

Impacts of Participation in High School Extracurricular Activities on Early Adult Life Experiences: A Study of Iowa Graduates

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Funded by

The Iowa Girls' High School Athletic Union

2009

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Project Description

The Iowa Girls' High School Athletic Union (IGHSAU) promotes equitable participation in interscholastic competition for the educational benefit of participants. As part of this commitment, IGHSAU contracted with the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa (UNI) to conduct a study of the impacts of participating in high school extracurricular activities during high school. The general purpose of the project was to address the following research question: "What early adult life experiences are associated with participation in high school extracurricular activities?" The research project had two primary components: a literature review and a telephone survey.

Primary Research Question

What early adult life experiences are associated with participation in high school interscholastic activities?

The Research Approach. The first major component of this research project was a review of the scientific literature related to types of life experiences or indicators associated with participation in high school extracurricular activities. The main emphasis of this literature review was in the area of post-high school effects or associations.

The second major component of this research project was a telephone survey of adult Iowans who had graduated from high schools in Iowa between 1988 and 1998. This cohort was selected to allow 10 to 20 years for impacts to have begun to appear, but high school activity participation was not so long ago that there would be substantial difficulty recalling it. The survey was focused on personal adjustment in adulthood including physical health status and behaviors, psychosocial well-being, engagement in normative and anti-normative behaviors, health-related behaviors, and satisfaction with career, family, and life in general.

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**High School Athletic Participation and Adult Well-Being:
A Comprehensive Review of the Literature**

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EXECUTIVE SUMMARY

This analysis reviews the prevailing research literature on the relationships between high school athletic participation and a variety of adult outcomes. Most of this research draws on large, nationally representative, longitudinal data collections that follow school students through their high school careers, post-secondary education, and well into adulthood. The research findings from this literature review suggest that:

- (1) High school athletic participation is associated with an array of positive outcomes, including high school GPA, college attendance, college completion, adult income and earnings, job quality, and beneficial health behaviors.
- (2) These favorable benefits of high school athletic participation depend somewhat on individual circumstances (the race/ethnicity and gender of the athlete, family circumstances such as high vs. low SES), level and type of sport (varsity vs. junior varsity, aggressive vs. non-aggressive), and school context (school size, public/private high school, and school/community culture).
- (3) Not all of the effects of high school athletic participation are positive. Male high school athletes in particular report higher levels of alcohol consumption, drunk driving, sexist and homophobic social attitudes, gender-related violent activity, and same-sex violence (fighting).

Researchers offer two tentative explanations for the positive and negative effects of high school athletic participation. Interactions with selective sets of peers promote attitudes and behaviors compatible with school success and success in the wider society. Social capital explanations focus on the connections established from athletic participation and the values and attitudes communicated through exposure to broader cultural influences. The preponderance of the research suggests that high school athletic participation provides important and distinctive experiences for young people, and that the lessons learned persist well into adulthood.

Introduction

The high rate of student participation in high school athletics has led researchers to investigate the effects of athletic participation on students during and after high school. The purpose of this review is to summarize empirical research that has focused on adult outcomes of high school athletics participation. A plethora of research findings lead many to endorse high school athletics as having an overwhelmingly positive influence on young people's lives. The authors of this review acknowledge this view while also considering that it is difficult to establish a direct cause and effect relationship between high school sport participation and specific adult outcomes. Most of the research findings suggest that high school sport participation increases educational performance, labor market success, civic engagement, and improves adult health. A smaller group of researchers report negative outcomes associated with high school athletic participation such as higher rates of alcohol consumption (Hartmann & Massoglia, 2007; Hoffmann, 2006), male violence toward women (Andre & Holland, 1995; Forbes, Adams-Curtis, Pakalka, & White, 2006; Kimmel, 2008), and male same-sex violence (Kreager, 2007). This review summarizes both sets of research findings and deals with the contingencies and prior conditions that modify or change the overall results.

Studying the Effects of High School Athletic Participation in Adulthood: Data Availability

Most of the research delineated in this review relies on one of three large longitudinal data collections, all of which use national probability samples meant to be representative of U.S. students the year the surveys started. These three large data sets are used because they follow the same people through significant transitions into adulthood including high school attendance and graduation, college attendance and graduation, and securing a full-time job. The strength of such longitudinal studies is that they assess the current status of respondents rather than asking for retrospective reports of behaviors and attitudes from the distant past. Another benefit of these three studies is that they also include information about schools, teachers, and neighborhood contexts. Each survey uses state-of-the-art techniques to minimize sampling attrition as respondents age.

The data set used most often is the *National Educational Longitudinal Survey of 1988* (NELS:88). NELS:88 is administered by the National Center for Education Statistics in order to study the educational, vocational, and personal development of young people beginning early in their education and following them into their adult roles and responsibilities. NELS:88 specifically surveyed 24,599 eighth-graders in the spring of 1988 and resurveyed them in four follow-ups in 1990, 1992, 1994, and 2000. The students were asked a wide range of questions regarding school, work, and home experiences, educational resources and support, the role in education of their parents and peers, neighborhood characteristics, educational and occupational aspirations, and other student perceptions. The students also provided self report information on smoking, alcohol and drug use, and extracurricular activities including high school sports participation. Academic achievement tests were administered for the first three waves. To enrich

the questionnaire and test data, students' teachers, parents, and school administrators were also surveyed. Restricted data made available include coursework and grades from students' high school and postsecondary transcripts. This data set is frequently used because losses to sample attrition were very low. Follow-up response rates were over 85%. [For more information visit the NELS website at <http://nces.ed.gov/surveys/NELS88/>].

Another large data set that is frequently used is the *National Longitudinal Study of Adolescent Health* (Add Health). It is administered by the University of North Carolina Population Center. Like NELS:88, Add Health is a national longitudinal study. Its sample is representative of adolescents in grades 7-12 in the United States during the 1994-95 school year when it was first administered. The Add Health cohort has been followed over time with the most recent wave in 2008 when the respondents were aged 24-32. Data are collected with in-home interviews. The questionnaire asks about a wide range of topics including social, economic, psychological and physical well-being. The strength of this data set is that it includes students not yet old enough to drop out of school. One of the problems with the Add Health data set in relationship to this review is that their measures for sports participation do not identify whether the student regularly plays sports, because the questions only ask about activities undertaken during the week prior to the survey. We do not know if the sport is school-related nor whether participation is extensive or sporadic (Daniels & Leaper, 2006, p. 79). [For more information visit their website at <http://www.cpc.unc.edu/projects/addhealth>].

Another data set used is the *High School and Beyond* (HS&B) which is, like NELS:88, administered by the National Center for Education Statistics. HS&B started with nationally representative surveys of the 1980 high school senior and sophomore classes. Every two years both cohorts were surveyed through 1986, and the 1980 sophomore class was surveyed again in 1992. The aims of HS&B are very similar to NELS:88. [For more information visit their website at <http://nces.ed.gov/surveys/hsb/>].

Some studies rely on other data sources, typically for a smaller geographic area such as a state. These studies add to the collective research findings to investigate the generalizability of national conclusions to more specific contexts.

The Benefits of High School Sports Participation

In national studies, sports participation has been associated with a wide array of positive outcomes for high school students and young adults. For our report we group outcomes into four broad areas: educational, labor market, civic engagement, and health.

Educational Benefits

Educational benefits for those participating in high school athletics are wide and varied and evident both during high school and at the post secondary level.

Educational benefits related to high school athletics participation include higher grade point averages (GPA) and educational aspirations, as well as higher rates of high school graduation, college enrollment, and adult educational attainment compared to non-athletes (Bailey, 2006; Broh, 2002; Carlson, Scott, Planty, & Thompson, 2005; Eccles & Barber, 1999; Marsh & Kleitman, 2003; Snyder & Spreitzer, 1990; Troutman & Dufur, 2007).

In high school, athletes have higher grade point averages than non-athletes (Eccles et al., 1999; Broh, 2002; Marsh et al., 2003; Fejgin, 1994). Eccles et al. used the Michigan Study of Adolescent Life Transition (MSALT, <http://www.rcgd.isr.umich.edu/msalt/home.htm>) which starts with a 1983 sample of fifth and sixth graders from 10 school districts in Southeastern Michigan, and resurveyed these students in 1990, 1992-93, 1995-96, and in 1999-2000. They found that high school athletes in team sports have higher GPAs in twelfth grade compared to non-athletes. Using the NELS:88 data, Broh, Marsh et al., and Fejgin found positive and significant effects of athletic participation on high school grades.

Participation in high school sports also is consistently related to enrollment in college after high school. Eccles et al. (1999) and Marsh et al. (2003) found a positive and significant relationship between athletic participation and enrollment in college. Snyder et al. (1990) used the HS&B survey and found that college attendance was greater for participants in sports than those who did not participate. In their words, "...the athletic role enhances the academic role" (p. 397).

Participation in high school sports also increases students' chances of graduating from college. Troutman et al. (2007) used the NELS:88 data to determine whether women who participated in sports in high school were more likely to graduate from college. Their analysis showed that women "...who played high school sports are more likely to graduate from college than their counterparts" (p. 458). Compared to non-athletes, women who played sports had a statistically significantly higher chance of college completion in 6 years. In fact, their analyses of the NELS data showed that "the odds of college completion among females who play high school sports are 73% higher than the odds of college completion among females who did not engage in interscholastic sports" (p. 455).

Labor Market Benefits

Participation in high school athletics is associated with higher income, elevated employment rates, and better job characteristics in adulthood.

Several research projects connect participation in high school sports to higher incomes among adults. Barron, Ewing, and Waddell (2000) used the National Longitudinal Survey of Youth (NLSY) and the National Longitudinal Study of the High School Class of 1972 (NLS:72) to analyze the relationship between high school athletic participation and educational and labor market outcomes. They state that, “in fact, the wage for males who participated in athletic activities in high school is 12% higher in the NLS-72 and 32% higher in the NLSY” (p. 415). Carlson et al. (2005), using NELS:88 data, report that those who participated in high school sports earned higher incomes about a decade after they were initially surveyed in high school. In a Canadian study of men and women with at least some college education, Curtis, McTeer, and White, (2003) found positive associations between adolescent sport participation and adult income in their analysis of data from the 1997 National Survey of Giving, Volunteering and Participating (N = 9393; 4654 men and 4739 women). For the 25-34 years age group, men who played sports as youth reported an average annual income of \$4,446 more than those who did not. For women the average difference was \$1,462.

Stempel (2006) investigated the relationship between high school varsity sports participation and adult income using 1996 Scripps Howard/Ohio University survey of 1025 adult respondents. For women there was no statistically significant difference in adult earnings between former high school athletes and non-athletes. Men who had been varsity athletes had a mean household income of \$43,848 compared to \$34,515 for non-athletes, a statistically significant difference of \$9,333.

High school sports participation is also associated with being employed and being employed full time. Carlson et al. (2005) using NELS:88 found that 8 years after high school elite athletes (team captains in varsity sports) were 49 percent more likely to be employed than those who did not participate in sports during high school.

High school sports participation is associated with a higher quality of work life as well. For example, Barber, Eccles, and Stone (2001) present a descriptive analysis of job characteristics of respondents six years after high school (wave 8 of MSALT). The authors used scales to assess the extent to which respondents considered themselves to be in a career path and whether they could make important decisions at work, had an opportunity to use their own ideas and imagination, and felt that they were their own boss. Respondents who participated in high school sports reported more job autonomy compared to non-athletes.

Civic Engagement Benefits

Increased political participation and community involvement are civic engagement benefits derived for those participating in high school athletics.

Participation in high school athletics has been associated with increased civic engagement. Research has examined political engagement and community involvement among adults. Braddock and Dawkins (2007), using NELS:88 data, examined the impact of involvement in high school athletics and non-sport extracurricular activities on political engagement among young Black adults. The researchers measured political participation by looking at respondents' registration and voting in Presidential elections. Their analysis revealed that young adult political participation patterns were positively and modestly, but significantly, correlated with participation in high school individual sports, while the association between participation in team sports and political participation was modest and negative.

Using the National Survey of Giving, Volunteering and Participating conducted by Statistics Canada, Perks (2007) studied whether high school athletics participation affects involvement in community activities and which, if any, effects extend to later in life as well. He found statistically significant results suggesting that "...participation in youth sports had a positive predictive influence on whether or not respondents were currently involved in the community, as well as their level of involvement" (p. 388). Specifically, informal volunteering, attending to the news, and socializing with family and friends were strongly affected by youth sport participation.

Health Benefits

High school sports participation is related to an array of health benefits including positive physical and mental health outcomes, as well as lower rates of some forms of deviant and destructive behavior.

High school sports participation is associated with an array of positive physical and mental health outcomes. One indicator of adult physical health is activity level which in part can be identified through participation in adult sports. Scheerder et al. (2006), in a longitudinal study of Flemish women in high school in 1979 and surveyed again 20 years later, found that sports participation in high school was a good predictor of adult sports participation. However, the statistical variance that high school participation accounted for relating to sport participation as an adult was small (Scheerder et al., 2006).

For mental health, participation in sports has been associated with improved self-esteem, self-concept, locus of control, and lower levels of isolation (Fejgin, 1994). For example, Fejgin, in her analysis of NELS 88 base year and first follow up data, found statistically significant effects of athletic participation on self concept and locus of control. Because experiences of success and failure are so highly visible in competitive sport activities, "The clear and direct link between

performance and achievement, as measured in a game score or a swimming time, may be very well help to establish a more internal locus of control. The individual realizes that it is up to him or her to perform better or worse, and that it is difficult to blame other people or circumstances for failure” (Fejgin, p. 223).

There is also evidence that participation in high school athletics is associated with lower rates of some forms of deviant and destructive behavior (though not all, see below). Suicide rates are lower among those who participated in high school athletics. Using data on 14-18 year olds from the 1997 national, school-based Youth Risk Behavior Survey (YRBS), Sabo, Miller, Melnick, Farrell, and Barnes (2005) found that high school athletic participation was significantly associated with lower suicide rates for both men and women and lower rates of suicidal ideation for women. Generally, a significantly lower percentage of female athletes seriously considered or planned suicide during the prior year compared to female non-athletes. Suicidal ideation was even lower among highly involved athletes. However, those athletes who did attempt suicide had higher rates of resultant injury than non-athletes (Sabo, et al. 2005); the findings for men were similar. Lower percentages of male athletes thought about suicide or attempted suicide than female athletes, but they had more severe injuries when they did attempt suicide.

Hartmann et al. (2007) tested the hypothesis that the relationship between high school sports participation and deviance varies by type of deviant behavior and level of athletic involvement. The researchers used the longitudinal Youth Development Survey (YDS) with an initial sample size of 1,000 in 1988, and a follow-up with 763 of the respondents through the 2002 wave. They found wide variation in deviant behavior by high school athletes. For example, shoplifting decreased while drunk driving increased. High school sports participation also was found to be associated with fewer school discipline problems (Fejgin, 1994) and lower delinquency rates (Holland & Andre, 1987).

In summary, prior research shows that high school athletic participation is associated with a variety of positive student and adult outcomes. Youth who participate in high school athletics are generally found to get better grades, go to college, graduate from college, get better jobs, make more money, are better community citizens, and are physically and psychologically healthier than those who do not participate in athletics in high school. However, there are some factors that affect the relationships between sport participation and adult outcomes that make it important to look beyond the surface.

Athletics Participation and Adult Outcomes: Some Contingencies

Most researchers identify a wide variety of positive outcomes associated with high school athletics participation. Many acknowledge that the relationships between high school athletics participation and adult outcomes may be affected by other factors. For instance, 1) individual student characteristics (gender/race and ethnicity/socioeconomic status), 2) level of participation and type of sport, and 3) school and community characteristics all directly affect some adult outcomes and may change the relationship between athletic participation and adult outcomes. We examine these contingencies next.

Individual Student Characteristics

Gender, race/ethnicity, and family socioeconomic status are important characteristics that affect the relationship between athletic participation and adult outcomes.

Gender is a basic organizing feature of social, economic, and political lives and, as such, it functions to influence much regarding the association between athletic participation and adult outcomes. For example, gender is associated with labor market outcomes such as earnings and job autonomy, affects athletic participation rates, health outcomes, adult income, and civic engagement. Rates of athletic participation differ by gender; in high school, boys participate in sports at a higher rate than girls. Sabo, et al. (2005) report that a higher percentage of boys than girls (68% versus 51%) participated in at least one team sport during the year prior to their survey. Carlson et al. (2005) examined the participation rates of high school students and found that a greater percentage of boys than girls reported athletics participation (72% of the men versus 49% of the women). Similarly, Stempel (2006) found that boys were twice as likely as girls to play a varsity sport. The potential benefits of athletic participation are not evenly distributed because participation rates vary for boys and girls.

Adult outcomes associated with sports participation and health differ by gender. Sabo et al. (2005) found that high school athletic participation was associated with lower suicide rates for both men and women and lower rates of suicidal planning for women. Using data from the 1997 national, school-based YRBS Sabo et al. found that, “. . . athletic participation significantly lowered only girls’ risks for considering and planning suicide” (p. 18).

Gender also influences the relationship between athletic participation and self esteem. Daniels et al. (2006, p. 876) used Addhealth data to examine gender differences in the relationship between athletic participation and self esteem. For both boys and girls, the relationship between sport participation and global self esteem was partially dependent on peer acceptance. In a similar vein, Bowker, Gadbois, and Cornock (2003), using a sample of 100 Canadian 11th graders, found that self-esteem was partially dependent on gender orientation. They found that persons with a more feminine gender orientation (whether male or female) experienced lower levels of competence and self-worth when engaging in competitive sports but had higher levels of self-

worth when engaging in noncompetitive sports. Generally, their study showed that sports participation does "...predict self-esteem (both domain specific and general self worth), but that this relationship is qualified by the individual's gender role orientation and the competitiveness of the individual's sports experiences" (p. 55).

A review of the literature reveals some evidence that the association of athletic participation with labor market outcomes is influenced by gender. The positive relationship between high school athletic participation and labor market outcomes is stronger and more consistent for males than females (Curtis et al., 2003). In a different study, Stempel (2006), using Scripps Howard/Ohio University found that the relationship between adult income and varsity sports was still statistically significant for men but not for women after controlling for a variety of structural characteristics. Generally, he found that for men from all social classes, varsity sports participation was financially beneficial. For female varsity athletes, only women from middle and upper social classes benefited financially.

In summary, the effect of high school athletics participation on adult outcomes differs for men and women. In fact, Carlson et al. (2005) found that gender best predicts ten of the outcomes they investigated in their study: post secondary education, college graduation, employment, full employment, income, cigarette use, alcohol, binge drinking, physical fitness activity, group or team sport. However, they also found that high intensity of high school athletic participation was an independent predictor of outcomes later in life, even after controlling for potential covariates.

The effect of athletics participation on adult outcomes also varies by race/ethnicity. Snyder et al. (1990), using the HS&B survey, found significant differences in the effects of athletics participation on college attendance for different ethnic/racial groups. Hispanic athletes were 26% less likely to attend college, whereas Whites were 7% more likely, and Blacks were 17% more likely to attend. What is even more striking is that the effect of athletic participation was most powerful for students least likely to attend college (those in the lowest cognitive development categories).

The effect of athletics participation on adult outcomes also depends on family socioeconomic status. Marsh and Kleitman (2002) clearly illustrated that students of lower socioeconomic status gain more from high school athletic participation than students from higher socioeconomic statuses.

Troutman et al. (2007) drew from the research of Marsh et al. (2002) to make a case that the federal government should support Title IX compliance to promote equal athletic opportunities for girls and women. Because their findings also show that minority women do not participate as frequently as White women, and therefore to do not receive the same educational benefits, they suggested that educational policy makers should look to increasing the sport opportunities for girls and women.

Level of Participation/Team vs. Individual Sport/Type of Sport

Another contingency that influences adult outcomes is the type of athletic participation itself. Researchers find significant differences in outcomes between involvement in team vs. individual sports, in level of involvement, and in the type of sport.

Hanson (2005) has critiqued past research in which a single scale was used to represent levels of involvement in sport along a participation-non participation continuum. Scores on this continuum were computed based on aspects of sports participation such as number of years of participation, varsity or non-varsity participation, and leadership. Hanson claimed that when concepts are combined in one scale, it is hard to discern which aspects of sports participation are most important. She argues for a research design that uses a continuum of sport participation that ranges from "...nonschool to intramural to junior varsity to varsity" (p. 307). Hartmann et al. (2007) argued that it is important to have a contemporaneous indicator of the amount of time (in hours per week) that respondents participate in athletic/club activities. The impact of sports may come from time management skills or networks accrued through sports. As participation is a broad variable, it may be important to differentiate among the types of activities and success levels as these may lead to different outcomes. In addition, they suggest research in this area may benefit from describing types of activities and assessing the level and process of involvement in more detail (Holland et al., 1987).

The level of involvement in high school athletics appears to affect adult outcomes. Barron et al. (2000) found that athletes who are more involved fare even better in the labor market, "...with the effect typically larger the more intensive the involvement" (p. 419-420). Scheerder et al. (2006) in their research on Flemish adult women found that the more sports one engaged in during high school, the more apt one was to participate in sports as an adult. Carlson et al. (2005) found that athletes who participated at the elite level (defined as varsity sport captains) "...experienced greater educational and labor market success than non-athletes. The health outcomes for high school athletes included lesser rates of smoking at the elite and varsity levels of participation, and greater rates of participation in fitness activities and in group sports/recreation activities at three levels of participation, compared to non-athletes" (p. 13). Marsh et al. (2003) also found that increasing levels of participation were associated with similarly increasing adult benefits. Stempel (2006) found that men who played varsity sports had incomes 27% higher than those who were non-athletes.

Team and individual sports have different effects on adult outcomes. Braddock, Hua, and Dawkins (2007) in their study of political participation among young Black adults found modest but significant correlations between individual sport participation and political participation but no significant relationship between team sports and political participation. Their data analysis showed that "...team sports participation is inversely related to political engagement" (p. 212) where political engagement was defined by whether participants were registered to vote and whether they voted in the 1996 presidential elections. By comparison, Marsh et al. (2003) found that extramural sports, and to a lesser extent team sports, had more positive effects on adult outcomes than intramural and individual sports.

When Stempel (2006) looked at specific sports, golf had the greatest effects on adult SES for men while weightlifting had no significant effect. For women, competitive sports and fitness sports equally affected adult annual incomes in a positive direction. Men who established themselves in an 'exclusive sport culture' benefited. Women who crossed gender boundaries benefited unless they were high school graduates.

In a general sense, high school athletics participation was a better predictor of adult sports participation when the athletic activity was organized rather than unorganized. Scheerder et al. (2006) found that sports participation in high school was a better predictor of sports participation as an adult than education level or parents' SES were. Participation in organized, rather than non-organized sports, led to more participation as an adult.

Type of sport also seems to be related to outcomes. Kreager (2007) considered the relationship between sports and aggression. He found that athletes involved in football and wrestling were more likely to be involved in fighting. By contrast, athletes who played tennis were less involved in fighting than non-athletes.

Some of the biggest differences seen by type of sport reflect intercollegiate vs. intramural sport participation. Broh (2002) examined four different types of participation and educational outcomes. He distinguished interscholastic sports participation from intramural and nonschool sports and cheerleading, and found that participation in interscholastic sports benefitted students' grades in high school. However, not all sports had the same benefits. Interscholastic sports had different consequences than intramural or cheerleading activities. Broh states that "Indeed, students who participate in interscholastic sports have a stronger sense of control over their lives and a value system that is concordant with the American educational system. I also found that participation in interscholastic sports creates and intensifies students' social ties, which can be advantageous to students' education pursuits" (p. 86). He noted that intramural athletes do not benefit from sports participation in the domains of development or social capital in the way that interscholastic athletes do.

Size of school, type of school, community size and community values also affect the relationship between adult outcomes and high school athletics participation. According to Langbein and Bess (2002), little or no research on the impacts of sports participation has systematically controlled for aspects of school context, such as size, even though it may have a significant effect on dimensions of participation and potential outcomes. Bowker et al. (2003), in their study of gender, gender orientation, and self-esteem, indicated that the context in which the athletic events take place complicated their findings. Smaller communities have a harder time meeting the needs of those wanting competitive sports. Boys who are more feminine in their orientation may experience more pressure to participate in competitive sports in smaller schools where there are fewer students to form a team. Therefore, the authors conclude that these boys may have sporting experiences that are much less favorable.

Using NELS data from 1990-1992, Hoffmann (2006) found a positive relationship between alcohol use and athletics that increases over time and was influenced by school context. For women, the relationship between alcohol use and athletics was strongest in low SES schools than in high SES schools. For men, the high SES schools were a context for greater alcohol use than the lower SES schools.

Overall students who participate in high school athletics benefit in a variety of ways. But the effects of high school athletics participation must be evaluated in a context that accounts for individual, participatory, and environmental dimensions of students' lives.

Negative Outcomes Associated with High School Athletics Participation

In addition to a variety of apparently positive outcomes, there are also negative adult outcomes associated with athletic participation (mostly for men). Increased alcohol consumption and gendered violence have been correlated with some types of sport participation. School administrators and parents are advised to be aware that high school participation can be a “gateway” to increased alcohol consumption and drunk driving, to sexist and homophobic attitudes, and to violence against women.

Alcohol Consumption

One of the most commonly found negative adult outcomes associated with athletics participation is increased alcohol consumption. In a study of deviant behavior and athletics participation, Hartmann et al. (2007) tested the hypothesis that the relationship between high school athletic participation and deviance varies by type of deviant behavior and level of athletic involvement. Using the longitudinal YDS, Hartmann et al. found that athletic participation lowers the likelihood of shoplifting, but increases the likelihood of drunk driving. These outcomes extended into the life course and held across all the measures of sport participation used in their analysis.

Using NELS:88 data, Hoffmann (2006) found that variation in alcohol use among high school athletes depended on the type of school the athlete attended. For those women who were enrolled in schools where the student body comes from lower socioeconomic classes, the prevalence of alcohol use was higher. In contrast, alcohol use was higher among the men from higher socioeconomic status schools. For both genders there was a positive relationship between alcohol use and high school athletics that increased over time.

Male Violence

Another negative adult outcome associated with high school athletics participation is male violence. Dating aggression, sexual coercion, sexual violence, and same sex fights have been empirically linked to some kinds of athletic participation (Andre et al., 1995; Forbes et al., 2006; Kreager, 2007). Social scientists discuss the role that homophobia, sexism, and violence against women play in sports, particularly male sports (e.g. Kimmel, 2008). Taken together, the authors who do empirical and theoretical work make the point that some types of athletics seem to create an atmosphere and learning context where gendered violence and same-sex fighting are tolerated or even encouraged.

Further studies of the attitudes of athletes uncover a rather disturbing trend among young men who play certain types of sports. Andre et al. (1995) looked at attitudes toward women, sex-role orientation, and sports participation of male and female athletes. Andre et al. distinguished between participation in aggressive sports and non-aggressive sports. Aggressive sports "...requires physical force to subdue the opponent, or if opponents experiences face to face competition without separation by a net, or if body contact between opponents regularly occurs" (p. 245). For men, those sports included football, hockey, and wrestling. Aggressive sports for women were basketball and softball. In these sports, female athletes held less traditional views of women, while male athletes held more traditional views of women compared to their counterparts of non-athletes. Traditional views of women were often correlated with violence against women (Gilligan, 2009).

Same-Sex Violence

Same-sex violence has been correlated with athletics participation for men. Kreager (2007), using Add Health data, found a strong relationship between contact sports and same-sex violence. "Football players and wrestlers, as opposed to baseball, basketball, tennis, and other athletes are significantly more likely than non-athletic males to be involved in a serious fight" (p. 705). In fact, Kreager found that football plays a role in fighting even when controlling for other variables, including a measure of socialization.

Athletics participation also has been linked to violence against women. In a study of 182 college freshman at a private university which placed little emphasis on athletics in terms of visibility or

scholarships, Forbes, et al. (2006) examined the relationship between college athletics, dating aggression, and sexual coercion. The men were asked a series of questions regarding their participation in high school sports to determine whether they engaged in an “aggressive” sport defined as having potential to cause physical injury to the opponent (football, basketball, wrestling and soccer). They also measured relationship aggression and sexual coercion, sexism, rape myth acceptance, acceptance of violence and hostility, and negative attitudes about homosexuality. They found that “...men who participated in aggressive sports reported that they used more psychological aggression, more physical aggression, and more sexual coercion in their college dating relationships than did men in the comparison group” (p. 448). Men who participated in aggressive sports were more likely to score higher on scales related to sexism, the acceptance of violence, hostility toward women, rape myth acceptance, and homonegativity. Although these relationships are disturbing, the absolute number of men involved in gender violence is small and most men do not physically or sexually abuse their partners.

Conclusion

From a review of the research literature on high school athletic participation and adult outcomes it is clear that sports participation is related to beneficial adult outcomes in the areas of educational attainment, labor market success, civic participation, and health behaviors. What is also clear is that these relationships are weak though often statistically significant. Obviously there are many factors that account for educational attainment, labor market success, rate of civic participation, and positive health outcomes including gender, race/ethnicity, socioeconomic status, and school and community context. Regardless of variables and contingencies, empirical findings show patterns and relationships that persist over time and across studies.

There is also evidence that as the amount and level of participation increases, so do its benefits. Those who compete at the elite level and those who spend more time each week participating in athletics tend to have a greater number of positive outcomes. Most patterns and relationships appear to be positive for students and have lasting effects long into adulthood.

In the end, these findings beg the question – Why are there so many benefits related to high school athletic participation? Some have attempted to develop theories to explain these results. Most of these theories focus on the role of selective peer groups in promoting and reinforcing behaviors that the wider society rewards (competitiveness, teamwork, persistence, sacrifice, etc). Other theories focus on the social connections that athletics participation promotes.

These influences could be responsible for some of the negative outcomes of athletic participation as well as the positive outcomes. For example, one’s peers play an important role in football players’ participation in fighting. Kreager’s (2007) results provide strong support for a gendered socialization argument that explains why some male athletes are violent and involved in serious fighting. He is particularly interested in friendship networks as a way to move beyond looking at

correlations between sports and violence, and instead to study the potential mechanisms that connect sports to violence (2007).

A related example ties some of the positive outcomes of athletic participation to enhanced cultural capital. Stempel (2006) reasoned that if cultural capital improves as a result of varsity sport participation, then the athletes would be married and have better jobs. Indeed that was the case for men but not for women. “A little less than 70% of the former male varsity athletes were married compared to 56.2% of the non-varsity athletes” (2006, p. 283). However, female varsity sport participants were married and had full time employment as often as non-athletes.

In either case, high school athletic participation plays an important and distinctive role in the lives of young people. The prevailing research suggests that the benefits of (and problems associated with) athletic participation persist well into adulthood and possibly for a lifetime.

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**Impacts of Participation in High School Extracurricular Activities
A Study of Iowans 10 to 20 Years After High School**

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BACKGROUND & PURPOSE

This section presents results from one component of a project conducted by the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa (UNI) on behalf of the Iowa Girls' High School Athletic Union (IGHSAU). IGHSAU contracted with CSBR to conduct a study of the impacts in early adulthood of participating in high school extracurricular activities during high school. The general purpose of the project was to address the following research question: "What early adult life experiences are associated with participation in high school extracurricular activities?" The research project had two primary components: a literature review (reported in an earlier section) and a telephone survey (reported here).

There is evidence that participation in high school sports may be associated with both positive and negative life experiences for youth. Previous research has examined this association at a national level. The current research examined many of these same relationships to assess whether the national patterns are replicated among adult Iowans. In addition to any overall patterns, this project conducted separate analyses for men and women with respect to potential effects of participation in high school sports versus non-sport activities on life experiences as adults.

STUDY METHODOLOGY

The telephone survey was conducted with adult Iowans who had graduated from high schools in Iowa between 1988 and 1998. The survey was focused on personal adjustment in adulthood, including physical health status and behaviors, psychosocial well-being, engagement in normative and anti-normative behaviors, health-related behaviors, and life, career, and family satisfaction.

A total of 807 interviews were completed and used in analysis. Prior to data collection, an application was submitted to and approved by the Institutional Review Board (IRB) at UNI. The survey was conducted using Computer Assisted Telephone Interviewing (CATI). The sampling strategy involved collecting data from eligible adults who were contacted from two groups of telephone numbers. The first set of numbers was a random sample of landline telephone numbers with a high probability of someone within the appropriate age range living at the household. The second set of numbers was a random sample of numbers associated with cellular telephone prefixes.

FINDINGS

Results of this Iowa study mirror those often found in the literature. Comprehensive reviews of the literature on the impacts of high school sports participation show that engaging in extracurricular activities, especially sports, is associated with a number of positive life experiences for participants both during high school and later in life. In addition, participation in sports is associated with certain negative life experiences as well, particularly in the realm of substance use.

However, results of this report should be interpreted with caution. Associations found between aspects of participation during high school and life experiences later in life are, in all cases, very weak. In many cases, more than 95% of the variance in any given life experience measure is unexplained, meaning that participation, if a significant predictor in the first place, is probably a very small, weak predictor of that life experience.

Overall, regression modeling used in the analysis suggests that participation in sports is associated with the following positive life experiences:

- Engaging in vigorous physical activity during the week
- Reporting very good or excellent emotional health
- Having higher self-esteem
- Not experiencing short- or long-term depression
- Feeling satisfied with progress made toward goals in domains of family, career, and general life
- Making active use of discretionary time outside the home
- Volunteering in the community
- Voting in state and national elections
- Knowing the names of US senators from Iowa
- Accessing news outlets every day
- Completing a four year degree
- Having an annual household income greater than \$50,000
- Not having trouble paying bills

Overall, regression modeling suggests that participation in sports is associated with increased alcohol use.

Study of Iowans. Previous research has examined the association among high school sport participation and life experiences at a national level. The present research examined many of these same relationships to assess whether the national patterns are replicated among adult Iowans. In addition to any overall patterns, this project conducted separate analyses for men and women with respect to potential effects of participation in high school sports versus non-sport activities on life experiences as an adult.

Overview. A telephone survey was conducted to provide a quantitative perspective on the correlates of participation in high school activities. The population of interest was Iowa residents who graduated from an Iowa high school from 1988 through 1998. This would allow for 10 to 20 years of post-high school life experiences. Data from 807 interviews were used in analysis.

Ethical Standards. Prior to data collection, an application was submitted to and approved by the Institutional Review Board (IRB) at UNI. Participation in the survey was voluntary and confidential. Respondents were informed of their human subject protection rights as part of a confidentiality statement read to them by the interviewer prior to their participation in the telephone survey.

Telephone Interviewing. The survey was conducted using Computer Assisted Telephone Interviewing (CATI). The questionnaire was programmed in Ci3 and then tested for accuracy of questionnaire items and skip logic. Using CATI provides standardization of the telephone interviewing protocol by having questions and response options displayed on each interviewer's monitor and the computer programming determines which questions should appear next as appropriate for each respondent. Telephone calls were made weekdays (morning, afternoon, and evening) and on weekends (Saturday afternoons and evenings, and Sunday evenings). A minimum of 10 call-back attempts were made, when necessary, to determine a final disposition for each telephone number in the sample.

Sampling Frame and Efficiency. The initial sampling strategy involved collecting data from eligible adults who were contacted from two sets of telephone numbers: a set of targeted landline numbers and a set of numbers associated with cellular telephone prefixes. Data collection with cellular telephones proved inefficient, and data collection continued only with landline telephone numbers. The landline numbers were drawn from a random sample of targeted landline telephone numbers with a high probability of someone within the appropriate age range living at the household. If more than one eligible respondent resided in the household, one was randomly selected. The exception to this was that near the end of the data collection period the eligible male respondent was selected to decrease the gender imbalance in the final sample to be used for analysis.

Telephone numbers were purchased from a vendor who provides random samples of telephone numbers to survey researchers. A total of 9,486 landline telephone numbers and 4,000 cellular telephone numbers were used during this project yielding 807 and 38 completed telephone interviews, respectively. The mean interview length of 21 minutes was somewhat higher than anticipated based on time trials conducted before fielding the study. The response rate (ratio of interviews to eligible households) for the landline sample was 38% with a cooperation rate (ratio of interviews to eligible households contacted) was 76%.

Measures. The data collection instrument is shown in Appendix A. The instrument included four main types of measures: aspects of the high school experience, demographics, characteristics of extracurricular participation, and life experience measures.

Aspects of the High School Experience. Respondents were asked about four aspects of their high school experience:

- Whether the high school they graduated from was public or private;
- The number of years they attended the school from which they graduated;
- Size of their graduating class; and
- Average academic performance (e.g., A, B) during high school.

Demographics. The following demographic information was collected from each respondent through a series of 15 items:

- Age
- Parent or guardianship
- Household size (number of children and number of adults)
- Race and ethnicity
- Marital status
- Education
- Income
- Gender
- Geographic location of residence
- Cellular telephone usage

Characteristics of Extracurricular Participation. Participation in high school interscholastic athletics was measured using three items. First, respondents were asked how many years they participated in a given sport (0 to 5 years). Second, respondents were asked whether their involvement in each sport was minimal, moderate, or high. Third, respondents were asked the number of sports for which they were a captain or leader. Participation in school-based non-sport activities was measured using the same three questions: years of participation, level of involvement in each activity, and the number of activities for which they were a captain or leader. These three items were also asked for three additional activities that had ambiguous

classification as sports or non-sport activities: competitive cheerleading, dance, or drill teams, non-competitive cheerleading, dance or drill teams, and intramural sports.¹

The measurement of participation led to the use of three main approaches to operationally define participation:

- Number of Activities: A calculated variable which is a count of the number of sport or non-sport activities each respondent participated in during high school (0-14 sports, 0-19 non-sport activities);
- Participation Years: A calculated variable which is the product of the number of years of participation multiplied by the number of activities (0-70 sports, 0-95 non-sport activities); and
- Involvement Index: A calculated variable which is the sum of respondents' involvement ratings for each activity (0-42 sports, 0-57 non-sport activities).

Life Experience Measures. The survey instrument was divided into eight sections of life experience measures, which are categorized for the purposes of this report into the following groups: 1) physical health and activity; 2) mental health; 3) life satisfaction; 4) civic engagement; 5) education, employment, and finances; and 6) risk behaviors.

Physical Health and Activity

- General rating of physical health
- Number of days per week respondents engage in vigorous physical activity

Mental Health

- General rating of emotional or mental health
- Self-esteem
- Experiences of short-term depression
- Experiences of long-term depression

Life Satisfaction

- Satisfaction with progress made toward family, career, and general life goals

Civic Engagement

- Active use of discretionary time, and specific activities
- Volunteering, and specific activities
- Voting behavior in two recent elections (2004 presidential and 2006 Iowa gubernatorial)
- Knowledge of names of current Iowa senators
- Use of news outlets

Education, Employment, and Finances

- Educational attainment
- Income

¹Regression analysis examining relationships between aspects of cheerleading participation and main measures of life experience were conducted. Among females, cheerleading participation was significantly and positively associated with active use of discretionary time and volunteering in the community in early adulthood.

Risk Behaviors

- Substance use
- Gambling
- Norm violations

Analysis Strategy. A combination of descriptive and inferential statistics were used to examine associations between participation and each measure of life experiences: descriptive statistics, between-group comparisons, correlations, and regression modeling.

The descriptive statistics sub-sections to follow present the distribution of each variable for the total sample, males only, and females only in terms of frequency, total percent, and valid percent. Frequency, or N, is the number of respondents in each category. Total percent is the proportion of respondents in each category. When *don't know/not sure* and *refused* responses and missing data (e.g., question was not asked of particular respondents as part of the skip logic in the programming) are removed from the analysis, the valid percent shows the proportion of remaining respondents in each category. The denominator for the valid percent can generally be thought to consist of those respondents who expressed an opinion (omitting *don't know/not sure*) who were asked a particular question.

The between-group comparisons sub-sections present results of cross-tabulations conducted with several variables. Results are presented for the total sample, males only, and females only. Within each of these three categories, between-group comparisons are made based on level of sports prioritization and importance of sports during high school. Significant results are those with a “p-value” less than or equal to 0.05 are indicated in the tables. A “p-value” of .05 or less indicates that one can assert at the 95% confidence level that the observed differences between the groups were real and not due to chance. Differences do not necessarily have to be large to be statistically significant. In fact, most of the findings in this study which are statistically significant account for only a small amount of variance in criterion measure (i.e., variability in young adult life experiences).

The correlation sub-sections present results of simple correlations between aspects of participation in sports or non-sport extracurricular activities and measures of life experiences. The regression modeling sub-sections present results of 18 regression models for each life experience measure. Hierarchical regression models were conducted with each measure. In Step 1, a dichotomized variable corresponding to the size of graduating class (greater or less than 100 students) was entered into the regression equation. In Step 2, a dichotomized variable corresponding to academic performance during high school (average grades of A/B or C/D/F) was entered into the regression equation. In Step 3, one of three aspects of participation in either interscholastic sports or non-sport extracurricular activities was entered into the regression equation. This approach was used because the research interest was to assess the amount of variance in a life experience measure that could be explained by one's participation in extracurricular activities beyond what could be explained by the school-level influences (i.e., school size) and individual differences in one's level of academic performance.

Each regression table shows the statistically significant results – a “check” mark denotes that the factor explained a statistically significant amount of variance in the criterion measure (i.e.,

measure of young adult life experience). The percent of variance explained at Step 1, and additional variance explained in Steps 2 and 3, are shown in the tables. For additional explanation of regression modeling and an example, please see pages 57-58 and page 66.

These analyses provide information about the extent to which participation in extracurricular activities was correlated with later life experiences, but these findings should be understood as providing evidence only of association and should not be interpreted as a simple cause and effect determination. The analysis conducted for this project does not provide definitive evidence that participation in extracurricular activities *caused* the positive or negative life experience, attitudes, or behaviors observed among the respondents. The findings do, however, provide information about the relative similarities and differences in impacts among those who participated in varying degrees in sports and other activities 10 to 20 years earlier while they attended a high school in Iowa. The design of this study does not permit one to determine which factors affected participation during high school nor the extent to which those same factors are also directly associated with life experiences as an adult.

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Description of the Sample

Demographic characteristics of the sample can be viewed in Tables 1 and 2. Slightly over half (56%) of the sample was female, 43% were between 31 and 35 years old, 86% were married, and 88% had at least one child living in the home. Nearly three-fourths (71%) had earned a post-secondary degree and 77% were employed full-time. School characteristics are shown in Table 3. Most respondents (92%) had attended a public high school in Iowa and 50% had a graduating class of 100 students or fewer. Three-fourths of the sample reported they were “A” or “B” students in high school. Academic performance was significantly correlated with gender ($r = 0.23$), indicating better academic performance among females than males in this sample.

| Table 1 | | | | | | |
|----------------------------------|------------|----------|--------------|----------|------------|----------|
| Demographics | | | | | | |
| Variables | All | | Women | | Men | |
| | N | % | N | % | N | % |
| Gender | | | | | | |
| Male | 351 | 44% | - | - | 351 | 100% |
| Female | 456 | 56% | 456 | 100% | - | - |
| Age | | | | | | |
| 28-30 | 153 | 19% | 100 | 22% | 53 | 15% |
| 31-35 | 350 | 43% | 190 | 42% | 160 | 46% |
| 36+ | 302 | 37% | 165 | 36% | 137 | 39% |
| Race | | | | | | |
| White | 793 | 99% | 450 | 99% | 343 | 99% |
| Black or African American | 3 | <1% | 2 | <1% | 1 | <1% |
| Asian | 1 | <1% | 1 | <1% | 0 | 0% |
| American Indian or Alaska Native | 2 | <1% | 1 | <1% | 1 | <1% |
| Other | 4 | <1% | 1 | <1% | 3 | <1% |
| Marital Status | | | | | | |
| Married | 697 | 86% | 398 | 88% | 299 | 85% |
| Divorced | 33 | 4% | 20 | 4% | 13 | 4% |
| Widowed | 3 | <1% | 1 | <1% | 2 | <1% |
| Separated | 7 | <1% | 3 | <1% | 4 | 1% |
| Never married | 51 | 6% | 25 | 6% | 26 | 7% |
| A member of an unmarried couple | 15 | 2% | 8 | 2% | 7 | 2% |
| Children in Household | | | | | | |
| 0 | 94 | 12% | 44 | 10% | 50 | 14% |
| 1 | 135 | 17% | 68 | 15% | 67 | 19% |
| 2 | 322 | 40% | 187 | 41% | 135 | 38% |
| 3 | 179 | 22% | 116 | 26% | 63 | 18% |
| 4 or more | 76 | 9% | 40 | 9% | 36 | 10% |

| Variables | All | | Women | | Men | |
|---|-----|-----|-------|-----|-----|-----|
| | N | % | N | % | N | % |
| Education | | | | | | |
| High school graduate | 127 | 16% | 50 | 11% | 77 | 22% |
| Some college, no degree | 113 | 14% | 64 | 14% | 49 | 14% |
| AA, technical/vocational/academic | 174 | 22% | 95 | 21% | 79 | 23% |
| BA or BS (college graduate) | 279 | 35% | 182 | 40% | 97 | 28% |
| Some graduate or professional school | 114 | 14% | 65 | 14% | 49 | 14% |
| Employment | | | | | | |
| Employed full time | 619 | 77% | 285 | 62% | 334 | 95% |
| Employed part time | 104 | 13% | 97 | 21% | 7 | 2% |
| Unemployed but looking for work in past 30 days | 6 | <1% | 3 | <1% | 3 | <1% |
| Not in the labor force | 78 | 10% | 71 | 16% | 7 | 2% |
| Income | | | | | | |
| Less than \$10,000 | 2 | <1% | 1 | <1% | 1 | <1% |
| \$10,000-\$14,999 | 9 | 1% | 5 | 1% | 4 | 1% |
| \$15,000-\$19,999 | 8 | 1% | 5 | 1% | 3 | <1% |
| \$20,000-\$24,999 | 21 | 3% | 15 | 4% | 6 | 2% |
| \$25,000-\$34,999 | 45 | 6% | 28 | 6% | 17 | 5% |
| \$35,000-\$49,000 | 109 | 14% | 65 | 15% | 44 | 13% |
| \$50,000-\$74,999 | 208 | 27% | 115 | 26% | 93 | 27% |
| \$75,000 or more | 376 | 48% | 200 | 46% | 176 | 51% |

| Variables | All | | Women | | Men | |
|-------------------------------------|-----|-----|-------|-----|-----|-----|
| | N | % | N | % | N | % |
| Type of High School Attended | | | | | | |
| Iowa public school | 742 | 92% | 412 | 90% | 330 | 94% |
| Iowa private school | 65 | 8% | 44 | 10% | 21 | 6% |
| Size of Graduating Class | | | | | | |
| Less than 100 | 391 | 50% | 223 | 51% | 168 | 48% |
| 101 to 300 | 258 | 33% | 143 | 32% | 115 | 33% |
| 301 to 500 | 121 | 15% | 68 | 15% | 53 | 15% |
| More than 500 | 18 | 2% | 7 | 2% | 11 | 3% |
| Type of Student | | | | | | |
| A | 220 | 27% | 158 | 35% | 62 | 18% |
| B | 388 | 48% | 219 | 48% | 169 | 48% |
| C | 185 | 23% | 73 | 16% | 112 | 32% |
| D | 13 | 2% | 6 | 1% | 7 | 2% |
| F | 1 | <1% | 0 | 0% | 1 | <1% |

Participation and Involvement in High School Activities

Participation in high school extracurricular activities is examined in four aspects: any participation, years of participation, number of activities, and level of involvement.

Any Participation

Nearly all respondents (96%) participated in some extracurricular activity during high school (see Table 4). Approximately three-fourths (76%) participated in high school athletics and 88% participated in non-sport activities. The percent of the overall sample who participated in each activity is shown in Appendix D.

The proportion of males and females participating in most sports was often quite similar, with the exceptions of football, wrestling, and volleyball (see Figure 1 on the next page).

Participation in non-sport activities is shown in Figure 2 on page 37. For many of the activities assessed in this study, females participated at a higher rate than males. However, males had a higher rate of participation than females in Future Farmers of America, vocational education clubs, and math, science, and computer clubs. Less than one percent of males and females had participated in hockey and gymnastics (these activities are not included in Figure 1).

| Variables | All | | Women | | Men | |
|---|------------|----------|--------------|----------|------------|----------|
| | N | % | N | % | N | % |
| Participated in Sports | 616 | 76% | 324 | 71% | 292 | 83% |
| Participated in Cheerleading Activities | 172 | 21% | 289 | 63% | 5 | 1% |
| Participated in Non-Sports Activities | 711 | 88% | 426 | 93% | 285 | 81% |
| Participation in Any Activities | 774 | 96% | 442 | 97% | 332 | 95% |

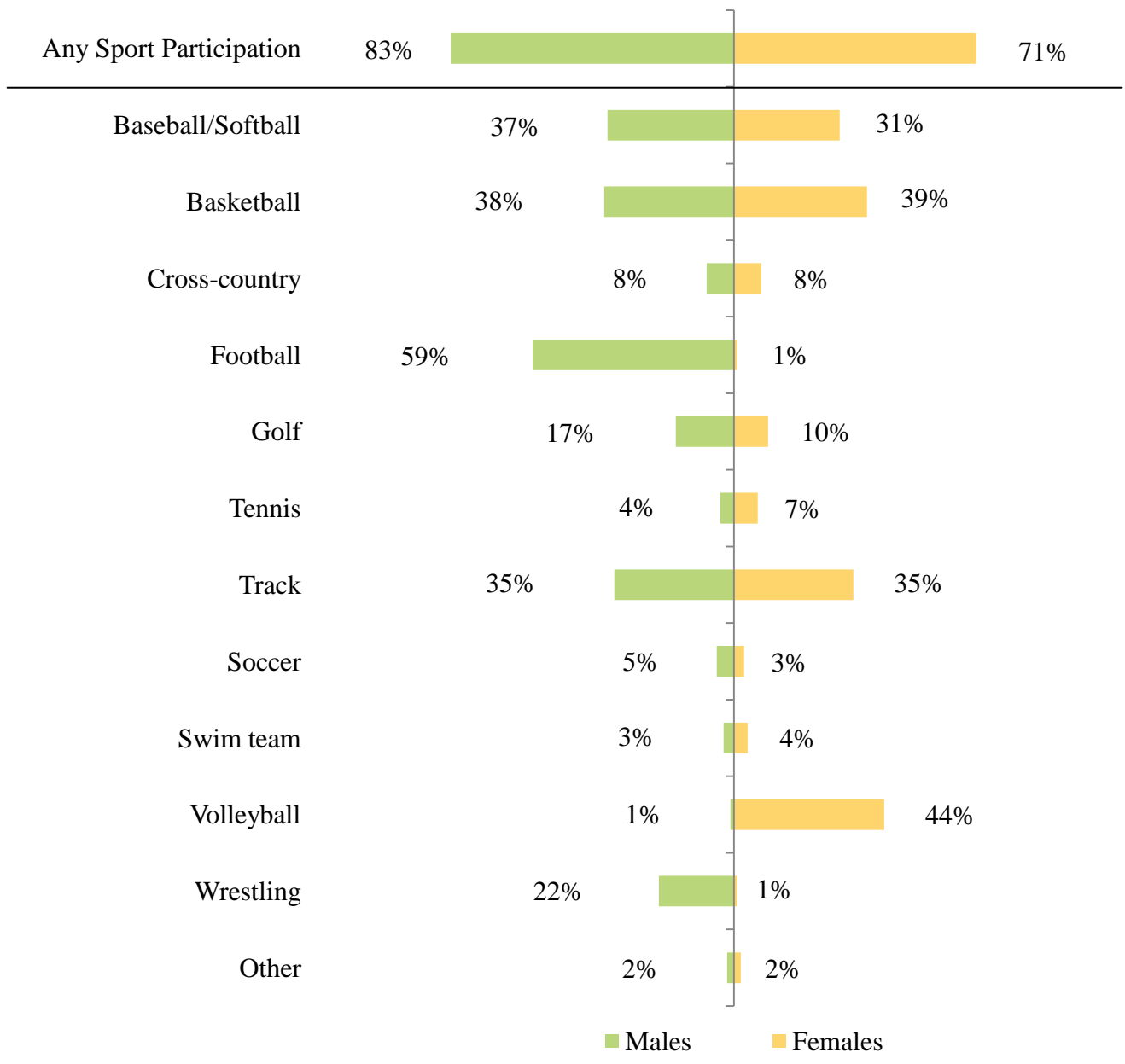


Figure 1. Participation rates for sports.

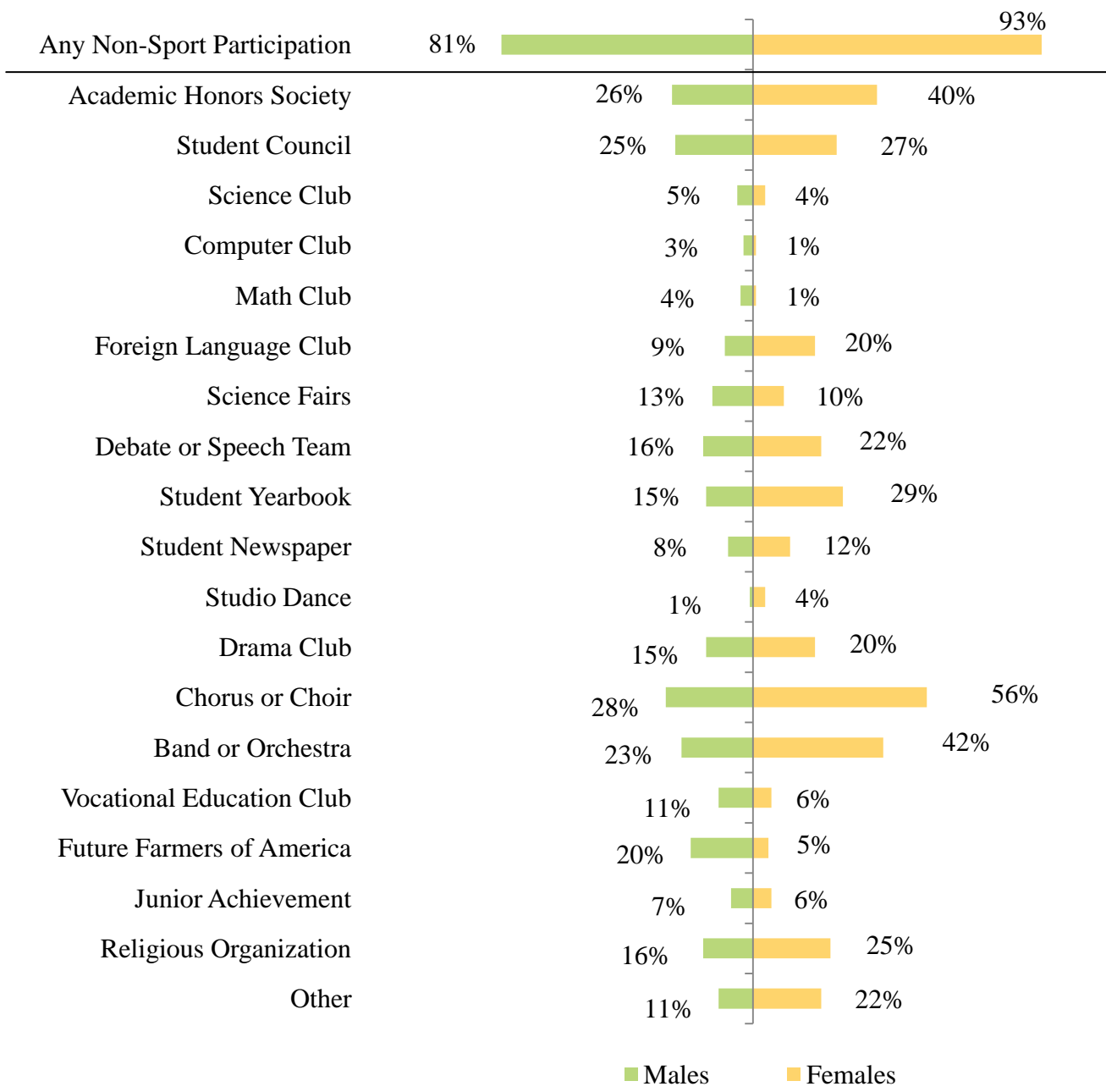


Figure 2. Participation rates for non-sport activities.

