MAKING ACHIEVEMENT POSSIBLE
SUMMARY FINDINGS
2000 AND 1999

Ball State University

Office of Academic Assessment
January, 2001

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EXECUTIVE SUMMARY

- Making Achievement Possible (MAP) is a freshman survey designed to reveal student strengths and talents, as well as to identify areas for further development. This report is a summary of the responses from 2000 and 1999 incoming traditional freshmen who participated in the MAP survey.
- In 2000, the response rate of first-time matrics was 79 percent compared to 67 percent in 1999.
- In both years, females were more likely to take the MAP survey than males. The percentage of students whose high school percentile rank was 75 or greater was higher for MAP participants than for the total population of traditional freshman matrics.

Readiness and Preparation

- Respondents in 2000 were less likely than respondents in 1999 to self-report their high school program was college preparation. More than 60 percent of respondents in both years reported their high school prepared them very well or well for college.
- At least 67 percent of respondents in both years indicated Ball State was their first choice for college. More than six out of ten rated Ball State as among the best or better than most other universities in the country.
- More than 60 percent of respondents in 2000 and 1999 reported that the specific reputation of a major or program of interest was a very important reason for attending Ball State.
- The majority of 2000 and 1999 respondents reported that the availability of specific courses or program options was a very important reason for attending Ball State.
- In both years, the specific reputation of a major or program of interest was cited more frequently than other factors as the most important reason for choosing to attend Ball State.

Plans for College Involvement

- About one-fourth of both 2000 and 1999 respondents indicated they planned to study more than 20 out-of-class hours per week.
- More than 45 percent of respondents in both years reported they were employed or seeking employment.
- About nine out of ten respondents in 2000 and 1999 indicated they were living in residence halls. Of the respondents living in residence halls, those in 2000 were significantly more likely than those in 1999 to report they would very often or often participate in hall activities on weekends. They were less likely to report they would very often or often attend educational programs in the hall.
- This year's residence hall respondents were significantly more likely than 1999 residence hall respondents to strongly agree or agree they were pleased with their experiences in the residence halls and they were satisfied with the social activities on their floor or in their hall.
- Residence hall respondents in 2000 were significantly less likely than residence hall respondents in 1999 to strongly agree or agree they understood residence hall policies or they had developed ground rules with their roommate for their room.
- Higher percentages of 2000 respondents than 1999 respondents reported they planned to very often or often attend athletic events, campus entertainment, student performances, campus lectures, and cultural, ethnic or international events.

- Respondents in 2000 were also more likely than respondents in 1999 to report they planned to very often or often participate in intramural or recreational sports, student performances, religious activities, social fraternities and sororities, and intercollegiate athletics.

Personal Skills and Abilities

- In both years, at least nine out of ten respondents reported they were attending all their classes, they felt comfortable interacting with students of different ethnic or cultural backgrounds, and they were making friends at Ball State.
- This year's respondents were significantly more likely than 1999 respondents to strongly agree or agree they were involved in campus activities.
- At least two-thirds of respondents in both years rated themselves well above average or somewhat above average in ability to work with others.
- In 2000, respondents were more likely than in 1999 to rate themselves above average in their ability to use computers or in their math ability.
- About three out of ten respondents in both years anticipated needing help in an academic area.

Academic Goals, Aspirations, and Expectations

- Respondents in 2000 were less likely than respondents in 1999 to report that their current educational goal was to complete a Bachelor's degree.
- At least 88 percent of respondents in both years indicated they expected to make overall grades of A or B.
- Respondents in 2000 were more likely than respondents in 1999 to report expectations of an A in English composition, math, science, or speech.
- About six out of ten respondents in both years reported they were absolutely certain they would finish their degree. Of those respondents who reported a possible reason for not completing a degree, college cost was cited as the most likely cause.
- More than 70 percent of respondents in both years expected to graduate from Ball State.
- In both years, respondents most frequently cited gaining knowledge and skills for a job, career, or profession as their most important educational goal.

Career and Academic Planning

- Less than 40 percent of respondents in both years reported they had made a choice about their academic major and were certain of it. Another four out of ten reported they had made a decision about their academic major, but may change it.
- Three out of ten respondents in both years reported they had made a choice about their career and were certain of it.
- Approximately 97 percent of respondents in both years reported they will choose or have chosen their major because of interest in the subject matter.

Life Goals

- In both years, more than 85 percent of respondents rated succeeding in work and having strong friendships as very important life goals.
- Respondents in 2000 were less likely than respondents in 1999 to report that having health and wellness or continuing to learn were very important life goals.

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INTRODUCTION

Making Achievement Possible (MAP) is a freshman survey designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming freshmen during the early part of their first semester. The survey was developed by the Office of Academic Assessment, the Housing and Residence Life Office, the Office of Academic Advising, and the Learning Center. The results of MAP are sent to students, advisors, and residence hall directors. The students receive a personalized report based on their MAP survey responses and basic admission information. The report also includes information from the Learning and Study Strategies Inventory (LASSI) administered during summer orientation. The advisors and residence hall directors receive condensed versions of each student's MAP responses.

There were six major content areas on the 2000 and 1999 MAP surveys: Readiness and Preparation; Plans for College Involvement; Personal Skills and Abilities; Academic Goals, Aspirations, and Expectations; Career and Academic Planning; and Life Goals.

In Fall 2000, a scannable MAP survey, reproduced in Appendix B, was sent to all matriculating freshmen. Of 3,499 students who received the survey, 2,747 freshmen participated for an overall response rate of 79 percent. In Fall 1999, the overall response rate was 67 percent.

Table 1 contains the demographic and high school academic characteristics of 2000 and 1999 freshman matrics and all MAP respondents.

In both 2000 and 1999, females were more likely than males to take the survey. The proportion of females who responded to the MAP survey was higher than the overall proportion of females in the freshman population. The percentage of Caucasian students who responded to the MAP survey was higher than the overall percentage of Caucasian students in the freshman population. Also, the proportion of students whose high school percentile rank was 75 or greater was also higher for MAP participants than for the total population of freshman matrics.

In both years, the SAT verbal and math scores of the respondents were very similar to those of the entire class.

The remainder of this report is a summary of responses from 2000 and 1999 traditional freshmen who participated in the MAP survey. A traditional student is defined as one who graduated from high school in the current or previous year.*

The Summary and Discussion section at the end of this report contains an overall comparison of results from the 2000 and 1999 surveys.

For more information on the 1999 results see "*Making Achievement Possible Summary Findings 1999 and 1998*" available through the Office of Academic Assessment.

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*There were 3,458 traditional matriculates on the mailing list of whom 2,717 completed the survey for a response rate of 79 percent. The 1999 response rate for traditional students was 67 percent.

TABLE 1

Demographic and High School Academic Characteristics of Respondents and All Matriculating Freshmen

	2000		1999	
	Respondents	All Freshman	Respondents	All Freshman
	Percentages			
Gender *				
Female	62.6	58.7	65.7	56.8
Male	37.4	41.3	34.3	43.2
Race/Ethnicity **				
African American	3.4	4.0	3.4	4.0
American Indian	0.4	0.3	0.1	0.3
Asian/Pacific	0.7	0.7	0.6	0.6
Caucasian	92.2	91.7	92.4	91.5
Hispanic	1.4	1.4	1.3	1.4
Unknown	2.0	1.8	2.2	2.2
SAT Verbal				
700 and above	1.9	1.9	1.5	1.6
600-699	14.9	14.4	12.5	13.0
500-599	40.4	40.3	39.7	39.9
400-499	38.3	38.6	39.8	39.5
Below 400	4.4	4.8	6.5	6.0
SAT Math				
700 and above	1.7	1.5	1.7	1.5
600-699	16.6	15.8	14.5	15.3
500-599	40.2	40.6	37.4	37.6
400-499	37.1	37.2	39.3	38.6
Below 400	4.5	4.8	7.0	6.9
High School Percentile Rank *				
75-100	47.3	44.7	45.8	42.0
50-74	35.9	36.9	34.9	37.5
25-49	15.2	16.7	17.7	18.4
Less than 25	1.5	1.8	1.6	2.1

* Statistically significant differences exist between percentages of respondents and non respondents in both years. ($p \leq .05$)
** A statistically significant difference exists between percentages of respondents and non respondents in 2000. ($p < .05$)

READINESS AND PREPARATION

Summary Respondents in 2000 were significantly less likely than respondents in 1999 to self-report that their high school program was college preparation. This year's respondents were significantly more likely than 1999 respondents to self-report that their high school program was general or other. About 64 percent of 2000 respondents and 66 percent of 1999 respondents indicated their high school prepared them very well or well for college.

At least 67 percent of both 2000 and 1999 respondents indicated Ball State was their first choice for college. More than six out of ten respondents in both years rated Ball State as among the best or better than most when compared to other universities in the country.

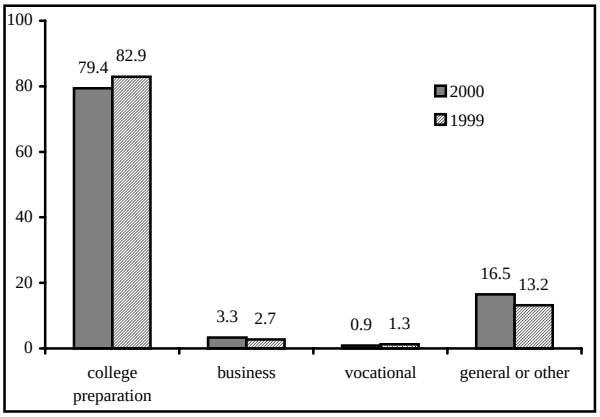
The specific reputation of a major or program of interest and the availability of specific courses or program options were very important reasons to attend Ball State for more than one-half of respondents in both years.

