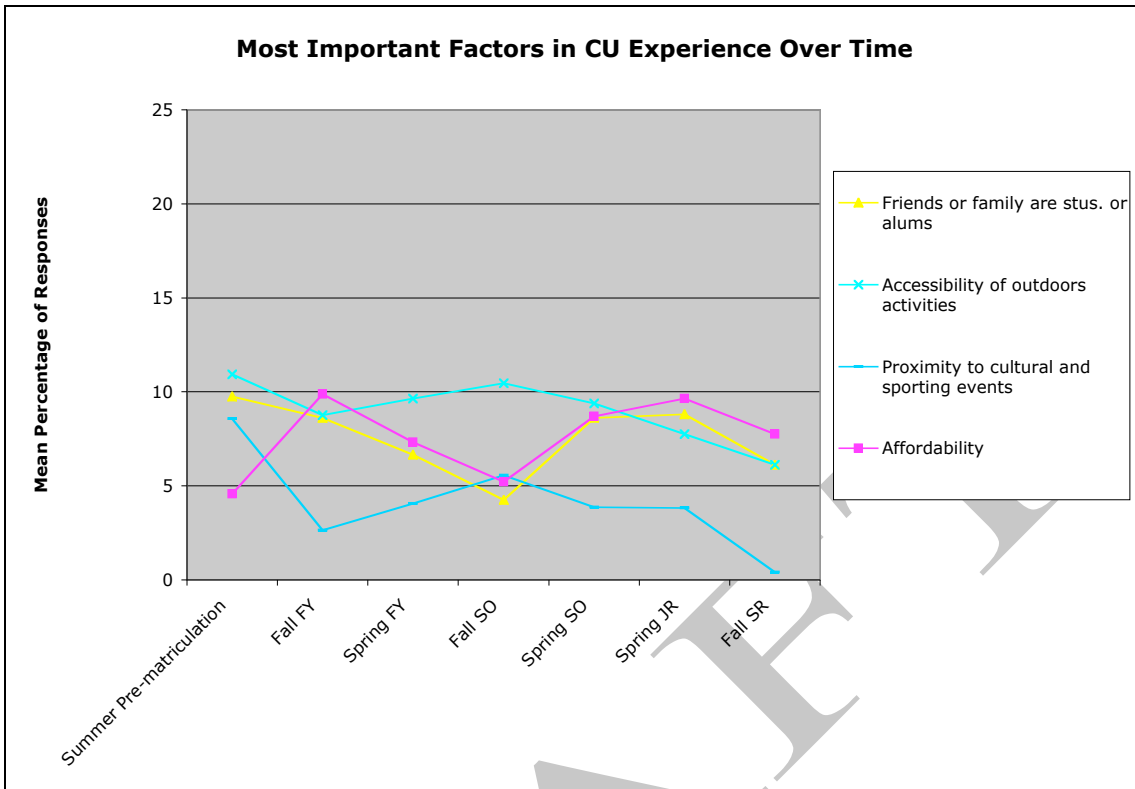
### THE POWER OF TIME AND EXPECTATIONS

**A. What has been most important about your experience at CU-Boulder? Please select your top three choices.**

Data for this analysis was available from the following surveys. In cases where there was more than one survey for a given semester, data was averaged across cohort.

Summer FY	Fall FY	Spring FY	Fall SO	Spring SO	Spring JR	Fall SR
Sum 02 FY	Fall 05	Spring 04	Fall 03	Spring 04	Spring 05	Fall 05
Sum 03 FY		Spring 05		Spring 05	Spring 06 JR	
		Spring 06		Spring 06		

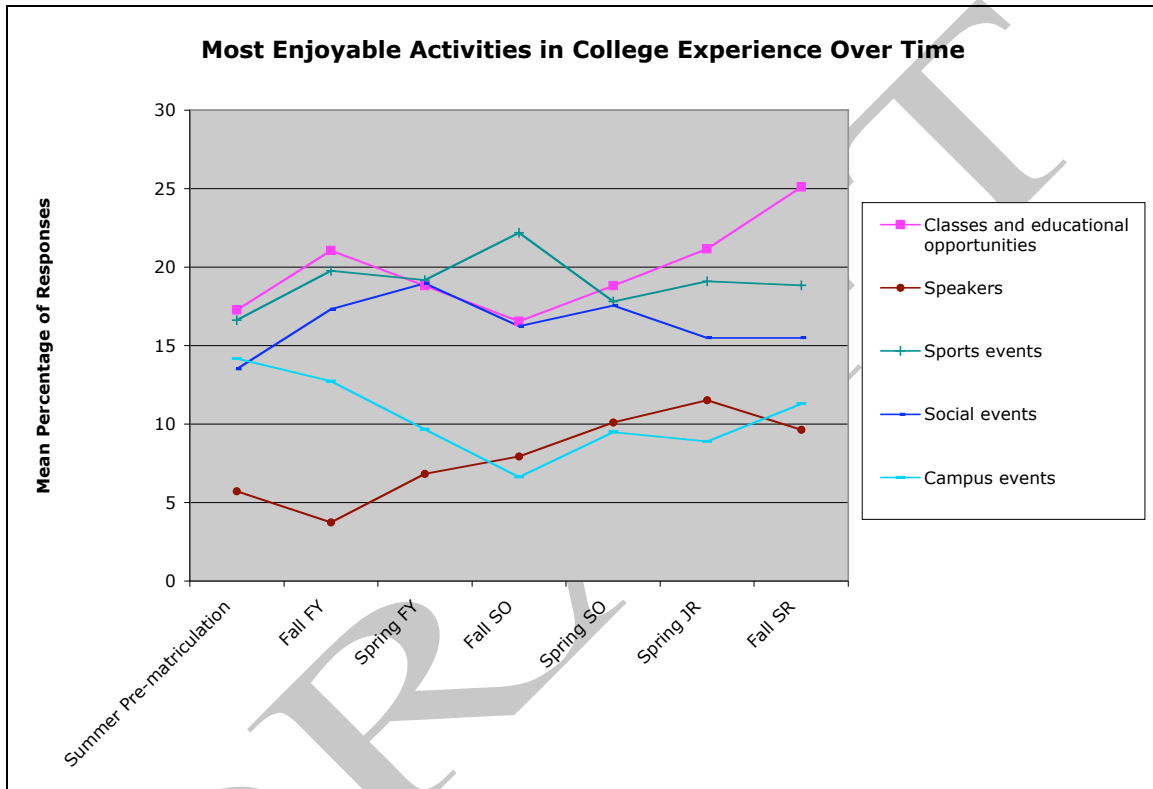




Importance of quality of academic programs and research opportunities increases over time while proximity to cultural and sporting events and accessibility of outdoor activities decreases over time. Importance of proximity to family and geographic location peaks in the fall of the sophomore year, while affordability, quality of academic

programs, and having friends and family who are students or alums dips in the fall of the sophomore year. The importance of social environment peaks in the spring of the first year, dips in the spring of the sophomore year, and peaks again in the fall of the senior year. Note that the summer surveys were administered before students matriculated at CU. Responses from summer surveys measure *expectations* about the student experience.

