

Middle Eastern Jewish students are most likely to say their Jewish identity is very important to them (54%), followed by White students (42%), Hispanic/Latino students (35%), Black students (34%), multiracial students (33%), and Asian students (17%). On all the other items measuring affect, White and Middle Eastern students differ from Asian, Black, Hispanic/Latino, and multiracial students in similar ways as on self-reported importance of Jewish identity.

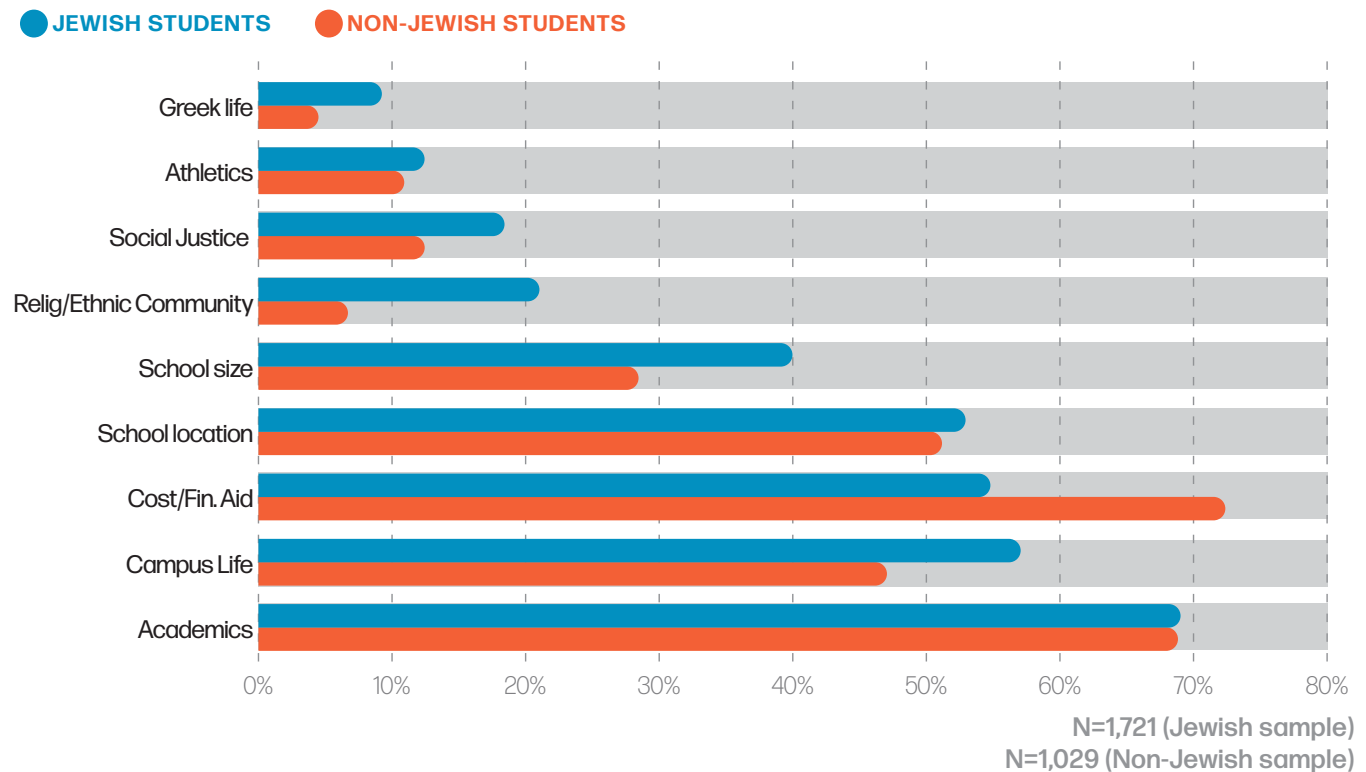
## Where They Go to College

After the Screener, the first question the respondents saw asked them, **Which of the following was most important to you when you were deciding where to apply to college? Select all that apply.**

Students could click up to up to nine pre-set options, as well as write their own reasons. The figure compares the items that the Jewish sample chose versus the non-Jewish sample. The most common answer for the Jewish students was the school’s academic reputation. The non-Jewish sample valued this equally to the Jewish sample. However, for the non-Jewish students, the highest priority was cost/financial aid. The Jewish students were significantly less likely to say that cost/financial aid was an important factor in choosing where to apply to college. They were more likely to check most of the other categories.

