

Online Appendix

Social Media and Mental Health

by Luca Braghieri, Ro'ee Levy, and Alexey Makarin

A Robustness Checks

This section presents a battery of exercises that probe the robustness of our estimates.

First, as a placebo test, Table A.9 presents a set of specification checks on our LASSO-predicted measure of susceptibility to mental illness. Since the prediction is based on students' immutable characteristics, it should not be affected by the introduction of Facebook at a college. In fact, if we did find an effect on this measure, we would worry that the introduction of Facebook affected the selection of students responding to the survey along dimensions that are predictive of mental illness. Comfortingly, the point estimates in Table A.9 are small and not significant. Table A.10 presents a similar robustness test using all available immutable individual-level characteristics as outcomes. Reassuringly, the point estimates are very small and only one out of the 13 estimates is statistically significant at the 10% level.

As an additional test, Table A.11 presents a set of specification checks on an index of all physical rather than mental health outcomes in our dataset (e.g., asthma, diabetes, hepatitis). Consistent with intuition, the effects of the introduction of Facebook on physical health are significantly smaller than the effects on mental health across all specifications and, in our preferred specification with college rather than Facebook-expansion-group fixed effects, also statistically indistinguishable from zero. Figure A.8 displays the cumulative distribution of coefficients on the individual components of our indices of poor mental and poor physical health. As shown in the figure, the distribution of coefficients on the components of the index of poor mental health first-order stochastically dominates the distribution of coefficients on the components of the index of poor physical health. A Mann-Whitney U test rejects the hypothesis of equality of the two distributions at the 1% significance level.⁴⁸

⁴⁸Although the effects on physical health are statistically smaller than the effects on mental health, the point estimates in Table A.11 are positive and may be considered non-negligible. Such effects might be due to noise, but they might also be capturing actual effects of the introduction of Facebook on physical health. There are two main reasons why Facebook might affect students' physical health. First, it could lead students to spend more time on their computers. Consistent with this narrative, the largest point estimate of Facebook's effect on physical health in Figure A.8 is for back pain. Second, Facebook might affect students' physical health indirectly as a result of its negative effect on mental health (Prince et al., 2007; Barker et al., 2022). Indeed, even respiratory diseases such as bronchitis have been linked to major depressive episodes (Hedden et al., 2017).

Next, we show that the results on our index of poor mental health are not driven by the way in which we construct the index, by any one outcome variable, by any particular Facebook expansion group, or by how we define treatment status when the semester in which a student took the survey coincides with the semester in which Facebook was rolled out at her college. To address the first concern, we construct two additional indices: an index of poor mental health that includes observations for which some of the component variables are missing and an inverse-covariance weighted index that assigns a smaller weight to strongly correlated components (Anderson, 2008). Appendix Table A.12 shows that our results remain qualitatively similar using these alternative indices. To address the second concern, we construct various versions of the index of poor mental health, each time excluding a different component from the index. Appendix Figure A.9 shows that our estimates are robust to separately dropping each individual component of the index of poor mental health. To address the third concern, we run our TWFE and length-of-exposure models on a restricted dataset that excludes colleges belonging to each Facebook expansion group in turn. Appendix Table A.13 shows that the results remain fairly stable across the various restricted datasets.⁴⁹ Lastly, to address the fourth concern, Appendix Table A.14 shows that our results are qualitatively similar independently of whether we consider respondents who took the survey in the semester in which Facebook was rolled out at their colleges treated, untreated, or whether we assign them a treatment status of 0.5. Also, reassuringly, the coefficient on $t = 0$ in Figure 2 is in between the magnitudes of the coefficients on $t = -1$ and $t = 1$ for all estimators.

As another robustness check, we estimate a specification in which we interact the survey-wave fixed effects with college- or Facebook-expansion-group-level characteristics that are correlated with Facebook roll-out timing (baseline mental health, geographic region, and selectivity).⁵⁰ Appendix Table A.15 shows that our results are not meaningfully affected by the inclusion of these additional controls, which allow for flexible differential trends based on expansion-group- and college-level features correlated with roll-out timing.

Our most powerful robustness check shows that we obtain qualitatively similar results using a specification that does not rely on the parallel trends assumption required by our baseline difference-in-differences model. In particular, for our baseline model to identify causal effects, we had to impose the assumption that, absent the introduction of Facebook, the men-

⁴⁹In fact, in both panels, we fail to reject the hypothesis of equality of coefficients across the various restricted datasets at conventional significance levels.

⁵⁰See Appendix Tables A.1 and A.2 for evidence that those characteristics are correlated with the timing of the Facebook roll-out.

tal health outcomes of students attending colleges in different Facebook expansion groups would have evolved along parallel trends. A version of the length-of-exposure specification—Equation (4)—that includes college×survey-wave fixed effects does not rely on this parallel trends assumption for identification.⁵¹ Instead, in this specification, identification comes from comparing students within the same college–survey-wave, but who were exposed to Facebook for different lengths of time based on the year in which they entered college. The results are included in Table A.7 and show that, even after the inclusion of college×survey-wave fixed effects, students exposed to Facebook for longer periods of time report being in worse mental health.

Next, we show that our baseline estimates do not change substantially when we replace the TWFE estimator from Equation (1) with the estimators suggested in Borusyak et al. (2021), Callaway and Sant’Anna (2021), De Chaisemartin and d’Haultfoeuille (2020), and Sun and Abraham (2021). The latter set of estimators, which shut down the 2×2 difference-in-differences comparisons between newly-treated and already-treated units, are designed to be consistent even in the presence of heterogeneous treatment effects across across time and across treated units. Table A.16 shows that the estimates obtained using the robust estimators are qualitatively similar to our baseline TWFE estimates.

Finally, Table A.17 shows that the baseline results are robust to clustering standard errors at the Facebook-expansion-group level and at the expansion-group–by–survey-wave level. Since we only have four expansion groups, which is lower than the number of clusters necessary for asymptotics to work, we also include a p -value obtained using a wild bootstrap procedure that corrects for the few-clusters problem (Cameron et al., 2008; Roodman et al., 2019). The wild bootstrap p -value confirms the statistical significance of our baseline effect.

B Internal Validation of Symptoms Variables

The NCHA survey contains both questions about symptoms of depression and questions related to depression diagnoses. As a validation exercise, we study the relationship between exhibiting symptoms of depression and having ever been diagnosed with depression in our sample. We note that, in the NCHA dataset, it is impossible to distinguish individuals who, if evaluated by a mental healthcare professional, would not be diagnosed with depression from individuals

⁵¹The college×survey-wave fixed effects would absorb all the college-level differences that would arise if, absent the introduction of Facebook, colleges in different Facebook expansion groups were not on parallel mental health trends.

who never visited a healthcare professional in the first place. In other words, the absence of a depression diagnosis might mean that the individual is not affected by depression or that the individual is affected by depression but never visited a mental healthcare professional. With this caveat in mind, we study how well our index of depression symptoms predicts ever having received a depression diagnosis.

As shown in Appendix Figure A.12, the index of symptoms of depression is highly predictive of ever having received a depression diagnosis. Specifically, for each ventile of our index of symptoms of depression, the figure plots the average index of symptoms of depression against the fraction of individuals who have ever received a depression diagnosis. The correlation coefficient between the two measures is 0.37.

As an additional validation exercise, Appendix Figure A.13 shows the Receiver Operating Characteristic (ROC) curve for a binary classifier constructed by running a logit model of ever having been diagnosed with depression on our index of depression symptoms. As shown in the figure, the binary classifier performs fairly well. For instance, it can achieve a true positive rate of 75% at the cost of a false positive rate of 30%. In other words, the classifier correctly classifies as having received a depression diagnosis 75% of individuals who indeed have ever received a depression diagnosis and only incorrectly classifies 30% of individuals who have never received a depression diagnosis. As aforementioned, some of the individuals who have never been diagnosed with depression might actually be affected by depression and might have simply never been evaluated by a healthcare professional. Therefore, the actual performance of the classifier is likely to be even higher because some of the observations that are currently being counted as false positives might actually be true positives.⁵²

C External Validation of Symptoms Variables

The mental health questions asked in the NCHA survey are non-standard; therefore, it is important to validate them against external benchmarks. In 1998–2000, the reliability of various NCHA survey questions was already validated against three external datasets: The CDC’s National College Health Risk Behavior Survey (NCHRBS), the College Alcohol Study (CAS), and the National College Women’s Sexual Victimization Survey (ACHA, 2019). In this sec-

⁵²Similarly, some of the observations that are counted as false negatives might actually be true negatives. That is because our index of depression symptoms might classify individuals who received a depression diagnosis in the past but have since recovered as not being affected by depression. Such classification is counted as a false negative in the figure above, but it would be counted as a true negative in a world in which the variable being predicted is whether the student has an active depression diagnosis at the time in which she takes the survey.

tion, we expand on the previous validation exercises by comparing the NCHA survey questions related to mental health to canonical depression and generalized anxiety disorder screeners: the Patient Health Questionnaire (PHQ-9) and the Generalized Anxiety Disorder (GAD-7) questionnaire.

The PHQ-9 is a widely-used depression screener that has been shown to be a “reliable and valid measure of depression severity” (Kroenke et al., 2001, page 606). The PHQ-9 asks nine questions about how often a person has been bothered by various problems (e.g., little interest or pleasure in doing things) over the past two weeks. For each question, a respondent receives a score from 0 (“not at all”) to 3 (“nearly every day”). A respondent is classified as suffering from moderate or severe depression if their total PHQ-9 score equals 10 or above. When compared to medical diagnoses by trained psychiatrists, the PHQ-9 classification has been shown to have a sensitivity of 88% and a specificity of 88% for major depression (Kroenke et al., 2001).

The GAD-7 is a widely-used questionnaire screening for generalized anxiety disorder (Spitzer et al., 2006). The structure of the questions in the GAD-7 is similar to that in the PHQ-9, and a GAD-7 score of 10 and above indicates moderate or severe anxiety. When compared to medical diagnoses by trained psychiatrists, the GAD-7 classification has been shown to have a sensitivity of 89% and a specificity of 82% for generalized anxiety disorder (Spitzer et al., 2006).

In order to provide additional validation for the NCHA questions about mental health, we ran a survey on college students that included the NCHA questions, the PHQ-9 questions, and the GAD-7 questions. Specifically, we recruited full-time college students on Prolific to complete a survey on physical and mental health. The survey included basic demographics questions and the three modules of mental health questions, presented in a random order. Our original sample includes 523 respondents. We removed three duplicate respondents, one respondent who failed an attention check, one respondent who reported accidentally clicking the wrong response, and respondents in the bottom 2% of the survey time distribution (completed the survey in fewer than 110 seconds). Our final sample, therefore, includes 507 valid responses.

Appendix Table A.28 compares the sample we recruited to the NCHA sample analyzed in the paper. The samples have a similar share of international students and women (we intentionally attempted to recruit a sample that was balanced on sex), while the NCHA sample has a higher share of white respondents. The final three rows calculate the average response to all numeric and binary questions composing our index of poor mental health. The students who

completed our survey on Prolific are more likely to suffer from poor mental health compared to the students in the NCHA sample. This may reflect the deterioration of mental health among young adults that occurred over the past two decades.

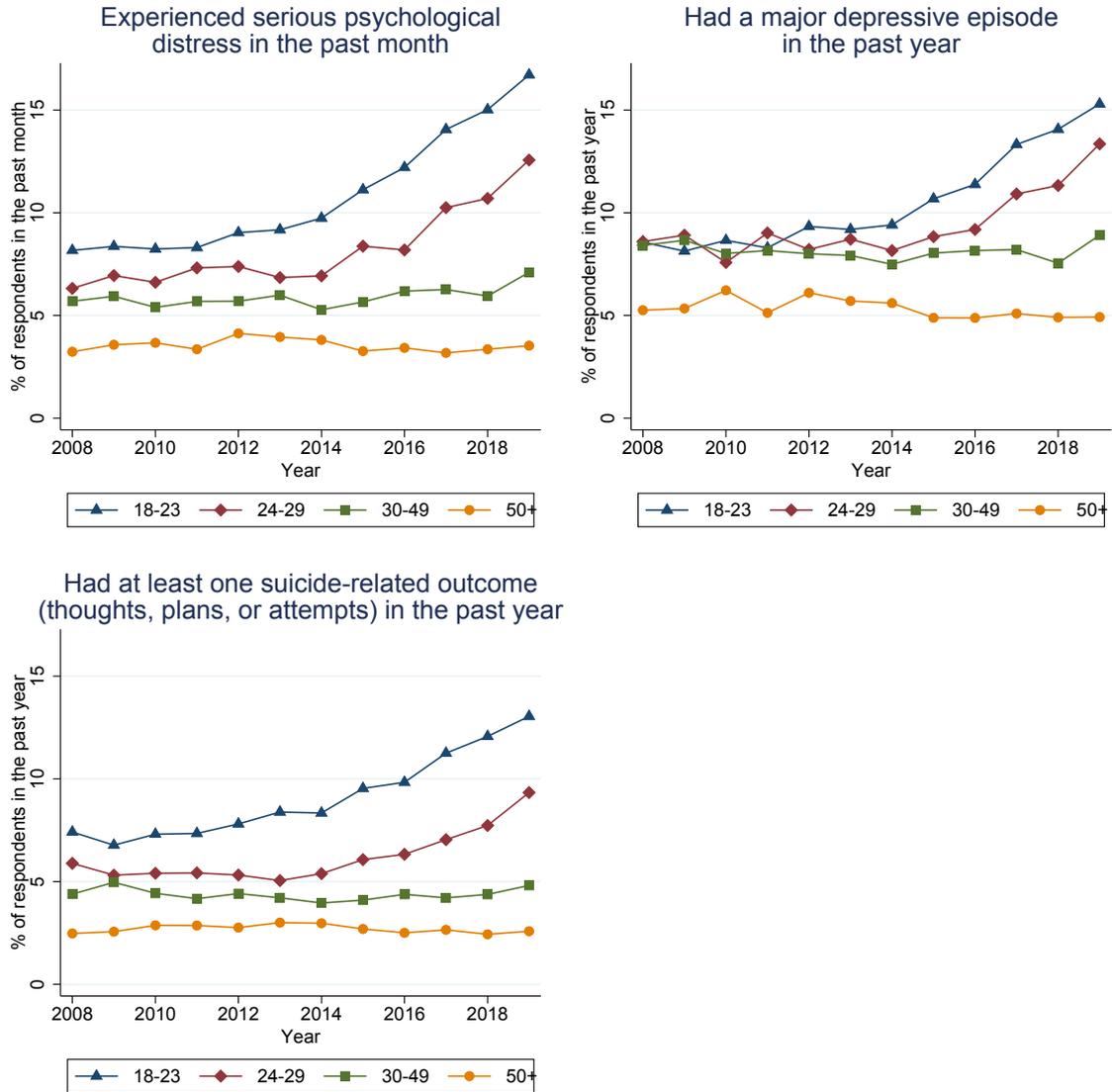
Appendix Figures A.14 and A.15 show that there is a strong correlation between our main index of poor mental health and the PHQ-9 and GAD-7 indices, respectively. The figures present binned scatter plots where each point shows the mean PHQ-9 or GAD-7 score for different ventiles of our index of poor mental health. The strong correlation suggests that if Facebook negatively affected our index of poor mental health, it also negatively affect the clinically-validated PHQ-9 and GAD-7 measures.

As discussed in Section 5, we can leverage our survey to get a better sense of the magnitude of our treatment effects. Specifically, using data from our survey, we can determine how to weigh the variables contained in our index of poor mental health in a way that best predicts an indicator for having depression according to the PHQ-9 ($10 \leq \text{PHQ-9}$) and an indicator for having generalized anxiety disorder according to the GAD-7 ($10 \leq \text{GAD-7}$). We calculate such weights using an OLS (linear probability model), a logistic regression, and a LASSO. The resulting weights are shown in Appendix Table A.29. Unsurprisingly, the symptom most predictive of depression is being severely depressed and the strongest predictor of anxiety is saying that one had anxiety disorder in the last year. Interestingly, taking medication for depression, conditional on the other coefficients, predicts that a respondent is less likely to suffer from depression.

Appendix Table A.30 shows that the introduction of Facebook increased by two percentage points the fraction of students whom, according to our prediction, the PHQ-9 and GAD-7 would classify as having depression or generalized anxiety disorder (the result is robust to the prediction methods used). Based on the OLS regressions, depression increased by 9% over a pre-period baseline mean of 25% and anxiety increased by 12% over a pre-period baseline mean of 16%.

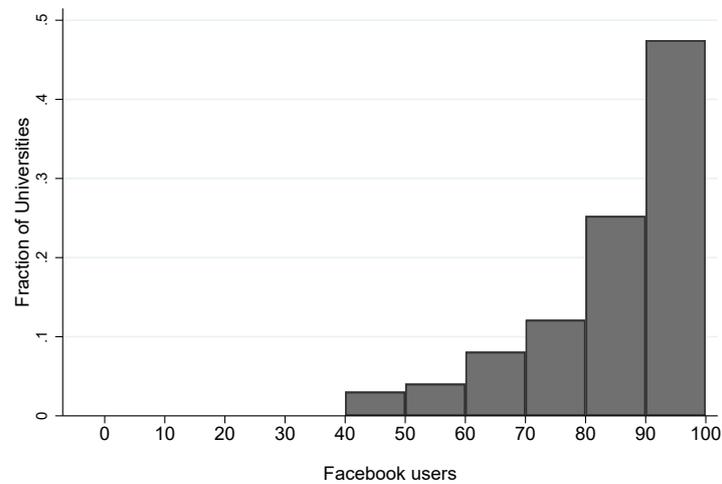
D Additional Tables and Figures

Figure A.1: Mental Health Trends in the United States, 2008–2019



Notes: This figure displays mental health trends in the United States by age group in 2008–2019. The data come from the National Survey on Drug Use and Health. The data are not available for respondents younger than 18 or for years earlier than 2008. For the precise question formulations and variable definitions, see [NSDUH \(2019\)](#). For a more detailed analysis and discussion of these trends, see [Twenge et al. \(2019\)](#).

Figure A.2: Facebook Users Per 100 Undergraduate Students, September 2005



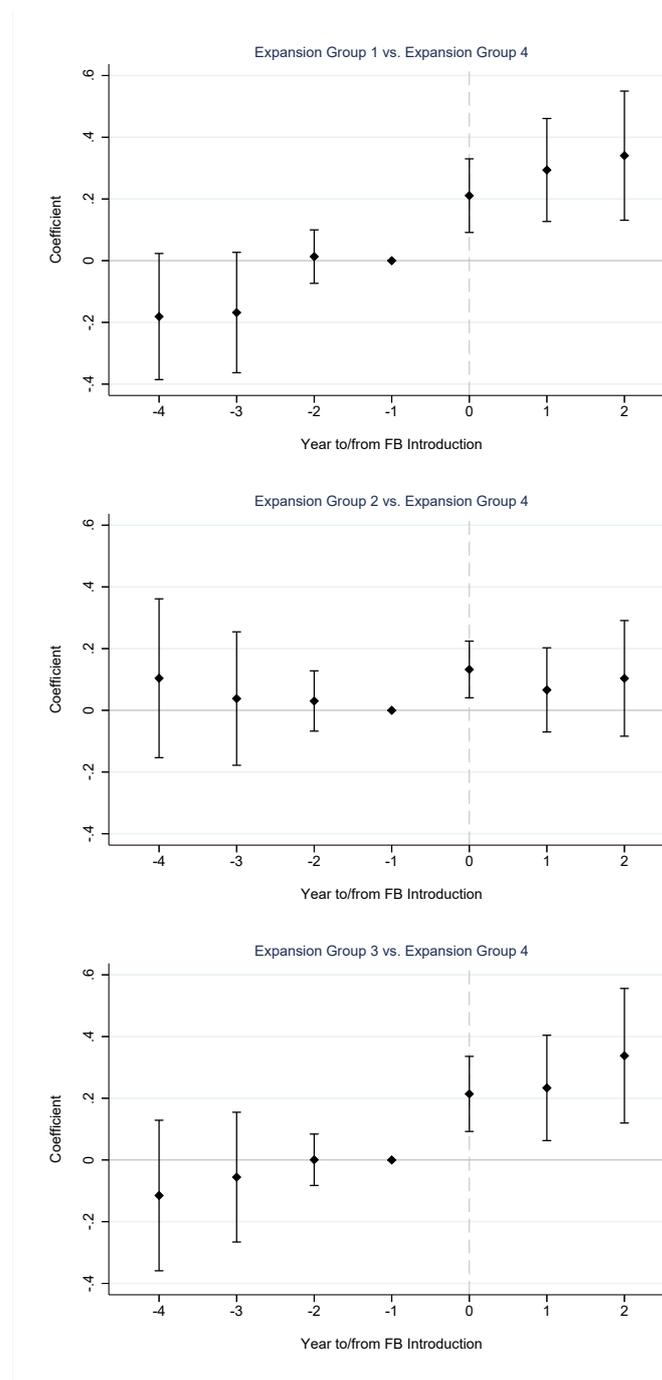
Notes: This figure presents a histogram of the number of Facebook users per 100 full-time undergraduate students in September 2005 for the first 100 universities that received access to the platform. The number of Facebook users is based on data provided by Facebook to [Traud et al. \(2012\)](#) and the number of full time students is based on IPEDS ([U.S. Department of Education, 2005](#)). We winsorize the number of users per 100 undergraduate students at 100. A value larger than 100 could occur, for instance, because, at early-adopting colleges, students who had graduated in the Spring of 2004 still had access to the platform in the fall of 2005. Tulane university is excluded since data on the number of full time students is not available for 2005.

Figure A.3: Facebook Homepage as of June 2004



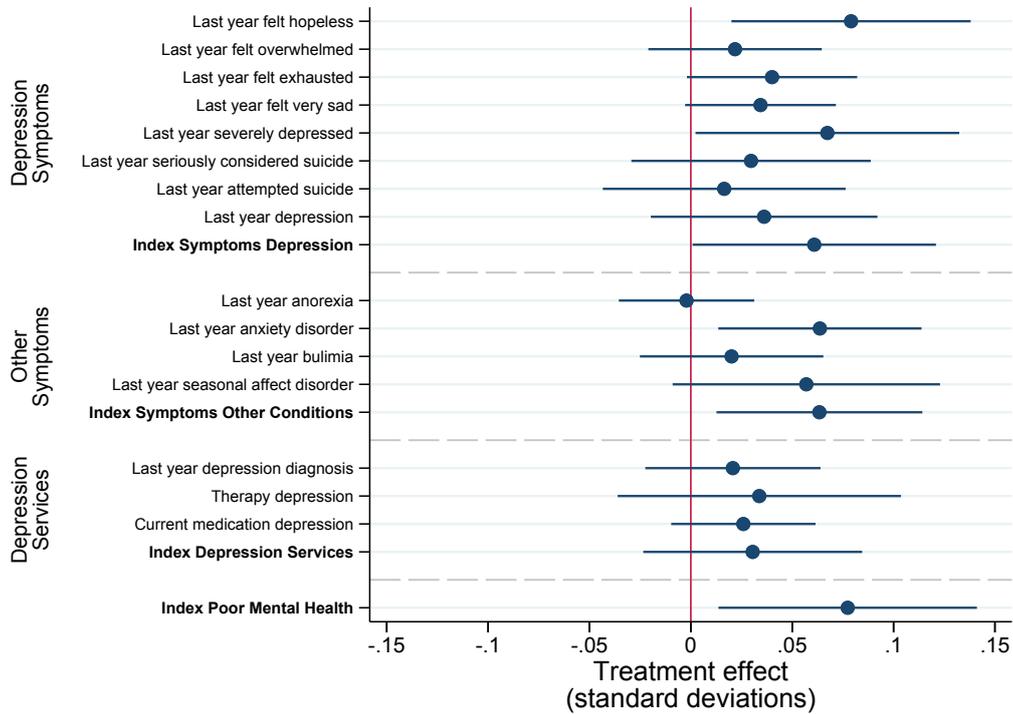
Notes: The figure shows a snapshot of the homepage of thefacebook.com as of June 15th, 2004 recovered via the Wayback Machine. The colleges that, by that date, had been granted access to Facebook are listed on the home page.