**B. What kinds of campus activities do you most enjoy as part of your college experience? Please check your top three choices**



The above graph is based on the same surveys as in question A. The popularity of speakers increases steadily over time, while classes and campus events decrease from the fall of the first year to the fall of the sophomore year, then increase to the fall of the senior year. The enjoyment of social events peaks in the spring of the first year and then declines. Note that the summer surveys were administered before students matriculated at CU. Responses from summer surveys measure *expectations* about the student experience. Dancing, theater, music concerts, and movies were not graphed because response rates for these options were consistently low and did not change over time. The top three most enjoyable activities over time are classes and educational opportunities, social events, and sporting events.

1.a. Importance of Social Events

The two questions regarding most *rewarding* and most *challenging* aspects of attending CU-Boulder asked of Cohorts 1 and 2 shed light on the shift in priorities or importance

form social events and interactions to academics. The responses to the *Reward* question support this claim. Incoming first-year students (who have yet to arrive on campus) and students in the fall of their sophomore year consistently rate the importance, and place value on social events, activities, meeting friends, and building relationships much higher than the value place on academics. By the spring of their sophomore year the percentage of students that rate academics as most rewarding shifts significantly.

Most Rewarding Aspect of CU experience		
	Academics	Social
1-Summ02Fr	26%	39%
3-Summ03Fr	23%	50%
4-Fall03Soph	29%	38%
8-Fall04Soph	18%	32%
6-Sp04Soph	46%	25%
11-Sp05Soph	31%	25%
12-Sp05Jr	40%	20%

Responses to the *Challenging* question similarly support these claims. When asked about the most challenging aspects of attending CU first-year students almost never (0-2%) mentions partying while 6%-8% of sophomores describe partying, and the accompanying drug and alcohol use, as problematic or as a frustration/challenge.

Incoming first-year students through juniors were asked to describe what it means to be a CU-student. Responses to this question further support the claims regarding the parallels between incoming/first-year students' expectations and those in their final two years on campus. A strong majority of respondents described, at least in part, the identity of a CU-student in terms of qualities (e.g., Hard working, Intelligent/smart, Open-minded, Communicates well and effectively, etc.). While intelligence and hard-working topped the list, an emphasis on giving back, making the world a better place, or contributing to the community/world seems to drop after students arrive on campus, yet returns by their junior year.

### 1.b. Impact of Expectations

One of the most interesting findings across many different analyses is that students' pre-enrollment expectations are frequently not met in their first year, dip or increase sharply in their second year, but that by the time students enter their junior and senior years, their pre-enrollment expectations have become an important indicator of their actual experience. This seen in graph B above, particularly in the popularity of campus events, social events and sports events, and in graph A3 in availability of volunteer/civic engagement opportunities and proximity to family.

### 1.c. Experience of Sophomores

The most rewarding and most challenging surveys also support the claim regarding the pivotal nature of students' sophomore year. In the *Rewarding* survey responses suggest that early on in the CU experience students find social aspects, opportunities for learning (typically expressed in terms of excitement to learn what they find interesting or to learn about the world or new information), the prospect of being responsible for oneself, and a sense of new most rewarding. Somewhere in the sophomore year, a reality of the CU experience seems to impact students' opinions, resulting in responses that prioritize academics and engagement in both academic and non-academic organizations and activities (e.g., religious, athletic, political and special interest groups). In the quantitative data (graphs A and B above) the sophomore year also emerges as a turning point in the importance of quality of academic programs, geographic location, affordability, having friends or family who are students or alumnae, and availability of research opportunities. This trend is also seen in the popularity of classes and educational opportunities, sports events, and campus events.

Most Rewarding						
	Academics	Engagement	Social	Learning	Gaining control & Responsibility	Sense of New
1-Summ02Fr	26%	4%	39%	18%	18%	39%
3-Summ03Fr	23%	7%	50%	20%	22%	43%
4-Fall03Soph	29%	6%	38%	24%	9%	3%
8-Fall04Soph	18%	12%	32%	13%	6%	16%
6-Sp04Soph	46%	21%	25%	14%	4%	11%
11-Sp05Soph	31%	11%	25%	14%	8%	8%
12-Sp05Jr	40%	10%	20%	10%	0%	0%

## THEME 2

### MEANING OF THE CU EXPERIENCE

Balance and pride is the key to a CU graduate, who is hard working, well rounded, and has practical real world skills for getting a good job, succeeding in life, and making the world a better place. They are from an academically respected university, but have experienced college life beyond simply academics. They successfully balance academics, social, and outdoor priorities. While academics are important, they are not seen as the only priority. The beauty and recreational opportunities that are present are an important part of this identity. The overall image is best portrayed in the following quote:

*“To be a CU student to me means that I am a student at the most wonderful university in the United States. CU Boulder is a place not like any other; it is pure enjoyment and learning. I want people to know that I am a graduate of the most beautiful place on earth and that I worked hard to get where I am and I am and will be forever in debt to the university for everything it has given me.”*

Four primary themes regarding the aspired CU-identity emerged: (1) well-rounded and balance, (2) practical real world experience and skills, (3) individual qualities, and (4) responses to the scandals and reputation of CU.