Compared to just 7% of the non-Jewish students who said that their “religious/ethnic/racial group’s community on campus” was an important factor, 21% of the Jewish sample selected this item. Of those with high scores on the *Background* and *Affect* scales, 35% and 41%, respectively, said the campus community was important to their decision of where to apply.

### Which of the following was most important to you when you were deciding where to apply to college? Select all that apply



While far more Jewish students say that their religious/ethnic/racial group's community on campus is important to them compared to non-Jewish students, even among Jewish students with high *Background* and *Affect* scores, most students do not consider the Jewish community on campus to be an important factor.

Controlling for *Background* and *Affect*, a regression model shows significant differences by gender (female students more likely to identify the religious/ethnic/racial community as an important factor compared to male students), and by political identity (Republicans more likely than Democrats). The partisan finding here (as well as similar findings described below) is explained in part by the correlation between Orthodox Jewish identity and partisanship and in part by psychology research suggesting a stronger disposition among political conservatives to value their ingroup.

Where are the Jewish students actually enrolled? The Jewish students are 60/40 enrolled in public vs. private colleges and universities. The ten schools with the largest number of Jewish respondents in this study (more than 30 respondents each) are Arizona State, SUNY Binghamton, Ithaca College, Ohio State, Tufts, Tulane, UC Santa Cruz, University of Chicago, University of Michigan, and University of Vermont. Another 12 universities have between 20-29 students in the sample: Colorado University Boulder, California Polytechnic State University, Macalester, NYU, Pitt, Rutgers, UConn, UMass Amherst, UNC, UT Austin, University of Central Florida, and Wash U.

The non-Jewish sample has significant overlap with these schools, with more than 30 respondents from Arizona State, California Polytechnic, Ohio State, Pitt, Tufts, UMass Amherst, Michigan, UNC, and UT Austin. The non-Jewish sample also has more than 30 respondents in schools ranging from Oklahoma State and UT Dallas to Stony Brook and University of Pennsylvania.

The concentration of respondents in particular schools is partly a function of where College Pulse was able to complete interviews. The concentration of respondents

should not be taken as an estimate of where Jewish students are clustered in the population. In regression analyses below, I use standard statistical methods (i.e., fixed effects) to ensure that the results are not driven by attitudes that are concentrated within any one school community.

## Life on Campus

For most Jewish students, Jewish life on campus is not part of their college experience. They are interested in other aspects of life, from classes to sports to work to socializing. How do the students think about their overall priorities? How do they allocate their time?

**“I might want to get more involved in something like Hillel, just mostly for the social aspect of it, because I’m not involved in too many student groups. But it’s not something that has ever, you know, had some unusual amount of appeal to me.”**

OHIO STATE  
MALE

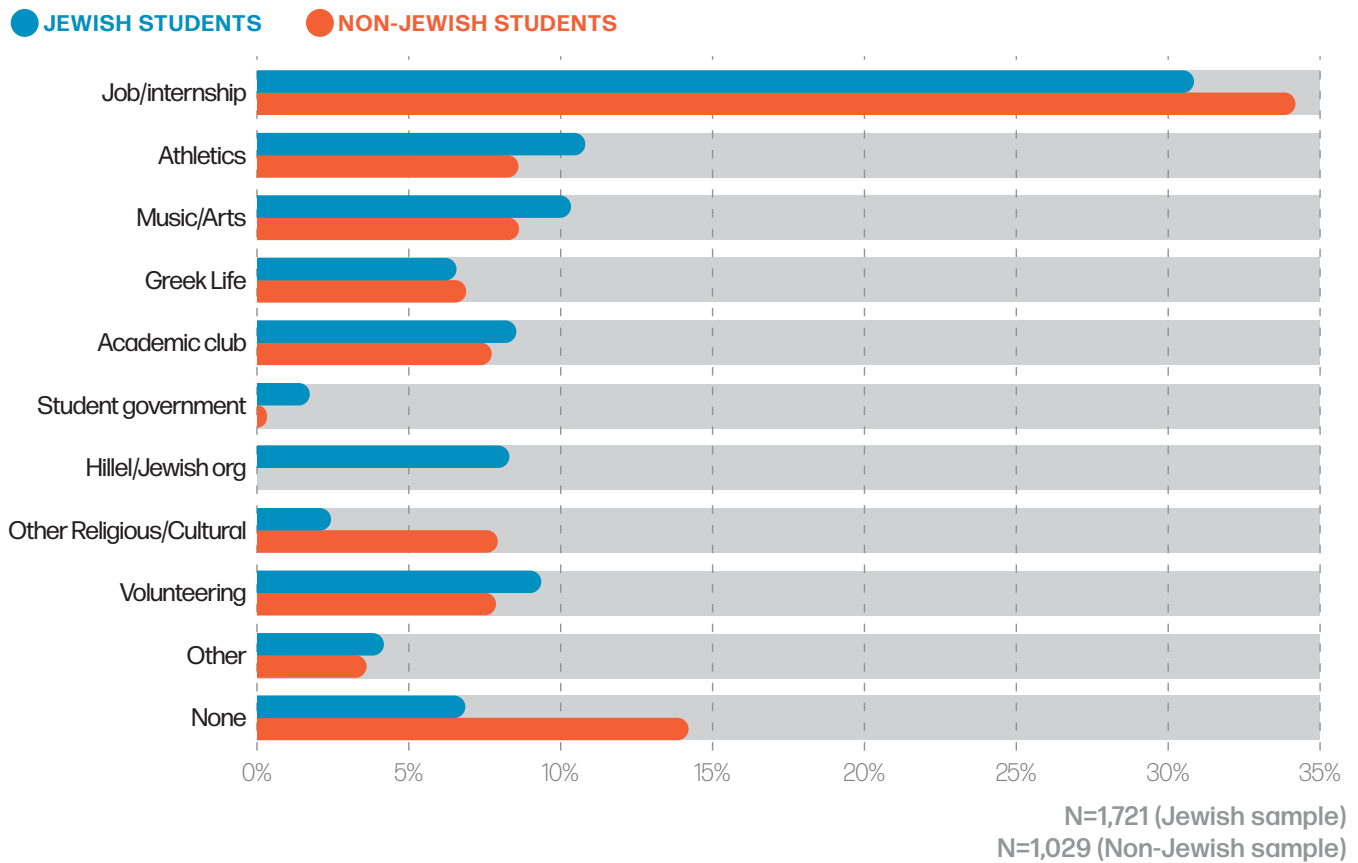
The survey asked students, “**What is your most personally rewarding extracurricular activity in college?**” Students could click only one from the list that was provided.