Years of Participation

In most high school sports, among all respondents, average length of participation was between two and three years (see Table 5). This was true for both males and females separately. Males participating in baseball (3.1 years) and football (3.1 years) had the highest mean length of participation in years.

| Years of Participation | Overall | | Females | | Males | |
|-------------------------------|-------------------|--------------------------------|-------------------|--------------------------------|-------------------|--------------------------------|
| | Any Participation | Average years of participation | Any Participation | Average years of participation | Any Participation | Average years of participation |
| Baseball/Softball | 33% | 2.9 | 31% | 2.7 | 37% | 3.1 |
| Basketball | 39% | 2.9 | 39% | 2.9 | 38% | 2.9 |
| Cross-country | 8% | 2.6 | 8% | 2.6 | 8% | 2.5 |
| Football | 26% | 3.1 | <1% | 1.0 | 59% | 3.1 |
| Golf | 14% | 2.6 | 10% | 2.6 | 17% | 2.6 |
| Tennis | 6% | 2.5 | 7% | 2.7 | 4% | 2.2 |
| Track | 35% | 2.5 | 35% | 2.5 | 35% | 2.6 |
| Soccer | 4% | 2.3 | 3% | 2.2 | 5% | 2.4 |
| Swim team | 3% | 3.0 | 4% | 3.3 | 3% | 2.6 |
| Volleyball | 25% | 2.8 | 44% | 2.8 | 1% | 2.3 |
| Wrestling | 10% | 2.7 | <1% | 4.0 | 22% | 2.7 |
| Other | 2% | 3.4 | 2% | 3.3 | 2% | 3.5 |

Note. Gymnastics and hockey are not shown in this table due to the small number of respondents who said they participated (3 females and 2 males, respectively).

In addition to calculating the length of time respondents participated in each sport, the study used a calculated variable to measure total “participation-years.” This indicator of level of involvement in sports during high school was calculated by adding the number of years each respondent participated in each sport. For example, a respondent who participated in baseball for two years and football for one year would have a participation-years score of 3. Average (mean) participation-years scores are found in Table 6.

Overall, respondents reported more participation-years in non-sport activities than in sports during high school. In general, males had higher levels of participation (as measured by participation-years) in sports and females in non-sport activities. Participation-years in sports was negatively correlated with gender ($r = -0.16$), also indicating that males participated for a greater number of years than females. Participation-years in non-sport activities was positively correlated with gender ($r = 0.24$), indicating that females participated for a greater number of years than males.

| Participation-Years | Overall | Females | Males |
|----------------------------|----------------|----------------|--------------|
| High School Sports | 5.6 years | 4.9 years | 6.6 years |
| Non-Sport Activities | 7.9 years | 9.3 years | 6.2 years |

Note: In addition to calculating the length of time respondents participated in each sport, the study used a calculated variable to measure total “participation-years.” This indicator of level of involvement in sports during high school was calculated by summing the number of years each respondent participated in each sport.

Number of Activities

Overall, respondents participated in more non-sport activities than sports during high school (see Table 7). Males participated in a greater number of sports than did females, but females participated in a greater number of non-sports activities than did males.

| Number of Activities | Overall | Females | Males |
|-----------------------------|----------------|----------------|----------------|
| High School Sports | 2.0 activities | 1.8 activities | 2.3 activities |
| Non-Sport Activities | 3.1 activities | 3.6 activities | 2.6 activities |

Note. Number of sports activities was significantly and negatively correlated with gender ($r = -0.15$), indicating that males participated in more sports than females. Number of non-sport activities was significantly and positively correlated with gender ($r = 0.20$), indicating that females participated in more non-sports than males.

Activity Involvement

Among all respondents, those who participated in each sport or non-sport activity were asked whether their involvement in that activity was *minimal*, *moderate*, or *high*. In sports, high participation was reported most often among basketball players, baseball/softball players, football players, track participants, and volleyball players (see Table 8). In non-sport activities, high participation was reported most often among individuals who took part in chorus, choir, band, or orchestra (see Table 9).

| Table 8 | | | | |
|-------------------|---------------------|---------|----------|------|
| | Overall | | | |
| | Did not participate | Minimal | Moderate | High |
| Baseball/Softball | 67% | 4% | 10% | 19% |
| Basketball | 61% | 6% | 12% | 21% |
| Cross-country | 92% | 1% | 3% | 4% |
| Football | 74% | 3% | 7% | 16% |
| Golf | 86% | 3% | 4% | 7% |
| Tennis | 94% | 1% | 3% | 2% |
| Track | 65% | 7% | 12% | 16% |
| Soccer | 97% | <1% | 1% | 2% |
| Swim team | 97% | <1% | 1% | 2% |
| Volleyball | 75% | 4% | 9% | 12% |
| Wrestling | 90% | 2% | 3% | 5% |
| Other | 98% | <1% | <1% | 1% |

| Table 9 | | | | |
|---------------------------|---------------------|---------|----------|------|
| | Overall | | | |
| | Did not participate | Minimal | Moderate | High |
| Academic Honors Society | 66% | 14% | 15% | 5% |
| Student Council | 74% | 5% | 14% | 7% |
| Science Club | 95% | 2% | 2% | 1% |
| Computer Club | 98% | 1% | <1% | <1% |
| Math Club | 98% | 1% | <1% | <1% |
| History Club | 99% | <1% | <1% | <1% |
| Foreign Language Club | 85% | 6% | 7% | 2% |
| Science Fairs | 89% | 5% | 5% | 1% |
| Debate or Speech Team | 80% | 5% | 9% | 6% |
| Student Yearbook | 77% | 4% | 11% | 8% |
| Student Newspaper | 90% | 2% | 4% | 4% |
| Studio Dance | 98% | <1% | <1% | 2% |
| Drama Club | 82% | 4% | 7% | 7% |
| Chorus or Choir | 56% | 10% | 17% | 17% |
| Band or Orchestra | 66% | 7% | 12% | 15% |
| Vocational Education Club | 92% | 2% | 2% | 4% |
| Future Farmers of America | 88% | 3% | 4% | 5% |
| Junior Achievement | 94% | 2% | 3% | 1% |
| Religious Organization | 79% | 4% | 10% | 7% |
| Something Else (1) | 83% | 2% | 7% | 8% |
| Something Else (2) | 96% | 1% | 1% | 2% |

Regarding differences between males and females in sports involvement, a larger proportion of males than females generally rated their involvement as *High* (see Table 10). Regarding non-sport participation, however, a larger proportion of females than males generally rated their involvement as *High* (see Table 11). Level of involvement in sports activities was significantly and negatively correlated with gender ($r = -0.15$), indicating that males were more involved in sports than females. Level of involvement in non-sport activities was significantly and positively correlated with gender ($r = 0.19$), indicating that females were more involved in non-sports than males.

| | Females | | | | Males | | | |
|-------------------|---------------------|---------|----------|------|---------------------|---------|----------|------|
| | Did not participate | Minimal | Moderate | High | Did not participate | Minimal | Moderate | High |
| Baseball/Softball | 61% | 6% | 12% | 21% | 63% | 5% | 10% | 22% |
| Basketball | 70% | 4% | 10% | 16% | 61% | 7% | 12% | 20% |
| Cross-country | 92% | <1% | 4% | 4% | 92% | 1% | 1% | 6% |
| Football | 100% | - | - | <1% | 41% | 6% | 17% | 36% |
| Golf | 90% | 3% | 2% | 5% | 83% | 4% | 5% | 8% |
| Tennis | 93% | 1% | 3% | 3% | 96% | 1% | 2% | 1% |
| Track | 65% | 7% | 13% | 15% | 65% | 7% | 10% | 17% |
| Soccer | 97% | <1% | 1% | 1% | 95% | 1% | 1% | 3% |
| Swim team | 96% | <1% | 1% | 3% | 97% | 1% | 1% | 1% |
| Volleyball | 56% | 7% | 16% | 21% | 99% | - | 1% | <1% |
| Wrestling | 100% | - | <1% | - | 78% | 5% | 5% | 12% |
| Other | 99% | <1% | <1% | 1% | 98% | - | <1% | 1% |

Note: Hockey and gymnastics not shown due to small sample sizes.

| Table 11 | | | | | | | | |
|---------------------------|---------------------|---------|----------|------|---------------------|---------|----------|------|
| | Females | | | | Males | | | |
| | Did not participate | Minimal | Moderate | High | Did not participate | Minimal | Moderate | High |
| Academic Honors Society | 60% | 16% | 17% | 7% | 74% | 12% | 11% | 2% |
| Student Council | 73% | 5% | 13% | 9% | 75% | 5% | 15% | 5% |
| Science Club | 96% | 2% | <1% | 1% | 95% | 2% | 2% | 1% |
| Computer Club | 99% | <1% | <1% | <1% | 97% | 1% | <1% | 1% |
| Math Club | 99% | <1% | <1% | 0% | 96% | 2% | 1% | 1% |
| History Club | >99% | <1% | 0% | <1% | 99% | <1% | 0% | <1% |
| Foreign Language Club | 80% | 8% | 10% | 3% | 91% | 4% | 4% | 1% |
| Science Fairs | 90% | 4% | 5% | <1% | 87% | 5% | 5% | 3% |
| Debate or Speech Team | 78% | 5% | 10% | 7% | 84% | 4% | 7% | 5% |
| Student Yearbook | 71% | 5% | 14% | 10% | 85% | 4% | 6% | 5% |
| Student Newspaper | 88% | 3% | 5% | 4% | 92% | 1% | 3% | 3% |
| Studio Dance | 96% | <1% | <1% | 3% | >99% | <1% | 0% | 0% |
| Drama Club | 80% | 4% | 8% | 7% | 85% | 4% | 5% | 6% |
| Chorus or Choir | 44% | 12% | 22% | 21% | 72% | 6% | 10% | 11% |
| Band or Orchestra | 58% | 7% | 16% | 19% | 77% | 6% | 7% | 10% |
| Vocational Education Club | 94% | 1% | 2% | 3% | 89% | 2% | 3% | 6% |
| Future Farmers of America | 95% | 2% | 1% | 2% | 80% | 3% | 7% | 10% |
| Junior Achievement | 94% | 2% | 3% | 1% | 93% | 2% | 3% | 2% |
| Religious Organization | 75% | 5% | 13% | 7% | 84% | 3% | 7% | 7% |
| Something Else (1) | 78% | 2% | 9% | 11% | 89% | <1% | 5% | 5% |
| Something Else (2) | 95% | 1% | <1% | 3% | 98% | <1% | <1% | <1% |

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Main Findings

The main findings are organized around a framework of three general questions, which are discussed again in more detail in the Summary and Conclusions (see page 137).

- What are *perceptions* of the impacts of high school athletic participation on one's adolescent and adult life experiences?
- What self-reported life experiences are associated with participation in various types of high school activities (sports, non-sports, etc.)?
- What types of participation in high school activities (sports and non-sports) are associated with each of the major life experiences assessed in this survey?

The main findings of this report are divided into two sections. Part 1 presents results of questionnaire items which assess respondents' perceptions of their participation in extracurricular activities during high school. Part 2 presents results of analysis which examines associations between aspects of participation and a variety of early adult life experiences.

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PART 1



PERCEPTIONS ABOUT PARTICIPATION IN HIGH SCHOOL ALTHETICS

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Participation in High School Athletics: Perceptions of Positive Impacts

Two questions were included in the questionnaire to provide information about perceptions of the positive impacts of participating in high school athletics. Specifically, respondents were asked the extent to which they agreed or disagreed with the following two statements:

- “Participating in high school athletics made your high school experience more positive.”
 - 92% said participating in high school athletics made their high school experience more positive. Men agreed more strongly with this statement than did women (see Figure 3).
 - The perception that participating in high school athletics made high school a more positive experience was significantly correlated with:
 - The number of sports participated in by men ($r = .37$) and women ($r = .43$).
 - Greater levels of sports participation by men ($r = .52$) and women ($r = .51$).
 - Greater levels of involvement in sports by men ($r = .48$) and women ($r = .52$).
- “The life lessons you learned while participating in high school athletics have helped you as an adult.”
 - 87% said the lessons they learned while participating have helped them as adults. There were no significant differences in the ratings of men and women about the importance of life lessons learned from sports participation (see Figure 4).
 - The perception that lessons learned while participating in high school athletics were helpful as an adult was significantly correlated with:
 - The number of sports participated in by men ($r = .29$) and women ($r = .41$).
 - Greater levels of sports participation by men ($r = .40$) and women ($r = .52$).
 - Greater levels of involvement in sports by men ($r = .40$) and women ($r = .52$).

Among men and women, participating in a greater number of sports, participating for a longer period of time, and being more involved in sports were each associated with the perception that athletic participation made high school a more positive experience and that lessons learned while participating were helpful as an adult.

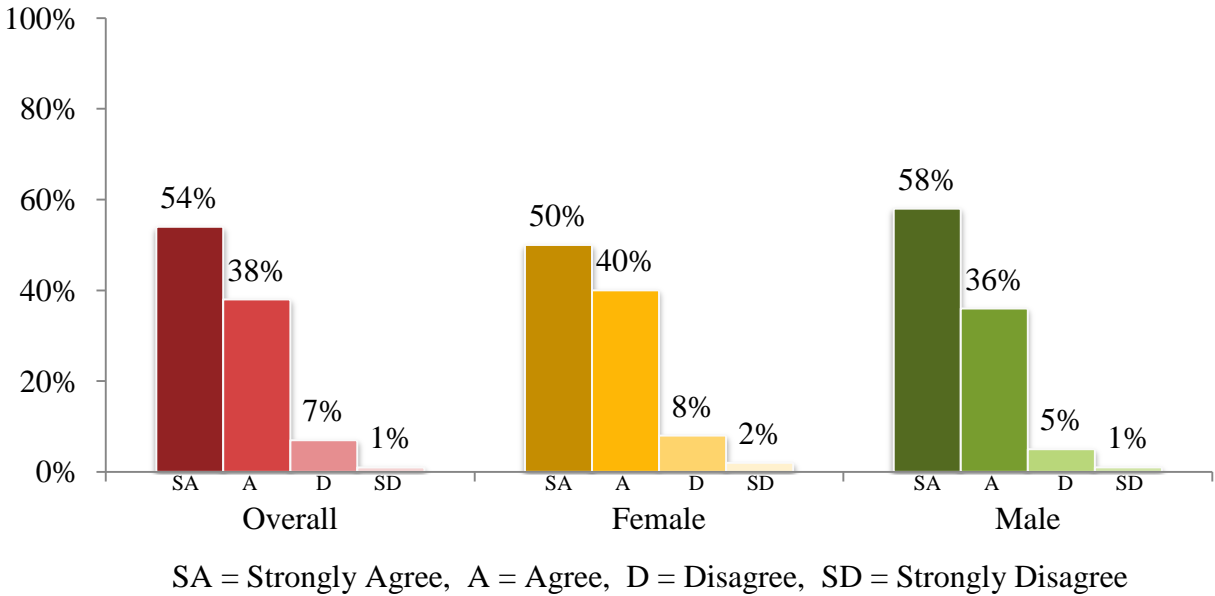


Figure 3. Participating in high school athletics made your high school experience more positive.

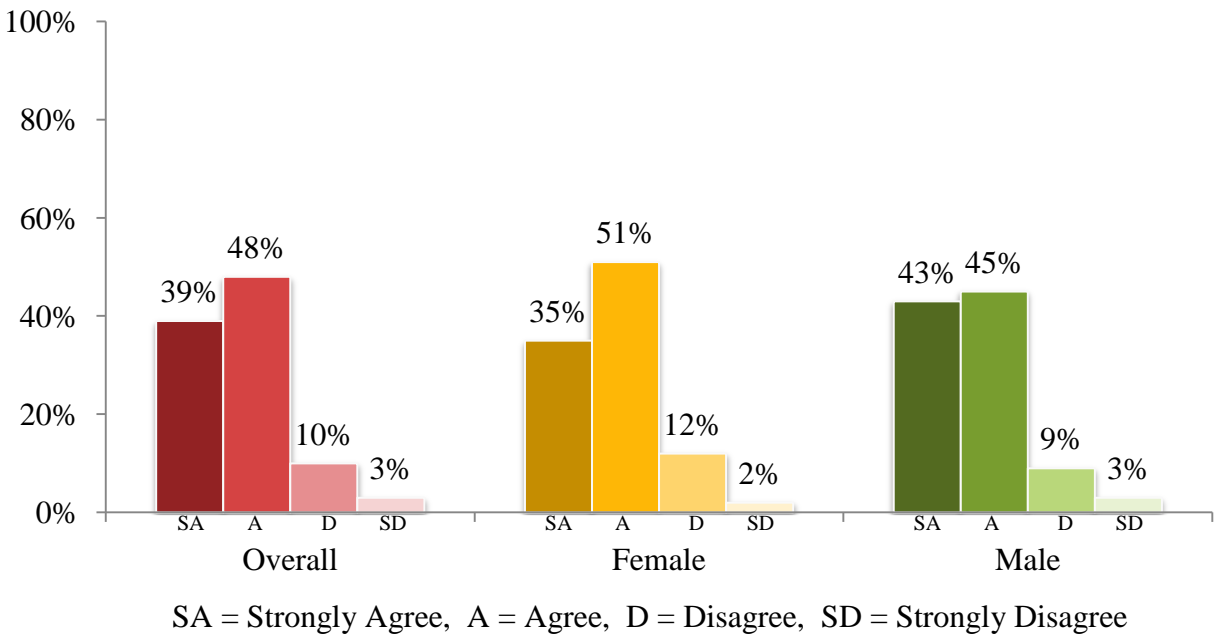


Figure 4. The life lessons learned while participating in high school athletics have helped you as an adult.

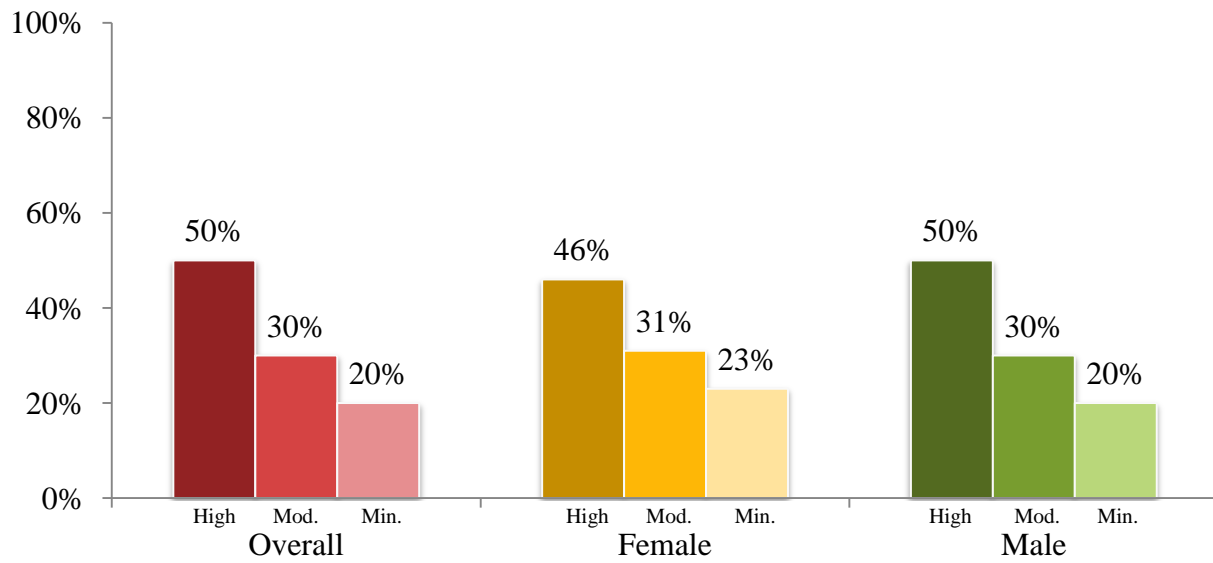
Importance of Participating in School-Based Activities

The respondents were asked about how important participating in high school athletics and other types of activities was to them during high school. Specifically, respondents were asked:

- “Think about how important it was to you to participate in school-based interscholastic sports. Was it minimally, moderately, or highly important to you?”
 - 50% said interscholastic sports were *highly important* to them. Men rated sport participation as having a higher level of importance than did women (see Figure 5).

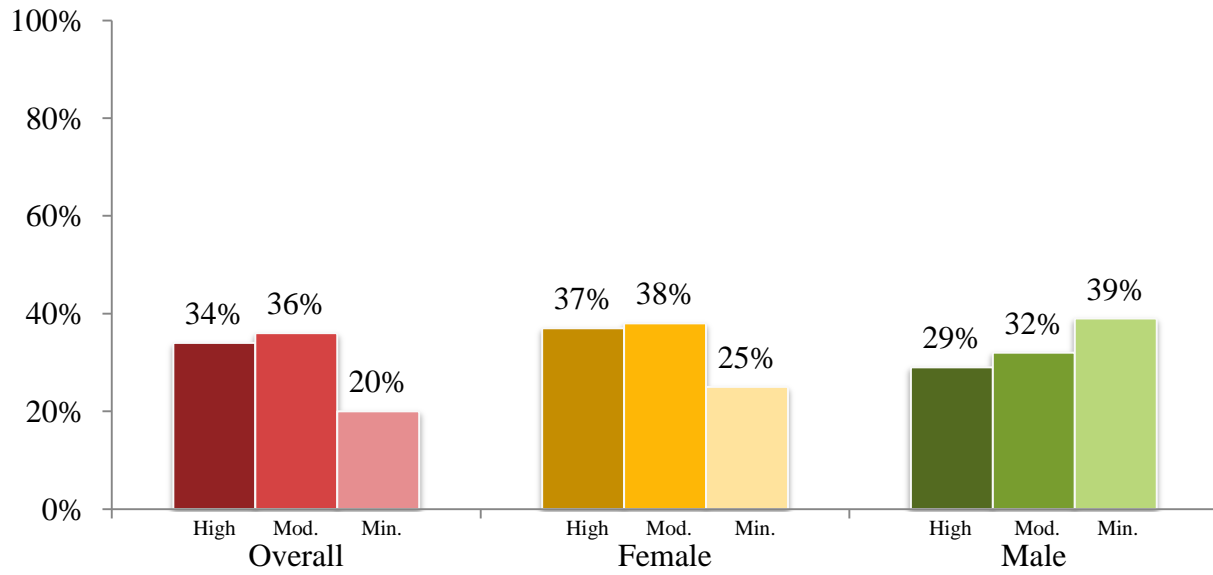
- “Think about how important it was to you to participate in school-based non-sports activities. Was it minimally, moderately, or highly important to you?”
 - 34% said school-based non-sports were *highly important* to them. Women rated non-sport participation as having a higher level of importance than did men (see Figure 6).

- “Think back to how important participating in high school sports, school-based non-sport activities, and academics were to you when you were in high school. Overall which one of these was the MOST important to you? Overall, which one of these was the LEAST important to you?”
 - 34% said sports was the MOST important to them among sports, non-sports, and academics. Men (44%) were more likely than women (26%) to report that sports were more important than non-sport activities and academics to them during high school (see Figure 7).
 - 37% said sports was the LEAST important to them among sports, non-sports, and academics. Women (46%) were more likely than men (26%) to report that sports were less important than non-sport activities and academics to them during high school.



High = Highly Important, Mod. = Moderately Important, Min. = Minimally Important

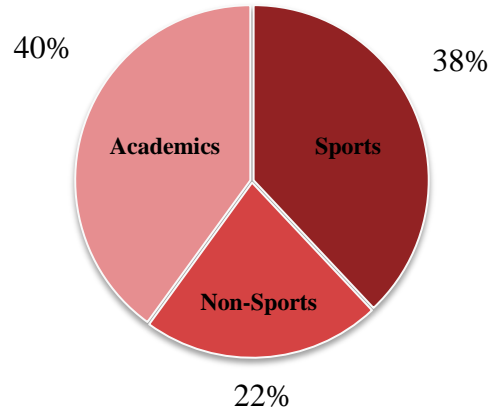
Figure 5. Personal importance of participating in high school athletics.



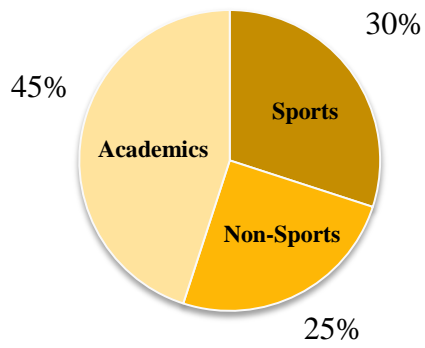
High = Highly Important, Mod. = Moderately Important, Min. = Minimally Important

Figure 6. Personal importance of participating non-sport school-based activities.

Overall



Females



Males

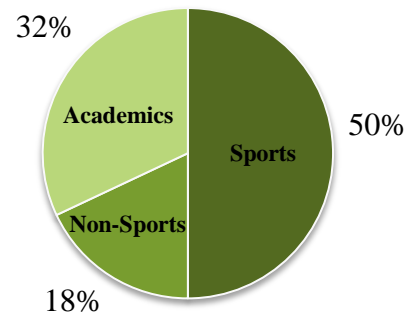


Figure 7. Percent rating each as the MOST important to them during high school.

PART II



CORRELATES OF PARTICIPATION IN HIGH SCHOOL ACTIVITIES FOR EACH IMPACT AREA

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Introduction and Explanation of Statistical Analysis

Six categories of early adult life experiences were examined: Physical Health and Activity; Mental Health; Education, Employment, and Finances; Healthcare Access; Social Capital; and Risk Behaviors. For each impact category, results are presented in four sub-sections: descriptive statistics, between-group comparisons, correlations, and regression modeling.

Correlations:

Correlation is the degree to which the variation in two variables are similar, or a description of the amount of variance two variables share, to use statistical language. This is measured by the Pearson correlation coefficient (i.e., r) which can range from -1 to +1. The closer the absolute value of the correlation is to 1 the stronger the relationship. If the scores of one variable generally increase as the scores on another variable increase, the correlation is positive. If the score of one variable increases as the other decreases, the correlation is negative. In correlation analysis, there is no distinction between independent (predictor) variables and criterion (outcome) variables because it is simply a statistical measure of association without implying cause and effect.

Regression Modeling:

Regression analysis is an extension of correlation analysis; it helps to statistically *explain* differences in a criterion variable based on the values of one or more predictor variables. Unlike a correlation, which is limited to explaining the association between two variables, a regression analysis can be conducted to assess the amount of variance in a criterion variable that is explained by any number of predictor variables. There are several commonly used techniques and approaches (or ways to model the relationships among the variables) when conducting regression analyses. In some instances, the primary focus is on assessing the amount of variance being explained, and in other instances, the primary focus is on creating a regression equation which establishes the unique effect of each variable when accounting for common (or shared) variance among the set of predictors.

In the present study, the regression approach used was a hierarchical multiple regression analysis in which the primary focus was on assessing the amount of variance each variable could explain when entered into the regression model in a particular order. “Hierarchical” refers to the fact that predictors are entered in a particular order or “steps.” The order was based on the logic of first assessing the school-level variable of school size (Step 1). Step 2 determines the amount of variance the individual-difference variable of academic performance could explain, above and beyond, that associated with school size. Finally, in Step 3, the primary variable of interest (e.g., participation in sports) was entered into the regression model. This provides a conservative test to assess how much (if any) variance in a particular criterion (i.e., young adult life experience)

could be explained above and beyond that which was already accounted for in the school-level and individual-level variables. If the change in the amount of variance explained (i.e., R^2) was statistically significant the interpretation of this effect then is that there is a statistically significant effect associated with participation in sports even when accounting for the effect (if any) of the size of school one graduated from and the “type of student” (e.g., A student) one was during high school. Thus, this approach to the regression modeling helps to answer the question, “Does participation in sports in high school impact early adult life experiences in a positive or negative manner when first taking into consideration the size of school and the level of academic performance of the students during high school?”

For each criterion measure (see a list of early adult life experiences on page 29), a set of six hierarchical regressions were conducted. Although the variables in the first two steps were the same, the third step was different for each regression. In this third step, one of three aspect of participation (i.e., number, participation-years, or involvement level) in sports or non-sport activities was entered into the model. Typically, these regressions were conducted for the total sample and then separately for males and females, thus resulting in 18 regression analyses for each criterion. For ease of interpretation, the results of the regressions for the males and the females are shown in a single table with colored fonts (orange for females, green for males). The effect of school size was generally not statistically significant and so is not included in the tables. At Step 2, the effect of academic performance often was statistically significant. The three activity measures are all shown in a single table, but each represents the results of a separate regression analysis. Because academic performance is entered into the equation before the activity measures, the statistical significance and amount of variance it explained in each criterion measure is the same for each set of regressions.

Organization of Findings:

The presentation of the statistical findings is structured in four sub-sections for each category of early adult life experiences. In the *Descriptive Statistics* sub-section, the frequency distributions, percents, and valid percents are shown for each response option for the overall sample and then separately for males and females. In the *Between-Group Comparison* sub-section, the findings are organized by comparing the responses of respondents based on the importance of sports to respondents during high school, whether or not sports was their top priority while in school, and by gender. Statistical significance in these tables is based on an inferential statistical test such as a chi-square test of independence or a t-test of mean differences depending on the measurement qualities of the criterion variable. In the *Correlations* sub-section, the Pearson correlation coefficients are shown in tables with columns for the overall sample and then separately for males and females. The closer these values are to 1 (whether + or -), the stronger the association between the two variables. Correlations which were statistically significant are bolded in the tables. Typically, these correlations were statistically significant, but weak in strength. In the *Regression Modeling* sub-section, the findings are organized in two tables. The first table shows the results of six hierarchical regression analyses using the total sample. The second table shows the results of six hierarchical regression analyses for males and six hierarchical regression analyses for females. As with the correlations, many of the effects observed were statistically significant, but explained only a small amount of variability in early adult life experiences. Unlike the correlation coefficient, the R^2 statistic indicates the proportion of variance explained which is shown as a percentage in the tables in this report. Because the regression analyses are more sophisticated than correlations, they are used as the primary measure in concluding what the relationship or association is between participation and early adult life experiences.

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Highlights

- ✓ Overall, individuals who said that participating in sports during high school was highly important to them reported better general physical health later in life than those who rated sports as less important.
- ✓ In the total sample, participation in sports and non-sport activities in high school was associated with engaging in vigorous physical activity on more days per week in early adulthood.
- ✓ Females who said that participating in sports during high school was highly important to them reported better general physical health later in life than females who rated sports as less important.
- ✓ Among females, sports participation in high school was significantly, albeit weakly, associated with improved ratings of physical health later in life. Participation in non-sport activities in high school was significantly associated with engaging in vigorous physical activity on more days per week later in life.
- ✓ Among males, sports participation in high school was significantly, but weakly, associated with engaging in vigorous physical activity on more days per week later in life.

2A.1. Descriptive Statistics

Respondents were asked two questions about their physical health and activity (see Table 12).

- Among all respondents, 70% rated their general physical health as *very good* or *excellent* (68% among men, 72% among women).
- Among all respondents, 40% typically engaged in vigorous physical activity for at least 10 minutes at a time on five or more days per week (29% among men, 37% among women).

| Table 12 | | | | | | | | | |
|---|----------------|---------|---------|----------------|---------|---------|--------------|---------|---------|
| Physical Health | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Would You Say that in General Your Physical Health is... | | | | | | | | | |
| Excellent | 178 | 22% | 22% | 109 | 24% | 24% | 69 | 20% | 20% |
| Very good | 384 | 48% | 48% | 216 | 47% | 48% | 168 | 48% | 48% |
| Good | 208 | 26% | 26% | 110 | 24% | 24% | 98 | 28% | 28% |
| Fair | 32 | 4% | 4% | 16 | 4% | 4% | 16 | 5% | 5% |
| Poor | 4 | <1% | <1% | 4 | <1% | <1% | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |
| During a Typical Week, on How Many Days Per Week Do You Engage in Vigorous Activities for at Least 10 Minutes at a Time? Do Not Include Activities You May Do at Work. | | | | | | | | | |
| 0 | 76 | 9% | 10% | 43 | 9% | 10% | 33 | 9% | 10% |
| 1-2 | 169 | 21% | 21% | 84 | 18% | 19% | 85 | 24% | 24% |
| 3-4 | 290 | 36% | 36% | 161 | 35% | 36% | 129 | 37% | 37% |
| 5-6 | 172 | 21% | 22% | 108 | 24% | 24% | 64 | 18% | 18% |
| 7 | 94 | 12% | 12% | 57 | 12% | 13% | 37 | 10% | 11% |
| Don't know/ not sure | 6 | <1% | - | 3 | <1% | - | 3 | <1% | - |

2A.2. Between-Group Comparisons

Among all respondents, those who said sports were highly important to them during high school were more likely than their counterparts to report *very good* health in early adulthood, and less likely to report *fair* or *poor* health (see Table 13). Among females, ratings of general physical health in adulthood were significantly different between women who rated sports as being of low importance and women who rated sports as being of high importance (see Table 14). Those who rated sports as not important were more likely to report their health was *poor*, *fair*, or *good* in adulthood. Those who rated sports as highly important were more likely to report their health was *very good*. The two groups were equally likely to report *excellent* physical health.

| Physical Health | Importance of Sports* | | Sports Top Priority | |
|------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Fair or Poor | 7% | 3% | 5% | 3% |
| Good | 26% | 26% | 27% | 24% |
| Very Good | 43% | 50% | 48% | 47% |
| Excellent | 24% | 21% | 20% | 26% |

*Statistically significant at the p<0.05 level

| Physical Health | Importance of Sports* | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|------------------------|------------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Fair or Poor | 7% | 2% | 5% | 2% | 4% | 5% | 7% | 3% | 5% | 4% |
| Good | 26% | 22% | 25% | 22% | 24% | 28% | 26% | 29% | 29% | 26% |
| Very Good | 42% | 52% | 48% | 46% | 48% | 48% | 45% | 49% | 49% | 47% |
| Excellent | 24% | 24% | 22% | 30% | 24% | 20% | 22% | 19% | 17% | 22% |

*Statistically significant at the p<0.05 level

2A.3. Correlations

In the total sample and among females, academic performance, all aspects of sports participation, and participation-years in non-sport activities during high school were each significantly and positively correlated with ratings of general physical health later in life (see Table 15). Among males, only academic performance during high school was positively correlated with ratings of general physical health later in life.

| Table 15 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Physical Health | Overall | Females | Males |
| Size of Graduating Class | -0.02 | -0.02 | 0.00 |
| Academic Performance | 0.16 | 0.18 | 0.13 |
| Sports – Number of Activities | 0.08 | 0.14 | 0.01 |
| Sports – Participation-Years | 0.09 | 0.13 | 0.06 |
| Sports – Level of Involvement | 0.10 | 0.16 | 0.04 |
| Non-Sports – Number of Activities | 0.03 | 0.06 | -0.04 |
| Non-Sports – Participation-Years | 0.08 | 0.10 | 0.06 |
| Non-Sports – Level of Involvement | 0.04 | 0.06 | 0.00 |

In the total sample, academic performance, all aspects of sports participation, and all aspects of participation in non-sport activities during high school were each significantly and positively correlated with the number of days per week respondents engaged in vigorous physical activity in young adulthood (see Table 16). Among females, all aspects of participation in non-sport activities were positively correlated with days per week of activity. Among males, all aspects of sports participation were positively correlated with days per week of activity.

| Table 16 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Vigorous Activity | Overall | Females | Males |
| Size of Graduating Class | -0.04 | -0.05 | -0.02 |
| Academic Performance | 0.09 | 0.06 | 0.10 |
| Sports – Number of Activities | 0.08 | 0.07 | 0.12 |
| Sports – Participation-Years | 0.09 | 0.08 | 0.13 |
| Sports – Level of Involvement | 0.10 | 0.08 | 0.16 |
| Non-Sports – Number of Activities | 0.12 | 0.15 | 0.05 |
| Non-Sports – Participation-Years | 0.13 | 0.14 | 0.07 |
| Non-Sports – Level of Involvement | 0.14 | 0.17 | 0.06 |

NOTE: Bold numbers indicate those which are significant at the $p < 0.05$ level.

2A.4. Regression Modeling

Among all respondents, only academic performance was significantly associated with improved ratings of general physical health in early adulthood (see Table 17).

| Physical Health | Sports | | Non-Sports | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically Significant | Variance Explained | Statistically Significant | Variance Explained |
| Academic Performance | ✓ | 2.4% | ✓ | 2.4% |
| Number of Activities | | | | |
| Participation-Years | | | | |
| Level of Involvement | | | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among females, all aspects of participation in high school sports were positively associated with ratings of general physical health later in life (see Table 18). However, academic performance in high school was also associated with ratings of general physical health later in life. The association between academic performance and general health was slightly stronger than the association between aspects of sports participation and general health.

Among males, only academic performance during high school was positively associated with ratings of physical health later in life (see Table 18).

| Physical Health | Sports | | Non-Sports | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically Significant | Variance Explained | Statistically Significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ ✓ | 2.5% 1.7% | ✓ ✓ | 2.5% 1.7% |
| Number of Activities | ✓ | 1.3% | | |
| Participation-Years | ✓ | 1.0% | | |
| Level of Involvement | ✓ | 1.6% | | |

Note. School size explained 0.1% and 0.0% of the variance for females and males, respectively. School size was not statistically significant for females or males.

A Primer on Interpreting the Correlation and Regression Findings: Physical Health as an Example

In Table 16, four of the six measures of participation were significantly correlated with self-reported level of physical health when using the combined (i.e., overall) sample. These correlations, though statistically significant, were very weak in terms of the strength of the relationship. As evident from the pattern of the correlation coefficients for females and males, these participation measures were significant only for females. Therefore, the strength of the correlations for females is somewhat higher than the correlations observed for the combined sample of females and males.

In Table 17, using the regression analyses, none of the six measures of participation explained a statistically significant amount of variance in self-reported levels of physical health after taking into consideration school size and academic performance. In these regressions with the overall sample, academic performance was the only factor which explained a statistically significant amount of variance, though small in magnitude (2.4%). Whether one was an A/B student or C/D/F student in high school accounted for 2.4% of the differences in the physical health status of respondents 10 to 20 years after graduating from high school.

In Table 18, consider the regression analyses conducted separately for males and females, the pattern of findings suggests that among females, participation in sports during high school explained a statistically significant, albeit very small, amount of the differences in physical health status among females 10 to 20 years after graduating from high school, even after taking into account what could be explained by school size and academic performance. However, no statistically significant effects for participation in non-sports activities were observed for females. For males, there were no statistically significant effects for sports or non-sports participation, but academic performance explained 1.7% of the variance after taking into account school size. School size did not explain a statistically significant amount of variance for males or females.

These different patterns of findings for males and females helps to explain why, when using the overall sample, there were no statistically significant differences observed based on participation. The small, but statistically significant, effect for females was being diluted by the lack of relationship among the males in the sample. This pattern is consistent with what was observed with the correlations in which the correlation coefficients for the overall sample were lower than those for females only, but higher than for males only. Although not in this example, but in some instances, a statistically significant effect with the overall sample may be attributable to differences among only females or only males; therefore, one should examine the pattern of findings for males and females before concluding that an overall effect described “athletes” in general as opposed to “female athletes” or “male athletes.”

The total amount of variance explained in each regression model can be calculated using the information in the tables. For example, the number of sports females participated in during high school explained 1.3% of the variance in physical health above and beyond the 2.5% of variance explained by academic performance. So, these two factors combined to explain 3.8% of the variability in physical health among adult females. Participation-years explained 1.6% of the variance in physical health above and beyond the 2.5% of the variance explained by academic performance. So, these two factors combined to explain 4.1% of the variability in physical health among females. In both cases, the percentage of variance explained by school size, though not statistically significant, can be added to these sums to calculate the total (i.e., cumulative) amount of variance explained in each model.

One important caution about calculating the total amount of variance explained in a model: It would not be appropriate, however, to sum the participation measures to find a combined effect because each of these represents the third step in a separate regression analysis. In other words, you cannot say that number of activities, participation-years, and level of involvement combined to explain 3.9% of the variance in physical health among females.

Among all respondents, academic performance, number of sports, and participation-years in sports during high school were each associated with engaging in vigorous physical activity on more days per week in early adulthood (see Table 19). Furthermore, all aspects of participation in non-sport activities during high school were associated with more vigorous activity later in life.

| Table 19 | | | | |
|--------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Vigorous Activity | Sports | | Non-Sports | |
| | Statistically Significant | Variance Explained | Statistically Significant | Variance Explained |
| Academic Performance | ✓ | 1.1% | ✓ | 1.1% |
| Number of Activities | ✓ | 0.5% | ✓ | 0.7% |
| Participation-Years | ✓ | 0.6% | ✓ | 1.0% |
| Level of Involvement | | | ✓ | 1.2% |

Note. School size explained 0.2% of the variance. School size was not statistically significant.

Among females, all aspects of participation in non-sport activities during high school were positively associated with the number of days per week they engage in vigorous physical activity later in life (see Table 20).

Among males, all aspects of participation in high school sports were positively associated with the number of days per week they engage in vigorous physical activity later in life. However, academic performance during high school was also positively associated with vigorous physical activity for males (see Table 20).

| Table 20 | | | | |
|--------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Vigorous Activity | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 1.1% | ✓ | 1.1% |
| Number of Activities | ✓ | 1.2% | ✓ | 1.5% |
| Participation-Years | ✓ | 1.4% | ✓ | 1.7% |
| Level of Involvement | ✓ | 2.0% | ✓ | 2.2% |

Note. School size explained 0.3% and 0.1% of the variance for females and males, respectively. School size was not statistically significant for females or males.

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Highlights

- ✓ Males reported better general emotional health than females.
- ✓ Females who said that participating in sports during high school was highly important to them reported better general emotional health later in life than females who rated sports as less important.
- ✓ Males reported higher self-esteem than females.
- ✓ Males who said that sports were highly important to them during high school and who said that sports were their top priority during high school reported higher self-esteem later in life than male counterparts.
- ✓ Among both males and females, those who rated sports as highly important to them during high school were less likely to have experienced prolonged periods of depression than their male and female counterparts.
- ✓ Among both males and females, sports participation was significantly associated with higher emotional health ratings, higher self-esteem scores, and lower likelihood of experiencing prolonged periods of depression.

2B.1. Descriptive Statistics

Respondents were asked about four dimensions of emotional health: general mental health rating, self-esteem, depression, and prolonged depression (see Table 21).

- Among all respondents, 73% rated their emotional mental health as *very good* or *excellent* (76% of men and 70% of women).
- Among all respondents, in the past 12 months, 14% had experienced two weeks or more during which time they felt sad, blue, or depressed, or when they lost all interest or pleasure in doing things they usually cared about or enjoyed (14% of men and 13% of women).
- Among all respondents, 9% had experienced a period of two years or longer when they felt depressed or sad most days (9% of men and 10% of women).
- Among all respondents, the mean self-esteem score was 23.9 on a scale of 0-30 (24.3 among men, 23.6 among women).

| Table 21 | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Mental Health | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Would You Say that in General Your Emotional or Mental Health is... | | | | | | | | | |
| Excellent | 232 | 29% | 29% | 109 | 24% | 24% | 123 | 35% | 35% |
| Very good | 354 | 44% | 44% | 211 | 46% | 46% | 143 | 41% | 41% |
| Good | 193 | 24% | 24% | 120 | 26% | 26% | 73 | 21% | 21% |
| Fair | 25 | 3% | 3% | 15 | 3% | 3% | 10 | 3% | 3% |
| Poor | 3 | <1% | <1% | 1 | <1% | <1% | 2 | <1% | <1% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |
| In the Past 12 Months, Have You Had 2 Weeks or More During Which You Felt Sad, Blue or Depressed; or When You Lost All Interest or Pleasure in Things that You Usually Cared About or Enjoyed? | | | | | | | | | |
| Yes | 110 | 14% | 14% | 60 | 13% | 13% | 50 | 14% | 14% |
| No | 694 | 86% | 86% | 394 | 86% | 87% | 300 | 86% | 86% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |
| Refused | 2 | <1% | - | 1 | <1% | - | 1 | <1% | - |
| Have You Had 2 Years or More in Your Life When You Felt Depressed or Sad Most Days, Even if You Felt Okay Sometimes? | | | | | | | | | |
| Yes | 76 | 9% | 9% | 43 | 9% | 10% | 33 | 9% | 9% |
| No | 730 | 91% | 91% | 412 | 90% | 90% | 318 | 91% | 91% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |

2B.2. Between-Group Comparisons

Among all respondents, those who said sports were highly important to them were more likely to report *very good* or *excellent* emotional health in early adulthood and less likely to report *good*, *fair*, or *poor* emotional health (see Table 22). Whereas men were more likely to report *excellent* mental health in adulthood, women were more likely to report *very good* and *good* mental health (as well as *fair* and *poor* mental health) (see Table 23). Among women, those who rated sports to have low importance to them during high school were more likely to report *poor*, *fair*, or *good* mental health in adulthood. Women who rated sports as highly important were more likely to rate their mental health in adulthood as *very good* or *excellent*.

| Emotional Health | Importance of Sports* | | Sports Top Priority | |
|-------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Fair or Poor | 5% | 3% | 4% | 4% |
| Good | 31% | 19% | 26% | 19% |
| Very Good | 41% | 46% | 42% | 47% |
| Excellent | 23% | 32% | 28% | 30% |

*Statistically significant at the p<0.05 level

| Emotional Health | Importance of Sports* | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports | | Sports Top Priority | |
|-------------------------|------------------------------|------|----------------------------|-----|----------------------------|--------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Fair or Poor | 5% | 2% | 4% | 2% | 4% | 3% | 5% | 3% | 3% | 4% |
| Good | 32% | 21% | 28% | 22% | 26% | 21% | 28% | 17% | 24% | 17% |
| Very Good | 43% | 49% | 46% | 46% | 46% | 41% | 36% | 43% | 35% | 47% |
| Excellent | 19% | 28% | 22% | 29% | 24% | 35% | 31% | 37% | 38% | 31% |

*Statistically significant at the p<0.05 level

Individuals in the total sample who rated sports as highly important to them during high school had higher mean self-esteem scores than those who did not rate sports as highly important to them (see Table 24). Men and women differed significantly in their mean self-esteem scores, with men reporting slightly higher scores than women (see Table 25). Men who rated sports as highly important and who said that sports were the top priority during high school had higher mean self-esteem scores than men who rated sports as less important or who said sports was not the top priority.

| Self-Esteem | Importance of Sports* | | Sports Top Priority* | |
|--------------------|------------------------------|------|-----------------------------|------|
| | Low | High | No | Yes |
| Mean Score | 23.4 | 24.3 | 23.7 | 24.4 |

*Statistically significant at the p<0.05 level

| Self-Esteem | Importance of Sports | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports* | | Sports Top Priority* | |
|--------------------|-----------------------------|------|----------------------------|------|----------------------------|--------------------------|------------------------------|------|-----------------------------|------|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Mean Score | 23.4 | 23.8 | 23.6 | 23.8 | 23.6 | 24.3 | 23.3 | 24.8 | 23.9 | 24.8 |

*Statistically significant at the p<0.05 level

There were no statistically significant differences for having felt depressed during the past 12 months. However, in the whole sample, those who rated the importance of sports during high school as *high* were less likely to report prolonged depression (see Table 28). Regarding depression, men and women who rated sports as highly important during high school were less likely than men and women who rated sports as less important to experience extended periods of depression in adulthood (see Table 29).

| Table 26 | | | | |
|--|----------------------|------|---------------------|-----|
| Experienced 2 weeks of depression in past year | Importance of Sports | | Sports Top Priority | |
| | Low | High | No | Yes |
| Yes | 16% | 13% | 14% | 14% |
| No | 84% | 88% | 86% | 86% |

| Table 27 | | | | | | | | | | |
|--|----------------------|------|---------------------|-----|--------------------|------------------|----------------------|------|---------------------|-----|
| Experienced 2 weeks of depression in past year | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Yes | 15% | 12% | 14% | 11% | 13% | 14% | 16% | 13% | 13% | 16% |
| No | 85% | 88% | 86% | 89% | 87% | 86% | 84% | 87% | 87% | 84% |

| Table 28 | | | | |
|--|-----------------------|------|---------------------|-----|
| Experienced prolonged depression (2 years) | Importance of Sports* | | Sports Top Priority | |
| | Low | High | No | Yes |
| Yes | 14% | 6% | 10% | 8% |
| No | 86% | 94% | 90% | 92% |

*Statistically significant at the p<0.05 level

| Table 29 | | | | | | | | | | |
|--|-----------------------|------|---------------------|-----|--------------------|------------------|-----------------------|------|---------------------|-----|
| Experienced prolonged depression (2 years) | Importance of Sports* | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports* | | Sports Top Priority | |
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Yes | 14% | 6% | 10% | 7% | 10% | 9% | 15 | 7% | 11% | 8% |
| No | 86% | 94% | 90% | 93% | 90% | 91% | 85 | 93% | 89% | 92% |

*Statistically significant at the p<0.05 level

2B.3. Correlations

In the total sample, academic performance, all aspects of sports participation, and levels of participation and involvement in non-sport activities during high school were each significantly and positively correlated with ratings of emotional health later in life (see Table 30). Among females, academic performance and all aspects of participation in both sport and non-sport activities were significantly and positively correlated with ratings of emotional health later in life. Among males, academic performance and all aspects of participation in sports were correlated with improved ratings of emotional health later in life.

| Emotional Health | Overall | Females | Males |
|-----------------------------------|----------------|----------------|--------------|
| Size of Graduating Class | 0.02 | 0.00 | 0.04 |
| Academic Performance | 0.13 | 0.19 | 0.12 |
| Sports – Number of Activities | 0.17 | 0.16 | 0.15 |
| Sports – Participation-Years | 0.17 | 0.17 | 0.14 |
| Sports – Level of Involvement | 0.19 | 0.19 | 0.16 |
| Non-Sports – Number of Activities | 0.07 | 0.15 | 0.02 |
| Non-Sports – Participation-Years | 0.09 | 0.17 | 0.05 |
| Non-Sports – Level of Involvement | 0.08 | 0.15 | 0.04 |

Among all respondents, females only, and males only, academic performance, all aspects of sports participation, and levels of participation and involvement in non-sport activities during high school were each significantly and positively correlated with self-esteem later in life (see Table 31).

| Self-Esteem | Overall | Females | Males |
|-----------------------------------|----------------|----------------|--------------|
| Size of Graduating Class | 0.02 | 0.02 | 0.03 |
| Academic Performance | 0.12 | 0.17 | 0.12 |
| Sports – Number of Activities | 0.14 | 0.10 | 0.16 |
| Sports – Participation-Years | 0.14 | 0.10 | 0.16 |
| Sports – Level of Involvement | 0.16 | 0.12 | 0.18 |
| Non-Sports – Number of Activities | 0.15 | 0.21 | 0.12 |
| Non-Sports – Participation-Years | 0.16 | 0.22 | 0.13 |
| Non-Sports – Level of Involvement | 0.17 | 0.22 | 0.14 |

In the total sample, academic performance and all aspects of sports participation were significantly correlated with a smaller likelihood of experiencing two weeks of depression in the last year (see Table 32). Among females, only academic performance was significantly correlated with a smaller likelihood of experiencing two weeks of depression in the last year; among males, only participation-years was significantly correlated with a smaller likelihood of experiencing two weeks of depression in the last year.

| Table 32 | | | |
|---|----------------|----------------|--------------|
| Experienced 2 weeks of depression in past year | Overall | Females | Males |
| Size of Graduating Class | 0.00 | 0.04 | -0.06 |
| Academic Performance | -0.09 | -0.10 | -0.08 |
| Sports – Number of Activities | -0.09 | -0.08 | -0.10 |
| Sports – Participation-Years | -0.09 | -0.08 | -0.11 |
| Sports – Level of Involvement | -0.09 | -0.09 | -0.10 |
| Non-Sports – Number of Activities | -0.01 | 0.01 | -0.02 |
| Non-Sports – Participation-Years | -0.01 | 0.00 | -0.01 |
| Non-Sports – Level of Involvement | 0.00 | 0.01 | -0.01 |

Among all respondents, females only, and males only, all aspects of sports participation in high school were correlated with a lower likelihood of having experienced prolonged periods of depression in the past two years (see Table 33).

| Table 33 | | | |
|---|----------------|----------------|--------------|
| Experienced prolonged depression (2 years) | Overall | Females | Males |
| Size of Graduating Class | 0.03 | 0.08 | -0.04 |
| Academic Performance | -0.06 | -0.05 | -0.08 |
| Sports – Number of Activities | -0.14 | -0.17 | -0.12 |
| Sports – Participation-Years | -0.14 | -0.14 | -0.14 |
| Sports – Level of Involvement | -0.14 | -0.15 | -0.12 |
| Non-Sports – Number of Activities | 0.02 | -0.01 | 0.05 |
| Non-Sports – Participation-Years | 0.01 | -0.02 | 0.06 |
| Non-Sports – Level of Involvement | 0.05 | 0.02 | 0.08 |

2B.4. Regression Modeling

Among all respondents, academic performance and all aspects of participation in sports during high school were each associated with improved ratings of emotional health in early adulthood (see Table 34).

| Emotional Health | Sports | | Non-Sports | |
|-------------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically Significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.6% | ✓ | 1.6% |
| Number of Activities | ✓ | 2.4% | | |
| Participation-Years | ✓ | 2.6% | | |
| Level of Involvement | ✓ | 3.1% | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among females, all three aspects of participation in high school sports were each positively associated with ratings of emotional and mental health later in life (see Table 35). Participation-years and level of involvement in non-sport activities during high school were also positively associated with ratings of emotional and mental health among females. Academic performance was more strongly associated with emotional health ratings than any aspects of participation in sport or non-sport activities during high school.