This year's respondents were significantly less likely than 1999 respondents to report that the specific reputation of a major or program of interest was a very important reason for their attending Ball State. Compared to 1999 respondents, 2000 respondents were significantly more likely to report that the reputation for academic support services and accessibility for disabled students were very important reasons to attend.

When asked about their most important reason for choosing to attend Ball State, respondents in both years cited the specific reputation of a major or program of interest more frequently than other factors.

- Respondents in 2000 were significantly more likely than respondents in 1999 to report that their program of study in high school was general or other (17% in 2000 compared to 13% in 1999). About 79 percent of 2000 respondents and 83 percent of 1999 respondents reported their high school program of study was college preparation. This difference was statistically significant. (Figure 1)

Figure 1
Program of Study in High School *



*Statistically significant differences exist between 2000 and 1999 respondents for this item. ($p<.05$)

- More than six out of ten respondents in both years indicated their high school prepared them very well or well for college (64% in 2000 and 66% in 1999). About three out of ten respondents indicated their high school prepared them adequately for college (31% in 2000 and 29% in 1999). (Figure 2)

- Approximately 67 percent of 2000 respondents and 69 percent of 1999 respondents reported that Ball State was their first choice for college. About one-fourth of respondents in both years reported Ball State was their second

choice (26% in 2000 and 25% in 1999). (Figure 3)

Figure 2
Preparation for College

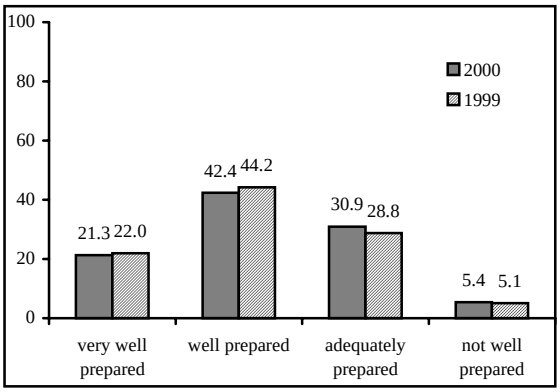
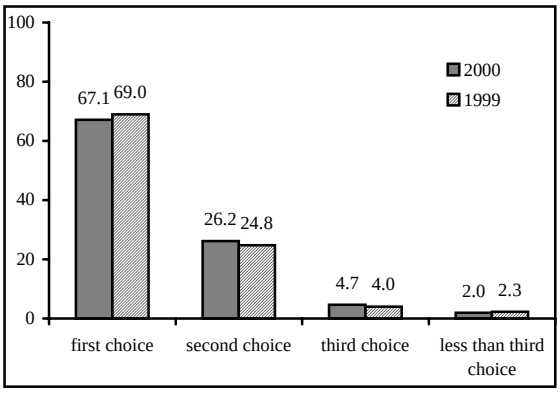


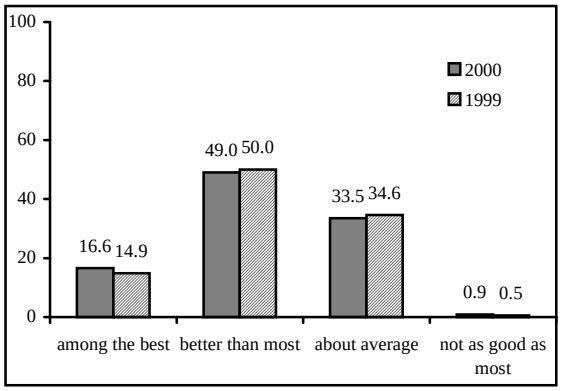
Figure 3
Rank of Ball State Among College Choices



- At least 65 percent of respondents in both years rated Ball State among the best or better than most other universities in the country (66% in 2000 and 65% in 1999). Approximately 34 percent of 2000 respondents and 35 percent of 1999 respondents rated Ball State about average compared to other universities. (Figure 4)

- Respondents in 2000 were significantly less likely than respondents in 1999 to report that the specific reputation of a major or program of interest was a very important reason for attending Ball State (61% in 2000 compared to 65% in 1999). (Table 2)

Figure 4
Rating of Ball State Compared to Other Universities in the Country



- Fifty-four percent of 2000 respondents and 56 percent of 1999 respondents indicated the availability of specific courses or program options was a very important reason for attending Ball State. (Table 2)

- One-half of 2000 and 1999 respondents indicated that a very important reason for attending Ball State was that Ball State is the right size (50% in 2000 and 48% in 1999). (Table 2)

- According to 45 percent of 2000 respondents and 48 percent of 1999 respondents, a very important reason for attending Ball State was the cost of tuition and fees. (Table 2)

- Ball State's location was a very important reason to attend according to 43 percent of 2000 respondents and 42 percent of 1999 respondents. (Table 2)

- About four out of ten 2000 and 1999 respondents reported that Ball State's reputation for good teaching, the fact

that Ball State graduates get good jobs, and the availability of financial aid were very important reasons for attending Ball State. (Table 2)

- In 2000, 36 percent of respondents indicated that a very important reason for attending Ball State was that faculty are available to students. (Table 2)

- This year's respondents were significantly more likely than 1999 respondents to report that the reputation of academic support services was a very important reason for attending Ball State (23% in 2000 compared to 17% in 1999). (Table 2)

- Twenty-one percent of both 2000 and 1999 respondents indicated that being able to identify with fellow students was a very important reason for attending Ball State. (Table 2)

- Eighteen percent of 2000 respondents and 20 percent of 1999 respondents reported that a very important reason for attending Ball State was the advice of a counselor or teacher. (Table 2)

- At least fifteen percent of respondents in both 2000 and 1999 indicated that friends attending Ball State, the advice of a Ball State student, or Ball State's emphasis on computer technology were very important reasons for attending Ball State. (Table 2)

- Approximately 14 percent of 2000 respondents and 16 percent of 1999 respondents reported that a very important reason for attending Ball State was that family had wanted them to go. (Table 2)

- Ten percent of respondents in both years reported that a very important reason to attend Ball State was the recruitment efforts of Ball State. (Table 2)

- Nine percent of respondents in both 2000 and 1999 reported that a very important reason for attending Ball State was not being able to go to their first choice college. (Table 2)

- Respondents in 2000 were significantly more likely than respondents in 1999 to report that accessibility for disabled students was a very important or somewhat important reason to attend Ball State (24% in 2000 compared to 21% in 1999). (Table 2)

- Recommendations by employers and the reputation of sports teams were very important reasons to attend Ball State according to less than ten percent of respondents in both 2000 and 1999. (Table 2)

- When asked about their most important reason for choosing to attend Ball State, three out of ten respondents in both 2000 and 1999 chose the specific reputation of a major or program of interest. (Table 3)

- Approximately 12 percent of both 2000 and 1999 respondents indicated that location was their most important reason for choosing Ball State. (Table 3)

- The cost of tuition and fees was the most important reason for ten percent of 2000 and eleven percent of 1999 respondents for choosing Ball State. (Table 3)

- Approximately 83 percent of 2000 respondents and 82 percent of 1999 respondents reported that their families were very supportive of their decision to enroll at Ball State.

TABLE 2
Ratings of Reasons for Attending Ball State

Reasons that may have influenced your decision to attend Ball State.		Very Important	Somewhat Important	Not Important
			Percentages	
Specific reputation of a major or program of interest. *	2000	61.2	27.8	11.0
	1999	64.9	24.7	10.4
Availability of specific courses or program options.	2000	53.7	35.6	10.7
	1999	55.5	34.4	10.1
Ball State is the right size.	2000	49.8	40.0	10.3
	1999	48.2	41.1	10.7
Cost of tuition and fees.	2000	44.7	43.3	12.0
	1999	47.6	41.5	10.9
Location.	2000	43.0	45.2	11.9
	1999	42.4	45.8	11.8
Ball State's reputation for good teaching.	2000	42.7	43.0	14.2
	1999	41.6	44.3	14.0
Ball State graduates get good jobs.	2000	40.7	44.3	15.0
	1999	41.5	44.7	13.8
Availability of financial aid (loan, scholarship, or grant).	2000	37.8	34.4	27.8
	1999	39.8	32.1	28.1
Faculty are available to students. **	2000	36.3	47.9	15.8
	1999	NA	NA	NA
Reputation of academic support services. *	2000	22.7	49.6	27.7
	1999	17.4	48.7	34.0
Can identify with fellow students.	2000	20.5	54.7	24.8
	1999	20.8	54.4	24.8
Advice of counselor, teacher, etc.	2000	17.8	46.4	35.8
	1999	20.1	45.1	34.9
Friends attending Ball State.	2000	17.2	42.0	40.7
	1999	16.0	43.8	40.2
Advice of Ball State student.	2000	16.2	47.6	36.2
	1999	17.8	46.9	35.3
Ball State's emphasis on computer technology.	2000	15.3	50.7	34.0
	1999	16.5	49.5	34.0
Family wanted me to go.	2000	14.0	45.2	40.8
	1999	16.2	42.6	41.2
Recruitment efforts of Ball State.	2000	9.6	34.1	56.4
	1999	10.1	35.3	54.6
Not able to go to college of first choice.	2000	9.0	16.5	74.4
	1999	9.1	15.2	75.7
Accessible for disabled students. *	2000	6.7	17.5	75.8
	1999	5.9	14.9	79.2
Recommended by employer.	2000	5.6	17.7	76.7
	1999	5.4	16.7	77.9
Reputation of sports teams.	2000	3.0	12.7	84.2
	1999	3.5	12.1	84.4

* Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)
** This item was not included on the 1999 MAP survey.