Compared to non-Jewish students, the Jewish students were more likely to identify an extracurricular activity they found rewarding. By far, the most common answer was a job or internship (31%) followed by athletics (11%) and music or arts (10%). About 8% of the Jewish students identified Hillel or another Jewish student

organization as their most rewarding extracurricular activity.

For students who have high scores on the *Background* or *Affect* scales, a larger share (14% and 18% respectively) selected Hillel or another Jewish organization. For these students, a Jewish organization was second only to job/internship as the most commonly selected extracurricular activity. For students with low scores on the *Background* or *Affect* scales, a lower share (3% and 2% respectively) selected Hillel or another Jewish organization.

### What is your most personally rewarding extracurricular activity in college?



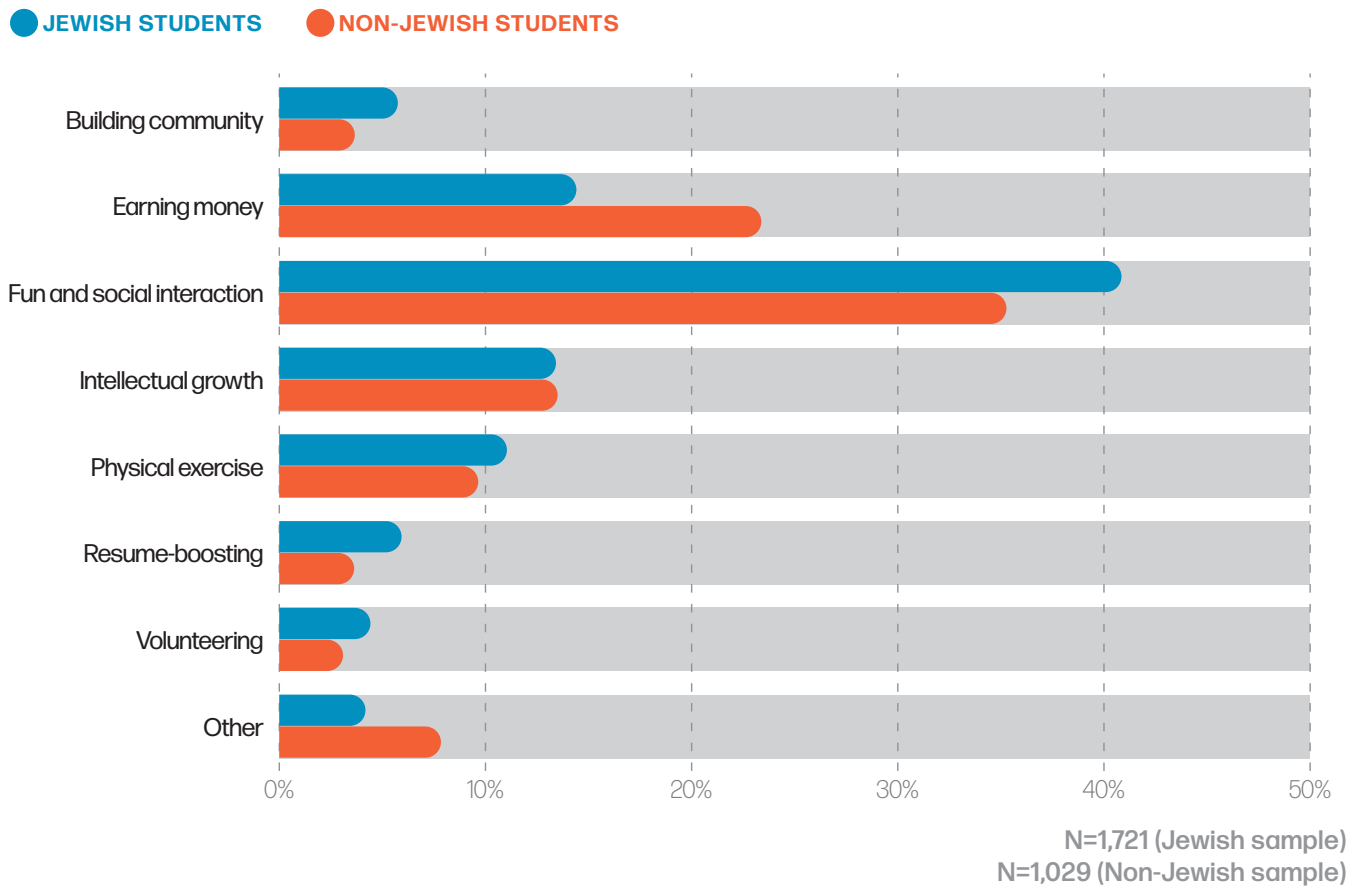
I next asked respondents, “**What is your time outside of classes mostly focused on?**” This question is not asking about specific extracurricular clubs but generally how the students are spending their time. They could select just one from the set of options.

The Jewish students are quite different in how they spend their time. Notably, the Jewish students are substantially less likely to focus on earning money outside of class time. Instead, they mostly spend their time outside the classroom socializing. Even though fewer Jewish students need to earn money in their

free time, they are not significantly more likely than non-Jewish students to prioritize volunteering or intellectual growth. They are only slightly more likely to prioritize “building community.” The only two items on which there is a statistically significant difference between Jewish and non-Jewish students are “earning money” and “fun and social interaction”.

A regression analysis shows that the students’ family income stands out as a predictor for spending less time working and more time socializing. Because students with high scores on *Background* and *Affect* tend to come