#### 2.a. Well Rounded and Balanced

There are certainly themes of academic excellence and prestige and a significant number of responses which seem to orient simply toward the highest academic standards and quality, often voiced with regard to a specific program (usually Leeds Business School or engineering), for example: *“I want people to think, ‘Wow, the Leeds School of Business, that is one of the top schools in the U.S.’”*

Yet consistently across all surveys there is a sense that a CU student or graduate should be known as well rounded and balanced, not just academically rigorous. A typical response is as follows:

*“The variety of opportunities to experience life and college at the same time. Yes, we're here to learn, but we're also trying to live out our prime time of life and after this all we do is work. This is our last chance to seize the day and take advantage of the adventures CU has to offer.”*

Often, included in these responses are reflections of an identity of a CU student that includes high quality academics, socially well rounded, and an appreciation for the location, beauty, etc. Probably most surprising is the frequent reference to geographic beauty and recreational opportunities, which are claimed as an integral part of identity:

*“I made the right choice coming here. Everyone does- you get a great education and you get to really appreciate the place you live in! For crying out loud, look at the FLATIRONS they're gorgeous!”*

## 2.b. Practical Real World Skills/Experience

Similar to the sense of a well balanced identity, is the importance placed on real world experience and skills, which is reflected in two ways:

- Real world skills to enable job/career and life or world success
- Real world experience at CU

Students want to be able to get a job, have a career, make a difference in the world, be successful, etc. The generalization among students is that real world experience and skills are needed to accomplish these goals. There is also a difference between real world skills and experiences. While skills reflect what students have learned or gained at CU, skills that will help them in the future, the later generally reflects a well-rounded experience at CU. The following example typifies student's responses:

*“Not only should a graduate be smart about things covered in text books, but they need to know about the ways of the world.”*

*“I think that a CU student differs from many other students because they actually have practical life skills. There are many schools that are academically prestigious, but they do not prepare you for the real world. At CU we aren't going to school to become a professional student, we are going to school to help get a job.”*

## 2.c. Emphasis on Qualities

While much of the definitions of what it means to be a CU student emphasize the importance of academics and a well rounded and experienced nature there is also an emphasis on certain qualities that seem to define CU-students. The following is a list of qualities found across all cohorts and class standing:

1. Hard working
2. Intelligent/smart
3. Open-minded—To others, other cultures, other people, new and different ideas
4. Communicates well and effectively
5. Succeed at goals, works to the best of ones' ability
6. Socially responsible/gives back to community/makes the world a better place/helps others
7. Pride in CU and oneself
8. Sociable/personable/gets along well
9. Honorable/integrity/ethics
10. Ability to work hard/play hard

## 2.d. Reputation/Scandals

For many students the athletic and Greek scandals, the Ward Churchill incidents, and the party/drug reputation have had a significant impact. At times the survey responses were dominated by a great deal of anger, resentment, frustration, and criticism of CU and the media. There are generally two reactions to the scandals that have rocked this community over the last few years: agreement and resistance.

The first response heard by students suggests agreement with the stereotypes and images portrayed by the media and press regarding CU. These responses tend to be highly critical and accept the stereotypes of CU students as partying excessively, “rapists,” and overall not serious about academics. The following examples reflect this feeling:

*“I don't really want to be known as the school that rapes women, so I guess I just hope that my degree will still be worth something when I cross that stage.”*

*“Actually, I think CU Boulder is getting far too much negative publicity for people to think of it as a prestigious degree-granting institution. I don't want to tell someone I'm from CU Boulder in the future and have them think, “Oh, he's a corrupt little party animal who would let my Eichmann son die on the couch before he called an ambulance.” I'm not impressed by the caliber of CU students. I don't think they have much in the way of character or personal integrity, from what I've seen this year, both in person and on the news.”*

On the other hand, many students resist these stereotypes and public images, often acknowledging that these problems do exist, but suggesting that they are an inaccurate reflection of the entire school. Resistance appears in two primary ways.

The first approach resists current stereotypes and media hype through claims of ones self or specific department or individuals as different. For instance quite a few mentioned highly reputable faculty, honors/awards, and reputation.

*“Not sure but don't want to be known to go to the party school or the school with the “rapist football team” but to have people also know about all of our good achievements (nobel prize winner teachers and 11th best school rated by whoever it was).”*

*“To me, being a CU student means setting yourself apart from the slackers and drunks and actually getting the most out of your classes, however pointless they may be. A CU graduate should be able to represent this small percentage of the student population that actually works hard.”*

The other approach is to make general claims about quality of an education from CU without substantiating the claims. Students often acknowledge the stereotypes of CU and its negative reputation yet claim academic rigor or admirable reputation without specifically accounting for the discrepancy. At times there seems to be an almost naïvely optimistic adherence to what CU should be (or is) despite acknowledgement of image/stereotypes.

*“I just will be proud to be a college graduate. The reputation of the college's football team or ethnic studies faculty shouldn't take away the things I learn.”*

*“To me, being a CU student means that we have a lot of stuff to overcome to prove to others that we are not just a party school whose football team rapes girls in order for people to be impressed with a diploma from CU. Personally, I feel that most CU students are laid back, chill, and know how to party, but are also strongly geared towards learning and success. We know how to balance our social and academic lives.”*

Finally there is a great deal of blaming that occurs in the discourse of the respondents. The primary themes of blame are:

- Media
- Athletics
- Greeks
- Ward Churchill
- Student body

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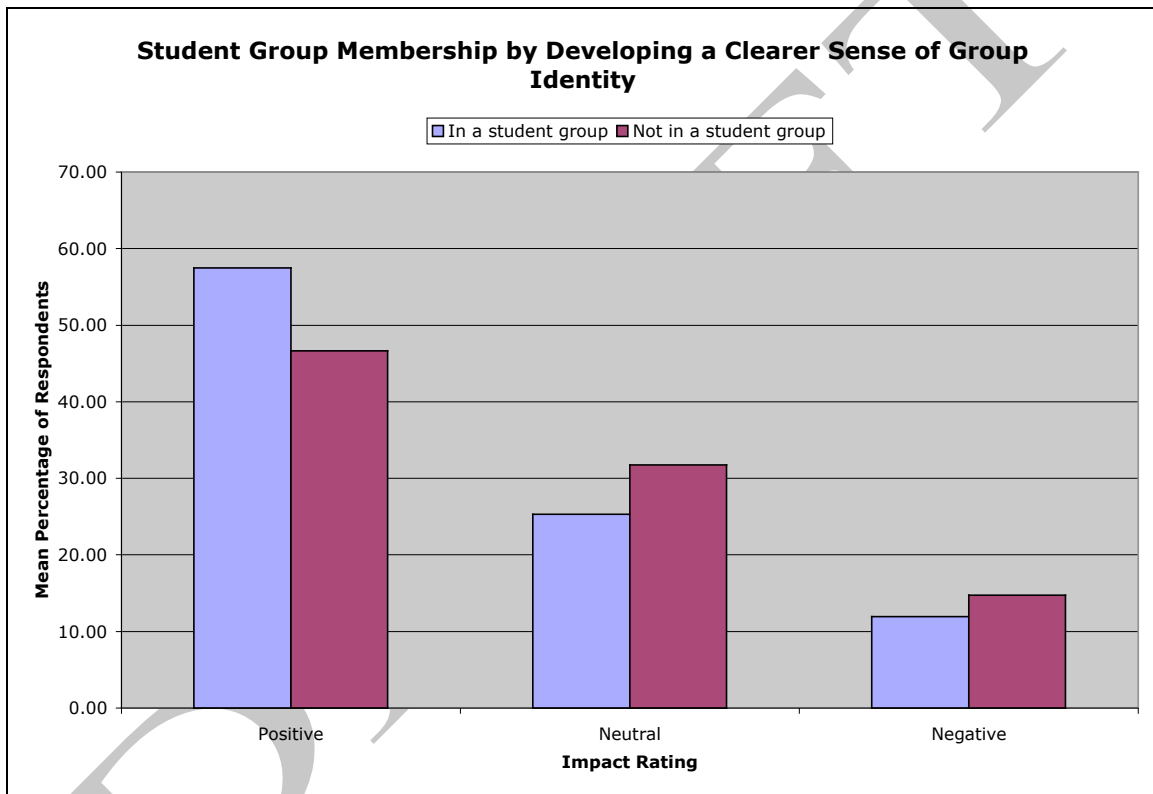
### THEME 3