Among males, all three aspects of participation in high school sports were each positively associated with ratings of emotional and mental health later in life (see Table 35). Academic performance was also positively associated with emotional health later in life.

| Emotional Health | Sports | | Non-Sports | |
|-------------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ ✓ | 3.2% 1.6% | ✓ ✓ | 3.2% 1.6% |
| Number of Activities | ✓ ✓ | 1.5% 2.2% | | |
| Participation-Years | ✓ ✓ | 2.0% 1.9% | ✓ | 1.2% |
| Level of Involvement | ✓ ✓ | 2.4% 2.6% | ✓ | 0.9% |

Note. School size explained 0.0% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance and all aspects of participation in both sports and non-sport activities were each associated with improved self-esteem scores in early adulthood (see Table 36).

| Table 36 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Self-Esteem | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.7% | ✓ | 1.7% |
| Number of Activities | ✓ | 1.6% | ✓ | 1.3% |
| Participation-Years | ✓ | 1.6% | ✓ | 1.5% |
| Level of Involvement | ✓ | 2.3% | ✓ | 1.9% |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

Among females, all three aspects of participation in non-sport activities during high school were each positively associated with improved self-esteem later in life (see Table 37).

Among males, all three aspects of participation in high school sports were each positively associated with improved self-esteem later in life. Level of involvement in non-sport activities in high school was also positively associated with improved self-esteem later in life (see Table 37).

| Table 37 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Self-Esteem | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 3.0% | ✓ | 3.0% |
| | ✓ | 1.7% | ✓ | 1.7% |
| Number of Activities | ✓ | 2.7% | ✓ | 2.6% |
| | ✓ | 2.6% | ✓ | 2.9% |
| Level of Involvement | ✓ | 3.6% | ✓ | 3.3% |
| | ✓ | | ✓ | 1.3% |

Note. School size explained 0.0% and 0.1% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance and all aspects of sports participation during high school were each associated with a decreased likelihood of experiencing feelings of sadness or depression for a period of two weeks or more in the past 12 months (see Table 38).

| Table 38 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Experienced 2 weeks of depression in past year | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 0.7% | ✓ | 0.7% |
| Number of Activities | ✓ | 0.6% | | |
| Participation-Years | ✓ | 0.7% | | |
| Level of Involvement | ✓ | 0.6% | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among males, the participation-years in high school sports and the number of sports participated in were negatively associated with experiencing feelings of sadness or depression for a period of two weeks or more in the past 12 months. Non-sport activity had no association (positive or negative) with this variable (see Table 39).

| Table 39 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Experienced 2 weeks of depression in past year | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.2% | | |
| Participation-Years | ✓ | 1.4% | | |
| Level of Involvement | | | | |

Note. School size explained 0.2% and 0.3% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, all aspects of participation in sports during high school and level of involvement in non-sport activities during high school were associated with a decreased likelihood of experiencing prolonged depression in early adulthood (see Table 40).

| Table 40 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Experienced prolonged depression (2 years) | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.5% | | |
| Participation-Years | ✓ | 1.4% | | |
| Level of Involvement | ✓ | 1.2% | ✓ | 0.7% |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

Among males and females alike, all three aspects of participation in high school sports were negatively associated with experiencing prolonged depression later in life. Non-sport activity had no association (positive or negative) with this variable (see Table 41).

| Table 41 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Experienced prolonged depression (2 years) | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.5% | | |
| Participation-Years | ✓ | 1.0% | | |
| Level of Involvement | ✓ | 1.2% | | |
| | ✓ | 1.4% | | |

Note. School size explained 0.7% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Highlights

- ✓ Among all respondents, those who felt that participating in sports during high school was highly important were more likely to be satisfied with their progress toward family, career, and general life goals later in life than respondents who felt participation was minimally important or not at all important.
- ✓ Among females, participation in sports was associated with higher satisfaction in all three domains.
- ✓ Among males, participation in sports was associated with higher satisfaction in the family and life domains.

2C.1. Descriptive Statistics

Respondents were asked a series of questions regarding their satisfaction in three domains: family goals, career goals, and general life satisfaction (see Table 42).

- Among all respondents, 61% were very satisfied with their progress toward meeting family goals (58% of men and 63% of women).
- Among all respondents, 43% were very satisfied with their progress toward meeting career goals (43% of men and 42% of women).
- Among all respondents, 42% were very satisfied with their progress toward meeting life goals in general (37% of men and 45% of women).

| Table 42 | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Life Satisfaction | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| How satisfied are you with your progress toward meeting your family goals? | | | | | | | | | |
| Very dissatisfied | 8 | 1% | 1% | 5 | 1% | 1% | 3 | <1% | <1% |
| Somewhat dissatisfied | 36 | 4% | 4% | 16 | 4% | 4% | 20 | 6% | 6% |
| Somewhat satisfied | 273 | 34% | 34% | 148 | 32% | 32% | 125 | 36% | 36% |
| Very satisfied | 489 | 61% | 61% | 287 | 63% | 63% | 202 | 58% | 58% |
| Don't know/ not sure | 1 | <1% | - | 0 | 0% | - | 1 | <1% | - |
| How satisfied are you with your progress toward meeting your career goals? | | | | | | | | | |
| Very dissatisfied | 15 | 2% | 2% | 10 | 2% | 2% | 5 | 1% | 1% |
| Somewhat dissatisfied | 62 | 8% | 8% | 29 | 6% | 6% | 33 | 9% | 9% |
| Somewhat satisfied | 383 | 48% | 48% | 221 | 48% | 49% | 162 | 46% | 46% |
| Very satisfied | 342 | 42% | 43% | 191 | 42% | 42% | 151 | 43% | 43% |
| Don't know/ not sure | 4 | <1% | - | 4 | <1% | - | 0 | 0% | - |
| How satisfied are you with your progress toward meeting your life goals in general? | | | | | | | | | |
| Very dissatisfied | 5 | <1% | <1% | 4 | <1% | <1% | 1 | <1% | <1% |
| Somewhat dissatisfied | 32 | 4% | 4% | 16 | 4% | 4% | 16 | 5% | 5% |
| Somewhat satisfied | 434 | 54% | 54% | 232 | 51% | 51% | 202 | 58% | 58% |
| Very satisfied | 334 | 41% | 42% | 203 | 44% | 45% | 131 | 37% | 37% |
| Don't know/ not sure | 2 | <1% | - | 1 | <1% | - | 1 | <1% | - |

2C.2. Between-Group Comparisons

Among all respondents, individuals who rated sports as highly important to them during high school were more likely to report being satisfied with their progress toward life, family, and career goals (see Table 43). When comparing life satisfaction by gender, men and women differed significantly only in their satisfaction with progress made toward life goals in general: a larger proportion of women were *very satisfied* with progress in this area than men (see Table 44). In addition, women who said that sports were their top priority in high school were more likely than women who said sports were not their top priority to be satisfied with their progress toward career goals.

| Goal Satisfaction (Very Satisfied) | Importance of Sports* | | Sports Top Priority | |
|---------------------------------------|-----------------------|------|---------------------|-----|
| | Low | High | No | Yes |
| Family Goals | 57% | 63% | 59% | 63% |
| Career Goals | 39% | 45% | 41% | 46% |
| Life Goals | 38% | 44% | 41% | 43% |

*Statistically significant at the $p < 0.05$ level

| Goal Satisfaction (Very Satisfied) | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|---------------------------------------|----------------------|------|---------------------|-----|--------------------|------------------|----------------------|------|---------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Family Goals | 59% | 66% | 62% | 65% | 63% | 58% | 52% | 60% | 55% | 61% |
| Career Goals _b | 39% | 45% | 39% | 51% | 42% | 43% | 38% | 45% | 44% | 42% |
| Life Goals _c | 42% | 47% | 44% | 48% | 45% | 37% | 32% | 40% | 36% | 40% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

2C.3. Correlations

In the total sample and among females, academic performance and all aspects of participation in sports and non-sports activities were significantly and positively correlated with higher levels of satisfaction with progress toward family goals later in life (see Table 45). Among males, all aspects of participation in sports were correlated with higher levels of satisfaction with progress toward family goals later in life.

| Satisfaction - Family | Overall | Females | Males |
|-----------------------------------|----------------|----------------|--------------|
| Size of Graduating Class | -0.04 | -0.06 | -0.01 |
| Academic Performance | 0.14 | 0.23 | 0.01 |
| Sports – Number of Activities | 0.15 | 0.20 | 0.11 |
| Sports – Participation-Years | 0.15 | 0.20 | 0.12 |
| Sports – Level of Involvement | 0.16 | 0.22 | 0.12 |
| Non-Sports – Number of Activities | 0.09 | 0.11 | 0.03 |
| Non-Sports – Participation-Years | 0.09 | 0.12 | 0.02 |
| Non-Sports – Level of Involvement | 0.08 | 0.12 | 0.02 |

In the total sample and among females, academic performance and all aspects of participation in sports and non-sports activities were significantly and positively correlated with higher levels of satisfaction with progress toward career goals later in life (see Table 46). Among females, size of graduating class was negatively correlated with satisfaction in this domain.

| Satisfaction - Career | Overall | Females | Males |
|-----------------------------------|----------------|----------------|--------------|
| Size of Graduating Class | -0.05 | -0.12 | 0.04 |
| Academic Performance | 0.12 | 0.18 | 0.05 |
| Sports – Number of Activities | 0.12 | 0.18 | 0.06 |
| Sports – Participation-Years | 0.12 | 0.16 | 0.07 |
| Sports – Level of Involvement | 0.12 | 0.17 | 0.08 |
| Non-Sports – Number of Activities | 0.08 | 0.15 | 0.00 |
| Non-Sports – Participation-Years | 0.10 | 0.14 | 0.03 |
| Non-Sports – Level of Involvement | 0.08 | 0.14 | 0.00 |

In the total sample and among females, academic performance and all aspects of participation in sports and non-sports activities were significantly and positively correlated with higher levels of satisfaction with progress toward general life goals later in life (see Table 47). Among males, all aspects of participation in sports were correlated with higher levels of satisfaction in this domain.

| Table 47 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Satisfaction – Life Goals | Overall | Females | Males |
| Size of Graduating Class | -0.02 | -0.05 | 0.04 |
| Academic Performance | 0.14 | 0.16 | 0.09 |
| Sports – Number of Activities | 0.14 | 0.16 | 0.14 |
| Sports – Participation-Years | 0.13 | 0.14 | 0.15 |
| Sports – Level of Involvement | 0.15 | 0.16 | 0.17 |
| Non-Sports – Number of Activities | 0.08 | 0.09 | 0.04 |
| Non-Sports – Participation-Years | 0.10 | 0.11 | 0.05 |
| Non-Sports – Level of Involvement | 0.09 | 0.10 | 0.04 |

2C.4. Regression Modeling

Among all respondents, both academic performance and sports participation were associated with increased satisfaction with progress toward family goals in early adulthood (Table 48).

| Table 48 | | | | |
|---------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Satisfaction with Family | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.8% | ✓ | 1.8% |
| Number of Activities | ✓ | 1.6% | | |
| Participation-Years | ✓ | 1.7% | | |
| Level of Involvement | ✓ | 1.9% | | |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

Among females, all three aspects of participation in high school sports were positively associated with satisfaction with one's family later in life. Academic performance, however, explained a larger percent of the variance in family satisfaction than any of the three participation indicators (Table 49).

Among males, all three aspects of participation in high school sports were positively associated with satisfaction with one's family later in life.

| Table 49 | | | | |
|---------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Satisfaction with Family | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 4.7% | ✓ | 4.7% |
| Number of Activities | ✓ | 2.7% | | |
| Participation-Years | ✓ | 1.2% | | |
| Level of Involvement | ✓ | 2.4% | | |
| | ✓ | 1.8% | | |
| | ✓ | 3.1% | | |
| | ✓ | 1.5% | | |

Note. School size explained 0.3% and 0.0% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance, number of sports, and participation-years in sports during high school were associated with improved satisfaction with progress toward career goals later in life (Table 50).

| Table 50 | | | | |
|---------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Satisfaction with Career | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.2% | ✓ | 1.2% |
| Number of Activities | ✓ | 0.9% | | |
| Participation-Years | ✓ | 0.8% | | |
| Level of Involvement | | | | |

Note. School size explained 0.2% of the variance. School size was not statistically significant.

Among females, sports participation was positively associated with satisfaction with one’s career later in life. Women who participated in sports are more likely to be satisfied with their career path. However, academic performance during high school was also a significant predictor of career satisfaction later in life (Table 51).

| Table 51 | | | | |
|---------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Satisfaction with Career | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 2.8% | ✓ | 2.8% |
| Number of Activities | ✓ | 1.6% | | |
| Participation-Years | ✓ | 1.2% | | |
| Level of Involvement | ✓ | 1.3% | | |

Note. School size explained 1.4% and 0.2% of the variance for females and males, respectively. School size was statistically significant for females, but not for males.

Among all respondents, both academic performance and sports participation were associated with increased satisfaction with progress toward life goals in early adulthood (Table 52).

| Satisfaction with Life Goals | Sports | | Non-Sports | |
|-------------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.9% | ✓ | 1.9% |
| Number of Activities | ✓ | 1.4% | | |
| Participation-Years | ✓ | 1.2% | | |
| Level of Involvement | ✓ | 1.6% | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among females and among males, the associations between participation during high school and satisfaction with life goals later in life were very similar to the associations between participation and satisfaction with family later in life (see Table 53).

Among females, all three aspects of participation in high school sports were positively associated with satisfaction with one’s life goals. Academic performance, however, explained a larger percent of the variance in life goal satisfaction than any one of the three participation indicators.

Among males, all three aspects of participation in high school sports were positively associated with satisfaction with life goals later in life.

| Satisfaction with Life Goals | Sports | | Non-Sports | |
|-------------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 2.1% | ✓ | 2.1% |
| Number of Activities | ✓ | 1.6% | | |
| Participation-Years | ✓ | 1.8% | | |
| | ✓ | 1.1% | | |
| Level of Involvement | ✓ | 2.2% | | |
| | ✓ | 1.5% | | |
| | ✓ | 2.8% | | |

Note. School size explained 0.3% and 0.1% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Non-sport activity in high school was not associated with any of the three measures of life satisfaction. However, academic performance was related to satisfaction.

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Highlights

- ✓ Whereas adult men were more likely than women to actively use their discretionary time, women were more likely to use their time to volunteer.
- ✓ Men who said that sports participation was highly important to them during high school were more likely than other men to engage in active use of discretionary time and to regularly access news via newspapers or online.
- ✓ Men and women who said that sports participation was highly important to them during high school were more likely than other men and women to volunteer.
- ✓ Among both males and females, sports participation and non-sport activity participation during high school were associated with more active use of discretionary time and more volunteering later in life.
- ✓ Among males, sports participation in high school was associated with voting in the 2004 presidential election and the 2006 Iowa gubernatorial election, and with being able to name both Iowa senators in the US Senate.

2D.1. Descriptive Statistics

Respondents were asked a variety of items related to civic engagement, including questions about use of discretionary time, volunteering, voting behaviors, and use of news outlets (see Table 54).

A series of questions were used to assess active use of discretionary time. Activities included:

- Sports League
 - Outdoor Activities
 - Attend Cultural Events
 - Professional Organization
 - Social Organization
 - Service Organization
 - Governing Association
- Among all respondents, 98% reported some active use of their discretionary time; 74% reported some volunteering.
- Among women, 97% reported some active use of their discretionary time; 81% reported some volunteering.
- Among men, 99% reported active use of their discretionary time; 65% reported volunteering.

| Involvement | Overall | | | Females | | | Males | | |
|---|---------|---------|---------|---------|---------|---------|-------|---------|---------|
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Any active use of discretionary time | | | | | | | | | |
| Yes | 788 | 98% | 98% | 442 | 97% | 97% | 346 | 99% | 99% |
| No | 19 | 2% | 2% | 14 | 3% | 3% | 5 | 1% | 1% |
| Any volunteering | | | | | | | | | |
| Yes | 596 | 74% | 74% | 369 | 81% | 81% | 227 | 65% | 65% |
| No | 211 | 26% | 26% | 87 | 19% | 19% | 124 | 35% | 35% |

Respondents were asked if they could name the two Iowa U.S. Senators: Tom Harkin (D) and Charles “Chuck” Grassley (R). Both have been serving for many years, Harkin since 1985 and Grassley since 1981. In 2008 (the same year as the survey), Tom Harkin won his bid for re-election against Christopher Reed.

Respondents were asked about their voting behavior for the 2004 presidential election between George W. Bush and John Kerry and for the 2006 Iowa gubernatorial election between Chet Culver and Jim Nussle. The behavior of interest was whether or not respondents said they voted, but the person or party they voted for was not asked. As a reminder, data collection was nearly completed by the time of the 2008 presidential election between Barack Obama and John McCain.

Among the total sample, 94% were registered to vote. Among women in the sample, 95% were registered to vote. Among men in the sample, 93% were registered to vote (see Table 55).

Voting was more common during the 2004 presidential election (when George W. Bush ran against John Kerry) than in the 2006 Iowa gubernatorial election (when Chet Culver ran against Jim Nussle). Among all respondents, 84% voted in the 2004 presidential election and 62% voted in the 2006 gubernatorial election. Whereas 85% of women reported they voted in the presidential election, 59% said they voted in the gubernatorial election. Whereas 83% of men reported they voted in the presidential election, 67% said they voted in the gubernatorial election.

Table 55

| Voting Behavior | Overall | | | Females | | | Males | | |
|---|---------|---------|---------|---------|---------|---------|-------|---------|---------|
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Are you currently registered to vote? | | | | | | | | | |
| Yes | 758 | 94% | 94% | 432 | 95% | 95% | 326 | 93% | 93% |
| No | 46 | 6% | 6% | 22 | 5% | 5% | 24 | 7% | 7% |
| Not eligible to vote | 1 | <1% | <1% | 1 | <1% | <1% | 0 | 0% | 0% |
| Don't know/ not sure | 2 | <1% | - | 1 | <1% | - | 1 | <1% | - |
| Did you vote in the presidential election in 2004 when George W. Bush ran against John Kerry or did you skip that one? | | | | | | | | | |
| Yes | 676 | 84% | 84% | 387 | 85% | 85% | 289 | 82% | 83% |
| No | 126 | 16% | 16% | 66 | 14% | 14% | 60 | 17% | 17% |
| Was not eligible | 3 | <1% | <1% | 2 | <1% | <1% | 1 | <1% | <1% |
| Don't know/ not sure | 2 | <1% | - | 1 | <1% | - | 1 | <1% | - |
| Did you vote in the most recent Iowa gubernatorial election in 2006 when Chet Culver ran against Jim Nussle? | | | | | | | | | |
| Yes | 495 | 61% | 62% | 264 | 58% | 59% | 231 | 66% | 67% |
| No | 299 | 37% | 38% | 183 | 40% | 41% | 116 | 33% | 33% |
| Was not eligible | 1 | <1% | <1% | 1 | <1% | <1% | 0 | 0% | 0% |
| Don't know/ not sure | 12 | 2% | - | 8 | 2% | - | 4 | 1% | - |

Respondents were asked about their use of three news outlets: newspapers, online, and television (see Table 56).

- Among all respondents, 20% read a daily newspaper every day (22% of men and 18% of women).
- Among all respondents, 28% read news on an online news outlet every day (33% of men and 23% of women).
- Among all respondents, 42% watched a television news program every day (45% of men and 39% of women).
- Among all respondents, 58% accessed at least one news outlet every day (65% of men and 53% of women).

| Table 56 | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Voting Behavior | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| How many days in the past week did you read a daily newspaper? | | | | | | | | | |
| 0 | 157 | 20% | 20% | 99 | 22% | 22% | 58 | 16% | 16% |
| 1-2 | 286 | 35% | 35% | 170 | 37% | 37% | 116 | 33% | 33% |
| 3-4 | 130 | 16% | 16% | 71 | 16% | 16% | 59 | 17% | 17% |
| 5-6 | 75 | 9% | 9% | 35 | 8% | 8% | 40 | 11% | 11% |
| 7 | 159 | 20% | 20% | 81 | 18% | 18% | 78 | 22% | 22% |
| How many days in the past week did you read news on an online news outlet? | | | | | | | | | |
| 0 | 246 | 30% | 30% | 155 | 34% | 34% | 91 | 26% | 26% |
| 1-2 | 151 | 19% | 19% | 98 | 21% | 21% | 53 | 15% | 15% |
| 3-4 | 111 | 14% | 14% | 51 | 11% | 11% | 60 | 17% | 17% |
| 5-6 | 77 | 10% | 10% | 47 | 10% | 10% | 30 | 9% | 9% |
| 7 | 222 | 28% | 28% | 105 | 23% | 23% | 117 | 33% | 33% |
| How many days in the past week did you watch a television news program? | | | | | | | | | |
| 0 | 77 | 10% | 10% | 42 | 9% | 9% | 35 | 10% | 10% |
| 1-2 | 104 | 13% | 13% | 73 | 16% | 16% | 31 | 9% | 9% |
| 3-4 | 122 | 15% | 15% | 73 | 16% | 16% | 49 | 14% | 14% |
| 5-6 | 168 | 21% | 21% | 91 | 20% | 20% | 77 | 22% | 22% |
| 7 | 336 | 42% | 42% | 177 | 39% | 39% | 159 | 45% | 45% |
| Calculated variable: Number of news outlets accessed every day | | | | | | | | | |
| 0 | 336 | 42% | 42% | 214 | 47% | 47% | 122 | 35% | 35% |
| 1 | 269 | 33% | 33% | 143 | 31% | 31% | 126 | 36% | 36% |
| 2 | 158 | 20% | 20% | 77 | 17% | 17% | 81 | 23% | 23% |
| 3 | 44 | 6% | 6% | 22 | 5% | 5% | 22 | 6% | 6% |

2D.2. Between-Group Comparisons

Among all respondents, individuals who rated sports participation in high school as highly important were more active during discretionary time and participated in more volunteer activities (see Tables 57 and 59). Men and women differed regarding their use of discretionary time and their involvement in volunteer activities (see Tables 58 and 60). Although a slightly larger proportion of men engaged in active use of discretionary time, a larger proportion of women were using their discretionary time to volunteer. Women who rated the importance of sports during high school as high were significantly more likely to be involved in volunteer activities later in life than women who rated the importance of sports during high school as low. Men who said sports were highly important during high school had significantly higher mean use of discretionary time and volunteer involvement scores than their male counterparts who rated the importance of sports as low.

| Discretionary Activity Index | Importance of Sports* | | Sports Top Priority | |
|-------------------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Mean Score | 3.7 | 3.9 | 3.8 | 3.9 |

*Statistically significant at the $p < 0.05$ level
Note. Possible scores range from 7 to 28.

| Discretionary Activity Index | Importance of Sports | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports* | | Sports Top Priority | |
|-------------------------------------|-----------------------------|------|----------------------------|------|----------------------------|--------------------------|------------------------------|------|----------------------------|------|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Mean Score | 12.8 | 13.5 | 13.0 | 13.5 | 13.2 | 13.9 | 12.6 | 14.5 | 13.6 | 14.3 |

*Statistically significant at the $p < 0.05$ level
Note. Possible scores range from 7 to 28.

| Volunteer Involvement | Importance of Sports* | | Sports Top Priority | |
|------------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Mean Score | 2.6 | 2.8 | 2.7 | 2.9 |

*Statistically significant at the $p < 0.05$ level
Note. Possible scores range from 0 to 18.

| Volunteer Involvement | Importance of Sports* | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports* | | Sports Top Priority | |
|------------------------------|------------------------------|------|----------------------------|-----|----------------------------|--------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Mean Score | 2.9 | 3.6 | 3.2 | 3.5 | 3.3 | 2.4 | 1.6 | 2.7 | 2.2 | 2.5 |

*Statistically significant at the $p < 0.05$ level
Note. Possible scores range from 0 to 18.

In the total sample, individuals who rated sports participation in high school as highly important were more likely to take part in a sports league and attend cultural events during adulthood (see Table 61). Individuals who said sports were their top priority during high school were more likely than others to take part in a sports league during adulthood (see Table 61).

Men were more likely than women to report participating in an adult sports league, outdoor activity, or professional organization than women. Women were more likely than men to participate in a governing association (see Table 62).

Men who rated sports as highly important and as the top priority during high school were more likely than other men to participate in a sports league or to attend cultural events in adulthood.

Women who rated sports as highly important and as the top priority during high school were more likely than other women to participate in a sports league in adulthood.

| Participation or Attendance During the Past 12 Months | Importance of Sports | | Sports Top Priority | |
|--|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Sports League _{a b} | 24% | 44% | 29% | 49% |
| Outdoor Activities | 85% | 90% | 87% | 90% |
| Attend Cultural Events _a | 74% | 81% | 77% | 81% |
| Professional Organization | 36% | 42% | 41% | 38% |
| Social Organization | 32% | 36% | 36% | 31% |
| Service Organization | 40% | 42% | 42% | 41% |
| Governing Association | 27% | 28% | 29% | 25% |

Note. The subscripts indicate statistically significant differences as follows: a (Importance of Sports), b (Sports Top Priority).

| Participation or Attendance During the Past 12 Months | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|--|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Sports League _{a b c d e} | 21% | 32% | 22% | 40% | 27% | 48% | 29% | 56% | 42% | 55% |
| Outdoor Activities _c | 83% | 89% | 84% | 90% | 86% | 91% | 91% | 90% | 91% | 90% |
| Attend Cultural Events _{d e} | 79% | 77% | 78% | 75% | 78% | 79% | 66% | 85% | 75% | 85% |
| Professional Organization _c | 30% | 35% | 34% | 29% | 33% | 49% | 48% | 49% | 52% | 44% |
| Social Organization | 37% | 37% | 37% | 36% | 37% | 31% | 24% | 34% | 34% | 27% |
| Service Organization | 41% | 46% | 43% | 45% | 44% | 39% | 38% | 39% | 40% | 38% |
| Governing Association _c | 31% | 34% | 32% | 35% | 33% | 21% | 18% | 22% | 24% | 17% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

In the total sample, individuals who rated sports participation in high school as highly important were more likely to volunteer with school or youth programs or with a place of worship (see Table 63). Women were more likely than men to volunteer with school or youth programs, organizations for the poor or elderly, arts or cultural organizations, health organizations, or places of worship (see Table 64). Women who rated sports as highly important during high school were more likely than other women to volunteer with school or youth programs and places of worship. Men who rated sports as highly important during high school were more likely than other men to volunteer with school or youth programs.

| Volunteer During the Past 12 Months | Importance of Sports | | Sports Top Priority | |
|--|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| School or Youth Programs ^a | 43% | 56% | 50% | 53% |
| Organization for Poor or Elderly | 22% | 20% | 21% | 20% |
| Arts or Cultural Organizations | 6% | 6% | 7% | 4% |
| Neighborhood or Civic Group | 12% | 17% | 15% | 15% |
| Health Organization | 21% | 25% | 23% | 24% |
| Place of Worship ^a | 37% | 48% | 44% | 43% |

Note. The subscripts indicate statistically significant differences as follows: a (Importance of Sports), b (Sports Top Priority)

| Volunteer During the Past 12 Months | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|---|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| School or Youth Programs ^{a c d} | 53% | 64% | 58% | 64% | 59% | 40% | 25% | 48% | 36% | 46% |
| Organization for Poor or Elderly ^c | 26% | 22% | 24% | 22% | 24% | 16% | 13% | 18% | 15% | 19% |
| Arts or Cultural Organizations ^c | 8% | 8% | 9% | 5% | 8% | 4% | 3% | 5% | 5% | 4% |
| Neighborhood or Civic Group | 12% | 16% | 13% | 17% | 14% | 16% | 14% | 17% | 18% | 14% |
| Health Organization ^c | 25% | 32% | 28% | 32% | 29% | 16% | 14% | 17% | 16% | 17% |
| Place of Worship ^{a c} | 42% | 58% | 50% | 54% | 51% | 35% | 28% | 38% | 35% | 35% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

Among all respondents, there were no differences in how often they received news via newspaper, online, or television during the week based on ratings of sports importance or sports prioritization (Table 65).

Men were significantly more likely than women to access news online every day (see Table 68). Men who rated high school sports as highly important during high school were more likely to access news every day using a newspaper or the Internet (see Tables 66 and 68). Men who said sports were their top priority during high school were more likely than other men to access news using a newspaper every day (see Table 66).

| Newspaper | Importance of Sports | | Sports Top Priority | |
|-----------|----------------------|------|---------------------|-----|
| | Low | High | No | Yes |
| No Days | 27% | 15% | 22% | 15% |
| Some Days | 58% | 63% | 60% | 62% |
| Every Day | 16% | 22% | 18% | 24% |

| Newspaper | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports* | | Sports Top Priority* | |
|-----------|----------------------|------|---------------------|-----|--------------------|------------------|-----------------------|------|----------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| No Days | 27% | 18% | 22% | 20% | 22% | 16% | 28% | 12% | 21% | 11% |
| Some Days | 58% | 63% | 61% | 60% | 60% | 61% | 60% | 63% | 60% | 64% |
| Every Day | 16% | 20% | 17% | 21% | 18% | 22% | 16% | 25% | 20% | 26% |

*Statistically significant at the p<0.05 level

| Online News | Importance of Sports | | Sports Top Priority | |
|-------------|----------------------|------|---------------------|-----|
| | Low | High | No | Yes |
| No Days | 35% | 27% | 30% | 31% |
| Some Days | 39% | 44% | 41% | 43% |
| Every Day | 26% | 29% | 28% | 26% |

| Online News | Importance of Sports | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports* | | Sports Top Priority | |
|-------------|----------------------|------|---------------------|-----|---------------------|-------------------|-----------------------|------|---------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| No Days | 36% | 32% | 32% | 38% | 34% | 26% | 34% | 22% | 27% | 25% |
| Some Days | 39% | 47% | 42% | 46% | 43% | 41% | 39% | 41% | 40% | 41% |
| Every Day | 25% | 21% | 26% | 16% | 23% | 33% | 27% | 36% | 33% | 34% |

*Statistically significant at the p<0.05 level

| Table 69 | | | | |
|---------------------------------|-----------------------------|------|----------------------------|-----|
| Television News Programs | Importance of Sports | | Sports Top Priority | |
| | Low | High | No | Yes |
| No Days | 12% | 8% | 10% | 8% |
| Some Days | 49% | 49% | 49% | 49% |
| Every Day | 39% | 43% | 41% | 43% |

| Table 70 | | | | | | | | | | |
|---------------------------------|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| Television News Programs | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
| | Low | High | No | Yes | | | Low | High | No | Yes |
| No Days | 12% | 7% | 10% | 8% | 9% | 10% | 12% | 9% | 12% | 8% |
| Some Days | 51% | 53% | 51% | 55% | 52% | 45% | 45% | 45% | 46% | 44% |
| Every Day | 37% | 40% | 40% | 36% | 39% | 45% | 43% | 46% | 43% | 49% |

2D.3. Correlations

Among all respondents and among males and females separately, all aspects of participation in sports and non-sport activities were significantly and positively correlated with active use of discretionary time later in life (see Table 71). Among females only and in the total sample, academic performance was also positively correlated with this variable.

| Table 71 | | | |
|---|----------------|----------------|--------------|
| Active Use of Discretionary Time | Overall | Females | Males |
| Size of Graduating Class | 0.03 | 0.02 | 0.04 |
| Academic Performance | 0.08 | 0.17 | 0.01 |
| Sports – Number of Activities | 0.23 | 0.15 | 0.30 |
| Sports – Participation-Years | 0.21 | 0.15 | 0.27 |
| Sports – Level of Involvement | 0.24 | 0.16 | 0.34 |
| Non-Sports – Number of Activities | 0.29 | 0.33 | 0.29 |
| Non-Sports – Participation-Years | 0.29 | 0.34 | 0.31 |
| Non-Sports – Level of Involvement | 0.31 | 0.35 | 0.30 |

Among all respondents, females only, and males only, academic performance and all aspects of participation in sports and non-sport activities were positively correlated with volunteering later in life (see Table 72).

| Table 72 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Volunteering | Overall | Females | Males |
| Size of Graduating Class | 0.01 | 0.00 | 0.04 |
| Academic Performance | 0.20 | 0.19 | 0.14 |
| Sports – Number of Activities | 0.17 | 0.18 | 0.24 |
| Sports – Participation-Years | 0.16 | 0.16 | 0.24 |
| Sports – Level of Involvement | 0.20 | 0.19 | 0.30 |
| Non-Sports – Number of Activities | 0.37 | 0.34 | 0.36 |
| Non-Sports – Participation-Years | 0.37 | 0.33 | 0.37 |
| Non-Sports – Level of Involvement | 0.39 | 0.36 | 0.38 |

In the total sample and among males only, academic performance and all aspects of participation in sports and non-sport activities were positively correlated with voting in the 2004 presidential election and the 2006 Iowa gubernatorial election (see Table 73). Among females, academic performance and participation in non-sport activities were correlated with voting in these elections.

| Table 73 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Voted in 2004 and 2006 | Overall | Females | Males |
| Size of Graduating Class | 0.00 | -0.05 | 0.05 |
| Academic Performance | 0.18 | 0.26 | 0.11 |
| Sports – Number of Activities | 0.12 | 0.07 | 0.16 |
| Sports – Participation-Years | 0.12 | 0.08 | 0.16 |
| Sports – Level of Involvement | 0.13 | 0.09 | 0.19 |
| Non-Sports – Number of Activities | 0.22 | 0.32 | 0.13 |
| Non-Sports – Participation-Years | 0.22 | 0.31 | 0.12 |
| Non-Sports – Level of Involvement | 0.22 | 0.31 | 0.12 |

In the total sample, academic performance and all aspects of participation in sports and non-sport activities were positively correlated with ability to name both Iowa Senators in the US Senate (see Table 74). Among females, academic performance and participation in non-sport activities were positively correlated with this ability; among males, only participation in sports was correlated with this ability.

| Table 74 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Named Iowa Senators | Overall | Females | Males |
| Size of Graduating Class | -0.03 | 0.00 | -0.07 |
| Academic Performance | 0.11 | 0.20 | 0.09 |
| Sports – Number of Activities | 0.12 | 0.06 | 0.17 |
| Sports – Participation-Years | 0.14 | 0.07 | 0.18 |
| Sports – Level of Involvement | 0.14 | 0.07 | 0.20 |
| Non-Sports – Number of Activities | 0.07 | 0.15 | 0.06 |
| Non-Sports – Participation-Years | 0.07 | 0.15 | 0.06 |
| Non-Sports – Level of Involvement | 0.09 | 0.15 | 0.08 |

Among all respondents, females, and males, all three aspects of non-sport participation were correlated with whether respondents accessed any news outlets every day and the number of news outlets they accessed every day (see Tables 75 and 76). In the total sample, size of graduating class was correlated with these measures as well. Among males, the number of sports activities respondents participated in during high school was correlated with the number of news outlets accessed every day later in life.

| Table 75 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Any News Outlets Every Day | Overall | Females | Males |
| Size of Graduating Class | 0.08 | 0.07 | 0.09 |
| Academic Performance | -0.03 | -0.02 | 0.02 |
| Sports – Number of Activities | 0.06 | 0.00 | 0.10 |
| Sports – Participation-Years | 0.03 | -0.02 | 0.05 |
| Sports – Level of Involvement | 0.04 | -0.01 | 0.07 |
| Non-Sports – Number of Activities | 0.08 | 0.12 | 0.09 |
| Non-Sports – Participation-Years | 0.09 | 0.12 | 0.11 |
| Non-Sports – Level of Involvement | 0.09 | 0.12 | 0.11 |

| Table 76 | | | |
|---|----------------|----------------|--------------|
| Number of News Outlets Every Day | Overall | Females | Males |
| Size of Graduating Class | 0.09 | 0.06 | 0.12 |
| Academic Performance | 0.00 | 0.02 | 0.05 |
| Sports – Number of Activities | 0.07 | -0.01 | 0.14 |
| Sports – Participation-Years | 0.04 | -0.04 | 0.09 |
| Sports – Level of Involvement | 0.06 | -0.03 | 0.12 |
| Non-Sports – Number of Activities | 0.08 | 0.10 | 0.13 |
| Non-Sports – Participation-Years | 0.08 | 0.09 | 0.15 |
| Non-Sports – Level of Involvement | 0.10 | 0.12 | 0.13 |

2D.4. Regression Modeling

Among all respondents, participation in both sports and non-sport activities during high school was associated with increased active use of discretionary time in early adulthood (see Table 77).

| Table 77 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Active Use of Discretionary Time | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 5.2% | ✓ | 8.0% |
| Participation-Years | ✓ | 4.8% | ✓ | 8.5% |
| Level of Involvement | ✓ | 6.1% | ✓ | 9.2% |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

For both females and males, all three aspects of participation in both high school sports and non-sport activities were positively associated with active use of discretionary time in adulthood. Academic performance during high school was also positively associated with active use of discretionary time in adulthood for females, but not for males (see Table 78). These effects were larger than those observed for most of the other early adult life experiences assessed in this study.

| Table 78 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Active Use of Discretionary Time | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 2.4% | ✓ | 2.4% |
| Number of Activities | ✓ | 1.6% | ✓ | 8.7% |
| | ✓ | 10.8% | ✓ | 9.7% |
| Participation-Years | ✓ | 1.6% | ✓ | 9.4% |
| | ✓ | 9.6% | ✓ | 10.9% |
| Level of Involvement | ✓ | 1.8% | ✓ | 9.6% |
| | ✓ | 13.6% | ✓ | 11.0% |

Note. School size explained 0.1% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance and all aspects of participation in both sports and non-sport activities during high school were associated with increased volunteering later in life (see Table 79).

| Table 79 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Volunteering | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 4.0% | ✓ | 4.0% |
| Number of Activities | ✓ | 2.6% | ✓ | 10.3% |
| Participation-Years | ✓ | 2.0% | ✓ | 10.6% |
| Level of Involvement | ✓ | 3.4% | ✓ | 11.7% |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among both females and males, all three aspects of participation in high school sports and non-sport activities were positively associated with volunteering later in life. In addition, for both groups, academic performance during high school was positively associated with volunteering later in life (see Table 80).

| Table 80 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Volunteering | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 2.9% | ✓ | 2.9% |
| | ✓ | 2.4% | ✓ | 2.4% |
| Number of Activities | ✓ | 2.5% | ✓ | 8.3% |
| | ✓ | 5.7% | ✓ | 11.7% |
| Participation-Years | ✓ | 1.9% | ✓ | 7.9% |
| | ✓ | 5.6% | ✓ | 12.9% |
| Level of Involvement | ✓ | 2.7% | ✓ | 9.2% |
| | ✓ | 8.7% | ✓ | 13.9% |

Note. School size explained 0.0% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance and all aspects of participation in both sports and non-sport activities were positively associated with voting in the 2004 United States presidential and the 2006 Iowa gubernatorial elections (see Table 81).

| Table 81 | | | | |
|-------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Voted in 2004 and 2006 | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 3.0% | ✓ | 3.0% |
| Number of Activities | ✓ | 0.8% | ✓ | 2.8% |
| Participation-Years | ✓ | 0.8% | ✓ | 2.6% |
| Level of Involvement | ✓ | 1.0% | ✓ | 2.7% |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among females, participation-years and level of involvement in non-sport activities during high school were positively associated with voting in the 2004 United States presidential and the 2006 Iowa gubernatorial elections. In addition, academic performance during high school was positively associated with voting in those two elections; this association was stronger than the associations between aspects of participation and voting behavior (see Table 82).

Among males, all three aspects of participation in high school sports were positively associated with voting in the 2004 United States presidential and 2006 Iowa gubernatorial elections. participation-years and level of involvement in non-sport activities during high school were also positively associated with voting in those two elections, although the associations are weaker than those with sports-related participation. Academic performance during high school was also positively associated with voting in those two elections.

| Table 82 | | | | |
|-------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Voted in 2004 and 2006 | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 6.2% | ✓ | 6.2% |
| | ✓ | 1.2% | ✓ | 1.2% |
| Number of Activities | ✓ | 2.9% | | |
| Participation-Years | ✓ | 3.0% | ✓ | 4.9% |
| | ✓ | | ✓ | 1.2% |
| Level of Involvement | ✓ | 8.7% | ✓ | 5.0% |
| | ✓ | | ✓ | 1.2% |

Note. School size explained 0.3% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance and sports participation in high school were positively associated with being able to name one or both of the Iowa senators in the United States Senate (see Table 83).

| Table 83 | | | | |
|----------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Named Iowa Senators | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.4% | ✓ | 1.4% |
| Number of Activities | ✓ | 1.1% | | |
| Participation-Years | ✓ | 1.4% | | |
| Level of Involvement | ✓ | 1.4% | | |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

Among females, only academic performance during high school was associated with being able to name one or both of the Iowa senators in the United States Senate (see Table 84).

Among males, all three aspects of participation in high school sports were positively associated with being able to name one or both of the Iowa senators in the United States Senate.

| Table 84 | | | | |
|----------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Named Iowa Senators | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 4.6% | ✓ | 4.6% |
| Number of Activities | ✓ | 1.9% | | |
| Participation-Years | ✓ | 2.0% | | |
| Level of Involvement | ✓ | 2.7% | | |

Note. School size explained 0.0% and 0.2% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, all aspects of participation in non-sport activities and the number of sports they participated in during high school were positively associated with accessing any news outlets every day in early adulthood (see Table 85).

| Table 85 | | | | |
|---------------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Any News Outlets Every Day | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 0.7% | ✓ | 1.0% |
| Participation-Years | | | ✓ | 1.3% |
| Level of Involvement | | | ✓ | 1.2% |

Note. School size explained 0.7% of the variance. School size was statistically significant.

Among females, the number of sports they participated in during high school was positively associated with whether they accessed any news outlets every day in adulthood. Participation-years and level of involvement in high school sports were positively associated with whether they accessed any news outlets every day in adulthood (see Table 86).

Among males, the number of non-sports activities, the participation-years in non-sport activities, and the level of involvement in non-sport activities during high school were positively associated with whether they accessed any news outlets every day in adulthood.

Academic performance was not associated with news access among males and females.

| Table 86 | | | | |
|---------------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Any News Outlets Every Day | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.4% | ✓ | 1.9% |
| Participation-Years | | | ✓ | 2.3% |
| | | | ✓ | 1.4% |
| Level of Involvement | | | ✓ | 2.0% |
| | | | ✓ | 1.2% |

Note. School size explained 0.5% and 0.8% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, all aspects of participation in non-sport activities, the number of sports they participated in, and their level of involvement in sports during high school were positively associated with the number of news outlets they accessed every day in early adulthood (see Table 87).

| Table 87 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Number of News Outlets Every Day | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.0% | ✓ | 1.0% |
| Participation-Years | | | ✓ | 1.1% |
| Level of Involvement | ✓ | 0.6% | ✓ | 1.2% |

Note. School size explained 0.8% of the variance. School size was statistically significant.

Among females, all three aspects of participation in non-sport activities during high school were positively associated with the number of news outlets they accessed every day (see Table 88).

Among males, all three aspects of participation in both sport and non-sport activities during high school were positively associated with the number of news outlets they accessed every day.

| Table 88 | | | | |
|---|---------------------------|--------------------|---------------------------|--------------------|
| Number of News Outlets Every Day | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | | | | |
| Number of Activities | ✓ | 3.0% | ✓ | 1.2% |
| Participation-Years | ✓ | 1.5% | ✓ | 2.3% |
| Level of Involvement | ✓ | 2.5% | ✓ | 1.6% |

Note. School size explained 0.4% and 1.4% of the variance for females and males, respectively. School size was statistically significant for males, but not for females.

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Highlights

- ✓ Males and females who said that sports were highly important to them during high school were more likely to report they completed a four year degree such as a BA or BS than those who did not think sports were highly important.
- ✓ Males who said that sports were highly important to them during high school were more likely to report an annual household income greater than \$50,000 than those who did not think sports were highly important.
- ✓ Females who said that sports were highly important to them during high school were less likely to report having trouble paying their bills in the last year than those who did not think sports were highly important.
- ✓ Among all respondents and males, sports and non-sport participation were associated with completing a four-year degree; among females, non-sport activity participation was associated with completing a four-year degree.
- ✓ Sports participation during high school was associated with an annual income greater than \$50,000 among all respondents, males, and females.
- ✓ Among females, sports participation in high school was associated with a lesser likelihood of having trouble paying bills.

2E.1. Descriptive Statistics

Approximately half of all respondents had a four year degree (54% among females and 42% among males) (see Table 89).

| Table 89 | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Education | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Four Year Degree (such as BA or BS) | | | | | | | | | |
| Yes | 393 | 49% | 49% | 247 | 54% | 54% | 146 | 42% | 42% |

Among all respondents, 77% were employed full-time and 13% were employed part-time (see Table 90).

Among women, workforce status was distributed as follows: employed full-time (62%), employed part-time (21%), unemployed and looking for work (<1%), homemaker (13%), student (<1%), not working due to disability (2%), and unemployed but not looking for work (<1%).

Among men, workforce status was distributed as follows: employed full-time (95%), employed part-time (2%), unemployed and looking for work (<1%), homemaker (<1%), student (<1%), and not working due to disability (<1%).

| Table 90 | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Employment | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Are You Currently Employed Full Time, Employed Part Time, Unemployed But Looking for Work in Past 30 Days, or Not in the Labor Force? | | | | | | | | | |
| Employed full time | 619 | 77% | 77% | 285 | 62% | 62% | 334 | 95% | 95% |
| Employed part time | 104 | 13% | 13% | 97 | 21% | 21% | 7 | 2% | 2% |
| Unemployed but looking for work in past 30 days | 6 | <1% | <1% | 3 | <1% | <1% | 3 | <1% | <1% |
| Not in the labor force | 78 | 10% | 10% | 71 | 16% | 16% | 7 | 2% | 2% |
| Are You Not in the Labor Force Because You Are a... | | | | | | | | | |
| Homemaker | 64 | 8% | 83% | 61 | 13% | 86% | 3 | <1% | 50% |
| Student | 2 | <1% | 3% | 1 | <1% | 1% | 1 | <1% | 17% |
| Retired | 0 | 0% | 0% | 0 | 0% | 0% | 0 | 0% | 0% |
| Person with a disability | 10 | 1% | 13% | 8 | 2% | 11% | 2 | <1% | 33% |
| Inmate | 0 | 0% | 0% | 0 | 0% | 0% | 0 | 0% | 0% |
| Unemployed but not looking for work in the past 30 days | 1 | <1% | 1% | 1 | <1% | <1% | 0 | 0% | 0% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - | 1 | <1% | - |
| System missing | 729 | 90% | - | 385 | 84% | - | 344 | 98% | - |

There were too few respondents (n = 6) who were unemployed and looking for work to perform subgroup comparisons or regression analysis to determine the relationship between sports or non-sports participation in high school and subsequent workforce status.

Among all respondents, 33% found it *moderately* or *extremely* difficult to pay their bills on time during the past 12 months (37% among females and 28% among males) (see Table 91).

| Table 91 | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Financial Difficulties | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| During the Past 12 Months How Difficult Has it Been for You to Pay Your Bills on Time? | | | | | | | | | |
| Not at all difficult | 540 | 67% | 67% | 288 | 63% | 63% | 252 | 72% | 72% |
| Moderately difficult | 233 | 29% | 29% | 145 | 32% | 32% | 88 | 25% | 25% |
| Extremely difficult | 33 | 4% | 4% | 22 | 5% | 5% | 11 | 3% | 3% |
| Refused | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |

2E.2. Between-Group Comparisons

Among all respondents, females, and males, a larger proportion of individuals who rated sports as highly important to them during high school completed a four year degree (such as a BA or BS) than individuals who rated sports as being of low importance. Among all respondents, a greater proportion of women (52%) than men (42%) completed a four year degree (see Tables 92 and 93).

| Table 92 | | | | |
|--|-----------------------|------|---------------------|-----|
| Four Year Degree (such as BA or BS) | Importance of Sports* | | Sports Top Priority | |
| | Low | High | No | Yes |
| Yes | 42% | 53% | 51% | 44% |

| Table 93 | | | | | | | | | | |
|--|-----------------------|------|---------------------|-----|---------------------|-------------------|-----------------------|------|---------------------|-----|
| Four Year Degree (such as BA or BS) | Importance of Sports* | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports* | | Sports Top Priority | |
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Yes | 48% | 59% | 56% | 48% | 54% | 42% | 31% | 46% | 42% | 42% |

Among all respondents and among males, a larger proportion of individuals who rated sports as highly important to them during high school reported an annual household income greater than \$50,000 per year than individuals who rated sports as being of low importance. Furthermore, among all respondents and among males only, a larger proportion of individuals who said sports were their top priority during high school reported an annual household income greater than \$50,000 per year than individuals who said sports were not their top priority (see Tables 94 and 95).

| Table 94 | | | | |
|--------------------------------|------------------------------|------|-----------------------------|-----|
| Annual Household Income | Importance of Sports* | | Sports Top Priority* | |
| | Low | High | No | Yes |
| Less than \$50,000 per year | 32% | 21% | 29% | 17% |
| \$50,000 or more per year | 68% | 79% | 71% | 83% |

| Table 95 | | | | | | | | | | |
|--------------------------------|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|------------------------------|------|-----------------------------|-----|
| Annual Household Income | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports* | | Sports Top Priority* | |
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Less than \$50,000 per year | 31% | 24% | 29% | 23% | 27% | 22% | 32% | 17% | 30% | 12% |
| \$50,000 or more per year | 69% | 76% | 71% | 77% | 73% | 78% | 68% | 83% | 70% | 88% |

Among all respondents and among females, a smaller proportion of individuals who rated sports as highly important to them during high school reported having trouble paying their bills than individuals who rated sports as being of low importance. A greater proportion of women than men reported having trouble paying their bills (see Tables 96 and 97)

| Financial Difficulties | Importance of Sports* | | Sports Top Priority | |
|-----------------------------------|------------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| | Not at all difficult | 62% | 70% | 66% |
| Moderately or Extremely difficult | 38% | 30% | 34% | 31% |

| Financial Difficulties | Importance of Sports* | | Sports Top Priority | | Total Sample Women* | Total Sample Men* | Importance of Sports | | Sports Top Priority | |
|-----------------------------------|------------------------------|------|----------------------------|-----|----------------------------|--------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Not at all difficult | 57% | 69% | 63% | 65% | 63% | 72% | 72% | 72% | 71% | 72% |
| Moderately or Extremely difficult | 43% | 31% | 37% | 35% | 37% | 28% | 28% | 28% | 29% | 28% |

2E.3. Correlations

Among all respondents, males, and females, academic performance and all aspects of participation in both sports and non-sport activities were positively correlated with having a four year degree (see Table 98).

| Table 98 | | | |
|--|----------------|----------------|--------------|
| Four Year Degree (such as BA or BS) | Overall | Females | Males |
| Size of Graduating Class | 0.03 | 0.02 | 0.06 |
| Academic Performance | 0.44 | 0.42 | 0.44 |
| Sports – Number of Activities | 0.14 | 0.14 | 0.20 |
| Sports – Participation-Years | 0.17 | 0.15 | 0.25 |
| Sports – Level of Involvement | 0.16 | 0.15 | 0.22 |
| Non-Sports – Number of Activities | 0.26 | 0.24 | 0.24 |
| Non-Sports – Participation-Years | 0.27 | 0.26 | 0.24 |
| Non-Sports – Level of Involvement | 0.24 | 0.24 | 0.21 |

Among all respondents, females, and males, academic performance and sports participation during high school were correlated with having a household income of \$50,000 per year or more. Among all respondents and females, certain aspects of participation in non-sport activities were also significantly and positively correlated with income (see Table 99).

| Table 99 | | | |
|---|----------------|----------------|--------------|
| Income (Above or Below \$50,000) | Overall | Females | Males |
| Size of Graduating Class | 0.01 | -0.04 | 0.08 |
| Academic Performance | 0.13 | 0.14 | 0.16 |
| Sports – Number of Activities | 0.16 | 0.16 | 0.16 |
| Sports – Participation-Years | 0.15 | 0.14 | 0.15 |
| Sports – Level of Involvement | 0.17 | 0.16 | 0.16 |
| Non-Sports – Number of Activities | 0.09 | 0.16 | 0.02 |
| Non-Sports – Participation-Years | 0.06 | 0.14 | 0.00 |
| Non-Sports – Level of Involvement | 0.07 | 0.15 | 0.00 |

Among all respondents and females, academic performance and sports participation in high school were negatively correlated with having financial difficulties, operationalized as having trouble paying bills. Among males, academic performance during high school was correlated with financial difficulties (see Table 100).

| Table 100 | | | |
|--|----------------|----------------|--------------|
| Financial Difficulties (Trouble Paying Bills) | Overall | Females | Males |
| Size of Graduating Class | 0.03 | 0.07 | -0.02 |
| Academic Performance | -0.18 | -0.24 | -0.16 |
| Sports – Number of Activities | -0.14 | -0.20 | -0.03 |
| Sports – Participation-Years | -0.15 | -0.19 | -0.05 |
| Sports – Level of Involvement | -0.15 | -0.21 | -0.03 |
| Non-Sports – Number of Activities | -0.01 | -0.06 | 0.01 |
| Non-Sports – Participation-Years | -0.01 | -0.06 | 0.01 |
| Non-Sports – Level of Involvement | 0.00 | -0.04 | 0.04 |

2E.3. Regression Modeling

Among all respondents and among males, academic performance and all aspects of participation in sports and non-sports during high school were associated with completing a four year degree such as a BA or BS (see Tables 101 and 102). Among females, academic performance and participation in non-sport activities were associated with completing a four-year degree (see Table 102).

| Table 101 | | | | |
|-------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Four Year Degree | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 19.2% | ✓ | 19.2% |
| Number of Activities | ✓ | 0.9% | ✓ | 1.3% |
| Participation-Years | ✓ | 1.2% | ✓ | 1.6% |
| Level of Involvement | ✓ | 0.8% | ✓ | 1.3% |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

| Table 102 | | | | |
|-------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Four Year Degree | Sports | | Non-Sports | |
| ✓ = Female ✓ = Male | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 16.7% | ✓ | 16.7% |
| | ✓ | 19.4% | ✓ | 19.4% |
| Number of Activities | | | ✓ | 1.1% |
| | ✓ | 2.0% | ✓ | 1.4% |
| Participation-Years | | | ✓ | 1.8% |
| | ✓ | 3.0% | ✓ | 1.3% |
| Level of Involvement | | | ✓ | 1.4% |
| | ✓ | 0.2% | ✓ | 1.2% |

Note. School size explained 0.0% and 0.3% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents and among males and females, academic performance and sports participation during high school were associated with having an annual household income greater than \$50,000 in early adulthood (see Tables 103 and 104). In addition, among females, two aspects of participation in non-sport activities were associated with an annual household income greater than \$50,000 in early adulthood.

| Table 103 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Income | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 1.7% | ✓ | 1.7% |
| Number of Activities | ✓ | 2.4% | | |
| Participation-Years | ✓ | 1.9% | | |
| Level of Involvement | ✓ | 2.4% | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant. Income was dichotomized as above or below \$50,000.

| Table 104 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Income | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 1.5% | ✓ | 1.5% |
| Number of Activities | ✓ | 3.2% | ✓ | 3.2% |
| | ✓ | 1.7% | ✓ | 1.1% |
| Participation-Years | ✓ | 2.6% | | |
| | ✓ | 1.1% | | |
| Level of Involvement | ✓ | 2.3% | | |
| | ✓ | 1.8% | ✓ | 1.0% |
| | ✓ | 2.4% | | |

Note. School size explained 0.2% and 0.6% of the variance for females and males, respectively. School size was not statistically significant for females or males. Income was dichotomized as above or below \$50,000.