Figure A.4: Event Studies Comparing each Expansion Group in Turn to Expansion Group 4



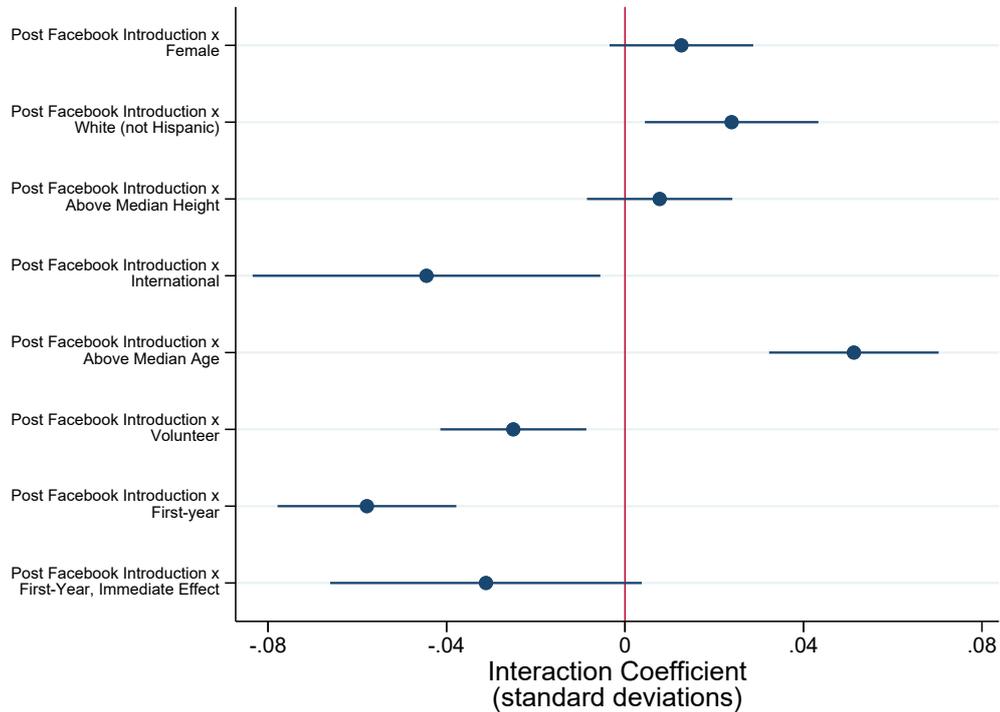
Notes: This figure presents three event study plots. Each plot isolates students attending colleges in one of the first three Facebook expansion groups (Spring 2004, Fall 2004, and Spring 2005) and compares them to students attending colleges in the last Facebook expansion group (post Spring 2005). The outcome variable is always our overall index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. The time variable is always the year in which the student participated in the survey and the treatment group variable is always given by the semester in which the college attended by the student was granted Facebook access. All three plots are based on a version of Equation (2) in which time is measured at the year rather than the semester level. We measure time at the year level because isolating each Facebook expansion group reduces the size of the samples used to construct each plot and increases noise. The regressions underlying the plots do not include controls. The coefficient on $t = -1$ corresponds to the omitted category and is normalized to zero. The coefficient on $t = 0$ corresponds to the semester when Facebook was introduced at the college, when it is impossible to determine if the student was treated, and the following semester. The time spanned by the x -axis (four years in the pre-period and three in the post-period) is the largest span of time for which we have data from all four Facebook expansion groups. For a detailed description of the outcome and treatment variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.5: Effect of the Introduction of Facebook on Student Mental Health, with Expansion-Group-Specific Linear Trends



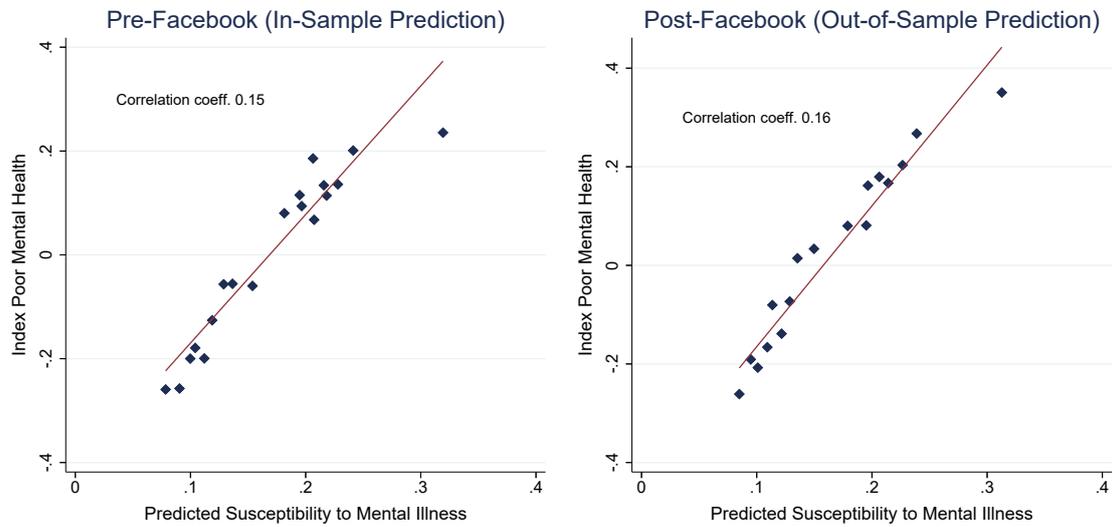
Notes: This figure explores the robustness of our baseline effects of the introduction of Facebook at a college on all our mental health outcome variables and on the related indices. Specifically, it presents estimates of coefficient β from Equation (1) using a specification that includes survey-wave fixed effects, college fixed effects, controls, and Facebook expansion-group-specific linear time trends. The outcome variables are our overall index of poor mental health, the individual components of the index, and three sub-indices: the index of depression symptoms, the index of symptoms of other mental health conditions, and the index of depression services. All outcomes are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. The reason why the point estimate on an index might be relatively large compared to the point estimates on each of the components of the index is that averaging across the index components reduces noise and, as a consequence, might increase the effect size measured in standard deviation units. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.6: Heterogeneous Effects



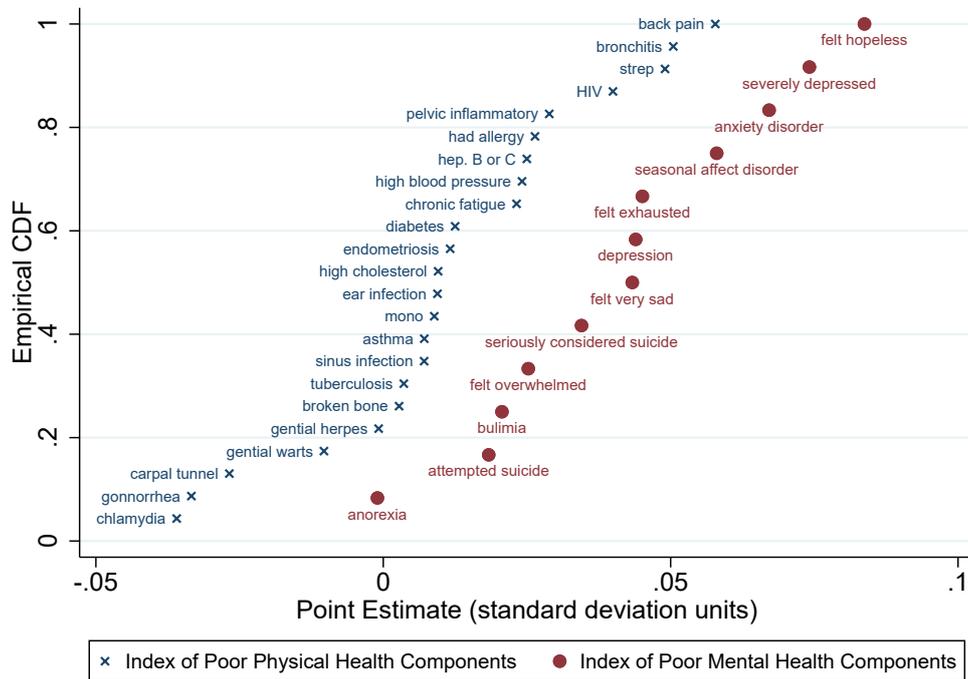
Notes: This figure explores whether the effects of the introduction of Facebook on student mental health are heterogeneous across a host of demographic characteristics. Specifically, it presents estimates from a version of Equation (1) in which our treatment indicator is interacted with various moderators. The outcome variable is our index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. The moderators are indicators for: identifying as female, identifying as white (non-Hispanic), being an international student, being above median age, volunteering, and being a first-year student (freshman). In the last row, we restrict our sample to only include students who took the survey at most one semester after the introduction of Facebook at their college. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.7: Relationship between the LASSO-Predicted Measure of Susceptibility to Mental Illness and the Index of Poor Mental Health



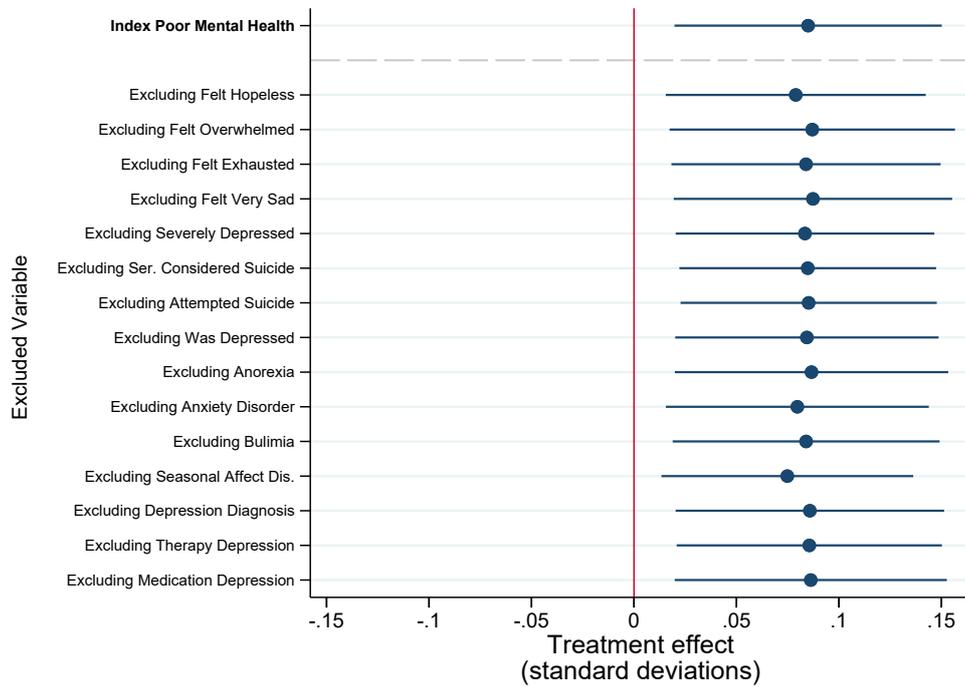
Notes: This figure explores the relationship between our LASSO-predicted measure of susceptibility to mental illness and our index of poor mental health. Specifically, for each ventile of our LASSO-predicted measure of susceptibility to mental illness, the figure plots the average predicted susceptibility to mental illness against the average index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. See Section 5.2 for details about the LASSO procedure. The left panel presents data from the period before the introduction of Facebook at a college; the right panel presents data from the period after the introduction of Facebook at a college. Since the LASSO algorithm is trained on pre-period data, the left figure shows in-sample predictions, whereas the right figure shows out-of-sample predictions. The figure also displays correlation coefficients between the index of poor mental health and our LASSO-predicted measure of susceptibility to mental illness.

Figure A.8: Cumulative Distribution of Coefficients on Components of the Index of Poor Mental Health and the Index of Poor Physical Health



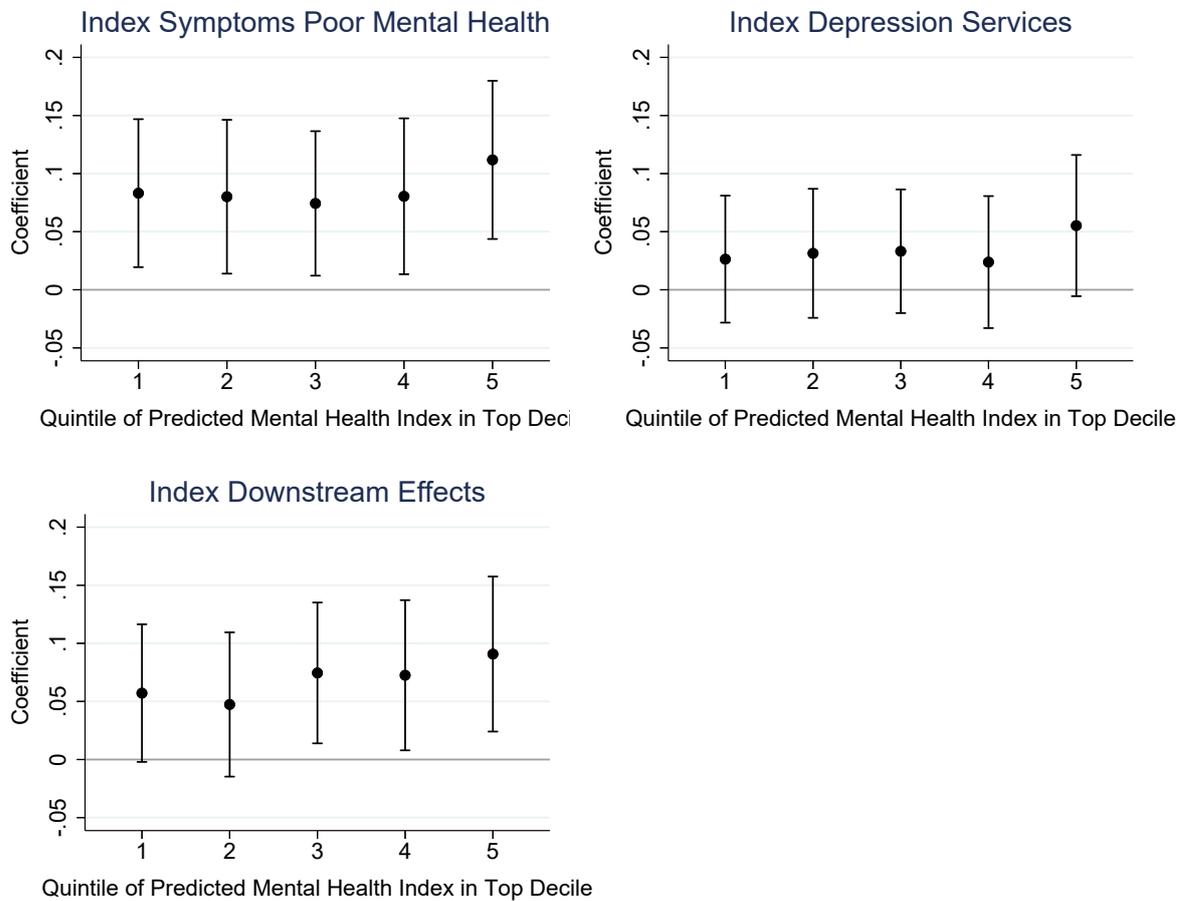
Notes: This figure displays cumulative distribution functions of the coefficients on the components of the indices of poor mental and poor physical health. The figure is constructed as follows: first, we computed estimates of coefficients β from Equation (1) for each component of the index of poor physical health and for each component of the index of poor mental health. Second, we constructed two cumulative distribution functions using the estimated coefficients: one for the components of the index of poor physical health, and one for the components of the index of poor mental health. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. The outcomes are always standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the index components, the treatment and the control variables, see Appendix Table A.31.

Figure A.9: Robustness to Excluding Each Variable from the Index of Poor Mental Health



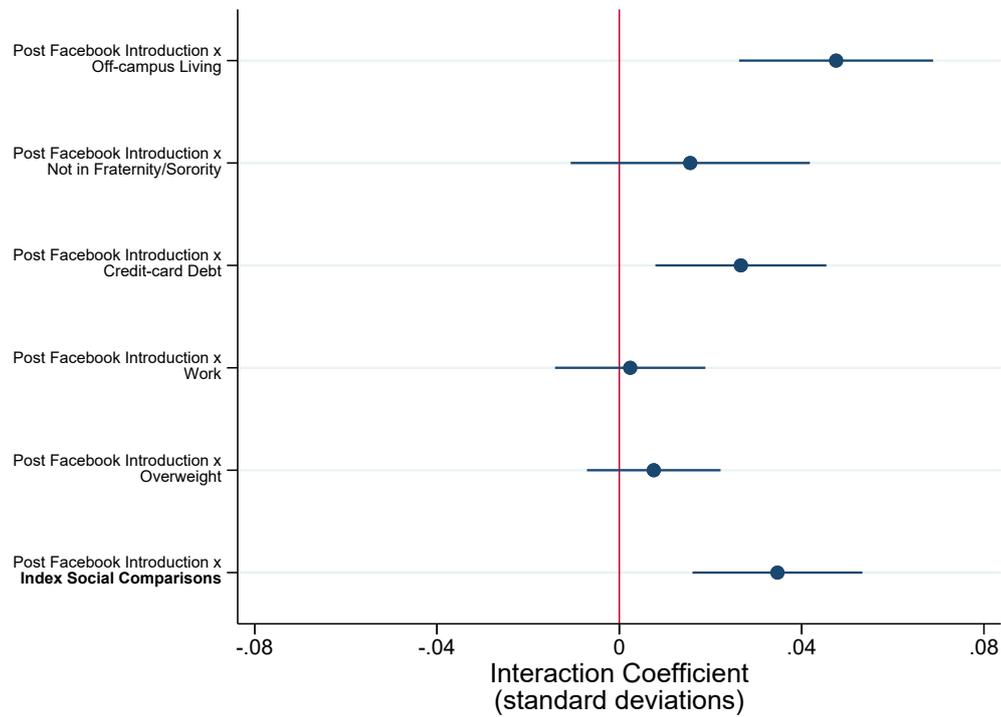
Notes: This figure explores the robustness of our baseline results to excluding each individual variable from the construction of the index of poor mental health. Specifically, it presents estimates of coefficient β from Equation (1). Each row excludes a different variable from the construction of the index. The index is always standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.10: Heterogeneous Effects by Predicted Susceptibility to Mental Illness, with Susceptibility Defined Using the Index of Poor Mental Health



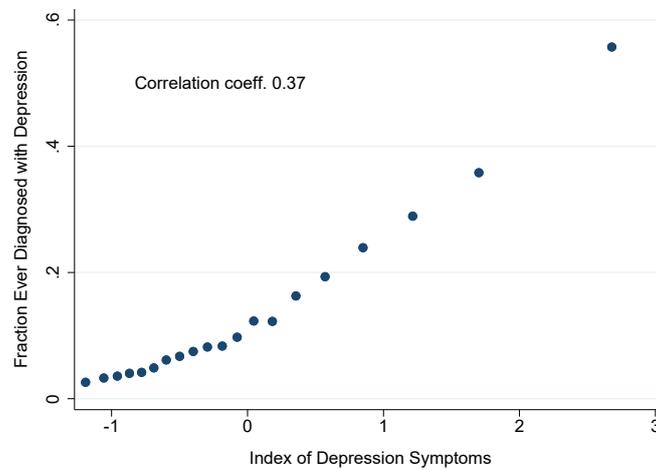
Notes: This figure explores the extent to which the effects of the introduction of Facebook at a college are heterogeneous depending on students' predicted susceptibility to mental illness. Specifically, it presents the estimates from equation (3) in which our indicator for post-Facebook introduction is interacted with a set of indicators for each quintile of a LASSO-predicted measure of susceptibility to mental illness. In this figure, susceptibility to mental illness is defined based on a LASSO predicting whether a respondent's index of poor mental health is among the top 10% of the pre-period sample. The outcome variable in the top-left panel is our index of symptoms of poor mental health; the outcome variable in the top-right panel is our index of depression services; the outcome variable in the bottom-left panel is our index of whether conditions related to poor mental health negatively affected a student's academic performance. All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. The estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, interaction, and control variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.11: Heterogeneous Effects as Evidence of Unfavorable Social Comparisons Mechanism, Controlling for Predicted Susceptibility to Mental Illness



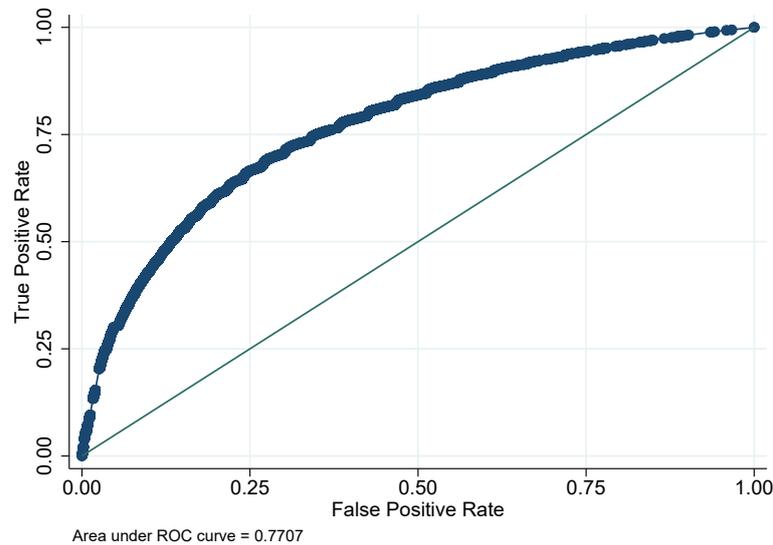
Notes: This figure presents a version of Figure 6 controlling for heterogeneity by the predicted susceptibility to mental illness. Specifically, it presents regressions similar to Equation (1) in which our treatment indicator is interacted with a set of indicators for belonging to a certain sub-population of students and in which our treatment indicator is also interacted with our LASSO-predicted measure of susceptibility to mental illness. The outcome variable is our overall index of poor mental health. The sub-populations of students are: students who live off-campus, students who do not belong to a fraternity or sorority, students who carry some credit card debt, students who work alongside studying, and students who are overweight according to the body mass index (BMI). The estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, interaction, and control variables, see Appendix Table A.31. The bars represent 95% confidence intervals. Standard errors are clustered at the college level.