#### IMPACT OF GROUP AND ORGANIZATIONAL INVOLVEMENT

(A) Please rate the impact of each of the following on your CU experience:

**Developing a clearer sense of group identity.**

- very positive
- positive
- neutral
- somewhat negative
- very negative



The above graph represents aggregate data from the following surveys:

Fall 03 SO, Spring 04 FY, Spring 04 SO, Fall 04 SO, Fall 04 JR, Spring 05 FY, Spring 05 SO, Fall 05 SO, Fall 05 JR

Data was filtered first by whether the respondent was a member of a student group or not. Then the percentage of respondents who selected each rating option was recorded. These percentages were then averaged across all 9 surveys. The mean percentages for “positive” and “very positive” ratings, and for “negative” and “very negative” ratings were summed together to get the positive, negative, and neutral categories graphed above.

As the graph shows, respondents who were members of student groups were more likely than students not involved in student groups to assign a positive rating to developing a clearer sense of group identity.

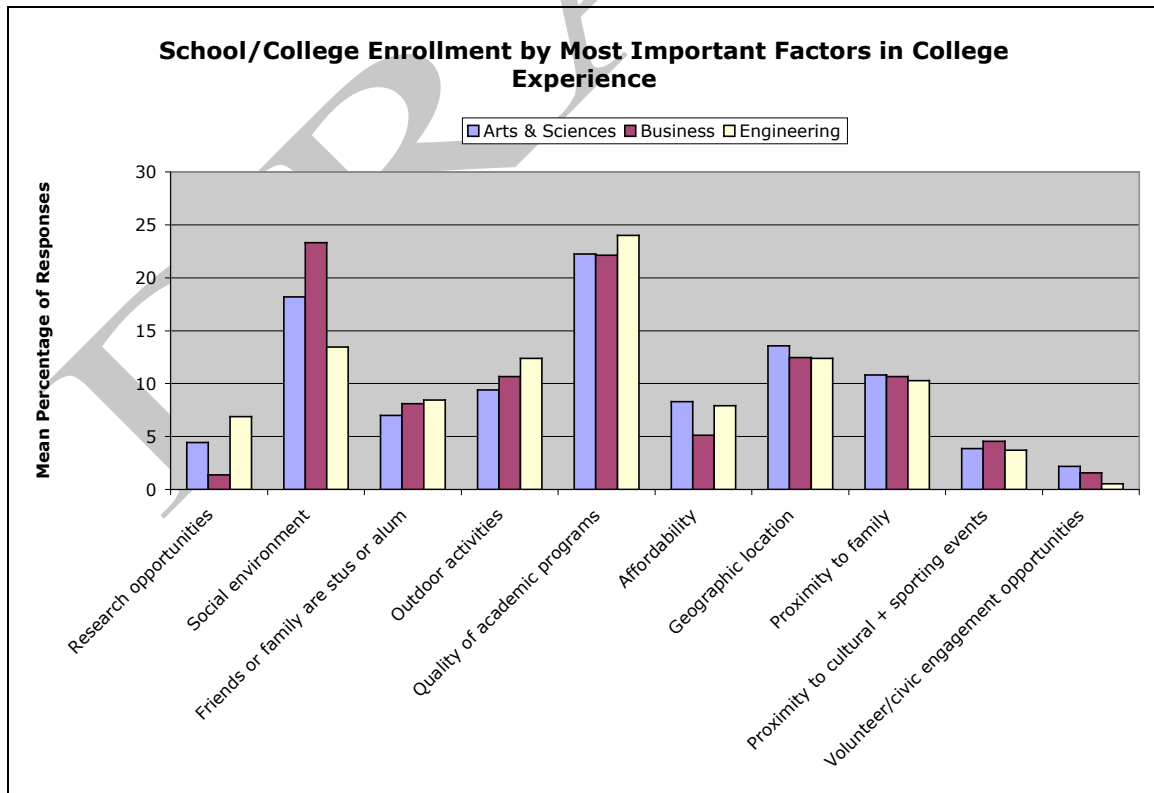