TABLE 3

Most Important Reason for Choosing Ball State *

	2000	1999
	Percentages	
Specific reputation of a major or program of interest.	30.1	33.0
Location.	11.8	12.4
Cost of tuition and fees.	10.3	11.2
Ball State is the right size.	7.4	6.2
Availability of financial aid (loan, scholarship, or grant).	7.1	7.1
Availability of specific courses or program options.	6.9	6.6
Ball State's reputation for good teaching.	5.3	5.3
Friends attending Ball State.	3.7	2.6
Family wanted me to go.	3.1	2.6
Ball State graduates get good jobs.	3.0	3.3
Not able to go to college of first choice.	2.8	2.3
Faculty are available to students. **	1.7	NA
Advice of counselor, teacher, etc.	1.5	2.1
Recruitment efforts of Ball State.	1.5	1.2
Advice of Ball State student.	0.8	1.4
Reputation of academic support services.	0.7	0.8
Ball State's emphasis on computer technology.	0.7	0.4
Can identify with fellow students.	0.6	0.7
Reputation of sports teams.	0.6	0.4
Accessible for disabled students.	0.3	0.2
Recommended by employer.	0.1	0.2

* Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

** This item was not included on the 1999 MAP survey.

PLANS FOR COLLEGE INVOLVEMENT

Summary At least 42 percent of both 2000 and 1999 respondents reported that they planned to study 16 or more out-of-class hours per week. About five out of ten respondents in both years reported they were employed or seeking employment. Of those who were employed or seeking employment, more than 55 percent reported they planned to work eleven or more hours per week. The main reasons for employment were to earn spending money and to help pay for their education.

Nine out of ten respondents in both years reported they were currently living in the residence halls. Of those, a significantly higher percentage of respondents in 2000 than respondents in 1999 reported they would very often or often participate in hall activities on weekends. A significantly lower percentage of 2000 respondents than 1999 respondents indicated they would very often or often attend educational programs in their hall.

Residence hall respondents in 2000 were significantly less likely than residence hall respondents in 1999 to strongly agree or agree they understood residence hall policies. Compared to 1999 residence hall respondents, 2000 residence hall respondents were significantly more likely to agree they were pleased with their experiences in the residence halls or they were satisfied with the social activities on their floor and in their hall. This year's respondents were significantly less likely than 1999 respondents to agree they had developed ground rules with their roommate for their room.

More than one-half of respondents in both years reported that they planned to participate in extracurricular activities six hours or more per week.

This year's respondents were significantly more likely than 1999 respondents to report that they planned to very often or often attend athletic events; campus entertainment; student performances; campus lectures; and cultural, ethnic or international events.

Respondents in 2000 were significantly more likely than respondents in 1999 to report they planned to participate very often or often in intramural or recreational sports, student performances, religious activities, social fraternities or sororities, and intercollegiate athletics.

Study and Employment

- In 2000 and 1999, about one-fourth of respondents reported they planned to study 21 or more out-of-class hours per week (24% in 2000 and 26% in 1999). Eighteen percent of respondents in both years reported they planned to study between 16 and 20 hours per week, and 26 percent reported they planned to study between 11 and 15 hours per week. About 32 percent of 2000 respondents and 31 percent of 1999 respondents reported they planned to study ten hours or less per week. (Figure 5)

- About 49 percent of 2000 respondents and 47 percent of 1999 respondents indicated they were presently employed or were seeking employment during their freshman year. (Figure 6)

- Respondents in 2000 were significantly more likely than respondents in 1999 to report that they planned to work between six and fifteen hours per week (66% in 2000 compared to 61% in 1999). (Figure 7)

Figure 5
Study Hours Per Week

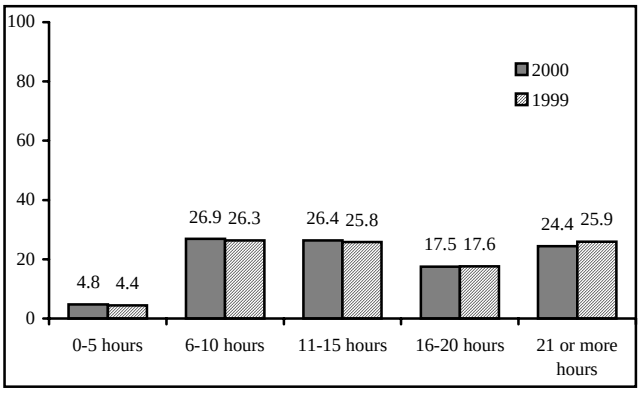
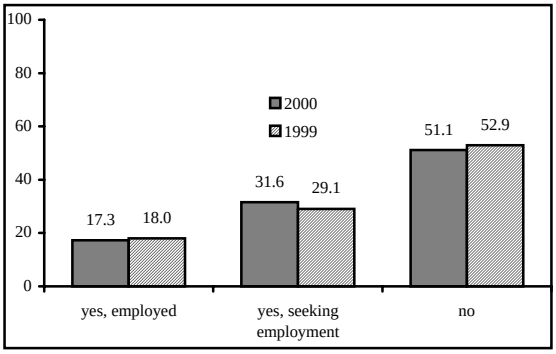
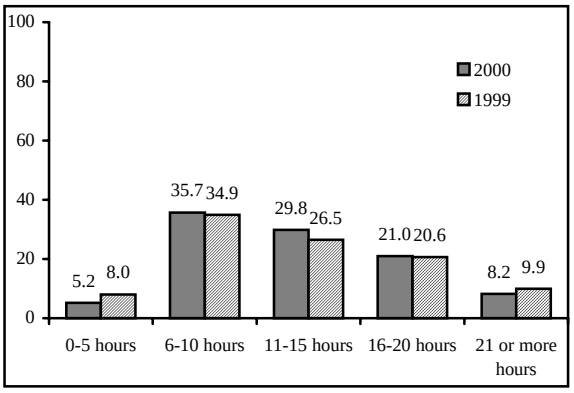


Figure 6
Plans for Employment



- Of those respondents who reported they were employed or were seeking employment, at least 52 percent of 2000 and 1999 respondents indicated their primary reason for employment was to earn spending money (57% in 2000 and 52% in 1999). Three out of ten reported their primary reason was to help pay for their college education (31% in 2000 and 37% in 1999). (Table 4)

Figure 7
Work Hours Per Week *



*Statistically significant differences exist between 2000 and 1999 respondents for this item. ($p<.05$)

TABLE 4

Primary Purpose for Employment

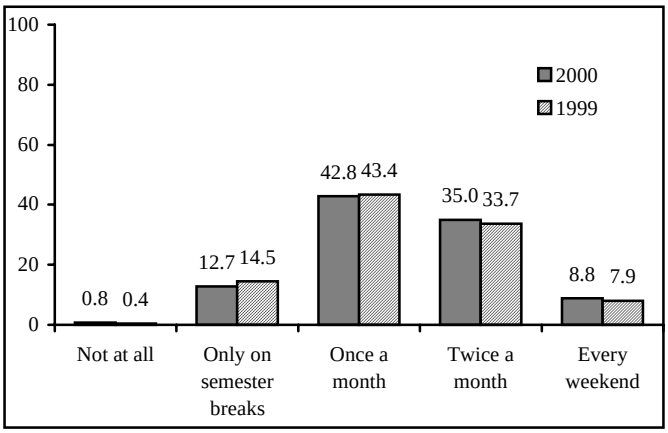
	2000	1999
	Percentages	
To earn "spending" money (clothes, food, gas, etc.)	56.7	51.7
To help pay for my college education (tuition, books, etc.)	31.2	36.5
To take care of personal or family obligations	7.5	7.8
To gain job experience related to my anticipated majors	2.5	2.2
To have something to do	1.0	1.3
To gain general job experience	1.0	0.6

Living Arrangements

- This year's respondents were significantly more likely than 1999 respondents to report they were currently living in a residence hall (93% in 2000 compared to 92% in 1999).

- Approximately 13 percent of 2000 and 15 percent of 1999 residence hall respondents reported they expected to leave campus for the weekend only on semester breaks. About 43 percent of respondents in both years reported they expected to leave campus for the weekend once a month, and more than one-third expected to leave campus for the weekend twice a month (35% in 2000 and 34% in 1999). Nine percent of 2000 and eight percent of 1999 residence hall respondents reported they expected to leave campus every weekend. (Figure 8)

Figure 8
Frequency of Leaving Campus



for the Weekend

- Eight out of ten residence hall respondents in both 2000 and 1999 indicated they planned to attend floor and hall meetings very often or often (82% in 2000 and 80% in 1999). (Table 5)

- This year's residence hall respondents were significantly more likely than 1999 residence hall respondents to report they planned to participate in hall activities on weekends very often or often (40% in 2000 compared to 37% in 1999). (Table 5)

- Almost one-fourth of residence hall respondents in both years indicated they expected to very often or often help organize or plan an event in their hall (23% in 2000 and 24% in 1999). (Table 5)

- Residence hall respondents in 2000 were significantly less likely than residence hall respondents in 1999 to report that they planned to attend educational programs in their hall very often or often (16% in 2000 compared to 20% in 1999). (Table 5)

- Fourteen percent of respondents in both 2000 and 1999 indicated that they planned to participate in hall government very often or often. (Table 5)