Figure A.12: Relationship between the Index of Symptoms of Depression and Ever Having Been Diagnosed with Depression



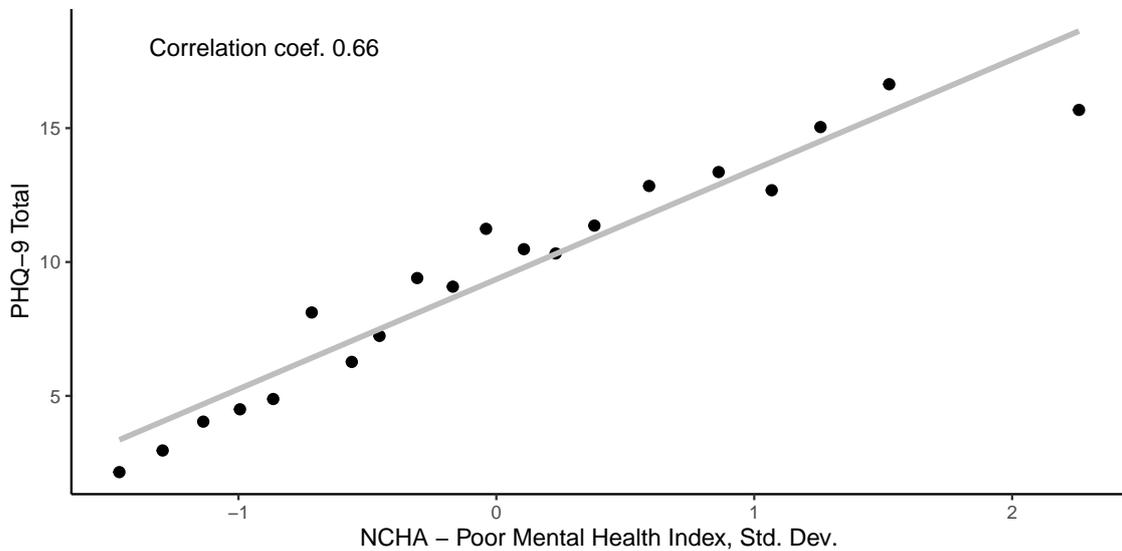
Notes: This figure explores the relationship between our index of symptoms of depression and ever having been diagnosed with depression. Specifically, for each ventile of our index of depression symptoms, the figure plots the fraction of individuals who have ever received a depression diagnosis. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. The figure also displays the correlation coefficient between the index of depression symptoms and the fraction of individuals ever diagnosed with depression.

Figure A.13: Performance of Binary Classifier based on Index of Symptoms of Depression



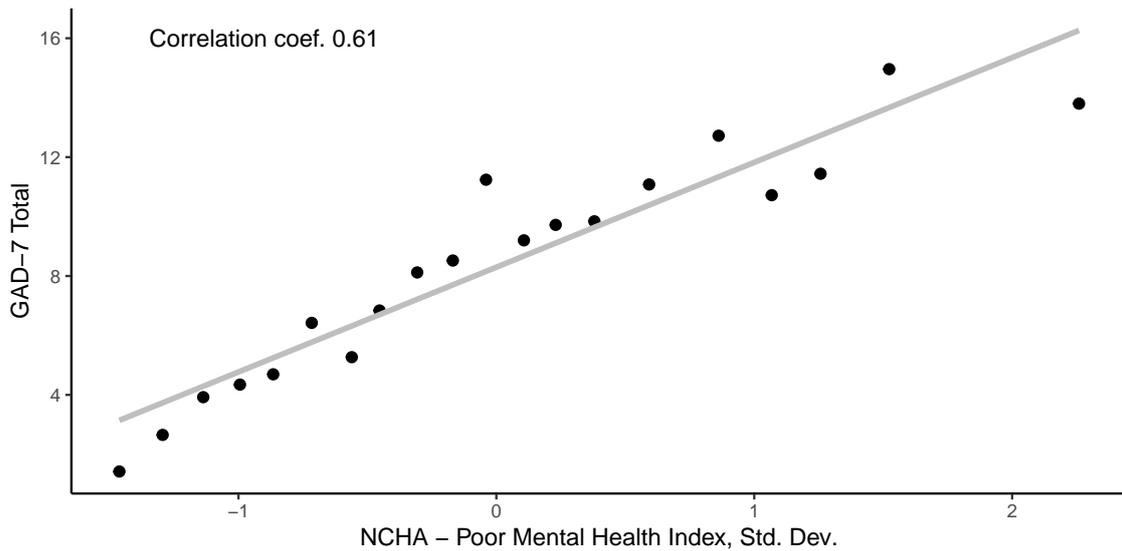
Notes: The figure presents the Receiver-Operating-Characteristic curves of the binary classifiers constructed by running a logit model of ever having been diagnosed with depression on our index of depression symptoms.

Figure A.14: Relationship Between the Index of Poor Mental Health and the PHQ-9



Notes: This figure explores the relationship between our index of poor mental health and PHQ-9 scores in a survey conducted among college students in 2022 and described in detail in Appendix C. Specifically, for each ventile of our index of poor mental health, the figure plots the mean PHQ-9 score. The figure also displays the correlation coefficient between the index of poor mental health and the PHQ-9 score.

Figure A.15: Relationship Between the Index of Poor Mental Health and the GAD-7



Notes: This figure explores the relationship between our index of poor mental health and GAD-7 scores in a survey conducted among college students in 2022 and described in detail in Appendix C. Specifically, for each ventile of the poor mental health index, the figure plots the mean GAD-7 score. The figure also displays the correlation coefficient between the index of poor mental health and the GAD-7 score.

Table A.1: Summary Statistics by Facebook Expansion Group: IPEDS data

| | (1) FB Expansion Group 1 (Spring 2004) mean | (2) FB Expansion Group 2 (Fall 2004) mean | (3) FB Expansion Group 3 (Spring 2005) mean | (4) FB Expansion Group 4 (Fall 2005) mean |
|---|---|---|---|---|
| <i>Panel A. University Characteristics</i> | | | | |
| Four-year | 1.00 | 0.99 | 0.98 | 0.84 |
| Public | 0.28 | 0.52 | 0.51 | 0.42 |
| Private non-profit | 0.72 | 0.48 | 0.49 | 0.56 |
| Offers doctoral degrees | 0.86 | 0.63 | 0.41 | 0.22 |
| Offers graduate degrees | 0.91 | 0.86 | 0.87 | 0.69 |
| Offers medical degrees | 0.62 | 0.20 | 0.05 | 0.02 |
| Has tenure system | 1.00 | 0.98 | 0.96 | 0.84 |
| Land grant institution | 0.14 | 0.15 | 0.02 | 0.03 |
| Located in a city with >250k population (or suburb) | 0.47 | 0.47 | 0.37 | 0.38 |
| Located in a rural area | 0.03 | 0.03 | 0.04 | 0.08 |
| Huge (>20k students) | 0.41 | 0.29 | 0.08 | 0.03 |
| Large (10–20k students) | 0.29 | 0.22 | 0.23 | 0.09 |
| Medium-sized (5–10k students) | 0.10 | 0.17 | 0.25 | 0.21 |
| Small (<5k students) | 0.19 | 0.32 | 0.44 | 0.66 |
| Region: Midwest | 0.14 | 0.18 | 0.23 | 0.25 |
| Region: Northeast | 0.45 | 0.35 | 0.32 | 0.24 |
| Region: South | 0.28 | 0.28 | 0.33 | 0.43 |
| Region: West | 0.14 | 0.19 | 0.12 | 0.08 |
| <i>Panel B. Undergraduate program characteristics</i> | | | | |
| Top incoming test scores | 0.93 | 0.61 | 0.30 | 0.07 |
| Medium incoming test scores | 0.07 | 0.35 | 0.59 | 0.53 |
| Low incoming test scores | 0.00 | 0.04 | 0.11 | 0.40 |
| Large (>10k students) | 0.69 | 0.47 | 0.22 | 0.04 |
| Medium-size (3–10k students) | 0.16 | 0.31 | 0.47 | 0.35 |
| Small (<3k students) | 0.16 | 0.22 | 0.31 | 0.61 |
| Highly residential | 0.66 | 0.43 | 0.41 | 0.39 |
| Primarily residential | 0.26 | 0.35 | 0.34 | 0.34 |
| Primarily non-residential | 0.09 | 0.23 | 0.24 | 0.26 |
| Number of colleges | 58 | 231 | 263 | 204 |
| Number of colleges (NCHA subsample) | 40 | 124 | 120 | 136 |

Notes: This table presents college-level summary statistics by Facebook expansion group. The data is obtained by merging our Facebook introduction dates dataset with data from the Integrated Postsecondary Education Data System (IPEDS). Colleges are classified as having “top incoming test scores” if their incoming student test scores are in the first (top) quintile of all baccalaureate-granting institutions. Colleges classified as having “medium incoming test scores” have average incoming student test scores in the second and third quintile of all baccalaureate-granting institutions. The remaining colleges are classified as “low incoming test scores.” We note that the summary statistics do not refer to the subset of colleges from the Facebook introduction dates dataset that appears in the NCHA dataset; they refer to the full set of 775 colleges from the Facebook introduction dates dataset. The rationale is that, for privacy reasons, the NCHA dataset was stripped of college identifiers and, therefore, cannot be matched to the IPEDS dataset. The second-to-last row of the table shows the distribution of colleges in the Facebook expansion dates dataset across Facebook expansion waves; the last row of the table shows the distribution of colleges in the NCHA dataset across Facebook expansion waves.

Table A.2: Summary Statistics by Facebook Expansion Group: NCHA Data

| | (1) FB Expansion Group 1 (Spring 2004) mean | (2) FB Expansion Group 2 (Fall 2004) mean | (3) FB Expansion Group 3 (Spring 2005) mean | (4) FB Expansion Group 4 (Fall 2005) mean |
|--|---|---|---|---|
| <i>Panel A. Baseline Characteristics</i> | | | | |
| Female | 0.65 | 0.63 | 0.63 | 0.61 |
| White | 0.70 | 0.80 | 0.82 | 0.77 |
| Year in school | 2.38 | 2.34 | 2.69 | 2.21 |
| Off-campus Living | 0.40 | 0.47 | 0.57 | 0.61 |
| In Fraternity/Sorority | 0.14 | 0.10 | 0.09 | 0.09 |
| Work for Pay | 0.51 | 0.57 | 0.63 | 0.64 |
| Have Credit Card Debt | 0.26 | 0.29 | 0.35 | 0.32 |
| Overweight | 0.22 | 0.28 | 0.32 | 0.33 |
| <i>Panel B. Baseline Mental Health</i> | | | | |
| Index Poor Mental Health | 0.06 | -0.02 | -0.02 | -0.03 |
| Index Symptoms Poor Mental Health | 0.07 | -0.02 | -0.02 | -0.03 |
| Index Depression Services | -0.00 | -0.03 | -0.02 | -0.01 |
| Observations | 16441 | 40743 | 21819 | 16449 |

Notes: This table presents student-level summary statistics by Facebook expansion group. The data is obtained by averaging student-level characteristics from the NCHA dataset across colleges in different Facebook expansion groups. The averages are taken in the pre-period; i.e., up to and excluding 2004. All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. For a detailed description of the variables, see Appendix Table A.31.

Table A.3: Balance

| Variable | (1) | (2) | T-test |
|--|--------------------------------|---------------------------------|--------------------|
| | Pre FB introduction Mean/SE | Post FB introduction Mean/SE | P-value (1)-(2) |
| Age | 20.84 (0.11) | 20.68 (0.07) | 0.87 |
| Female | 0.63 (0.01) | 0.65 (0.01) | 0.26 |
| Year in School | 2.44 (0.05) | 2.48 (0.02) | 0.64 |
| White | 0.80 (0.01) | 0.78 (0.01) | 0.17 |
| International | 0.03 (0.00) | 0.03 (0.00) | 0.78 |
| Height (inches) | 67.40 (0.08) | 67.15 (0.05) | 0.39 |
| N | 123235 | 254379 | |
| Clusters | 224 | 318 | |
| F-test of joint significance (p-value) | | | 0.86 |
| F-test, number of observations | | | 377614 |

Notes: This table presents a balance table on the following characteristics: age, gender (indicator for identifying as female), year in school, race (indicator for identifying as white), international status, and height in inches. For a detailed description of the variables, see Appendix Table A.31. The first column shows the mean value of the demographic characteristics in the pre-period; the second columns shows the mean value of those characteristics in the post-period. The p -values are calculated after residualizing each demographic characteristic on survey-wave fixed effects and college fixed effects.

Table A.4: Baseline Results: Individual Variables

| | Treatment effect (original units) | Standard error (original units) | Treatment effect (SD units) | Standard error (SD units) | p-value | Sharpened FDR-adjusted q-value |
|--|-----------------------------------|---------------------------------|-----------------------------|---------------------------|---------|--------------------------------|
| Last year felt hopeless | 0.16 | 0.06 | 0.08 | 0.03 | 0.01 | 0.09 |
| Last year felt overwhelmed | 0.05 | 0.04 | 0.03 | 0.02 | 0.24 | 0.29 |
| Last year felt exhausted | 0.09 | 0.04 | 0.05 | 0.02 | 0.03 | 0.09 |
| Last year felt very sad | 0.09 | 0.04 | 0.04 | 0.02 | 0.03 | 0.09 |
| Last year severely depressed | 0.13 | 0.06 | 0.07 | 0.03 | 0.03 | 0.09 |
| Last year seriously considered suicide | 0.03 | 0.02 | 0.03 | 0.03 | 0.25 | 0.29 |
| Last year attempted suicide | 0.01 | 0.01 | 0.02 | 0.03 | 0.54 | 0.37 |
| Last year anorexia | -0.00 | 0.00 | -0.00 | 0.02 | 0.95 | 0.59 |
| Last year anxiety disorder | 0.02 | 0.01 | 0.07 | 0.03 | 0.01 | 0.09 |
| Last year bulimia | 0.00 | 0.00 | 0.02 | 0.02 | 0.36 | 0.33 |
| Last year depression | 0.02 | 0.01 | 0.04 | 0.03 | 0.13 | 0.22 |
| Last year seasonal affect disorder | 0.01 | 0.01 | 0.06 | 0.03 | 0.09 | 0.17 |
| Last year depression diagnosis | 0.01 | 0.00 | 0.02 | 0.02 | 0.30 | 0.32 |
| Therapy depression | 0.01 | 0.01 | 0.03 | 0.04 | 0.34 | 0.33 |
| Current medication depression | 0.01 | 0.00 | 0.03 | 0.02 | 0.14 | 0.22 |

Notes: This table presents estimates of coefficient β from Equation (1) using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Columns (1) and (2) present effects and standard errors on un-normalized outcomes. Columns (3) and (4) present effects and standard errors on normalized outcomes, where the normalization is such that the mean in the pre-period is zero and the standard deviation in the pre-period is one. Columns (5) and (6) present unadjusted p -values and sharpened False Discovery Rate-adjusted two-stage q -values, respectively. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors are clustered at the college level.

Table A.5: Heterogeneous Effects by Predicted Susceptibility to Mental Illness

| | Index Symptoms Poor Mental Health (1) | Index Depression Services (2) | Index Downstream Effects (3) |
|--|---|--|---------------------------------------|
| Post Facebook Introduction × × 1st Quintile in Mental Illness Susceptibility | 0.068 (0.033) | 0.015 (0.029) | 0.033 (0.031) |
| Post Facebook Introduction × × 2nd Quintile in Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.067 (0.035) <i>0.878</i> | 0.034 (0.029) <i>0.039</i> | 0.062 (0.031) <i>0.019</i> |
| Post Facebook Introduction × × 3rd Quintile in Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.079 (0.033) <i>0.358</i> | 0.028 (0.028) <i>0.228</i> | 0.079 (0.032) <i>0.000</i> |
| Post Facebook Introduction × × 4th Quintile in Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.090 (0.035) <i>0.066</i> | 0.035 (0.030) <i>0.103</i> | 0.072 (0.033) <i>0.002</i> |
| Post Facebook Introduction × × 5th Quintile in Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.138 (0.035) <i>0.000</i> | 0.063 (0.031) <i>0.002</i> | 0.121 (0.033) <i>0.000</i> |
| Observations | 361,045 | 378,456 | 368,344 |
| College FE | ✓ | ✓ | ✓ |
| Surve Wave FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |

Notes: This table explores the extent to which the effects of the introduction of Facebook at a college are heterogeneous depending on students' predicted susceptibility to mental illness. Specifically, it presents the estimates from equation (3) in which our indicator for post-Facebook introduction is interacted with a set of indicators for belonging to each quintile of a LASSO-predicted measure of susceptibility to mental illness. The outcome variable in column (1) is our index of symptoms of poor mental health; the outcome variable in column (2) is our index of depression services; the outcome variable in column (3) is our index of whether conditions related to poor mental health affected a student's academic performance. All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. We compare the coefficient for the first quintile to other quintiles using a Wald test. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.6: Heterogeneous Effects by Predicted Susceptibility to Mental Illness, with Susceptibility Defined Using the Index of Poor Mental Health

| | Index Symptoms Poor Mental Health (1) | Index Depression Services (2) | Index Downstream Effects (3) |
|--|---|--|---------------------------------------|
| Post Facebook Introduction × × 1st Quintile in Alternative Mental Illness Susceptibility | 0.083 (0.032) | 0.026 (0.028) | 0.057 (0.030) |
| Post Facebook Introduction × × 2nd Quintile in Alternative Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.080 (0.034) <i>0.789</i> | 0.031 (0.028) <i>0.569</i> | 0.047 (0.032) <i>0.380</i> |
| Post Facebook Introduction × × 3rd Quintile in Alternative Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.074 (0.032) <i>0.438</i> | 0.033 (0.027) <i>0.471</i> | 0.075 (0.031) <i>0.138</i> |
| Post Facebook Introduction × × 4th Quintile in Alternative Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.080 (0.034) <i>0.822</i> | 0.024 (0.029) <i>0.809</i> | 0.073 (0.033) <i>0.194</i> |
| Post Facebook Introduction × × 5th Quintile in Alternative Mental Illness Susceptibility <i>P-value for coeff. diff. with 1st quintile</i> | 0.112 (0.035) <i>0.033</i> | 0.055 (0.031) <i>0.053</i> | 0.091 (0.034) <i>0.013</i> |
| Observations | 358,214 | 375,283 | 365,439 |
| College FE | ✓ | ✓ | ✓ |
| Surve Wave FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |

Notes: This table explores the extent to which the effects of the introduction of Facebook at a college are heterogeneous depending on students' predicted susceptibility to mental illness. Specifically, it presents the estimates from equation (3) in which our indicator for post-Facebook introduction is interacted with a set of indicators for belonging to each quintile of a LASSO-predicted measure of susceptibility to mental illness. In this table, susceptibility to mental illness is defined based on a LASSO predicting whether a respondent's index of poor mental health is among the top 10% of the pre-period sample. The outcome variable in column (1) is our index of symptoms of poor mental health; the outcome variable in column (2) is our index of depression services; the outcome variable in column (3) is our index of whether conditions related to poor mental health affected a student's academic performance. All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. We compare the coefficient for the first quintile to other quintiles using a Wald test. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.7: Length-Of-Exposure Specification

| | Index Poor Mental Health | | Index Symptoms Poor Mental Health | | Index Depression Services | |
|--------------------------|-----------------------------|------------------|--------------------------------------|------------------|------------------------------|------------------|
| | (1) | (2) | (3) | (4) | (5) | (6) |
| Num. Treated Semesters | 0.020 (0.004) | 0.024 (0.005) | 0.019 (0.004) | 0.022 (0.005) | 0.012 (0.004) | 0.019 (0.004) |
| Observations | 315,155 | 315,155 | 316,256 | 316,256 | 332,011 | 332,011 |
| Survey Wave FE | ✓ | | ✓ | | ✓ | |
| College FE | ✓ | | ✓ | | ✓ | |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Survey Wave × College FE | | ✓ | | ✓ | | ✓ |

Notes: This table explores the effects of length of exposure to Facebook on student mental health. It presents estimates of coefficient β from an equation similar to Equation (4) where we assume that the number of treated semester has a linear effect on mental health and includes survey-wave by college fixed effects: $Y_{icgt} = \beta \times \text{FB}_{gt} \times [t - \max\{\tau_i, \tau_c\}] + \mathbf{X}_i \cdot \gamma + \lambda_{ct} + \varepsilon_{icgt}$. The outcome variables are the overall index of poor mental health (columns (1) and (2)), the index of symptoms of poor mental health (columns (3) and (4)), and the index of depression services (columns (5) and (6)). All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. Odd-numbered columns present estimates of Equation (4) including survey-wave fixed effects, college fixed effects, and controls; even-numbered columns replace survey-wave fixed effects and college fixed effects with survey-wave × college fixed effects. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Cohorts of students who might have been exposed to Facebook in high school are excluded from the regression. See Footnote 33 for details. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.8: Length of Exposure to Facebook and Depression Services

| | Last Year Depression Diagnosis | Therapy For Depression | Current Medication Depression |
|--------------------------|-----------------------------------|---------------------------|----------------------------------|
| | (1) | (2) | (3) |
| Num. Treated Semesters | 0.003 (0.001) | 0.003 (0.001) | 0.003 (0.001) |
| Observations | 332,292 | 332,271 | 332,216 |
| Baseline mean | 0.047 | 0.030 | 0.045 |
| Controls | ✓ | ✓ | ✓ |
| Survey Wave × College FE | ✓ | ✓ | ✓ |

Notes: This table explores the effects of length of exposure to Facebook on the take-up of depression-related services. It presents estimates of coefficient β from an equation similar to Equation (4) where we assume that the number of treated semester has a linear effect on mental health and includes survey-wave by college fixed effects: $Y_{icgt} = \beta \times \text{FB}_{gt} \times [t - \max\{\tau_i, \tau_c\}] + \mathbf{X}_i \cdot \gamma + \lambda_{ct} + \varepsilon_{icgt}$. The outcome variables are the components of the index of depression services (in original units), namely whether a student was diagnosed with depression within the last year, whether a student was in therapy for depression in the last year, and whether a student was taking anti-depressants over the last year. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Cohorts of students who might have been exposed to Facebook in high school are excluded from the regression. See Footnote 33 for details. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.9: Placebo Check: Predicted Susceptibility to Mental Illness

| | Predicted Susceptibility to Mental Illness | | | | |
|---------------------------------------|--|-------------------|-------------------|-------------------|-------------------|
| | (1) | (2) | (3) | (4) | (5) |
| Post Facebook Introduction | 0.139 (0.116) | -0.027 (0.031) | -0.003 (0.015) | -0.006 (0.005) | -0.007 (0.005) |
| Observations | 380,886 | 380,886 | 380,886 | 380,886 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ |
| FB Expansion Group FE | ✓ | | ✓ | | |
| Controls | | | ✓ | ✓ | ✓ |
| College FE | | ✓ | | ✓ | ✓ |
| FB Expansion Group Linear Time Trends | | | | | ✓ |