Among all respondents, academic performance, all aspects of participation in sports, and the level of involvement in non-sport activities were associated with experiencing less difficulty in paying bills on time (see Table 105). Among females, academic performance and all aspects of participation in sports were associated with experiencing less difficulty in paying bills on time; among males, only academic performance during high school was associated with less difficulty in paying bills on time (see Table 106).

| Table 105 | | | | |
|-------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Financial Difficulties | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 2.9% | ✓ | 2.9% |
| Number of Activities | ✓ | 0.9% | | |
| Participation-Years | ✓ | 1.1% | | |
| Level of Involvement | ✓ | 1.1% | ✓ | 0.6% |

Note. School size explained 0.1% of the variance. School size was not statistically significant.

| Table 106 | | | | |
|-------------------------------|---------------------------|--------------------|---------------------------|--------------------|
| Financial Difficulties | Sports | | Non-Sports | |
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ ✓ | 4.8% 2.7% | ✓ ✓ | 4.8% 2.7% |
| Number of Activities | ✓ | 1.8% | | |
| Participation-Years | ✓ | 1.7% | | |
| Level of Involvement | ✓ | 2.1% | | |

Note. School size explained 0.5% and 0.1% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Highlights

- ✓ Significantly more men than women in the total sample said they had been addicted to cigarettes in the past 12 months and that they had consumed any alcohol in the past 30 days.
- ✓ Men who said that sports were highly important to them in high school were more likely than other men to have used any alcohol in the past 30 days.
- ✓ Women who rated sports as highly important and who said sports were their top priority in high school were more likely to report heavy use of alcohol than other women.
- ✓ Although simple correlations suggest that some aspects of participation in sport and non-sport activities may be *negatively* associated with risk behaviors, regression models accounting for academic performance suggest that some aspects of sport participation may be *positively* associated with risk behaviors. This suggests that the relationships among these factors are complex and the effect of sports participation may vary depending on one's level of academic performance.
- ✓ Among men, number of sports respondents participated in during high school was positively associated with alcohol use later in life.

2F.1. Descriptive Statistics

Respondents were asked about risk behaviors they might have engaged in or been addicted to during the past 30 days and during the past 12 months.

In the past 30 days (see Table 107):

- Among all respondents, 18% smoked any cigarettes (20% of men and 17% of women).
- Among all respondents, 70% drank any alcohol (81% of men and 62% of women).
- Among all respondents, 1% used any illegal drugs (2% of men and less than 1% of women).
- Among all respondents, 2% misused any prescription drugs (2% of men and women).
- Among all respondents, 27% engaged in any gambling (35% of men and 21% of women).

| Table 107 | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|--------------|----------------|----------------|
| Substance Use and Gambling | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| During the past 30 days, smoked any cigarettes | | | | | | | | | |
| Yes | 148 | 18% | 18% | 78 | 17% | 17% | 70 | 20% | 20% |
| No | 658 | 82% | 82% | 377 | 83% | 83% | 281 | 80% | 80% |
| Don't know/ refused | 1 | <1% | - | 1 | <1% | - | 0 | 0% | - |
| During the past 30 days, drank any alcohol | | | | | | | | | |
| Yes | 566 | 70% | 70% | 283 | 62% | 62% | 283 | 81% | 81% |
| No | 238 | 30% | 30% | 172 | 38% | 38% | 66 | 19% | 19% |
| Don't know/ refused | 2 | <1% | - | 1 | <1% | - | 1 | <1% | - |
| During the past 30 days, used any illegal drugs | | | | | | | | | |
| Yes | 10 | 1% | 1% | 2 | <1% | <1% | 8 | 2% | 2% |
| No | 797 | 99% | 99% | 454 | >99% | >99% | 343 | 98% | 98% |
| During the past 30 days, misused any prescription drugs such as pain medication or sleeping pills? | | | | | | | | | |
| Yes | 15 | 2% | 2% | 7 | 2% | 2% | 8 | 2% | 2% |
| No | 792 | 98% | 98% | 449 | 98% | 98% | 343 | 98% | 98% |
| During the past 30 days, engaged in any gambling | | | | | | | | | |
| Yes | 220 | 27% | 27% | 97 | 21% | 21% | 123 | 35% | 35% |
| No | 587 | 73% | 73% | 359 | 79% | 79% | 228 | 65% | 65% |

Respondents were also asked about norm violations – behaviors they might have engaged in that could be categorized as going against the norm or as norm violations. These behaviors included parking violations, speeding, engaging in physical violence, drinking and driving, being arrested and taken to a police station, falsely calling in sick to work, inappropriately expressing frustration at work, and stealing. A simple index of the number of different types of these behaviors was computed for this analysis.

During the past 12 months (see Table 108):

- Among all respondents, 64% had violated at least one norm in the past 12 months (72% of men and 57% of women).
- Among all respondents, 11% had violated 3 or more norms in the past 12 months (17% of men and 7% of women).

| Table 108 | | | | | | | | | |
|--|----------------|---------|---------|----------------|---------|---------|--------------|---------|---------|
| Number of Norms Violated | Overall | | | Females | | | Males | | |
| | N | Total % | Valid % | N | Total % | Valid % | N | Total % | Valid % |
| Number of types of norms violated during the past 12 months | | | | | | | | | |
| 0 | 294 | 36% | 36% | 197 | 43% | 43% | 97 | 28% | 28% |
| 1 | 262 | 32% | 32% | 150 | 33% | 33% | 112 | 32% | 32% |
| 2 | 161 | 20% | 20% | 79 | 17% | 17% | 82 | 23% | 23% |
| 3 or more | 90 | 11% | 11% | 30 | 7% | 7% | 60 | 17% | 17% |

2F.2. Between-Group Comparisons

Cigarette use in the past 30 days was not significantly different between men and women (see Table 110), nor between individuals who rated sports as important or the top priority and those who rated sports as less important or not the top priority. However, significantly more men than women in the total sample said they had been addicted to cigarettes in the past 12 months. No significant differences were seen when importance of sports or sports priority were used as grouping variables.

| Cigarettes | Importance of Sports | | Sports Top Priority | |
|---------------------------|-----------------------------|-------|----------------------------|-----|
| | Low | High | No | Yes |
| Smoked (Past 30 Days) | 19% | 17.9% | 17% | 21% |
| Addicted (Past 12 Months) | 17% | 14% | 15% | 14% |

| Cigarettes | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|--|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Smoked (Past 30 Days) | 19% | 16% | 16% | 21% | 17% | 20% | 19% | 20% | 19% | 21% |
| Addicted (Past 12 Months) _c | 14% | 11% | 13% | 10% | 12% | 18% | 20% | 17% | 18% | 18% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

Regarding alcohol use, a larger proportion of men than women in the total sample reported any alcohol use in the past 30 days (81% compared to 62%). Men who said that sports were highly important to them in high school were more likely than other men to have used any alcohol in the past 30 days.

Gender was also associated with heavy use of alcohol² and addiction to alcohol, with larger proportions of men than women reporting both. Among women, heavy use of alcohol was more common among those who rated sports as highly important than among those who rated sports as less important. Heavy use was also more common among women who said sports were their top priority in high school than among women who said sports was not their top priority in high school.

| Alcohol | Importance of Sports | | Sports Top Priority | |
|----------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes |
| Used (Past 30 Days)* | 64% | 74% | 68% | 76% |
| Heavy Use* | 33% | 43% | 33% | 50% |
| Addicted | 3% | 1% | 2% | 1% |

| Alcohol | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|------------------------------------|-----------------------------|------|----------------------------|-----|---------------------------|-------------------------|-----------------------------|------|----------------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Used (Past 30 Days) _{c d} | 59% | 65% | 61% | 65% | 62% | 81% | 74% | 84% | 79% | 84% |
| Heavy Use _{a b e} | 30% | 44% | 33% | 51% | 38% | 40% | 36% | 42% | 34% | 48% |
| Addicted _c | <1% | <1% | <1% | 0% | <1% | 4% | 6% | 2% | 5% | 3% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

²Heavy alcohol use was defined using Centers for Disease Control and Prevention guidelines. “For men, heavy drinking is typically defined as consuming an average of more than 2 drinks per day. For women, heavy drinking is typically defined as consuming an average of more than 1 drink per day.” (Retrieved on May 21, 2009 from www.cdc.gov/alcohol/faq)

There were too few respondents reporting norm violations to conduct subgroup analysis for having been arrested or taken to the police station (1% men n = 4, <1% women n = 3) and for taking things from employer or coworkers (1% men n = 5, < 1% women n = 1). Subgroup comparisons for the six other types of norm violations are shown in Table 113.

Men were more likely than women to report they had driven 20 mph over the speed limit, driven after having too much to drink, and expressed frustration at work inappropriately. Women who said sports were highly important to them in high school were more likely than other women to have called into work under false pretenses. Women who said sports were their top priority in high school were more likely than other women to have driven 20 mph over the speed limit. Men who said sports were their top priority in high school were more likely than other men to have driven after having too much to drink (see Table 114).

| Norm Violations | Importance of Sports | | Sports Top Priority | |
|--|----------------------|------|---------------------|-----|
| | Low | High | No | Yes |
| Parked Car Illegally | 12% | 13% | 13% | 13% |
| Driven 20 mph Over Speed Limit _b | 32% | 31% | 29% | 37% |
| Hit or Threatened Someone | 5% | 4% | 5% | 3% |
| Driven After Having too Much to Drink _{a, b} | 7% | 12% | 7% | 16% |
| Called into Work Sick When Not Sick _a | 13% | 8% | 10% | 9% |
| Inappropriate Expression of Frustration at Work _b | 37% | 43% | 38% | 46% |

Note. The subscripts indicate statistically significant differences as follows: a (Importance of Sports), b (Sports Top Priority)

| Norm Violations | Importance of Sports | | Sports Top Priority | | Total Sample Women | Total Sample Men | Importance of Sports | | Sports Top Priority | |
|--|----------------------|------|---------------------|-----|--------------------|------------------|----------------------|------|---------------------|-----|
| | Low | High | No | Yes | | | Low | High | No | Yes |
| Parked Car Illegally | 11% | 11% | 11% | 11% | 11% | 15% | 16% | 15% | 16% | 15% |
| Driven 20 mph Over Speed Limit _{c b} | 26% | 29% | 24% | 37% | 28% | 37% | 43% | 34% | 37% | 36% |
| Hit or Threatened Someone | 4% | 2% | 4% | 2% | 3% | 5% | 7% | 4% | 6% | 4% |
| Driven After Having too Much to Drink _{c e} | 3% | 6% | 4% | 7% | 5% | 17% | 14% | 19% | 12% | 24% |
| Called into Work Sick When Not Sick _a | 14% | 7% | 10% | 9% | 10% | 9% | 11% | 8% | 9% | 9% |
| Inappropriate Expression of Frustration at Work _c | 31% | 34% | 31% | 36% | 32% | 52% | 50% | 53% | 51% | 54% |

Note. The subscripts indicate statistically significant differences as follows: a (Female, Importance of Sports), b (Female, Sports Top Priority), c (Male vs. Female), d (Male, Importance of Sports), and e (Male, Sports Top Priority).

2F.3. Correlations

Among females, all aspects of participation in non-sport activities and participation-years in sports during high school were negatively correlated with cigarette use later in life (more participation was associated with less cigarette use) (see Table 115). In the total sample and among females only, academic performance was negatively correlated with cigarette use later in life.

| Table 115 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Cigarette Use | Overall | Females | Males |
| Size of Graduating Class | 0.02 | 0.04 | -0.01 |
| Academic Performance | -0.16 | -0.20 | -0.10 |
| Sports – Number of Activities | -0.02 | -0.07 | 0.02 |
| Sports – Participation-Years | -0.06 | -0.10 | -0.03 |
| Sports – Level of Involvement | -0.04 | -0.08 | 0.00 |
| Non-Sports – Number of Activities | -0.06 | -0.16 | 0.08 |
| Non-Sports – Participation-Years | -0.07 | -0.17 | 0.09 |
| Non-Sports – Level of Involvement | -0.05 | -0.14 | 0.08 |

In the total sample, sport participation in high school was positively correlated with alcohol use in the past 30 days later in life (see Table 116). The correlations were not statistically significant for the female and male subsamples.

| Table 116 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Alcohol Use | Overall | Females | Males |
| Size of Graduating Class | 0.01 | 0.00 | 0.01 |
| Academic Performance | -0.04 | 0.02 | -0.01 |
| Sports – Number of Activities | 0.11 | 0.07 | 0.10 |
| Sports – Participation-Years | 0.08 | 0.03 | 0.07 |
| Sports – Level of Involvement | 0.09 | 0.04 | 0.08 |
| Non-Sports – Number of Activities | -0.25 | 0.04 | -0.01 |
| Non-Sports – Participation-Years | -0.04 | 0.02 | -0.01 |
| Non-Sports – Level of Involvement | -0.03 | 0.01 | 0.00 |

Among all respondents and males only, participation-years in high school sports was negatively correlated with having any addictions later in life (see Table 117). Among females, all aspects of sport participation were negatively correlated with having any addictions later in life.

| Table 117 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Any Addictions | Overall | Females | Males |
| Size of Graduating Class | 0.05 | 0.04 | 0.06 |
| Academic Performance | -0.17 | -0.21 | -0.09 |
| Sports – Number of Activities | -0.06 | -0.09 | -0.07 |
| Sports – Participation-Years | -0.10 | -0.12 | -0.11 |
| Sports – Level of Involvement | -0.07 | -0.09 | -0.08 |
| Non-Sports – Number of Activities | -0.03 | -0.04 | 0.02 |
| Non-Sports – Participation-Years | -0.04 | -0.04 | 0.02 |
| Non-Sports – Level of Involvement | -0.01 | 0.00 | 0.02 |

Among all respondents, academic performance and participation-years in non-sport activities during high school were negatively correlated with norm violations later in life (see Table 118). Among females, only academic performance during high school was correlated (negatively) with norm violations. Among males, participation-years and level of involvement in non-sport activities during high school were correlated with norm violations later in life.

| Table 118 | | | |
|-----------------------------------|----------------|----------------|--------------|
| Norm Violations | Overall | Females | Males |
| Size of Graduating Class | 0.03 | 0.06 | -0.01 |
| Academic Performance | -0.14 | -0.14 | -0.06 |
| Sports – Number of Activities | 0.06 | 0.08 | -0.02 |
| Sports – Participation-Years | 0.02 | 0.03 | -0.05 |
| Sports – Level of Involvement | 0.03 | 0.05 | -0.06 |
| Non-Sports – Number of Activities | -0.04 | 0.05 | -0.09 |
| Non-Sports – Participation-Years | -0.08 | 0.01 | -0.12 |
| Non-Sports – Level of Involvement | -0.05 | 0.03 | -0.11 |

2F.4. Regression Modeling

Among all respondents, none of the independent variables were associated with misuse of prescription drugs. Furthermore, in the total sample, the dependent variables of cigarette use, illegal drug use, and gambling were associated with academic performance in the regression model only (R^2 values of 2.2%, 0.7%, and 0.6%, respectively). Regarding alcohol use in the total sample, all aspects of participation in sports during high school were positively associated with alcohol use later in life (see Table 119). Non-sport participation had none of these associations.

| Alcohol Use | Sports | | Non-Sports | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 0.3% | | |
| Participation-Years | ✓ | 0.7% | | |
| Level of Involvement | ✓ | 0.8% | | |

Note. School size explained 0.0% of the variance. School size was not statistically significant.

Among females, the number of non-sport activities participated in during high school and the participation-years in those activities were negatively associated with cigarette use later in life. In addition, academic performance was negatively associated with cigarette use later in life (see Table 120).

Among males, the number of non-sport activities participated in during high school and the participation-years in those activities were positively associated with cigarette use later in life. Participating in a greater number of non-sport activities for a longer period of time were weakly related to cigarette use during adulthood.

| Cigarette Use | Sports | | Non-Sports | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ | 3.3% | ✓ | 3.3% |
| Number of Activities | | | ✓ | 0.8% |
| Participation-Years | | | ✓ | 1.3% |
| Level of Involvement | | | ✓ | 1.2% |
| | | | ✓ | 1.7% |

Note. School size explained 0.1% and 0.0% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among males, the number of sports participated in during high school was positively associated with alcohol use in adulthood (see Table 121).

| Table 121 | | | | |
|----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Alcohol Use | Sports | | Non-Sports | |
| ✓ = Female ✓ = Male | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | | | | |
| Number of Activities | ✓ | 1.2% | | |
| Participation-Years | | | | |
| Level of Involvement | | | | |

Note. School size explained 0.0% and 0.0% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents in the sample, academic performance was the only independent variable associated with reporting any addiction in the past 12 months. Participation was not associated with this life experience measure.

Among females, only academic performance during high school was negatively associated with have experienced any addictions in adulthood (see Table 122).

| Table 122 | | | | |
|-----------------------|---------------------------|--------------------|---------------------------|--------------------|
| Any Addictions | Sports | | Non-Sports | |
| ✓ = Female ✓ = Male | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| Academic Performance | ✓ | 3.6% | ✓ | 3.6% |
| Number of Activities | | | | |
| Participation-Years | | | | |
| Level of Involvement | | | | |

Note. School size explained 0.1% and 0.4% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Among all respondents, academic performance was the only independent variable associated with reporting any norm violations. Participation was not associated with this life experience measure.

Among females, the number of non-sport activities participated in during high school was positively associated with norm violations in adulthood – participating in more activities was associated with increased numbers of violations of norms later in life. However, this effect was very weak and not observed with other measures of non-sports participation. Academic performance during high school, on the other hand, was negatively associated with norm violations later in life (see Table 123).

Among males, only academic performance during high school was significantly associated with norm violations later in life, and that association was negative.

| Norm Violations | Sports | | Non-Sports | |
|------------------------|---------------------------|--------------------|---------------------------|----------------------|
| | Statistically significant | Variance Explained | Statistically significant | Variance Explained |
| ✓ = Female ✓ = Male | | | | |
| Academic Performance | ✓ ✓ | 2.1% 1.4% | ✓ ✓ ✓ | 2.1% 1.4% 1.5% |
| Number of Activities | | | | |
| Participation-Years | | | | |
| Level of Involvement | | | | |

Note. School size explained 0.5% and 0.0% of the variance for females and males, respectively. School size was not statistically significant for females or males.

Illegal drug use and misuse of prescription drugs during the past 30 days were reported by 1.2% (n = 10) and 1.9% (n = 15) of the total sample. Less than 1% of the total sample reported said they felt they had a problem with or might be addicted to illegal or prescription drugs during the past 12 months. The number of respondents for these variables was too small to permit any subgroup comparisons or regression analyses. Regarding gambling, no components of the regression models were significantly associated with gambling in adulthood.

Summary and Conclusions

This report presents results of a project conducted by the Center for Social and Behavioral Research (CSBR) at the University of Northern Iowa (UNI) on behalf of the Iowa Girls' High School Athletic Union (IGHSAU). IGHSAU contracted with CSBR to conduct a research project to evaluate the long-term benefits of participating in extracurricular activities during high school. The general purpose of the project was to address the following research question: "What early adult life experiences are associated with participation in high school extracurricular activities?"

Following a comprehensive literature review, CSBR conducted a telephone survey of adult Iowans who had graduated from high schools in Iowa between 1988 and 1998. The survey focused on personal adjustment in adulthood including such things as physical health status and behaviors, psychosocial well-being, engagement in normative and anti-normative behaviors, health-related behaviors, and life, career, and family satisfaction.

A total of 807 interviews were completed and used for analysis.

- 56% female
- 43% between 31 and 35 years old
- 71% had earned a post-secondary degree
- 77% employed full-time
- 92% attended a public high school in Iowa
- 50% had a graduating class of 100 students or fewer
- 75% were "A" or "B" students in high school

Three questions served as a framework for analyses:

1. What are *perceptions* of the impacts of high school athletic participation on one's adolescent and adult life experiences?
2. What self-reported life experiences are associated with participation in various types of high school activities (sports and non-sports)?
3. What types of participation in high school activities (sports and non-sports) are associated with each of the major life experiences assessed in this survey?

What early adult life experiences are associated with participation in high school extracurricular activities?

Results of this study mirror those often found in the literature. Comprehensive reviews of the literature on the impacts of high school sports participation show that engaging in extracurricular activities, especially sports, is associated with a number of positive life experiences for participants both during high school and later in life. In addition, participation in sports is associated with certain negative life experiences as well, particularly in the realm of substance use.

The current research affirms these conclusions, but with a unique perspective. This research is conducted with Iowans; previous research has been conducted with national samples or with samples in other states. Results of this study add to what is known about how sports participation may impact life experiences of Iowans specifically.

However, results of this report should be interpreted with caution. Associations found between aspects of participation during high school and life experiences later in life are, in all cases, very weak. In many cases, more than 95% of the variance in any given life experience measure is unexplained, meaning that participation, if a significant predictor in the first place, is probably a very small, weak predictor of that life experience.

Overall, participation in sports is associated with the following positive life experiences of Iowans:

- Engaging in vigorous physical activity during the week
- Reporting very good or excellent emotional health
- Having higher self-esteem
- Not experiencing short- or long-term depression
- Feeling satisfied with progress made toward goals in domains of family, career, and general life
- Making active use of discretionary time outside the home
- Volunteering in the community
- Voting in state and national elections
- Knowing the names of US senators from Iowa
- Accessing news outlets every day
- Completing a four year degree
- Having an annual household income greater than \$50,000
- Not having trouble paying bills

Overall, participation in sports is associated with increased alcohol use.

In general, participation in non-sport activities during high school was not associated with as many later-life experiences as participation in sports during high school, especially among males. In the domains of physical and mental health, associations between aspects of participation in

non-sport activities and life experiences were more common among females than among males. Furthermore, in these domains, associations between aspects of participation in sports activities and life experiences were more common among males than among females. Life experiences in active use of discretionary time, volunteering, and political/news engagement among both males and females were influenced by aspects of non-sport participation during high school.

What are *perceptions* of the impacts of high school athletic participation on one's adolescent and adult life experiences?

Most respondents to the survey participated in some kind of extracurricular activity during high school. Approximately three-fourths (76%) participated in high school athletics and 88% participated in non-sport activities. In general, males reported more participation-years in sports than females, and females reported more participation-years in non-sport activities than males. Males participated in a significantly higher average number of sports than females (2.3 versus 1.8, respectively); females participated in a significantly higher average number of non-sport activities than males (3.6 and 2.6, respectively)

Regarding sports involvement, a larger proportion of males than females generally rated their involvement as *high*. Regarding non-sport participation, however, a larger proportion of females than males generally rated their involvement as *high*. Most respondents who participated in high school sports (92%) said participating in high school athletics made their high school experience more positive (95% men, 90% women). In addition, 87% said the lessons they learned while participating in sports have helped them as adults (88% men, 86% women). Among men and women, participating in a greater number of sports, participating for a longer period of time, and being more involved in sports were associated with the perception that athletic participation made high school a more positive experience and that lessons learned while participating were helpful as an adult.

Among respondents who participated in sport or non-sport activities during high school, 54% of men and 46% of women said sports were *highly important* to them; while 29% of men and 37% of women said school-based non-sports were *highly important* to them. Regarding priorities, 44% of men and 26% of women said sports was most important among sports, non-sports, and academics. In comparison, 26% of men and 46% of women said sports was least important among sports, non-sports, and academics.

Respondents were, in general, positive about their experiences with participation in high school extracurricular activities. Many respondents agreed that participating in high school sports made their high school experience more positive and that the life lessons they learned while participating in high school sports helped them later in life.

The following tables summarize the results of between-group comparisons found in the report. Comparisons are made based on importance and prioritization of sports during high school.

Personal Importance of Sports

Overall, individuals who rated the importance of sports during high school as HIGH were **more likely** than those who rated the importance as LOW to:

- Report better physical and emotional health
- Have higher self-esteem scores
- Report satisfaction with progress toward family, career, and life goals
- Use discretionary time actively and volunteer
- Complete a four year degree
- Have an annual household income greater than \$50,000
- Use alcohol at all in the past 30 days
- Be *heavy users* of alcohol

Overall, individuals who rated the importance of sports during high school as HIGH were **less likely** than those who rated the importance as LOW to...

- Experience prolonged periods of depression over a two year period
- Have trouble paying bills on time

| Females | Males |
|--|---|
| <p><i>Females</i> who rated the importance of sports during high school as HIGH were more likely than those who rated the importance as LOW to:</p> <ul style="list-style-type: none"> • Report better physical health • Report better emotional health • Be more involved in volunteer activities • Volunteer with a school or youth program, or with a place of worship • Use discretionary time to participate in a sports league • Complete a four year degree • Be <i>heavy users</i> of alcohol <p><i>Females</i> who rated the importance of sports during high school as HIGH were less likely than those who rated the importance as LOW to:</p> <ul style="list-style-type: none"> • Experience prolonged periods of depression over a two year period • Falsely call into work sick • Have trouble paying bills on time | <p><i>Males</i> who rated the importance of sports during high school as HIGH were more likely than those who rated the importance as LOW to:</p> <ul style="list-style-type: none"> • Have higher self-esteem scores • Be more active in their discretionary time • Be more involved in volunteer activities • Use discretionary time to participate in a sports league or attend a cultural event • Volunteer for a school or youth program • Access news online or in a newspaper every day • Complete a four year degree • Have an annual household income of \$50,000 or more • Have used alcohol in the past 30 days <p><i>Males</i> who rated the importance of sports during high school as HIGH were less likely than those who rated the importance as LOW to:</p> <ul style="list-style-type: none"> • Experience prolonged periods of depression over a two year period |

Prioritization of Sports in High School

Overall, individuals who said sports were their top priority during high school were **more likely** than those who said it was not their top priority to:

- Participate in a sports league
- Report an annual household income of \$50,000 or more
- Have used alcohol in the past 30 days
- Be *heavy users* of alcohol
- Have driven after having too much to drink

Overall, individuals who said sports were not their top priority during high school were **less likely** than those who said it was not their top priority to:

- Falsely call into work sick

| Females | Males |
|---|--|
| <p><i>Females</i> who said sports were their top priority during high school were more likely than those who said it was not their top priority to:</p> <ul style="list-style-type: none"> • Be satisfied with progress made toward their career goals • Use discretionary time to participate in a sports league • Be <i>heavy users</i> of alcohol • Have driven 20 mph or more over the speed limit in the past 12 months | <p><i>Males</i> who said sports were their top priority during high school were more likely than those who said it was not their top priority to:</p> <ul style="list-style-type: none"> • Have higher self-esteem scores • Use discretionary time to participate in a sports league or attend a cultural event • Access news through a newspaper every day • Have an annual household income of \$50,000 or more • Have driven after having too much to drink during the past 12 months |

What self-reported life experiences are associated with participation in various types of high school activities (sports and non-sports)?

| Physical Health and Activity | |
|--|--|
| <p><i>Overall</i>, participation in sports and non-sport extracurricular activities in high school were associated with engaging in vigorous physical activity on a greater number of days per week in early adulthood.</p> | |
| Females | Males |
| <p><i>Among females</i>, sports participation was positively associated with higher ratings of general physical health.</p> <p>Non-sport activity participation was associated with engaging in vigorous physical activity on a greater number of days per week.</p> | <p><i>Among males</i>, sports participation was associated with engaging in vigorous physical activity on a greater number of days per week.</p> |

| Mental Health | |
|---|---|
| <p><i>Overall</i>, participation in sports during high school was positively associated with emotional health, and self-esteem in early adulthood; it was negatively associated with experiencing short- and long-term depression in early adulthood. Participating in non-sport extracurricular activities in high school was positively associated with self-esteem in early adulthood.</p> | |
| Females | Males |
| <p><i>Among females</i>, sports participation was positively associated with emotional health and negatively associated with experiencing long-term depression.</p> <p>Non-sport participation was positively associated with emotional health and self-esteem.</p> | <p><i>Among males</i>, sports participation was positively associated with emotional health and self-esteem, and negatively associated with experiencing short- and long-term depression.</p> |

| Satisfaction | |
|---|---|
| <p><i>Overall</i>, participation in sports during high school was positively associated with satisfaction with progress made toward goals related to family, career, and general life goals in early adulthood.</p> | |
| Females | Males |
| <p><i>Among females</i>, sports participation was positively associated with satisfaction with progress made toward goals related to family, career, and general life goals.</p> | <p><i>Among males</i>, sports participation was positively associated with satisfaction with progress made toward goals related to family and general life goals.</p> |

| Civic Engagement | |
|--|---|
| <p><i>Overall</i>, participation in sports during high school was positively associated with making active use of discretionary time outside the home, volunteering in the community, voting in state and national elections, knowing the names of US senators from Iowa, and accessing more news outlets every day in early adulthood.</p> <p>Non-sport participation was associated with making active use of discretionary time outside the home, volunteering in the community, voting in state and national elections, and accessing any news outlets every day in early adulthood.</p> | |
| Females | Males |
| <p><i>Among females</i>, sports participation was positively associated with active use of discretionary time and volunteering.</p> <p>Non-sport participation was associated with active use of discretionary time, volunteering, voting in national and state elections, accessing any news every day, and accessing more news outlets every day.</p> | <p><i>Among males</i>, sports participation was positively associated with active use of discretionary time, volunteering, voting in national and state elections, being able to name both Iowa senators in the US Senate, and accessing more news outlets every day.</p> <p>Non-sport participation was associated with active use of discretionary time, volunteering, voting in national and state elections, accessing any news every day, and accessing more news outlets every day.</p> |

Education, Employment, and Finances

Overall, participation in sports during high school was positively associated with completing a four year degree and having an annual household income of \$50,000 or more in early adulthood; participation was negatively associated with having trouble paying one’s bills on time in early adulthood.

Non-sports participation was positively associated with completing a four year degree.

| Females | Males |
|---|--|
| <p><i>Among females</i>, sports participation was positively associated with having an annual household income of \$50,000 or more and negatively associated with having trouble paying bills on time.</p> <p>Non-sport participation was associated with completing a four year degree and an annual household income greater than \$50,000.</p> | <p><i>Among males</i>, sports participation was positively associated with completing a four year degree and an annual household income of \$50,000 or more.</p> <p>Non-sport participation was associated with completing a four year degree.</p> |

Risk Behaviors

Overall, participation in sports during high school was positively associated with alcohol use later in life.

| Females | Males |
|--|--|
| <p><i>Among females</i>, non-sport participation was associated with increased likelihood of cigarette use in early adulthood.</p> | <p><i>Among males</i>, number of sports participated in was positively associated with alcohol use later in life.</p> <p>Non-sport participation was associated with increased likelihood of cigarette use in early adulthood.</p> |

What types of participation in high school activities (sports and non-sports) are associated with each of the major life experiences assessed in this questionnaire?

Impact of Sports Participation – Participation-Years

Overall, higher levels of participation in sports (more participation-years) during high school were associated with the following life experiences during adulthood:

- Engaging in vigorous physical activity on more days during the week
- Improved emotional health and self-esteem
- Fewer experiences of both short- and long-term depression
- Satisfaction with progress toward family, life, and career goals
- More active use of discretionary time and volunteering
- Voting in national and state elections
- Knowledge of the names of the Iowa senators to the US Senate
- Completing a four year degree
- Having an annual household income of \$50,000 or more
- Experiencing less difficulty in paying bills on time
- Increased alcohol use

| Females | Males |
|--|---|
| <p><i>Among females</i>, higher levels of participation in sports (more participation-years) during high school were associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Higher ratings of general physical health • Higher ratings of general emotional and mental health • Lower likelihood of experiencing prolonged depression • Higher ratings of satisfaction toward progress on family, career, and life goals • More active use of discretionary time and volunteering • Having an annual household income of \$50,000 or more • Experiencing less difficulty in paying bills on time | <p><i>Among males</i>, higher levels of participation in sports (more participation-years) during high school were associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Engaging in vigorous physical activity on more days per week • Higher ratings of general emotional and mental health • Higher self-esteem scores • Lower likelihood of experiencing short-term and prolonged depression • Higher ratings of satisfaction toward progress on family and life goals • More active use of discretionary time and volunteering • Voting in the 2004 and 2006 elections • Being able to name both Iowa senators • Accessing a greater number of news outlets every day • Completing a four year degree • Having an annual household income of \$50,000 or more |

Impact of Sports Participation – Number of Sports

Overall, participating in more sports during high school was associated with the following life experiences during adulthood:

- Engaging in vigorous physical activity on more days per week
- Higher ratings of general emotional and mental health
- Higher self-esteem scores
- Lower likelihood of experiencing short-term and prolonged depression
- Higher ratings of satisfaction toward progress on family, career, and life goals
- More active use of discretionary time and volunteering
- Voting in the 2004 and 2006 elections
- Being able to name both Iowa senators
- Greater likelihood of accessing news outlets every day and accessing a greater number of news outlets every day
- Increased alcohol consumption
- Completing a four year degree
- Having an annual household income of \$50,000 or more
- Experiencing less difficulty in paying bills on time
- Increased alcohol use

| Females | Males |
|--|---|
| <p><i>Among females</i>, participating in more sports during high school was associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Higher ratings of general physical health • Higher ratings of general emotional and mental health • Lower likelihood of experiencing prolonged depression • Higher ratings of satisfaction toward progress on family, career, and life goals • More active use of discretionary time and volunteering • Having an annual household income of \$50,000 or more • Experiencing less difficulty in paying bills on time | <p><i>Among males</i>, participating in more sports during high school was associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Engaging in vigorous physical activity on more days per week • Higher ratings of general emotional and mental health • Higher self-esteem scores • Lower likelihood of experiencing short-term and prolonged depression • Higher ratings of satisfaction toward progress on family and life goals • More active use of discretionary time and volunteering • Voting in the 2004 and 2006 elections • Being able to name both Iowa senators • Greater likelihood of accessing any news outlets every day and accessing a greater number of news outlets every day • Completing a four year degree • Having an annual household income of \$50,000 or more • Increased alcohol consumption |

Impact of Sports Participation – Level of Involvement

Overall, higher levels of sports involvement during high school were associated with the following life experiences during adulthood:

- Higher ratings of general emotional and mental health
- Higher self-esteem scores
- Lower likelihood of experiencing short-term and prolonged depression
- Higher ratings of satisfaction toward progress on family and life goals
- More active use of discretionary time and volunteering
- Voting in the 2004 and 2006 elections
- Being able to name both Iowa senators
- Greater likelihood of accessing a greater number of news outlets every day
- Increased alcohol consumption
- Completing a four year degree
- Having an annual household income of \$50,000 or more
- Experiencing less difficulty in paying bills on time
- Increased alcohol use

| Females | Males |
|--|--|
| <p><i>Among females</i>, higher levels of sports involvement during high school were associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Higher ratings of general physical health • Higher ratings of general emotional and mental health • Lower likelihood of experiencing prolonged depression • Higher ratings of satisfaction toward progress on family, career, and life goals • More active use of discretionary time and volunteering • Having an annual household income of \$50,000 or more • Experiencing less difficulty in paying bills on time | <p><i>Among males</i>, higher levels of sports involvement during high school were associated with the following life experiences during adulthood:</p> <ul style="list-style-type: none"> • Engaging in vigorous physical activity on more days per week • Higher ratings of general emotional and mental health • Higher self-esteem scores • Lower likelihood of experiencing prolonged depression • Higher ratings of satisfaction toward progress on family and life goals • More active use of discretionary time and volunteering • Voting in the 2004 and 2006 elections • Being able to name both Iowa senators • Accessing a greater number of news outlets every day • Completing a four year degree • Having an annual household income of \$50,000 or more |

APPENDIX A

Survey Instrument

[Space Left Blank Intentionally]

Section 1: High school characteristics

Q1: What year did you graduate from high school?

[] = ACTUAL NUMBER [1988-1998]

8888. DID NOT GRADUATE BETWEEN 1988 and 1998 [Skip to INOHS]
7777. DON'T KNOW/NOT SURE
9999. REFUSED

Q2: Which statement best describes you? You...

[Interviewer note: GED is a general equivalency diploma]

1. graduated from a public high school in Iowa, [Skip to Q3]
2. graduated from private high school in Iowa, or [Skip to Q3]
3. received a GED in Iowa?

8. NONE OF THESE DESCRIBE THE RESPONDENT
7. DON'T KNOW/NOT SURE
9. REFUSED

[IF (ANS >=3) Skip to Q3]

INOHS: Thank you very much, but we are only interviewing Iowa residents who graduated from an Iowa high school between 1988 and 1998.

Q3: From what Iowa high school did you graduate?

[OPEN TEXT BOX]

Q4: What city or town is that high school located in?

[OPEN TEXT BOX]

Q5: How many years did you attend the high school you graduated from?

[] = Years [1-5]

5. 5 OR MORE YEARS
7. DON'T KNOW/NOT SURE
9. REFUSED

Q6: Approximately, how many students were in your high school graduating class?

1. Less than 100
2. 101 to 200
3. 201 to 300
4. 301 to 400
5. 401 to 500
6. More than 500

7. DON'T KNOW/NOT SURE
9. REFUSED

Q7: In general, would you describe yourself as an A, B, C, D, or F student in high school?

1. A
2. B
3. C
4. D
5. F

7. DON'T KNOW/NOT SURE
9. REFUSED

Section 2: Athletic participation

Q8A1-N1: Now, I am going to ask about school-based sports you may have participated in during high school when you were in grades 9-12. School-based sports include team and individual sports.

[INTERVIEWER NOTE: DO NOT INCLUDE INTRAMURAL SPORTS WHERE TEAMS IN THE SAME SCHOOL COMPETE AGAINST EACH OTHER. ONE YEAR OF PARTICIPATION EQUALS ONE SPORT SEASON. IF RESPONDENTS PARTICIPATED FOR A HALF OR MORE OF A YEAR (OR SEASON) IT COUNTS AS ONE YEAR.]

How many years, if any, did you participate in...

- a. Baseball/softball
- b. Basketball
- c. Cross-country
- d. Football
- e. Golf
- f. Gymnastics
- g. Hockey
- h. Tennis
- i. Track

- j. Soccer
- k. Swim team
- l. Volleyball
- m. Wrestling
- n. Something else [SPECIFY]

[] = YEARS [0-5]

- 5. 5 OR MORE YEARS
- 8. DID NOT PARTICIPATE IN INTERSCHOLASTIC HIGH SCHOOL ATHLETICS
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

[IF ALL SPORTS = 0 YEARS or 8 'DID NOT PARTICIPATE' Skip to Q13]

Q8A2-N2: Was your involvement in this sport minimal, moderate, or high?

- 1. Minimal
- 2. Moderate
- 3. High

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q9: In how many of those sports were you a captain or leader?

- 1. None
- 2. 1-2
- 3. 3 or more

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q10: Please tell me if you agree or disagree with the next two statements. Participating in high school athletics made your high school experience more positive. Would you...

- 1. Strongly agree,
- 2. Agree,
- 3. Disagree, or
- 4. Strongly disagree?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q11: The life lessons you learned while participating in high school athletics have helped you as an adult. Would you...

[INTERVIEWER NOTE: LIFE LESSONS MAY INCLUDE STATEMENTS SUCH AS "BEING ACCOUNTABLE FOR ONE'S ACTIONS," "THE IMPORTANCE OF POSITIVE MOTIVATION," OR "WORKING THROUGH PERSONAL DIFFERENCES."]

- 1. Strongly agree,
- 2. Agree,
- 3. Disagree, or
- 4. Strongly disagree?

- 8. DID NOT LEARN ANY LESSONS AS A HIGH SCHOOL ATHLETE
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q12: Think about how important it was to you to participate in school-based interscholastic sports. Was it minimally, moderately, or highly important to you?

- 1. Minimally
- 2. Moderately
- 3. Highly

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Section 3: Non-sport activities

Q13A: Competitive cheerleading, dance, or drill teams are those that compete against teams from other schools. How many years, if any, did you participate in school-based competitive cheerleading, dance, or drill teams?

[] = Years [0-5]

- 5. 5 OR MORE YEARS
- 8. DID NOT PARTICIPATE IN ANY TYPE OF CHEERLEADING, DANCE, OR DRILL TEAM
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

If (ANS = 8), skip to Q15 [intramural sports question]

If (ANS = 0, 7 or 9) Skip to Q14A

Q13B: Was your involvement in competitive cheerleading, dance, or drill teams minimal, moderate, or high?

1. Minimal
2. Moderate
3. High

7. DON'T KNOW/NOT SURE
9. REFUSED

Q13C: Were you a captain or leader of any competitive cheerleading, dance, or drill teams?

1. Yes
2. No

7. DON'T KNOW/NOT SURE
9. REFUSED

Q14A: Non-competitive cheerleading, dance, or drill teams are those whose purpose is mostly to motivate and entertain spectators at school sports events. How many years, if any, did you participate in school-based non-competitive cheerleading, dance, or drill teams?

[] = Years [0-5]

5. 5 OR MORE YEARS
7. DON'T KNOW/NOT SURE
9. REFUSED

[IF (ANS=0, 7 or 9) Skip to Q15]

Q14B: Was your involvement in non-competitive cheerleading, dance, or drill teams minimal, moderate, or high?

1. Minimal
2. Moderate
3. High

7. DON'T KNOW/NOT SURE
9. REFUSED

Q14C: Were you a captain or leader of any non-competitive cheerleading, dance, or drill teams?

- 1. Yes
- 2. No

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q15: How many years, if any, did you participate in school-based intramural sports?

[INTERVIEWER NOTE: SCHOOL-BASED INTRAMURAL SPORTS ARE THOSE WHERE TEAMS IN THE SAME SCHOOL COMPETE AGAINST EACH OTHER.]

[] = Years [0-5]

- 5. 5 OR MORE YEARS
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

[If (ANS=0, 7 or 9) Skip to Q18A1]

Q16: Was your involvement in intramural sports minimal, moderate, or high?

- 1. Minimal
- 2. Moderate
- 3. High

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q17: Were you a captain or leader in any intramural sports?

- 1. Yes
- 2. No

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q18A1-U1: Now, I am going to ask about school-based non-sport activities you may have participated in during high school when you were in grades 9-12.

How many years, if any, did you participate in...

- a. Academic Honors society
- b. Student council
- c. Science club
- d. Computer club
- e. Math club
- f. History club
- g. Foreign language club
- h. Science fairs
- i. Debate or speech team
- j. Student yearbook
- k. Student newspaper
- l. Studio dance
- m. Drama club
- n. Chorus or choir
- o. Band or orchestra
- p. Vocational education club
- q. Future Farmers of America
- r. Junior achievement
- s. Religious organization
- t. Something else (1) [SPECIFY]
- u. Something else (2) [SPECIFY]

[] = Years [0-5]

- 5. 5 OR MORE YEARS
- 8. DID NOT PARTICIPATE IN SCHOOL-BASED NON-SPORT ACTIVITIES
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

[IF ALL ACTIVITIES = 0 YEARS or 8 'DID NOT PARTICIPATE' Skip to Q21A]

[PROGRAMMER NOTE: REPEAT PATTERN THROUGH Q18U]

Q18A2-U2: Was your involvement in this activity minimal, moderate, or high?

- 1. Minimal
- 2. Moderate
- 3. High
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q19: In how many of those activities were you a captain or leader?

- 1. None

- 2. 1-2
- 3. 3 or more

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q20: Think about how important it was to you to participate in school-based non-sport activities. Was it minimally, moderately, or highly important to you?

- 1. Minimally
- 2. Moderately
- 3. Highly

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q21a: Think back to how important participating in high school sports, school-based non-sport activities, and academics were to you when you were in high school. Overall, which one of these was MOST important to you?

[INTERVIEWER NOTE: DO NOT INCLUDE INTRAMURAL SPORTS. ONLY USE RESPONSES 14, 15, 16, AND 88 IF RESPONDENT INSISTS THEY ARE EQUAL.]

[READ 11-13 ONLY IF NECESSARY]

- 11. High school sports
- 12. School-based non-sport activities
- 13. Academics

- 14. TIE: SPORTS AND NON-SPORT ACTIVITIES
- 15. TIE: SPORTS AND ACADEMICS
- 16. TIE: NON-SPORT AND ACADEMICS

- 88. TIE: ALL THREE WERE MOST IMPORTANT
- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

[IF (ANS=88) Skip to Q22A]

Q21b: Overall, which one of these was LEAST important to you?

[INTERVIEWER NOTE: DO NOT INCLUDE INTRAMURAL SPORTS. ONLY USE RESPONSES 14, 15, 16 IF RESPONDENT INSISTS THEY ARE EQUAL.]

[READ 11-13 ONLY IF NECESSARY]

- 11. High school sports
- 12. School-based non-sport activities
- 13. Academics

- 14. TIE: SPORTS AND NON-SPORT ACTIVITIES
- 15. TIE: SPORTS AND ACADEMICS
- 16. TIE: NON-SPORT AND ACADEMICS

- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

Section 4: Civic leadership/Associational involvement

Q22a: Next I'd like to ask about some activities that people do during their free time. As I read each activity, tell me if you would describe your participation in the past 12 months as not at all, minimal, moderate, or high.

- a. Participate in any organized sports league or team such as softball, basketball, golf, bowling, or tennis.
 - b. Participate in outdoor activities such as camping, hiking, canoeing, hunting, fishing, or gardening.
 - c. Attend a concert, cultural, or sports event, not including school performances
 - d. Participate in any professional organizations or clubs such as a labor union, trade, farm, or business association.
 - e. Participate in any social organizations or clubs such as a veterans' group, book club or other hobby club.
 - f. Participate in any service organizations or clubs such as a fraternal organization, charity group, or political group.
 - g. Participate in any governing body or association such as a neighborhood or parents' association, school board, or city council.
- 1. Not at all
 - 2. Minimal
 - 3. Moderate
 - 4. High

 - 7. DON'T KNOW
 - 9. REFUSED

[If (Q22A-G all=1, 7 or 9) SKP to 24A]

Q23: During the past 12 months, did you serve as an officer or serve on a committee of any local club or organization?

[INTERVIEWER NOTE: CAN INCLUDE LOCAL CHAPTERS OF NATIONAL ORGANIZATIONS.]

1. Yes
2. No

7. DON'T KNOW
9. REFUSED

Section 5: Giving and volunteering

Q24a: People and families contribute money, property or other assets for a wide variety of charitable purposes. I want to remind you that all the answers you give are reported in aggregate form and your identity is kept confidential. During the past 12 months, approximately how much money did you and the other family members in your household contribute to all religious causes, including your local religious congregation.

[READ IF NECESSARY: By contribution, I mean a voluntary contribution with no intention of making a profit or obtaining goods or services for yourself.]

[PROBE WITH READING CATEGORIES IF NECESSARY]

1. None
2. Less than \$100
3. \$100 to less than \$500
4. \$500 to less than \$1000
5. \$1000 to less than \$5000
6. \$5000 or more

7. DON'T KNOW/NOT SURE
9. REFUSED

Q24b: During the past 12 months, approximately how much money did you and the other family members in your household contribute to all non-religious charities, organizations, or causes?

[PROBE WITH READING CATEGORIES IF NECESSARY]

1. None
2. Less than \$100
3. \$100 to less than \$500
4. \$500 to less than \$1000
5. \$1000 to less than \$5000

6. \$5000 or more
7. DON'T KNOW/NOT SURE
9. REFUSED

Q25A1-F1: I'm going to list types of organizations for whom some people volunteer. As I read each one, please tell me whether you have volunteered for that organization in the past 12 months.

Have you volunteered...

- a. For any school or youth programs?
- b. For any organization to help the poor or elderly?
- c. For any arts or cultural organizations?
- d. For any neighborhood or civic group?
- e. For any health organization or fighting particular diseases?
- f. For any place of worship?

1. Yes
2. No

7. DON'T KNOW/NOT SURE
9. REFUSED

Q25A2-F2: Would you describe the amount of your volunteer work with that organization as...

1. Minimal,
2. Moderate,
3. or High?

7. DON'T KNOW/NOT SURE
9. REFUSED

Section 6: Self-esteem

Q32: Now, I have a few questions regarding how you think about yourself. Please tell me if you strongly agree, agree, disagree, or strongly disagree with the following statements.

- a. On the whole, I am satisfied with myself.
- b. At times, I think I am no good at all.
- c. I feel that I have a number of good qualities.
- d. I am able to do things as well as most other people.

- e. I feel I do not have much to be proud of.
- f. I certainly feel useless at times.
- g. I feel that I'm a person of worth, at least on an equal plane with others.
- h. I wish I could have more respect for myself.
- i. All in all, I am inclined to feel that I am a failure.
- j. I take a positive attitude toward myself.

Would you...

- 1. Strongly agree,
- 2. Agree,
- 3. Disagree, or
- 4. Strongly disagree?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Section 7: Health

Q33 [Q35]: The next set of questions is about your health and health care. Would you say that in general your physical health is...

- 1. Excellent,
- 2. Very good,
- 3. Good,
- 4. Fair, or
- 5. Poor?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q34 [Q37]: During a typical week, on how many days per week do you engage in vigorous activities for at least 10 minutes at a time? Do not include activities you may do at work.

- 11. 1 day
- 12. 2 days
- 13. 3 days
- 14. 4 days
- 15. 5 days
- 16. 6 days
- 17. 7 days

- 88. ZERO DAYS DOING VIGOROUS ACTIVITIES
- 77. DON'T KNOW/NOT SURE

99. REFUSED

Q35 [Q36]: Would you say that in general your emotional or mental health is...

1. Excellent,
2. Very good,
3. Good,
4. Fair, or
5. Poor?

7. DON'T KNOW/NOT SURE

9. REFUSED

Q36 [Q33]: In the past 12 months, have you had 2 weeks or more during which you felt sad, blue or depressed; or when you lost all interest or pleasure in things that you usually cared about or enjoyed?

1. Yes
2. No

7. DON'T KNOW/NOT SURE

9. REFUSED

Q37 [Q34]: Have you had 2 years or more in your life when you felt depressed or sad most days, even if you felt okay sometimes?

1. Yes
2. No

7. DON'T KNOW/NOT SURE

9. REFUSED

Q38: Do you have one person you think of as your personal doctor or health care provider?

[INTERVIEWER NOTE: IF "NO," ASK: "Is there more than one, or is there no person who you think of as your personal doctor or health care provider?"]

1. Yes, only one
2. More than one
3. No

7. DON'T KNOW / NOT SURE

9. REFUSED

Q39: Have you been without health insurance coverage for any part of the past 12 months?

1. Yes
2. No

7. DON'T KNOW/NOT SURE
9. REFUSED

Section 8: Substance use and gambling

Q40a-e: During the past 30 days, on how many days did you...

- a. Smoke cigarettes
- b. Have a drink of alcohol
- c. Use any illegal drugs
- d. Misuse prescription drugs such as pain medication or sleeping pills
- e. Gamble, play the lottery, or any other type of betting or wagering

[] = Number of Days [0-30]

77. DON'T KNOW/NOT SURE
99. REFUSED

Q41a-e: During the past 12 months, did you think you had a problem with or might have been addicted to...

- a. Cigarettes
- b. Alcohol
- c. Illegal drugs
- d. Prescription drugs
- e. Gambling or wagering

1. Yes
2. No

7. DON'T KNOW/NOT SURE
9. REFUSED

Q42: [If Q40b=0, skip to Q43a] During the past 30 days, on the days when you drank, about how many drinks did you drink on the average? One drink is equivalent to a 12-ounce beer, a 5-ounce glass of wine, or a drink with one shot of liquor.

[INTERVIEWER NOTE: A 40-OUNCE BEER WOULD COUNT AS 3 DRINKS, OR A COCKTAIL DRINK WITH 2 SHOTS WOULD COUNT AS 2 DRINKS.]

[] = Number of drinks [1-50]

- 88. DO NOT DRINK
- 77. DON'T KNOW / NOT SURE
- 99. REFUSED

Section 9: Employment and finances

Q43a: Now, I'm going to ask about work and life satisfaction. Are you currently...

- 1. Employed full time (35 or more hours per week)
- 2. Employed part time (less than 35 hours per week)
- 3. Unemployed but looking for work in past 30 days, or
- 4. Not in the labor force?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

[If (ANS<>4) Skip to Q44]

Q43b: Are you not in the labor force because you are a...

- 1. Homemaker,
- 2. Student,
- 3. Retired,
- 4. Person with a disability,
- 5. Inmate, or
- 6. Unemployed but not looking for work in the past 30 days?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q44: Have you ever served in the United States Armed Forces, either in the regular military or in a National Guard or military reserve unit?

- 1. Yes
- 2. No

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q45a: Think about your long-term life goals in the areas of family, career, and life in general. How satisfied are you with your progress toward meeting your family goals? Are you...

1. Very dissatisfied,
 2. Somewhat dissatisfied,
 3. Somewhat satisfied, or
 4. Very satisfied?
-
7. DON'T KNOW/NOT SURE
 9. REFUSED

Q45b: How satisfied are you with your progress toward meeting your career goals? Are you...

1. Very dissatisfied,
 2. Somewhat dissatisfied,
 3. Somewhat satisfied, or
 4. Very satisfied?
-
7. DON'T KNOW/NOT SURE
 9. REFUSED

Q45c: How satisfied are you with your progress toward meeting your life goals in general? Are you...

1. Very dissatisfied,
 2. Somewhat dissatisfied,
 3. Somewhat satisfied, or
 4. Very satisfied?
-
7. DON'T KNOW/NOT SURE
 9. REFUSED

Q46: During the past 12 months how difficult has it been for you to pay your bills on time? These bills might include insurance, rent, mortgages, car payments, credit cards, etc. Was it...

1. Not at all difficult,
 2. Moderately difficult, or
 3. Extremely difficult?
-
7. DON'T KNOW/NOT SURE
 9. REFUSED

Section 10: Rule Breaking

Q47a-i: I'm going to read you a list of things some people do. During the past 12 months, about how many times, if any, have you...

- a. Parked your car illegally
- b. Driven 20 mph or more over the speed limit
- c. Hit or threatened to hit someone
- e. Been arrested and taken to a police station
- f. Driven when you have had too much to drink
- g. Called into work sick when you weren't really sick
- h. Expressed frustration about a situation at work by swearing, slamming things down, crumpling up paper
- i. Taken things from your employer or coworkers.

[] = Number of times [0-5]

5. 5 OR MORE TIMES

8. NOT EMPLOYED DURING THE PAST 12 MONTHS (ONLY APPEARS ON SCREEN FOR Q47g)

7. DON'T KNOW/NOT SURE

9. REFUSED

[IF Q47g (ANS = 8) Skip to Q48a]

Section 11: Electoral political participation

Q48a-c: My next questions are about public affairs. How many days in the past week did you...