TABLE 5

Expectations about Life in Residence Halls

In my residence hall, I expect or plan to…		Very Often/ Often	Sometimes	Rarely/ Never
		Percentages		
attend floor and hall meetings.	2000	82.3	13.9	3.8
	1999	79.8	15.4	4.8
participate in hall activities on weekends. *	2000	39.7	41.0	19.2
	1999	36.9	41.1	21.9
help organize or plan an event in the hall.	2000	23.0	42.3	34.8
	1999	24.1	39.3	36.7
attend educational programs in my hall. *	2000	16.4	43.3	40.4
	1999	20.2	46.4	33.4
participate in hall government.	2000	13.6	23.7	62.6
	1999	14.2	24.3	61.5

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

- Residence hall respondents in 2000 were significantly less likely than residence hall respondents in 1999 to strongly agree or agree that they understood residence hall policies (96% in 2000 compared to 98% in 1999). (Table 6)

- Nine out of ten residence hall respondents in both years reported they strongly agreed or agreed that they felt residence hall staff were helpful (89% in 2000 and 91% in 1999). (Table 6)

- Approximately 89 percent of 2000 and 91 percent of 1999 residence hall respondents reported they strongly agreed or agreed that they had made friends in their halls. (Table 6)

- Of the residence hall respondents, about 86 percent in 2000 and 87 percent in 1999 strongly agreed or agreed that they could study in their rooms. (Table 6)

- Approximately 86 percent of residence hall respondents in both years strongly agreed or agreed that they had a good relationship with their roommate. (Table 6)

- Residence hall respondents in 2000 were significantly more likely than residence hall respondents in 1999 to strongly agree or agree that they were pleased with their experiences in the residence halls (85% in 2000 compared to 81% in 1999). (Table 6)

- About eight out of ten residence hall respondents in both years strongly agreed or agreed that they were satisfied with the residence hall environment (85% in 200 and 82% in 1999). (Table 6)

- Residence hall respondents in 2000 were significantly more likely than residence hall respondents in 1999 to strongly agree or agree that they were

satisfied with the social activities on their floors or in their halls (76% in 2000 compared to 73% in 1999). (Table 6)

- This year's residence hall respondents were significantly less likely than 1999 residence hall respondents to strongly agree or agree that they had developed ground rules with their roommates for their rooms (75% in 2000 compared to 81% in 1999). (Table 6)

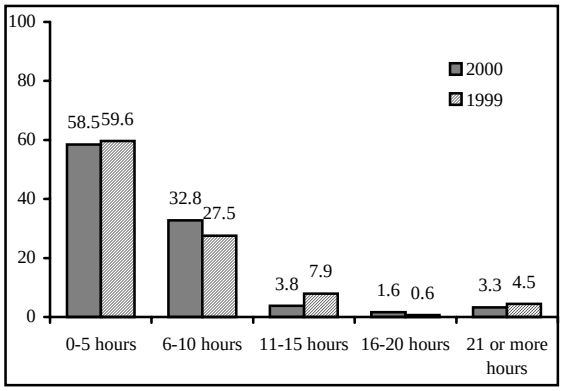
- Of the respondents living off-campus, 59 percent of 2000 and 60 percent of 1999 respondents reported they would commute five hours or less per week. More than one out of four off-campus respondents in both years reported they would commute between six and ten hours per week (33% in 2000 and 28% in 1999). (Figure 9)

TABLE 6
Residence Hall Attitudes and Experiences

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
		Percentages		
I understand residence hall policies. *	2000	96.0	3.2	0.7
	1999	97.7	2.0	0.2
I feel that the residence hall staff are helpful.	2000	89.3	8.6	2.0
	1999	90.9	7.6	1.5
I have made friends in my residence hall.	2000	89.3	7.2	3.4
	1999	90.6	6.1	3.3
I can study in my room.	2000	86.3	8.4	5.2
	1999	86.9	8.1	5.0
My roommate and I have a good relationship.	2000	85.7	10.0	4.2
	1999	85.7	8.8	5.5
I am pleased with my experiences in the residence halls. *	2000	84.8	11.7	3.5
	1999	81.4	13.9	4.6
I am satisfied with my residence hall environment.	2000	84.6	11.2	4.2
	1999	82.2	13.0	4.9
I am satisfied with the social activities on my floor/in my hall. *	2000	75.7	20.3	4.0
	1999	72.6	22.1	5.3
I have developed ground rules with my roommate for our room. *	2000	74.5	17.9	7.6
	1999	80.5	13.8	5.7

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

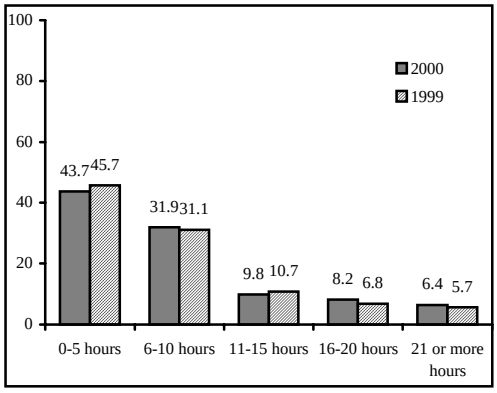
Figure 9
Hours Per Week Off-Campus Freshmen Spend Commuting



Campus Activities

- About one-fourth of respondents in both 2000 and 1999 reported that they would participate in extra-curricular activities eleven or more hours per week (24% in 2000 and 23% in 1999). Approximately 32 percent of 2000 respondents and 31 percent of 1999 respondents reported they would participate in extra-curricular activities between six and ten hours per week. (Figure 10)

Figure 10
Hours Per Week in Extra-Curricular Activities



- Approximately 44 percent of 2000 respondents and 46 percent of 1999 respondents reported they would participate in extra-curricular activities five hours or less per week. (Figure 10)

- Compared to 1999 respondents, 2000 respondents were significantly more likely to report they planned to attend athletic events very often or often (54% in 2000 compared to 45% in 1999). (Table 7)

- This year's respondents were significantly more likely than 1999 respondents to indicate they planned to attend other campus entertainment very often or often (40% in 2000 compared to 38% in 1999). (Table 7)

- A significantly higher percentage of 2000 respondents than 1999 respondents reported they planned to attend student performances very often or often (40% in 2000 compared to 37% in 1999). (Table 7)

- This year's respondents were significantly more likely than 1999 respondents to indicate they planned to attend campus lectures very often or often (20% in 2000 compared to 16% in 1999). (Table 7)

- Respondents in 2000 were significantly more likely than respondents in 1999 to indicate they planned to attend cultural, ethnic, or international programs very often, often, or sometimes (41% in 2000 compared to 35% in 1999). (Table 7)

TABLE 7
Expected Attendance at Extra-Curricular Activities During Freshman Year

During my first year at Ball State, I expect or plan to attend:		Very Often / Often	Sometimes	Rarely / Never
			Percentages	
Athletic events. *	2000	54.2	32.2	13.6
	1999	45.4	37.8	16.8
Other campus entertainment (films, dances, shows, etc.). *	2000	40.4	43.5	16.1
	1999	37.8	44.0	18.2
Student performances (plays, concerts, exhibits, etc.). *	2000	40.4	42.1	17.5
	1999	36.6	42.1	21.3
Campus lectures. *	2000	20.0	46.2	33.8
	1999	16.4	48.4	35.3
Cultural, ethnic, or international programs. *	2000	12.0	29.4	58.7
	1999	9.6	25.4	65.0

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

- Approximately 43 percent of 2000 respondents and 45 percent of 1999 respondents reported they expected to participate in independent study and research very often or often. (Table 8)

- More than four out of ten respondents in both years indicated they planned to participate in outside class study sessions very often or often (43% in 2000 and 44% in 1999). (Table 8)

- This year's respondents were significantly more likely than 1999 respondents to report they planned to participate in intramural or recreational sports very often, often, or sometimes (61% in 2000 compared to 57% in 1999). (Table 8)

- About 29 percent of 2000 respondents and 27 percent of 1999 respondents indicated they planned to participate in student organizations or clubs very often or often. (Table 8)

- Compared to 1999 respondents, 2000 respondents were significantly more likely to report that they planned to participate in student performances very often or often (28% in 2000 compared to 23% in 1999). (Table 8)

- Respondents in 2000 were significantly more likely then respondents in 1999 to report they planned to participate in religious activities very often or often (26% in 2000 compared to 23% in 1999). (Table 8)

- A significantly higher percentage of respondents in 2000 than in 1999 reported they planned to participate in social fraternities and sororities very often, often, or sometimes (46% in 2000 compared to 36% in 1999). (Table 8)

- Approximately 23 percent of 2000 and 21 percent of 1999 respondents reported they expected to very often or often participate in discussions with students whose beliefs or values are different. (Table 8)

- This year's respondents were significantly more likely than 1999 respondents to report they planned to participate in Ball State intercollegiate athletics very often or often (21% in 2000 compared to 17% in 1999). (Table 8)

- At least 20 percent of respondents in both years reported they planned to participate in a leadership role very often or often (20% in 2000 and 22% in 1999). (Table 8)

- Approximately 18 percent of 2000 respondents and 17 percent of 1999 respondents indicated they planned to participate very often or often in community or campus service. (Table 8)

- Fifteen percent of respondents in both years reported they expected to participate in discussions about issues related to campus life very often or often. (Table 8)

- Approximately 12 percent of 2000 respondents and 11 percent of 1999 respondents indicated they planned to participate very often or often in discussions about current affairs and world issues. (Table 8)

- Less than 15 percent of respondents in both years reported they planned to participate very often or often in a group in which people talk about personal problems (11% in 2000 and 10% in 1999). (Table 8)

- Approximately 8 percent of 2000 and 1999 respondents indicated they expected to participate in student, faculty, or other campus government very often or often. (Table 8)