## THEME 4

### INTERESTING FINDINGS BY SCHOOL/COLLEGE

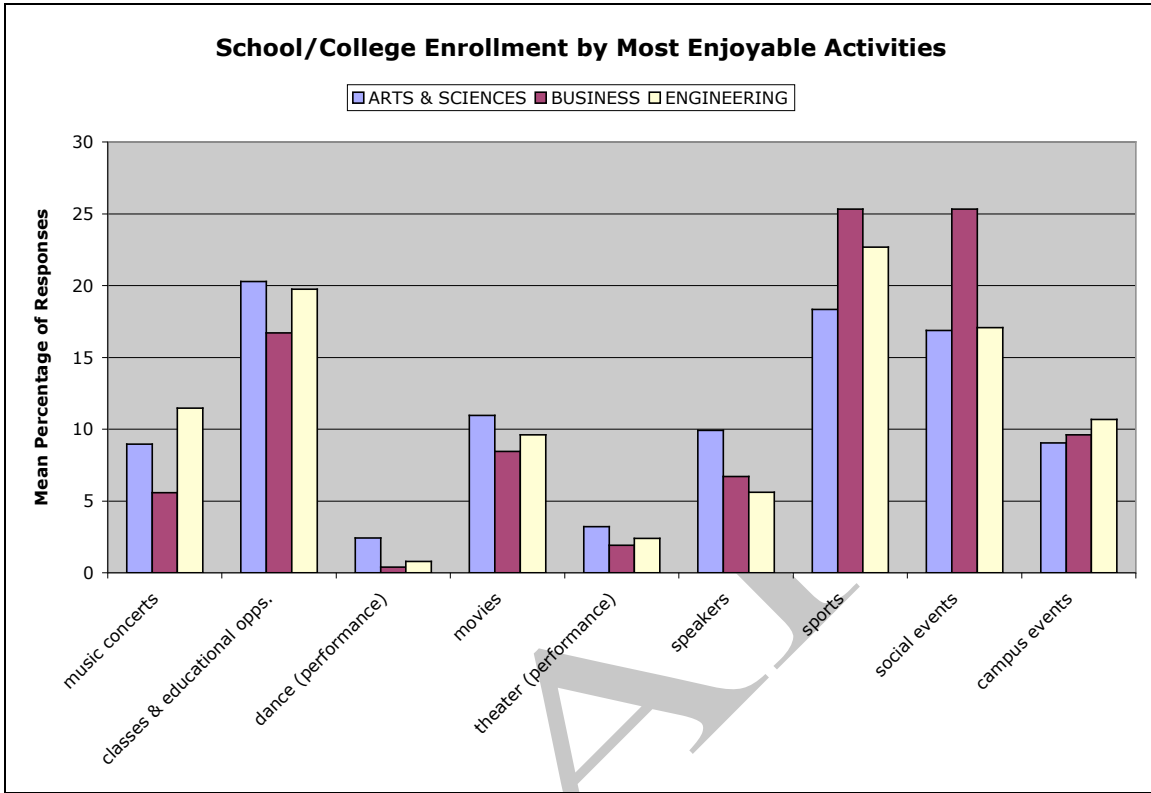
#### (A) What has been most important about your experience at CU-Boulder? Please select your top three choices.

The data below are based on the following eight surveys: Fall 2003 SO, Spring 04 SO, Spring 05 JU, Spring 04 FY, Spring 05 SO, Spring 06 FY, Spring 06 SO, Spring 06 JU. Responses were first sorted by college enrollment. Within each college, the number of responses for each factor and event was summed across all surveys and then calculated as a percentage of the total responses. There were insufficient numbers of respondents from the schools of Journalism, Music, Education, and Architecture & Planning to be used in analysis.

As shown in the graphs below, students in the business school rate social environment as more important than students in Arts and Sciences and Engineering. They also more often choose social events and sporting events as among their top three most enjoyable activities at CU.



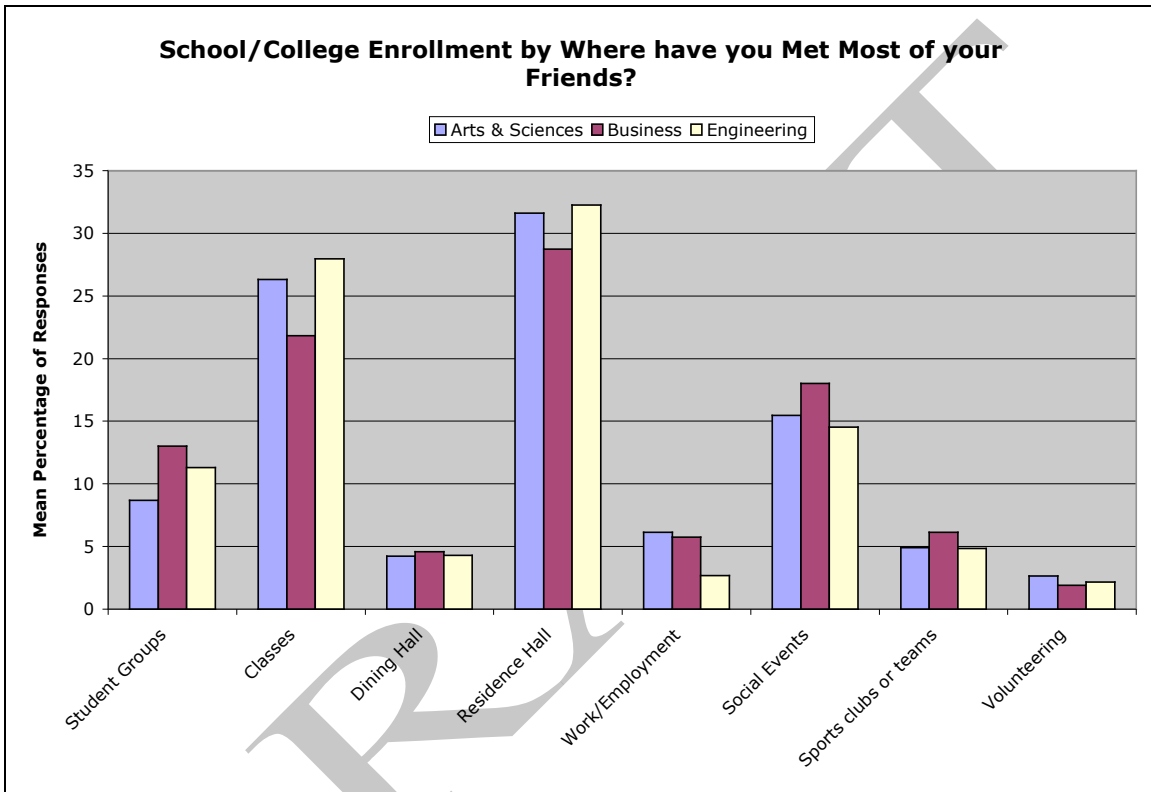
**(B) What kinds of campus activities do you most enjoy as part of your college experience? Please check your top three choices**