- a. Read a daily newspaper?
- b. Read news on an online news outlet? (msnbc.com, yahoo news, etc.)
- c. Watch a television news program?

[] = Number of times [0-7]

77. DON'T KNOW/NOT SURE

99. REFUSED

Q49: How interested are you in politics and national affairs? Are you very interested, somewhat interested, only slightly interested, or not at all interested?

1. Very interested
2. Somewhat interested

3. Only slightly interested
4. Not at all interested

7. DON'T KNOW/NOT SURE
9. REFUSED

Q50: Are you currently registered to vote?

1. Yes
2. No

3. NOT ELIGIBLE TO VOTE [ONLY IF VOLUNTEERED]
7. DON'T KNOW/NOT SURE
9. REFUSED

Q51: As you may know, around half the public does not vote in presidential elections. How about you, did you vote in the presidential election in 2004 when George W. Bush ran against John Kerry or did you skip that one?

[INTERVIEW NOTE: DO NOT PROBE DON'T KNOW RESPONSE]

1. Yes, Voted
2. No, Skipped that one

3. WAS NOT ELIGIBLE [ONLY IF VOLUNTEERED]
7. DON'T KNOW
9. REFUSED

Q52: Did you vote in the most recent Iowa gubernatorial election in 2006 when Chet Culver ran against Jim Nussle?

1. Yes, Voted
2. No, Skipped that one

3. WAS NOT ELIGIBLE [ONLY IF VOLUNTEERED]
7. DON'T KNOW
9. REFUSED

Q53: We'd like to know how well-known different governmental leaders are in Iowa. Please tell me the names of the two Iowa U.S. Senators.

[INTERVIEWER NOTE: "CLOSE" IS DEFINED AS CORRECTLY NAMING THE FIRST OR LAST NAME OF THE SENATOR.]

11. Failed to name either <Tom Harkin> or <Charles "Chuck" Grassley>
12. One correct

- 13. Both correct
- 14. One is "close"
- 15. Both are "close"
- 16. One is correct and one is "close"

- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

Section 12: Demographics

Q54: We have just a few more questions about you and your household and we'll be finished. What is your age?

[INTERVIEWER NOTE: MOST RESPONDENTS SHOULD BE BETWEEN THE AGES OF 25 AND 40]

[] = Age in years 18- 98

- 98. 98 YEARS OR OLDER
- 777. DON'T KNOW/NOT SURE
- 999. REFUSED

Q55: How many children have you been or are you currently a parent or guardian for?

[] = Number of children [0-15]

- 15. 15 children or more
- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

Q56a: How many adults, including you, live in your household?

[] = Number of adults [1-15]

- 15. 15 people or more
- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

Q56b: How many children younger than 18 live in your household at least half of the time?

[] = Number of children [0-15]

- 15. 15 people or more

- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

Q57: Are you Hispanic or Latino?

- 1. Yes
- 2. No

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q58: Which one or more of the following would you say is your race?

[SELECT ALL THAT APPLY]

- 1. White,
- 2. Black or African American,
- 3. Asian,
- 4. Native Hawaiian or Other Pacific Islander,
- 5. American Indian, Alaska Native, or
- 6. Other [SPECIFY]

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q59: Which one of these groups would you say BEST represents your race?

- 1. White
- 2. Black or African American
- 3. Asian
- 4. Native Hawaiian or Other Pacific Islander
- 5. American Indian, Alaska Native or
- 6. Other [SPECIFY]

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q60: Are you...

- 1. Married,
- 2. Divorced,
- 3. Widowed,
- 4. Separated,
- 5. Never married or
- 6. A member of an unmarried couple?

- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

[If (ANS=5) Skip to Q62]

Q61: Have you been married more than once?

- 1. Yes
- 2. No

- 8. NEVER MARRIED
- 7. DON'T KNOW/NOT SURE
- 9. REFUSED

Q62: What is the highest level of school you completed or the highest degree you received?

[PROGRAMMER NOTE: DO NOT ALLOW 11, 12, 13, 15 AS RESPONSES.]

- 11. Never attended school or only attended kindergarten
- 12. Grades 1 through 8 (Elementary)
- 13. Grades 9 through 11 (Some high school)
- 14. Grade 12 (High school graduate)
- 15. GED
- 16. Some College, no degree
- 17. AA, Technical/vocational
- 18. AA, Academic
- 19. BA,BS (college graduate)
- 20. Some graduate or professional school
- 21. Graduate or professional degree

- 88. Respondent insists that they did not graduate from an Iowa high school
- 77. DON'T KNOW/NOT SURE
- 99. REFUSED

INCOME: Is your annual household income before taxes from all sources...

[INTERVIEWER NOTE: READ AS APPROPRIATE]

- 4. Less than \$25,000 If "no," ask 05; if "yes," ask 03 (\$20,000 to less than \$25,000)
- 3. Less than \$20,000 If "no," code 04; if "yes," ask 02 (\$15,000 to less than \$20,000)
- 2. Less than \$15,000 If "no," code 03; if "yes," ask 01 (\$10,000 to less than \$15,000)
- 1. Less than \$10,000 If "no," code 02

5. Less than \$35,000 If "no," ask 06 (\$25,000 to less than \$35,000)
6. Less than \$50,000 If "no," ask 07 (\$35,000 to less than \$50,000)
7. Less than \$75,000 If "no," code 08 (\$50,000 to less than \$75,000)
8. \$75,000 or more

77. DON'T KNOW/NOT SURE

99. REFUSED

Q63: And you are...

1. Male
2. Female

Q64: In what county do you currently reside?

[INTERVIEWER NOTE: ENTER FIPS CODE AT END OF INTERVIEW.]

Q65: What is your current zip code?

[] = [ZIP CODE]

77777. Don't know/Not sure

99999. Refused

Q66: Thinking about all the phone calls that you receive at your private residence, what percent, between 0 and 100, are received on your cell phone?

[] = Enter Percent [0 to 100]

888. Do not have a cellular telephone

777. Don't know/Not sure

999. Refused

[INTERVIEWER NOTE: IF RESPONDENT SAYS "NONE" CONFIRM WHETHER THEY HAVE A CELL PHONE.]

CLOSE: Thank you. Those are all the questions I have for you. Goodbye.

APPENDIX B

Item Statistics – Frequency Tables

[Space Left Blank Intentionally]

| Q1 | | | |
|---|-----------|---------|---------|
| What Year Did You Graduate From High School? | | | |
| | Frequency | Total % | Valid % |
| 1988 | 110 | 14% | 14% |
| 1989 | 81 | 10% | 10% |
| 1990 | 97 | 12% | 12% |
| 1991 | 70 | 9% | 9% |
| 1992 | 59 | 7% | 7% |
| 1993 | 74 | 9% | 9% |
| 1994 | 69 | 9% | 9% |
| 1995 | 77 | 10% | 10% |
| 1996 | 69 | 9% | 9% |
| 1997 | 48 | 6% | 6% |
| 1998 | 53 | 7% | 7% |

| Q1 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| What Year Did You Graduate From High School? | | | | | | |
| Year | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 1988 | 56 | 16% | 16% | 54 | 12% | 12% |
| 1989 | 36 | 10% | 10% | 45 | 10% | 10% |
| 1990 | 39 | 11% | 11% | 58 | 13% | 13% |
| 1991 | 32 | 9% | 9% | 38 | 8% | 8% |
| 1992 | 29 | 8% | 8% | 30 | 7% | 7% |
| 1993 | 31 | 9% | 9% | 43 | 9% | 9% |
| 1994 | 26 | 7% | 7% | 43 | 9% | 9% |
| 1995 | 38 | 11% | 11% | 39 | 9% | 9% |
| 1996 | 29 | 8% | 8% | 40 | 9% | 9% |
| 1997 | 14 | 4% | 4% | 34 | 8% | 8% |
| 1998 | 21 | 6% | 6% | 32 | 7% | 7% |

| Q2 | | | |
|---|-----------|---------|---------|
| What Type of Iowa High School Did You Graduate From? | | | |
| | Frequency | Total % | Valid % |
| Public high school | 742 | 92% | 92% |
| Private high school | 65 | 8% | 8% |

| Q2 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| What Type of Iowa High School Did You Graduate From? | | | | | | |
| School type | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Public high school | 330 | 94% | 94% | 412 | 90% | 90% |
| Private high school | 21 | 6% | 6% | 44 | 10% | 10% |

| Q5 | | | |
|--|-----------|---------|---------|
| How Many Years Did You Attend the High School You Graduated From? | | | |
| | Frequency | Total % | Valid % |
| 1 | 4 | <1% | <1% |
| 2 | 17 | 2% | 2% |
| 3 | 59 | 7% | 7% |
| 4 | 721 | 89% | 89% |
| 5 or more years | 6 | <1% | <1% |

| Q5 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years Did You Attend the High School You Graduated From? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 1 | 1 | <1% | <1% | 3 | <1% | <1% |
| 2 | 5 | 1% | 1% | 12 | 3% | 3% |
| 3 | 22 | 6% | 6% | 37 | 8% | 8% |
| 4 | 319 | 91% | 91% | 402 | 88% | 88% |
| 5 or more years | 4 | 1% | 1% | 2 | <1% | <1% |

| Q6 | | | |
|--|-----------|---------|---------|
| Approximately, How Many Students Were in Your High School Graduating Class? | | | |
| | Frequency | Total % | Valid % |
| Less than 100 | 391 | 48% | 50% |
| 101 to 200 | 181 | 22% | 23% |
| 201 to 300 | 77 | 10% | 10% |
| 301 to 400 | 78 | 10% | 10% |
| 401 to 500 | 43 | 5% | 6% |
| More than 500 | 18 | 2% | 2% |
| Don't know/ not sure | 19 | 2% | - |

| Q6 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Approximately, How Many Students Were in Your High School Graduating Class? | | | | | | |
| Class size | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Less than 100 | 168 | 48% | 48% | 223 | 49% | 51% |
| 101 to 200 | 79 | 22% | 23% | 102 | 22% | 23% |
| 201 to 300 | 36 | 10% | 10% | 41 | 9% | 9% |
| 301 to 400 | 37 | 10% | 11% | 41 | 9% | 9% |
| 401 to 500 | 16 | 5% | 5% | 27 | 6% | 6% |
| More than 500 | 11 | 3% | 3% | 7 | 2% | 2% |
| Don't know/ not sure | 4 | 1% | - | 15 | 3% | - |

| Q7 | | | |
|---|-----------|---------|---------|
| In General, Would You Describe Yourself as an A, B, C, D, or F Student in High School? | | | |
| | Frequency | Total % | Valid % |
| A | 220 | 27% | 27% |
| B | 388 | 48% | 48% |
| C | 185 | 23% | 23% |
| D | 13 | 2% | 2% |
| F | 1 | <1% | <1% |

| Q7 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In General, Would You Describe Yourself as an A, B, C, D, or F Student in High School? | | | | | | |
| Grades Received | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| A | 62 | 18% | 18% | 158 | 35% | 35% |
| B | 169 | 48% | 48% | 219 | 48% | 48% |
| C | 112 | 32% | 32% | 73 | 16% | 16% |
| D | 7 | 2% | 2% | 6 | 1% | 1% |
| F | 1 | <1% | <1% | 0 | 0% | 0% |

| Q8a1_1 | | | |
|--|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Baseball/Softball? | | | |
| | Frequency | Total % | Valid % |
| 0 | 538 | 67% | 67% |
| 1 | 57 | 7% | 7% |
| 2 | 53 | 7% | 7% |
| 3 | 45 | 6% | 6% |
| 4 | 96 | 12% | 12% |
| 5 or more years | 18 | 2% | 2% |

| Q8a1_1 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Baseball/Softball? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 221 | 63% | 63% | 317 | 70% | 70% |
| 1 | 23 | 7% | 7% | 34 | 8% | 8% |
| 2 | 23 | 7% | 7% | 30 | 7% | 7% |
| 3 | 18 | 5% | 5% | 27 | 6% | 6% |
| 4 | 57 | 16% | 16% | 39 | 9% | 9% |
| 5 or more years | 9 | 3% | 3% | 9 | 2% | 2% |

| Q8a1_2 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Basketball? | | | |
| | Frequency | Total % | Valid % |
| 0 | 496 | 62% | 62% |
| 1 | 58 | 7% | 7% |
| 2 | 65 | 8% | 8% |
| 3 | 50 | 6% | 6% |
| 4 | 137 | 17% | 17% |
| 5 or more years | 1 | <1% | <1% |

| Q8a1_2 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Basketball? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 216 | 62% | 62% | 280 | 61% | 61% |
| 1 | 21 | 6% | 6% | 37 | 8% | 8% |
| 2 | 34 | 10% | 10% | 31 | 7% | 7% |
| 3 | 21 | 6% | 6% | 29 | 6% | 6% |
| 4 | 58 | 16% | 16% | 79 | 17% | 17% |
| 5 or more years | 1 | <1% | <1% | 0 | 0% | 0% |

| Q8a1_3 | | | |
|--|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Cross-Country? | | | |
| | Frequency | Total % | Valid % |
| 0 | 742 | 92% | 92% |
| 1 | 17 | 2% | 2% |
| 2 | 14 | 2% | 2% |
| 3 | 15 | 2% | 2% |
| 4 | 19 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_3 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Cross-Country? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 324 | 92% | 92% | 418 | 92% | 92% |
| 1 | 8 | 2% | 2% | 9 | 2% | 2% |
| 2 | 6 | 2% | 2% | 8 | 2% | 2% |
| 3 | 4 | 1% | 1% | 11 | 2% | 2% |
| 4 | 9 | 3% | 3% | 10 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_4 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Football? | | | |
| | Frequency | Total % | Valid % |
| 0 | 742 | 92% | 92% |
| 1 | 17 | 2% | 2% |
| 2 | 14 | 2% | 2% |
| 3 | 15 | 2% | 2% |
| 4 | 19 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_4 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Football? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 145 | 41% | 41% | 455 | >99% | >99% |
| 1 | 27 | 8% | 8% | 1 | <1% | <1% |
| 2 | 40 | 11% | 11% | 0 | 0% | 0% |
| 3 | 30 | 8% | 8% | 0 | 0% | 0% |
| 4 | 109 | 31% | 31% | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_5 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Golf? | | | |
| | Frequency | Total % | Valid % |
| 0 | 698 | 86% | 86% |
| 1 | 36 | 4% | 4% |
| 2 | 18 | 2% | 2% |
| 3 | 10 | 1% | 1% |
| 4 | 45 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_5 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Golf? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 290 | 83% | 83% | 408 | 90% | 90% |
| 1 | 19 | 5% | 5% | 17 | 4% | 4% |
| 2 | 13 | 4% | 4% | 5 | 1% | 1% |
| 3 | 4 | 1% | 1% | 6 | 1% | 1% |
| 4 | 25 | 7% | 7% | 20 | 4% | 4% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_6 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did you Participate in Gymnastics? | | | |
| | Frequency | Total % | Valid % |
| 0 | 804 | 100% | 100% |
| 1 | 2 | <1% | <1% |
| 2 | 0 | 0% | 0% |
| 3 | 0 | 0% | 0% |
| 4 | 1 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did you Participate in Gymnastics? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 351 | 100% | 100% | 453 | 99% | 99% |
| 1 | 0 | 0% | 0% | 2 | <1% | <1% |
| 2 | 0 | 0% | 0% | 0 | 0% | 0% |
| 3 | 0 | 0% | 0% | 0 | 0% | 0% |
| 4 | 0 | 0% | 0% | 1 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_7 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Hockey? | | | |
| | Frequency | Total % | Valid % |
| 0 | 806 | 100% | 100% |
| 1 | 0 | 0% | 0% |
| 2 | 1 | <1% | <1% |
| 3 | 0 | 0% | 0% |
| 4 | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_7 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Hockey? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 350 | >99% | >99% | 456 | 100% | 100% |
| 1 | 0 | 0% | 0% | 0 | 0% | 0% |
| 2 | 1 | <1% | <1% | 0 | 0% | 0% |
| 3 | 0 | 0% | 0% | 0 | 0% | 0% |
| 4 | 0 | 0% | 0% | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_8 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Tennis? | | | |
| | Frequency | Total % | Valid % |
| 0 | 760 | 94% | 94% |
| 1 | 13 | 2% | 2% |
| 2 | 13 | 2% | 2% |
| 3 | 5 | <1% | <1% |
| 4 | 16 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_8 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Tennis? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 336 | 96% | 96% | 424 | 93% | 93% |
| 1 | 5 | 1% | 1% | 8 | 2% | 2% |
| 2 | 6 | 2% | 2% | 7 | 2% | 2% |
| 3 | 0 | 0% | 0% | 5 | 1% | 1% |
| 4 | 4 | 1% | 1% | 12 | 3% | 3% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_9 | | | |
|--|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Track? | | | |
| | Frequency | Total % | Valid % |
| 0 | 527 | 65% | 65% |
| 1 | 85 | 10% | 10% |
| 2 | 63 | 8% | 8% |
| 3 | 39 | 5% | 5% |
| 4 | 93 | 12% | 12% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_9 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Track? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 229 | 65% | 65% | 298 | 65% | 65% |
| 1 | 34 | 10% | 10% | 51 | 11% | 11% |
| 2 | 28 | 8% | 8% | 35 | 8% | 8% |
| 3 | 17 | 5% | 5% | 22 | 5% | 5% |
| 4 | 43 | 12% | 12% | 50 | 11% | 11% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_10 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Soccer? | | | |
| | Frequency | Total % | Valid % |
| 0 | 779 | 97% | 97% |
| 1 | 11 | 1% | 1% |
| 2 | 6 | <1% | <1% |
| 3 | 3 | <1% | <1% |
| 4 | 7 | <1% | <1% |
| 5 or more years | 1 | <1% | <1% |

| Q8a1_10 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Soccer? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 335 | 95% | 95% | 444 | 98% | 98% |
| 1 | 6 | 2% | 2% | 5 | 1% | 1% |
| 2 | 3 | <1% | <1% | 3 | <1% | <1% |
| 3 | 2 | <1% | <1% | 1 | <1% | <1% |
| 4 | 4 | 1% | 1% | 3 | <1% | <1% |
| 5 or more years | 1 | <1% | <1% | 0 | 0% | 0% |

| Q8a1_11 | | | |
|--|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Swim Team? | | | |
| | Frequency | Total % | Valid % |
| 0 | 779 | 96% | 96% |
| 1 | 6 | <1% | <1% |
| 2 | 3 | <1% | <1% |
| 3 | 4 | <1% | <1% |
| 4 | 14 | 2% | 2% |
| 5 or more years | 1 | <1% | <1% |

| Q8a1_11 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Swim Team? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 340 | 97% | 97% | 439 | 96% | 96% |
| 1 | 4 | 1% | 1% | 2 | <1% | <1% |
| 2 | 1 | <1% | <1% | 2 | <1% | <1% |
| 3 | 1 | <1% | <1% | 3 | <1% | <1% |
| 4 | 5 | 1% | 1% | 9 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% | 1 | <1% | <1% |

| Q8a1_12 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Volleyball? | | | |
| | Frequency | Total % | Valid % |
| 0 | 603 | 75% | 75% |
| 1 | 53 | 7% | 7% |
| 2 | 38 | 5% | 5% |
| 3 | 21 | 3% | 3% |
| 4 | 92 | 11% | 11% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_12 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Volleyball? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 347 | 99% | 99% | 256 | 56% | 56% |
| 1 | 1 | <1% | <1% | 52 | 11% | 11% |
| 2 | 2 | <1% | <1% | 36 | 8% | 8% |
| 3 | 0 | 0% | 0% | 21 | 5% | 5% |
| 4 | 1 | <1% | <1% | 91 | 20% | 20% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_13 | | | |
|--|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Wrestling? | | | |
| | Frequency | Total % | Valid % |
| 0 | 728 | 90% | 90% |
| 1 | 21 | 3% | 3% |
| 2 | 14 | 2% | 2% |
| 3 | 11 | 1% | 1% |
| 4 | 33 | 4% | 4% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_13 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Wrestling? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 273 | 78% | 78% | 455 | >99% | >99% |
| 1 | 21 | 6% | 6% | 0 | 0% | 0% |
| 2 | 14 | 4% | 4% | 0 | 0% | 0% |
| 3 | 11 | 3% | 3% | 0 | 0% | 0% |
| 4 | 32 | 9% | 9% | 1 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a1_14 | | | |
|---|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Something Else? | | | |
| | Frequency | Total % | Valid % |
| 0 | 794 | 98% | 98% |
| 1 | 1 | <1% | <1% |
| 2 | 2 | <1% | <1% |
| 3 | 1 | <1% | <1% |
| 4 | 9 | 1% | 1% |
| 5 or more years | 0 | 0% | 0% |

| Q8a1_14 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During High School When You Were in Grades 9-12 Did You Participate in Something Else? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 345 | 98% | 98% | 449 | 98% | 98% |
| 1 | 1 | <1% | <1% | 0 | 0% | 0% |
| 2 | 0 | 0% | 0% | 2 | <1% | <1% |
| 3 | 0 | 0% | 0% | 1 | <1% | <1% |
| 4 | 5 | 1% | 1% | 4 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |

| Q8a2_1 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Baseball/Softball Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 36 | 4% | 13% |
| Moderate | 81 | 10% | 30% |
| High | 152 | 19% | 56% |
| System missing | 538 | 67% | - |

| Q8a2_1 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Baseball/Softball Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 18 | 5% | 14% | 18 | 4% | 13% |
| Moderate | 36 | 10% | 28% | 45 | 10% | 32% |
| High | 76 | 22% | 58% | 76 | 17% | 55% |
| System missing | 221 | 63% | - | 317 | 70% | - |

| Q8a2_2 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Basketball Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 50 | 6% | 16% |
| Moderate | 94 | 12% | 30% |
| High | 167 | 21% | 54% |
| System missing | 496 | 62% | - |

| Q8a2_2 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Basketball Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 24 | 7% | 18% | 26 | 6% | 15% |
| Moderate | 41 | 12% | 30% | 53 | 12% | 30% |
| High | 70 | 20% | 52% | 97 | 21% | 55% |
| System missing | 216 | 62% | - | 280 | 61% | - |

| Q8a2_3 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Cross-Country Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 7 | <1% | 11% |
| Moderate | 21 | 3% | 32% |
| High | 37 | 5% | 57% |
| System missing | 742 | 92% | - |

| Q8a2_3 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Cross-Country Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 4 | 1% | 15% | 3 | <1% | 8% |
| Moderate | 4 | 1% | 15% | 17 | 4% | 45% |
| High | 19 | 5% | 70% | 18 | 4% | 47% |
| System missing | 324 | 92% | - | 418 | 92% | - |

| Q8a2_4 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Football Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 21 | 3% | 10% |
| Moderate | 59 | 7% | 28% |
| High | 127 | 16% | 61% |
| System missing | 600 | 74% | - |

| Q8a2_4 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Football Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 21 | 6% | 10% | 0 | 0% | 0% |
| Moderate | 59 | 17% | 29% | 0 | 0% | 0% |
| High | 126 | 36% | 61% | 1 | <1% | 100% |
| System missing | 145 | 41% | - | 455 | >99% | - |

| Q8a2_5 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Golf Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 26 | 3% | 24% |
| Moderate | 30 | 4% | 28% |
| High | 53 | 7% | 49% |
| System missing | 698 | 14% | - |

| Q8a2_5 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Golf Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 14 | 4% | 23% | 12 | 3% | 25% |
| Moderate | 19 | 5% | 31% | 11 | 2% | 23% |
| High | 28 | 8% | 46% | 25 | 6% | 52% |
| System missing | 290 | 83% | - | 408 | 90% | - |

| Q8a2_6 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Gymnastics Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 1 | <1% | 33% |
| Moderate | 0 | 0% | 0% |
| High | 2 | <1% | 67% |
| System missing | 804 | 100% | - |

| Q8a2_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Gymnastics Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 0 | 0% | 0% | 1 | <1% | 33% |
| Moderate | 0 | 0% | 0% | 0 | 0% | 0% |
| High | 0 | 0% | 0% | 2 | <1% | 67% |
| System missing | 351 | 100% | - | 453 | 99% | - |

| Q8a2_7 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Hockey Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 0 | 0% | 0% |
| Moderate | 1 | <1% | 100% |
| High | 0 | 0% | 0% |
| System missing | 806 | 100% | - |

| Q8a2_7 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Hockey Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 0 | 0% | 0% | 0 | 0% | 0% |
| Moderate | 1 | <1% | 100% | 0 | 0% | 0% |
| High | 0 | 0% | 0% | 0 | 0% | 0% |
| System missing | 350 | >99% | - | 456 | 100% | - |

| Q8a2_8 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Tennis Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 7 | <1% | 15% |
| Moderate | 23 | 3% | 49% |
| High | 17 | 2% | 36% |
| System missing | 760 | 94% | - |

| Q8a2_8 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Tennis Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 13% | 5 | 1% | 16% |
| Moderate | 9 | 3% | 60% | 14 | 3% | 44% |
| High | 4 | 1% | 27% | 13 | 3% | 41% |
| System missing | 336 | 96% | - | 424 | 93% | - |

| Q8a2_9 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Track Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 58 | 7% | 21% |
| Moderate | 94 | 12% | 34% |
| High | 128 | 16% | 46% |
| System missing | 527 | 65% | - |

| Q8a2_9 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Track Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 27 | 8% | 22% | 31 | 7% | 20% |
| Moderate | 36 | 10% | 30% | 58 | 13% | 37% |
| High | 59 | 17% | 48% | 69 | 15% | 44% |
| System missing | 229 | 65% | - | 298 | 65% | - |

| Q8a2_10 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Soccer Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 3 | <1% | 11% |
| Moderate | 8 | 1% | 29% |
| High | 17 | 2% | 61% |
| System missing | 779 | 96% | - |

| Q8a2_10 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Soccer Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 12% | 1 | <1% | 8% |
| Moderate | 2 | <1% | 12% | 6 | 1% | 50% |
| High | 12 | 3% | 75% | 5 | 1% | 42% |
| System missing | 335 | 95% | - | 444 | 97% | - |

| Q8a2_11 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Swim Team Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 3 | <1% | 11% |
| Moderate | 8 | 1% | 29% |
| High | 17 | 2% | 61% |
| System missing | 779 | 96% | - |

| Q8a2_11 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Swim Team Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 18% | 1 | <1% | 6% |
| Moderate | 4 | 1% | 36% | 4 | <1% | 24% |
| High | 5 | 1% | 46% | 12 | 3% | 71% |
| System missing | 340 | 97% | - | 439 | 96% | - |

| Q8a2_12 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Volleyball Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 31 | 4% | 15% |
| Moderate | 75 | 9% | 37% |
| High | 98 | 12% | 48% |
| System missing | 603 | 75% | - |

| Q8a2_12 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Volleyball Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 0 | 0% | 0% | 31 | 7% | 16% |
| Moderate | 3 | <1% | 75% | 72 | 16% | 36% |
| High | 1 | <1% | 25% | 97 | 21% | 48% |
| System missing | 347 | 99% | - | 256 | 56% | - |

| Q8a2_13 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Wrestling Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 18 | 2% | 23% |
| Moderate | 20 | 2% | 25% |
| High | 41 | 5% | 52% |
| System missing | 728 | 90% | - |

| Q8a2_13 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Wrestling Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 18 | 5% | 23% | 0 | 0% | 0% |
| Moderate | 19 | 5% | 24% | 1 | <1% | 100% |
| High | 41 | 12% | 53% | 0 | 0% | 0% |
| System missing | 273 | 78% | - | 455 | >99% | - |

| Q8a2_14 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Something Else Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 1 | <1% | 8% |
| Moderate | 2 | <1% | 15% |
| High | 10 | 1% | 77% |
| System missing | 794 | 98% | - |

| Q8a2_14 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Something Else Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 0 | 0% | 0% | 1 | <1% | 14% |
| Moderate | 1 | <1% | 17% | 1 | <1% | 14% |
| High | 5 | 1% | 83% | 5 | 1% | 71% |
| System missing | 345 | 98% | - | 449 | 98% | - |

| Q9 | | | |
|--|-----------|---------|---------|
| In How Many of Those Sports Were You a Captain or Leader? | | | |
| | Frequency | Total % | Valid % |
| None | 338 | 42% | 55% |
| 1-2 | 214 | 27% | 35% |
| 3 or more | 60 | 7% | 10% |
| Don't know/ not sure | 2 | <1% | - |
| System missing | 193 | 24% | - |

| Q9 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In How Many of Those Sports Were You a Captain or Leader? | | | | | | |
| Number of Sports | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| None | 144 | 41% | 50% | 194 | 42% | 60% |
| 1-2 | 123 | 35% | 42% | 91 | 20% | 28% |
| 3 or more | 24 | 7% | 8% | 36 | 8% | 11% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - |
| System missing | 59 | 17% | - | 134 | 29% | - |

| Q10 | | | |
|--|-----------|---------|---------|
| Participating in High School Athletics Made Your High School Experience More Positive. Would You Agree or Disagree? | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 327 | 40% | 54% |
| Agree | 232 | 29% | 38% |
| Disagree | 42 | 5% | 7% |
| Strongly disagree | 9 | 1% | 2% |
| Don't know/ not sure | 4 | <1% | - |
| System missing | 193 | 24% | - |

| Q10 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Participating in High School Athletics Made Your High School Experience More Positive. Would You Agree or Disagree? | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 169 | 48% | 58% | 158 | 35% | 50% |
| Agree | 104 | 30% | 36% | 128 | 28% | 40% |
| Disagree | 15 | 4% | 5% | 27 | 6% | 8% |
| Strongly disagree | 3 | <1% | 1% | 6 | 1% | 2% |
| Don't know/ not sure | 1 | <1% | - | 3 | <1% | - |
| System missing | 59 | 17% | - | 134 | 29% | - |

| Q11 | | | |
|--|-----------|---------|---------|
| The Life Lessons You Learned While Participating in High School Athletics Have Helped You as an Adult. Would You Agree or Disagree? | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 239 | 30% | 39% |
| Agree | 291 | 36% | 48% |
| Disagree | 64 | 8% | 10% |
| Strongly disagree | 16 | 2% | 3% |
| Don't know/ not sure | 4 | <1% | - |
| System missing | 193 | 24% | - |

| Q11 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| The Life Lessons You Learned While Participating in High School Athletics Have Helped You as an Adult. Would You Agree or Disagree? | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 127 | 36% | 44% | 112 | 25% | 35% |
| Agree | 130 | 37% | 45% | 161 | 35% | 50% |
| Disagree | 26 | 7% | 9% | 38 | 8% | 12% |
| Strongly disagree | 8 | 2% | 3% | 8 | 2% | 2% |
| Don't know/ not sure | 1 | <1% | - | 3 | <1% | - |
| System missing | 59 | 17% | - | 134 | 29% | - |

| Q12 | | | |
|---|-----------|---------|---------|
| Think About How Important it Was to You to Participate in School-Based Interscholastic Sports. Was it Minimally, Moderately, or Highly Important to You? | | | |
| | Frequency | Total % | Valid % |
| Minimally | 122 | 15% | 20% |
| Moderately | 185 | 23% | 30% |
| Highly | 306 | 38% | 50% |
| Don't know/ not sure | 1 | <1% | - |
| System missing | 193 | 24% | - |

| Q12 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Think About How Important it Was to You to Participate in School-Based Interscholastic Sports. Was it Minimally, Moderately, or Highly Important to You? | | | | | | |
| Importance | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimally | 49 | 14% | 17% | 73 | 16% | 23% |
| Moderately | 84 | 24% | 29% | 101 | 22% | 31% |
| Highly | 158 | 45% | 54% | 148 | 32% | 46% |
| Don't know/ not sure | 1 | <1% | - | 0 | 0% | - |
| System missing | 59 | 17% | - | 134 | 29% | - |

| Q13a | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Competitive Cheerleading, Dance, or Drill Teams? | | | |
| | Frequency | Total % | Valid % |
| 0 | 728 | 90% | 90% |
| 1 | 14 | 2% | 2% |
| 2 | 22 | 3% | 3% |
| 3 | 12 | 2% | 2% |
| 4 | 31 | 4% | 4% |

| Q13a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Competitive Cheerleading, Dance, or Drill Teams? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 350 | >99% | >99% | 378 | 83% | 83% |
| 1 | 1 | <1% | <1% | 13 | 3% | 3% |
| 2 | 0 | 0% | 0% | 22 | 5% | 5% |
| 3 | 0 | 0% | 0% | 12 | 3% | 3% |
| 4 | 0 | 0% | 0% | 31 | 7% | 7% |

| Q13b | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Competitive Cheerleading, Dance, or Drill Teams Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 14 | 2% | 18% |
| Moderate | 21 | 3% | 27% |
| High | 44 | 6% | 56% |
| System missing | 728 | 90% | - |

| Q13b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Competitive Cheerleading, Dance, or Drill Teams Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 1 | <1% | 100% | 13 | 3% | 17% |
| Moderate | 0 | 0% | 0% | 21 | 5% | 27% |
| High | 0 | 0% | 0% | 44 | 10% | 56% |
| System missing | 350 | >99% | - | 378 | 83% | - |

| Q13c | | | |
|---|-----------|---------|---------|
| Were You a Captain or Leader of Any Competitive Cheerleading, Dance, or Drill Teams? | | | |
| | Frequency | Total % | Valid % |
| Yes | 35 | 4% | 45% |
| No | 43 | 5% | 55% |
| Don't know/not sure | 1 | <1% | - |
| System missing | 728 | 90% | - |

| Q13c | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Were You a Captain or Leader of Any Competitive Cheerleading, Dance, or Drill Teams? | | | | | | |
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 0 | 0% | 0% | 35 | 8% | 46% |
| No | 1 | <1% | 100% | 42 | 9% | 54% |
| Don't know/not sure | 0 | 0% | 0% | 1 | <1% | - |
| System missing | 350 | >99% | - | 378 | 83% | - |

| Q14a | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Non-Competitive Cheerleading, Dance, or Drill Teams? | | | |
| | Frequency | Total % | Valid % |
| 0 | 645 | 80% | 80% |
| 1 | 34 | 4% | 4% |
| 2 | 37 | 5% | 5% |
| 3 | 30 | 4% | 4% |
| 4 | 59 | 7% | 7% |
| 5 or more years | 1 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - |

| Q14a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Non-Competitive Cheerleading, Dance, or Drill Teams? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 347 | 99% | 99% | 298 | 65% | 66% |
| 1 | 2 | <1% | <1% | 32 | 7% | 7% |
| 2 | 1 | <1% | <1% | 36 | 8% | 8% |
| 3 | 0 | 0% | 0% | 30 | 7% | 7% |
| 4 | 1 | <1% | <1% | 58 | 13% | 13% |
| 5 or more years | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q14b | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Non-Competitive Cheerleading, Dance, or Drill Teams Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 26 | 3% | 16% |
| Moderate | 53 | 7% | 33% |
| High | 82 | 10% | 51% |
| System missing | 646 | 80% | - |

| Q14b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Non-Competitive Cheerleading, Dance, or Drill Teams Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 3 | <1% | 75% | 23 | 5% | 15% |
| Moderate | 0 | 0% | 0% | 53 | 12% | 34% |
| High | 1 | <1% | 25% | 81 | 18% | 52% |
| System missing | 347 | 99% | - | 299 | 66% | - |

| Q14c | | | |
|---|-----------|---------|---------|
| Were You a Captain or Leader of Any Non-Competitive Cheerleading, Dance, or Drill Teams? | | | |
| | Frequency | Total % | Valid % |
| Yes | 61 | 8% | 38% |
| No | 98 | 12% | 62% |
| Don't know/not sure | 2 | <1% | - |
| System missing | 646 | 80% | - |

| Q14c | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Were You a Captain or Leader of Any Non-Competitive Cheerleading, Dance, or Drill Teams? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 0 | 0% | 0% | 61 | 13% | 39% |
| No | 3 | <1% | 100% | 95 | 21% | 61% |
| Don't know/not sure | 1 | <1% | - | 1 | <1% | - |
| System missing | 347 | 99% | - | 299 | 66% | - |

| Q15 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Intramural Sports? | | | |
| | Frequency | Total % | Valid % |
| 0 | 660 | 82% | 82% |
| 1 | 24 | 3% | 3% |
| 2 | 38 | 5% | 5% |
| 3 | 13 | 2% | 2% |
| 4 | 70 | 9% | 9% |
| Don't know/not sure | 2 | <1% | - |

| Q15 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in School-Based Intramural Sports? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 273 | 78% | 78% | 387 | 85% | 85% |
| 1 | 10 | 3% | 3% | 14 | 3% | 3% |
| 2 | 18 | 5% | 5% | 20 | 4% | 4% |
| 3 | 6 | 2% | 2% | 7 | 2% | 2% |
| 4 | 44 | 12% | 12% | 26 | 6% | 6% |
| Don't know/not sure | 0 | 0% | - | 2 | <1% | - |

| Q16 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Intramural Sports Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 43 | 5% | 30% |
| Moderate | 67 | 8% | 46% |
| High | 35 | 4% | 24% |
| System missing | 662 | 82% | - |

| Q16 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Intramural Sports Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 16 | 5% | 20% | 27 | 6% | 40% |
| Moderate | 40 | 11% | 51% | 27 | 6% | 40% |
| High | 22 | 6% | 28% | 13 | 3% | 19% |
| System missing | 273 | 78% | - | 389 | 85% | - |

| Q17 | | | |
|---|-----------|---------|---------|
| Were You a Captain or Leader in Any Intramural Sports? | | | |
| | Frequency | Total % | Valid % |
| Yes | 31 | 4% | 21% |
| No | 114 | 14% | 79% |
| System missing | 662 | 82% | - |

| Q17 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Were You a Captain or Leader in Any Intramural Sports? | | | | | | |
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 21 | 6% | 27% | 10 | 2% | 15% |
| No | 57 | 16% | 73% | 57 | 12% | 85% |
| System missing | 273 | 78% | - | 389 | 85% | - |

| Q18a1_1 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Academic Honors Society? | | | |
| | Frequency | Total % | Valid % |
| 0 | 532 | 66% | 66% |
| 1 | 59 | 7% | 7% |
| 2 | 113 | 14% | 14% |
| 3 | 43 | 5% | 5% |
| 4 | 57 | 7% | 7% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 3 | <1% | - |

| Q18a1_1 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Academic Honors Society? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 259 | 74% | 74% | 273 | 60% | 60% |
| 1 | 27 | 8% | 8% | 32 | 7% | 7% |
| 2 | 33 | 9% | 10% | 80 | 18% | 18% |
| 3 | 16 | 5% | 5% | 27 | 6% | 6% |
| 4 | 14 | 4% | 4% | 43 | 9% | 10% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 2 | <1% | - | 1 | <1% | - |

| Q18a1_2 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Council? | | | |
| | Frequency | Total % | Valid % |
| 0 | 594 | 74% | 74% |
| 1 | 89 | 11% | 11% |
| 2 | 59 | 7% | 7% |
| 3 | 21 | 3% | 3% |
| 4 | 43 | 5% | 5% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - |

| Q18a1_2 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Council? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 263 | 75% | 75% | 331 | 73% | 73% |
| 1 | 44 | 12% | 12% | 45 | 10% | 10% |
| 2 | 26 | 7% | 7% | 33 | 7% | 7% |
| 3 | 7 | 2% | 2% | 14 | 3% | 3% |
| 4 | 11 | 3% | 3% | 32 | 7% | 7% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |

| Q18a1_3 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Science Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 770 | 95% | 95% |
| 1 | 20 | 2% | 2% |
| 2 | 5 | <1% | <1% |
| 3 | 5 | <1% | <1% |
| 4 | 7 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_3 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Science Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 332 | 95% | 95% | 438 | 96% | 96% |
| 1 | 10 | 3% | 3% | 10 | 2% | 2% |
| 2 | 4 | 1% | 1% | 1 | <1% | <1% |
| 3 | 1 | <1% | <1% | 4 | <1% | <1% |
| 4 | 4 | 1% | 1% | 3 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_4 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Computer Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 790 | 98% | 98% |
| 1 | 8 | 1% | 1% |
| 2 | 3 | <1% | <1% |
| 3 | 5 | <1% | <1% |
| 4 | 1 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_4 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Computer Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 340 | 97% | 97% | 450 | 99% | 99% |
| 1 | 5 | 1% | 1% | 3 | <1% | <1% |
| 2 | 1 | <1% | <1% | 2 | <1% | <1% |
| 3 | 4 | 1% | 1% | 1 | <1% | <1% |
| 4 | 1 | <1% | <1% | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_5 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Math Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 789 | 98% | 98% |
| 1 | 7 | <1% | <1% |
| 2 | 6 | <1% | <1% |
| 3 | 4 | <1% | <1% |
| 4 | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - |

| Q18a1_5 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Math Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 336 | 96% | 96% | 453 | 99% | 99% |
| 1 | 6 | 2% | 2% | 1 | <1% | <1% |
| 2 | 5 | 1% | 1% | 1 | <1% | <1% |
| 3 | 3 | <1% | <1% | 1 | <1% | <1% |
| 4 | 0 | 0% | 0% | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - | 0 | 0% | - |

| Q18a1_6 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in History Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 800 | 99% | 99% |
| 1 | 3 | <1% | <1% |
| 2 | 3 | <1% | <1% |
| 3 | 0 | 0% | 0% |
| 4 | 1 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in History Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 346 | 99% | 99% | 454 | >99% | >99% |
| 1 | 2 | <1% | <1% | 1 | <1% | <1% |
| 2 | 2 | <1% | <1% | 1 | <1% | <1% |
| 3 | 0 | 0% | 0% | 0 | 0% | 0% |
| 4 | 1 | <1% | <1% | 0 | 0% | 0% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_7 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Foreign Language Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 681 | 84% | 84% |
| 1 | 25 | 3% | 3% |
| 2 | 45 | 6% | 6% |
| 3 | 27 | 3% | 3% |
| 4 | 29 | 4% | 4% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_7 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Foreign Language Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 318 | 91% | 91% | 363 | 80% | 80% |
| 1 | 7 | 2% | 2% | 18 | 4% | 4% |
| 2 | 16 | 5% | 5% | 29 | 6% | 6% |
| 3 | 6 | 2% | 2% | 21 | 5% | 5% |
| 4 | 4 | 1% | 1% | 25 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_8 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Science Fairs? | | | |
| | Frequency | Total % | Valid % |
| 0 | 718 | 89% | 89% |
| 1 | 53 | 7% | 7% |
| 2 | 27 | 3% | 3% |
| 3 | 3 | <1% | <1% |
| 4 | 6 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_8 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Science Fairs? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 306 | 87% | 87% | 412 | 90% | 90% |
| 1 | 26 | 7% | 7% | 27 | 6% | 6% |
| 2 | 15 | 4% | 4% | 12 | 3% | 3% |
| 3 | 1 | <1% | <1% | 2 | <1% | <1% |
| 4 | 3 | <1% | <1% | 3 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_9 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Debate or Speech Team? | | | |
| | Frequency | Total % | Valid % |
| 0 | 650 | 80% | 81% |
| 1 | 57 | 7% | 7% |
| 2 | 47 | 6% | 6% |
| 3 | 13 | 2% | 2% |
| 4 | 39 | 5% | 5% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - |

| Q18a1_9 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Debate or Speech Team? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 296 | 84% | 84% | 354 | 78% | 78% |
| 1 | 22 | 6% | 6% | 35 | 8% | 8% |
| 2 | 20 | 6% | 6% | 27 | 6% | 6% |
| 3 | 3 | <1% | <1% | 10 | 2% | 2% |
| 4 | 10 | 3% | 3% | 29 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |

| Q18a1_10 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Yearbook? | | | |
| | Frequency | Total % | Valid % |
| 0 | 622 | 77% | 77% |
| 1 | 90 | 11% | 11% |
| 2 | 53 | 7% | 7% |
| 3 | 18 | 2% | 2% |
| 4 | 24 | 3% | 3% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_10 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Yearbook? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 299 | 85% | 85% | 323 | 71% | 71% |
| 1 | 38 | 11% | 11% | 52 | 11% | 11% |
| 2 | 7 | 2% | 2% | 46 | 10% | 10% |
| 3 | 4 | 1% | 1% | 14 | 3% | 3% |
| 4 | 3 | <1% | <1% | 21 | 5% | 5% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_11 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Newspaper? | | | |
| | Frequency | Total % | Valid % |
| 0 | 722 | 90% | 90% |
| 1 | 40 | 5% | 5% |
| 2 | 27 | 3% | 3% |
| 3 | 8 | 1% | 1% |
| 4 | 9 | 1% | 1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - |

| Q18a1_11 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Student Newspaper? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 324 | 92% | 92% | 398 | 87% | 88% |
| 1 | 14 | 4% | 4% | 26 | 6% | 6% |
| 2 | 7 | 2% | 2% | 20 | 4% | 4% |
| 3 | 3 | <1% | <1% | 5 | 1% | 1% |
| 4 | 3 | <1% | <1% | 6 | 1% | 1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |

| Q18a1_12 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Studio Dance? | | | |
| | Frequency | Total % | Valid % |
| 0 | 790 | 98% | 98% |
| 1 | 2 | <1% | <1% |
| 2 | 2 | <1% | <1% |
| 3 | 1 | <1% | <1% |
| 4 | 12 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_12 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Studio Dance? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 350 | >99% | >99% | 440 | 96% | 96% |
| 1 | 0 | 0% | 0% | 2 | <1% | <1% |
| 2 | 1 | <1% | <1% | 1 | <1% | <1% |
| 3 | 0 | 0% | 0% | 1 | <1% | <1% |
| 4 | 0 | 0% | 0% | 12 | 3% | 3% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_13 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Drama Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 666 | 82% | 82% |
| 1 | 45 | 6% | 6% |
| 2 | 31 | 4% | 4% |
| 3 | 20 | 2% | 2% |
| 4 | 45 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_13 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Drama Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 299 | 85% | 85% | 367 | 80% | 80% |
| 1 | 15 | 4% | 4% | 30 | 7% | 7% |
| 2 | 12 | 3% | 3% | 19 | 4% | 4% |
| 3 | 7 | 2% | 2% | 13 | 3% | 3% |
| 4 | 18 | 5% | 5% | 27 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_14 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Chorus or Choir? | | | |
| | Frequency | Total % | Valid % |
| 0 | 456 | 56% | 56% |
| 1 | 62 | 8% | 8% |
| 2 | 62 | 8% | 8% |
| 3 | 59 | 7% | 7% |
| 4 | 167 | 21% | 21% |
| 5 or more years | 1 | <1% | <1% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_14 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Chorus or Choir? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 254 | 72% | 72% | 202 | 44% | 44% |
| 1 | 17 | 5% | 5% | 45 | 10% | 10% |
| 2 | 17 | 5% | 5% | 45 | 10% | 10% |
| 3 | 14 | 4% | 4% | 45 | 10% | 10% |
| 4 | 48 | 14% | 14% | 119 | 26% | 26% |
| 5 or more years | 1 | <1% | <1% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_15 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Band or Orchestra? | | | |
| | Frequency | Total % | Valid % |
| 0 | 535 | 66% | 66% |
| 1 | 42 | 5% | 5% |
| 2 | 36 | 4% | 4% |
| 3 | 40 | 5% | 5% |
| 4 | 154 | 19% | 19% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_15 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Band or Orchestra? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 270 | 77% | 77% | 265 | 58% | 58% |
| 1 | 18 | 5% | 5% | 24 | 5% | 5% |
| 2 | 12 | 3% | 3% | 24 | 5% | 5% |
| 3 | 14 | 4% | 4% | 26 | 6% | 6% |
| 4 | 37 | 10% | 10% | 117 | 26% | 26% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_16 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Vocational Education Club? | | | |
| | Frequency | Total % | Valid % |
| 0 | 741 | 92% | 92% |
| 1 | 18 | 2% | 2% |
| 2 | 18 | 2% | 2% |
| 3 | 5 | <1% | <1% |
| 4 | 25 | 3% | 3% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_16 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Vocational Education Club? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 321 | 89% | 89% | 429 | 94% | 94% |
| 1 | 10 | 3% | 3% | 8 | 2% | 2% |
| 2 | 11 | 3% | 3% | 7 | 2% | 2% |
| 3 | 2 | <1% | <1% | 3 | <1% | <1% |
| 4 | 16 | 5% | 5% | 9 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_17 | | | |
|--|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Future Farmers of America? | | | |
| | Frequency | Total % | Valid % |
| 0 | 713 | 88% | 88% |
| 1 | 17 | 2% | 2% |
| 2 | 14 | 2% | 2% |
| 3 | 9 | 1% | 1% |
| 4 | 54 | 7% | 7% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_17 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Future Farmers of America? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 280 | 80% | 80% | 433 | 95% | 95% |
| 1 | 11 | 3% | 3% | 6 | 1% | 1% |
| 2 | 10 | 3% | 3% | 4 | <1% | <1% |
| 3 | 8 | 2% | 2% | 1 | <1% | <1% |
| 4 | 42 | 12% | 12% | 12 | 3% | 3% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_18 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Junior Achievement? | | | |
| | Frequency | Total % | Valid % |
| 0 | 757 | 94% | 94% |
| 1 | 28 | 4% | 4% |
| 2 | 15 | 2% | 2% |
| 3 | 3 | <1% | <1% |
| 4 | 4 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_18 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Junior Achievement? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 326 | 93% | 93% | 431 | 94% | 94% |
| 1 | 13 | 4% | 4% | 15 | 3% | 3% |
| 2 | 8 | 2% | 2% | 7 | 2% | 2% |
| 3 | 2 | <1% | <1% | 1 | <1% | <1% |
| 4 | 2 | <1% | <1% | 2 | <1% | <1% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_19 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Religious Organization? | | | |
| | Frequency | Total % | Valid % |
| 0 | 635 | 79% | 79% |
| 1 | 10 | 1% | 1% |
| 2 | 27 | 3% | 3% |
| 3 | 15 | 2% | 2% |
| 4 | 119 | 15% | 15% |
| 5 or more years | 1 | <1% | <1% |
| Don't know/ not sure | 0 | 0% | - |

| Q18a1_19 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Religious Organization? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 294 | 84% | 84% | 341 | 75% | 75% |
| 1 | 3 | <1% | <1% | 7 | 2% | 2% |
| 2 | 12 | 3% | 3% | 15 | 3% | 3% |
| 3 | 6 | 2% | 2% | 9 | 2% | 2% |
| 4 | 36 | 10% | 10% | 83 | 18% | 18% |
| 5 or more years | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/ not sure | 0 | 0% | - | 0 | 0% | - |

| Q18a1_20 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Something Else (1)? | | | |
| | Frequency | Total % | Valid % |
| 0 | 666 | 82% | 83% |
| 1 | 29 | 4% | 4% |
| 2 | 38 | 5% | 5% |
| 3 | 27 | 3% | 3% |
| 4 | 45 | 6% | 6% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 2 | <1% | - |

| Q18a1_20 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Something Else (1)? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 312 | 89% | 89% | 354 | 78% | 78% |
| 1 | 6 | 2% | 2% | 23 | 5% | 5% |
| 2 | 12 | 3% | 3% | 26 | 6% | 6% |
| 3 | 8 | 2% | 2% | 19 | 4% | 4% |
| 4 | 13 | 4% | 4% | 32 | 7% | 7% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 2 | <1% | - |

| Q18a1_21 | | | |
|---|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Something Else (2)? | | | |
| | Frequency | Total % | Valid % |
| 0 | 777 | 96% | 96% |
| 1 | 7 | <1% | <1% |
| 2 | 6 | <1% | <1% |
| 3 | 4 | <1% | <1% |
| 4 | 12 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% |
| Don't know/ not sure | 1 | <1% | - |

| Q18a1_21 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Years, if Any, Did You Participate in Something Else (2)? | | | | | | |
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 343 | 98% | 98% | 434 | 95% | 95% |
| 1 | 6 | 2% | 2% | 1 | <1% | <1% |
| 2 | 1 | <1% | <1% | 5 | 1% | 1% |
| 3 | 0 | 0% | 0% | 4 | <1% | <1% |
| 4 | 1 | <1% | <1% | 11 | 2% | 2% |
| 5 or more years | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |

| Q18a2_1 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Academic Honors Society Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 113 | 14% | 42% |
| Moderate | 119 | 15% | 44% |
| High | 40 | 5% | 15% |
| System missing | 535 | 66% | - |

| Q18a2_1 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Academic Honors Society Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 42 | 12% | 47% | 71 | 16% | 39% |
| Moderate | 40 | 11% | 44% | 79 | 17% | 43% |
| High | 8 | 2% | 9% | 32 | 7% | 18% |
| System missing | 261 | 74% | - | 274 | 60% | - |

| Q18a2_2 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Student Council Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 41 | 5% | 19% |
| Moderate | 113 | 14% | 53% |
| High | 58 | 7% | 27% |
| System missing | 595 | 74% | - |

| Q18a2_2 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Student Council Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 17 | 5% | 19% | 24 | 5% | 19% |
| Moderate | 52 | 15% | 59% | 61 | 13% | 49% |
| High | 19 | 5% | 22% | 39 | 9% | 32% |
| System missing | 263 | 75% | - | 332 | 73% | - |

| Q18a2_3 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Science Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 14 | 2% | 38% |
| Moderate | 12 | 2% | 32% |
| High | 11 | 1% | 30% |
| System missing | 770 | 95% | - |

| Q18a2_3 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Science Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 6 | 2% | 32% | 8 | 2% | 44% |
| Moderate | 8 | 2% | 42% | 4 | <1% | 22% |
| High | 5 | 1% | 26% | 6 | 1% | 33% |
| System missing | 332 | 95% | - | 438 | 96% | - |

| Q18a2_4 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Computer Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 9 | 1% | 53% |
| Moderate | 3 | <1% | 18% |
| High | 5 | <1% | 29% |
| System missing | 790 | 98% | - |

| Q18a2_4 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Computer Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 5 | 1% | 46% | 4 | <1% | 67% |
| Moderate | 2 | <1% | 18% | 1 | <1% | 17% |
| High | 4 | 1% | 36% | 1 | <1% | 17% |
| System missing | 340 | 97% | - | 450 | 99% | - |

| Q18a2_5 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Math Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 8 | 1% | 47% |
| Moderate | 5 | <1% | 29% |
| High | 4 | <1% | 24% |
| System missing | 790 | 98% | - |

| Q18a2_5 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Math Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 6 | 2% | 43% | 2 | <1% | 67% |
| Moderate | 4 | 1% | 29% | 1 | <1% | 33% |
| High | 4 | 1% | 29% | 0 | 0% | 0% |
| System missing | 337 | 96% | - | 453 | 99% | - |

| Q18a2_6 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in History Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 3 | <1% | 43% |
| Moderate | 0 | 0% | 0% |
| High | 4 | <1% | 57% |
| System missing | 800 | 99% | - |

| Q18a2_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in History Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 40% | 1 | <1% | 50% |
| Moderate | 0 | 0% | 0% | 0 | 0% | 0% |
| High | 3 | <1% | 60% | 1 | <1% | 50% |
| System missing | 346 | 99% | - | 454 | >99% | - |