- About one-fourth of respondents in both years reported they planned to participate very often, often, or sometimes in the non-traditional student association (28% in 2000 and 24% in 1999). (Table 8)

TABLE 8

Expected Participation in Extra-Curricular Activities During Freshman Year

During my first year at Ball State, I expect or plan to participate in:		Very Often / Often	Sometimes	Rarely / Never
		Percentages		
Independent study and research.	2000	43.0	32.0	25.0
	1999	45.0	31.1	24.0
Outside class study sessions.	2000	42.8	46.0	11.2
	1999	44.2	44.2	11.7
Intramural / recreational sports. *	2000	30.2	30.8	39.0
	1999	28.1	28.5	43.4
Student organizations or clubs.	2000	28.6	40.3	31.1
	1999	27.4	40.4	32.1
Student performances (plays, concerts, art shows, etc.). *	2000	27.7	31.1	41.2
	1999	23.2	30.4	46.3
Religious activities. *	2000	26.0	27.2	46.8
	1999	23.0	26.3	50.7
Social fraternities or sororities. *	2000	23.1	22.7	54.2
	1999	20.0	15.8	64.2
Discussions with students whose beliefs or values are different.	2000	22.7	37.4	39.9
	1999	20.6	37.1	42.3
Ball State intercollegiate athletics. *	2000	20.7	22.0	57.3
	1999	17.4	20.6	62.1
A leadership role.	2000	19.9	30.7	49.3
	1999	21.7	29.5	48.7
Community / campus service.	2000	17.9	35.3	46.8
	1999	17.3	36.0	46.7
Discussions with others about issues related to campus life.	2000	15.3	34.8	49.9
	1999	15.2	35.8	48.9
Discussions about current affairs and world issues with others.	2000	11.6	27.8	60.6
	1999	11.0	29.7	59.3
A group in which people talk about personal problems.	2000	10.8	25.8	63.4
	1999	10.4	26.6	63.0
Student, faculty, or other campus government.	2000	7.6	20.5	71.9
	1999	8.4	18.7	72.9
Non-traditional student association.	2000	6.2	21.6	72.3
	1999	4.3	19.7	75.9

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

PERSONAL SKILLS AND ABILITIES

Summary In both 2000 and 1999, at least 90 percent of respondents reported that they were attending all their classes, they felt comfortable interacting with students of different ethnic or cultural backgrounds, and they were making friends at Ball State.

This year's respondents were significantly less likely than 1999 respondents to agree that they had someone at Ball State to talk to if they ran into problems. This year's respondents were more likely than 1999 respondents to strongly agree or agree they were involved in campus activities.

In both years, at least 60 percent of respondents rated themselves as above average in their ability to work with others, their general intellectual ability, and their ability to complete tasks on time.

Compared to 1999 respondents, 2000 respondents were more likely to rate their ability to use computers and their math ability as above average. In contrast, 2000 respondents were less likely than 1999 respondents to rate their ability to accept constructive criticism as above average.

Three out of ten respondents in 2000 and 1999 anticipated needing academic help. About 26 percent of respondents in both years anticipated needing help in a career or vocational area.

Adjusting to Ball State

- Approximately 94 percent of respondents in both years strongly agreed or agreed they were attending all their classes. (Table 9)

- Ninety-one percent of both 2000 and 1999 respondents strongly agreed or agreed they felt comfortable interacting with students of different ethnic or cultural backgrounds. (Table 9)

- Nine out of ten respondents in both years strongly agreed or agreed they were making friends at Ball State (90% in 2000 and 92% in 1999). (Table 9)

- Approximately 88 percent of respondents in 2000 and 1999 strongly agreed or agreed that they were adjusting well to Ball State. (Table 9)

- More than 85 percent of 2000 and 1999 respondents strongly agreed or agreed that they were pleased about attending Ball State (87% in 2000 and 88% in 1999). (Table 9)

- Eighty-two percent of respondents in both years strongly agreed or agreed that they fit in well at Ball State. (Table 9)

- Respondents in 2000 were significantly less likely than respondents in 1999 to strongly agree or agree they had someone at Ball State to talk to if they ran into problems (82% in 2000 compared to 85% in 1999). (Table 9)

- About 81 percent of 2000 respondents and 78 percent of 1999 respondents strongly agreed or agreed they felt safe on campus. (Table 9)

- Approximately 79 percent of 2000 respondents and 80 percent of 1999 respondents strongly agreed or agreed that they were satisfied with their courses for this semester. (Table 9)

- Three-fourths of respondents in both years strongly agreed or agreed they felt

comfortable asking their instructors for help if needed (76% in 2000 and 75% in 1999). (Table 9)

- More than 70 percent of both 2000 and 1999 respondents strongly agreed or agreed that they were satisfied with their academic life at Ball State (75% in 2000 and 73% in 1999), and with their social life at Ball State (74% in 2000 and 75% in 1999). (Table 9)

- Approximately 65 percent of 2000 respondents and 64 percent of 1999 respondents strongly agreed or agreed they were adjusting to college study demands. (Table 9)

- About six out of ten respondents in both years strongly agreed or agreed they were managing their time well (65% in 2000 and 64% in 1999). (Table 9)

- Approximately 58 percent of respondents in both 2000 and 1999 strongly agreed or agreed that most students have values and attitudes similar to theirs. (Table 9)

- Respondents in 2000 were significantly more likely than respondents in 1999 to strongly agree or agree they were involved in campus activities (51% in 2000 compared to 48% in 1999). (Table 9)

- Three out of ten respondents in both years strongly agreed or agreed that they were feeling anxious about making decisions (30% in 2000 and 31% in 1999). (Table 9)

- Nineteen percent of both 2000 and 1999 respondents strongly agreed or agreed that they had been feeling more tense or nervous than they expected. (Table 9)

- Almost two out of ten respondents in both 2000 and 1999 strongly agreed or agreed that they felt very different from other students (18% in 2000 and 17% in 1999). (Table 9)

- About 16 percent of 2000 respondents and 15 percent of 1999 respondents strongly agreed or agreed that they would rather be at home than on campus. (Table 9)

- Approximately 15 percent of 2000 respondents and 14 percent of 1999 respondents strongly agreed or agreed that being on their own had not been easy for them. (Table 9)

- One out of ten respondents in both years strongly agreed or agreed that they expected to have a much harder time than other students at Ball State (12% in 2000 and 10% in 1999). (Table 9)

TABLE 9
Adjusting to Ball State

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
		Percentages		
I am attending all my classes.	2000	94.4	3.6	2.0
	1999	94.3	3.2	2.5
I feel comfortable interacting with students of different ethnic/cultural backgrounds.	2000	91.1	6.8	2.0
	1999	90.7	6.5	2.8
I am making friends at BSU.	2000	90.3	7.2	2.5
	1999	91.8	6.1	2.1
I feel that I am adjusting well to BSU.	2000	88.1	9.1	2.8
	1999	88.0	9.4	2.6
I am pleased about attending Ball State University.	2000	87.4	10.4	2.2
	1999	87.7	10.1	2.2
I feel that I fit in well at Ball State.	2000	82.4	14.1	3.5
	1999	81.6	14.2	4.3
I have someone at Ball State to talk to if I run into problems. *	2000	82.3	12.2	5.6
	1999	85.3	9.7	5.0
I feel safe on campus.	2000	80.9	17.1	2.0
	1999	78.4	19.0	2.6
I am satisfied with my courses for this semester.	2000	79.2	15.9	4.9
	1999	79.9	14.8	5.3
I would feel comfortable asking my instructors for help if needed.	2000	76.2	17.3	6.5
	1999	75.2	17.7	7.1
I am satisfied with my academic life at Ball State.	2000	74.5	20.7	4.8
	1999	72.8	21.8	5.4
I am satisfied with my social life at BSU.	2000	73.8	18.4	7.7
	1999	74.6	17.6	7.8
I am adjusting to college study demands.	2000	65.3	26.1	8.6
	1999	63.7	26.4	9.9
I am managing my time well.	2000	64.6	26.5	8.9
	1999	63.5	27.5	9.0
Most BSU student have values and attitudes similar to mine.	2000	57.8	33.1	9.1
	1999	58.2	32.7	9.1
I am involved in campus activities. *	2000	51.1	30.2	18.7
	1999	47.8	30.3	21.9
I am feeling anxious about making decisions.	2000	29.5	30.2	40.2
	1999	31.3	29.1	39.7
I have been feeling more tense or nervous than I expected.	2000	19.3	16.3	64.5
	1999	19.3	15.5	65.3

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

TABLE 9 (cont'd)
Adjusting to Ball State

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
		Percentages		
I feel very different from other students.	2000	18.2	21.9	59.9
	1999	17.2	19.9	62.9
I would rather be home than on campus.	2000	15.7	19.4	65.0
	1999	15.2	18.7	66.2
Being on my own has not been easy for me.	2000	14.6	14.0	71.4
	1999	14.0	14.1	71.9
I expect to have a much harder time than other students at BSU.	2000	11.8	19.9	68.3
	1999	10.1	19.8	70.1

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

Student Self-Ratings

- More than 65 percent of 2000 and 1999 respondents rated their ability to work with others as well above average or somewhat above average (66% in 2000 and 68% in 1999). (Table 10)

- Approximately 63 percent of 2000 respondents and 64 percent of 1999 respondents rated their general intellectual ability as well above average or somewhat above average. (Table 10)

- Six out of ten respondents in both years rated their ability to complete tasks on time as well above average or somewhat above average (60% in 2000 and 61% in 1999). (Table 10)

- About 58 percent of 2000 respondents and 57 percent of 1999 respondents rated their creativity as well above average or somewhat above average. (Table 10)