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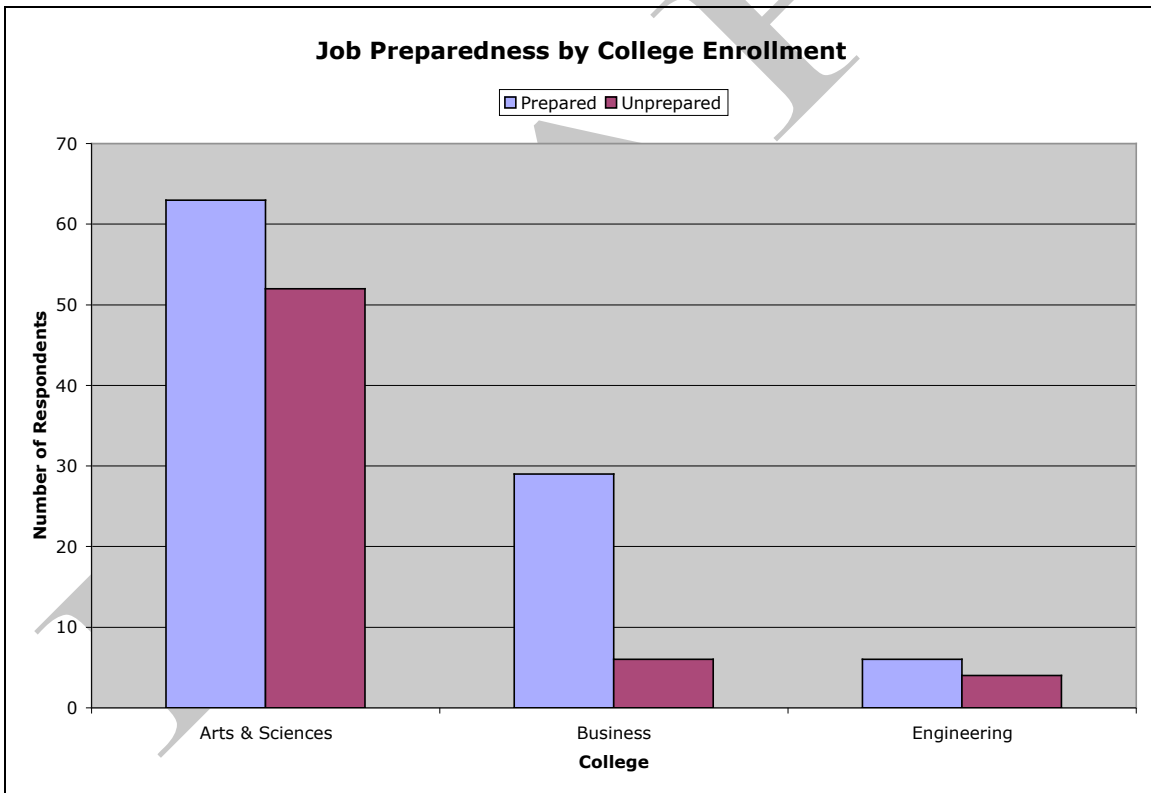
**(C) Where have you met most of your friends? Check your top three.**

The data below are based on the following five surveys: Fall 2003 SO, Spring 04 SO, Spring 05 JU, Spring 04 FY, and Spring 05 SO. As the graph shows, students in the Business School more often reported meeting friends at social events and in student groups, and less often in classes and residence halls relative to both the Arts and Sciences and Engineering Schools.



- (D) After two years at CU-Boulder, how well prepared do you feel to do each of the following: Find a job after graduating?**
- a. extremely well prepared**
  - b. prepared**
  - c. not very well prepared**
  - d. completely unprepared**

This question was asked only in the Fall 05 JR survey. Respondents were first sorted into two categories: those who responded that they felt “extremely well prepared” or “prepared”, and those who responded “not very well prepared” or “completely unprepared”. Then the number of students from each school/college was recorded. The graph below shows the raw number of respondents in each category. If calculated as percentages, students enrolled in the business school feel most confident about being prepared to find a job after graduation, but in all schools more students feel prepared than unprepared. With only one survey and such small sample sizes, further data is needed.



## THEME 5

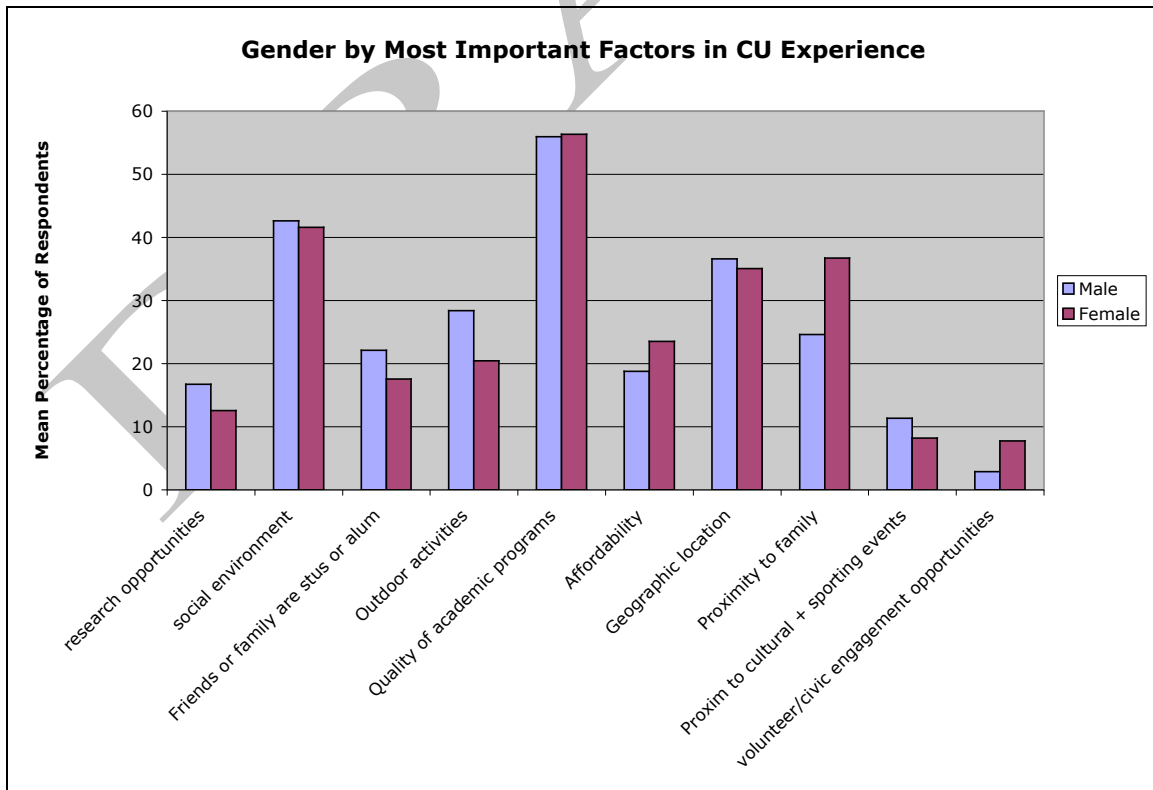
### FINDINGS BY DEMOGRAPHIC FEATURES

#### 5.a. GENDER

**(E) What has been most important about your experience at CU-Boulder? Please select your top three choices.**

The data revealed interesting differences by gender for this question. Female students more often reported proximity to family, affordability, and volunteer/civic engagement opportunities as important, while male students more often cited the availability of research opportunities, having friends or family who are students or alumnae, outdoor activities, and proximity to cultural and sporting events as important.