| Q18a2_7 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Foreign Language Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 48 | 6% | 38% |
| Moderate | 60 | 7% | 48% |
| High | 18 | 2% | 14% |
| System missing | 681 | 84% | - |

| Q18a2_7 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Foreign Language Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 14 | 4% | 42% | 34 | 8% | 37% |
| Moderate | 14 | 4% | 42% | 46 | 10% | 50% |
| High | 5 | 1% | 15% | 13 | 3% | 14% |
| System missing | 318 | 91% | - | 363 | 80% | - |

| Q18a2_8 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Science Fairs Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 37 | 5% | 42% |
| Moderate | 40 | 5% | 45% |
| High | 12 | 2% | 14% |
| System missing | 718 | 89% | - |

| Q18a2_8 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Science Fairs Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 19 | 5% | 42% | 18 | 4% | 41% |
| Moderate | 17 | 5% | 38% | 23 | 5% | 52% |
| High | 9 | 3% | 20% | 3 | <1% | 7% |
| System missing | 306 | 87% | - | 412 | 90% | - |

| Q18a2_9 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Debate or Speech Team Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 38 | 5% | 24% |
| Moderate | 69 | 9% | 44% |
| High | 49 | 6% | 31% |
| System missing | 651 | 81% | - |

| Q18a2_9 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Debate or Speech Team Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 14 | 4% | 26% | 24 | 5% | 24% |
| Moderate | 25 | 7% | 46% | 44 | 10% | 44% |
| High | 16 | 5% | 29% | 33 | 7% | 33% |
| System missing | 296 | 84% | - | 355 | 78% | - |

| Q18a2_10 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Student Yearbook Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 34 | 4% | 18% |
| Moderate | 84 | 10% | 46% |
| High | 66 | 8% | 36% |
| Don't know/not sure | 1 | <1% | |
| System missing | 622 | 77% | |

| Q18a2_10 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Student Yearbook Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 13 | 4% | 25% | 21 | 5% | 16% |
| Moderate | 21 | 6% | 40% | 63 | 14% | 48% |
| High | 18 | 5% | 35% | 48 | 10% | 36% |
| Don't know/not sure | 0 | 0% | 0% | 1 | <1% | - |
| System missing | 299 | 85% | - | 323 | 71% | - |

| Q18a2_11 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Student Newspaper Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 19 | 2% | 23% |
| Moderate | 36 | 4% | 43% |
| High | 29 | 4% | 34% |
| System missing | 723 | 90% | - |

| Q18a2_11 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Student Newspaper Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 5 | 1% | 18% | 14 | 3% | 25% |
| Moderate | 12 | 3% | 44% | 24 | 5% | 42% |
| High | 10 | 3% | 37% | 19 | 4% | 33% |
| System missing | 324 | 92% | - | 399 | 88% | - |

| Q18a2_12 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Studio Dance Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 12% |
| Moderate | 1 | <1% | 6% |
| High | 14 | 2% | 82% |
| System missing | 790 | 98% | - |

| Q18a2_12 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Studio Dance Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 1 | <1% | 100% | 1 | <1% | 6% |
| Moderate | 0 | 0% | 0% | 1 | <1% | 6% |
| High | 0 | 0% | 0% | 14 | 3% | 88% |
| System missing | 350 | >99% | - | 440 | 96% | - |

| Q18a2_13 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Drama Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 33 | 4% | 23% |
| Moderate | 55 | 7% | 39% |
| High | 53 | 7% | 38% |
| System missing | 666 | 82% | - |

| Q18a2_13 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Drama Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 13 | 4% | 25% | 20 | 4% | 22% |
| Moderate | 18 | 5% | 35% | 37 | 8% | 42% |
| High | 21 | 6% | 40% | 32 | 7% | 36% |
| System missing | 299 | 85% | - | 367 | 80% | - |

| Q18a2_14 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Chorus or Choir Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 78 | 10% | 22% |
| Moderate | 136 | 17% | 39% |
| High | 137 | 17% | 39% |
| System missing | 456 | 56% | - |

| Q18a2_14 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Chorus or Choir Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 21 | 6% | 22% | 57 | 12% | 22% |
| Moderate | 36 | 10% | 37% | 100 | 22% | 39% |
| High | 40 | 11% | 41% | 97 | 21% | 38% |
| System missing | 254 | 72% | - | 202 | 44% | - |

| Q18a2_15 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Band or Orchestra Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 52 | 6% | 19% |
| Moderate | 97 | 12% | 36% |
| High | 123 | 15% | 45% |
| System missing | 535 | 66% | - |

| Q18a2_15 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Band or Orchestra Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 21 | 6% | 26% | 31 | 7% | 16% |
| Moderate | 25 | 7% | 31% | 72 | 16% | 38% |
| High | 35 | 10% | 43% | 88 | 19% | 46% |
| System missing | 270 | 77% | - | 265 | 58% | - |

| Q18a2_16 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Vocational Education Club Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 13 | 2% | 20% |
| Moderate | 20 | 2% | 30% |
| High | 33 | 4% | 50% |
| System missing | 741 | 92% | - |

| Q18a2_16 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Vocational Education Club Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 8 | 2% | 20% | 5 | 1% | 18% |
| Moderate | 10 | 3% | 26% | 10 | 2% | 37% |
| High | 21 | 6% | 54% | 12 | 3% | 44% |
| System missing | 312 | 89% | - | 429 | 94% | - |

| Q18a2_17 | | | |
|--|-----------|---------|---------|
| Was Your Involvement in Future Farmers of America Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 21 | 3% | 22% |
| Moderate | 31 | 4% | 33% |
| High | 42 | 5% | 45% |
| System missing | 713 | 88% | - |

| Q18a2_17 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Future Farmers of America Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 12 | 3% | 17% | 9 | 2% | 39% |
| Moderate | 25 | 7% | 35% | 6 | 1% | 26% |
| High | 34 | 10% | 48% | 8 | 2% | 35% |
| System missing | 280 | 80% | - | 433 | 95% | - |

| Q18a2_18 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Junior Achievement Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 16 | 2% | 32% |
| Moderate | 21 | 3% | 42% |
| High | 13 | 2% | 26% |
| System missing | 757 | 94% | - |

| Q18a2_18 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Junior Achievement Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 8 | 2% | 32% | 8 | 2% | 32% |
| Moderate | 9 | 3% | 36% | 12 | 3% | 48% |
| High | 8 | 2% | 32% | 5 | 1% | 20% |
| System missing | 326 | 93% | - | 431 | 94% | - |

| Q18a2_19 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Religious Organization Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 32 | 4% | 19% |
| Moderate | 85 | 10% | 49% |
| High | 55 | 7% | 32% |
| System missing | 635 | 79% | - |

| Q18a2_19 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Religious Organization Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 10 | 3% | 18% | 22 | 5% | 19% |
| Moderate | 24 | 7% | 42% | 61 | 13% | 53% |
| High | 23 | 7% | 40% | 32 | 7% | 28% |
| System missing | 294 | 84% | - | 341 | 75% | - |

| Q18a2_20 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Something Else (1) Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 13 | 2% | 9% |
| Moderate | 57 | 7% | 41% |
| High | 69 | 9% | 50% |
| System missing | 668 | 83% | - |

| Q18a2_20 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Something Else (1) Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 5% | 11 | 2% | 11% |
| Moderate | 18 | 5% | 46% | 39 | 9% | 39% |
| High | 19 | 5% | 49% | 50 | 11% | 50% |
| System missing | 312 | 89% | - | 356 | 78% | - |

| Q18a2_21 | | | |
|---|-----------|---------|---------|
| Was Your Involvement in Something Else (2) Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 7 | <1% | 24% |
| Moderate | 7 | <1% | 24% |
| High | 15 | 2% | 52% |
| System missing | 778 | 96% | - |

| Q18a2_21 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Was Your Involvement in Something Else (2) Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 2 | <1% | 25% | 5 | 1% | 24% |
| Moderate | 3 | <1% | 38% | 4 | <1% | 19% |
| High | 3 | <1% | 38% | 12 | 3% | 57% |
| System missing | 343 | 98% | - | 435 | 95% | - |

| Q19 | | | |
|--|-----------|---------|---------|
| In How Many of Those Activities Were You a Captain or Leader? | | | |
| | Frequency | Total % | Valid % |
| None | 437 | 54% | 62% |
| 1-2 | 235 | 29% | 33% |
| 3 or more | 34 | 4% | 5% |
| Don't know/not sure | 5 | <1% | - |
| System missing | 96 | 12% | - |

| Q19 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In How Many of Those Activities Were You a Captain or Leader? | | | | | | |
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| None | 172 | 49% | 61% | 265 | 58% | 62% |
| 1-2 | 95 | 27% | 34% | 140 | 31% | 33% |
| 3 or more | 15 | 4% | 5% | 19 | 4% | 4% |
| Don't know/not sure | 3 | <1% | - | 2 | <1% | - |
| System missing | 66 | 19% | - | 30 | 7% | - |

| Q20 | | | |
|---|-----------|---------|---------|
| Think About How Important it Was to You to Participate in School-Based Non-Sport Activities. Was it Minimally, Moderately, or Highly Important to You? | | | |
| | Frequency | Total % | Valid % |
| Minimally | 216 | 27% | 30% |
| Moderately | 253 | 31% | 36% |
| Highly | 241 | 30% | 34% |
| Don't know/ not sure | 1 | <1% | - |
| System missing | 96 | 12% | - |

| Q20 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Think About How Important it Was to You to Participate in School-Based Non-Sport Activities. Was it Minimally, Moderately, or Highly Important to You? | | | | | | |
| Importance | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimally | 111 | 32% | 39% | 105 | 23% | 25% |
| Moderately | 91 | 26% | 32% | 162 | 36% | 38% |
| Highly | 83 | 24% | 29% | 158 | 35% | 37% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |
| System missing | 66 | 19% | - | 30 | 7% | - |

| Q21a | | | |
|---|-----------|---------|---------|
| Think Back to How Important Participating in High School Sports, School-Based Non-Sport Activities, and Academics Were To You When You Were in High School. Overall, Which One of These Was MOST Important to You? | | | |
| | Frequency | Total % | Valid % |
| High school sports | 277 | 34% | 34% |
| School-based non-sport activities | 160 | 20% | 20% |
| Academics | 287 | 36% | 36% |
| TIE: Sports and non-sport activities | 2 | <1% | <1% |
| TIE: Sports and Academics | 16 | 2% | 2% |
| TIE: Non-sport and academics | 10 | 1% | 1% |
| TIE: All three were most important | 21 | 3% | 3% |
| Don't know/ not sure | 34 | 4% | 4% |

| Q21a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Think Back to How Important Participating in High School Sports, School-Based Non-Sport Activities, and Academics Were To You When You Were in High School. Overall, Which One of These Was MOST Important to You? | | | | | | |
| Importance | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| High school sports | 156 | 44% | 44% | 121 | 26% | 26% |
| School-based non-sport activities | 56 | 16% | 16% | 104 | 23% | 23% |
| Academics | 102 | 29% | 29% | 185 | 41% | 41% |
| TIE: Sports and non-sport activities | 2 | <1% | <1% | 0 | 0% | 0% |
| TIE: Sports and Academics | 9 | 3% | 3% | 7 | 2% | 2% |
| TIE: Non-sport and academics | 0 | 0% | 0% | 10 | 2% | 2% |
| TIE: All three were most important | 4 | 1% | 1% | 17 | 4% | 4% |
| Don't know/ not sure | 22 | 6% | 6% | 12 | 3% | 4% |

| Q21b | | | |
|--|-----------|---------|---------|
| Think Back to How Important Participating in High School Sports, School-Based Non-Sport Activities, and Academics Were to You When You Were in High School. Overall, Which One of These Was LEAST Important to You? | | | |
| | Frequency | Total % | Valid % |
| High school sports | 290 | 36% | 37% |
| School-based non-sport activities | 342 | 42% | 44% |
| Academics | 112 | 14% | 14% |
| TIE: Sports and non-sport activities | 8 | 1% | 1% |
| TIE: Sports and Academics | 0 | 0% | 0% |
| TIE: Non-sport and academics | 0 | 0% | 0% |
| Refused | 1 | <1% | <1% |
| Don't know/ not sure | 33 | 4% | 4% |
| System missing | 21 | 3% | - |

| Q21b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Think Back to How Important Participating in High School Sports, School-Based Non-Sport Activities, and Academics Were to You When You Were in High School. Overall, Which One of These Was LEAST Important to You? | | | | | | |
| Importance | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| High school sports | 89 | 25% | 26% | 201 | 44% | 46% |
| School-based non-sport activities | 172 | 49% | 50% | 170 | 37% | 39% |
| Academics | 62 | 18% | 18% | 50 | 11% | 11% |
| TIE: Sports and non-sport activities | 5 | 1% | 1% | 3 | <1% | <1% |
| TIE: Sports and Academics | 0 | 0% | 0% | 0 | 0% | 0% |
| TIE: Non-sport and academics | 0 | 0% | 0% | 0 | 0% | 0% |
| TIE: All three were most important | 0 | 0% | 0% | 0 | 0% | 0% |
| Refused | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/ not sure | 19 | 5% | 6% | 14 | 3% | 3% |
| System missing | 4 | 1% | - | 17 | 4% | - |

| Q22a | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Organized Sports League or Team Such as Softball, Basketball, Golf, Bowling, or Tennis? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 517 | 64% | 64% |
| Minimal | 95 | 12% | 12% |
| Moderate | 99 | 12% | 12% |
| High | 96 | 12% | 12% |

| Q22a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Organized Sports League or Team Such as Softball, Basketball, Golf, Bowling, or Tennis? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 184 | 52% | 52% | 333 | 73% | 73% |
| Minimal | 45 | 13% | 13% | 50 | 11% | 11% |
| Moderate | 56 | 16% | 16% | 43 | 9% | 9% |
| High | 66 | 19% | 19% | 30 | 7% | 7% |

| Q22b | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Outdoor Activities Such as Camping, Hiking, Canoeing, Hunting, Fishing, or Gardening? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 97 | 12% | 12% |
| Minimal | 178 | 22% | 22% |
| Moderate | 307 | 38% | 38% |
| High | 225 | 28% | 28% |

| Q22b | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Outdoor Activities Such as Camping, Hiking, Canoeing, Hunting, Fishing, or Gardening? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 33 | 9% | 9% | 64 | 14% | 14% |
| Minimal | 70 | 20% | 20% | 108 | 24% | 24% |
| Moderate | 137 | 39% | 39% | 170 | 37% | 37% |
| High | 111 | 32% | 32% | 114 | 25% | 25% |

| Q22c | | | |
|--|-----------|---------|---------|
| In the Past 12 Months Did You Attend a Concert, Cultural, or Sports Event, Not Including School Performances? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 175 | 22% | 22% |
| Minimal | 237 | 29% | 29% |
| Moderate | 261 | 32% | 32% |
| High | 133 | 16% | 16% |
| Don't know/not sure | 1 | <1% | - |

| Q22c | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Attend a Concert, Cultural, or Sports Event, Not Including School Performances? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 73 | 21% | 21% | 102 | 22% | 22% |
| Minimal | 93 | 26% | 26% | 144 | 32% | 32% |
| Moderate | 122 | 35% | 35% | 139 | 30% | 30% |
| High | 63 | 18% | 18% | 70 | 15% | 15% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q22d | | | |
|--|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Professional Organizations or Clubs Such as a Labor Union, Trade, Farm, or Business Association? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 487 | 60% | 60% |
| Minimal | 143 | 18% | 18% |
| Moderate | 100 | 12% | 12% |
| High | 77 | 10% | 10% |

| Q22d | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Professional Organizations or Clubs Such as a Labor Union, Trade, Farm, or Business Association? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 180 | 51% | 51% | 307 | 67% | 67% |
| Minimal | 71 | 20% | 20% | 72 | 16% | 16% |
| Moderate | 59 | 17% | 17% | 41 | 9% | 9% |
| High | 41 | 12% | 12% | 36 | 8% | 8% |

| Q22e | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Social Organizations or Clubs Such as a Veterans' Group, Book Club or Other Hobby Club? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 530 | 66% | 66% |
| Minimal | 132 | 16% | 16% |
| Moderate | 89 | 11% | 11% |
| High | 56 | 7% | 7% |

| Q22e | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Social Organizations or Clubs Such as a Veterans' Group, Book Club or Other Hobby Club? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 243 | 69% | 69% | 287 | 63% | 63% |
| Minimal | 55 | 16% | 16% | 77 | 17% | 17% |
| Moderate | 28 | 8% | 8% | 61 | 13% | 13% |
| High | 25 | 7% | 7% | 31 | 7% | 7% |

| Q22f | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Service Organizations or Clubs Such as a Fraternal Organization, Charity Group, or Political Group? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 472 | 58% | 58% |
| Minimal | 150 | 19% | 19% |
| Moderate | 115 | 14% | 14% |
| High | 70 | 9% | 9% |

| Q22f | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Service Organizations or Clubs Such as a Fraternal Organization, Charity Group, or Political Group? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 215 | 61% | 61% | 257 | 56% | 56% |
| Minimal | 61 | 17% | 17% | 89 | 20% | 20% |
| Moderate | 42 | 12% | 12% | 73 | 16% | 16% |
| High | 33 | 9% | 9% | 37 | 8% | 8% |

| Q22g | | | |
|--|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Governing Body or Association Such as a Neighborhood or Parents' Association, School Board, or City Council? | | | |
| | Frequency | Total % | Valid % |
| Not at all | 585 | 72% | 72% |
| Minimal | 105 | 13% | 13% |
| Moderate | 66 | 8% | 8% |
| High | 51 | 6% | 6% |

| Q22g | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Did You Participate in Any Governing Body or Association Such as a Neighborhood or Parents' Association, School Board, or City Council? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all | 278 | 79% | 79% | 307 | 67% | 67% |
| Minimal | 37 | 10% | 10% | 68 | 15% | 15% |
| Moderate | 17 | 5% | 5% | 49 | 11% | 11% |
| High | 19 | 5% | 5% | 32 | 7% | 7% |

| Q23 | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, Did You Serve as an Officer or Serve on a Committee of Any Local Club or Organization? | | | |
| | Frequency | Total % | Valid % |
| Yes | 214 | 26% | 27% |
| No | 574 | 71% | 73% |
| System missing | 19 | 2% | - |

| Q23 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Serve as an Officer or Serve on a Committee of Any Local Club or Organization? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 91 | 26% | 26% | 123 | 27% | 28% |
| No | 255 | 73% | 74% | 319 | 70% | 72% |
| System missing | 5 | 1% | - | 14 | 3% | - |

| Q24a | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, Approximately How Much Money Did You and the Other Family Members in Your Household Contribute to All Religious Causes, Including Your Local Religious Congregation? | | | |
| | Frequency | Total % | Valid % |
| None | 197 | 24% | 26% |
| Less than \$100 | 65 | 8% | 9% |
| \$100 to less than \$500 | 169 | 21% | 23% |
| \$500 to less than \$1000 | 94 | 12% | 13% |
| \$1000 to less than \$5000 | 168 | 21% | 22% |
| \$5000 or more | 53 | 7% | 7% |
| Don't know/not sure | 35 | 4% | - |
| Refused | 26 | 3% | - |

| Q24a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Approximately How Much Money Did You and the Other Family Members in Your Household Contribute to All Religious Causes, Including Your Local Religious Congregation? | | | | | | |
| Contributions | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| None | 98 | 28% | 30% | 99 | 22% | 23% |
| Less than \$100 | 29 | 8% | 9% | 36 | 8% | 8% |
| \$100 to less than \$500 | 69 | 20% | 21% | 100 | 22% | 24% |
| \$500 to less than \$1000 | 39 | 11% | 12% | 55 | 12% | 13% |
| \$1000 to less than \$5000 | 68 | 19% | 21% | 100 | 22% | 24% |
| \$5000 or more | 20 | 6% | 6% | 33 | 7% | 8% |
| Don't know/not sure | 16 | 5% | - | 19 | 4% | - |
| Refused | 12 | 3% | - | 14 | 3% | - |

| Q24b | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, Approximately How Much Money Did You and the Other Family Members in Your Household Contribute to All Non-Religious Charities, Organizations, or Causes? | | | |
| | Frequency | Total % | Valid % |
| None | 124 | 15% | 16% |
| Less than \$100 | 117 | 14% | 16% |
| \$100 to less than \$500 | 312 | 39% | 41% |
| \$500 to less than \$1000 | 102 | 13% | 14% |
| \$1000 to less than \$5000 | 88 | 11% | 12% |
| \$5000 or more | 14 | 2% | 2% |
| Don't know/not sure | 28 | 4% | - |
| Refused | 22 | 3% | - |

| Q24b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Approximately How Much Money Did You and the Other Family Members in Your Household Contribute to All Non-Religious Charities, Organizations, or Causes? | | | | | | |
| Contributions | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| None | 54 | 15% | 16% | 70 | 15% | 16% |
| Less than \$100 | 39 | 11% | 12% | 78 | 17% | 18% |
| \$100 to less than \$500 | 134 | 38% | 41% | 178 | 39% | 42% |
| \$500 to less than \$1000 | 46 | 13% | 14% | 56 | 12% | 13% |
| \$1000 to less than \$5000 | 51 | 14% | 16% | 37 | 8% | 9% |
| \$5000 or more | 6 | 2% | 2% | 8 | 2% | 2% |
| Don't know/not sure | 14 | 4% | - | 14 | 3% | - |
| Refused | 7 | 2% | - | 15 | 3% | - |

| Q25a1_1 | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any School or Youth Programs? | | | |
| | Frequency | Total % | Valid % |
| Yes | 412 | 51% | 51% |
| No | 395 | 49% | 49% |

| Q25a1_1 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any School or Youth Programs? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 142 | 40% | 40% | 270 | 59% | 59% |
| No | 209 | 60% | 60% | 186 | 41% | 41% |

| Q25a1_2 | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered For Organization to Help the Poor or Elderly? | | | |
| | Frequency | Total % | Valid % |
| Yes | 167 | 21% | 21% |
| No | 640 | 79% | 79% |

| Q25a1_2 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered For Organization to Help the Poor or Elderly? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 58 | 16% | 16% | 109 | 24% | 24% |
| No | 293 | 84% | 84% | 347 | 76% | 76% |

| Q25a1_3 | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Arts or Cultural Organizations? | | | |
| | Frequency | Total % | Valid % |
| Yes | 51 | 6% | 6% |
| No | 756 | 94% | 94% |

| Q25a1_3 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Arts or Cultural Organizations? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 15 | 4% | 4% | 36 | 8% | 8% |
| No | 336 | 96% | 96% | 420 | 92% | 92% |

| Q25a1_4 | | | |
|--|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Neighborhood or Civic Group? | | | |
| | Frequency | Total % | Valid % |
| Yes | 121 | 15% | 15% |
| No | 686 | 85% | 85% |

| Q25a1_4 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Neighborhood or Civic Group? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 56 | 16% | 16% | 65 | 14% | 14% |
| No | 295 | 84% | 84% | 391 | 86% | 86% |

| Q25a1_5 | | | |
|--|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Health Organization or Fighting Particular Diseases? | | | |
| | Frequency | Total % | Valid % |
| Yes | 188 | 23% | 23% |
| No | 619 | 77% | 77% |

| Q25a1_5 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Health Organization or Fighting Particular Diseases? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 57 | 16% | 16% | 131 | 29% | 29% |
| No | 294 | 84% | 84% | 325 | 71% | 71% |

| Q25a1_6 | | | |
|---|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Place of Worship? | | | |
| | Frequency | Total % | Valid % |
| Yes | 353 | 44% | 44% |
| No | 454 | 56% | 56% |

| Q25a1_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months Have You Volunteered for Any Place of Worship? | | | | | | |
| Participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 122 | 35% | 35% | 231 | 51% | 51% |
| No | 229 | 65% | 65% | 225 | 49% | 49% |

| Q25a2_1 | | | |
|--|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With That School or Youth Program as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 124 | 15% | 30% |
| Moderate | 186 | 23% | 45% |
| High | 101 | 12% | 25% |
| Don't know/ not sure | 1 | <1% | - |
| System missing | 395 | 49% | - |

| Q25a2_1 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With That School or Youth Program as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 34 | 10% | 24% | 90 | 20% | 34% |
| Moderate | 61 | 17% | 43% | 125 | 27% | 46% |
| High | 47 | 13% | 33% | 54 | 12% | 20% |
| Don't know/ not sure | 0 | 0% | - | 1 | <1% | - |
| System missing | 209 | 60% | - | 186 | 41% | - |

| Q25a2_2 | | | |
|--|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With that Organization that Helps the Poor or Elderly as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 89 | 11% | 53% |
| Moderate | 58 | 7% | 35% |
| High | 20 | 2% | 12% |
| System missing | 640 | 79% | - |

| Q25a2_2 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With that Organization that Helps the Poor or Elderly as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 30 | 8% | 52% | 59 | 13% | 54% |
| Moderate | 21 | 6% | 36% | 37 | 8% | 34% |
| High | 7 | 2% | 12% | 13 | 3% | 12% |
| System missing | 293 | 84% | - | 347 | 76% | - |

| Q25a2_3 | | | |
|--|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With that Arts or Cultural Organization as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 22 | 3% | 43% |
| Moderate | 23 | 3% | 45% |
| High | 6 | <1% | 12% |
| System missing | 756 | 94% | - |

| Q25a2_3 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work With that Arts or Cultural Organization as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 5 | 1% | 33% | 17 | 4% | 47% |
| Moderate | 8 | 2% | 53% | 15 | 3% | 42% |
| High | 2 | <1% | 13% | 4 | <1% | 11% |
| System missing | 336 | 96% | - | 420 | 92% | - |

| Q25a2_4 | | | |
|--|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Neighborhood or Civic Group as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 55 | 7% | 46% |
| Moderate | 47 | 6% | 39% |
| High | 19 | 2% | 16% |
| System missing | 686 | 85% | - |

| Q25a2_4 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Neighborhood or Civic Group as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 23 | 7% | 41% | 32 | 7% | 49% |
| Moderate | 21 | 6% | 38% | 26 | 6% | 40% |
| High | 12 | 3% | 21% | 7 | 2% | 11% |
| System missing | 295 | 84% | - | 391 | 86% | - |

| Q25a2_5 | | | |
|---|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Health Organization or Fighting for a Particular Disease as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 108 | 13% | 57% |
| Moderate | 56 | 7% | 30% |
| High | 24 | 3% | 13% |
| System missing | 619 | 77% | - |

| Q25a2_5 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Health Organization or Fighting for a Particular Disease as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 35 | 10% | 61% | 73 | 16% | 56% |
| Moderate | 16 | 5% | 28% | 40 | 9% | 30% |
| High | 6 | 2% | 10% | 18 | 4% | 14% |
| System missing | 294 | 84% | - | 325 | 71% | - |

| Q25a2_6 | | | |
|---|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Place of Worship as Minimal, Moderate, or High? | | | |
| | Frequency | Total % | Valid % |
| Minimal | 120 | 15% | 34% |
| Moderate | 139 | 17% | 39% |
| High | 94 | 12% | 27% |
| System missing | 454 | 56% | - |

| Q25a2_6 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Would You Describe the Amount of Your Volunteer Work with that Place of Worship as Minimal, Moderate, or High? | | | | | | |
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Minimal | 47 | 13% | 38% | 73 | 16% | 32% |
| Moderate | 46 | 13% | 38% | 93 | 20% | 40% |
| High | 29 | 8% | 24% | 65 | 14% | 28% |
| System missing | 229 | 65% | - | 225 | 49% | - |

| Q32a | | | |
|--|-----------|---------|---------|
| On the Whole, I am Satisfied with Myself. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 340 | 42% | 42% |
| Agree | 443 | 55% | 55% |
| Disagree | 21 | 3% | 3% |
| Strongly disagree | 3 | <1% | <1% |

| Q32a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| On the Whole, I am Satisfied with Myself. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 163 | 46% | 46% | 177 | 39% | 39% |
| Agree | 181 | 52% | 52% | 262 | 58% | 58% |
| Disagree | 6 | 2% | 2% | 15 | 3% | 3% |
| Strongly disagree | 1 | <1% | <1% | 2 | <1% | <1% |

| Q32b | | | |
|---|-----------|---------|---------|
| At Times, I Think I am No Good at All. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 6 | <1% | <1% |
| Agree | 64 | 8% | 8% |
| Disagree | 334 | 41% | 41% |
| Strongly disagree | 402 | 50% | 50% |
| Don't know/not sure | 1 | <1% | - |

| Q32b | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| At Times, I Think I am No Good at All. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 1 | <1% | <1% | 5 | 1% | 1% |
| Agree | 26 | 7% | 7% | 38 | 8% | 8% |
| Disagree | 145 | 41% | 41% | 189 | 41% | 42% |
| Strongly disagree | 179 | 51% | 51% | 223 | 49% | 49% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q32c | | | |
|---|-----------|---------|---------|
| I Feel that I Have a Number of Good Qualities. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 362 | 45% | 45% |
| Agree | 440 | 54% | 54% |
| Disagree | 3 | <1% | <1% |
| Strongly disagree | 2 | <1% | <1% |

| Q32c | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| I Feel that I Have a Number of Good Qualities. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 169 | 48% | 48% | 193 | 42% | 42% |
| Agree | 178 | 51% | 51% | 262 | 58% | 58% |
| Disagree | 2 | <1% | <1% | 1 | <1% | <1% |
| Strongly disagree | 2 | <1% | <1% | 0 | 0% | 0% |

| Q32d | | | |
|---|-----------|---------|---------|
| I am Able to Do Things as Well as Most Other People. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 339 | 42% | 42% |
| Agree | 456 | 56% | 57% |
| Disagree | 8 | 1% | 1% |
| Strongly disagree | 3 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - |

| Q32d | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| I am Able to Do Things as Well as Most Other People. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 164 | 47% | 47% | 175 | 38% | 38% |
| Agree | 183 | 52% | 52% | 273 | 60% | 60% |
| Disagree | 2 | <1% | <1% | 6 | 1% | 1% |
| Strongly disagree | 2 | <1% | <1% | 1 | <1% | <1% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q32e | | | |
|--|-----------|---------|---------|
| I Feel I Do Not Have Much to Be Proud Of. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 7 | <1% | <1% |
| Agree | 13 | 2% | 2% |
| Disagree | 341 | 42% | 42% |
| Strongly disagree | 444 | 55% | 55% |
| Don't know/not sure | 1 | <1% | - |
| Refused | 1 | <1% | - |

| Q32e | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| I Feel I Do Not Have Much to Be Proud Of. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 3 | <1% | <1% | 4 | <1% | <1% |
| Agree | 9 | 3% | 3% | 4 | <1% | <1% |
| Disagree | 140 | 40% | 40% | 201 | 44% | 44% |
| Strongly disagree | 198 | 56% | 57% | 246 | 54% | 54% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |
| Refused | 1 | <1% | - | 0 | 0% | - |

| Q32f | | | |
|---|-----------|---------|---------|
| I Certainly Feel Useless at Times. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 8 | 1% | 1% |
| Agree | 76 | 9% | 9% |
| Disagree | 364 | 45% | 45% |
| Strongly disagree | 357 | 44% | 44% |
| Don't know/not sure | 1 | <1% | - |
| Refused | 1 | <1% | - |

| Q32f | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| I Certainly Feel Useless at Times. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 4 | 1% | 1% | 4 | <1% | <1% |
| Agree | 31 | 9% | 9% | 45 | 10% | 10% |
| Disagree | 151 | 43% | 43% | 213 | 47% | 47% |
| Strongly disagree | 164 | 47% | 47% | 193 | 42% | 42% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |
| Refused | 1 | <1% | - | 0 | 0% | - |

| Q32g | | | |
|---|-----------|---------|---------|
| I Feel that I'm a Person of Worth, at Least on an Equal Plane with Others. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 344 | 43% | 43% |
| Agree | 452 | 56% | 56% |
| Disagree | 10 | 1% | 1% |
| Strongly disagree | 1 | <1% | <1% |

| Q32g | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| I Feel that I'm a Person of Worth, at Least on an Equal Plane with Others. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 162 | 46% | 46% | 182 | 40% | 40% |
| Agree | 187 | 53% | 53% | 265 | 58% | 58% |
| Disagree | 2 | <1% | <1% | 8 | 2% | 2% |
| Strongly disagree | 0 | 0% | 0% | 1 | <1% | <1% |

| Q32h | | | |
|---|-----------|---------|---------|
| I Wish I Could Have More Respect for Myself. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 10 | 1% | 1% |
| Agree | 132 | 16% | 16% |
| Disagree | 402 | 50% | 50% |
| Strongly disagree | 261 | 32% | 32% |
| Don't know/not sure | 1 | <1% | - |
| Refused | 1 | <1% | - |

| Q32h | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| I Wish I Could Have More Respect for Myself. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 2 | <1% | <1% | 8 | 2% | 2% |
| Agree | 56 | 16% | 16% | 76 | 17% | 17% |
| Disagree | 161 | 46% | 46% | 241 | 53% | 53% |
| Strongly disagree | 131 | 37% | 37% | 130 | 28% | 29% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |
| Refused | 1 | <1% | - | 0 | 0% | - |

| Q32i | | | |
|---|-----------|---------|---------|
| All in All, I am Inclined to Feel that I am a Failure. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 0 | 0% | 0% |
| Agree | 6 | <1% | <1% |
| Disagree | 343 | 42% | 42% |
| Strongly disagree | 458 | 57% | 57% |

| Q32i | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| All in All, I am Inclined to Feel that I am a Failure. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 0 | 0% | 0% | 0 | 0% | 0% |
| Agree | 4 | 1% | 1% | 2 | <1% | <1% |
| Disagree | 138 | 39% | 39% | 205 | 45% | 45% |
| Strongly disagree | 209 | 60% | 60% | 249 | 55% | 55% |

| Q32j | | | |
|--|-----------|---------|---------|
| I Take a Positive Attitude Toward Myself. | | | |
| | Frequency | Total % | Valid % |
| Strongly agree | 286 | 35% | 36% |
| Agree | 496 | 62% | 62% |
| Disagree | 19 | 2% | 2% |
| Strongly disagree | 5 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - |

| Q32j | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| I Take a Positive Attitude Toward Myself. | | | | | | |
| Agreement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Strongly agree | 143 | 41% | 41% | 143 | 31% | 31% |
| Agree | 200 | 57% | 57% | 296 | 65% | 65% |
| Disagree | 7 | 2% | 2% | 12 | 3% | 3% |
| Strongly disagree | 0 | 0% | 0% | 5 | 1% | 1% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - |

| Q33 | | | |
|---|-----------|---------|---------|
| In the Past 12 Months, Have You Had 2 Weeks or More During Which You Felt Sad, Blue or Depressed; or When You Lost All Interest or Pleasure in Things that You Usually Cared About or Enjoyed? | | | |
| | Frequency | Total % | Valid % |
| Yes | 110 | 14% | 14% |
| No | 694 | 86% | 86% |
| Don't know/not sure | 1 | <1% | - |
| Refused | 2 | <1% | - |

| Q33 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| In the Past 12 Months, Have You Had 2 Weeks or More During Which You Felt Sad, Blue or Depressed; or When You Lost All Interest or Pleasure in Things that You Usually Cared About or Enjoyed? | | | | | | |
| Depression | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 50 | 14% | 14% | 60 | 13% | 13% |
| No | 300 | 86% | 86% | 394 | 86% | 87% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |
| Refused | 1 | <1% | - | 1 | <1% | - |

| Q34 | | | |
|---|-----------|---------|---------|
| Have You Had 2 Years or More in Your Life When You Felt Depressed or Sad Most Days, Even if You Felt Okay Sometimes? | | | |
| | Frequency | Total % | Valid % |
| Yes | 76 | 9% | 9% |
| No | 730 | 90% | 91% |
| Don't know/not sure | 1 | <1% | - |

| Q34 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Have You Had 2 Years or More in Your Life When You Felt Depressed or Sad Most Days, Even if You Felt Okay Sometimes? | | | | | | |
| Depression | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 33 | 9% | 9% | 43 | 9% | 10% |
| No | 318 | 91% | 91% | 412 | 90% | 90% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q35 | | | |
|---|-----------|---------|---------|
| Would You Say that in General Your Physical Health is... | | | |
| | Frequency | Total % | Valid % |
| Excellent | 178 | 22% | 22% |
| Very good | 384 | 48% | 48% |
| Good | 208 | 26% | 26% |
| Fair | 32 | 4% | 4% |
| Poor | 4 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - |

| Q35 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Would You Say that in General Your Physical Health is... | | | | | | |
| Health | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Excellent | 69 | 20% | 20% | 109 | 24% | 24% |
| Very good | 168 | 48% | 48% | 216 | 47% | 48% |
| Good | 98 | 28% | 28% | 110 | 24% | 24% |
| Fair | 16 | 5% | 5% | 16 | 4% | 4% |
| Poor | 0 | 0% | 0% | 4 | <1% | <1% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q36 | | | |
|--|-----------|---------|---------|
| Would You Say that in General Your Emotional or Mental Health is... | | | |
| | Frequency | Total % | Valid % |
| Excellent | 232 | 29% | 29% |
| Very good | 354 | 44% | 44% |
| Good | 193 | 24% | 24% |
| Fair | 25 | 3% | 3% |
| Poor | 3 | <1% | <1% |

| Q36 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Would You Say that in General Your Emotional or Mental Health is... | | | | | | |
| Health | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Excellent | 123 | 35% | 35% | 109 | 24% | 24% |
| Very good | 143 | 41% | 41% | 211 | 46% | 46% |
| Good | 73 | 21% | 21% | 120 | 26% | 26% |
| Fair | 10 | 3% | 3% | 15 | 3% | 3% |
| Poor | 2 | <1% | <1% | 1 | <1% | <1% |

| Q37 | | | |
|---|-----------|---------|---------|
| During a Typical Week, on How Many Days Per Week Do You Engage in Vigorous Activities for at Least 10 Minutes at a Time? Do Not Include Activities You May Do at Work. | | | |
| | Frequency | Total % | Valid % |
| 0 | 76 | 9% | 10% |
| 1-2 | 169 | 21% | 21% |
| 3-4 | 290 | 36% | 36% |
| 5-6 | 172 | 21% | 22% |
| 7 | 94 | 12% | 12% |
| Don't know/not sure | 6 | <1% | - |

| Q37 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During a Typical Week, on How Many Days Per Week Do You Engage in Vigorous Activities for at Least 10 Minutes at a Time? Do Not Include Activities You May Do at Work. | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 33 | 9% | 10% | 43 | 9% | 10% |
| 1-2 | 85 | 24% | 24% | 84 | 18% | 18% |
| 3-4 | 129 | 37% | 37% | 161 | 35% | 36% |
| 5-6 | 64 | 18% | 18% | 108 | 24% | 24% |
| 7 | 37 | 10% | 11% | 57 | 12% | 13% |
| Don't know/not sure | 3 | <1% | - | 3 | <1% | - |

| Q38 | | | |
|---|-----------|---------|---------|
| Do You Have One Person You Think of as Your Personal Doctor or Health Care Provider? | | | |
| | Frequency | Total % | Valid % |
| Yes, only one | 637 | 79% | 79% |
| More than one | 54 | 7% | 7% |
| No | 115 | 14% | 14% |
| Don't know/not sure | 1 | <1% | - |

| Q38 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Do You Have One Person You Think of as Your Personal Doctor or Health Care Provider? | | | | | | |
| Have Doctor | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes, only one | 245 | 70% | 70% | 392 | 86% | 86% |
| More than one | 27 | 8% | 8% | 27 | 6% | 6% |
| No | 78 | 22% | 22% | 37 | 8% | 8% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - |

| Q39 | | | |
|--|-----------|---------|---------|
| Have You Been Without Health Insurance Coverage for Any Part of the Past 12 Months? | | | |
| | Frequency | Total % | Valid % |
| Yes | 75 | 9% | 9% |
| No | 732 | 91% | 91% |

| Q39 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Have You Been Without Health Insurance Coverage for Any Part of the Past 12 Months? | | | | | | |
| Health Insurance | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Been without | 32 | 9% | 9% | 43 | 9% | 9% |
| Not been without | 319 | 91% | 91% | 413 | 91% | 91% |

| Q40a | | | |
|--|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Smoke Cigarettes? | | | |
| | Frequency | Total % | Valid % |
| 0 | 658 | 82% | 82% |
| 1-3 | 15 | 2% | 2% |
| 4-14 | 16 | 2% | 2% |
| 15-29 | 13 | 2% | 2% |
| 30 | 104 | 13% | 13% |
| Don't know/not sure | 1 | <1% | - |

| Q40a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Smoke Cigarettes? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 281 | 80% | 80% | 377 | 83% | 83% |
| 1-3 | 3 | <1% | <1% | 12 | 3% | 3% |
| 4-14 | 8 | 2% | 2% | 8 | 2% | 2% |
| 15-29 | 9 | 3% | 3% | 4 | <1% | <1% |
| 30 | 50 | 14% | 14% | 54 | 12% | 12% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q40b | | | |
|---|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Have a Drink of Alcohol? | | | |
| | Frequency | Total % | Valid % |
| 0 | 238 | 30% | 30% |
| 1-3 | 236 | 29% | 29% |
| 4-14 | 249 | 31% | 31% |
| 15-29 | 70 | 9% | 9% |
| 30 | 11 | 1% | 1% |
| Don't know/not sure | 2 | <1% | - |
| Refused | 1 | <1% | - |

| Q40b | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Have a Drink of Alcohol? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 66 | 19% | 19% | 172 | 38% | 38% |
| 1-3 | 81 | 23% | 23% | 155 | 34% | 34% |
| 4-14 | 136 | 39% | 39% | 113 | 25% | 25% |
| 15-29 | 56 | 16% | 16% | 14 | 3% | 3% |
| 30 | 10 | 3% | 3% | 1 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - | 1 | <1% | - |
| Refused | 1 | <1% | - | 0 | 0% | - |

| Q40c | | | |
|---|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Use Any Illegal Drugs? | | | |
| | Frequency | Total % | Valid % |
| 0 | 797 | 99% | 99% |
| 1-3 | 4 | <1% | <1% |
| 4-14 | 2 | <1% | <1% |
| 15-29 | 2 | <1% | <1% |
| 30 | 2 | <1% | <1% |

| Q40c | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Use Any Illegal Drugs? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 343 | 98% | 98% | 454 | >99% | >99% |
| 1-3 | 4 | 1% | 1% | 0 | 0% | 0% |
| 4-14 | 1 | <1% | <1% | 1 | <1% | <1% |
| 15-29 | 2 | <1% | <1% | 0 | 0% | 0% |
| 30 | 1 | <1% | <1% | 1 | <1% | <1% |

| Q40d | | | |
|---|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Misuse Any Prescription Drugs Such as Pain Medication or Sleeping Pills? | | | |
| | Frequency | Total % | Valid % |
| 0 | 792 | 98% | 98% |
| 1-3 | 8 | 1% | 1% |
| 4-14 | 4 | <1% | <1% |
| 15-29 | 1 | <1% | <1% |
| 30 | 2 | <1% | <1% |

| Q40d | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Misuse Any Prescription Drugs Such as Pain Medication or Sleeping Pills? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 343 | 98% | 98% | 449 | 98% | 98% |
| 1-3 | 5 | 1% | 1% | 3 | <1% | <1% |
| 4-14 | 2 | <1% | <1% | 2 | <1% | <1% |
| 15-29 | 0 | 0% | 0% | 1 | <1% | <1% |
| 30 | 1 | <1% | <1% | 1 | <1% | <1% |

| Q40e | | | |
|--|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Gamble, Play the Lottery, or Any Other Type of Betting or Wagering? | | | |
| | Frequency | Total % | Valid % |
| 0 | 587 | 73% | 73% |
| 1-3 | 149 | 18% | 18% |
| 4-14 | 65 | 8% | 8% |
| 15-29 | 6 | <1% | <1% |
| 30 | 0 | 0% | 0% |

| Q40e | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on How Many Days Did You Gamble, Play the Lottery, or Any Other Type of Betting or Wagering? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 228 | 65% | 65% | 359 | 79% | 79% |
| 1-3 | 74 | 21% | 21% | 75 | 16% | 16% |
| 4-14 | 44 | 12% | 12% | 21 | 5% | 5% |
| 15-29 | 5 | 1% | 1% | 1 | <1% | <1% |
| 30 | 0 | 0% | 0% | 0 | 0% | 0% |

| Q41a | | | |
|---|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem with or Might Have Been Addicted to Cigarettes? | | | |
| | Frequency | Total % | Valid % |
| Yes | 120 | 15% | 15% |
| No | 687 | 85% | 85% |

| Q41a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem with or Might Have Been Addicted to Cigarettes? | | | | | | |
| Have a Problem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 63 | 18% | 18% | 57 | 12% | 12% |
| No | 288 | 82% | 82% | 399 | 88% | 88% |

| Q41b | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Alcohol? | | | |
| | Frequency | Total % | Valid % |
| Yes | 15 | 2% | 2% |
| No | 792 | 98% | 98% |

| Q41b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Alcohol? | | | | | | |
| Have a Problem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 13 | 4% | 4% | 2 | <1% | <1% |
| No | 338 | 96% | 96% | 454 | >99% | >99% |

| Q41c | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Illegal Drugs? | | | |
| | Frequency | Total % | Valid % |
| Yes | 4 | <1% | <1% |
| No | 803 | >99% | >99% |

| Q41c | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Illegal Drugs? | | | | | | |
| Have a Problem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 2 | <1% | <1% | 2 | <1% | <1% |
| No | 349 | 99% | 99% | 454 | >99% | >99% |

| Q41d | | | |
|---|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Prescription Drugs? | | | |
| | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% |
| No | 806 | >99% | >99% |

| Q41d | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Prescription Drugs? | | | | | | |
| Have a Problem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% | 0 | 0% | 0% |
| No | 350 | >99% | >99% | 456 | 100% | 100% |

| Q41e | | | |
|---|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Gambling or Wagering? | | | |
| | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% |
| No | 806 | >99% | >99% |

| Q41e | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, Did You Think You Had a Problem With or Might Have Been Addicted to Gambling or Wagering? | | | | | | |
| Have a Problem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% | 0 | 0% | 0% |
| No | 350 | >99% | >99% | 456 | 100% | 100% |

| Q42 | | | |
|---|-----------|---------|---------|
| During the Past 30 Days, on the Days When You Drank, About How Many Drinks Did You Drink on Average? | | | |
| | Frequency | Total % | Valid % |
| 1 | 167 | 21% | 30% |
| 2-3 | 279 | 35% | 49% |
| 4-5 | 61 | 8% | 11% |
| 6 or more | 59 | 7% | 10% |
| Don't know/not sure | 2 | <1% | - |
| Refused | 1 | <1% | - |
| Did not drink | 238 | 30% | - |

| Q42 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 30 Days, on the Days When You Drank, About How Many Drinks Did You Drink on Average? | | | | | | |
| Drinks | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 1 | 55 | 16% | 19% | 112 | 25% | 40% |
| 2-3 | 148 | 42% | 52% | 131 | 29% | 46% |
| 4-5 | 38 | 11% | 13% | 23 | 5% | 8% |
| 6 or more | 42 | 12% | 15% | 17 | 4% | 6% |
| Don't know/not sure | 2 | <1% | - | 0 | 0% | - |
| Refused | 0 | 0% | - | 1 | <1% | - |
| Did not drink | 66 | 19% | - | 172 | 38% | - |

| Q43a | | | |
|--|-----------|---------|---------|
| Are You Currently Employed Full Time, Employed Part Time, Unemployed But Looking for Work in Past 30 Days, or Not in the Labor Force? | | | |
| | Frequency | Total % | Valid % |
| Employed full time | 619 | 77% | 77% |
| Employed part time | 104 | 13% | 13% |
| Unemployed but looking for work in past 30 days | 6 | <1% | <1% |
| Not in the labor force | 78 | 10% | 10% |

| Q43a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Are You Currently Employed Full Time, Employed Part Time, Unemployed But Looking for Work in Past 30 Days, or Not in the Labor Force? | | | | | | |
| Employment | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Employed full time | 334 | 95% | 95% | 285 | 62% | 62% |
| Employed part time | 7 | 2% | 2% | 97 | 21% | 21% |
| Unemployed but looking for work in past 30 days | 3 | <1% | <1% | 3 | <1% | <1% |
| Not in the labor force | 7 | 2% | 2% | 71 | 16% | 16% |

| Q43b | | | |
|--|-----------|---------|---------|
| Are You Not in the Labor Force Because You Are a... | | | |
| | Frequency | Total % | Valid % |
| Homemaker | 64 | 8% | 83% |
| Student | 2 | <1% | 3% |
| Retired | 0 | 0% | 0% |
| Person with a disability | 10 | 1% | 13% |
| Inmate | 0 | 0% | 0% |
| Unemployed but not looking for work in the past 30 days | 1 | <1% | 1% |
| Don't know/not sure | 1 | <1% | - |
| System missing | 729 | 90% | - |

| Q43b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Are You Not in the Labor Force Because You Are a... | | | | | | |
| Employment | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Homemaker | 3 | <1% | 50% | 61 | 13% | 86% |
| Student | 1 | <1% | 17% | 1 | <1% | 1% |
| Retired | 0 | 0% | 0% | 0 | 0% | 0% |
| Person with a disability | 2 | <1% | 33% | 8 | 2% | 11% |
| Inmate | 0 | 0% | 0% | 0 | 0% | 0% |
| Unemployed but not looking for work in the past 30 days | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - |
| System missing | 344 | 98% | - | 385 | 84% | - |

| Q44 | | | |
|--|-----------|---------|---------|
| Have You Ever Served in the United States Armed Forces, Either in the Regular Military or in a National Guard or Military Reserve Unit? | | | |
| | Frequency | Total % | Valid % |
| Yes | 48 | 6% | 6% |
| No | 759 | 94% | 94% |

| Q44 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Have You Ever Served in the United States Armed Forces, Either in the Regular Military or in a National Guard or Military Reserve Unit? | | | | | | |
| Military | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 40 | 11% | 11% | 8 | 2% | 2% |
| No | 311 | 89% | 89% | 448 | 98% | 98% |

| Q45a | | | |
|--|-----------|---------|---------|
| Think About Your Long-Term Life Goals in the Areas of Family, Career, and Life in General. How Satisfied are You with Your Progress Toward Meeting Your Family Goals? | | | |
| | Frequency | Total % | Valid % |
| Very dissatisfied | 8 | 1% | 1% |
| Somewhat dissatisfied | 36 | 4% | 4% |
| Somewhat satisfied | 273 | 34% | 34% |
| Very satisfied | 489 | 61% | 61% |
| Don't know/not sure | 1 | <1% | - |

| Q45a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Think About Your Long-Term Life Goals in the Areas of Family, Career, and Life in General. How Satisfied are You with Your Progress Toward Meeting Your Family Goals? | | | | | | |
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very dissatisfied | 3 | <1% | <1% | 5 | 1% | 1% |
| Somewhat dissatisfied | 20 | 6% | 6% | 16 | 4% | 4% |
| Somewhat satisfied | 125 | 36% | 36% | 148 | 32% | 32% |
| Very satisfied | 202 | 58% | 58% | 287 | 63% | 63% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - |

| Q45b | | | |
|---|-----------|---------|---------|
| How Satisfied are You With Your Progress Toward Meeting Your Career Goals? | | | |
| | Frequency | Total % | Valid % |
| Very dissatisfied | 15 | 2% | 2% |
| Somewhat dissatisfied | 62 | 8% | 8% |
| Somewhat satisfied | 383 | 48% | 48% |
| Very satisfied | 342 | 42% | 43% |
| Don't know/not sure | 4 | <1% | - |
| Refused | 1 | <1% | - |

| Q45b | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Satisfied are You With Your Progress Toward Meeting Your Career Goals? | | | | | | |
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very dissatisfied | 5 | 1% | 1% | 10 | 2% | 2% |
| Somewhat dissatisfied | 33 | 9% | 9% | 29 | 6% | 6% |
| Somewhat satisfied | 162 | 46% | 46% | 221 | 48% | 49% |
| Very satisfied | 151 | 43% | 43% | 191 | 42% | 42% |
| Don't know/not sure | 0 | 0% | - | 4 | <1% | - |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Q45c | | | |
|--|-----------|---------|---------|
| How Satisfied are You With Your Progress Toward Meeting Your Life Goals in General? | | | |
| | Frequency | Total % | Valid % |
| Very dissatisfied | 5 | <1% | <1% |
| Somewhat dissatisfied | 32 | 4% | 4% |
| Somewhat satisfied | 434 | 54% | 54% |
| Very satisfied | 334 | 41% | 42% |
| Don't know/not sure | 2 | <1% | - |

| Q45c | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Satisfied are You With Your Progress Toward Meeting Your Life Goals in General? | | | | | | |
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very dissatisfied | 1 | <1% | <1% | 4 | <1% | <1% |
| Somewhat dissatisfied | 16 | 5% | 5% | 16 | 4% | 4% |
| Somewhat satisfied | 202 | 58% | 58% | 232 | 51% | 51% |
| Very satisfied | 131 | 37% | 37% | 203 | 44% | 45% |
| Don't know/not sure | 1 | <1% | - | 1 | <1% | - |

| Q46 | | | |
|---|-----------|---------|---------|
| During the Past 12 Months How Difficult Has it Been for You to Pay Your Bills on Time? | | | |
| | Frequency | Total % | Valid % |
| Not at all difficult | 540 | 67% | 67% |
| Moderately difficult | 233 | 29% | 29% |
| Extremely difficult | 33 | 4% | 4% |
| Refused | 1 | <1% | - |

| Q46 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months How Difficult Has it Been for You to Pay Your Bills on Time? | | | | | | |
| Difficulties | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Not at all difficult | 252 | 72% | 72% | 288 | 63% | 63% |
| Moderately difficult | 88 | 25% | 25% | 145 | 32% | 32% |
| Extremely difficult | 11 | 3% | 3% | 22 | 5% | 5% |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Q47a | | | |
|---|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Parked Your Car Illegally? | | | |
| | Frequency | Total % | Valid % |
| 0 | 701 | 87% | 87% |
| 1 | 41 | 5% | 5% |
| 2 | 28 | 4% | 4% |
| 3 or more times | 34 | 4% | 4% |
| Don't know/not sure | 3 | <1% | - |

| Q47a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Parked Your Car Illegally? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 295 | 84% | 85% | 406 | 89% | 89% |
| 1 | 20 | 6% | 6% | 21 | 5% | 5% |
| 2 | 13 | 4% | 4% | 15 | 3% | 3% |
| 3 or more | 20 | 6% | 6% | 14 | 3% | 3% |
| Don't know/not sure | 3 | <1% | - | 0 | 0% | - |

| Q47b | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Driven 20 mph or More Over the Speed Limit? | | | |
| | Frequency | Total % | Valid % |
| 0 | 551 | 68% | 68% |
| 1 | 32 | 4% | 4% |
| 2 | 43 | 5% | 5% |
| 3 or more | 179 | 22% | 22% |
| Don't know/not sure | 2 | <1% | - |