- In 2000, about 58 percent of respondents rated both their listening skills and their ability to set goals as well above average or somewhat above average. These percentages were similar to 1999 percentages. (Table 10)

- Approximately 55 percent of 2000 respondents and 53 percent of 1999 respondents rated their writing skills as well above average or somewhat above average. (Table 10)

- More than five out of ten respondents in both years rated their ability to maintain physical health and well being as well above average or somewhat above average (54% in 2000 and 53% in 1999). (Table 10)

- At least 53 percent of respondents in 2000 and 1999 rated their decision making abilities as well above average or somewhat above average (53% in 2000 and 55% in 1999). (Table 10)

- More than one-half of respondents in both years rated their reading skills and leadership ability as well above average or somewhat above average. (Table 10)

- Respondents in 2000 were significantly less likely than 1999 respondents to rate

their ability to accept constructive criticism as well above average or somewhat above average (51% in 2000 compared to 53% in 1999). (Table 10)

- At least 50 percent of both 2000 and 1999 respondents reported that their academic self-confidence (51% in 2000 and 50% in 1999), self-motivation (51% in 2000 and 53% in 1999), and preparedness for college (50% in both years) were well above average or somewhat above average. (Table 10)

- Approximately 48 percent of 2000 respondents and 49 percent of 1999 respondents rated their ability to ask others for help as well above average or somewhat above average. (Table 10)

- Five out of ten respondents in both years rated their social self-confidence as well above average or somewhat above average (48% in 2000 and 50% in 1999). (Table 10)

- Respondents in 2000 were significantly more likely than respondents in 1999 to rate their ability to use computers as well above average, somewhat above average, or average (89% in 2000 compared to 85% in 1999). (Table 10)

- At least 45 percent of respondents in both years rated their ability to manage their time and activities (47% in 2000 and 45% in 1999) or their assertiveness (46% in 2000 and 47% in 1999) as well above average or somewhat above average. (Table 10)

- A significantly higher percentage of 2000 respondents than 1999 respondents rated their math ability as well above average or somewhat above average (45% in 2000 compared to 42% in 1999). (Table 10)

- Approximately 44 percent of 2000 respondents and 46 percent of 1999 respondents rated their ability to stick with tasks as well above average or somewhat above average. (Table 10)

- More than 40 percent of respondents in both years rated themselves as well above average or somewhat above average in their ability to ask questions and get feedback from instructors (42% in 2000 and 41% in 1999) and in their ability to manage stress (41% in 2000 and 43% in 1999). (Table 10)

- Forty percent of 2000 and 1999 respondents rated their ability to get started on tasks or activities as well above average or somewhat above average. (Table 10)

- More than one-third of respondents in both years rated their public speaking skills as well above average or somewhat above average (36% in 2000 and 35% in 1999). (Table 10)

TABLE 10
Personal Characteristics

How would you rate your:		Well Above Average/ Somewhat Above Average	Average	Well Below Average/ Somewhat Below Average
			Percentages	
ability to work with others.	2000	66.4	31.7	1.9
	1999	68.4	29.8	1.7
general intellectual ability.	2000	63.3	35.4	1.3
	1999	63.7	35.1	1.2
ability to complete tasks on time.	2000	60.0	36.9	3.1
	1999	61.2	36.0	2.8
creativity.	2000	58.0	34.8	7.2
	1999	57.2	33.5	9.3
listening skills.	2000	57.8	38.4	3.8
	1999	57.6	37.8	4.6
ability to set goals.	2000	57.7	38.3	4.0
	1999	57.6	39.2	3.2
writing skills.	2000	55.0	39.0	6.0
	1999	52.9	41.0	6.1
ability to maintain physical health and well-being.	2000	53.8	39.9	6.3
	1999	52.8	39.8	7.4
decision-making skills.	2000	52.6	41.5	5.9
	1999	54.8	39.2	6.0
reading skills.	2000	52.2	40.1	7.6
	1999	52.2	40.0	7.8
leadership ability.	2000	51.4	37.9	10.6
	1999	51.2	37.3	11.5
ability to accept constructive criticism. *	2000	51.2	41.7	7.1
	1999	53.3	41.4	5.3
academic self-confidence.	2000	50.6	41.3	8.1
	1999	50.3	41.6	8.1
self-motivation.	2000	50.6	39.4	10.1
	1999	52.9	38.3	8.8
preparedness for college.	2000	49.6	45.5	4.9
	1999	49.6	45.2	5.2
ability to ask others for help.	2000	47.7	44.6	7.8
	1999	49.0	44.3	6.7
social self-confidence.	2000	47.5	40.0	12.5
	1999	49.9	37.6	12.5
ability to use computers. *	2000	47.1	41.5	11.4
	1999	45.1	40.3	14.6
ability to manage your time and activities.	2000	46.5	45.9	7.6
	1999	44.8	46.6	8.6
assertiveness.	2000	45.6	46.9	7.5
	1999	46.5	44.9	8.7
math ability. *	2000	44.6	37.7	17.7
	1999	41.7	37.6	20.6
ability to stick with tasks.	2000	44.3	46.6	9.1
	1999	46.4	45.9	7.9
ability to ask questions and get feedback from instructors.	2000	41.7	48.9	9.4
	1999	41.1	48.9	10.0
ability to manage stress.	2000	40.9	44.9	14.2
	1999	42.7	43.5	13.8
ability to get started on tasks or activities.	2000	40.0	47.0	13.0
	1999	40.3	46.6	13.1
public speaking skills.	2000	36.4	42.7	20.9
	1999	34.5	43.7	21.7

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

Anticipating the Need for Help

- Twenty-nine percent of respondents in both 2000 and 1999 anticipated needing help in an academic area. (Table 11)

- One-fourth of respondents in both years anticipated needing help in a career or vocational area (26% in both years). (Table 11)

- Approximately 15 percent of 2000 respondents and 14 percent of 1999 respondents anticipated needing help getting involved in campus activities. (Table 11)

- Less than ten percent of respondents in both 2000 and 1999 anticipated needing help in a physical or health area (9% in both years), a social area (8% in 2000 and 7% in 1999), or a personal or emotional area (8% in 2000 and 6% in 1999). (Table 11)

TABLE 11
Areas Freshmen Anticipate Needing Help

At this time, do you anticipate needing help in any of the following areas?		Yes	Unsure	No
			Percentages	
Academic	2000	29.3	45.2	25.5
	1999	29.3	45.9	24.8
Career / Vocational	2000	25.7	37.4	36.9
	1999	26.4	36.2	37.4
Getting involved in campus activities	2000	15.4	32.3	52.2
	1999	13.9	30.4	55.6
Physical / Health *	2000	8.8	21.8	69.4
	1999	8.5	24.8	66.7
Social	2000	7.9	22.0	70.1
	1999	7.2	20.6	72.2
Personal / Emotional	2000	7.5	25.5	67.1
	1999	6.1	26.1	67.8

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

ACADEMIC GOALS, ASPIRATIONS, AND EXPECTATIONS

Summary When respondents were asked about their long term educational goals, 28 percent in both years reported they planned to complete a Bachelor's degree. More than one-third of both 2000 and 1999 respondents reported they planned to complete a Master's degree and more than ten percent planned to complete a Ph.D., M.D. or other professional degree.

This year's respondents were less likely than 1999 respondents to indicate their immediate educational goal was to complete a Bachelor's degree.

In both 2000 and 1999, at least 88 percent of respondents reported they thought they would make overall grades of A or B. This year's respondents were more likely than 1999 respondents to indicate they expected to make A's overall, in English composition, in math, in science, and in speech.

At least 60 percent of both 2000 and 1999 respondents reported they were absolutely certain they would obtain a degree. Of those respondents who gave a reason for not completing a degree, college cost was most frequently selected as the likely reason.

Seven out of ten respondents in both years indicated that they expected to graduate from Ball State. Only five percent of both 2000 and 1999 respondents reported that they expected to transfer to another university.

More than 80 percent of respondents in both years reported that gaining knowledge and skills for a profession was a very important educational goal. Other educational goals that at least 70 percent of both 2000 and 1999 respondents rated as very important were to gain knowledge and skills in an academic field, and discover their career interests and get a better sense of direction.

Compared to 1999 respondents, 2000 respondents were significantly less likely to report the following as very important educational goals: gaining knowledge and skills for a job, career, or profession; gaining knowledge and skills in an academic field; gaining a broad education; developing skills which will help in a career for serving others; and developing better ways of communicating their ideas.

In both years, about one-fourth of respondents reported that gaining knowledge and skills for a job, career, or profession was their most important educational goal.