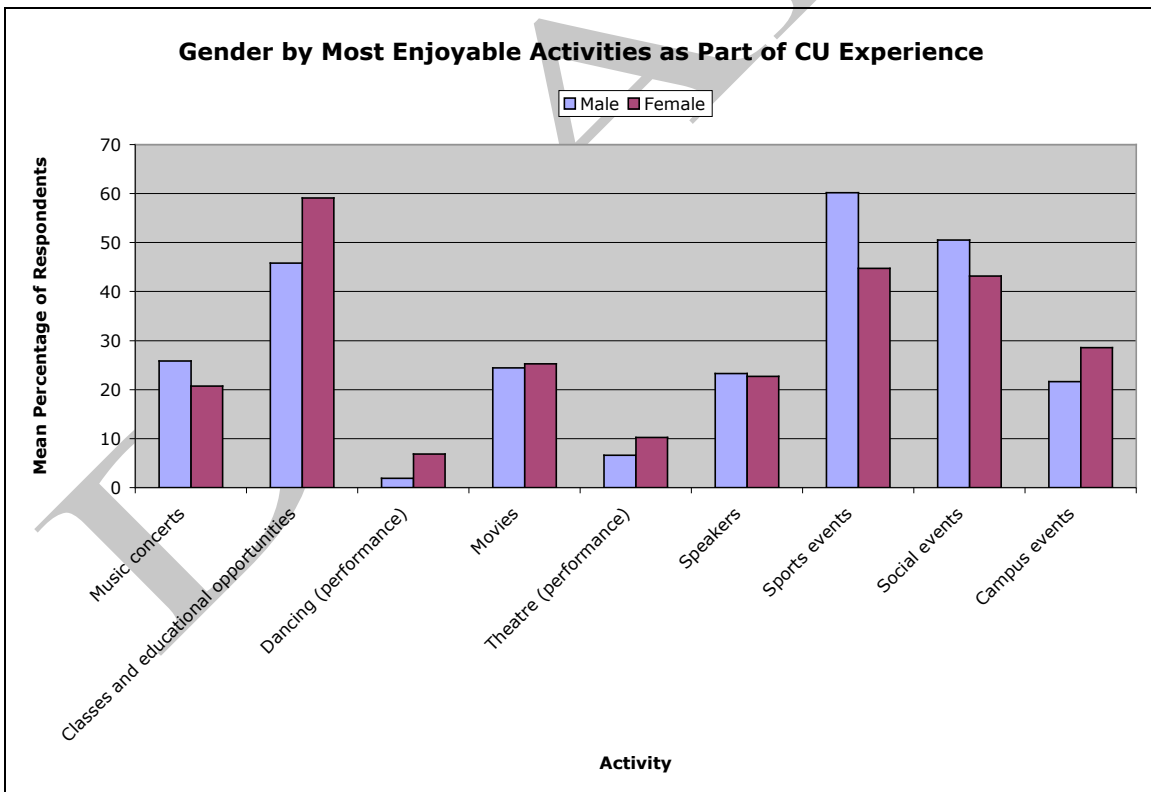
Respondents were first sorted by gender, then the percent of respondents in each category was averaged across the following eleven surveys: Fall 03 SO, Spring 04 FY, Spring 04 SO, Spring 05FY, Spring 05 SO, Spring 05 JR, Fall 05 FY, Fall 05 SR, Spring 06 FY, Spring 06 SO, Spring 06 JR.



**(F) What kinds of campus activities do you most enjoy as part of your college experience? Please check your top three choices**

In this question, more males than females reported enjoying sporting events, music concerts and social events. More females than males reported enjoying classes and educational opportunities, and campus events.