Notes: This table presents a placebo check exploring the effects of the introduction of Facebook at a college on the LASSO-predicted measure of susceptibility to mental illness. Specifically, it presents estimates of coefficient β from Equation (1) with our measure of predicted susceptibility to mental illness as the outcome variable. The outcome variable is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. Column (1) estimates Equation (1) without including controls; column (2) replaces Facebook-expansion-group fixed effects with college fixed effects; column (3) adds controls to the specification in column (1); column (4) replaces Facebook-expansion-group fixed effects with college fixed effects in the specification in column (3); column (5) includes linear-time trends estimated at the Facebook-expansion-group level. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Column (3) also includes indicators for geographic region of college (Northeast, Midwest, West, South); such indicators are omitted in columns (2), (4), and (5) because they are collinear with the college fixed effects. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.10: Placebo Check: Demographics

| | Age | Female | Year 1 | Year 2 | Year 3 | Height (inches) |
|----------------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| Post Facebook Introduction | 0.034 (0.081) | -0.017 (0.015) | 0.012 (0.034) | -0.009 (0.034) | 0.005 (0.019) | -0.026 (0.053) |
| Observations | 380,886 | 380,886 | 380,886 | 380,886 | 380,886 | 380,162 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | White | Black | Hispanic | Asian | Indian | Other Race | International |
|----------------------------|------------------|-------------------|-------------------|-------------------|------------------|------------------|------------------|
| Post Facebook Introduction | 0.013 (0.010) | -0.004 (0.006) | -0.005 (0.005) | -0.008 (0.006) | 0.001 (0.002) | 0.003 (0.001) | 0.001 (0.003) |
| Observations | 380,886 | 380,886 | 380,886 | 380,886 | 380,886 | 380,886 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table presents a placebo check exploring the effects of the introduction of Facebook at a college on student demographics. Specifically, it presents estimates of coefficient β from Equation (1) with all immutable individual-level characteristics included in the survey as outcome variables. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. We do not control for covariates related to the outcome variable (e.g., we do not control for race indicators when the outcome variable is White). For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.11: Index of Physical Health

| | Index of Poor Physical Health | | | |
|---|-------------------------------|---------|---------|---------|
| | (1) | (2) | (3) | (4) |
| Post Facebook Introduction | 0.064 | 0.052 | 0.032 | 0.030 |
| | (0.027) | (0.021) | (0.032) | (0.032) |
| Observations | 365,217 | 350,481 | 350,481 | 350,481 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| FB Expansion Group FE | ✓ | ✓ | | |
| Controls | | ✓ | ✓ | ✓ |
| College FE | | | ✓ | ✓ |
| FB Expansion Group Linear Time Trends | | | | ✓ |
| P-value coeff. physical health vs. coeff. mental health | 0.043 | 0.008 | 0.055 | 0.056 |

Notes: This table explores the effects of the introduction of Facebook at a college on student physical health. Specifically, it presents estimates of coefficient β from Equation (1) with our index of poor physical health as the outcome variable. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. Column (1) estimates Equation (1) without including controls; column (2) estimates Equation (1) including controls; column (3) replaces Facebook-expansion-group fixed effects with college fixed effects; column (4) includes linear-time trends estimated at the Facebook-expansion-group level. The last row of the table shows the p -value on a test of the null hypothesis that the coefficient on the index of poor physical health equals the coefficient on the index of poor mental health from Table 1. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Column (2) also includes indicators for geographic region of college (Northeast, Midwest, West, South); such indicators are omitted in columns (3) and (4) because they are collinear with the college fixed effects. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.12: Alternative Index Construction Methods

| | Equally-weighted index | Include obs. with missing values | Inverse-covariance index (Anderson 2008) |
|----------------------------|------------------------|-------------------------------------|---|
| | (1) | (2) | (3) |
| Post Facebook Introduction | 0.085 | 0.073 | 0.069 |
| | (0.033) | (0.031) | (0.030) |
| Baseline mean | 0 | 0 | 0 |
| Observations | 359,827 | 380,036 | 359,827 |
| Survey Wave FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ |

Notes: This table explores the robustness of our results to different ways of constructing our index of poor mental health. Column (1) presents our baseline results, which rely on the index construction method described in Section 4. Column (2) presents results on a version of the index that includes observations for which some of the index components are missing and calculates the average value among all non-missing components. Column (3) presents results on an inverse-covariance weighted index (Anderson, 2008). Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.13: Results Excluding each Facebook Expansion Group in Turn

(a) Baseline difference-in-differences specification

| | Index of Poor Mental Health | | | |
|----------------------------|---|---|---|---|
| | (1) Excluding FB Expansion Group 1 | (2) Excluding FB Expansion Group 2 | (3) Excluding FB Expansion Group 3 | (4) Excluding FB Expansion Group 4 |
| Post Facebook Introduction | 0.059 (0.040) | 0.096 (0.034) | 0.094 (0.038) | 0.084 (0.044) |
| Observations | 293,112 | 216,328 | 268,554 | 301,487 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |

(b) Length-of-exposure specification

| | Index of Poor Mental Health | | | |
|------------------------|---|---|---|---|
| | (1) Excluding FB Expansion Group 1 | (2) Excluding FB Expansion Group 2 | (3) Excluding FB Expansion Group 3 | (4) Excluding FB Expansion Group 4 |
| Num. Treated Semesters | 0.015 (0.005) | 0.017 (0.006) | 0.020 (0.005) | 0.023 (0.005) |
| Observations | 253,501 | 194,853 | 233,266 | 263,851 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the robustness of our baseline results to excluding colleges belonging to each Facebook expansion group in turn. Specifically, it presents estimates of coefficient β from Equation (1) (Panel (a)) and Equation (4) (Panel (b)). Each column excludes all observations from a particular Facebook expansion group. The outcome variable is always the index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. In Panel (b), cohorts of students who might have been exposed to Facebook in high school are excluded from the regression. See Footnote 33 for details. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.14: Alternative Treatment Assignments for Individuals Taking the Survey in the Semester of the Introduction of Facebook at their College

| | Index of Poor Mental Health | | | |
|----------------------------|-----------------------------|------------------|------------------|------------------|
| | (1) | (2) | (3) | (4) |
| Post Facebook Introduction | 0.085 (0.033) | 0.043 (0.016) | 0.071 (0.025) | 0.041 (0.020) |
| Observations | 359,827 | 389,878 | 389,878 | 389,878 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |
| Imputed Treatment Status | Missing | 0 | 0.5 | 1 |

Notes: This table explores whether and how our results vary depending on alternative treatment assignments for respondents who took the survey in the semester in which Facebook was rolled out at their colleges. Since we have no information about whether such respondents took the NCHA survey before or after the introduction of Facebook at their colleges, we do not know whether they are treated or untreated by the time they take the survey. The outcome variable is our index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Column (1) presents again our main results, obtained by excluding respondents who took the survey in the semester in which Facebook was rolled out at their colleges. Column (2) presents results assuming such respondents are untreated. Column (3) presents results assigning a treatment status of 0.5 (partially-treated) to those respondents. Column (4) presents results assuming such respondents are fully treated. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.15: Robustness Check Controlling for College Characteristics Interacted with Survey Wave

| | Index of Poor Mental Health | | |
|---|-----------------------------|------------------|------------------|
| | (1) | (2) | (3) |
| Post Facebook Introduction | 0.104 (0.032) | 0.071 (0.041) | 0.078 (0.043) |
| Observations | 359,827 | 359,827 | 359,827 |
| Survey Wave FE | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |
| Survey-wave FE × College Baseline Mental Health | ✓ | | |
| Survey-wave FE × College Region FE | | ✓ | |
| Survey-wave FE × Expansion-Group Selectivity Factor | | | ✓ |

Notes: This table presents a robustness check in which we interact survey-wave fixed effects with college- or Facebook-expansion-group-level characteristics that are correlated with Facebook roll-out timing. Column (1) controls for survey-wave fixed effects interacted with a variable that computes, at the college level, the pre-period average of the index of poor mental health. If a college does not appear in the pre-period, that college is assigned the average value of the variable across all colleges in the same Facebook expansion group that do appear in the pre-period. Column (2) controls for survey-wave fixed effects interacted with college region fixed effects (Northeast, Midwest, West, South). Finally, column (3) controls for survey-wave fixed effects interacted with a summary variable of selectivity computed at the Facebook-expansion-group level. The variable consists of the first factor predicted from a factor analysis of the following variables: whether the college is four-year, whether it is public, whether it offers doctoral, graduate, or medical degrees, whether it has a tenure system, whether it is a land grant college, and whether the test scores of income undergraduate students is high or medium. Note that we cannot construct a selectivity measure at the college level, because all college-level variables other than geographic region were stripped away from the NCHA dataset for privacy reasons. The outcome variable is our index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. All estimates are obtained using a specification that includes college fixed-effects and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.16: Alternative Difference-in-differences Estimators

| | Point Estimate | Standard Error | Lower Bound 95% Confidence Interval | Upper Bound 95% Confidence Interval |
|--------------------------------|----------------|----------------|--|--|
| Borusyak-Jaravel-Spiess | 0.107 | 0.030 | 0.048 | 0.166 |
| Callaway-Sant'Anna | 0.113 | 0.046 | 0.023 | 0.203 |
| DeChaisemartin-D'Haultfoeuille | 0.075 | 0.073 | -0.069 | 0.218 |
| Sun-Abraham | 0.164 | 0.042 | 0.081 | 0.247 |

Notes: This table presents robustness of our baseline estimate to using the alternative difference-in-differences estimators introduced in [Borusyak et al. \(2021\)](#), [Callaway and Sant'Anna \(2021\)](#), [De Chaisemartin and d'Haultfoeuille \(2020\)](#), and [Sun and Abraham \(2021\)](#). The outcome variable is our overall index of poor mental health. The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. The time variable is the survey wave the student participated in and the treatment group variable is given by the semester in which the college attended by the student was granted Facebook access. The regressions underlying the table do not include controls. For a detailed description of the outcome, treatment, and control variables, see [Appendix Table A.31](#). See [Borusyak et al. \(2021\)](#), [Callaway and Sant'Anna \(2021\)](#), [De Chaisemartin and d'Haultfoeuille \(2020\)](#), and [Sun and Abraham \(2021\)](#) for a detailed description of how the estimators are constructed and why they are robust to treatment effects heterogeneity across time and treated units.

Table A.17: Baseline Results with Alternative Clustering Methods

| | Main regression (1) | Cluster by group (2) | Cluster by group*wave (3) |
|-------------------------------|------------------------|-------------------------|------------------------------|
| Post Facebook Introduction | 0.085 (0.033) | 0.085 (0.012) | 0.085 (0.021) |
| <i>Wild Bootstrap p-value</i> | | <i>0.015</i> | |
| Observations | 359,827 | 359,827 | 359,827 |
| Survey Wave FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ |
| Clusters | 420 | 4 | 67 |

Notes: This table explores whether alternative methods of clustering standard errors impact our baseline results. Column (1) displays the baseline specification with the standard errors clustered at the college level; as such, it is identical to column (3) in [Table 1](#). Column (2) presents the estimates with the standard errors clustered at the Facebook expansion group level. Since there are few expansion groups in the data, we also report a wild bootstrap p -value which corrects for the few-clusters problem ([Cameron et al., 2008](#); [Roodman et al., 2019](#)). Finally, column (3) presents the estimates with the standard errors clustered at the Facebook expansion-group by survey-wave level. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see [Appendix Table A.31](#).

Table A.18: Missing Values

| | Any Missing Values (1) | Total Missing Values (2) | Index of Missing Values (3) |
|----------------------------|------------------------------|--------------------------------|-----------------------------------|
| Post Facebook Introduction | 0.003 (0.008) | 0.014 (0.067) | 0.010 (0.049) |
| Baseline mean | 0.07 | 0.27 | 0.00 |
| Observations | 380,886 | 380,886 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ |

Notes: This table addresses the potential reduction in the stigma associated with mental illness as a result of the introduction of Facebook. Specifically, it presents estimates of coefficient β from Equation (1) with three different ways of aggregating missing responses. In Column (1), the outcome is an indicator equal to one if a respondent did not answer at least one question composing the index of poor mental health, and equal to zero otherwise. In Column (2), the outcome is the total number of questions composing the index of poor mental health left unanswered by a respondent. In Column (3) the number of unanswered questions is standardized using means and standard deviations from the pre-period. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.19: Effects on Alcohol Use and Perceptions

| (a) Perceptions of typical alcohol use | | | | |
|--|-------------------------------|------------------------------|--------------------------------------|---------------------------|
| | Typical drink count (1) | Share used 30 days (2) | Typical student used daily (3) | Index std. dev. (4) |
| Post Facebook Introduction | 0.154 (0.072) | 0.020 (0.004) | 0.043 (0.011) | 0.120 (0.030) |
| Baseline mean | 5.71 | 0.70 | 0.38 | 0.00 |
| Observations | 375,025 | 370,390 | 378,503 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |

| (b) Reported alcohol use | | | | |
|----------------------------|--------------------|------------------------|-------------------|---------------------------|
| | Drink count (1) | Used 30 days (2) | Used daily (3) | Index std. dev. (4) |
| Post Facebook Introduction | 0.099 (0.068) | 0.004 (0.011) | 0.001 (0.004) | 0.019 (0.021) |
| Baseline mean | 4.15 | 0.68 | 0.04 | 0.00 |
| Observations | 377,844 | 378,590 | 378,590 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on students' perceptions and self-reported behaviors related to alcohol use. Specifically, it presents estimates of coefficient β from Equation (1). Panel (a) presents results on perceptions; Panel (b) presents results on self-reported alcohol use. All columns are in original units, besides column (4) which is an index of the outcomes in columns (1) through (3). All indices are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.20: Heterogeneous Effects on Perceptions of Alcohol Use

| | Typical drink count | Share used | Typical student used daily | Index std. dev. |
|---|------------------------|------------------|-------------------------------|--------------------|
| | (1) | (2) | (3) | (4) |
| Post Facebook Introduction | 0.121 (0.076) | 0.020 (0.005) | 0.036 (0.012) | 0.105 (0.032) |
| Post Facebook Introduction x Off-Campus Living | 0.094 (0.038) | 0.001 (0.002) | 0.020 (0.006) | 0.041 (0.015) |
| Baseline mean | 5.71 | 0.70 | 0.38 | 0.00 |
| Observations | 374,041 | 369,422 | 377,503 | 379,864 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores whether the effects of the introduction of Facebook on perceptions of alcohol use are heterogeneous depending on whether the respondent lives off-campus. Specifically, it presents estimates from a version of Equation (1) in which our treatment indicator is interacted with living off-campus. The outcome variables are the perceived number of drinks a typical student had the last time she partied, winsorized at nine, the perceived percent of students who used alcohol in the last 30 days, perceptions about whether a typical student in the school uses alcohol daily, and a standardized index of the three outcomes. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.21: Effects on Differences Between Perceived and Reported Alcohol Use

| | Difference drink count | Difference share used | Typical Student incorrect | Index std. dev. |
|----------------------------|---------------------------|--------------------------|------------------------------|--------------------|
| | (1) | (2) | (3) | (4) |
| Post Facebook Introduction | -0.010 (0.057) | -0.003 (0.005) | 0.066 (0.020) | 0.055 (0.048) |
| Baseline mean | 2.20 | 0.15 | 0.45 | 0.00 |
| Observations | 375,025 | 370,390 | 377,869 | 380,886 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook on the difference between perceptions of alcohol use and self-reported use. Specifically, it presents estimates of coefficient β from Equation (1). We compare each respondent's perceptions to actual self-reported usage in the respondent's college and survey wave. Column (1) considers the absolute value of the difference between the respondent's perception of the typical drink count in her college and the 'actual' average number of drinks that students in the respondent's college and survey wave reported consuming (all drink counts are winsorized at nine). Column (2) considers the absolute value of the difference between the respondent's perception of the share of students drinking at her college and the actual share of students in the respondent's college and survey-wave who self-reported drinking at least once in the past 30 days. Column (3) is an indicator variable that equals one if the respondent's perception of whether the typical student at her college drinks daily differs from the behavior of the 'actual' typical student in the respondent's college and survey wave. We consider the typical student at a college a daily drinker if the modal response within a given college and survey-wave is using alcohol in at least 20 days out of the last 30 days. All columns are in original units, besides column (4) which is an index of the outcomes in columns (1) through (3). The index is standardized so that, in the pre-period, it has a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.22: Effects on Outcomes related to Disruptive Internet Use

| | Internet, computer games experienced (1) | Internet, computer games academics (2) |
|----------------------------|---|---|
| Post Facebook Introduction | 0.023 (0.016) | 0.004 (0.009) |
| Baseline mean | 0.52 | 0.11 |
| Observations | 375,263 | 375,263 |
| Survey Wave FE | ✓ | ✓ |
| Controls | ✓ | ✓ |
| College FE | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on outcomes related to disruptive internet use. Specifically, it presents estimates of coefficient β from Equation (1). In column (1), the outcome is whether a student experienced the internet/computer games as an issue; in column (2), the outcome is whether the issue affected the student's academic performance. The outcome variables are in original units. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.23: Effects of the Introduction of Facebook on Assaults and Sexual Violence

| | Assault, fight last year (1) | Sexual assault last year (2) | Sexual threat last year (3) | Abusive relationship last year (4) | Assault index (5) |
|----------------------------|------------------------------------|------------------------------------|-----------------------------------|---|----------------------|
| Post Facebook Introduction | 0.002 (0.008) | -0.006 (0.008) | 0.001 (0.004) | 0.005 (0.006) | 0.000 (0.025) |
| Baseline mean | 0.15 | 0.15 | 0.04 | 0.15 | 0.00 |
| Observations | 380,809 | 380,803 | 379,916 | 379,539 | 378,915 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on assaults and sexual violence. Specifically, it presents estimates of coefficient β from Equation (1) using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. The outcome variables relate to various dimensions of physical and sexual violence. The first four columns are binary outcomes, and Column (5) is an index based on Columns (1)-(4). Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.24: Effects of the Introduction of Facebook on Relationships

| | Straight (1) | Single (2) | Experienced relationship difficulties (3) | Partners number (4) | Relationship index (5) |
|----------------------------|------------------|-------------------|--|---------------------------|------------------------------|
| Post Facebook Introduction | 0.000 (0.005) | -0.005 (0.009) | 0.015 (0.014) | 0.053 (0.032) | 0.024 (0.024) |
| Baseline mean | 0.95 | 0.58 | 0.46 | 1.40 | 0.00 |
| Observations | 376,505 | 377,078 | 375,278 | 376,118 | 364,425 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on outcomes related to relationships. Specifically, it presents estimates of coefficient β from Equation (1) using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. The outcome variables relate to various dimensions of romantic relationships or sexual orientation. Columns (1)-(3) are binary variables for whether the respondents are straight, single, and self-reported experiencing relationship difficulties. Column (4) is the number of sexual partners in the past year, winsorized at nine. Column (5) is an index, based on columns (1)-(4). Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.25: Effects on Perceptions Related to Sexual Behavior

| | Num Partners (1) | Oral Sex (2) | Vaginal Intercourse (3) | Anal Sex (4) | Sexual Perceptions Index (5) |
|----------------------------|---------------------|------------------|----------------------------|------------------|---------------------------------|
| Post Facebook Introduction | 0.011 (0.018) | 0.027 (0.021) | 0.024 (0.021) | 0.035 (0.018) | 0.035 (0.020) |
| Baseline mean | 0 | 0 | 0 | 0 | 0 |
| Observations | 369,810 | 366,130 | 365,884 | 364,528 | 361,108 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on students' perceptions related to sexual behavior. Specifically, it presents estimates of coefficient β from Equation (1). Column (1) estimates the effect on the perceived number of sexual partners a typical student had sex with, winsorized at nine. Column (2)-(4) estimates the effect on the number of times a typical student is perceived to have engaged in sexual intercourse. Column (5) is an equally weighted index based on columns (1)-(4). All outcomes are standardized so that, in the pre-period, they have a mean of zero and a standard deviation of one. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Standard errors in parentheses are clustered at the college level.

Table A.26: Effect of the Introduction of Facebook on Substance Use

| | Cigarettes (1) | Cigars (2) | Smokeless tobacco (3) | Marijuana (4) | Cocaine (5) | Amphetamines (6) | Rohypnol (7) | MDMA (8) | Other (9) | Index (10) |
|----------------------------|-------------------|------------------|-----------------------------|------------------|-------------------|---------------------|------------------|-------------------|------------------|------------------|
| Post Facebook Introduction | 0.009 (0.009) | 0.002 (0.004) | 0.001 (0.006) | 0.010 (0.007) | -0.000 (0.003) | -0.003 (0.003) | 0.000 (0.001) | -0.001 (0.001) | 0.006 (0.005) | 0.016 (0.026) |
| Baseline mean | 0.25 | 0.07 | 0.04 | 0.18 | 0.02 | 0.05 | 0.00 | 0.00 | 0.04 | 0.00 |
| Observations | 379,708 | 379,002 | 376,399 | 378,805 | 379,157 | 379,257 | 379,160 | 243,555 | 367,087 | 380,540 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on substance use. Specifically, it presents estimates of coefficient β from Equation (1) using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Columns (1)–(9) are binary variables indicating whether the respondent used the drug within the last 30 days. Column (10) is an index based on the standardized average of the other columns. Since many answers are missing for one specific question, we take the average for all non-missing questions. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For a detailed description of the outcome, treatment, and control variables, see Appendix Table A.31. Standard errors in parentheses are clustered at the college level.

Table A.27: Effects on Perceptions of Using Illicit Substances

| | Cigarettes (1) | Cigars (2) | Smokeless tobacco (3) | Marijuana (4) | Cocaine (5) | Amphetamines (6) | Rohypnol (7) | MDMA (8) | Other (9) | Index (10) |
|----------------------------|-------------------|------------------|-----------------------------|------------------|------------------|---------------------|-------------------|-------------------|------------------|------------------|
| Post Facebook Introduction | 0.018 (0.012) | 0.001 (0.013) | -0.007 (0.011) | 0.015 (0.009) | 0.004 (0.014) | -0.015 (0.013) | -0.002 (0.009) | -0.005 (0.011) | 0.009 (0.021) | 0.026 (0.029) |
| Baseline mean | 0.93 | 0.60 | 0.60 | 0.84 | 0.38 | 0.53 | 0.32 | 0.37 | 0.50 | 0.00 |
| Observations | 378,668 | 377,846 | 377,077 | 377,750 | 376,988 | 375,614 | 374,885 | 242,380 | 361,088 | 379,329 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table explores the effects of the introduction of Facebook at a college on students' perceptions related to substance use. Specifically, it presents estimates of coefficient β from Equation (1). Columns (1)–(9) are binary variables estimating the effect on whether respondents think that a typical student used the drug in the past 30 days. Column (10) is an index based on the standardized average of the other columns. Since many answers are missing for one specific question, we take the average for all non-missing questions. All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. Standard errors in parentheses are clustered at the college level.

Table A.28: Comparison of the Authors' 2022 Mental Health Survey and the NCHA Sample

| Variable | Authors' 2022 Survey | NCHA Survey |
|-------------------------------------|----------------------|-------------|
| International | 0.030 | 0.033 |
| Female | 0.690 | 0.642 |
| White | 0.643 | 0.780 |
| How many times had symptom (1-7) | 3.582 | 2.713 |
| Had symptom/disorder (0-1) | 0.232 | 0.082 |
| Took up mental health service (0-1) | 0.132 | 0.044 |

Notes: This table presents descriptive statistics for the NCHA respondents and participants in the survey we conducted for external validation (described in Appendix C). 'How many times had symptom' refers to the questions in the poor mental health index asking participants how many times they [felt hopeless, felt overwhelmed, felt exhausted, felt very sad, felt severely depressed, considered suicide, or attempted suicide] in the last year. 'Had symptom/disorder' refers to questions in our index asking participants whether they [had depression, had anorexia, had anxiety disorder, had bulimia, had seasonal affect disorder]. 'Took up mental health service' refers to questions asking participants whether they were diagnosed with depression in the last year, are currently in therapy for depression, or are currently taking medication for depression.