- Respondents were asked about their long-term educational goal. Less than two percent of respondents in both years indicated they planned to complete an Associate's degree. Approximately 28 percent of both 2000 and 1999 respondents reported they expected to complete a Bachelor's degree. More than one-third reported they planned to complete a Master's degree (36% in 2000 and 38% in 1999). Less than 15 percent of respondents reported they planned to complete a Ph.D., M.D., or other professional degree (13% in 2000 and 12% in 1999). (Figure 11)

- When asked about their immediate educational goal, 2000 respondents were significantly less likely than 1999 respondents to report they planned to complete a Bachelor's degree (82% in 2000 compared to 84% in 1999). This year's respondents were significantly more likely than 1999 respondents to report they had no definite educational goal. (Figure 12)

Figure 11
Long Term Educational Goal

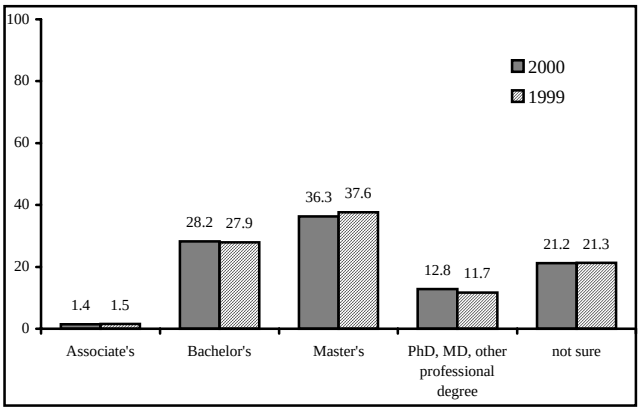
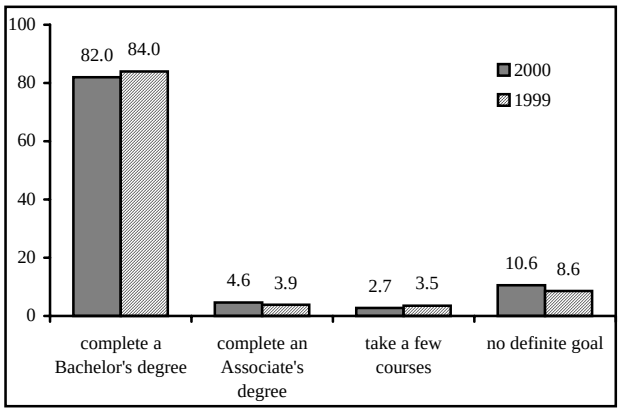


Figure 12
Current Educational Goal *



*Statistically significant differences exist between 2000 and 1999 respondents for this item. ($p<.05$)

- Respondents in 2000 were significantly more likely than respondents in 1999 to report that they thought they would make A's overall (26% in 2000 and 22% in 1999). More than six out of ten respondents in both years reported they thought they would make B's overall (63% in 2000 and 66% in 1999). Six percent of 2000 and 1999 respondents reported they thought they would make C's overall. (Table 12)

- A significantly higher percentage of 2000 respondents than 1999 respondents reported that they thought they would make an A in English composition (39% in 2000 compared to 36% in 1999). Approximately 49 percent of 2000 and 53 percent of 1999 respondents thought they would make a B in English composition. (Table 12)

- In both years, three out of ten respondents indicated they thought they would make an A in history (30% in 2000 and 28% in 1999). Approximately 47 percent of both 2000 and 1999 respondents reported they thought they would make a B in history. One in ten respondents in both years indicated they thought they would make a C in history. (Table 12)

- This year's respondents were significantly more likely than 1999 respondents to report that they thought they would make an A in math (34% in 2000 compared to 31% in 1999). Thirty-nine percent of respondents in both years reported they thought they would make a B in math and 14 percent reported they thought they would make a C in math. (Table 12)

- Respondents in 2000 were significantly more likely than respondents in 1999 to indicate they thought they would make an A or a B in science (75% in 2000 compared to 69% in 1999). (Table 12)

- A significantly higher percentage of 2000 respondents than 1999 respondents indicated that they thought they would make an A or B in speech (70% in 2000 compared to 65% in 1999). (Table 12)

TABLE 12
Grades Expected During Freshman Year

During your freshman year, what grades do you think you will make?		A	B	C	Below C	Don't Know
				Percentages		
Overall *	2000	26.0	62.7	5.6	0.2	5.5
	1999	22.3	65.7	5.9	0.0	6.0
English composition *	2000	39.4	49.0	7.2	0.3	4.1
	1999	36.2	52.5	7.3	0.0	4.0
History	2000	30.0	46.9	10.4	0.8	12.0
	1999	27.8	47.0	10.9	0.7	13.5
Math *	2000	34.4	38.6	13.8	1.2	12.0
	1999	31.2	38.8	14.3	1.6	14.1
Science *	2000	27.4	47.5	11.6	0.6	12.9
	1999	24.4	44.9	13.2	0.7	16.7
Speech *	2000	31.3	38.3	7.2	0.8	22.4
	1999	27.9	36.6	7.9	0.7	26.9

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

- About six out of ten respondents reported they were absolutely certain they would finish their degree (61% in 2000 and 63% in 1999). (Table 13)

- Of those respondents who reported a reason for not completing a degree, those in 2000 were significantly less likely than those in 1999 to indicate that college cost would be the most likely reason for not completing a degree (21% in 2000 compared to 25% in 1999). (Table 13)

- Of those respondents who reported a reason for not completing a degree, at least 12 percent in both years reported the most likely reason would be either that they were not able to keep up with the academic workload or that they would accept a job. (Table 13)

TABLE 13
Reasons for Not Completing Degree

	2000	1999
	Percentages	
I am absolutely certain I will finish my degree.	60.8	62.9
If you were not able to finish your degree, what would be the most likely cause? *		
It would cost too much.	20.6	25.4
Unable to keep up with academic workload.	13.4	13.1
To accept a job.	13.4	12.0
Other.	12.8	10.0
Marriage.	8.7	9.2
Disinterest in study.	7.6	7.0
Lack of academic ability.	6.5	8.3
Family responsibilities.	5.7	4.9
Health problems.	5.6	4.4
Insufficient reading or study skills.	2.5	3.6
College is more my family's idea than mine.	1.6	0.9
To enter military service.	1.2	0.6
Location	0.4	0.6

* Percentages are reported only for those respondents who provided a reason for not finishing

- Approximately 71 percent of respondents in both years reported they expected to graduate from Ball State. (Table 14)

- Seven out of ten respondents in 2000 and 1999 reported they did not expect to transfer to another university. Similarly, 70 percent of 2000 and 1999 respondents indicated they did not expect to graduate from another university. (Table 14)

- Less than ten percent of respondents in both years reported they might drop out of college temporarily (6% in both years), or they might drop out of college permanently (3% in 2000 and 2% in 1999). (Table 14)

TABLE 14
Plans for Continued Enrollment at Ball State

Do you expect to:		Yes	Maybe	No
			Percentages	
graduate from Ball State University.	2000	70.6	25.5	4.0
	1999	71.4	25.0	3.7
transfer to another university.	2000	5.7	25.0	69.3
	1999	4.5	25.5	70.0
graduate from another university.	2000	5.3	24.8	69.9
	1999	4.5	25.4	70.1
drop out of college temporarily.	2000	0.4	5.6	94.0
	1999	0.3	6.1	93.7
drop out of college permanently.	2000	0.3	2.4	97.3
	1999	0.1	1.7	98.1

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

- Respondents in 2000 were significantly less likely than respondents in 1999 to report that gaining knowledge and skills for a job, career, or profession was a very important educational goal (83% in 2000 compared to 86% in 1999). (Table 15)

- A significantly lower percentage of 2000 respondents than 1999 respondents indicated that gaining knowledge and skills in an academic field was a very important educational goal (72% in 2000 compared to 76% in 1999). (Table 15)

- Seven out of ten respondents in both years reported that a very important educational goal was discovering career interests and getting a better sense of direction (72% in 2000 and 74% in 1999). (Table 15)

- Developing independence, self reliance, and adaptability was a very important educational goal for 67 percent of 2000 respondents and 69 percent of 1999. (Table 15)

- This year's respondents were significantly less likely than 1999 respondents to indicate that gaining a broad education was a very important educational goal (64% in 2000 compared to 68% in 1999). (Table 15)

- Respondents in 2000 were significantly less likely than respondents in 1999 to report a very important educational goal was to develop skills which will help them in a career for serving others (61% in 2000 compared to 65% in 1999). (Table 15)

- About six out of ten respondents in both years indicated very important educational goals were to develop skills which will help earn a high income (58% in 2000 and 60% in 1999), and to increase their ability to learn on their own (58% in 2000 and 60% in 1999). (Table 15)

- The majority of both 2000 and 1999 respondents indicated that gaining a better understanding of self (54% in 2000 and 57% in 1999), and meeting and learning how to get along with different kinds of people (53% in 2000 and 55% in 1999) were very important educational goals. (Table 15)

- At least 47 percent of respondents in both years reported that very important educational goals were developing leadership skills (47% in 2000 and 49% in 1999) and learning to reason more effectively (47% in 2000 and 48% in 1999). (Table 15)

- A significantly lower percentage of 2000 respondents than 1999 respondents reported that developing better ways of communicating ideas was a very important educational goal (45% in 2000 compared to 50% in 1999). (Table 15)

- About 45 percent of 2000 respondents and 47 percent of 1999 respondents indicated that developing their own set of values and ethical standards was a very important educational goal. (Table 15)

- Four out of ten respondents in both years reported that preparing for graduate or professional school was a very important educational goal (40% in 2000 and 41% in 1999). (Table 15)

- Approximately 28 percent of respondents in 2000 and 1999 indicated that gaining an understanding of science and technology was a very important educational goal. (Table 15)

- More than one-fourth of respondents in both years reported that increasing their knowledge of local, national, and world problems (28% in both years), and developing a better appreciation for art, music, drama, and literature (26% in 2000 and 27% in 1999) were very important educational goals. (Table 15)

- About 24 percent of 2000 respondents and 28 percent of 1999 respondents reported that their most important educational goal was to gain knowledge and skills for a job, career, or profession. (Table 16)

- The most important educational goal of 18 percent of 2000 respondents and 16 percent of 1999 respondents was discovering career interests and getting a better sense of direction. (Table 16)

- In both years, less than ten percent of respondents reported that their most important educational goal was to develop skills which will help earn a high income (9% in both years), to develop skills which will help in a career for serving others (8% in 2000 and 7% in 1999), to gain a better understanding of themselves (7% in 2000 and 6% in 1999), to gain a broad education (7% in 2000 and 6% in 1999), or to develop independence, self-reliance and adaptability (6% in both years). (Table 16)