| Q47b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Driven 20 mph or More Over the Speed Limit? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 221 | 63% | 63% | 330 | 72% | 72% |
| 1 | 17 | 5% | 5% | 15 | 3% | 3% |
| 2 | 18 | 5% | 5% | 25 | 6% | 6% |
| 3 or more | 93 | 26% | 27% | 86 | 19% | 19% |
| Don't know/not sure | 2 | <1% | - | 0 | 0% | - |

| Q47c | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Hit or Threatened to Hit Someone? | | | |
| | Frequency | Total % | Valid % |
| 0 | 772 | 96% | 96% |
| 1 | 11 | 1% | 1% |
| 2 | 8 | 1% | 1% |
| 3 or more | 15 | 2% | 2% |
| Don't know/not sure | 1 | <1% | - |

| Q47c | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Hit or Threatened to Hit Someone? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 332 | 95% | 95% | 440 | 96% | 97% |
| 1 | 5 | 1% | 1% | 6 | 1% | 1% |
| 2 | 4 | 1% | 1% | 4 | <1% | <1% |
| 3 or more | 10 | 3% | 3% | 5 | 1% | 1% |
| Don't know/not sure | 0 | 0% | - | 1 | <1% | - |

| Q47e | | | |
|---|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Been Arrested and Taken to a Police Station? | | | |
| | Frequency | Total % | Valid % |
| 0 | 800 | 99% | 99% |
| 1 | 7 | <1% | <1% |
| 2 | 0 | 0% | 0% |
| 3 or more | 0 | 0% | 0% |
| Don't know/not sure | 0 | 0% | - |

| Q47e | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Been Arrested and Taken to a Police Station? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 347 | 99% | 99% | 453 | 99% | 99% |
| 1 | 4 | 1% | 1% | 3 | <1% | <1% |
| 2 | 0 | 0% | 0% | 0 | 0% | 0% |
| 3 or more | 0 | 0% | 0% | 0 | 0% | 0% |
| Don't know/not sure | 0 | 0% | - | 0 | 0% | - |

| Q47f | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Driven When You Have Had too Much to Drink? | | | |
| | Frequency | Total % | Valid % |
| 0 | 723 | 90% | 90% |
| 1 | 33 | 4% | 4% |
| 2 | 23 | 3% | 3% |
| 3 or more | 27 | 3% | 3% |
| Don't know/not sure | 1 | <1% | - |

| Q47f | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Driven When You Have Had too Much to Drink? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 289 | 82% | 83% | 434 | 95% | 95% |
| 1 | 23 | 7% | 7% | 10 | 2% | 2% |
| 2 | 16 | 5% | 5% | 7 | 2% | 2% |
| 3 or more | 22 | 6% | 6% | 5 | 1% | 1% |
| Don't know/not sure | 1 | <1% | - | 0 | 0% | - |

| Q47g | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Called into Work Sick When You Weren't Really Sick? | | | |
| | Frequency | Total % | Valid % |
| 0 | 726 | 90% | 90% |
| 1 | 39 | 5% | 5% |
| 2 | 27 | 3% | 3% |
| 3 or more | 12 | 2% | 2% |
| Not employed during the past 12 months | 3 | <1% | - |

| Q47g | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Called into Work Sick When You Weren't Really Sick? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 319 | 91% | 91% | 407 | 89% | 89% |
| 1 | 13 | 4% | 4% | 26 | 6% | 6% |
| 2 | 14 | 4% | 4% | 13 | 3% | 3% |
| 3 or more | 5 | 1% | 1% | 7 | 2% | 2% |
| Not employed during the past 12 months | 0 | 0% | 0% | 3 | <1% | <1% |

| Q47h | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Expressed Frustration About a Situation at Work by Swearing, Slamming Things Down, or Crumpling Up Paper? | | | |
| | Frequency | Total % | Valid % |
| 0 | 472 | 58% | 59% |
| 1 | 41 | 5% | 5% |
| 2 | 64 | 8% | 8% |
| 3 or more | 223 | 28% | 28% |
| Don't know/not sure | 2 | <1% | - |
| Refused | 2 | <1% | - |
| System missing | 3 | <1% | - |

| Q47h | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Expressed Frustration About a Situation at Work by Swearing, Slamming Things Down, or Crumpling Up Paper? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 167 | 48% | 48% | 305 | 67% | 68% |
| 1 | 22 | 6% | 6% | 19 | 4% | 4% |
| 2 | 34 | 10% | 10% | 30 | 7% | 7% |
| 3 or more | 127 | 36% | 36% | 96 | 21% | 21% |
| Don't know/not sure | 1 | <1% | - | 1 | <1% | - |
| Refused | 0 | 0% | - | 2 | <1% | - |
| System missing | 0 | 0% | - | 3 | <1% | - |

| Q47i | | | |
|--|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Taken Things From Your Employer or Coworkers? | | | |
| | Frequency | Total % | Valid % |
| 0 | 797 | 99% | 99% |
| 1 | 0 | 0% | 0% |
| 2 | 2 | <1% | <1% |
| 3 or more | 4 | <1% | <1% |
| Refused | 1 | <1% | - |
| System missing | 3 | <1% | - |

| Q47i | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| During the Past 12 Months, About How Many Times, if Any, Have You Taken Things From Your Employer or Coworkers? | | | | | | |
| Number | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 346 | 99% | 99% | 451 | 99% | >99% |
| 1 | 0 | 0% | 0% | 0 | 0% | 0% |
| 2 | 2 | <1% | <1% | 0 | 0% | 0% |
| 3 or more | 3 | <1% | <1% | 1 | <1% | <1% |
| Refused | 0 | 0% | - | 1 | <1% | - |
| System missing | 0 | 0% | - | 3 | <1% | - |

| Q48a | | | |
|---|-----------|---------|---------|
| How Many Days in the Past Week Did You Read a Daily Newspaper? | | | |
| | Frequency | Total % | Valid % |
| 0 | 157 | 20% | 20% |
| 1-2 | 286 | 35% | 35% |
| 3-4 | 130 | 16% | 16% |
| 5-6 | 75 | 9% | 9% |
| 7 | 159 | 20% | 20% |

| Q48a | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Days in the Past Week Did You Read a Daily Newspaper? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 58 | 16% | 16% | 99 | 22% | 22% |
| 1-2 | 116 | 33% | 33% | 170 | 37% | 37% |
| 3-4 | 59 | 17% | 17% | 71 | 16% | 16% |
| 5-6 | 40 | 11% | 11% | 35 | 8% | 8% |
| 7 | 78 | 22% | 22% | 81 | 18% | 18% |

| Q48b | | | |
|---|-----------|---------|---------|
| How Many Days in the Past Week Did You Read News on an Online News Outlet? | | | |
| | Frequency | Total % | Valid % |
| 0 | 246 | 30% | 30% |
| 1-2 | 151 | 19% | 19% |
| 3-4 | 111 | 14% | 14% |
| 5-6 | 77 | 10% | 10% |
| 7 | 222 | 28% | 28% |

| Q48b | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Many Days in the Past Week Did You Read News on an Online News Outlet? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 91 | 26% | 26% | 155 | 34% | 34% |
| 1-2 | 53 | 15% | 15% | 98 | 22% | 22% |
| 3-4 | 60 | 17% | 17% | 51 | 11% | 11% |
| 5-6 | 30 | 8% | 8% | 47 | 10% | 10% |
| 7 | 117 | 33% | 33% | 105 | 23% | 23% |

| Q48c | | | |
|--|-----------|---------|---------|
| How Many Days in the Past Week Did You Watch a Television News Program? | | | |
| | Frequency | Total % | Valid % |
| 0 | 77 | 10% | 10% |
| 1-2 | 104 | 13% | 13% |
| 3-4 | 122 | 15% | 15% |
| 5-6 | 168 | 21% | 21% |
| 7 | 336 | 42% | 42% |

| Q48c | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Days in the Past Week Did You Watch a Television News Program? | | | | | | |
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 35 | 10% | 10% | 42 | 9% | 9% |
| 1-2 | 31 | 9% | 9% | 73 | 16% | 16% |
| 3-4 | 49 | 14% | 14% | 73 | 16% | 16% |
| 5-6 | 77 | 22% | 22% | 91 | 20% | 20% |
| 7 | 159 | 45% | 45% | 177 | 39% | 39% |

| Q49 | | | |
|---|-----------|---------|---------|
| How Interested Are You in Politics and National Affairs? | | | |
| | Frequency | Total % | Valid % |
| Very interested | 223 | 28% | 28% |
| Somewhat interested | 337 | 42% | 42% |
| Only slightly interested | 180 | 22% | 22% |
| Not at all interested | 67 | 8% | 8% |

| Q49 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| How Interested Are You in Politics and National Affairs? | | | | | | |
| Interest | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very interested | 120 | 34% | 34% | 103 | 23% | 23% |
| Somewhat interested | 137 | 39% | 39% | 200 | 44% | 44% |
| Only slightly interested | 67 | 19% | 19% | 113 | 25% | 25% |
| Not at all interested | 27 | 8% | 8% | 40 | 9% | 9% |

| Q50 | | | |
|--|-----------|---------|---------|
| Are You Currently Registered to Vote? | | | |
| | Frequency | Total % | Valid % |
| Yes | 758 | 94% | 94% |
| No | 46 | 6% | 6% |
| Not eligible to vote | 1 | <1% | <1% |
| Don't know/ not sure | 2 | <1% | - |

| Q50 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Are You Currently Registered to Vote? | | | | | | |
| Registered to vote | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 326 | 93% | 93% | 432 | 95% | 95% |
| No | 24 | 7% | 7% | 22 | 5% | 5% |
| Not eligible to vote | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - |

| Q51 | | | |
|---|-----------|---------|---------|
| Did You Vote in the Presidential Election in 2004 When George W. Bush Ran Against John Kerry or Did You Skip That One? | | | |
| | Frequency | Total % | Valid % |
| Yes, voted | 676 | 84% | 84% |
| No, skipped that one | 126 | 16% | 16% |
| Was not eligible | 3 | <1% | <1% |
| Don't know/ not sure | 2 | <1% | - |

| Q51 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Did You Vote in the Presidential Election in 2004 When George W. Bush Ran Against John Kerry or Did You Skip That One? | | | | | | |
| Voted in 2004 | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 289 | 82% | 83% | 387 | 85% | 85% |
| No | 60 | 17% | 17% | 66 | 14% | 14% |
| Was not eligible | 1 | <1% | <1% | 2 | <1% | <1% |
| Don't know/ not sure | 1 | <1% | - | 1 | <1% | - |

| Q52 | | | |
|---|-----------|---------|---------|
| Did You Vote in the Most Recent Iowa Gubernatorial Election in 2006 When Chet Culver Ran Against Jim Nussle? | | | |
| | Frequency | Total % | Valid % |
| Yes, voted | 495 | 61% | 62% |
| No, skipped that one | 299 | 37% | 38% |
| Was not eligible | 1 | <1% | <1% |
| Don't know/ not sure | 12 | 2% | - |

| Q52 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Did You Vote in the Most Recent Iowa Gubernatorial Election in 2006 When Chet Culver Ran Against Jim Nussle? | | | | | | |
| Voted in 2006 | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 231 | 66% | 67% | 264 | 58% | 59% |
| No | 116 | 33% | 33% | 183 | 40% | 41% |
| Was not eligible | 0 | 0% | 0% | 1 | <1% | <1% |
| Don't know/ not sure | 4 | 1% | - | 8 | 2% | - |

| Q53 | | | |
|---|-----------|---------|---------|
| We'd Like to Know How Well-Known Different Governmental Leaders are in Iowa. Please Tell Me the Names of the Two Iowa U.S. Senators. | | | |
| | Frequency | Total % | Valid % |
| Failed to name either | 167 | 21% | 23% |
| One correct | 146 | 18% | 20% |
| Both correct | 337 | 42% | 46% |
| One is "close" | 27 | 3% | 4% |
| Both are "close" | 38 | 5% | 5% |
| One is correct and one is "close" | 18 | 2% | 2% |
| Don't know/not sure | 41 | 5% | - |
| Refused | 33 | 4% | - |

Q53

We'd Like to Know How Well-Known Different Governmental Leaders are in Iowa. Please Tell Me the Names of the Two Iowa U.S. Senators.

| Name senators | Men | | | Women | | |
|-----------------------------------|-----------|---------|---------|-----------|---------|---------|
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Failed to name either | 57 | 16% | 17% | 110 | 24% | 27% |
| One correct | 61 | 17% | 19% | 85 | 19% | 21% |
| Both correct | 174 | 50% | 53% | 163 | 36% | 40% |
| One is "close" | 7 | 2% | 2% | 20 | 4% | 5% |
| Both are "close" | 20 | 6% | 6% | 18 | 4% | 4% |
| One is correct and one is "close" | 8 | 2% | 2% | 10 | 2% | 2% |
| Don't know/not sure | 10 | 3% | - | 31 | 7% | - |
| Refused | 14 | 4% | - | 19 | 4% | - |

Voting Behavior in 2004 and 2006 Elections (Q51, Q52)

| | Frequency | Total % | Valid % |
|----------------------------------|-----------|---------|---------|
| Did not vote in either | 113 | 14% | 14% |
| Voted in 1 Election | 197 | 24% | 25% |
| Voted in Both Elections | 481 | 60% | 61% |
| Don't know/refused/ not eligible | 16 | 2% | - |

Voting Behavior in 2004 and 2006 Elections (Q51, Q52)

| Voting history | Men | | | Women | | |
|----------------------------------|-----------|---------|---------|-----------|---------|---------|
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Did not vote in either | 55 | 16% | 16% | 58 | 13% | 13% |
| Voted in 1 Election | 64 | 18% | 19% | 133 | 29% | 30% |
| Voted in Both Elections | 226 | 64% | 66% | 255 | 56% | 57% |
| Don't know/refused/ not eligible | 6 | 2% | - | 10 | 2% | - |

| Named Iowa Senators (Q53) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Did not/could not name an Iowa Senator | 306 | 38% | 38% |
| Named 1 Iowa senator | 164 | 20% | 20% |
| Named both Iowa senators | 337 | 42% | 42% |

| Named Iowa Senators (Q53) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Named senator | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Did not/could not name an Iowa Senator | 108 | 31% | 31% | 198 | 43% | 43% |
| Named 1 Iowa senator | 69 | 20% | 20% | 95 | 21% | 21% |
| Named both Iowa senators | 174 | 50% | 50% | 163 | 36% | 36% |

| Q54 What is Your Age? | | | |
|----------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 28-30 | 153 | 19% | 19% |
| 31-35 | 350 | 43% | 44% |
| 36 + | 302 | 37% | 38% |
| Not reported | 2 | <1% | - |

| Q54 What is Your Age? | | | | | | |
|----------------------------------|-----------|---------|---------|-----------|---------|---------|
| Age | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 28-30 | 53 | 15% | 15% | 100 | 22% | 22% |
| 31-35 | 160 | 46% | 46% | 190 | 42% | 42% |
| 36 + | 137 | 39% | 39% | 165 | 36% | 36% |
| Not reported | 1 | <1% | - | 1 | <1% | - |

| Q55 | | | |
|---|-----------|---------|---------|
| How Many Children Have You Been or are You Currently a Parent or Guardian For? | | | |
| | Frequency | Total % | Valid % |
| 0 | 87 | 11% | 11% |
| 1 | 129 | 16% | 16% |
| 2 | 312 | 39% | 39% |
| 3 | 185 | 23% | 23% |
| 4 or more | 94 | 12% | 12% |

| Q55 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Children Have You Been or are You Currently a Parent or Guardian For?? | | | | | | |
| Children | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 44 | 12% | 12% | 43 | 9% | 9% |
| 1 | 64 | 18% | 18% | 65 | 14% | 14% |
| 2 | 135 | 38% | 38% | 177 | 39% | 39% |
| 3 | 67 | 19% | 19% | 118 | 26% | 26% |
| 4 or more | 41 | 12% | 12% | 53 | 12% | 12% |

| Q56a | | | |
|--|-----------|---------|---------|
| How Many Adults, Including You, Live in Your Household? | | | |
| | Frequency | Total % | Valid % |
| 1 | 86 | 11% | 11% |
| 2 | 695 | 86% | 86% |
| 3 or more | 26 | 3% | 3% |

| Q56a | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Adults, Including You, Live in Your Household? | | | | | | |
| Adults | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 1 | 44 | 12% | 12% | 42 | 9% | 9% |
| 2 | 295 | 84% | 84% | 400 | 88% | 88% |
| 3 or more | 12 | 3% | 3% | 14 | 3% | 3% |

| Q56b | | | |
|--|-----------|---------|---------|
| How Many Children Younger than 18 Live in Your Household at Least Half of the Time? | | | |
| | Frequency | Total % | Valid % |
| 0 | 94 | 12% | 12% |
| 1 | 135 | 17% | 17% |
| 2 | 322 | 40% | 40% |
| 3 | 179 | 22% | 22% |
| 4 or more | 76 | 9% | 9% |
| Refused | 1 | <1% | - |

| Q56b | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| How Many Children Younger than 18 Live in Your Household at Least Half of the Time? | | | | | | |
| Children in Household | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 50 | 14% | 14% | 44 | 10% | 10% |
| 1 | 67 | 19% | 19% | 68 | 15% | 15% |
| 2 | 135 | 38% | 38% | 187 | 41% | 41% |
| 3 | 63 | 18% | 18% | 116 | 25% | 26% |
| 4 or more | 36 | 10% | 10% | 40 | 9% | 9% |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Q57 | | | |
|------------------------------------|-----------|---------|---------|
| Are You Hispanic or Latino? | | | |
| | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% |
| No | 805 | >99% | >99% |
| Refused | 1 | <1% | - |

| Q57 | | | | | | |
|------------------------------------|-----------|---------|---------|-----------|---------|---------|
| Are You Hispanic or Latino? | | | | | | |
| Hispanic/Latino | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 1 | <1% | <1% | 0 | 0% | 0% |
| No | 349 | 99% | >99% | 456 | 100% | 100% |
| Refused | 1 | <1% | - | 0 | 0% | - |

| Q58 | | | |
|---|-----------|---------|---------|
| Which One or More of the Following Would You Say is Your Race? (multiple select) | | | |
| | Frequency | Total % | Valid % |
| White | 794 | 98% | 98% |
| Black or African American | 3 | <1% | <1% |
| Asian | 1 | <1% | <1% |
| Native Hawaiian or other Pacific Islander | 0 | 0% | 0% |
| American Indian or Alaska Native | 5 | <1% | <1% |
| Other | 4 | <1% | <1% |
| Refused | 4 | <1% | <1% |

| Q58 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Which One or More of the Following Would You Say is Your Race? (multiple select) | | | | | | |
| Hispanic/Latino | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| White | 344 | 98% | 98% | 450 | 99% | 99% |
| Black or African American | 1 | <1% | <1% | 2 | <1% | <1% |
| Asian | 0 | 0% | 0% | 1 | <1% | <1% |
| Native Hawaiian or other Pacific Islander | 0 | 0% | 0% | 0 | 0% | 0% |
| American Indian or Alaska Native | 3 | <1% | <1% | 2 | <1% | <1% |
| Other | 3 | <1% | <1% | 1 | <1% | <1% |
| Refused | 3 | <1% | <1% | 1 | <1% | <1% |

| Race (single categories) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| White | 793 | 98% | 99% |
| Black or African American | 3 | <1% | <1% |
| Asian | 1 | <1% | <1% |
| Native Hawaiian or other Pacific Islander | 0 | 0% | 0% |
| American Indian or Alaska Native | 2 | <1% | <1% |
| Other | 4 | <1% | <1% |
| System missing | 4 | - | - |

| Race (single categories) | | | | | | |
|---|------------|---------|---------|--------------|---------|---------|
| | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| White | 343 | 98% | 99% | 450 | 99% | 99% |
| Black or African American | 1 | <1% | <1% | 2 | <1% | <1% |
| Asian | 0 | 0% | 0% | 1 | <1% | <1% |
| Native Hawaiian or other Pacific Islander | 0 | 0% | 0% | 0 | 0% | 0% |
| American Indian or Alaska Native | 1 | <1% | <1% | 1 | <1% | <1% |
| Other | 3 | <1% | <1% | 1 | <1% | <1% |
| System missing | 3 | <1% | - | 1 | <1% | - |

| Q60 What is Your Marital Status? | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Married | 697 | 86% | 86% |
| Divorced | 33 | 4% | 4% |
| Widowed | 3 | <1% | <1% |
| Separated | 7 | <1% | <1% |
| Never married | 51 | 6% | 6% |
| A member of an unmarried couple | 15 | 2% | 2% |
| Refused | 1 | <1% | - |

| Q60 What is Your Marital Status? | | | | | | |
|---|------------|---------|---------|--------------|---------|---------|
| Marital Status | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Married | 299 | 85% | 85% | 398 | 87% | 88% |
| Divorced | 13 | 4% | 4% | 20 | 4% | 4% |
| Widowed | 2 | <1% | <1% | 1 | <1% | <1% |
| Separated | 4 | 1% | 1% | 3 | <1% | <1% |
| Never married | 26 | 7% | 7% | 25 | 6% | 6% |
| A member of an unmarried couple | 7 | 2% | 2% | 8 | 2% | 2% |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Q61 | | | |
|---|-----------|---------|---------|
| Have You Been Married More Than Once? | | | |
| (Among those who have EVER been married) | | | |
| | Frequency | Total % | Valid % |
| Yes | 67 | 8% | 9% |
| No | 687 | 85% | 91% |
| Not Asked (Never Married) | 52 | 6% | - |
| Refused | 1 | <1% | - |

| Q61 | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Have You Been Married More Than Once? | | | | | | |
| (Among those who have EVER been married) | | | | | | |
| Married | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 27 | 8% | 8% | 40 | 9% | 9% |
| No | 297 | 85% | 91% | 390 | 86% | 91% |
| Not Asked (Never married) | 27 | 8% | - | 25 | 6% | - |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Q62 | | | |
|--|-----------|---------|---------|
| What is the Highest Level of School You Completed or the Highest Degree You Received? | | | |
| | Frequency | Total % | Valid % |
| High school graduate | 127 | 16% | 16% |
| Some college, no degree | 113 | 14% | 14% |
| AA, Technical/vocational | 74 | 9% | 9% |
| AA, Academic | 100 | 12% | 12% |
| BA or BS (college graduate) | 279 | 35% | 35% |
| Some graduate or professional school | 22 | 3% | 3% |
| Graduate or professional degree | 92 | 11% | 11% |

| Q62 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| What is the Highest Level of School You Completed or the Highest Degree You Received? | | | | | | |
| Education | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| High school graduate | 77 | 22% | 22% | 50 | 11% | 11% |
| Some college, no degree | 49 | 14% | 14% | 64 | 14% | 14% |
| AA, Technical/vocational | 43 | 12% | 12% | 31 | 7% | 7% |
| AA, Academic | 36 | 10% | 10% | 64 | 14% | 14% |
| BA or BS (college graduate) | 97 | 28% | 28% | 182 | 40% | 40% |
| Some graduate or professional school | 7 | 2% | 2% | 15 | 3% | 3% |
| Graduate or professional degree | 42 | 12% | 12% | 50 | 11% | 11% |

| Q63 | | | |
|-----------------------------|-----------|---------|---------|
| What is Your Gender? | | | |
| | Frequency | Total % | Valid % |
| Male | 351 | 44% | 44% |
| Female | 456 | 56% | 56% |

| Q66 | | | |
|--|-----------|---------|---------|
| What Percent of Phone Calls that You Receive at Your Private Residence Do You Receive on Your Cell Phone? | | | |
| | Frequency | Total % | Valid % |
| 0 | 74 | 9% | 9% |
| 1-24 | 210 | 26% | 27% |
| 25-49 | 105 | 13% | 13% |
| 50-74 | 176 | 22% | 22% |
| 75-100 | 222 | 28% | 28% |
| Don't have a cell phone | 16 | 2% | - |
| Don't know/not sure | 3 | <1% | - |
| Refused | 1 | <1% | - |

| Q66 | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| What Percent of Phone Calls that You Receive at Your Private Residence Do You Receive on Your Cell Phone? | | | | | | |
| Percent of calls | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 33 | 9% | 10% | 41 | 9% | 9% |
| 1-24 | 80 | 23% | 24% | 130 | 28% | 29% |
| 25-49 | 42 | 12% | 12% | 63 | 14% | 14% |
| 50-74 | 68 | 19% | 20% | 108 | 24% | 24% |
| 75-100 | 115 | 33% | 34% | 107 | 24% | 24% |
| Don't have a cell phone | 10 | 3% | - | 6 | 1% | - |
| Don't know/not sure | 3 | <1% | - | 0 | 0% | - |
| Refused | 0 | 0% | - | 1 | <1% | - |

| Number of Sports Respondents Participated In | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 191 | 24% | 24% |
| 1 | 134 | 17% | 17% |
| 2 | 154 | 19% | 19% |
| 3 | 160 | 20% | 20% |
| 4 | 124 | 15% | 15% |
| 5 or more | 44 | 6% | 6% |

| Number of Sports Respondents Participated In | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Number of sports | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 59 | 17% | 17% | 132 | 29% | 29% |
| 1 | 58 | 16% | 16% | 76 | 17% | 17% |
| 2 | 66 | 19% | 19% | 88 | 19% | 19% |
| 3 | 81 | 23% | 23% | 79 | 17% | 17% |
| 4 | 60 | 17% | 17% | 64 | 14% | 14% |
| 5 or more | 27 | 8% | 8% | 17 | 4% | 4% |

| Participated in Sports | | | |
|-------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 616 | 76% | 76% |
| No | 191 | 24% | 24% |

| Participated in Sports | | | | | | |
|-------------------------------|-----------|---------|---------|-----------|---------|---------|
| Sports participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 292 | 83% | 83% | 324 | 71% | 71% |
| No | 59 | 17% | 17% | 132 | 29% | 29% |

| Number of Cheerleading Activities Participated In | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 635 | 79% | 79% |
| 1 | 104 | 13% | 13% |
| 2 | 68 | 8% | 8% |

| Number of Cheerleading Activities Participated In | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Number of cheerleading activities | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 346 | 99% | 99% | 289 | 63% | 63% |
| 1 | 5 | 1% | 1% | 99 | 22% | 22% |
| 2 | 0 | 0% | 0% | 68 | 15% | 15% |

| Participated in Any Cheerleading Activities | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 172 | 21% | 21% |
| No | 635 | 79% | 79% |

| Participated in Any Cheerleading Activities | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Cheerleading participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 5 | 1% | 1% | 289 | 63% | 63% |
| No | 346 | 99% | 99% | 167 | 37% | 37% |

| Number of Non-Sports Participated In | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 96 | 12% | 12% |
| 1 | 126 | 16% | 16% |
| 2 | 147 | 18% | 18% |
| 3 | 131 | 16% | 16% |
| 4 | 103 | 13% | 13% |
| 5 or more | 204 | 25% | 25% |

| Number of Non-Sports Participated In | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Number of Non-Sports | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 66 | 19% | 19% | 30 | 7% | 7% |
| 1 | 71 | 20% | 20% | 55 | 12% | 12% |
| 2 | 59 | 17% | 17% | 88 | 19% | 19% |
| 3 | 53 | 15% | 15% | 78 | 17% | 17% |
| 4 | 38 | 11% | 11% | 65 | 14% | 14% |
| 5 or more | 64 | 18% | 18% | 140 | 31% | 31% |

| Any Participation in Non-Sports Activities | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 711 | 88% | 88% |
| No | 96 | 12% | 12% |

| Any Participation in Non-Sports Activities | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Non-Sports participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 285 | 81% | 81% | 426 | 93% | 93% |
| No | 66 | 19% | 19% | 30 | 7% | 7% |

| All Activities: Number Participated | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 33 | 4% | 4% |
| 1-2 | 117 | 14% | 14% |
| 3-4 | 174 | 22% | 22% |
| 5-6 | 202 | 25% | 25% |
| 7-9 | 189 | 23% | 23% |
| 10 or more | 92 | 11% | 11% |

| All Activities: Number Participated | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Number of activites | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 19 | 5% | 5% | 14 | 3% | 3% |
| 1-2 | 59 | 17% | 17% | 58 | 13% | 13% |
| 3-4 | 91 | 26% | 26% | 83 | 18% | 18% |
| 5-6 | 80 | 23% | 23% | 122 | 27% | 27% |
| 7-9 | 74 | 21% | 21% | 115 | 25% | 25% |
| 10 or more | 28 | 8% | 8% | 64 | 14% | 14% |

| Any Participation in Activities | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 774 | 96% | 96% |
| No | 33 | 4% | 4% |

| Any Participation in Activities | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Any participation | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 332 | 95% | 95% | 442 | 97% | 97% |
| No | 19 | 5% | 5% | 14 | 3% | 3% |

| Sports: Participation Years (70 pt max) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 191 | 24% | 24% |
| 1-4 | 213 | 26% | 26% |
| 5-8 | 180 | 22% | 22% |
| 9-12 | 126 | 16% | 16% |
| 13 + | 97 | 12% | 12% |

| Sports: Participation Years (70 pt max) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 59 | 17% | 17% | 132 | 29% | 29% |
| 1-4 | 85 | 24% | 24% | 128 | 28% | 28% |
| 5-8 | 82 | 23% | 23% | 98 | 22% | 22% |
| 9-12 | 79 | 22% | 22% | 47 | 10% | 10% |
| 13 + | 46 | 13% | 13% | 51 | 11% | 11% |

| Cheerleading: Participation Years (10 pt max) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 635 | 79% | 79% |
| 1-2 | 65 | 8% | 8% |
| 3-4 | 60 | 7% | 7% |
| 5 + | 47 | 6% | 6% |

| Cheerleading: Participation Years (10 pt max) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 346 | 99% | 99% | 289 | 63% | 63% |
| 1-2 | 4 | 1% | 1% | 61 | 13% | 13% |
| 3-4 | 1 | <1% | <1% | 59 | 13% | 13% |
| 5 + | 0 | 0% | 0% | 47 | 10% | 10% |

| Non-sport: Participation Years (105 pt max) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 96 | 12% | 12% |
| 1-4 | 214 | 26% | 26% |
| 5-8 | 184 | 23% | 23% |
| 9-12 | 137 | 17% | 17% |
| 13 + | 176 | 22% | 22% |

| Non-sport: Participation Years (105 pt max) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 66 | 19% | 19% | 30 | 7% | 7% |
| 1-4 | 113 | 32% | 32% | 101 | 22% | 22% |
| 5-8 | 80 | 23% | 23% | 104 | 23% | 23% |
| 9-12 | 39 | 11% | 11% | 98 | 22% | 22% |
| 13 + | 53 | 15% | 15% | 123 | 27% | 27% |

| All Activities: Participation Years (185 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 33 | 4% | 4% |
| 1-4 | 99 | 12% | 12% |
| 5-8 | 117 | 14% | 14% |
| 9-12 | 134 | 17% | 17% |
| 13 + | 424 | 52% | 52% |

| All Activities: Participation Years (185 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Years | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 19 | 5% | 5% | 14 | 3% | 3% |
| 1-4 | 51 | 14% | 14% | 48 | 10% | 10% |
| 5-8 | 62 | 18% | 18% | 55 | 12% | 12% |
| 9-12 | 62 | 18% | 18% | 72 | 16% | 16% |
| 13 + | 157 | 45% | 45% | 267 | 59% | 59% |

| Sports: Involvement Index (42 pt max) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 191 | 24% | 24% |
| 1-4 | 215 | 27% | 27% |
| 5-8 | 237 | 29% | 29% |
| 9-12 | 137 | 17% | 17% |
| 13 + | 27 | 3% | 3% |

| Sports: Involvement Index (42 pt max) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 59 | 17% | 17% | 132 | 29% | 29% |
| 1-4 | 87 | 25% | 25% | 128 | 28% | 28% |
| 5-8 | 123 | 35% | 35% | 114 | 25% | 25% |
| 9-12 | 66 | 19% | 19% | 71 | 16% | 16% |
| 13 + | 16 | 5% | 5% | 11 | 2% | 2% |

| Cheerleading: Involvement Index (6 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 635 | 79% | 79% |
| 1-2 | 63 | 8% | 8% |
| 3-4 | 64 | 8% | 8% |
| 5 + | 45 | 6% | 6% |

| Cheerleading: Involvement Index (6 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 346 | 99% | 99% | 289 | 63% | 63% |
| 1-2 | 4 | 1% | 1% | 59 | 13% | 13% |
| 3-4 | 1 | <1% | <1% | 63 | 14% | 14% |
| 5 + | 0 | 0% | 0% | 45 | 10% | 10% |

| Non-sport: Involvement Index (63 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 96 | 12% | 12% |
| 1-4 | 252 | 31% | 31% |
| 5-8 | 214 | 26% | 26% |
| 9-12 | 136 | 17% | 17% |
| 13 + | 109 | 14% | 14% |

| Non-sport: Involvement Index (63 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 66 | 19% | 19% | 30 | 7% | 7% |
| 1-4 | 122 | 35% | 35% | 130 | 28% | 28% |
| 5-8 | 83 | 24% | 24% | 131 | 29% | 29% |
| 9-12 | 47 | 13% | 13% | 89 | 20% | 20% |
| 13 + | 33 | 9% | 9% | 76 | 17% | 17% |

| All Activities: Involvement Index (111 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 33 | 4% | 4% |
| 1-4 | 108 | 13% | 13% |
| 5-8 | 157 | 20% | 20% |
| 9-12 | 156 | 19% | 19% |
| 13-16 | 143 | 18% | 18% |
| 17 + | 210 | 26% | 26% |

| All Activities: Involvement Index (111 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 19 | 5% | 5% | 14 | 3% | 3% |
| 1-4 | 54 | 15% | 15% | 54 | 12% | 12% |
| 5-8 | 82 | 23% | 23% | 75 | 16% | 16% |
| 9-12 | 63 | 18% | 18% | 93 | 20% | 20% |
| 13-16 | 59 | 17% | 17% | 84 | 18% | 18% |
| 17 + | 74 | 21% | 21% | 136 | 30% | 30% |

| Captain or Leader of a Sport | | | |
|-------------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 274 | 34% | 34% |
| No | 533 | 66% | 66% |

| Captain or Leader of a Sport | | | | | | |
|-------------------------------------|-----------|---------|---------|-----------|---------|---------|
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 147 | 42% | 42% | 127 | 28% | 28% |
| No | 204 | 58% | 58% | 329 | 72% | 72% |

| Captain or Leader of a Cheerleading Activity | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 69 | 9% | 9% |
| No | 738 | 91% | 91% |

| Captain or Leader of a Cheerleading Activity | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 0 | 0% | 0% | 69 | 15% | 15% |
| No | 351 | 100% | 100% | 387 | 85% | 85% |

| Captain or Leader of a Non-Sport Activity | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 269 | 33% | 33% |
| No | 538 | 67% | 67% |

| Captain or Leader of a Non-Sport Activity | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 110 | 31% | 31% | 159 | 35% | 35% |
| No | 241 | 69% | 69% | 297 | 65% | 65% |

| Captain or Leader of a Any Activity | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 452 | 56% | 56% |
| No | 355 | 44% | 44% |

| Captain or Leader of a Any Activity | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Captain or Leader | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 194 | 55% | 55% | 258 | 57% | 57% |
| No | 157 | 45% | 45% | 198 | 43% | 43% |

| Rosenburg Self-Esteem Index (0-30) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 6 | 1 | <1% | <1% |
| 10 | 1 | <1% | <1% |
| 13 | 1 | <1% | <1% |
| 14 | 7 | <1% | <1% |
| 15 | 3 | <1% | <1% |
| 16 | 4 | <1% | <1% |
| 17 | 13 | 2% | 2% |
| 18 | 18 | 2% | 2% |
| 19 | 40 | 5% | 5% |
| 20 | 141 | 18% | 18% |
| 21 | 57 | 7% | 7% |
| 22 | 40 | 5% | 5% |
| 23 | 52 | 6% | 6% |
| 24 | 57 | 7% | 7% |
| 25 | 62 | 8% | 8% |
| 26 | 52 | 6% | 6% |
| 27 | 52 | 6% | 6% |
| 28 | 47 | 6% | 6% |
| 29 | 56 | 7% | 7% |
| 30 | 98 | 12% | 12% |
| Don't Know/Refused | 5 | <1% | - |

| Rosenburg Self-Esteem Index (0-30) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Self-Esteem | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 6 | 0 | 0% | 0% | 1 | <1% | <1% |
| 10 | 0 | 0% | 0% | 1 | <1% | <1% |
| 13 | 1 | <1% | <1% | 0 | 0% | 0% |
| 14 | 3 | <1% | <1% | 4 | <1% | <1% |
| 15 | 1 | <1% | <1% | 2 | <1% | <1% |
| 16 | 1 | <1% | <1% | 3 | <1% | <1% |
| 17 | 3 | <1% | <1% | 10 | 2% | 2% |
| 18 | 11 | 3% | 3% | 7 | 2% | 2% |
| 19 | 15 | 4% | 4% | 25 | 6% | 6% |
| 20 | 55 | 16% | 16% | 86 | 19% | 19% |
| 21 | 23 | 7% | 7% | 34 | 8% | 8% |
| 22 | 19 | 5% | 5% | 21 | 5% | 5% |
| 23 | 18 | 5% | 5% | 34 | 8% | 8% |
| 24 | 25 | 7% | 7% | 32 | 7% | 7% |
| 25 | 32 | 9% | 9% | 30 | 7% | 7% |
| 26 | 24 | 7% | 7% | 28 | 6% | 6% |
| 27 | 17 | 5% | 5% | 35 | 8% | 8% |
| 28 | 24 | 7% | 7% | 23 | 5% | 5% |
| 29 | 25 | 7% | 7% | 31 | 7% | 7% |
| 30 | 53 | 15% | 15% | 45 | 10% | 10% |
| Don't Know/Refused | 1 | <1% | - | 4 | <1% | - |

| Community Involvement: Number of Types of Community Activities in Past 12 Months (Q22A-G) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 19 | 2% | 2% |
| 1-2 | 253 | 31% | 31% |
| 3-4 | 326 | 40% | 40% |
| 5 or more | 209 | 26% | 26% |

| Community Involvement: Number of Types of Community Activities in Past 12 Months (Q22A-G) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Number of community activities | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 5 | 1% | 1% | 14 | 3% | 3% |
| 1-2 | 101 | 29% | 29% | 152 | 33% | 33% |
| 3-4 | 152 | 43% | 43% | 174 | 38% | 38% |
| 5 or more | 93 | 26% | 26% | 116 | 25% | 25% |

| Community Involvement: Any Community Activities in Past 12 Months (Q22A-G) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 788 | 98% | 98% |
| No | 19 | 2% | 2% |

| Community Involvement: Any Community Activities in Past 12 Months (Q22A-G) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 346 | 99% | 99% | 442 | 97% | 97% |
| No | 5 | 1% | 1% | 14 | 3% | 3% |

| Community Involvement: Involvement Index (Q22A-G: 28 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 7 | 19 | 2% | 2% |
| 8-12 | 353 | 44% | 44% |
| 13-17 | 312 | 39% | 39% |
| 18-22 | 108 | 13% | 13% |
| 23 + | 15 | 2% | 2% |

| Community Involvement: Involvement Index (Q22A-G: 28 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 7 | 5 | 1% | 1% | 14 | 3% | 3% |
| 8-12 | 140 | 40% | 40% | 213 | 47% | 47% |
| 13-17 | 147 | 42% | 42% | 165 | 36% | 36% |
| 18-22 | 51 | 14% | 14% | 57 | 12% | 12% |
| 23 + | 8 | 2% | 2% | 7 | 2% | 2% |

| Volunteer: Number of Types of Volunteer Activities Past 12 Months (Q25A-F) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 211 | 26% | 26% |
| 1-2 | 389 | 48% | 48% |
| 3-4 | 185 | 23% | 23% |
| 5 or more | 22 | 3% | 3% |

| Volunteer: Number of Types of Volunteer Activities Past 12 Months (Q25A-F) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Number of volunteer activities | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 124 | 35% | 35% | 87 | 19% | 19% |
| 1-2 | 164 | 47% | 47% | 225 | 49% | 49% |
| 3-4 | 58 | 16% | 16% | 127 | 28% | 28% |
| 5 or more | 5 | 1% | 1% | 17 | 4% | 4% |

| Volunteer: Any Volunteering in Past 12 Months (Q25A-F) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 596 | 74% | 74% |
| No | 211 | 26% | 26% |

| Volunteer: Any Volunteering in Past 12 Months (Q25A-F) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Volunteer | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 227 | 65% | 65% | 369 | 81% | 81% |
| No | 124 | 35% | 35% | 87 | 19% | 19% |

| Volunteer: Involvement Index (Q25A-F: 18 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 211 | 26% | 26% |
| 1-3 | 320 | 40% | 40% |
| 4-6 | 184 | 23% | 23% |
| 7-9 | 75 | 9% | 9% |
| 10 or more | 17 | 2% | 2% |

| Volunteer: Involvement Index (Q25A-F: 18 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Involvement | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 124 | 35% | 35% | 87 | 19% | 19% |
| 1-3 | 135 | 38% | 38% | 185 | 41% | 41% |
| 4-6 | 60 | 17% | 17% | 124 | 27% | 27% |
| 7-9 | 29 | 8% | 8% | 46 | 10% | 10% |
| 10 or more | 3 | <1% | <1% | 14 | 3% | 3% |

| Do You Have a Primary Health Care Provider? | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 691 | 86% | 86% |
| No | 115 | 14% | 14% |
| Don't know/refused | 1 | <1% | - |

| Do You Have a Primary Health Care Provider? | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Primary health care provider | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 272 | 78% | 78% | 419 | 92% | 92% |
| No | 78 | 22% | 22% | 37 | 8% | 8% |
| Don't know/refused | 1 | <1% | - | 0 | 0% | - |

| Were You Depressed for 2 Weeks or More During the Past 12 Months? | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 110 | 14% | 14% |
| No | 694 | 86% | 86% |
| Don't know/refused | 3 | <1% | - |

| Were You Depressed for 2 Weeks or More During the Past 12 Months? | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Depression | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 50 | 14% | 14% | 60 | 13% | 13% |
| No | 300 | 86% | 86% | 394 | 86% | 87% |
| Don't know/refused | 1 | <1% | - | 2 | <1% | - |

| Have You Felt Depressed for Most Days for 2 or More Years? | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 76 | 9% | 9% |
| No | 730 | 90% | 90% |
| Don't Know/Refused | 1 | <1% | - |

| Have You Felt Depressed for Most Days for 2 or More Years? | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Depression | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 33 | 9% | 9% | 43 | 9% | 10% |
| No | 318 | 91% | 91% | 412 | 90% | 91% |
| Don't know/refused | 0 | 0% | - | 1 | <1% | - |

| Physical Health (Q33) | | | |
|------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Fair or Poor | 36 | 4% | 4% |
| Good | 208 | 26% | 26% |
| Very Good | 384 | 48% | 48% |
| Excellent | 178 | 22% | 22% |
| Don't know/refused | 1 | <1% | - |

| Physical Health (Q33) | | | | | | |
|------------------------------|-----------|---------|---------|-----------|---------|---------|
| Health | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Fair or Poor | 16 | 5% | 5% | 20 | 4% | 4% |
| Good | 98 | 28% | 28% | 110 | 24% | 24% |
| Very Good | 168 | 48% | 48% | 216 | 47% | 48% |
| Excellent | 69 | 20% | 20% | 109 | 24% | 24% |
| Don't know/refused | 0 | 0% | - | 1 | <1% | - |

| Emotional Health (Q34) | | | |
|-------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Fair or Poor | 28 | 4% | 4% |
| Good | 193 | 24% | 24% |
| Very Good | 354 | 44% | 44% |
| Excellent | 232 | 29% | 29% |

| Emotional Health (Q34) | | | | | | |
|------------------------|-----------|---------|---------|-----------|---------|---------|
| Health | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Fair or Poor | 12 | 3% | 3% | 16 | 4% | 4% |
| Good | 73 | 21% | 21% | 120 | 26% | 26% |
| Very Good | 143 | 41% | 41% | 211 | 46% | 46% |
| Excellent | 123 | 35% | 35% | 109 | 24% | 24% |

| Vigorous Activity: Days per Week | | | |
|----------------------------------|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 76 | 9% | 10% |
| 1-2 | 169 | 21% | 21% |
| 3-4 | 290 | 36% | 36% |
| 5-6 | 172 | 21% | 22% |
| 7 | 94 | 12% | 12% |
| Don't Know/refused | 6 | <1% | - |

| Vigorous Activity: Days per Week | | | | | | |
|----------------------------------|-----------|---------|---------|-----------|---------|---------|
| Days | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 33 | 9% | 10% | 43 | 9% | 10% |
| 1-2 | 85 | 24% | 24% | 84 | 18% | 18% |
| 3-4 | 129 | 37% | 37% | 161 | 35% | 36% |
| 5-6 | 64 | 18% | 18% | 108 | 24% | 24% |
| 7 | 37 | 10% | 11% | 57 | 12% | 13% |
| Don't Know/refused | 3 | <1% | - | 3 | <1% | - |

| Smoked Cigarettes During the Past 30 Days (Q40A) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 148 | 18% | 18% |
| No | 658 | 82% | 82% |
| Don't know/refused | 1 | <1% | - |

| Smoked Cigarettes During the Past 30 Days (Q40A) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Used | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 70 | 20% | 20% | 78 | 17% | 17% |
| No | 281 | 80% | 80% | 377 | 83% | 83% |
| Don't know/refused | 0 | 0% | - | 1 | <1% | - |

| Drank Alcohol During the Past 30 Days (Q40B) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 566 | 70% | 70% |
| No | 238 | 30% | 30% |
| Don't know/refused | 2 | <1% | - |
| System missing | 1 | <1% | - |

| Drank Alcohol During the Past 30 Days (Q40B) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Used | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 283 | 81% | 81% | 283 | 62% | 62% |
| No | 66 | 19% | 19% | 172 | 38% | 38% |
| Don't know/refused | 1 | <1% | - | 1 | <1% | - |
| System missing | 1 | <1% | - | 0 | 0% | - |

| Used Illegal Drugs During Past 30 Days (Q40C) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 10 | 1% | 1% |
| No | 797 | 99% | 99% |

| Used Illegal Drugs During Past 30 Days (Q40C) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Used | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 8 | 2% | 2% | 2 | <1% | <1% |
| No | 343 | 98% | 98% | 454 | >99% | >99% |

| Misused Prescription Drugs During Past 30 Days (Q40D) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 15 | 2% | 2% |
| No | 792 | 98% | 98% |

| Misused Prescription Drugs During Past 30 Days (Q40D) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Used | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 8 | 2% | 2% | 7 | 2% | 2% |
| No | 343 | 98% | 98% | 449 | 98% | 98% |

| Gambled During the Past 30 Days | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 220 | 27% | 27% |
| No | 587 | 73% | 73% |

| Gambled During the Past 30 Days | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Gambled | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 123 | 35% | 35% | 97 | 21% | 21% |
| No | 228 | 65% | 65% | 359 | 79% | 79% |

| Addiction: Number of Addictions During the Past 12 Months (Q14A-E: 5 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 677 | 84% | 84% |
| 1 | 119 | 15% | 15% |
| 2 | 11 | 1% | 1% |

| Addiction: Number of Addictions During the Past 12 Months (Q14A-E: 5 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Addictions | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 279 | 80% | 80% | 398 | 87% | 87% |
| 1 | 64 | 18% | 18% | 55 | 12% | 12% |
| 2 | 8 | 2% | 2% | 3 | <1% | <1% |

| Any Addiction During the Past 12 Months (Q14A-E) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes | 130 | 16% | 16% |
| No | 677 | 84% | 84% |

| Any Addiction During the Past 12 Months (Q14A-E) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Addictions | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes | 72 | 20% | 20% | 58 | 13% | 13% |
| No | 279 | 80% | 80% | 398 | 87% | 87% |

| Satisfaction: Family Goals (Categorical Q45a) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 44 | 6% | 6% |
| Somewhat Satisfied | 273 | 34% | 34% |
| Very Dissatisfied | 489 | 61% | 61% |
| Don't know/refused | 1 | <1% | - |

| Satisfaction: Family Goals (Categorical Q45a) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 23 | 7% | 7% | 21 | 5% | 5% |
| Somewhat Satisfied | 125 | 36% | 36% | 148 | 32% | 32% |
| Very Dissatisfied | 202 | 58% | 58% | 287 | 63% | 63% |
| Don't know/refused | 1 | <1% | - | 0 | 0% | - |

| Satisfaction: Career Goals (Categorical Q45b) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 77 | 10% | 10% |
| Somewhat Satisfied | 383 | 48% | 48% |
| Very Dissatisfied | 342 | 42% | 43% |
| Don't know/refused | 5 | <1% | - |

| Satisfaction: Career Goals (Categorical Q45b) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 38 | 11% | 11% | 39 | 9% | 9% |
| Somewhat Satisfied | 162 | 46% | 46% | 221 | 48% | 49% |
| Very Dissatisfied | 151 | 43% | 43% | 191 | 42% | 42% |
| Don't know/refused | 0 | 0% | - | 5 | 1% | - |

| Satisfaction: Life Goals (Categorical Q45c) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 37 | 5% | 5% |
| Somewhat Satisfied | 434 | 54% | 54% |
| Very Dissatisfied | 334 | 41% | 42% |
| Don't know/refused | 2 | <1% | - |

| Satisfaction: Life Goals (Categorical Q45c) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Very or Somewhat Dissatisfied | 17 | 5% | 5% | 20 | 4% | 4% |
| Somewhat Satisfied | 202 | 58% | 58% | 232 | 51% | 51% |
| Very Dissatisfied | 131 | 37% | 37% | 203 | 44% | 45% |
| Don't know/refused | 1 | <1% | - | 1 | <1% | - |

| Satisfaction Index (Q45A-C: 9 pt max) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 3 | 10 | 1% | 1% |
| 4 | 26 | 3% | 3% |
| 5 | 49 | 6% | 6% |
| 6 | 182 | 23% | 23% |
| 7 | 157 | 20% | 20% |
| 8 | 149 | 18% | 19% |
| 9 | 226 | 28% | 28% |
| Don't know/refused | 8 | 1% | - |

| Satisfaction Index (Q45A-C: 9 pt max) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Satisfaction | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 3 | 6 | 2% | 2% | 4 | <1% | <1% |
| 4 | 10 | 3% | 3% | 16 | 4% | 4% |
| 5 | 25 | 7% | 7% | 24 | 5% | 5% |
| 6 | 88 | 25% | 25% | 94 | 21% | 21% |
| 7 | 70 | 20% | 20% | 87 | 19% | 19% |
| 8 | 51 | 14% | 15% | 98 | 22% | 22% |
| 9 | 99 | 28% | 28% | 127 | 28% | 28% |
| Don't know/refused | 2 | <1% | - | 6 | 1% | - |

| Number of Types of Rules Broken During the Past 12 Months (Q47A-I: 8 pt max) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 294 | 36% | 36% |
| 1 | 262 | 32% | 32% |
| 2 | 161 | 20% | 20% |
| 3 or more | 90 | 11% | 11% |

| Number of Types of Rules Broken During the Past 12 Months (Q47A-I: 8 pt max) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Rules Broken | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 97 | 28% | 28% | 197 | 43% | 43% |
| 1 | 112 | 32% | 32% | 150 | 33% | 33% |
| 2 | 82 | 23% | 23% | 79 | 17% | 17% |
| 3 or more | 60 | 17% | 17% | 30 | 7% | 7% |

| Broke Any Rules During the Past 12 Months (Q47A-I) | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes, broke at least 1 rule | 513 | 64% | 64% |
| No | 294 | 36% | 36% |

| Broke Any Rules During the Past 12 Months (Q47A-I) | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Rules Broken | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes, broke at least 1 rule | 254 | 72% | 72% | 259 | 57% | 57% |
| No | 97 | 28% | 28% | 197 | 43% | 43% |

| Rule Breaking: Categorical (Q47A-I) | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| None | 294 | 36% | 36% |
| Broke 1 rule | 262 | 32% | 32% |
| Broke 2 or more rules | 251 | 31% | 31% |

| Rule Breaking: Categorical (Q47A-I) | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Rules Broken | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| None | 97 | 28% | 28% | 197 | 43% | 43% |
| Broke 1 rule | 112 | 32% | 32% | 150 | 33% | 33% |
| Broke 2 or more rules | 142 | 40% | 40% | 109 | 24% | 24% |

| Number of Types of News Outlets Read/Watched EVERYDAY During Past Week | | | |
|---|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| 0 | 336 | 42% | 42% |
| 1 | 269 | 33% | 33% |
| 2 | 158 | 20% | 20% |
| 3 | 44 | 6% | 6% |

| Number of Types of News Outlets Read/Watched EVERYDAY During Past Week | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Number of news outlets | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| 0 | 122 | 35% | 35% | 214 | 47% | 47% |
| 1 | 126 | 36% | 36% | 143 | 31% | 31% |
| 2 | 81 | 23% | 23% | 77 | 17% | 17% |
| 3 | 22 | 6% | 6% | 22 | 5% | 5% |

| News: Read/Watched At Least One News Outlet EVERYDAY During the Past Week | | | |
|--|-----------|---------|---------|
| | Frequency | Total % | Valid % |
| Yes, 1 or more News Outlets Everyday | 471 | 58% | 58% |
| No | 336 | 42% | 42% |

| News: Read/Watched At Least One News Outlet EVERYDAY During the Past Week | | | | | | |
|--|-----------|---------|---------|-----------|---------|---------|
| Get news everyday | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Yes, 1 or more News Outlets Everyday | 229 | 65% | 65% | 242 | 53% | 53% |
| No | 122 | 35% | 35% | 214 | 47% | 47% |

| Total Annual Household Income from all Sources | | | |
|---|-----------|---------|---------|
| Income | Frequency | Total % | Valid % |
| Less than \$10,000 | 2 | <1% | <1% |
| \$10,000-\$14,999 | 9 | 1% | 1% |
| \$15,000-\$19,999 | 8 | 1% | 1% |
| \$20,000-\$24,999 | 21 | 3% | 3% |
| \$25,000-\$34,999 | 45 | 6% | 6% |
| \$35,000-\$49,000 | 109 | 14% | 14% |
| \$50,000-\$74,999 | 208 | 26% | 27% |
| \$75,000 or More | 376 | 47% | 48% |
| Don't know/refused | 29 | 4% | - |

| Total Annual Household Income from all Sources | | | | | | |
|---|-----------|---------|---------|-----------|---------|---------|
| Income | Men | | | Women | | |
| | Frequency | Total % | Valid % | Frequency | Total % | Valid % |
| Less than \$10,000 | 1 | <1% | <1% | 1 | <1% | <1% |
| \$10,000-\$14,999 | 4 | 1% | 1% | 5 | 1% | 1% |
| \$15,000-\$19,999 | 3 | <1% | <1% | 5 | 1% | 1% |
| \$20,000-\$24,999 | 6 | 2% | 2% | 15 | 3% | 4% |
| \$25,000-\$34,999 | 17 | 5% | 5% | 28 | 6% | 6% |
| \$35,000-\$49,000 | 44 | 12% | 13% | 65 | 14% | 15% |
| \$50,000-\$74,999 | 93 | 26% | 27% | 115 | 25% | 26% |
| \$75,000 or More | 176 | 50% | 51% | 200 | 44% | 46% |
| Don't know/refused | 7 | 2% | - | 22 | 5% | - |

APPENDIX C

Regression Tables

Note. The sum of the variances explained at each step in the regression equation may be slightly different than the percent displayed in the *total variance explained* rows as a result of rounding.