Table A.29: Coefficients predicting $10 \leq \text{PHQ-9}$ or $10 \leq \text{GAD-7}$

| Variable | $10 \leq \text{PHQ-9}$ Coefficients | | | $10 \leq \text{GAD-7}$ Coefficients | | |
|--|-------------------------------------|--------|--------|-------------------------------------|--------|--------|
| | OLS | Logit | LASSO | OLS | Logit | LASSO |
| Intercept | -0.228 | -4.601 | -0.198 | -0.224 | -4.741 | -0.760 |
| Depression Symptoms | | | | | | |
| Last year felt hopeless | 0.040 | 0.206 | 0.409 | 0.016 | 0.088 | 0.178 |
| Last year felt overwhelmed | 0.012 | 0.103 | 0.142 | 0.006 | 0.080 | 0.100 |
| Last year felt exhausted | 0.025 | 0.185 | 0.308 | 0.020 | 0.179 | 0.302 |
| Last year felt very sad | -0.007 | -0.046 | 0.000 | 0.001 | 0.032 | 0.058 |
| Last year severely depressed | 0.088 | 0.461 | 0.938 | 0.074 | 0.349 | 0.690 |
| Last year seriously considered suicide | 0.016 | 0.205 | 0.205 | 0.018 | 0.105 | 0.096 |
| Last year attempted suicide | 0.034 | 0.325 | 0.005 | 0.040 | 0.296 | 0.013 |
| Last year depression | -0.033 | -0.140 | 0.000 | -0.064 | -0.288 | 0.000 |
| Other Symptoms | | | | | | |
| Last year anorexia | -0.020 | -0.067 | 0.000 | -0.019 | -0.200 | 0.000 |
| Last year anxiety disorder | 0.054 | 0.299 | 0.091 | 0.276 | 1.530 | 0.626 |
| Last year bulimia | -0.051 | -0.306 | -0.006 | 0.031 | 0.170 | 0.000 |
| Last year seasonal affect disorder | 0.031 | 0.187 | 0.011 | -0.022 | -0.131 | 0.000 |
| Depression Services | | | | | | |
| Last year depression diagnosis | 0.116 | 0.881 | 0.169 | 0.006 | 0.072 | 0.000 |
| Therapy depression | 0.080 | 0.558 | 0.086 | 0.032 | 0.182 | 0.000 |
| Current medication depression | -0.158 | -1.125 | -0.269 | -0.193 | -1.174 | -0.325 |

Notes: This table presents the coefficients predicting a PHQ-9 score of at least 10 (moderate or severe depression) and a GAD-7 score of at least 10 (moderate or severe anxiety). In columns (2) and (5), the coefficients are created by regressing the binary outcomes on the components of our index of poor mental health using a linear probability model. Columns (3) and (6) are based on a logistic regression, and in columns (4) and (7) the binary outcomes are predicted using a LASSO regression (the coefficients in columns 3-4, 6-7 are in log-odds units). The regressions are based on data from the mental health survey conducted for external validation and described in Appendix C.

Table A.30: Effects on Predicted Depression and Anxiety

| | $10 \leq \text{PHQ-9}$ | | | $10 \leq \text{GAD-7}$ | | |
|----------------------------|------------------------|------------------|------------------|------------------------|------------------|------------------|
| | (1) OLS | (2) Logit | (3) LASSO | (4) OLS | (5) Logit | (6) Lasso |
| Post Facebook Introduction | 0.023 (0.009) | 0.022 (0.009) | 0.022 (0.009) | 0.019 (0.007) | 0.017 (0.007) | 0.022 (0.008) |
| Predicted baseline mean | 0.25 | 0.25 | 0.42 | 0.16 | 0.17 | 0.33 |
| Observations | 359,827 | 359,827 | 359,827 | 359,827 | 359,827 | 359,827 |
| Survey Wave FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Controls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| College FE | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Notes: This table presents the effects of the introduction of Facebook on predicted moderate or severe depression, based on the PHQ-9 index ($10 \leq \text{PHQ-9}$), and predicted moderate or severe anxiety, based on the GAD-7 index ($10 \leq \text{GAD-7}$). The coefficients used to predict $10 \leq \text{PHQ-9}$ and $10 \leq \text{GAD-7}$ are described in Table A.29. In columns (1) and (4), the coefficients are created using a linear probability model, in columns (2) and (5), they are created using a logistic regression, and in columns (3) and (6) they are created using a LASSO regression. After creating measures for predicted depression and anxiety using the PHQ-9 and GAD-7 indices, respectively, we estimate the effects of the introduction of Facebook on these measures. Specifically, the table presents estimates of coefficient β from Equation (1). All estimates are obtained using our preferred specification, namely the one including survey-wave fixed effects, college fixed effects, and controls. Our controls consist of: age, age squared, gender, indicators for year in school (freshman, sophomore, junior, senior), indicators for race (White, Black, Hispanic, Asian, Indian, and other), and an indicator for international student. For more details see Appendix C. Standard errors in parentheses are clustered at the college level.

Table A.31: Variables definitions, constructions, and associated NCHA survey questions

| Variable | Description |
|-----------------------------------|---|
| Treatment Variables | |
| Post Facebook Introduction | Coding: 1 = Facebook was available at the respondent's college at the time she took the survey; 0 = Facebook was not available at the respondent's college at the time she took the survey; . = Impossible to determine whether Facebook was available at the respondent's college at the time she took the survey, because the semester in which the respondent took the survey coincides with the semester in which Facebook was introduced at her college. |
| Number of semesters exposure | Number of semesters that a student might have been exposed to Facebook given: i) the college the student goes to, ii) the survey wave the student participated in, and iii) the year in which the student started college. |
| Main Indices | |
| Index Poor Mental Health | The index is constructed as follows: i) we standardized all variables related to <i>symptoms of poor mental health</i> (see below) and all variables related to <i>depression services</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Index Symptoms Poor Mental Health | The index is constructed as follows: i) we standardized all variables related to <i>symptoms of poor mental health</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Index Depression Services | The index is constructed as follows: i) we standardized all variables related to <i>depression services</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Index Symptoms Depression | The index is constructed as follows: i) we standardized all variables related to <i>symptoms of depression</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Index Symptoms Other Conditions | The index is constructed as follows: i) we standardized all variables related to <i>symptoms of other conditions</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Index Downstream Effects | The index is constructed as follows: i) we standardized all variables related to <i>downstream effects of poor mental health</i> (see below) so that they have a mean of 0 and a standard deviation of 1 in the pre-period; ii) we took an equally-weighted average of the standardized variables; iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--|---|
| Symptoms of Poor Mental Health | |
| <i>Symptoms of Depression</i> | |
| Last year felt hopeless | Question: "Within the last school year how many times have you: Felt things were hopeless"; Scale: 1 = never; 2 = 1-2 times; 3 = 3-4 times; 4 = 5-6 times; 5 = 7-8 times; 6 = 9-10 times; 7 = 11 or more times. |
| Last year felt overwhelmed | Question: "Within the last school year how many times have you: Felt overwhelmed by all you had to do"; Scale: same as above. |
| Last year felt exhausted | Question: "Within the last school year how many times have you: Felt exhausted (not from physical activity)"; Scale: same as above. |
| Last year felt very sad | Question: "Within the last school year how many times have you: Felt very sad"; Scale: same as above. |
| Last year severely depressed | Question: "Within the last school year how many times have you: Felt so depressed that it was difficult to function"; Scale: same as above. |
| Last year seriously considered suicide | Question: "Within the last school year how many times have you: Seriously considered attempting suicide"; Scale: same as above. |
| Last year attempted suicide | Question: "Within the last school year how many times have you: Attempted suicide"; Scale: same as above. |
| Last year depression | Question: "Within the last school year, have you had any of the following?: Depression"; Scale: 1 = yes; 0 = no. |
| <i>Symptoms of Other Conditions</i> | |
| Last year anorexia | Question: "Within the last school year, have you had any of the following?: Anorexia"; Scale: 1 = yes; 0 = no. |
| Last year anxiety disorder | Question: "Within the last school year, have you had any of the following?: Anxiety disorder"; Scale: 1 = yes; 0 = no. |
| Last year bulimia | Question: "Within the last school year, have you had any of the following?: Bulimia"; Scale: 1 = yes; 0 = no. |
| Last year seasonal affect disorder | Question: "Within the last school year, have you had any of the following?: Seasonal Affect Disorder"; Scale: 1 = yes; 0 = no. |
| Depression Services | |
| Last year depression diagnosis | Question: "Have you been diagnosed with depression within the last school year?"; Scale: 1 = yes; 0 = no. Coding: the question is asked only to individuals who answered affirmatively to a previous question asking whether they had ever been diagnosed with depression. We impute a value of 0 for all individuals who reported never having been diagnosed with depression and who, therefore, are not asked the question about being diagnosed with depression in the last school year. See Section 4.1 for a discussion about the imputation. |
| Therapy depression | Question: "Are you currently in therapy for depression?"; Scale: 1 = yes; 0 = no. Coding: the question is asked only to individuals who answered affirmatively to a previous question asking whether they had ever been diagnosed with depression. We impute a value of 0 for all individuals who reported never having been diagnosed with depression and who, therefore, are not asked the question about being in therapy for depression. See Section 4.1 for a discussion about the imputation. |
| Current medication depression | Question: "Are you currently taking medication for depression?"; Scale: 1 = yes; 0 = no. Coding: the question is asked only to individuals who answered affirmatively to a previous question asking whether they had ever been diagnosed with depression. We impute a value of 0 for all individuals who reported never having been diagnosed with depression and who, therefore, are not asked the question about being in taking medication for depression. See Section 4.1 for a discussion about the imputation. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--------------------------------------|---|
| Downstream Effects | |
| Academic perform attention deficit | Question: “Within the last school year, have any of the following affected your academic performance?: Attention Deficit Disorder”; Scale: 1 = {Received a lower grade on an exam or important project; Received a lower grade in the course; Received an incomplete or dropped the course.}; 0 = {This did not happen to me/not applicable; I have experienced this issue but my academics have not been affected}. |
| Academic perform depression | Question: “Within the last school year, have any of the following affected your academic performance?: Depression/Anxiety Disorder/Seasonal Affective Disorder”; Scale: same as above. |
| Academic perform eating disorder | Question: “Within the last school year, have any of the following affected your academic performance?: Eating disorder/problem”; Scale: same as above. |
| Academic perform sleep difficulty | Question: “Within the last school year, have any of the following affected your academic performance?: Sleep difficulty”; Scale: same as above. |
| Academic perform stress | Question: “Within the last school year, have any of the following affected your academic performance?: Stress”; Scale: same as above. |
| Social Comparisons Moderators | |
| Off-campus living | Question: “Where do you currently live?”; Coding: 1 = {Off-campus housing, Parent/guardian’s home, Other}; 0 = {Campus residence hall, Fraternity or sorority house, Other university/college housing}. |
| Not in fraternity/sorority | Question: “Are you a member of a social fraternity or sorority?”; Scale: 1 = no; 0 = yes. |
| Credit-card debt | Question: “If you have a credit card(s) how much total credit card debt did you carry last month? That is, what was the total unpaid balance on all of your cards (that you are responsible for paying)?”; Coding: 1 if reported debt is at least \$1; 0 otherwise. |
| Work | Question: “How many hours a week do you work for pay?”; Coding: 1 = at least one hour; 0 = 0 hours. |
| Overweight | Use recoded BMI ($BMI = kg/m^2$); Coding: 1 = if recoded $BMI > 25$ (indicating overweight or obesity); 0 otherwise. |
| Index of Social Comparisons | Coding: Index sums the binary variables defined above. As an additional moderator to study heterogeneous treatment effects, we consider whether a respondent is above the median value of the index of social comparisons or below the median value. |
| Disruptive Internet Use | |
| Internet, computer games experienced | Question: “Within the last school year, have any of the following affected your academic performance? Internet use/computer games.” Coding: 1 = {I have experienced this issue but my academics have not been affected; Received a lower grade on an exam or important project; Received a lower grade in the course; Received an incomplete or dropped the course.}; 0 = {This did not happen to me/not applicable}. |
| Internet, computer games academics | Question: “Within the last school year, have any of the following affected your academic performance? Internet use/computer games.” Coding: 1 = {Received a lower grade on an exam or important project; Received a lower grade in the course; Received an incomplete or dropped the course.}; 0 = {This did not happen to me/not applicable; I have experienced this issue but my academics have not been affected}. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--|--|
| Drinking Perceptions and Behaviors | |
| <i>Perceptions</i> | |
| Typical drink count | Question: "How many alcoholic drinks do you think the typical student at your school had the last time he/she partied/socialized?" Open numeric response. Coding: Winsorized at 9 |
| Share used, 30 days | Question: "Within the last 30 days, what percent of students at your school used Alcohol? State your best estimate." Open numeric response. |
| Typical student used daily | Question: "Within the last 30 days, how often do you think the typical student at your school used alcohol (beer, wine, liquor)?" Coding: 1 = Used daily; 0 = {Never Used, One or more days}. |
| Perceptions Index | The index is constructed as follows: i) we standardized the three variables above so that they have a mean of 0 and a standard deviation of 1 in the pre-period. ii) we took an equally-weighted average of the standardized variables. iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| <i>Usage</i> | |
| Drink count | Question: "The last time you partied/socialized, how many alcoholic drinks did you have? State your best estimate." Open numeric response. Coding: Winsorized at 9 |
| Used 30 days | Question: "Within the last 30 days, on how many days did you use alcohol (beer, wine, liquor)?" Coding: 1 = {1–2 days; 3–5 days; 6–9 days; 10–19 days; 20–29 days; All 30 days}; 0 = {Never used; Have used, but not in last 30 days} |
| Used daily | Question: "Within the last 30 days, on how many days did you use alcohol (beer, wine, liquor)?" Coding: 1 = {20–29 days; All 30 days}; 0 = {1–2 days; 3–5 days; 6–9 days; 10–19 days; Never used; Have used, but not in last 30 days} |
| Usage Index | The index is constructed as follows: i) we standardized the three variables above so that they have a mean of 0 and a standard deviation of 1 in the pre-period. ii) we took an equally-weighted average of the standardized variables. iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| <i>Differences between perceptions and usage</i> | |
| Difference drink count | Absolute value of the difference between the typical drink count variable and the average drink count in the same college and survey-wave. The average drink count variable is constructed using the drink count variable described above. |
| Difference share used | Absolute value of the difference between the share used, 30 days variable and the share of respondents in the same college and survey-wave who reported using alcohol at least once in the last 30 days. The share of respondents using alcohol at least once in the last 30 days is constructed using the used daily variable described above. |
| Typical student incorrect | Binary variable indicating whether the typical student used daily response does not equal the modal value of the used daily variable in the same college and survey wave of the respondent. |
| Difference Index | The index is constructed as follows: i) we standardized the three variables above so that they have a mean of 0 and a standard deviation of 1 in the pre-period. ii) we took an equally-weighted average of the standardized variables. iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--|--|
| Other Behaviors and Perceptions | |
| <i>Assaults and Sexual Assaults</i> | |
| Assault, fight last year | Questions: “Within the last school year, were you: in a physical fight?”, “Within the last school year, were you: physically assaulted?” Scale: yes, no. Coding: 1 = answering yes to either of the two questions; 0 = otherwise. |
| Sexual assault last year | Questions: “Within the last school year, have you experienced: sexual touching against your will?”, “Within the last school year, have you experienced: attempted sexual penetration against your will?”, “Within the last school year, have you experienced: sexual penetration against your will?” Scale: yes, no. Coding: 1 = answering yes to at least one of the three questions; 0 = otherwise. |
| Sexual threat last year | Question: “Within the last school year, have you experienced: verbal threats for sex against your will?” Scale: yes, no. Coding: 1 = yes, 0 = no. |
| Abusive relationship last year | Question: “Within the last school year, have you been in a relationship that was: sexually abusive?” Scale: yes, no. Coding: 1 = yes, 0 = no. |
| Assault index | The index is constructed aggregating the four variables above following the same procedure as the Index Poor Mental Health. |
| <i>Relationships</i> | |
| Straight | Question: “Which of the following best describes you?” Coding: 1 = {Heterosexual}; 0 = {Gay/Lesbian, Bisexual, Transgender, Unsure}. |
| Single | Question: “What is your current relationship status?” Coding: 1 = {Single}; 0 = {Married/domestic partner, Engaged or committed dating relationship, Separated, Divorced, Widowed}. |
| Experienced relationship difficulties | Question: “Within the last school year, have any of the following affected your academic performance? Relationship difficulty.” Coding: 1 = {I have experienced this issue but my academics have not been affected; Received a lower grade on an exam or important project; Received a lower grade in the course; Received an incomplete or dropped the course.}; 0 = {This did not happen to me/not applicable} |
| Partners number | Question: “Within the last school year, with how many partners, if any, have you had sex (oral, vaginal, or anal)?” Open numeric response. Coding: Winsorized at 9. |
| Relationship index | The index is constructed aggregating the five variables above following the same procedure as the Index Poor Mental Health. |
| <i>Sexual Behavior Perceptions</i> | |
| Num Partners | Question: “Within the last school year, with how many partners do you think the typical student at your school has had sex (oral, vaginal, or anal)?” Open numeric response. Coding: Winsorized at 9. The variable is standardized so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Oral Sex | Question: “How many times within the last 30 days do you think the typical student at your school has had: Oral sex?” Coding: 1 = {Never}; 2 = {Not in last 30 days}; 3 = {1–2 times}; 4 = {3–4 times}; 5 = {5–6 times}; 6 = {7–8 times}; 7 = {9–10 times}; 8 = {11 or more times}. The variable is standardized so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Vaginal Intercourse | Question: “How many times within the last 30 days do you think the typical student at your school has had: Vaginal Intercourse?” Coding: same as above. |
| Anal Sex | Question: “How many times within the last 30 days do you think the typical student at your school has had: Anal Intercourse?” Coding: same as above. |
| Sexual Perceptions Index | The index is constructed aggregating the four variables above following the same procedure as the Index Poor Mental Health. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--------------------------|--|
| <i>Drug use</i> | |
| Cigarettes | Question: "Within the last 30 days, on how many days did you use: cigarettes?" Scale: 0 = {never used; have used, but not in last 30 days}; 1 = {1-2 days; 3-5 days; 6-9 days; 10-19 days; 20-29 days; all 30 days}. |
| Cigars | Question: "Within the last 30 days, on how many days did you use: cigars?" Scale: same as above. |
| Smokeless tobacco | Question: "Within the last 30 days, on how many days did you use: smokeless tobacco?" Scale: same as above. |
| Marijuana | Question: "Within the last 30 days, on how many days did you use: marijuana (pot, hash, hash oil)?" Scale: same as above. |
| Cocaine | Question: "Within the last 30 days, on how many days did you use: cocaine (crack, rock, freebase)?" Scale: same as above. |
| Amphetamines | Question: "Within the last 30 days, on how many days did you use: amphetamines (diet pills, speed, meth, crank)?" Scale: same as above. |
| Rohypnol | Question: "Within the last 30 days, on how many days did you use: rohypnol (roofies), GHB, or Liquid X (intentional use)?" Scale: same as above. |
| MDMA | Question: "Within the last 30 days, on how many days did you use: MDMA (Ecstasy, XTC, E, X, Adam)?" Scale: same as above. |
| Other | Question: "Within the last 30 days, on how many days did you use: other drugs?" Scale: same as above. |
| Perceptions variables | Within the last 30 days, how often do you think the typical student at your school used: State your best estimate: [Drug]. Scale: Coding: 1 = {Used daily, One or more days}; 0 = Never Used. |
| Index | The index of drug use (perceptions of drug use) is constructed aggregating the nine variables above (or perceptions related to their average use in college) following the same procedure as the Index Poor Mental Health not discarding observations when one of the nine variables above is missing. |
| Control variables | |
| Female | Question: "What is your sex?"; Coding: 1 = female; 0 = male |
| White | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "White-not Hispanic (includes Middle Eastern)"; 0 otherwise. |
| Black | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "Black-not Hispanic"; 0 otherwise. |
| Hispanic | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "Hispanic or Latino"; 0 otherwise. |
| Asian | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "Asian or Pacific Islander"; 0 otherwise. |
| Native American | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "American Indian or Alaskan Native"; 0 otherwise. |
| Other race | Question: "How do you usually describe yourself? (Mark all that apply)"; Coding: 1 if chose "Other"; 0 otherwise. |
| International | Question: "Are you an international student?"; Scale: 1 = yes; 0 = no. |
| Age | Question: "How old are you?". Used in regression as separate indicators. |
| Year in school | Question: "Year in school"; Scale: 1 = 1st year undergraduate; 2 = 2nd year undergraduate; 3 = 3rd year undergraduate; 4 = 4th year undergraduate; 5 = 5th year or more undergraduate. Used in regression as separate indicators. |
| Region | Macro-region of a college: Northeast, Midwest, South, or West; used in regressions as four separate indicators. |

Table A.31 (cont'd): Variable definition, construction, and associated NCHA survey questions

| Variable | Description |
|--|---|
| Physical Health | |
| Index poor physical health | The index is based on the following question: "Within the last school year, have you had any of the following?" The physical health conditions are: allergy, asthma, chronic fatigue, diabetes, endometriosis, genital herpes, genital warts, hepatitis B or C, high blood pressure, high cholesterol, HIV, carpal tunnel, back pain, broken bones, bronchitis, chlamydia, ear infection, gonorrhea, mono, pelvic inflammation, sinus infection, strep, tuberculosis. The answer options are yes and no. The index is constructed as follows: i) we standardized all the variables above so that they have a mean of 0 and a standard deviation of 1 in the pre-period. ii) we took an equally-weighted average of the standardized variables. iii) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Missing Values Variables | |
| Index of missing values | The index is constructed as follows: i) we considered all variables that comprise the index of poor mental health. ii) we assigned a value of 1 to a variable if the answer is missing and 0 otherwise. iii) we standardized the newly constructed variables so that they have a mean of 0 and a standard deviation of 1 in the pre-period. iv) we took an equally-weighted average of the standardized variables. v) we re-standardized the equally-weighted average so that it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Any missing values | 1 = respondent left unanswered at least one question composing the index of poor mental health; 0 = respondent answered all the questions composing the index of poor mental health. |
| Total missing values | The number of questions composing the index of poor mental health that a respondent left unanswered. |
| Index of missing values | The index is constructed as follows: i) we considered all variables that comprise the index of poor mental health. ii) we calculate the total number of question that a respondent left unanswered; iii) we standardized the total so it has a mean of 0 and a standard deviation of 1 in the pre-period. |
| Other variables | |
| Predicted susceptibility to mental illness | The variable is constructed as follows: i) we constructed an indicator that takes value one if and only if a student has ever been diagnosed with a mental health condition. ii) we considered a set of immutable individual-level characteristics (age, year in school, gender, race, an indicator for U.S. citizenship and height). iii) we generated all two-way interactions between the characteristics, and generated second- and third-order monomials of each characteristic. iv), we implemented a LASSO procedure in the pre-period to predict our indicator for ever having been diagnosed with a mental health condition using the immutable individual-level characteristics and functions thereof described above. v) we used the model selected by the Extended Bayesian Information Criterion (EBIC) to generate a prediction of our indicator for ever having been diagnosed with a mental health condition. |
| Height | Question: "What is your height in feet and inches?" |
| Volunteer | Question: "How many hours a week do you volunteer?"; Coding: 1 = at least one hour; 0 = 0 hours. |
| First-year | Question: "Year in school"; Coding: 1 if chose first year undergraduate; 0 otherwise. |