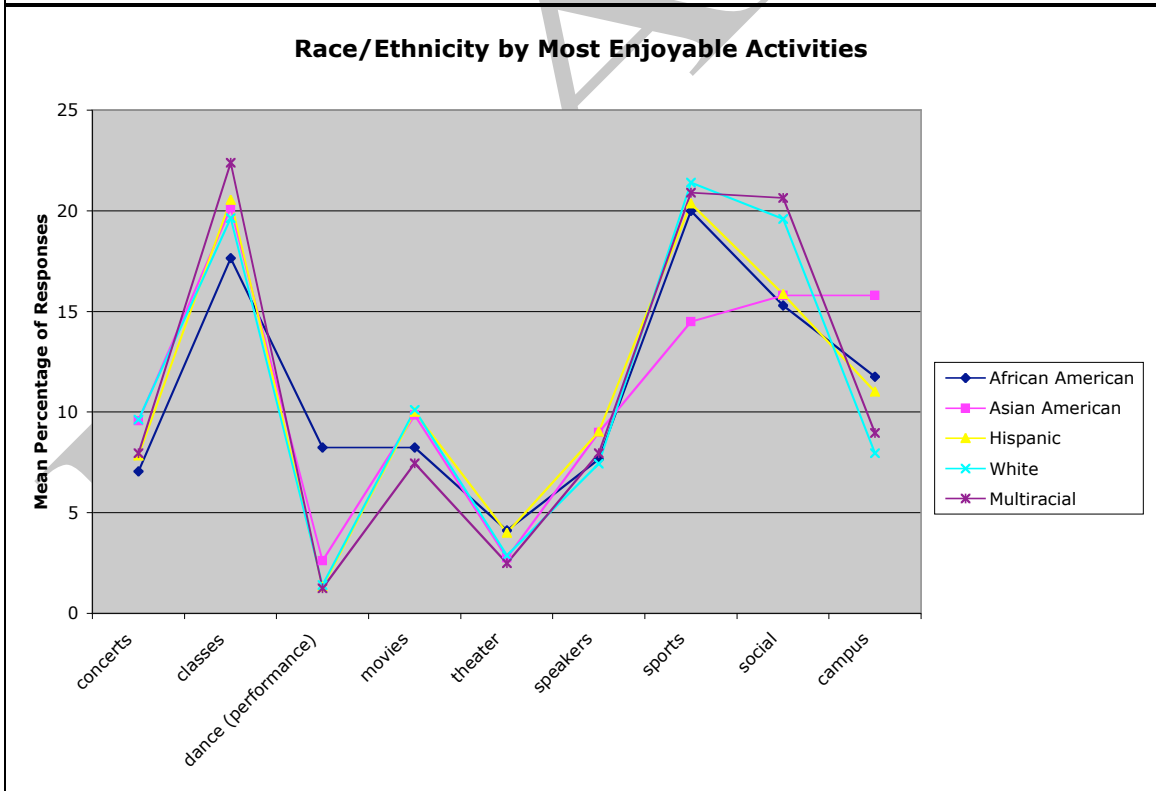
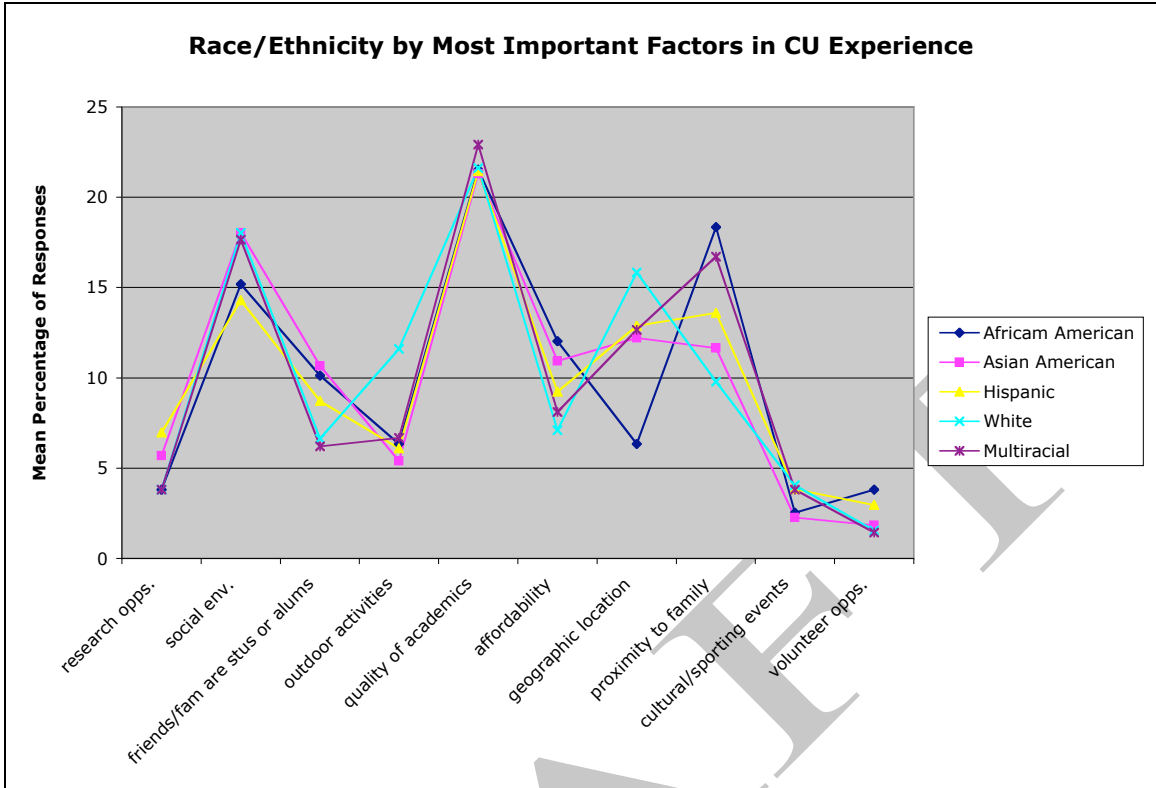
Respondents were first sorted by gender, then the percent of respondents in each category was averaged across the following eleven surveys: Fall 03 SO, Spring 04 FY, Spring 04 SO, Spring 05FY, Spring 05 SO, Spring 05 JR, Fall 05 FY, Fall 05 SR, Spring 06 FY, Spring 06 SO, Spring 06 JR.



## 5b. RACE/ETHNICITY

We also sorted the data by race/ethnicity and looked at the responses to the same two questions as for gender. Data from the following surveys was used in this analysis: Fall 03 SO, Spring 04 FY, Spring 04 SO, Spring 05 FY, Spring 05 SO, Spring 05 JU, Fall 05 FY, fall 05 SR, Spring 06 FY, Spring 06 SO, Spring 06 JU. American Indian respondents were not included in this analysis because they were not represented in sufficient numbers. White students more often chose geographic location and accessibility of outdoor activities as important, compared to other groups. African American students less often chose geographic location as important compared to other groups. African American and Multiracial students more often chose proximity to family as important than white or Asian students.

African American students, more often than other groups, report dance performance as being among the most enjoyable activities. Asian American students do not report enjoying sports events as often as other groups, and they report enjoying campus events more often than other groups. White and multiracial students more frequently report enjoying social events than other racial/ethnic groups.



5.c. RESIDENCY

(A) How many hours did you work for pay this year?

- 0 hours/week
- 1-5 hours/week
- 6-10 hours/week
- 11-15 hours/week
- 16-20 hours/week
- more than 20 hours/week

Respondents were first sorted into two groups: those who reported working 0 or 1-5 hours/week, and those who reported working 11-15, 16-20 or more than 20 hours/week. Within these two categories, the percentage of in-state, out-of-state, and foreign students was recorded and averaged across all 13 surveys. In the graph below the first grouping shows the average residency breakdown among students who reported working more than 10 hours per week. The second shows the average breakdown among students who reported working less than 5 hours per week. The third grouping shows the actual, unfiltered average breakdown of all the students in these surveys. The data show that Colorado residents are over-represented among students who work more than 10 hours and under represented among students who report working less than 5 hours. The reverse pattern is true of non-residents. This data is based on the following 13 surveys: Fall 03 SO, Spring 04 SO, Spring 05 JR, Spring 04 FY, Fall 04 SO, and Spring 05 SO., Spring 05 JR, Fall 05 FY, Fall 05 SO, Spring 06 FY, Spring 06 SO, Spring 06 JR, Spring 06 SR