### What is your time outside of classes mostly focused on?



from higher-income families, they, more than other students, are spending less time working and more time socializing. To the extent that economic comfort allows students to choose activities in college apart from schoolwork and earning money, the students are mostly choosing fun and social life over civic engagement. The students from higher-income families are not spending more time volunteering or building community than students from lower-income families.

A third window into the lives of students is a question not about how they spend their time or their extracurricular activities, but what they would do if they had *more* time. The survey asks, “**If you had an additional three hours a week, how would you want to use the time?**”

Altogether, about 30% of the Jewish students prioritize school, work, or careers, and about 30% prioritize time for themselves, or working out, or spiritual growth. A little less than a quarter prioritize informal socializing. And about 15% of the students prioritize volunteering or community activity.

Finally, I asked the students an open-ended question, “**We’re interested in exploring what it means to live a satisfying life. What aspects of your life do you currently find meaningful, fulfilling or satisfying?**”

This question is a slightly modified version of a question that Pew asked to a random sample of adults.<sup>23</sup> In Pew’s study of the general public, the most common answer was family. Some 7 in 10 Americans mentioned family, twice the rate of the next most common answer (career). Material wealth (money) was a popular response to Pew (23%), and about a fifth of people gave answers focused on religion/spirituality, friends, or hobbies.

What about the Jewish college students? Most of the answers fell into one or more of ten categories. Whereas family was, by a wide margin, the #1 priority of all adults, it ranks number five among college students, after social life (57% of responses), work (49%), generic values such as joy or freedom (36%), and hobbies (23%). At 22%, family ranks above volunteering (9%), material well-being (8%), religion (6%), health (3%), and pets (1%). The responses from the Jewish and non-Jewish college students were very similar to one another.

### If you had an additional three hours a week, how would you want to use that time?