Table A.32: Facebook Introduction Dates

| Institution Name | Date Joined FB | Expansion Group |
|--|----------------|-----------------|
| 1 HARVARD UNIVERSITY | 4-FEB-04 | 1 |
| 2 COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK | 25-FEB-04 | 1 |
| 3 STANFORD UNIVERSITY | 26-FEB-04 | 1 |
| 4 YALE UNIVERSITY | 29-FEB-04 | 1 |
| 5 CORNELL UNIVERSITY | 7-MAR-04 | 1 |
| 6 DARTMOUTH COLLEGE | 7-MAR-04 | 1 |
| 7 MASSACHUSETTS INSTITUTE OF TECHNOLOGY | 14-MAR-04 | 1 |
| 8 UNIVERSITY OF PENNSYLVANIA | 14-MAR-04 | 1 |
| 9 BOSTON UNIVERSITY | 21-MAR-04 | 1 |
| 10 NEW YORK UNIVERSITY | 21-MAR-04 | 1 |
| 11 BROWN UNIVERSITY | 4-APR-04 | 1 |
| 12 PRINCETON UNIVERSITY | 4-APR-04 | 1 |
| 13 UNIVERSITY OF CALIFORNIA-BERKELEY | 4-APR-04 | 1 |
| 14 DUKE UNIVERSITY | 11-APR-04 | 1 |
| 15 GEORGETOWN UNIVERSITY | 11-APR-04 | 1 |
| 16 UNIVERSITY OF VIRGINIA-MAIN CAMPUS | 11-APR-04 | 1 |
| 17 BOSTON COLLEGE | 19-APR-04 | 1 |
| 18 NORTHEASTERN UNIVERSITY | 19-APR-04 | 1 |
| 19 TUFTS UNIVERSITY | 19-APR-04 | 1 |
| 20 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN | 19-APR-04 | 1 |
| 21 MICHIGAN STATE UNIVERSITY | 25-APR-04 | 1 |
| 22 NORTHWESTERN UNIVERSITY | 25-APR-04 | 1 |
| 23 UNIVERSITY OF FLORIDA | 25-APR-04 | 1 |
| 24 UNIVERSITY OF MICHIGAN-ANN ARBOR | 25-APR-04 | 1 |
| 25 WELLESLEY COLLEGE | 25-APR-04 | 1 |
| 26 UNIVERSITY OF CALIFORNIA-LOS ANGELES | 27-APR-04 | 1 |
| 27 EMORY UNIVERSITY | 30-APR-04 | 1 |
| 28 RICE UNIVERSITY | 30-APR-04 | 1 |
| 29 TULANE UNIVERSITY OF LOUISIANA | 30-APR-04 | 1 |
| 30 UNIVERSITY OF CHICAGO | 30-APR-04 | 1 |
| 31 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL | 30-APR-04 | 1 |
| 32 WASHINGTON UNIVERSITY IN ST LOUIS | 2-MAY-04 | 1 |
| 33 UNIVERSITY OF CALIFORNIA-DAVIS | 20-MAY-04 | 1 |
| 34 UNIVERSITY OF CALIFORNIA-SAN DIEGO | 20-MAY-04 | 1 |
| 35 UNIVERSITY OF SOUTHERN CALIFORNIA | 23-JUN-04 | 1 |
| 36 CALIFORNIA INSTITUTE OF TECHNOLOGY | 25-JUN-04 | 1 |
| 37 UNIVERSITY OF CALIFORNIA-SANTA BARBARA | 25-JUN-04 | 1 |
| 38 BUCKNELL UNIVERSITY | 4-AUG-04 | 1 |
| 39 UNIVERSITY OF ROCHESTER | 4-AUG-04 | 1 |
| 40 AMHERST COLLEGE | 8-AUG-04 | 1 |
| 41 BOWDOIN COLLEGE | 8-AUG-04 | 1 |
| 42 HAMILTON COLLEGE | 8-AUG-04 | 1 |
| 43 MIDDLEBURY COLLEGE | 8-AUG-04 | 1 |
| 44 OBERLIN COLLEGE | 8-AUG-04 | 1 |
| 45 SWARTHMORE COLLEGE | 8-AUG-04 | 1 |
| 46 WESLEYAN UNIVERSITY | 8-AUG-04 | 1 |
| 47 WILLIAMS COLLEGE | 8-AUG-04 | 1 |
| 48 CARNEGIE MELLON UNIVERSITY | 21-AUG-04 | 1 |
| 49 FLORIDA STATE UNIVERSITY | 21-AUG-04 | 1 |
| 50 GEORGE WASHINGTON UNIVERSITY | 21-AUG-04 | 1 |
| 51 JOHNS HOPKINS UNIVERSITY | 21-AUG-04 | 1 |
| 52 UNIVERSITY OF CENTRAL FLORIDA | 21-AUG-04 | 1 |
| 53 UNIVERSITY OF GEORGIA | 21-AUG-04 | 1 |
| 54 UNIVERSITY OF SOUTH FLORIDA-MAIN CAMPUS | 21-AUG-04 | 1 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|--|----------------|-----------------|
| 55 VANDERBILT UNIVERSITY | 21-AUG-04 | 1 |
| 56 SYRACUSE UNIVERSITY | 22-AUG-04 | 1 |
| 57 UNIVERSITY OF MARYLAND-COLLEGE PARK | 22-AUG-04 | 1 |
| 58 UNIVERSITY OF NOTRE DAME | 22-AUG-04 | 1 |
| 59 AMERICAN UNIVERSITY | 7-SEP-04 | 2 |
| 60 AUBURN UNIVERSITY | 7-SEP-04 | 2 |
| 61 BAYLOR UNIVERSITY | 7-SEP-04 | 2 |
| 62 BRANDEIS UNIVERSITY | 7-SEP-04 | 2 |
| 63 CALIFORNIA POLYTECHNIC STATE UNIVERSITY-SAN LUIS OBISPO | 7-SEP-04 | 2 |
| 64 COLGATE UNIVERSITY | 7-SEP-04 | 2 |
| 65 COLLEGE OF WILLIAM AND MARY | 7-SEP-04 | 2 |
| 66 HAVERFORD COLLEGE | 7-SEP-04 | 2 |
| 67 HOWARD UNIVERSITY | 7-SEP-04 | 2 |
| 68 INDIANA UNIVERSITY-BLOOMINGTON | 7-SEP-04 | 2 |
| 69 JAMES MADISON UNIVERSITY | 7-SEP-04 | 2 |
| 70 LEHIGH UNIVERSITY | 7-SEP-04 | 2 |
| 71 MIAMI UNIVERSITY-OXFORD | 7-SEP-04 | 2 |
| 72 MICHIGAN TECHNOLOGICAL UNIVERSITY | 7-SEP-04 | 2 |
| 73 PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS | 7-SEP-04 | 2 |
| 74 PEPPERDINE UNIVERSITY | 7-SEP-04 | 2 |
| 75 REED COLLEGE | 7-SEP-04 | 2 |
| 76 RUTGERS UNIVERSITY-NEW BRUNSWICK | 7-SEP-04 | 2 |
| 77 SANTA CLARA UNIVERSITY | 7-SEP-04 | 2 |
| 78 SIMMONS COLLEGE | 7-SEP-04 | 2 |
| 79 SMITH COLLEGE | 7-SEP-04 | 2 |
| 80 SUNY AT BINGHAMTON | 7-SEP-04 | 2 |
| 81 TEMPLE UNIVERSITY | 7-SEP-04 | 2 |
| 82 TEXAS A & M UNIVERSITY-COLLEGE STATION | 7-SEP-04 | 2 |
| 83 THE UNIVERSITY OF TENNESSEE-KNOXVILLE | 7-SEP-04 | 2 |
| 84 THE UNIVERSITY OF TEXAS AT AUSTIN | 7-SEP-04 | 2 |
| 85 UNIVERSITY OF CALIFORNIA-IRVINE | 7-SEP-04 | 2 |
| 86 UNIVERSITY OF CALIFORNIA-RIVERSIDE | 7-SEP-04 | 2 |
| 87 UNIVERSITY OF CALIFORNIA-SANTA CRUZ | 7-SEP-04 | 2 |
| 88 UNIVERSITY OF CONNECTICUT | 7-SEP-04 | 2 |
| 89 UNIVERSITY OF MAINE | 7-SEP-04 | 2 |
| 90 UNIVERSITY OF MASSACHUSETTS-AMHERST | 7-SEP-04 | 2 |
| 91 UNIVERSITY OF MISSISSIPPI | 7-SEP-04 | 2 |
| 92 UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS | 7-SEP-04 | 2 |
| 93 UNIVERSITY OF SAN FRANCISCO | 7-SEP-04 | 2 |
| 94 UNIVERSITY OF VERMONT | 7-SEP-04 | 2 |
| 95 UNIVERSITY OF WISCONSIN-MADISON | 7-SEP-04 | 2 |
| 96 VASSAR COLLEGE | 7-SEP-04 | 2 |
| 97 VILLANOVA UNIVERSITY | 7-SEP-04 | 2 |
| 98 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY | 7-SEP-04 | 2 |
| 99 WAKE FOREST UNIVERSITY | 7-SEP-04 | 2 |
| 100 ARIZONA STATE UNIVERSITY EAST | 24-SEP-04 | 2 |
| 101 BRYN MAWR COLLEGE | 24-SEP-04 | 2 |
| 102 DREXEL UNIVERSITY | 24-SEP-04 | 2 |
| 103 LOYOLA MARYMOUNT UNIVERSITY | 24-SEP-04 | 2 |
| 104 MOUNT HOLYOKE COLLEGE | 24-SEP-04 | 2 |
| 105 TRINITY COLLEGE | 24-SEP-04 | 2 |
| 106 UNIVERSITY OF ARIZONA | 24-SEP-04 | 2 |
| 107 UNIVERSITY OF COLORADO AT BOULDER | 24-SEP-04 | 2 |
| 108 UNIVERSITY OF MIAMI | 24-SEP-04 | 2 |
| 109 UNIVERSITY OF WASHINGTON-TACOMA CAMPUS | 24-SEP-04 | 2 |
| 110 UNIVERSITY OF MINNESOTA-TWIN CITIES | 10-OCT-04 | 2 |
| 111 BABSON COLLEGE | 13-OCT-04 | 2 |
| 112 BATES COLLEGE | 13-OCT-04 | 2 |
| 113 CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA | 13-OCT-04 | 2 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 114 CALVIN COLLEGE | 13-OCT-04 | 2 |
| 115 CASE WESTERN RESERVE UNIVERSITY | 13-OCT-04 | 2 |
| 116 CLAREMONT MCKENNA COLLEGE | 13-OCT-04 | 2 |
| 117 CLEMSON UNIVERSITY | 13-OCT-04 | 2 |
| 118 COLBY COLLEGE | 13-OCT-04 | 2 |
| 119 COLLEGE OF THE HOLY CROSS | 13-OCT-04 | 2 |
| 120 CONNECTICUT COLLEGE | 13-OCT-04 | 2 |
| 121 CUNY BERNARD M BARUCH COLLEGE | 13-OCT-04 | 2 |
| 122 CUNY BROOKLYN COLLEGE | 13-OCT-04 | 2 |
| 123 DAVIDSON COLLEGE | 13-OCT-04 | 2 |
| 124 EMERSON COLLEGE | 13-OCT-04 | 2 |
| 125 FORDHAM UNIVERSITY | 13-OCT-04 | 2 |
| 126 GEORGE MASON UNIVERSITY | 13-OCT-04 | 2 |
| 127 GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS | 13-OCT-04 | 2 |
| 128 HOPE COLLEGE | 13-OCT-04 | 2 |
| 129 ITHACA COLLEGE | 13-OCT-04 | 2 |
| 130 KENYON COLLEGE | 13-OCT-04 | 2 |
| 131 LAFAYETTE COLLEGE | 13-OCT-04 | 2 |
| 132 MORGAN STATE UNIVERSITY | 13-OCT-04 | 2 |
| 133 NORTH CAROLINA A & T STATE UNIVERSITY | 13-OCT-04 | 2 |
| 134 NORTH CAROLINA STATE UNIVERSITY AT RALEIGH | 13-OCT-04 | 2 |
| 135 OCCIDENTAL COLLEGE | 13-OCT-04 | 2 |
| 136 OHIO STATE UNIVERSITY-MAIN CAMPUS | 13-OCT-04 | 2 |
| 137 OHIO UNIVERSITY-MAIN CAMPUS | 13-OCT-04 | 2 |
| 138 PURDUE UNIVERSITY-MAIN CAMPUS | 13-OCT-04 | 2 |
| 139 RHODE ISLAND SCHOOL OF DESIGN | 13-OCT-04 | 2 |
| 140 SAN FRANCISCO STATE UNIVERSITY | 13-OCT-04 | 2 |
| 141 SKIDMORE COLLEGE | 13-OCT-04 | 2 |
| 142 SUNY AT ALBANY | 13-OCT-04 | 2 |
| 143 SUNY AT STONY BROOK | 13-OCT-04 | 2 |
| 144 SUNY COLLEGE AT BUFFALO | 13-OCT-04 | 2 |
| 145 SUNY COLLEGE AT GENESEO | 13-OCT-04 | 2 |
| 146 UNION UNIVERSITY | 13-OCT-04 | 2 |
| 147 UNITED STATES MILITARY ACADEMY | 13-OCT-04 | 2 |
| 148 UNITED STATES NAVAL ACADEMY | 13-OCT-04 | 2 |
| 149 UNIVERSITY OF DELAWARE | 13-OCT-04 | 2 |
| 150 UNIVERSITY OF IOWA | 13-OCT-04 | 2 |
| 151 UNIVERSITY OF KENTUCKY | 13-OCT-04 | 2 |
| 152 UNIVERSITY OF MARYLAND-BALTIMORE COUNTY | 13-OCT-04 | 2 |
| 153 UNIVERSITY OF MISSOURI-COLUMBIA | 13-OCT-04 | 2 |
| 154 UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS | 13-OCT-04 | 2 |
| 155 UNIVERSITY OF NEW MEXICO-MAIN CAMPUS | 13-OCT-04 | 2 |
| 156 UNIVERSITY OF OREGON | 13-OCT-04 | 2 |
| 157 UNIVERSITY OF PITTSBURGH-MAIN CAMPUS | 13-OCT-04 | 2 |
| 158 UNIVERSITY OF RHODE ISLAND | 13-OCT-04 | 2 |
| 159 UNIVERSITY OF RICHMOND | 13-OCT-04 | 2 |
| 160 UNIVERSITY OF SOUTH CAROLINA-COLUMBIA | 13-OCT-04 | 2 |
| 161 WESTERN MICHIGAN UNIVERSITY | 13-OCT-04 | 2 |
| 162 WHEATON COLLEGE | 13-OCT-04 | 2 |
| 163 PITZER COLLEGE | 15-OCT-04 | 2 |
| 164 POMONA COLLEGE | 15-OCT-04 | 2 |
| 165 SCRIPPS COLLEGE | 15-OCT-04 | 2 |
| 166 DICKINSON COLLEGE | 18-OCT-04 | 2 |
| 167 HARVEY MUDD COLLEGE | 18-OCT-04 | 2 |
| 168 IOWA STATE UNIVERSITY | 18-OCT-04 | 2 |
| 169 KANSAS STATE UNIVERSITY | 18-OCT-04 | 2 |
| 170 OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS | 18-OCT-04 | 2 |
| 171 PRATT INSTITUTE-MAIN | 18-OCT-04 | 2 |
| 172 TEXAS TECH UNIVERSITY | 18-OCT-04 | 2 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|--|----------------|-----------------|
| 173 UNIVERSITY OF KANSAS MAIN CAMPUS | 18-OCT-04 | 2 |
| 174 UNIVERSITY OF NEBRASKA-LINCOLN | 18-OCT-04 | 2 |
| 175 BRIGHAM YOUNG UNIVERSITY | 27-OCT-04 | 2 |
| 176 CARLETON COLLEGE | 27-OCT-04 | 2 |
| 177 COLORADO STATE UNIVERSITY | 27-OCT-04 | 2 |
| 178 DREW UNIVERSITY | 27-OCT-04 | 2 |
| 179 ELON UNIVERSITY | 27-OCT-04 | 2 |
| 180 FAIRFIELD UNIVERSITY | 27-OCT-04 | 2 |
| 181 FLORIDA INTERNATIONAL UNIVERSITY | 27-OCT-04 | 2 |
| 182 FULLERTON COLLEGE | 27-OCT-04 | 2 |
| 183 GETTYSBURG COLLEGE | 27-OCT-04 | 2 |
| 184 HOFSTRA UNIVERSITY | 27-OCT-04 | 2 |
| 185 LOYOLA UNIVERSITY CHICAGO | 27-OCT-04 | 2 |
| 186 LOYOLA UNIVERSITY MARYLAND | 27-OCT-04 | 2 |
| 187 LOYOLA UNIVERSITY NEW ORLEANS | 27-OCT-04 | 2 |
| 188 MACALESTER COLLEGE | 27-OCT-04 | 2 |
| 189 MARIST COLLEGE | 27-OCT-04 | 2 |
| 190 MARQUETTE UNIVERSITY | 27-OCT-04 | 2 |
| 191 OREGON STATE UNIVERSITY | 27-OCT-04 | 2 |
| 192 PACE UNIVERSITY-NEW YORK | 27-OCT-04 | 2 |
| 193 PROVIDENCE COLLEGE | 27-OCT-04 | 2 |
| 194 RENSSELAER POLYTECHNIC INSTITUTE | 27-OCT-04 | 2 |
| 195 SOUTHERN METHODIST UNIVERSITY | 27-OCT-04 | 2 |
| 196 SUFFOLK UNIVERSITY | 27-OCT-04 | 2 |
| 197 TEXAS CHRISTIAN UNIVERSITY | 27-OCT-04 | 2 |
| 198 TOWSON UNIVERSITY | 27-OCT-04 | 2 |
| 199 UNIVERSITY OF DENVER | 27-OCT-04 | 2 |
| 200 UNIVERSITY OF HAWAII AT MANOA | 27-OCT-04 | 2 |
| 201 UNIVERSITY OF PUGET SOUND | 27-OCT-04 | 2 |
| 202 WASHINGTON AND LEE UNIVERSITY | 27-OCT-04 | 2 |
| 203 BALL STATE UNIVERSITY | 15-NOV-04 | 2 |
| 204 BERKLEE COLLEGE OF MUSIC | 15-NOV-04 | 2 |
| 205 BOWLING GREEN STATE UNIVERSITY-FIRELANDS | 15-NOV-04 | 2 |
| 206 BUTLER UNIVERSITY | 15-NOV-04 | 2 |
| 207 CATHOLIC UNIVERSITY OF AMERICA | 15-NOV-04 | 2 |
| 208 CENTRAL MICHIGAN UNIVERSITY | 15-NOV-04 | 2 |
| 209 CLARKSON UNIVERSITY | 15-NOV-04 | 2 |
| 210 COLLEGE OF CHARLESTON | 15-NOV-04 | 2 |
| 211 DEPAUL UNIVERSITY | 15-NOV-04 | 2 |
| 212 DEPAUW UNIVERSITY | 15-NOV-04 | 2 |
| 213 EAST CAROLINA UNIVERSITY | 15-NOV-04 | 2 |
| 214 FAIRLEIGH DICKINSON UNIVERSITY-COLLEGE AT FLORHAM | 15-NOV-04 | 2 |
| 215 FAIRLEIGH DICKINSON UNIVERSITY-METROPOLITAN CAMPUS | 15-NOV-04 | 2 |
| 216 GEORGIA STATE UNIVERSITY | 15-NOV-04 | 2 |
| 217 GRAND VALLEY STATE UNIVERSITY | 15-NOV-04 | 2 |
| 218 GRINNELL COLLEGE | 15-NOV-04 | 2 |
| 219 HAMPSHIRE COLLEGE | 15-NOV-04 | 2 |
| 220 ILLINOIS STATE UNIVERSITY | 15-NOV-04 | 2 |
| 221 INDIANA UNIVERSITY OF PENNSYLVANIA-MAIN CAMPUS | 15-NOV-04 | 2 |
| 222 IONA COLLEGE | 15-NOV-04 | 2 |
| 223 KENNESAW STATE UNIVERSITY | 15-NOV-04 | 2 |
| 224 KENT STATE UNIVERSITY-MAIN CAMPUS | 15-NOV-04 | 2 |
| 225 LOUISIANA STATE UNIVERSITY-EUNICE | 15-NOV-04 | 2 |
| 226 MOREHOUSE COLLEGE | 15-NOV-04 | 2 |
| 227 OHIO WESLEYAN UNIVERSITY | 15-NOV-04 | 2 |
| 228 QUINNIPAC UNIVERSITY | 15-NOV-04 | 2 |
| 229 RIDER UNIVERSITY | 15-NOV-04 | 2 |
| 230 ROCHESTER INSTITUTE OF TECHNOLOGY | 15-NOV-04 | 2 |
| 231 SAN DIEGO STATE UNIVERSITY | 15-NOV-04 | 2 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 232 SUNY COLLEGE AT CORTLAND | 15-NOV-04 | 2 |
| 233 SUNY COLLEGE AT ONEONTA | 15-NOV-04 | 2 |
| 234 THE COLLEGE OF NEW JERSEY | 15-NOV-04 | 2 |
| 235 THE UNIVERSITY OF MONTANA-MISSOULA | 15-NOV-04 | 2 |
| 236 THE UNIVERSITY OF TAMPA | 15-NOV-04 | 2 |
| 237 THE UNIVERSITY OF TEXAS AT ARLINGTON | 15-NOV-04 | 2 |
| 238 THE UNIVERSITY OF TEXAS AT SAN ANTONIO | 15-NOV-04 | 2 |
| 239 TRINITY UNIVERSITY | 15-NOV-04 | 2 |
| 240 UNITED STATES AIR FORCE ACADEMY | 15-NOV-04 | 2 |
| 241 UNIVERSITY OF ALABAMA AT BIRMINGHAM | 15-NOV-04 | 2 |
| 242 UNIVERSITY OF ARKANSAS MAIN CAMPUS | 15-NOV-04 | 2 |
| 243 UNIVERSITY OF CINCINNATI-MAIN CAMPUS | 15-NOV-04 | 2 |
| 244 UNIVERSITY OF DAYTON | 15-NOV-04 | 2 |
| 245 UNIVERSITY OF HARTFORD | 15-NOV-04 | 2 |
| 246 UNIVERSITY OF MARY WASHINGTON | 15-NOV-04 | 2 |
| 247 UNIVERSITY OF NEVADA-LAS VEGAS | 15-NOV-04 | 2 |
| 248 UNIVERSITY OF NEVADA-RENO | 15-NOV-04 | 2 |
| 249 UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | 15-NOV-04 | 2 |
| 250 UNIVERSITY OF NORTH FLORIDA | 15-NOV-04 | 2 |
| 251 UNIVERSITY OF NORTH TEXAS | 15-NOV-04 | 2 |
| 252 UNIVERSITY OF SAN DIEGO | 15-NOV-04 | 2 |
| 253 VERMONT TECHNICAL COLLEGE | 15-NOV-04 | 2 |
| 254 VIRGINIA COMMONWEALTH UNIVERSITY | 15-NOV-04 | 2 |
| 255 WAYNE STATE UNIVERSITY | 15-NOV-04 | 2 |
| 256 WEST VIRGINIA UNIVERSITY | 15-NOV-04 | 2 |
| 257 WESTERN WASHINGTON UNIVERSITY | 15-NOV-04 | 2 |
| 258 APPALACHIAN STATE UNIVERSITY | 24-NOV-04 | 2 |
| 259 CALIFORNIA STATE UNIVERSITY-SACRAMENTO | 24-NOV-04 | 2 |
| 260 COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART | 24-NOV-04 | 2 |
| 261 CUNY HUNTER COLLEGE | 24-NOV-04 | 2 |
| 262 DENISON UNIVERSITY | 24-NOV-04 | 2 |
| 263 FURMAN UNIVERSITY | 24-NOV-04 | 2 |
| 264 GONZAGA UNIVERSITY | 24-NOV-04 | 2 |
| 265 INDIANA UNIVERSITY-PURDUE UNIVERSITY-INDIANAPOLIS | 24-NOV-04 | 2 |
| 266 KUTZTOWN UNIVERSITY OF PENNSYLVANIA | 24-NOV-04 | 2 |
| 267 MARYMOUNT MANHATTAN COLLEGE | 24-NOV-04 | 2 |
| 268 MARYMOUNT UNIVERSITY | 24-NOV-04 | 2 |
| 269 MISSISSIPPI STATE UNIVERSITY | 24-NOV-04 | 2 |
| 270 MONMOUTH UNIVERSITY | 24-NOV-04 | 2 |
| 271 MONTCLAIR STATE UNIVERSITY | 24-NOV-04 | 2 |
| 272 MUHLENBERG COLLEGE | 24-NOV-04 | 2 |
| 273 NORTHERN ARIZONA UNIVERSITY | 24-NOV-04 | 2 |
| 274 ROSE-HULMAN INSTITUTE OF TECHNOLOGY | 24-NOV-04 | 2 |
| 275 SACRED HEART UNIVERSITY | 24-NOV-04 | 2 |
| 276 SARAH LAWRENCE COLLEGE | 24-NOV-04 | 2 |
| 277 SETON HALL UNIVERSITY | 24-NOV-04 | 2 |
| 278 ST JOHN'S COLLEGE | 24-NOV-04 | 2 |
| 279 ST JOHN'S COLLEGE | 24-NOV-04 | 2 |
| 280 ST LAWRENCE UNIVERSITY | 24-NOV-04 | 2 |
| 281 SUNY COLLEGE AT NEW PALTZ | 24-NOV-04 | 2 |
| 282 SUNY COLLEGE AT OSWEGO | 24-NOV-04 | 2 |
| 283 TEXAS STATE UNIVERSITY-SAN MARCOS | 24-NOV-04 | 2 |
| 284 THE UNIVERSITY OF ALABAMA | 24-NOV-04 | 2 |
| 285 UNIVERSITY OF NORTH DAKOTA-MAIN CAMPUS | 24-NOV-04 | 2 |
| 286 UNIVERSITY OF PORTLAND | 24-NOV-04 | 2 |
| 287 UNIVERSITY OF THE PACIFIC | 24-NOV-04 | 2 |
| 288 UNIVERSITY OF TULSA | 24-NOV-04 | 2 |
| 289 UNIVERSITY OF UTAH | 24-NOV-04 | 2 |
| 290 UNIVERSITY OF WISCONSIN-MILWAUKEE | 24-NOV-04 | 2 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 291 WASHINGTON STATE UNIVERSITY | 24-NOV-04 | 2 |
| 292 WILLAMETTE UNIVERSITY | 24-NOV-04 | 2 |
| 293 WORCESTER POLYTECHNIC INSTITUTE | 24-NOV-04 | 2 |
| 294 XAVIER UNIVERSITY | 24-NOV-04 | 2 |
| 295 EASTERN MICHIGAN UNIVERSITY | 12-JAN-05 | 3 |
| 296 BARD COLLEGE | 14-JAN-05 | 3 |
| 297 BISMARCK STATE COLLEGE | 14-JAN-05 | 3 |
| 298 BRADLEY UNIVERSITY | 14-JAN-05 | 3 |
| 299 BRYANT UNIVERSITY | 14-JAN-05 | 3 |
| 300 CALIFORNIA STATE UNIVERSITY-CHICO | 14-JAN-05 | 3 |
| 301 CALIFORNIA STATE UNIVERSITY-FRESNO | 14-JAN-05 | 3 |
| 302 CALIFORNIA STATE UNIVERSITY-LONG BEACH | 14-JAN-05 | 3 |
| 303 CALIFORNIA STATE UNIVERSITY-NORTHRIDGE | 14-JAN-05 | 3 |
| 304 CHRISTOPHER NEWPORT UNIVERSITY | 14-JAN-05 | 3 |
| 305 COLORADO COLLEGE | 14-JAN-05 | 3 |
| 306 CREIGHTON UNIVERSITY | 14-JAN-05 | 3 |
| 307 EASTERN ILLINOIS UNIVERSITY | 14-JAN-05 | 3 |
| 308 EASTERN UNIVERSITY | 14-JAN-05 | 3 |
| 309 FLAGLER COLLEGE | 14-JAN-05 | 3 |
| 310 FLORIDA ATLANTIC UNIVERSITY-BOCA RATON | 14-JAN-05 | 3 |
| 311 FRANKLIN AND MARSHALL COLLEGE | 14-JAN-05 | 3 |
| 312 GEORGIA SOUTHERN UNIVERSITY | 14-JAN-05 | 3 |
| 313 HOBART WILLIAM SMITH COLLEGES | 14-JAN-05 | 3 |
| 314 HUMBOLDT STATE UNIVERSITY | 14-JAN-05 | 3 |
| 315 INDIANA STATE UNIVERSITY | 14-JAN-05 | 3 |
| 316 KEENE STATE COLLEGE | 14-JAN-05 | 3 |
| 317 LEWIS & CLARK COLLEGE | 14-JAN-05 | 3 |
| 318 LYNCHBURG COLLEGE | 14-JAN-05 | 3 |
| 319 MANHATTAN COLLEGE | 14-JAN-05 | 3 |
| 320 NORTH DAKOTA STATE UNIVERSITY-MAIN CAMPUS | 14-JAN-05 | 3 |
| 321 NORTHERN ILLINOIS UNIVERSITY | 14-JAN-05 | 3 |
| 322 OLD DOMINION UNIVERSITY | 14-JAN-05 | 3 |
| 323 RADFORD UNIVERSITY | 14-JAN-05 | 3 |
| 324 ROLLINS COLLEGE | 14-JAN-05 | 3 |
| 325 ROWAN UNIVERSITY | 14-JAN-05 | 3 |
| 326 SAINT LOUIS UNIVERSITY-MAIN CAMPUS | 14-JAN-05 | 3 |
| 327 SEATTLE UNIVERSITY | 14-JAN-05 | 3 |
| 328 SONOMA STATE UNIVERSITY | 14-JAN-05 | 3 |
| 329 UNIVERSITY OF ILLINOIS AT CHICAGO | 14-JAN-05 | 3 |
| 330 UNIVERSITY OF SCRANTON | 14-JAN-05 | 3 |
| 331 UNIVERSITY OF TOLEDO | 14-JAN-05 | 3 |
| 332 WEST CHESTER UNIVERSITY OF PENNSYLVANIA | 14-JAN-05 | 3 |
| 333 WESTERN ILLINOIS UNIVERSITY | 14-JAN-05 | 3 |
| 334 WILLIAM PATERSON UNIVERSITY OF NEW JERSEY | 14-JAN-05 | 3 |
| 335 ADELPHI UNIVERSITY | 3-FEB-05 | 3 |
| 336 ALBION COLLEGE | 3-FEB-05 | 3 |
| 337 AUSTIN COLLEGE | 3-FEB-05 | 3 |
| 338 BELMONT UNIVERSITY | 3-FEB-05 | 3 |
| 339 BRIDGEWATER STATE COLLEGE | 3-FEB-05 | 3 |
| 340 CHAPMAN UNIVERSITY | 3-FEB-05 | 3 |
| 341 DOMINICAN UNIVERSITY OF CALIFORNIA | 3-FEB-05 | 3 |
| 342 DRAKE UNIVERSITY | 3-FEB-05 | 3 |
| 343 DUQUESNE UNIVERSITY | 3-FEB-05 | 3 |
| 344 LIU BROOKLYN | 3-FEB-05 | 3 |
| 345 LIU POST | 3-FEB-05 | 3 |
| 346 MILLERSVILLE UNIVERSITY OF PENNSYLVANIA | 3-FEB-05 | 3 |
| 347 NEW SCHOOL UNIVERSITY | 3-FEB-05 | 3 |
| 348 OHIO NORTHERN UNIVERSITY | 3-FEB-05 | 3 |
| 349 RAMAPO COLLEGE OF NEW JERSEY | 3-FEB-05 | 3 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 350 RHODES COLLEGE | 3-FEB-05 | 3 |
| 351 ROGER WILLIAMS UNIVERSITY | 3-FEB-05 | 3 |
| 352 SAINT JOSEPHS UNIVERSITY | 3-FEB-05 | 3 |
| 353 SAM HOUSTON STATE UNIVERSITY | 3-FEB-05 | 3 |
| 354 SAN JOSE STATE UNIVERSITY | 3-FEB-05 | 3 |
| 355 SIENA COLLEGE | 3-FEB-05 | 3 |
| 356 SOUTHWEST MINNESOTA STATE UNIVERSITY | 3-FEB-05 | 3 |
| 357 SPELMAN COLLEGE | 3-FEB-05 | 3 |
| 358 ST. ANDREWS UNIVERSITY | 3-FEB-05 | 3 |
| 359 STONEHILL COLLEGE | 3-FEB-05 | 3 |
| 360 TRUMAN STATE UNIVERSITY | 3-FEB-05 | 3 |
| 361 UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE | 3-FEB-05 | 3 |
| 362 URSINUS COLLEGE | 3-FEB-05 | 3 |
| 363 ASSUMPTION COLLEGE | 2-MAR-05 | 3 |
| 364 BLOOMSBURG UNIVERSITY OF PENNSYLVANIA | 2-MAR-05 | 3 |
| 365 CENTRAL WASHINGTON UNIVERSITY | 2-MAR-05 | 3 |
| 366 COASTAL CAROLINA UNIVERSITY | 2-MAR-05 | 3 |
| 367 COLLEGE OF WOOSTER | 2-MAR-05 | 3 |
| 368 COLORADO SCHOOL OF MINES | 2-MAR-05 | 3 |
| 369 EASTERN CONNECTICUT STATE UNIVERSITY | 2-MAR-05 | 3 |
| 370 ELIZABETHTOWN COLLEGE | 2-MAR-05 | 3 |
| 371 EMBRY RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT | 2-MAR-05 | 3 |
| 372 FASHION INSTITUTE OF TECHNOLOGY | 2-MAR-05 | 3 |
| 373 FERRIS STATE UNIVERSITY | 2-MAR-05 | 3 |
| 374 GEORGIA COLLEGE AND STATE UNIVERSITY | 2-MAR-05 | 3 |
| 375 GOUCHER COLLEGE | 2-MAR-05 | 3 |
| 376 HAMPTON UNIVERSITY | 2-MAR-05 | 3 |
| 377 HAWAII PACIFIC UNIVERSITY | 2-MAR-05 | 3 |
| 378 IDAHO STATE UNIVERSITY | 2-MAR-05 | 3 |
| 379 ILLINOIS WESLEYAN UNIVERSITY | 2-MAR-05 | 3 |
| 380 JOHN CARROLL UNIVERSITY | 2-MAR-05 | 3 |
| 381 JOHNSON & WALES UNIVERSITY | 2-MAR-05 | 3 |
| 382 KALAMAZOO COLLEGE | 2-MAR-05 | 3 |
| 383 KEAN UNIVERSITY | 2-MAR-05 | 3 |
| 384 LA SALLE UNIVERSITY | 2-MAR-05 | 3 |
| 385 LONGWOOD UNIVERSITY | 2-MAR-05 | 3 |