[Space Left Blank Intentionally]

| Physical Health Regression Models for Whole Sample – Participation Years | | |
|---|-----------------|----------------------------|
| | Physical Health | Vigorous Physical Activity |
| Regression 1 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Years of sports participation | 0.4% | 0.6% |
| Total Variance Explained | 2.8% | 1.8% |
| Regression 2 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Years of non-sport participation | 0.0% | 1.0% |
| Total Variance Explained | 2.5% | 2.3% |
| Regression 3 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Years of overall participation | 0.3% | 1.2% |
| Total Variance Explained | 2.8% | 2.5% |

| Physical Health Regression Models for Men and Women – Participation Years | | | | |
|--|------------------------|-------------|----------------------------|-------------|
| | Physical health rating | | Vigorous physical activity | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Years of sports participation | 0.1% | 1.0% | 1.4% | 0.4% |
| Total Variance Explained | 1.8% | 3.5% | 2.6% | 1.3% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Years of non-sport participation | 0.1% | 0.2% | 0.2% | 1.7% |
| Total Variance Explained | 1.9% | 2.8% | 1.4% | 2.6% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Years of overall participation | 0.0% | 0.9% | 1.0% | 1.3% |
| Total Variance Explained | 1.8% | 3.5% | 2.2% | 2.2% |

| Physical Health Regression Models for Whole Sample- Involvement | | |
|--|-----------------|----------------------------|
| OVERALL | Physical Health | Vigorous Physical Activity |
| Regression 1 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Involvement in sports | 0.5% | 0.8% |
| Total Variance Explained | 2.9% | 2.0% |
| Regression 2 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Involvement in non-sports | 0.0% | 1.2% |
| Total Variance Explained | 2.5% | 2.4% |
| Regression 3 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Involvement overall | 0.1% | 1.6% |
| Total Variance Explained | 2.6% | 2.9% |

| Physical Health Regression Models for Men and Women - Involvement | | | | |
|--|------------------------|-------------|----------------------------|-------------|
| | Physical health rating | | Vigorous physical activity | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Involvement in sports | 0.0% | 1.6% | 2.0% | 0.5% |
| Total Variance Explained | 1.8% | 4.1% | 3.2% | 1.4% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Involvement in non-sports | 0.1% | 0.0% | 0.2% | 2.2% |
| Total Variance Explained | 1.9% | 2.6% | 1.4% | 3.1% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Involvement overall | 0.1% | 0.6% | 1.2% | 1.8% |
| Total Variance Explained | 1.8% | 3.2% | 2.4% | 2.7% |

| Physical Health Regression Models for Whole Sample– Number of Activities | | |
|---|-----------------|----------------------------|
| OVERALL | Physical Health | Vigorous Physical Activity |
| Regression 1 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Number of sports | 0.3% | 0.5% |
| Total Variance Explained | 2.7% | 1.8% |
| Regression 2 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Number of non-sports | 0.1% | 0.7% |
| Total Variance Explained | 2.5% | 2.0% |
| Regression 3 | | |
| School size | 0.0% | 0.2% |
| Academic performance | 2.4% | 1.1% |
| Number of activities overall | 0.0% | 1.0% |
| Total Variance Explained | 2.5% | 2.3% |

| Physical Health Regression Models for Males and Females – Number of Activities | | | | |
|---|------------------------|-------------|----------------------------|-------------|
| | Physical health rating | | Vigorous physical activity | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Number of sports | 0.0% | 1.3% | 1.2% | 0.4% |
| Total Variance Explained | 1.8% | 3.9% | 2.4% | 1.3% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Number of non-sports | 0.8% | 0.0% | 0.1% | 1.5% |
| Total Variance Explained | 2.5% | 2.6% | 1.2% | 2.4% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.1% | 0.3% |
| Academic performance | 1.7% | 2.5% | 1.1% | 0.6% |
| Number of activities overall | 0.5% | 0.4% | 0.6% | 1.3% |
| Total Variance Explained | 2.3% | 3.0% | 1.8% | 2.2% |

| Mental Health Regression Models for Whole Sample – Participation Years | | | | |
|---|------------------|-------------|----------------------|---------------------|
| OVERALL | Emotional health | Self-esteem | Depressed in past yr | Depressed most days |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Years of sports participation | 2.6% | 1.6% | 0.7% | 1.4% |
| Total Variance Explained | 4.2% | 3.3% | 1.4% | 1.9% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Years of non-sport participation | 0.3% | 1.5% | 0.0% | 0.2% |
| Total Variance Explained | 1.9% | 3.2% | 0.7% | 0.7% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Years of overall participation | 1.4% | 2.8% | 0.1% | 0.1% |
| Total Variance Explained | 3.0% | 4.6% | 0.7% | 0.6% |

| Mental Health Regression Models for Men and Women – Participation Years | | | | | | | | |
|--|------------------|-------------|-------------|-------------|----------------------|------|---------------------|-------------|
| | Emotional health | | Self-esteem | | Depressed in past yr | | Depressed most days | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of sports | 2.0% | 1.9% | 2.6% | 0.4% | 1.4% | 0.4% | 2.3% | 1.0% |
| Total Variance Explained | 3.8% | 5.1% | 4.4% | 3.5% | 2.3% | 1.2% | 3.1% | 2.0% |
| Regression 2 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of non-sports | 0.1% | 1.2% | 1.1% | 2.9% | 0.0% | 0.1% | 0.6% | 0.1% |
| Total Variance Explained | 1.8% | 4.4% | 2.8% | 5.9% | 0.9% | 1.0% | 1.5% | 1.0% |
| Regression 3 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of activities overall | 0.9% | 2.4% | 2.9% | 3.5% | 0.4% | 0.0% | 0.1% | 0.1% |
| Total Variance Explained | 2.7% | 5.6% | 4.6% | 6.5% | 1.3% | 0.9% | 0.9% | 1.0% |

| Mental Health Regression Models for Whole Sample – Involvement | | | | |
|--|------------------|-------------|----------------------|---------------------|
| OVERALL | Emotional health | Self-esteem | Depressed in past yr | Depressed most days |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Involvement in sports | 3.1% | 2.3% | 0.6% | 1.2% |
| Total Variance Explained | 4.8% | 4.0% | 1.3% | 1.7% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Involvement in non-sports | 0.2% | 1.9% | 0.1% | 0.7% |
| Total Variance Explained | 1.9% | 3.6% | 0.8% | 1.2% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Involvement overall | 1.5% | 3.7% | 0.0% | 0.0% |
| Total Variance Explained | 3.2% | 5.5% | 0.7% | 0.5% |

| Mental Health Regression Models for Men and Women - Involvement | | | | | | | | |
|---|------------------|-------------|-------------|-------------|----------------------|------|---------------------|-------------|
| | Emotional health | | Self-esteem | | Depressed in past yr | | Depressed most days | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of sports | 2.6% | 2.4% | 3.6% | 0.8% | 1.1% | 0.4% | 1.4% | 1.2% |
| Total Variance Explained | 4.4% | 5.6% | 5.3% | 3.9% | 2.0% | 1.3% | 2.3% | 2.1% |
| Regression 2 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of non-sports | 0.0% | 0.9% | 1.3% | 3.3% | 0.0% | 0.2% | 0.9% | 0.6% |
| Total Variance Explained | 1.8% | 4.1% | 3.1% | 6.3% | 0.9% | 1.1% | 1.7% | 1.5% |
| Regression 3 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of activities overall | 1.0% | 2.5% | 3.4% | 4.5% | 0.2% | 0.0% | 0.0% | 0.0% |
| Total Variance Explained | 2.8% | 5.7% | 5.2% | 7.5% | 1.1% | 0.9% | 0.9% | 0.9% |

| Mental Health Regression Models for Whole Sample – Number of Activities | | | | |
|--|------------------|-------------|----------------------|---------------------|
| OVERALL | Emotional health | Self-esteem | Depressed in past yr | Depressed most days |
| Regression 1 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Number of sports | 2.4% | 1.6% | 0.6% | 1.5% |
| Total Variance Explained | 4.1% | 3.4% | 1.3% | 2.0% |
| Regression 2 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Number of non-sports | 0.0% | 1.3% | 0.0% | 0.3% |
| Total Variance Explained | 1.7% | 3.1% | 0.7% | 0.8% |
| Regression 3 | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.1% |
| Academic performance | 1.6% | 1.7% | 0.7% | 0.4% |
| Number of activities overall | 0.7% | 2.5% | 0.0% | 0.0% |
| Total Variance Explained | 2.4% | 4.3% | 0.7% | 0.5% |

| Mental Health Regression Models for Men and Women – Number of Activities | | | | | | | | |
|---|------------------|-------------|-------------|-------------|----------------------|------|---------------------|-------------|
| | Emotional health | | Self-esteem | | Depressed in past yr | | Depressed most days | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of sports | 2.2% | 1.5% | 2.7% | 0.4% | 1.2% | 0.3% | 1.5% | 1.5% |
| Total Variance Explained | 4.0% | 4.8% | 4.5% | 3.5% | 2.1% | 1.2% | 2.4% | 2.5% |
| Regression 2 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of non-sports | 0.0% | 0.7% | 0.9% | 2.6% | 0.0% | 0.2% | 0.5% | 0.2% |
| Total Variance Explained | 1.8% | 3.9% | 2.7% | 5.6% | 0.9% | 1.1% | 1.3% | 1.2% |
| Regression 3 | | | | | | | | |
| School size | 0.2% | 0.0% | 0.1% | 0.0% | 0.3% | 0.2% | 0.2% | 0.7% |
| Academic performance | 1.6% | 3.2% | 1.7% | 3.0% | 0.6% | 0.7% | 0.7% | 0.2% |
| Number of activities overall | 0.4% | 1.5% | 2.5% | 3.2% | 0.3% | 0.1% | 0.0% | 0.0% |
| Total Variance Explained | 2.2% | 4.8% | 4.3% | 6.2% | 1.2% | 0.9% | 0.9% | 1.0% |

| Life Satisfaction Regression Models for Whole Sample – Participation Years | | | | |
|---|-------------------------|-------------------------|-----------------------------|------------------------|
| OVERALL | Satisfaction: family | Satisfaction: career | Satisfaction: life goals | Satisfaction: index |
| Regression 1 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Years of sports participation | 1.7% | 0.8% | 1.2% | 1.8% |
| Total Variance Explained | 3.7% | 2.2% | 3.1% | 4.3% |
| Regression 2 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Years of non-sport participation | 0.2% | 0.2% | 0.3% | 0.3% |
| Total Variance Explained | 2.1% | 1.6% | 2.1% | 2.8% |
| Regression 3 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Years of overall participation | 1.1% | 0.8% | 1.2% | 1.5% |
| Total Variance Explained | 3.1% | 2.2% | 3.1% | 4.0% |

| Life Satisfaction Regression Models for Men and Women – Participation Years | | | | | | | | |
|--|-------------------------|-------------|-------------------------|-------------|-----------------------------|-------------|------------------------|-------------|
| | Satisfaction: family | | Satisfaction: career | | Satisfaction: life goals | | Satisfaction: index | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of sports participation | 1.8% | 2.4% | 0.5% | 1.2% | 2.2% | 1.1% | 1.9% | 2.4% |
| Total Variance Explained | 1.8% | 7.4% | 0.9% | 5.4% | 3.3% | 3.5% | 2.3% | 8.0% |
| Regression 2 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of non-sport participation | 0.0% | 0.2% | 0.0% | 0.3% | 0.1% | 0.2% | 0.1% | 0.3% |
| Total Variance Explained | 0.1% | 5.2% | 0.4% | 4.5% | 1.1% | 2.6% | 0.5% | 5.9% |
| Regression 3 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of overall participation | 0.8% | 1.3% | 0.3% | 1.3% | 1.1% | 1.1% | 1.0% | 1.9% |
| Total Variance Explained | 0.9% | 6.3% | 0.7% | 5.5% | 2.1% | 3.5% | 1.4% | 7.5% |

| Life Satisfaction Regression Models for Whole Sample – Involvement | | | | |
|---|-------------------------|-------------------------|-----------------------------|------------------------|
| OVERALL | Satisfaction: family | Satisfaction: career | Satisfaction: life goals | Satisfaction: index |
| Regression 1 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Involvement in sports | 1.9% | 0.9% | 1.6% | 2.1% |
| Total Variance Explained | 3.9% | 2.3% | 3.5% | 4.6% |
| Regression 2 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Involvement in non-sports | 0.1% | 0.1% | 0.2% | 0.2% |
| Total Variance Explained | 2.1% | 1.5% | 2.1% | 2.7% |
| Regression 3 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Involvement overall | 1.1% | 0.7% | 1.3% | 1.5% |
| Total Variance Explained | 3.1% | 2.1% | 3.2% | 4.0% |

| Life Satisfaction Regression Models for Men and Women – Involvement | | | | | | | | |
|--|-------------------------|-------------|-------------------------|-------------|-----------------------------|-------------|------------------------|-------------|
| | Satisfaction: family | | Satisfaction: career | | Satisfaction: life goals | | Satisfaction: index | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Involvement in sports | 1.5% | 3.1% | 0.6% | 1.3% | 2.8% | 1.5% | 2.0% | 2.8% |
| Total Variance Explained | 1.6% | 8.1% | 1.0% | 5.5% | 3.8% | 3.8% | 2.4% | 8.3% |
| Regression 2 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Involvement in non-sports | 0.0% | 0.2% | 0.0% | 0.3% | 0.1% | 0.2% | 0.0% | 0.3% |
| Total Variance Explained | 0.1% | 5.2% | 0.4% | 4.5% | 1.1% | 2.5% | 0.4% | 5.9% |
| Regression 3 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Involvement overall | 0.6% | 1.5% | 0.1% | 1.3% | 1.1% | 1.4% | 0.7% | 2.1% |
| Total Variance Explained | 0.7% | 6.5% | 0.5% | 5.5% | 2.1% | 3.7% | 1.1% | 7.6% |

| Life Satisfaction Regression Models for Whole Sample – Number of Activities | | | | |
|--|-------------------------|-------------------------|-----------------------------|------------------------|
| OVERALL | Satisfaction: family | Satisfaction: career | Satisfaction: life goals | Satisfaction: index |
| Regression 1 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Number of sports | 1.6% | 0.9% | 1.4% | 1.8% |
| Total Variance Explained | 3.6% | 2.3% | 3.3% | 4.3% |
| Regression 2 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Number of non-sports | 0.2% | 0.1% | 0.1% | 0.2% |
| Total Variance Explained | 2.2% | 1.6% | 2.0% | 2.7% |
| Regression 3 | | | | |
| School size | 0.1% | 0.2% | 0.0% | 0.2% |
| Academic performance | 1.8% | 1.2% | 1.9% | 2.3% |
| Number of activities overall | 1.0% | 0.6% | 0.9% | 1.2% |
| Total Variance Explained | 2.9% | 2.0% | 2.8% | 3.7% |

| Life Satisfaction Regression Models for Men and Women – Number of Activities | | | | | | | | |
|---|-------------------------|-------------|-------------------------|-------------|-----------------------------|-------------|------------------------|-------------|
| | Satisfaction: family | | Satisfaction: career | | Satisfaction: life goals | | Satisfaction: index | |
| | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of sports participation | 1.2% | 2.7% | 0.3% | 1.6% | 1.8% | 1.6% | 1.4% | 2.9% |
| Total Variance Explained | 1.2% | 7.7% | 0.7% | 5.8% | 2.8% | 4.0% | 1.8% | 8.4% |
| Regression 2 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of non-sport participation | 0.1% | 0.1% | 0.0% | 0.5% | 0.0% | 0.3% | 0.0% | 0.3% |
| Total Variance Explained | 0.2% | 5.1% | 0.4% | 4.7% | 1.1% | 2.5% | 0.4% | 5.9% |
| Regression 3 | | | | | | | | |
| School size | 0.0% | 0.3% | 0.2% | 1.4% | 0.1% | 0.3% | 0.1% | 0.9% |
| Academic performance | 0.0% | 4.7% | 0.2% | 2.8% | 0.9% | 2.1% | 0.3% | 4.6% |
| Years of overall participation | 0.7% | 1.1% | 0.0% | 1.4% | 0.7% | 1.0% | 0.5% | 1.7% |
| Total Variance Explained | 0.8% | 6.1% | 0.4% | 5.6% | 1.7% | 3.4% | 0.9% | 7.3% |

| Community Involvement and Volunteering Regression Models for Whole Sample – Participation Years | | |
|--|-----------------------|--------------|
| OVERALL | Community Involvement | Volunteering |
| Regression 1 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Years of sports participation | 4.8% | 2.0% |
| Total Variance Explained | 5.4% | 6.0% |
| Regression 2 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Years of non-sport participation | 8.5% | 10.6% |
| Total Variance Explained | 9.1% | 14.6% |
| Regression 3 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Years of overall participation | 12.2% | 11.4% |
| Total Variance Explained | 12.8% | 15.3% |

| Community Involvement and Volunteering Regression Models for Men and Women – Participation Years | | | | |
|---|-----------------------|--------------|--------------|-------------|
| | Community Involvement | | Volunteering | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Years of sports participation | 9.6% | 1.6% | 5.6% | 1.9% |
| Total Variance Explained | 9.8% | 4.0% | 8.2% | 4.8% |
| Regression 2 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Years of non-sport participation | 10.9% | 9.4% | 12.9% | 7.9% |
| Total Variance Explained | 11.1% | 11.8% | 15.5% | 10.8% |
| Regression 3 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Years of overall participation | 17.3% | 10.6% | 15.6% | 8.5% |
| Total Variance Explained | 17.5% | 13.1% | 18.2% | 11.4% |

| Community Involvement and Volunteering Regression Models for Whole Sample – Involvement | | |
|--|-----------------------|--------------|
| OVERALL | Community Involvement | Volunteering |
| Regression 1 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Involvement in sports | 6.1% | 3.4% |
| Total Variance Explained | 6.7% | 7.4% |
| Regression 2 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Involvement in non-sports | 9.2% | 11.7% |
| Total Variance Explained | 9.8% | 15.7% |
| Regression 3 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Involvement overall | 13.4% | 13.4% |
| Total Variance Explained | 14.0% | 17.3% |

| Community Involvement and Volunteering Regression Models for Men and Women – Involvement | | | | |
|---|-----------------------|--------------|--------------|--------------|
| | Community Involvement | | Volunteering | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Involvement in sports | 13.6% | 1.8% | 8.7% | 2.7% |
| Total Variance Explained | 13.8% | 4.2% | 11.3% | 5.6% |
| Regression 2 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Involvement in non-sports | 11.0% | 9.6% | 13.9% | 9.2% |
| Total Variance Explained | 11.2% | 12.0% | 16.5% | 12.2% |
| Regression 3 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Involvement overall | 19.4% | 10.7% | 18.4% | 10.0% |
| Total Variance Explained | 19.6% | 13.1% | 21.0% | 12.9% |

| Community Involvement and Volunteering Regression Models for Whole Sample – Number of Activities | | |
|---|-----------------------|--------------|
| OVERALL | Community Involvement | Volunteering |
| Regression 1 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Number of sports | 5.2% | 2.6% |
| Total Variance Explained | 5.8% | 6.6% |
| Regression 2 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Number of non-sports | 8.0% | 10.3% |
| Total Variance Explained | 8.6% | 14.3% |
| Regression 3 | | |
| School size | 0.1% | 0.0% |
| Academic performance | 0.5% | 4.0% |
| Number of activities overall | 11.5% | 11.4% |
| Total Variance Explained | 12.1% | 15.4% |

| Community Involvement and Volunteering Regression Models for Men and Women – Number of Activities | | | | |
|--|-----------------------|-------------|--------------|-------------|
| | Community Involvement | | Volunteering | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Number of sports | 10.8% | 1.6% | 5.7% | 2.5% |
| Total Variance Explained | 11.0% | 4.0% | 8.3% | 5.4% |
| Regression 2 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Number of non-sports | 9.7% | 8.7% | 11.7% | 8.3% |
| Total Variance Explained | 9.9% | 11.1% | 14.3% | 11.2% |
| Regression 3 | | | | |
| School size | 0.2% | 0.1% | 0.2% | 0.0% |
| Academic performance | 0.0% | 2.4% | 2.4% | 2.9% |
| Number of activities overall | 16.5% | 9.6% | 14.4% | 8.9% |
| Total Variance Explained | 16.7% | 12.0% | 17.0% | 11.8% |

| Political Engagement Regression Models for Whole Sample – Participation Years | | |
|--|------------------------|---------------------|
| OVERALL | Voted in 2004 and 2006 | Named Iowa Senators |
| Regression 1 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Years of sports participation | 0.8% | 1.4% |
| Total Variance Explained | 3.8% | 2.8% |
| Regression 2 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Years of non-sport participation | 2.6% | 0.1% |
| Total Variance Explained | 5.6% | 1.5% |
| Regression 3 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Years of overall participation | 2.7% | 0.4% |
| Total Variance Explained | 5.7% | 1.8% |

| Political Engagement Regression Models for Men and Women – Participation Years | | | | |
|---|------------------------|-------------|---------------------|-------------|
| | Voted in 2004 and 2006 | | Named Iowa Senators | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Years of sports participation | 3.0% | 0.0% | 2.0% | 0.1% |
| Total Variance Explained | 4.4% | 6.5% | 3.2% | 4.8% |
| Regression 2 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Years of non-sport participation | 1.2% | 4.9% | 0.1% | 0.8% |
| Total Variance Explained | 2.6% | 11.4% | 1.3% | 5.4% |
| Regression 3 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Years of overall participation | 3.2% | 2.8% | 1.0% | 0.4% |
| Total Variance Explained | 4.6% | 9.3% | 2.2% | 5.0% |

| Political Engagement Regression Models for Whole Sample – Involvement | | |
|--|------------------------|---------------------|
| OVERALL | Voted in 2004 and 2006 | Named Iowa Senators |
| Regression 1 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Involvement in sports | 1.0% | 1.4% |
| Total Variance Explained | 4.0% | 2.9% |
| Regression 2 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Involvement in non-sports | 2.7% | 0.2% |
| Total Variance Explained | 5.7% | 1.6% |
| Regression 3 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Involvement overall | 2.9% | 0.5% |
| Total Variance Explained | 5.9% | 1.9% |

| Political Engagement Regression Models for Men and Women – Involvement | | | | |
|---|------------------------|-------------|---------------------|-------------|
| | Voted in 2004 and 2006 | | Named Iowa Senators | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Involvement in sports | 3.7% | 0.0% | 2.7% | 0.1% |
| Total Variance Explained | 5.1% | 6.5% | 3.9% | 4.7% |
| Regression 2 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Involvement in non-sports | 1.2% | 5.0% | 0.2% | 0.8% |
| Total Variance Explained | 2.6% | 11.5% | 1.4% | 5.4% |
| Regression 3 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Involvement overall | 3.4% | 2.7% | 1.5% | 0.3% |
| Total Variance Explained | 4.8% | 9.2% | 2.7% | 4.9% |

| Political Engagement Regression Models for Whole Sample – Number of Activities | | |
|---|------------------------|---------------------|
| OVERALL | Voted in 2004 and 2006 | Named Iowa Senators |
| Regression 1 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Number of sports | 0.8% | 1.1% |
| Total Variance Explained | 3.7% | 2.5% |
| Regression 2 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Number of non-sports | 2.8% | 0.1% |
| Total Variance Explained | 5.8% | 1.5% |
| Regression 3 | | |
| School size | 0.0% | 0.1% |
| Academic performance | 3.0% | 1.4% |
| Number of activities overall | 2.8% | 0.2% |
| Total Variance Explained | 5.8% | 1.6% |

| Political Engagement Regression Models for Men and Women – Number of Activities | | | | |
|--|------------------------|-------------|---------------------|-------------|
| | Voted in 2004 and 2006 | | Named Iowa Senators | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Number of sports | 2.9% | 0.0% | 1.9% | 0.1% |
| Total Variance Explained | 4.3% | 6.5% | 3.0% | 4.7% |
| Regression 2 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Number of non-sports | 1.3% | 5.4% | 0.0% | 0.7% |
| Total Variance Explained | 2.7% | 12.0% | 1.2% | 5.3% |
| Regression 3 | | | | |
| School size | 0.2% | 0.3% | 0.4% | 0.0% |
| Academic performance | 1.2% | 6.2% | 0.7% | 4.6% |
| Number of activities overall | 2.9% | 3.1% | 0.7% | 0.2% |
| Total Variance Explained | 4.4% | 9.6% | 1.9% | 4.9% |

| News Access Regression Models for Whole Sample – Participation Years | | |
|--|--------------------|--------------------------|
| OVERALL | Any News Every Day | Number of News Every Day |
| Regression 1 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Years of sports participation | 0.3% | 0.4% |
| Total Variance Explained | 1.0% | 1.2% |
| Regression 2 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Years of non-sport participation | 1.3% | 1.1% |
| Total Variance Explained | 2.0% | 1.9% |
| Regression 3 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Years of overall participation | 0.9% | 1.0% |
| Total Variance Explained | 1.6% | 1.8% |

| News Access Regression Models for Men and Women – Participation Years | | | | |
|---|--------------------|-------------|--------------------------|-------------|
| | Any News Every Day | | Number of News Every Day | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Years of sports participation | 0.6% | 0.0% | 1.5% | 0.1% |
| Total Variance Explained | 1.5% | 0.5% | 3.2% | 0.5% |
| Regression 2 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Years of non-sport participation | 1.4% | 2.3% | 2.3% | 1.2% |
| Total Variance Explained | 2.2% | 2.9% | 4.0% | 1.6% |
| Regression 3 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Years of overall participation | 1.7% | 0.8% | 3.2% | 0.3% |
| Total Variance Explained | 2.6% | 1.4% | 5.0% | 0.8% |

| News Access Regression Models for Whole Sample- Involvement | | |
|--|--------------------|--------------------------|
| OVERALL | Any News Every Day | Number of News Every Day |
| Regression 1 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Involvement in sports | 0.4% | 0.6% |
| Total Variance Explained | 1.2% | 1.4% |
| Regression 2 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Involvement in non-sports | 1.2% | 1.2% |
| Total Variance Explained | 1.9% | 2.1% |
| Regression 3 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Involvement overall | 0.9% | 1.2% |
| Total Variance Explained | 1.7% | 2.0% |

| News Access Regression Models for Men and Women - Involvement | | | | |
|--|--------------------|-------------|--------------------------|-------------|
| | Any News Every Day | | Number of News Every Day | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Involvement in sports | 1.0% | 0.0% | 2.5% | 0.0% |
| Total Variance Explained | 1.9% | 0.5% | 4.2% | 0.5% |
| Regression 2 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Involvement in non-sports | 1.2% | 2.0% | 1.6% | 1.7% |
| Total Variance Explained | 2.1% | 2.5% | 3.4% | 2.1% |
| Regression 3 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Involvement overall | 1.8% | 0.7% | 3.2% | 0.5% |
| Total Variance Explained | 2.7% | 1.2% | 4.9% | 0.9% |

| News Access Regression Models for Whole Sample– Number of Activities | | |
|---|--------------------|--------------------------|
| OVERALL | Any News Every Day | Number of News Every Day |
| Regression 1 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Number of sports | 0.7% | 1.0% |
| Total Variance Explained | 1.4% | 1.8% |
| Regression 2 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Number of non-sports | 1.0% | 1.0% |
| Total Variance Explained | 1.8% | 1.9% |
| Regression 3 | | |
| School size | 0.7% | 0.8% |
| Academic performance | 0.1% | 0.0% |
| Number of activities overall | 1.0% | 1.2% |
| Total Variance Explained | 1.7% | 2.1% |

| News Access Regression Models for Males and Females – Number of Activities | | | | |
|---|--------------------|-------------|--------------------------|-------------|
| | Any News Every Day | | Number of News Every Day | |
| | Male | Female | Male | Female |
| Regression 1 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Number of sports | 1.4% | 0.0% | 3.0% | 0.0% |
| Total Variance Explained | 2.3% | 0.6% | 4.7% | 0.4% |
| Regression 2 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Number of non-sports | 0.9% | 1.9% | 1.8% | 1.2% |
| Total Variance Explained | 1.8% | 2.4% | 3.5% | 1.6% |
| Regression 3 | | | | |
| School size | 0.8% | 0.5% | 1.4% | 0.4% |
| Academic performance | 0.1% | 0.0% | 0.3% | 0.0% |
| Number of activities overall | 1.9% | 0.8% | 3.6% | 0.5% |
| Total Variance Explained | 2.7% | 1.4% | 5.3% | 0.9% |

| Substance Use and Gambling Regression Models for Whole Sample – Participation Years | | | | | |
|--|-------------|-------------|-------------|----------|-------------|
| OVERALL | Cigarettes | Alcohol | Drugs | RX Drugs | Gambling |
| Regression 1 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Years of sports participation | 0.1% | 0.7% | 0.2% | 0.1% | 0.0% |
| Total Variance Explained | 2.3% | 0.8% | 1.1% | 0.2% | 0.7% |
| Regression 2 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Years of non-sport participation | 0.0% | 0.1% | 0.3% | 0.1% | 0.5% |
| Total Variance Explained | 2.2% | 0.3% | 1.1% | 0.3% | 1.1% |
| Regression 3 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Years of overall participation | 0.1% | 0.0% | 0.4% | 0.0% | 0.4% |
| Total Variance Explained | 2.3% | 0.2% | 1.2% | 0.2% | 1.0% |

| Substance Use and Gambling Regression Models for Men and Women – Participation Years | | | | | | | | | | |
|---|-------------|-------------|---------|------|-------------|-------------|----------|------|----------|------|
| | Cigarettes | | Alcohol | | Drugs | | RX Drugs | | Gambling | |
| | M | F | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of sports participation | 0.0% | 0.4% | 0.7% | 0.0% | 0.5% | 0.2% | 0.0% | 0.4% | 0.2% | 0.2% |
| Total Variance Explained | 0.9% | 3.9% | 0.7% | 0.0% | 1.2% | 1.6% | 0.3% | 0.6% | 0.5% | 0.8% |
| Regression 2 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of non-sport participation | 1.7% | 1.2% | 0.0% | 0.0% | 1.1% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| Total Variance Explained | 2.6% | 4.7% | 0.0% | 0.0% | 1.7% | 1.5% | 0.5% | 0.4% | 0.5% | 0.7% |
| Regression 3 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of overall participation | 0.8% | 1.3% | 0.2% | 0.0% | 1.3% | 0.0% | 0.1% | 0.0% | 0.4% | 0.2% |
| Total Variance Explained | 1.7% | 4.7% | 0.2% | 0.0% | 2.0% | 1.4% | 0.3% | 0.3% | 0.7% | 0.8% |

| Substance Use and Gambling Regression Models for Whole Sample – Involvement | | | | | |
|---|-------------|-------------|-------------|----------|-------------|
| OVERALL | Cigarettes | Alcohol | Drugs | RX Drugs | Gambling |
| Regression 1 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Involvement in sports | 0.0% | 0.8% | 0.3% | 0.1% | 0.0% |
| Total Variance Explained | 2.2% | 1.0% | 1.2% | 0.3% | 0.7% |
| Regression 2 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Involvement in non-sports | 0.0% | 0.0% | 0.4% | 0.0% | 0.2% |
| Total Variance Explained | 2.2% | 0.2% | 1.2% | 0.2% | 0.9% |
| Regression 3 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Involvement overall | 0.0% | 0.0% | 0.5% | 0.0% | 0.3% |
| Total Variance Explained | 2.2% | 0.2% | 1.4% | 0.2% | 0.9% |

| Substance Use and Gambling Regression Models for Men and Women – Involvement | | | | | | | | | | |
|--|------------|-------------|---------|------|-------------|-------------|----------|------|----------|------|
| | Cigarettes | | Alcohol | | Drugs | | RX Drugs | | Gambling | |
| | M | F | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of sports participation | 0.1% | 0.2% | 0.9% | 0.1% | 0.7% | 0.3% | 0.1% | 0.3% | 0.1% | 0.4% |
| Total Variance Explained | 1.0% | 3.7% | 0.9% | 0.1% | 1.4% | 1.6% | 0.3% | 0.6% | 0.4% | 0.9% |
| Regression 2 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of non-sport participation | 1.1% | 0.5% | 0.0% | 0.0% | 1.0% | 0.0% | 0.1% | 0.1% | 0.0% | 0.4% |
| Total Variance Explained | 2.0% | 4.0% | 0.0% | 0.0% | 1.7% | 1.4% | 0.4% | 0.4% | 0.3% | 0.9% |
| Regression 3 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of overall participation | 0.9% | 0.6% | 0.3% | 0.0% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.6% |
| Total Variance Explained | 1.8% | 4.0% | 0.3% | 0.1% | 2.1% | 1.4% | 0.3% | 0.3% | 0.3% | 1.1% |

| Substance Use and Gambling Regression Models for Whole Sample – Number of Activities | | | | | |
|--|-------------|-------------|-------------|----------|-------------|
| OVERALL | Cigarettes | Alcohol | Drugs | RX Drugs | Gambling |
| Regression 1 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Number of sports | 0.0% | 1.3% | 0.4% | 0.0% | 0.0% |
| Total Variance Explained | 2.2% | 1.5% | 1.3% | 0.2% | 0.7% |
| Regression 2 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Number of non-sports | 0.0% | 0.0% | 0.5% | 0.3% | 0.0% |
| Total Variance Explained | 2.2% | 0.2% | 1.3% | 0.5% | 0.7% |
| Regression 3 | | | | | |
| School size | 0.0% | 0.0% | 0.2% | 0.2% | 0.0% |
| Academic performance | 2.2% | 0.2% | 0.7% | 0.0% | 0.6% |
| Number of activities overall | 0.0% | 0.1% | 0.8% | 0.1% | 0.1% |
| Total Variance Explained | 2.2% | 0.3% | 1.6% | 0.2% | 0.7% |

| Substance Use and Gambling Regression Models for Men and Women – Number of Activities | | | | | | | | | | |
|---|-------------|-------------|-------------|------|-------------|-------------|----------|------|----------|------|
| | Cigarettes | | Alcohol | | Drugs | | RX Drugs | | Gambling | |
| | M | F | M | F | M | F | M | F | M | F |
| Regression 1 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of sports participation | 0.3% | 0.2% | 1.2% | 0.4% | 0.9% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% |
| Total Variance Explained | 1.1% | 3.6% | 1.2% | 0.4% | 1.6% | 1.8% | 0.3% | 0.5% | 0.5% | 0.8% |
| Regression 2 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of non-sport participation | 1.3% | 0.8% | 0.0% | 0.1% | 1.1% | 0.0% | 0.4% | 0.4% | 0.0% | 0.0% |
| Total Variance Explained | 2.2% | 4.3% | 0.0% | 0.1% | 1.8% | 1.4% | 0.7% | 0.6% | 0.4% | 0.6% |
| Regression 3 | | | | | | | | | | |
| School size | 0.0% | 0.1% | 0.0% | 0.0% | 0.5% | 0.0% | 0.2% | 0.1% | 0.3% | 0.1% |
| Academic performance | 0.9% | 3.3% | 0.0% | 0.0% | 0.2% | 1.4% | 0.1% | 0.1% | 0.0% | 0.4% |
| Years of overall participation | 1.3% | 0.8% | 0.2% | 0.3% | 1.7% | 0.0% | 0.2% | 0.0% | 0.0% | 0.1% |
| Total Variance Explained | 2.2% | 4.2% | 0.2% | 0.3% | 2.4% | 1.4% | 0.5% | 0.3% | 0.3% | 0.6% |

| Any Addictions Regression Models for Whole Sample – Participation Years | |
|--|----------------|
| OVERALL | Any Addictions |
| Regression 1 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Years of sports participation | 0.3% |
| Total Variance Explained | 3.1% |
| Regression 2 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Years of non-sport participation | 0.1% |
| Total Variance Explained | 2.9% |
| Regression 3 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Years of overall participation | 0.0% |
| Total Variance Explained | 2.8% |

| Any Addictions Regression Models for Men and Women – Participation Years | | |
|---|----------------|-------------|
| | Any Addictions | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Years of sports participation | 0.6% | 0.6% |
| Total Variance Explained | 1.7% | 4.4% |
| Regression 2 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Years of non-sport participation | 0.3% | 0.2% |
| Total Variance Explained | 1.4% | 3.9% |
| Regression 3 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Years of overall participation | 0.0% | 0.0% |
| Total Variance Explained | 1.1% | 3.8% |

| Any Addictions Regression Models for Whole Sample – Involvement | |
|--|----------------|
| OVERALL | Any Addictions |
| Regression 1 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Involvement in sports | 0.1% |
| Total Variance Explained | 2.8% |
| Regression 2 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Involvement in non-sports | 0.3% |
| Total Variance Explained | 3.1% |
| Regression 3 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Involvement overall | 0.1% |
| Total Variance Explained | 2.8% |

| Any Addictions Regression Models for Men and Women – Involvement | | |
|---|----------------|-------------|
| | Any Addictions | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Involvement in sports | 0.1% | 0.3% |
| Total Variance Explained | 1.2% | 4.0% |
| Regression 2 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Involvement in non-sports | 0.2% | 0.6% |
| Total Variance Explained | 1.3% | 4.4% |
| Regression 3 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Involvement overall | 0.0% | 0.2% |
| Total Variance Explained | 1.1% | 3.9% |

| Any Addictions Regression Models for Whole Sample – Number of Activities | |
|---|----------------|
| OVERALL | Any Addictions |
| Regression 1 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Number of sports | 0.1% |
| Total Variance Explained | 2.9% |
| Regression 2 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Number of non-sports | 0.2% |
| Total Variance Explained | 3.0% |
| Regression 3 | |
| School size | 0.3% |
| Academic performance | 2.5% |
| Number of activities overall | 0.0% |
| Total Variance Explained | 2.8% |

| Any Addictions Regression Models for Men and Women – Number of Activities | | |
|--|----------------|-------------|
| | Any Addictions | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Number of sports | 0.1% | 0.3% |
| Total Variance Explained | 1.2% | 4.1% |
| Regression 2 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Number of non-sports | 0.4% | 0.2% |
| Total Variance Explained | 1.5% | 4.0% |
| Regression 3 | | |
| School size | 0.4% | 0.1% |
| Academic performance | 0.7% | 3.6% |
| Number of activities overall | 0.1% | 0.0% |
| Total Variance Explained | 1.2% | 3.8% |

| Norm Violations Regression Models for Whole Sample – Participation Years | |
|---|-----------------|
| OVERALL | Norm Violations |
| Regression 1 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Years of sports participation | 0.1% |
| Total Variance Explained | 3.4% |
| Regression 2 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Years of non-sport participation | 0.1% |
| Total Variance Explained | 3.4% |
| Regression 3 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Years of overall participation | 0.0% |
| Total Variance Explained | 3.4% |

| Norm Violations Regression Models for Men and Women – Participation Years | | |
|--|-----------------|-------------|
| | Norm Violations | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Years of sports participation | 0.3% | 0.1% |
| Total Variance Explained | 1.7% | 2.8% |
| Regression 2 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Years of non-sport participation | 0.6% | 0.5% |
| Total Variance Explained | 2.0% | 3.2% |
| Regression 3 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Years of overall participation | 0.7% | 0.6% |
| Total Variance Explained | 2.2% | 3.2% |

| Norm Violations Regression Models for Whole Sample – Involvement | |
|---|-----------------|
| OVERALL | Norm Violations |
| Regression 1 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Involvement in sports | 0.1% |
| Total Variance Explained | 3.4% |
| Regression 2 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Involvement in non-sports | 0.0% |
| Total Variance Explained | 3.3% |
| Regression 3 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Involvement overall | 0.0% |
| Total Variance Explained | 3.3% |

| Norm Violations Regression Models for Men and Women – Involvement | | |
|--|-----------------|-------------|
| | Norm Violations | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Involvement in sports | 0.5% | 0.2% |
| Total Variance Explained | 1.9% | 2.9% |
| Regression 2 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Involvement in non-sports | 0.3% | 0.8% |
| Total Variance Explained | 1.7% | 3.5% |
| Regression 3 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Involvement overall | 0.6% | 0.8% |
| Total Variance Explained | 2.0% | 3.4% |

| Norm Violations Regression Models for Whole Sample – Number of Activities | |
|--|-----------------|
| OVERALL | Norm Violations |
| Regression 1 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Number of sports | 0.2% |
| Total Variance Explained | 3.6% |
| Regression 2 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Number of non-sports | 0.0% |
| Total Variance Explained | 3.3% |
| Regression 3 | |
| School size | 0.2% |
| Academic performance | 3.2% |
| Number of activities overall | 0.0% |
| Total Variance Explained | 3.3% |

| Norm Violations Regression Models for Men and Women – Number of Activities | | |
|---|-----------------|-------------|
| | Norm Violations | |
| | Male | Female |
| Regression 1 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Number of sports | 0.1% | 0.5% |
| Total Variance Explained | 1.6% | 3.1% |
| Regression 2 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Number of non-sports | 0.3% | 1.5% |
| Total Variance Explained | 1.8% | 4.1% |
| Regression 3 | | |
| School size | 0.0% | 0.5% |
| Academic performance | 1.4% | 2.1% |
| Number of activities overall | 0.4% | 1.4% |
| Total Variance Explained | 1.8% | 4.0% |

| Finance and Education Regression Models for Whole Sample – Participation Years | | | |
|---|------------------|--|------------------------|
| OVERALL | Four Year Degree | Income (greater or less than \$50,000) | Financial Difficulties |
| Regression 1 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Years of sports participation | 1.2% | 1.9% | 1.1% |
| Total Variance Explained | 20.5% | 3.6% | 4.1% |
| Regression 2 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Years of non-sports participation | 1.6% | 0.0% | 0.5% |
| Total Variance Explained | 20.9% | 1.7% | 3.5% |
| Regression 3 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Years of overall participation | 2.7% | 0.8% | 0.0% |
| Total Variance Explained | 22.0% | 2.4% | 3.0% |

| Finance and Education Regression Models for Men and Women – Participation Years | | | | | | |
|--|------------------|--------------|--|-------------|------------------------|-------------|
| | Four Year Degree | | Income (greater or less than \$50,000) | | Financial Difficulties | |
| | M | F | M | F | M | F |
| Regression 1 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Years of sports participation | 3.0% | 0.6% | 2.3% | 1.1% | 0.1% | 1.7% |
| Total Variance Explained | 22.7% | 17.4% | 6.1% | 2.8% | 2.8% | 7.0 |
| Regression 2 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Years of non-sport participation | 1.3% | 1.8% | 0.2% | 0.8% | 0.3% | 0.2% |
| Total Variance Explained | 21.0% | 18.5% | 4.1% | 2.5% | 3.1% | 5.5% |
| Regression 3 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Years of overall participation | 3.3% | 2.2% | 0.3% | 1.5% | 0.1% | 0.1% |
| Total Variance Explained | 23.0% | 19.0% | 4.1% | 3.2% | 2.8% | 5.4% |

| Finance and Education Regression Models for Whole Sample – Involvement | | | |
|---|------------------|--|------------------------|
| OVERALL | Four Year Degree | Income (greater or less than \$50,000) | Financial Difficulties |
| Regression 1 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Involvement in sports | 0.8% | 2.4% | 1.1% |
| Total Variance Explained | 20.1% | 4.1% | 4.1% |
| Regression 2 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Involvement in non-sports | 1.3% | 0.1% | 0.6% |
| Total Variance Explained | 20.6% | 1.8% | 3.6% |
| Regression 3 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Involvement overall | 1.9% | 0.9% | 0.0% |
| Total Variance Explained | 21.2% | 2.6% | 3.0% |

| Finance and Education Regression Models for Men and Women – Involvement | | | | | | |
|--|------------------|--------------|--|-------------|------------------------|-------------|
| | Four Year Degree | | Income (greater or less than \$50,000) | | Financial Difficulties | |
| | M | F | M | F | M | F |
| Regression 1 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Involvement in sports | 2.0% | 0.4% | 2.4% | 1.8% | 0.0% | 2.1% |
| Total Variance Explained | 21.7% | 17.2% | 6.2% | 3.5% | 2.7% | 7.4% |
| Regression 2 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Involvement in non-sports | 1.2% | 1.4% | 0.2% | 1.0% | 0.6% | 0.3% |
| Total Variance Explained | 20.9% | 18.1% | 4.0% | 2.7% | 3.3% | 5.6% |
| Regression 3 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Involvement overall | 2.4% | 1.6% | 0.3% | 1.9% | 0.3% | 0.1% |
| Total Variance Explained | 22.1% | 18.4% | 4.1% | 3.6% | 3.1% | 5.4% |

| Finance and Education Regression Models for Whole Sample – Number of Activities | | | |
|--|------------------|--|------------------------|
| OVERALL | Four Year Degree | Income (greater or less than \$50,000) | Financial Difficulties |
| Regression 1 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Number of sports | 0.9% | 2.4% | 0.9% |
| Total Variance Explained | 20.2% | 4.1% | 4.0% |
| Regression 2 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Number of non-sports | 1.3% | 0.2% | 0.4% |
| Total Variance Explained | 20.6% | 1.9% | 3.4% |
| Regression 3 | | | |
| School size | 0.1% | 0.0% | 0.1% |
| Academic performance | 19.2% | 1.7% | 2.9% |
| Number of activities overall | 1.9% | 1.0% | 0.0% |
| Total Variance Explained | 21.2% | 2.7% | 3.0% |

| Finance and Education Regression Models for Men and Women – Number of Activities | | | | | | |
|---|------------------|--------------|--|-------------|------------------------|-------------|
| | Four Year Degree | | Income (greater or less than \$50,000) | | Financial Difficulties | |
| | M | F | M | F | M | F |
| Regression 1 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Number of sports | 2.0% | 0.5% | 2.6% | 1.7% | 0.0% | 1.8% |
| Total Variance Explained | 21.7% | 17.2% | 6.4% | 3.4% | 2.7% | 7.2% |
| Regression 2 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Number of non-sports | 1.4% | 1.1% | 0.0% | 1.1% | 0.3% | 0.2% |
| Total Variance Explained | 21.1% | 17.9% | 3.8% | 2.8% | 3.1% | 5.5% |
| Regression 3 | | | | | | |
| School size | 0.3% | 0.0% | 0.6% | 0.2% | 0.1% | 0.5% |
| Academic performance | 19.4% | 16.7% | 3.2% | 1.5% | 2.7% | 4.8% |
| Number of activities overall | 2.6% | 1.4% | 0.5% | 1.9% | 0.2% | 0.1% |
| Total Variance Explained | 22.3% | 18.2% | 4.3% | 3.6% | 3.0% | 5.4% |

APPENDIX D

Sport-Specific Participation Tables

[Space Left Blank Intentionally]

| Baseball or Softball | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 130 | 37% | -- | 139 | 30% | -- |
| Years of participation | | | | | | |
| 0 | 221 | 63% | -- | 317 | 70% | -- |
| 1-3 | 64 | 18% | 49% | 91 | 20% | 65% |
| 4+ | 66 | 19% | 51% | 48 | 10% | 34% |
| Involvement | | | | | | |
| Did not participate | 221 | 63% | -- | 317 | 70% | -- |
| Minimal | 18 | 5% | 14% | 18 | 4% | 13% |
| Moderate | 36 | 10% | 28% | 45 | 10% | 32% |
| High | 76 | 22% | 58% | 76 | 17% | 55% |

| Basketball | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 135 | 38% | -- | 176 | 39% | -- |
| Years of participation | | | | | | |
| 0 | 216 | 62% | -- | 280 | 61% | -- |
| 1-3 | 76 | 22% | 56% | 97 | 21% | 55% |
| 4+ | 59 | 17% | 44% | 79 | 17% | 45% |
| Involvement | | | | | | |
| Did not participate | 216 | 62% | -- | 280 | 61% | -- |
| Minimal | 24 | 7% | 18% | 26 | 6% | 15% |
| Moderate | 41 | 12% | 30% | 53 | 12% | 30% |
| High | 70 | 20% | 52% | 97 | 21% | 55% |

| Cross-Country | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 27 | 8% | -- | 38 | 8% | -- |
| Years of participation | | | | | | |
| 0 | 324 | 92% | -- | 418 | 92% | -- |
| 1-3 | 18 | 5% | 67% | 28 | 6% | 74% |
| 4+ | 9 | 3% | 33% | 10 | 2% | 26% |
| Involvement | | | | | | |
| Did not participate | 324 | 92% | -- | 418 | 92% | -- |
| Minimal | 4 | 1% | 15% | 3 | <1% | 8% |
| Moderate | 4 | 1% | 15% | 17 | 4% | 45% |
| High | 19 | 5% | 70% | 18 | 4% | 47% |

| Football | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 206 | 59% | -- | 1 | <1% | -- |
| Years of participation | | | | | | |
| 0 | 145 | 41% | -- | 455 | >99% | -- |
| 1-3 | 97 | 28% | 47% | 1 | <1% | 100% |
| 4+ | 109 | 31% | 53% | 0 | 0% | 0% |
| Involvement | | | | | | |
| Did not participate | 145 | 41% | -- | 455 | >99% | -- |
| Minimal | 21 | 6% | 10% | 0 | 0% | 0% |
| Moderate | 59 | 17% | 29% | 0 | 0% | 0% |
| High | 126 | 36% | 61% | 1 | <1% | 100% |

| Golf | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 61 | 17% | -- | 48 | 10% | -- |
| Years of participation | | | | | | |
| 0 | 290 | 83% | -- | 408 | 90% | -- |
| 1-3 | 36 | 10% | 59% | 28 | 6% | 58% |
| 4+ | 25 | 7% | 41% | 20 | 4% | 42% |
| Involvement | | | | | | |
| Did not participate | 290 | 83% | -- | 408 | 90% | -- |
| Minimal | 14 | 4% | 23% | 12 | 3% | 25% |
| Moderate | 19 | 5% | 31% | 11 | 2% | 23% |
| High | 28 | 8% | 46% | 25 | 6% | 52% |

| Tennis | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 15 | 4% | -- | 32 | 7% | -- |
| Years of participation | | | | | | |
| 0 | 336 | 96% | -- | 424 | 93% | -- |
| 1-3 | 11 | 3% | 73% | 20 | 4% | 62% |
| 4+ | 4 | 1% | 27% | 12 | 3% | 38% |
| Involvement | | | | | | |
| Did not participate | 336 | 96% | -- | 424 | 93% | -- |
| Minimal | 2 | <1% | 13% | 5 | 1% | 16% |
| Moderate | 9 | 3% | 60% | 14 | 3% | 44% |
| High | 4 | 1% | 27% | 13 | 3% | 41% |

| Track | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 122 | 35% | -- | 158 | 35% | -- |
| Years of participation | | | | | | |
| 0 | 229 | 65% | -- | 298 | 65% | -- |
| 1-3 | 79 | 22% | 65% | 108 | 24% | 68% |
| 4+ | 43 | 12% | 35% | 50 | 11% | 32% |
| Involvement | | | | | | |
| Did not participate | 229 | 65% | -- | 298 | 65% | -- |
| Minimal | 27 | 8% | 22% | 31 | 7% | 20% |
| Moderate | 36 | 10% | 30% | 58 | 13% | 37% |
| High | 59 | 17% | 48% | 69 | 15% | 44% |

| Soccer | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 16 | 5% | -- | 12 | 3% | -- |
| Years of participation | | | | | | |
| 0 | 335 | 95% | -- | 444 | 97% | -- |
| 1-3 | 11 | 3% | 69% | 9 | 2% | 75% |
| 4+ | 5 | 1% | 31% | 3 | <1% | 25% |
| Involvement | | | | | | |
| Did not participate | 335 | 95% | -- | 444 | 97% | -- |
| Minimal | 2 | <1% | 12% | 1 | <1% | 8% |
| Moderate | 2 | <1% | 12% | 6 | 1% | 50% |
| High | 12 | 3% | 75% | 5 | 1% | 42% |

| Swimming | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 11 | 3% | -- | 17 | 4% | -- |
| Years of participation | | | | | | |
| 0 | 340 | 97% | -- | 439 | 96% | -- |
| 1-3 | 6 | 2% | 54% | 7 | 2% | 41% |
| 4+ | 5 | 1% | 45% | 10 | 2% | 59% |
| Involvement | | | | | | |
| Did not participate | 340 | 97% | -- | 439 | 96% | -- |
| Minimal | 2 | <1% | 18% | 1 | <1% | 6% |
| Moderate | 4 | 1% | 36% | 4 | <1% | 24% |
| High | 5 | 1% | 46% | 12 | 3% | 71% |

| Volleyball | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 4 | 1% | -- | 200 | 44% | -- |
| Years of participation | | | | | | |
| 0 | 347 | 99% | -- | 256 | 56% | -- |
| 1-3 | 3 | <1% | 75% | 109 | 24% | 54% |
| 4+ | 1 | <1% | 25% | 91 | 20% | 46% |
| Involvement | | | | | | |
| Did not participate | 347 | 99% | -- | 256 | 56% | -- |
| Minimal | 0 | 0% | 0% | 31 | 7% | 16% |
| Moderate | 3 | <1% | 75% | 72 | 16% | 36% |
| High | 1 | <1% | 25% | 97 | 21% | 48% |

| Wrestling | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 78 | 22% | -- | 1 | <1% | -- |
| Years of participation | | | | | | |
| 0 | 273 | 78% | -- | 455 | >99% | -- |
| 1-3 | 46 | 13% | 59% | 0 | 0% | 0% |
| 4+ | 32 | 9% | 41% | 1 | <1% | 100% |
| Involvement | | | | | | |
| Did not participate | 273 | 78% | -- | 455 | >99% | -- |
| Minimal | 18 | 5% | 23% | 0 | 0% | 0% |
| Moderate | 19 | 5% | 24% | 1 | <1% | 100% |
| High | 41 | 12% | 53% | 0 | 0% | 0% |

| Other Sport | Males | | | Females | | |
|------------------------|-------|----------------|-------------------------|---------|------------------|-------------------------|
| | N | % of all males | % of sport participants | N | % of all females | % of sport participants |
| Any participation | 6 | 2% | -- | 7 | 2% | -- |
| Years of participation | | | | | | |
| 0 | 345 | 98% | -- | 449 | 98% | -- |
| 1-3 | 1 | <1% | 17% | 3 | <1% | 43% |
| 4+ | 5 | 1% | 83% | 4 | <1% | 57% |
| Involvement | | | | | | |
| Did not participate | 345 | 98% | -- | 449 | 98% | -- |
| Minimal | 0 | 0% | 0% | 1 | <1% | 14% |
| Moderate | 1 | <1% | 17% | 1 | <1% | 14% |
| High | 5 | 1% | 83% | 5 | 1% | 71% |