| 386 MARSHALL UNIVERSITY | 2-MAR-05 | 3 |
| 387 MIDDLE TENNESSEE STATE UNIVERSITY | 2-MAR-05 | 3 |
| 388 MORAVIAN COLLEGE AND THEOLOGICAL SEMINARY | 2-MAR-05 | 3 |
| 389 NORTHERN MICHIGAN UNIVERSITY | 2-MAR-05 | 3 |
| 390 OAKLAND UNIVERSITY | 2-MAR-05 | 3 |
| 391 PORTLAND STATE UNIVERSITY | 2-MAR-05 | 3 |
| 392 SAINT OLAF COLLEGE | 2-MAR-05 | 3 |
| 393 SALISBURY UNIVERSITY | 2-MAR-05 | 3 |
| 394 SALVE REGINA UNIVERSITY | 2-MAR-05 | 3 |
| 395 SAMFORD UNIVERSITY | 2-MAR-05 | 3 |
| 396 SAVANNAH COLLEGE OF ART AND DESIGN | 2-MAR-05 | 3 |
| 397 SCHOOL OF VISUAL ARTS | 2-MAR-05 | 3 |
| 398 SEATTLE PACIFIC UNIVERSITY | 2-MAR-05 | 3 |
| 399 SOUTHERN ILLINOIS UNIVERSITY CARBONDALE | 2-MAR-05 | 3 |
| 400 SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE | 2-MAR-05 | 3 |
| 401 SOUTHWESTERN UNIVERSITY | 2-MAR-05 | 3 |
| 402 STEPHEN F AUSTIN STATE UNIVERSITY | 2-MAR-05 | 3 |
| 403 SUNY COLLEGE AT BROCKPORT | 2-MAR-05 | 3 |
| 404 SUSQUEHANNA UNIVERSITY | 2-MAR-05 | 3 |
| 405 UNIVERSITY OF AKRON MAIN CAMPUS | 2-MAR-05 | 3 |
| 406 UNIVERSITY OF HOUSTON-UNIVERSITY PARK | 2-MAR-05 | 3 |
| 407 UNIVERSITY OF IDAHO | 2-MAR-05 | 3 |
| 408 UNIVERSITY OF INDIANAPOLIS | 2-MAR-05 | 3 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|--|----------------|-----------------|
| 409 UNIVERSITY OF LOUISVILLE | 2-MAR-05 | 3 |
| 410 UNIVERSITY OF MASSACHUSETTS-DARTMOUTH | 2-MAR-05 | 3 |
| 411 UNIVERSITY OF MEMPHIS | 2-MAR-05 | 3 |
| 412 UNIVERSITY OF NORTH CAROLINA-WILMINGTON | 2-MAR-05 | 3 |
| 413 UNIVERSITY OF NORTHERN COLORADO | 2-MAR-05 | 3 |
| 414 UNIVERSITY OF NORTHERN IOWA | 2-MAR-05 | 3 |
| 415 UNIVERSITY OF SOUTH DAKOTA | 2-MAR-05 | 3 |
| 416 UNIVERSITY OF SOUTHERN MISSISSIPPI | 2-MAR-05 | 3 |
| 417 UNIVERSITY OF ST THOMAS | 2-MAR-05 | 3 |
| 418 VALPARAISO UNIVERSITY | 2-MAR-05 | 3 |
| 419 WENTWORTH INSTITUTE OF TECHNOLOGY | 2-MAR-05 | 3 |
| 420 WESTERN KENTUCKY UNIVERSITY | 2-MAR-05 | 3 |
| 421 WRIGHT STATE UNIVERSITY-LAKE CAMPUS | 2-MAR-05 | 3 |
| 422 YORK COLLEGE PENNSYLVANIA | 2-MAR-05 | 3 |
| 423 ALFRED UNIVERSITY | 8-APR-05 | 3 |
| 424 CENTRAL CONNECTICUT STATE UNIVERSITY | 8-APR-05 | 3 |
| 425 CITADEL MILITARY COLLEGE OF SOUTH CAROLINA | 8-APR-05 | 3 |
| 426 COLUMBIA COLLEGE | 8-APR-05 | 3 |
| 427 CONCORDIA UNIVERSITY | 8-APR-05 | 3 |
| 428 CONCORDIA UNIVERSITY AT AUSTIN | 8-APR-05 | 3 |
| 429 CUNY QUEENS COLLEGE | 8-APR-05 | 3 |
| 430 EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA | 8-APR-05 | 3 |
| 431 EASTERN KENTUCKY UNIVERSITY | 8-APR-05 | 3 |
| 432 EASTERN WASHINGTON UNIVERSITY | 8-APR-05 | 3 |
| 433 ELMHURST COLLEGE | 8-APR-05 | 3 |
| 434 EMMANUEL COLLEGE | 8-APR-05 | 3 |
| 435 FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY | 8-APR-05 | 3 |
| 436 FRAMINGHAM STATE COLLEGE | 8-APR-05 | 3 |
| 437 LAWRENCE UNIVERSITY | 8-APR-05 | 3 |
| 438 LOUISIANA TECH UNIVERSITY | 8-APR-05 | 3 |
| 439 MANHATTANVILLE COLLEGE | 8-APR-05 | 3 |
| 440 MERCER UNIVERSITY | 8-APR-05 | 3 |
| 441 MERCYHURST COLLEGE | 8-APR-05 | 3 |
| 442 MEREDITH COLLEGE | 8-APR-05 | 3 |
| 443 MERRIMACK COLLEGE | 8-APR-05 | 3 |
| 444 MILLIKIN UNIVERSITY | 8-APR-05 | 3 |
| 445 MONTANA STATE UNIVERSITY-BOZEMAN | 8-APR-05 | 3 |
| 446 NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS | 8-APR-05 | 3 |
| 447 NIAGARA UNIVERSITY | 8-APR-05 | 3 |
| 448 PACIFIC LUTHERAN UNIVERSITY | 8-APR-05 | 3 |
| 449 PLYMOUTH STATE UNIVERSITY | 8-APR-05 | 3 |
| 450 PRESBYTERIAN COLLEGE | 8-APR-05 | 3 |
| 451 ROANOKE COLLEGE | 8-APR-05 | 3 |
| 452 SEWANEE: THE UNIVERSITY OF THE SOUTH | 8-APR-05 | 3 |
| 453 SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA | 8-APR-05 | 3 |
| 454 SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA | 8-APR-05 | 3 |
| 455 SOUTHEAST MISSOURI STATE UNIVERSITY | 8-APR-05 | 3 |
| 456 SOUTHERN CONNECTICUT STATE UNIVERSITY | 8-APR-05 | 3 |
| 457 STATE UNIVERSITY OF WEST GEORGIA | 8-APR-05 | 3 |
| 458 STEVENS INSTITUTE OF TECHNOLOGY | 8-APR-05 | 3 |
| 459 SUNY COLLEGE AT FREDONIA | 8-APR-05 | 3 |
| 460 SUNY COLLEGE AT PLATTSBURGH | 8-APR-05 | 3 |
| 461 SUNY COLLEGE AT PURCHASE | 8-APR-05 | 3 |
| 462 SUNY COLLEGE OF TECHNOLOGY AT ALFRED | 8-APR-05 | 3 |
| 463 SUNY-POTSDAM | 8-APR-05 | 3 |
| 464 THE UNIVERSITY OF TEXAS AT DALLAS | 8-APR-05 | 3 |
| 465 TROY STATE UNIVERSITY-MAIN CAMPUS | 8-APR-05 | 3 |
| 466 UNIVERSITY OF CENTRAL OKLAHOMA | 8-APR-05 | 3 |
| 467 UNIVERSITY OF LOUISIANA AT LAFAYETTE | 8-APR-05 | 3 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 468 UNIVERSITY OF NEW ORLEANS | 8-APR-05 | 3 |
| 469 UNIVERSITY OF REDLANDS | 8-APR-05 | 3 |
| 470 UNIVERSITY OF SOUTHERN INDIANA | 8-APR-05 | 3 |
| 471 UNIVERSITY OF WYOMING | 8-APR-05 | 3 |
| 472 VALDOSTA STATE UNIVERSITY | 8-APR-05 | 3 |
| 473 VIRGINIA MILITARY INSTITUTE | 8-APR-05 | 3 |
| 474 WABASH COLLEGE | 8-APR-05 | 3 |
| 475 WAGNER COLLEGE | 8-APR-05 | 3 |
| 476 WASHINGTON COLLEGE | 8-APR-05 | 3 |
| 477 WESTERN CAROLINA UNIVERSITY | 8-APR-05 | 3 |
| 478 WESTFIELD STATE COLLEGE | 8-APR-05 | 3 |
| 479 WHITMAN COLLEGE | 8-APR-05 | 3 |
| 480 WICHITA STATE UNIVERSITY | 8-APR-05 | 3 |
| 481 WILKES UNIVERSITY | 8-APR-05 | 3 |
| 482 WINONA STATE UNIVERSITY | 8-APR-05 | 3 |
| 483 WINTHROP UNIVERSITY | 8-APR-05 | 3 |
| 484 WITTENBERG UNIVERSITY | 8-APR-05 | 3 |
| 485 YOUNGSTOWN STATE UNIVERSITY | 8-APR-05 | 3 |
| 486 ABILENE CHRISTIAN UNIVERSITY | 18-APR-05 | 3 |
| 487 AGNES SCOTT COLLEGE | 18-APR-05 | 3 |
| 488 ALBRIGHT COLLEGE | 18-APR-05 | 3 |
| 489 ALLEGHENY COLLEGE | 18-APR-05 | 3 |
| 490 ANDERSON UNIVERSITY | 18-APR-05 | 3 |
| 491 ANGELO STATE UNIVERSITY | 18-APR-05 | 3 |
| 492 ARCADIA UNIVERSITY | 18-APR-05 | 3 |
| 493 AZUSA PACIFIC UNIVERSITY | 18-APR-05 | 3 |
| 494 BELOIT COLLEGE | 18-APR-05 | 3 |
| 495 BOISE STATE UNIVERSITY | 18-APR-05 | 3 |
| 496 CALIFORNIA LUTHERAN UNIVERSITY | 18-APR-05 | 3 |
| 497 CAMPBELL UNIVERSITY INC | 18-APR-05 | 3 |
| 498 CANISIUS COLLEGE | 18-APR-05 | 3 |
| 499 CAPITAL UNIVERSITY | 18-APR-05 | 3 |
| 500 CARTHAGE COLLEGE | 18-APR-05 | 3 |
| 501 CENTRAL MISSOURI STATE UNIVERSITY | 18-APR-05 | 3 |
| 502 CHRISTIAN BROTHERS UNIVERSITY | 18-APR-05 | 3 |
| 503 CLARK ATLANTA UNIVERSITY | 18-APR-05 | 3 |
| 504 CLEVELAND STATE UNIVERSITY | 18-APR-05 | 3 |
| 505 COLUMBUS STATE COMMUNITY COLLEGE | 18-APR-05 | 3 |
| 506 COLUMBUS STATE UNIVERSITY | 18-APR-05 | 3 |
| 507 CUNY CITY COLLEGE | 18-APR-05 | 3 |
| 508 CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE | 18-APR-05 | 3 |
| 509 DELTA STATE UNIVERSITY | 18-APR-05 | 3 |
| 510 DESALES UNIVERSITY | 18-APR-05 | 3 |
| 511 EAST TENNESSEE STATE UNIVERSITY | 18-APR-05 | 3 |
| 512 ECKERD COLLEGE | 18-APR-05 | 3 |
| 513 ENDICOTT COLLEGE | 18-APR-05 | 3 |
| 514 FROSTBURG STATE UNIVERSITY | 18-APR-05 | 3 |
| 515 GUILFORD COLLEGE | 18-APR-05 | 3 |
| 516 GUSTAVUS ADOLPHUS COLLEGE | 18-APR-05 | 3 |
| 517 HAMPDEN-SYDNEY COLLEGE | 18-APR-05 | 3 |
| 518 HARTWICK COLLEGE | 18-APR-05 | 3 |
| 519 HENDRIX COLLEGE | 18-APR-05 | 3 |
| 520 ILLINOIS INSTITUTE OF TECHNOLOGY | 18-APR-05 | 3 |
| 521 INDIANA UNIVERSITY-PURDUE UNIVERSITY-FORT WAYNE | 18-APR-05 | 3 |
| 522 JACKSONVILLE UNIVERSITY | 18-APR-05 | 3 |
| 523 KETTERING UNIVERSITY | 18-APR-05 | 3 |
| 524 LAKE FOREST COLLEGE | 18-APR-05 | 3 |
| 525 LAMAR UNIVERSITY | 18-APR-05 | 3 |
| 526 LIBERTY UNIVERSITY | 18-APR-05 | 3 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 527 LOCK HAVEN UNIVERSITY OF PENNSYLVANIA | 18-APR-05 | 3 |
| 528 MCDANIEL COLLEGE | 18-APR-05 | 3 |
| 529 MESSIAH COLLEGE | 18-APR-05 | 3 |
| 530 MILLSAPS COLLEGE | 18-APR-05 | 3 |
| 531 MILWAUKEE SCHOOL OF ENGINEERING | 18-APR-05 | 3 |
| 532 MURRAY STATE COLLEGE | 18-APR-05 | 3 |
| 533 NEW JERSEY INSTITUTE OF TECHNOLOGY | 18-APR-05 | 3 |
| 534 NEW YORK INSTITUTE OF TECHNOLOGY-OLD WESTBURY | 18-APR-05 | 3 |
| 535 NORTH GEORGIA COLLEGE & STATE UNIVERSITY | 18-APR-05 | 3 |
| 536 NORTHERN KENTUCKY UNIVERSITY | 18-APR-05 | 3 |
| 537 NOVA SOUTHEASTERN UNIVERSITY | 18-APR-05 | 3 |
| 538 OTTERBEIN COLLEGE | 18-APR-05 | 3 |
| 539 PHILADELPHIA UNIVERSITY | 18-APR-05 | 3 |
| 540 RHODE ISLAND COLLEGE | 18-APR-05 | 3 |
| 541 SAGINAW VALLEY STATE UNIVERSITY | 18-APR-05 | 3 |
| 542 SALEM STATE UNIVERSITY | 18-APR-05 | 3 |
| 543 SHEPHERD UNIVERSITY | 18-APR-05 | 3 |
| 544 SOUTHEASTERN LOUISIANA UNIVERSITY | 18-APR-05 | 3 |
| 545 SWEET BRIAR COLLEGE | 18-APR-05 | 3 |
| 546 TARLETON STATE UNIVERSITY | 18-APR-05 | 3 |
| 547 TENNESSEE TECHNOLOGICAL UNIVERSITY | 18-APR-05 | 3 |
| 548 THE COLLEGE OF SAINT ROSE | 18-APR-05 | 3 |
| 549 THE UNIVERSITY OF TENNESSEE-CHATTANOOGA | 18-APR-05 | 3 |
| 550 THE UNIVERSITY OF THE ARTS | 18-APR-05 | 3 |
| 551 THE UNIVERSITY OF WEST FLORIDA | 18-APR-05 | 3 |
| 552 UNIVERSITY OF CENTRAL ARKANSAS | 18-APR-05 | 3 |
| 553 UNIVERSITY OF EVANSVILLE | 18-APR-05 | 3 |
| 554 UNIVERSITY OF MASSACHUSETTS-LOWELL | 18-APR-05 | 3 |
| 555 UNIVERSITY OF SOUTH ALABAMA | 18-APR-05 | 3 |
| 556 VALENCIA COMMUNITY COLLEGE | 18-APR-05 | 3 |
| 557 WESTERN NEW ENGLAND COLLEGE | 18-APR-05 | 3 |
| 558 WESTERN OREGON UNIVERSITY | 18-APR-05 | 3 |
| 559 WIDENER UNIVERSITY-MAIN CAMPUS | 18-APR-05 | 3 |
| 560 WOFFORD COLLEGE | 18-APR-05 | 3 |
| 561 YESHIVA UNIVERSITY | 18-APR-05 | 3 |
| 562 UNIVERSITY OF WISCONSIN EAU CLAIRE | 29-APR-05 | 3 |
| 563 ALMA COLLEGE | 7-MAY-05 | 4 |
| 564 ARKANSAS STATE UNIVERSITY-MAIN CAMPUS | 7-MAY-05 | 4 |
| 565 ARKANSAS TECH UNIVERSITY | 7-MAY-05 | 4 |
| 566 ARMSTRONG ATLANTIC STATE UNIVERSITY | 7-MAY-05 | 4 |
| 567 AUGSBURG COLLEGE | 7-MAY-05 | 4 |
| 568 BAKER COLLEGE OF FLINT | 7-MAY-05 | 4 |
| 569 BAKER UNIVERSITY COLLEGE OF ARTS AND SCIENCES | 7-MAY-05 | 4 |
| 570 BALDWIN-WALLACE COLLEGE | 7-MAY-05 | 4 |
| 571 BARRY UNIVERSITY | 7-MAY-05 | 4 |
| 572 BENNINGTON COLLEGE | 7-MAY-05 | 4 |
| 573 BIOLA UNIVERSITY | 7-MAY-05 | 4 |
| 574 BLUE RIDGE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 575 BOWIE STATE UNIVERSITY | 7-MAY-05 | 4 |
| 576 CABRINI COLLEGE | 7-MAY-05 | 4 |
| 577 CALIFORNIA UNIVERSITY OF PENNSYLVANIA | 7-MAY-05 | 4 |
| 578 CENTRAL VIRGINIA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 579 CHAMPLAIN COLLEGE | 7-MAY-05 | 4 |
| 580 COLLEGE OF MOUNT SAINT VINCENT | 7-MAY-05 | 4 |
| 581 COLLEGE OF STATEN ISLAND CUNY | 7-MAY-05 | 4 |
| 582 CORNELL COLLEGE | 7-MAY-05 | 4 |
| 583 DABNEY S LANCASTER COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 584 DANVILLE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 585 DEVRY COLLEGE OF NEW YORK | 7-MAY-05 | 4 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|--|----------------|-----------------|
| 586 EARLHAM COLLEGE | 7-MAY-05 | 4 |
| 587 EASTERN SHORE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 588 EDGEWOOD COLLEGE | 7-MAY-05 | 4 |
| 589 EDINBORO UNIVERSITY OF PENNSYLVANIA | 7-MAY-05 | 4 |
| 590 ELMIRA COLLEGE | 7-MAY-05 | 4 |
| 591 FARMINGDALE STATE UNIVERSITY OF NEW YORK | 7-MAY-05 | 4 |
| 592 FORT LEWIS COLLEGE | 7-MAY-05 | 4 |
| 593 GANNON UNIVERSITY | 7-MAY-05 | 4 |
| 594 GARDNER-WEBB UNIVERSITY | 7-MAY-05 | 4 |
| 595 GEORGIA PERIMETER COLLEGE | 7-MAY-05 | 4 |
| 596 GERMANNA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 597 GORDON COLLEGE | 7-MAY-05 | 4 |
| 598 GROVE CITY COLLEGE | 7-MAY-05 | 4 |
| 599 HAMLINE UNIVERSITY | 7-MAY-05 | 4 |
| 600 HARDING UNIVERSITY | 7-MAY-05 | 4 |
| 601 HIGH POINT UNIVERSITY | 7-MAY-05 | 4 |
| 602 HILLSDALE BEAUTY COLLEGE | 7-MAY-05 | 4 |
| 603 HOOD COLLEGE | 7-MAY-05 | 4 |
| 604 J SARGEANT REYNOLDS COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 605 JOHN TYLER COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 606 KIRKWOOD COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 607 LEBANON VALLEY COLLEGE | 7-MAY-05 | 4 |
| 608 LEE UNIVERSITY | 7-MAY-05 | 4 |
| 609 LINFIELD COLLEGE | 7-MAY-05 | 4 |
| 610 LORAS COLLEGE | 7-MAY-05 | 4 |
| 611 LORD FAIRFAX COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 612 LYCOMING COLLEGE | 7-MAY-05 | 4 |
| 613 LYNN UNIVERSITY | 7-MAY-05 | 4 |
| 614 MANSFIELD UNIVERSITY OF PENNSYLVANIA | 7-MAY-05 | 4 |
| 615 MARIAN UNIVERSITY INDIANAPOLIS | 7-MAY-05 | 4 |
| 616 MARY BALDWIN UNIVERSITY | 7-MAY-05 | 4 |
| 617 MARYVILLE COLLEGE | 7-MAY-05 | 4 |
| 618 MARYVILLE UNIVERSITY OF SAINT LOUIS | 7-MAY-05 | 4 |
| 619 MCNEESE STATE UNIVERSITY | 7-MAY-05 | 4 |
| 620 METROPOLITAN STATE COLLEGE OF DENVER | 7-MAY-05 | 4 |
| 621 MINNESOTA STATE UNIVERSITY-MANKATO | 7-MAY-05 | 4 |
| 622 MISERICORDIA UNIVERSITY | 7-MAY-05 | 4 |
| 623 MOLLOY COLLEGE | 7-MAY-05 | 4 |
| 624 MONROE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 625 MOUNT SAINT MARY COLLEGE | 7-MAY-05 | 4 |
| 626 MOUNT ST MARY'S UNIVERSITY | 7-MAY-05 | 4 |
| 627 MOUNTAIN EMPIRE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 628 NAZARETH COLLEGE OF ROCHESTER | 7-MAY-05 | 4 |
| 629 NEW RIVER COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 630 NICHOLLS STATE UNIVERSITY | 7-MAY-05 | 4 |
| 631 NORTH CAROLINA CENTRAL UNIVERSITY | 7-MAY-05 | 4 |
| 632 NORTH CENTRAL COLLEGE | 7-MAY-05 | 4 |
| 633 NORTH PARK UNIVERSITY | 7-MAY-05 | 4 |
| 634 NORTHEASTERN STATE UNIVERSITY | 7-MAY-05 | 4 |
| 635 NORTHERN VIRGINIA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 636 NORTHWOOD UNIVERSITY | 7-MAY-05 | 4 |
| 637 NORWICH UNIVERSITY | 7-MAY-05 | 4 |
| 638 OKLAHOMA CITY UNIVERSITY | 7-MAY-05 | 4 |
| 639 OLIVET NAZARENE UNIVERSITY | 7-MAY-05 | 4 |
| 640 PALM BEACH STATE COLLEGE | 7-MAY-05 | 4 |
| 641 PARK UNIVERSITY | 7-MAY-05 | 4 |
| 642 PATRICK HENRY COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 643 PAUL D CAMP COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 644 PENNSYLVANIA COLLEGE OF TECHNOLOGY | 7-MAY-05 | 4 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|---|----------------|-----------------|
| 645 PIEDMONT VIRGINIA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 646 POINT LOMA NAZARENE UNIVERSITY | 7-MAY-05 | 4 |
| 647 RAPPAHANNOCK COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 648 ROCKHURST UNIVERSITY | 7-MAY-05 | 4 |
| 649 SAINT BONAVENTURE UNIVERSITY | 7-MAY-05 | 4 |
| 650 SAINT JOHN FISHER COLLEGE | 7-MAY-05 | 4 |
| 651 SIMPSON COLLEGE | 7-MAY-05 | 4 |
| 652 SOUTHSIDE VIRGINIA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 653 SOUTHWEST VIRGINIA COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 654 SPRING HILL COLLEGE | 7-MAY-05 | 4 |
| 655 ST FRANCIS COLLEGE | 7-MAY-05 | 4 |
| 656 STEVENSON UNIVERSITY | 7-MAY-05 | 4 |
| 657 SUNY COLLEGE OF AGRIC AND TECHN AT COBLESKILL | 7-MAY-05 | 4 |
| 658 TENNESSEE STATE UNIVERSITY | 7-MAY-05 | 4 |
| 659 THOMAS NELSON COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 660 TIDEWATER COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 661 UNIVERSITY OF ALASKA ANCHORAGE | 7-MAY-05 | 4 |
| 662 UNIVERSITY OF ALASKA FAIRBANKS | 7-MAY-05 | 4 |
| 663 UNIVERSITY OF COLORADO AT COLORADO SPRINGS | 7-MAY-05 | 4 |
| 664 UNIVERSITY OF MISSOURI-KANSAS CITY | 7-MAY-05 | 4 |
| 665 UNIVERSITY OF MISSOURI-ST LOUIS | 7-MAY-05 | 4 |
| 666 UNIVERSITY OF MOUNT UNION | 7-MAY-05 | 4 |
| 667 UNIVERSITY OF NEW HAVEN | 7-MAY-05 | 4 |
| 668 UNIVERSITY OF WISCONSIN-LA CROSSE | 7-MAY-05 | 4 |
| 669 UNIVERSITY OF WISCONSIN-OSHKOSH | 7-MAY-05 | 4 |
| 670 UNIVERSITY OF WISCONSIN-WHITEWATER | 7-MAY-05 | 4 |
| 671 VINCENNES UNIVERSITY | 7-MAY-05 | 4 |
| 672 VIRGINIA HIGHLANDS COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 673 VIRGINIA WESTERN COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 674 WASHINGTON & JEFFERSON COLLEGE | 7-MAY-05 | 4 |
| 675 WEBSTER UNIVERSITY | 7-MAY-05 | 4 |
| 676 WESTMONT COLLEGE | 7-MAY-05 | 4 |
| 677 WHELOCK COLLEGE | 7-MAY-05 | 4 |
| 678 WHITTIER COLLEGE | 7-MAY-05 | 4 |
| 679 WINGATE UNIVERSITY | 7-MAY-05 | 4 |
| 680 WINSTON-SALEM STATE UNIVERSITY | 7-MAY-05 | 4 |
| 681 WYTHEVILLE COMMUNITY COLLEGE | 7-MAY-05 | 4 |
| 682 ALABAMA A & M UNIVERSITY | 15-MAY-05 | 4 |
| 683 AQUINAS COLLEGE | 15-MAY-05 | 4 |
| 684 BELLARMINE UNIVERSITY | 15-MAY-05 | 4 |
| 685 BELMONT ABBEY COLLEGE | 15-MAY-05 | 4 |
| 686 BETHEL COLLEGE | 15-MAY-05 | 4 |
| 687 BETHUNE COOKMAN COLLEGE | 15-MAY-05 | 4 |
| 688 BREVARD COLLEGE | 15-MAY-05 | 4 |
| 689 BROOKDALE COMMUNITY COLLEGE | 15-MAY-05 | 4 |
| 690 CALDWELL COLLEGE | 15-MAY-05 | 4 |
| 691 CALIFORNIA STATE UNIVERSITY-EAST BAY | 15-MAY-05 | 4 |
| 692 CALIFORNIA STATE UNIVERSITY-MONTEREY BAY | 15-MAY-05 | 4 |
| 693 CATAWBA COLLEGE | 15-MAY-05 | 4 |
| 694 CEDAR CREST COLLEGE | 15-MAY-05 | 4 |
| 695 CENTRAL COLLEGE | 15-MAY-05 | 4 |
| 696 COE COLLEGE | 15-MAY-05 | 4 |
| 697 CONCORD UNIVERSITY | 15-MAY-05 | 4 |
| 698 CONCORDIA COLLEGE | 15-MAY-05 | 4 |
| 699 CONCORDIA UNIVERSITY-ST PAUL | 15-MAY-05 | 4 |
| 700 CUNY LEHMAN COLLEGE | 15-MAY-05 | 4 |
| 701 DELAWARE STATE UNIVERSITY | 15-MAY-05 | 4 |
| 702 DELAWARE VALLEY COLLEGE | 15-MAY-05 | 4 |
| 703 DOWLING COLLEGE | 15-MAY-05 | 4 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|------------------|--|-----------------|
| 704 | ERSKINE COLLEGE AND SEMINARY | 15-MAY-05 4 |
| 705 | EVERGREEN STATE COLLEGE | 15-MAY-05 4 |
| 706 | FAYETTEVILLE STATE UNIVERSITY | 15-MAY-05 4 |
| 707 | FLORIDA SOUTHERN COLLEGE | 15-MAY-05 4 |
| 708 | FORT HAYS STATE UNIVERSITY | 15-MAY-05 4 |
| 709 | FRANCIS MARION UNIVERSITY | 15-MAY-05 4 |
| 710 | FRANKLIN PIERCE COLLEGE | 15-MAY-05 4 |
| 711 | FRANKLIN UNIVERSITY | 15-MAY-05 4 |
| 712 | FULL SAIL REAL WORLD EDUCATION | 15-MAY-05 4 |
| 713 | GEORGIAN COURT UNIVERSITY | 15-MAY-05 4 |
| 714 | HOUSTON BAPTIST UNIVERSITY | 15-MAY-05 4 |
| 715 | JOHNSON COUNTY COMMUNITY COLLEGE | 15-MAY-05 4 |
| 716 | JUNIATA COLLEGE | 15-MAY-05 4 |
| 717 | LANDER UNIVERSITY | 15-MAY-05 4 |
| 718 | LASELL COLLEGE | 15-MAY-05 4 |
| 719 | LAWRENCE TECHNOLOGICAL UNIVERSITY | 15-MAY-05 4 |
| 720 | LESLEY UNIVERSITY | 15-MAY-05 4 |
| 721 | LINCOLN UNIVERSITY | 15-MAY-05 4 |
| 722 | LINCOLN UNIVERSITY | 15-MAY-05 4 |
| 723 | MARIETTA COLLEGE | 15-MAY-05 4 |
| 724 | MARYLAND INSTITUTE COLLEGE OF ART | 15-MAY-05 4 |
| 725 | MARYWOOD UNIVERSITY | 15-MAY-05 4 |
| 726 | MCKENDREE COLLEGE | 15-MAY-05 4 |
| 727 | MESA STATE COLLEGE | 15-MAY-05 4 |
| 728 | MILLS COLLEGE | 15-MAY-05 4 |
| 729 | MONROE COLLEGE-MAIN CAMPUS | 15-MAY-05 4 |
| 730 | MOUNT IDA COLLEGE | 15-MAY-05 4 |
| 731 | MUSKINGUM COLLEGE | 15-MAY-05 4 |
| 732 | NEW COLLEGE OF FLORIDA | 15-MAY-05 4 |
| 733 | NEW JERSEY CITY UNIVERSITY | 15-MAY-05 4 |
| 734 | NORTHEASTERN ILLINOIS UNIVERSITY | 15-MAY-05 4 |
| 735 | OAKWOOD COLLEGE | 15-MAY-05 4 |
| 736 | OGLETHORPE UNIVERSITY | 15-MAY-05 4 |
| 737 | OHIO DOMINICAN UNIVERSITY | 15-MAY-05 4 |
| 738 | OKLAHOMA BAPTIST UNIVERSITY | 15-MAY-05 4 |
| 739 | ORAL ROBERTS UNIVERSITY | 15-MAY-05 4 |
| 740 | OUACHITA BAPTIST UNIVERSITY | 15-MAY-05 4 |
| 741 | PEACE COLLEGE | 15-MAY-05 4 |
| 742 | PITTSBURG STATE UNIVERSITY | 15-MAY-05 4 |
| 743 | QUEENS UNIVERSITY OF CHARLOTTE | 15-MAY-05 4 |
| 744 | QUINCY UNIVERSITY | 15-MAY-05 4 |
| 745 | RANDOLPH-MACON COLLEGE | 15-MAY-05 4 |
| 746 | RINGLING SCHOOL OF ART AND DESIGN | 15-MAY-05 4 |
| 747 | ROOSEVELT UNIVERSITY | 15-MAY-05 4 |
| 748 | SAINT AMBROSE UNIVERSITY | 15-MAY-05 4 |
| 749 | SAINT FRANCIS UNIVERSITY | 15-MAY-05 4 |
| 750 | SAINT PETER'S UNIVERSITY | 15-MAY-05 4 |
| 751 | SAINT XAVIER UNIVERSITY | 15-MAY-05 4 |
| 752 | SANTA MONICA COLLEGE | 15-MAY-05 4 |
| 753 | SCHOOL OF THE ART INSTITUTE OF CHICAGO | 15-MAY-05 4 |
| 754 | SHAW UNIVERSITY | 15-MAY-05 4 |
| 755 | SHENANDOAH UNIVERSITY | 15-MAY-05 4 |
| 756 | SOUTHERN POLYTECHNIC STATE UNIVERSITY | 15-MAY-05 4 |
| 757 | ST. JOSEPH'S COLLEGE- NEW YORK | 15-MAY-05 4 |
| 758 | SUNY COLLEGE AT OLD WESTBURY | 15-MAY-05 4 |
| 759 | TALLAHASSEE COMMUNITY COLLEGE | 15-MAY-05 4 |
| 760 | TEXAS A & M UNIVERSITY-CORPUS CHRISTI | 15-MAY-05 4 |
| 761 | TEXAS LUTHERAN UNIVERSITY | 15-MAY-05 4 |
| 762 | THE JUILLIARD SCHOOL | 15-MAY-05 4 |

Continued on next column

Continued from previous column

| Institution Name | Date Joined FB | Expansion Group |
|------------------|--------------------------------------|-----------------|
| 763 | TRANSYLVANIA UNIVERSITY | 15-MAY-05 4 |
| 764 | TUSKEGEE UNIVERSITY | 15-MAY-05 4 |
| 765 | UNIVERSITY OF ALABAMA IN HUNTSVILLE | 15-MAY-05 4 |
| 766 | UNIVERSITY OF DETROIT MERCY | 15-MAY-05 4 |
| 767 | UNIVERSITY OF LOUISIANA AT MONROE | 15-MAY-05 4 |
| 768 | UNIVERSITY OF MARYLAND-EASTERN SHORE | 15-MAY-05 4 |
| 769 | UNIVERSITY OF MASSACHUSETTS-BOSTON | 15-MAY-05 4 |
| 770 | UNIVERSITY OF NEBRASKA AT KEARNEY | 15-MAY-05 4 |
| 771 | UNIVERSITY OF ST THOMAS | 15-MAY-05 4 |
| 772 | UNIVERSITY OF THE INCARNATE WORD | 15-MAY-05 4 |
| 773 | WEST TEXAS A & M UNIVERSITY | 15-MAY-05 4 |
| 774 | XAVIER UNIVERSITY OF LOUISIANA | 15-MAY-05 4 |
| 775 | SUFFOLK COUNTY COMMUNITY COLLEGE | 26-MAY-05 4 |

Notes: This table presents the dates in which Facebook was introduced introduced at 775 U.S. colleges. The data for the first 100 colleges is based on introduction dates collected and made public in previous studies (Traud et al., 2012; Jacobs et al., 2015). For the remaining 675 colleges in the dataset, we obtained Facebook introduction dates using the Wayback Machine. Note that some colleges in the the table above are not included in the NCHA dataset and, therefore, they are not part of our final sample. Similarly, some colleges included in the NCHA dataset do not appear in the table above. For the set of colleges that appear only in the NCHA dataset, we list the Fall of 2005 as the semester in which Facebook was introduced (expansion group 4). For more details see Section 3.