TABLE 15
Educational Goals

Please indicate the importance to you personally of each of the following goals during college.		Very Important	Somewhat Important	Not Important
			Percentages	
Gain knowledge and skills for a job, career, or profession. *	2000	82.6	16.7	0.6
	1999	85.6	13.9	0.5
Gain knowledge and skills in an academic field. *	2000	71.7	26.8	1.5
	1999	76.3	22.6	1.1
Discover my career interests and get a better sense of direction.	2000	71.5	24.9	3.5
	1999	74.3	22.4	3.3
Develop independence, self-reliance, and adaptability.	2000	67.4	29.8	2.8
	1999	68.8	28.1	3.1
Gain a broad education. *	2000	64.2	33.5	2.3
	1999	67.9	30.1	1.9
Develop skills which will help me in a career for serving others. *	2000	60.8	34.2	5.0
	1999	64.5	31.5	3.9
Develop skills which will help me earn a high income.	2000	58.1	34.5	7.5
	1999	60.3	31.7	8.0
Increase my ability to learn on my own.	2000	57.5	38.9	3.6
	1999	59.6	38.0	2.3
Gain a better understanding of myself.	2000	54.2	40.7	5.1
	1999	57.1	38.3	4.7
Meet and learn how to get along with different kinds of people.	2000	52.8	42.6	4.6
	1999	54.7	41.1	4.2
Develop leadership skills.	2000	47.3	46.6	6.1
	1999	49.0	45.8	5.2
Learn to reason more effectively (analyze/solve problems).	2000	47.0	49.4	3.7
	1999	48.0	48.7	3.2
Develop better ways of communicating my ideas. *	2000	45.3	51.4	3.3
	1999	49.5	47.3	3.2
Develop my own set of values and ethical standards.	2000	45.2	46.5	8.3
	1999	46.5	45.6	7.9
Prepare for graduate or professional school.	2000	40.0	42.7	17.3
	1999	40.5	43.2	16.4
Gain an understanding of science and technology.	2000	28.1	54.5	17.5
	1999	27.7	54.1	18.2
Increase my knowledge of local, national, and world problems.	2000	27.8	59.0	13.2
	1999	27.8	57.9	14.3
Develop a better appreciation for art, music, drama, and literature.	2000	26.0	46.6	27.4
	1999	26.9	48.2	24.9

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

TABLE 16
Most Important Educational Goal

	2000	1999
	Percentages	
Gain knowledge and skills for a job, career, or profession.	23.7	27.6
Discover my career interests and get a better sense of direction.	17.8	15.7
Develop skills which will help me earn a high income.	9.3	9.4
Develop skills which will help me in a career for serving others.	7.7	6.9
Gain a better understanding of myself.	7.2	6.4
Gain a broad education.	6.7	6.3
Develop independence, self-reliance, and adaptability.	5.6	6.1
Gain knowledge and skills in an academic field.	5.5	5.1
Prepare for graduate or professional school.	3.6	3.9
Increase my ability to learn on my own.	2.7	2.4
Meet and learn how to get along with different kinds of people.	2.3	2.2
Develop a better appreciation for art, music, drama, and literature.	2.0	1.4
Develop better ways of communicating my idea.	1.6	1.9
Develop my own set of values and ethical standards.	1.6	1.5
Develop leadership skills.	1.0	1.4
Learn to reason more effectively (analyze/solve problems).	0.9	0.9
Gain an understanding of science and technology.	0.6	0.6
Increase my knowledge of local, national, and world problems.	0.3	0.2

CAREER AND ACADEMIC PLANNING

Summary In both 2000 and 1999, at least 37 percent of respondents reported they had chosen a major and were certain of it. Another four out of ten respondents reported they had chosen a major, but may change it.

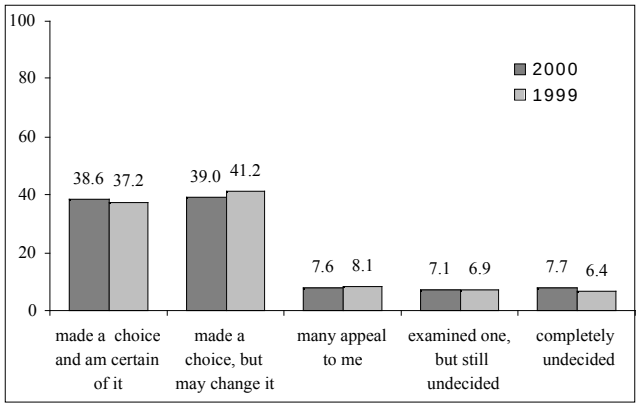
Almost all respondents in both years agreed they will choose or have chosen a major because of interest in the subject matter. At least 85 percent of 2000 and 1999 respondents agreed they will choose or have chosen a major because of confidence that they can succeed. More than 75 percent of respondents in both years agreed they will choose or have chosen a major because of familiarity with the subject.

This year's respondents were significantly more likely than 1999 respondents to report that they would choose or have chosen a major because of friends who are majoring or working in the field.

Approximately three out of ten respondents in both years reported they had made a career choice and were certain of it. More than 35 percent reported they had made a career choice, but may change it.

- In both years, more than 35 percent of respondents reported they had chosen a major and were certain of it (39% in 2000 and 37% in 1999). About four out of ten respondents reported they had made a choice, but may change it (39% in 2000 and 41% in 1999). Approximately 22 percent of 2000 respondents and 21 percent of 1999 respondents were uncertain about their major. (Figure 13)

Figure 13
Decision on Academic Major



- About 97 percent of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of interest in the subject matter. (Table 17)

- At least 80 percent of both 2000 and 1999 respondents strongly agreed or agreed they will choose or have chosen their major because of confidence they can succeed (86% in 2000 and 85% in 1999) or familiarity with the subject (80% in both years). (Table 17)

- Approximately 77 percent of 2000 respondents and 75 percent of 1999 respondents strongly agreed or agreed they will choose or have chosen their major because of availability of jobs in the field. (Table 17)

- About three-fourths of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of the meaningful contribution they can

make to society (76% in 2000 and 74% in 1999), creative or innovative jobs in the field (75% in 2000 and 77% in 1999), or work or life experiences (74% in both years). (Table 17)

- Approximately 68 percent of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of highly respected career positions in the field. (Table 17)

- Sixty-four percent of 2000 respondents and 65 percent of 1999 respondents strongly agree or agreed they will choose or have chosen their major because of the challenge. (Table 17)

- Less than 60 percent of 2000 and 1999 respondents strongly agreed or agreed they will choose or have chosen their major because of the courses they have taken (57% in 2000 and 59% in 1999). (Table 17)

- The majority of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of high salaries in the field (56% in 2000 and 55% in 1999). (Table 17)

- About one-half of respondents in both 2000 and 1999 strongly agreed or agreed that they would choose or have chosen their major because of an instructor's influence or encouragement (52% in 2000 and 49% in 1999). (Table 17)

- More than one-third of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of family advice (38% in 2000 and 37% in 1999). (Table 17)

- Approximately 31 percent of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of an advisor's help or because of career counseling or assessment. (Table 17)

- Respondents in 2000 were significantly more likely than respondents in 1999 to strongly agree or agree that they will choose or have chosen their major because of friends majoring or working in the field (22% in 2000 compared to 19% in 1999). (Table 17)

- Three out of ten respondents in both years reported they had chosen a career and were certain of it (31% in 2000 and 30% in 1999). About 36 percent of 2000 respondents and 37 percent of 1999 respondents reported they had made a choice about their career, but may change it. (Figure 14)

Figure 14
Decision on Career Choice

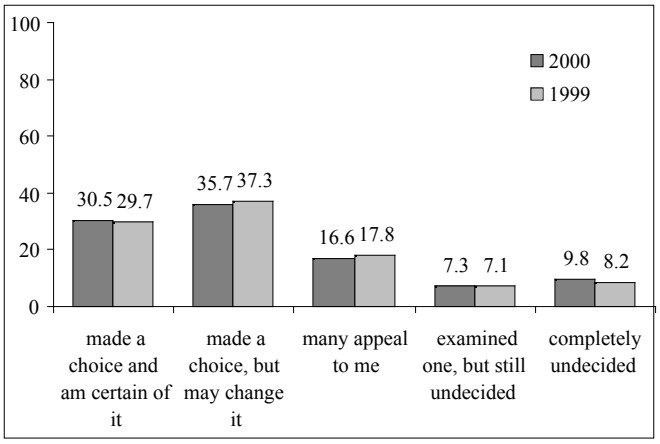


TABLE 17

Reasons for Choosing Major

I will choose (have chosen) my major because of…		Strongly Agree /Agree	Undecided	Strongly Disagree / Disagree
			Percentages	
interest in the subject matter.	2000	97.0	2.8	0.1
	1999	97.3	2.4	0.3
confidence that I can succeed.	2000	85.7	11.6	2.6
	1999	85.1	12.9	2.0
familiarity with the subject.	2000	79.9	14.6	5.6
	1999	80.1	14.5	5.4
availability of jobs in the field.	2000	77.4	14.2	8.4
	1999	75.2	15.9	8.9
the meaningful contribution I can make to society.	2000	75.5	18.9	5.7
	1999	74.4	19.6	6.0
creative/innovative jobs in the field.	2000	74.8	20.0	5.1
	1999	77.0	18.6	4.4
work/life experience.	2000	73.7	18.2	8.1
	1999	74.3	17.8	7.9
highly respected career positions in the field.	2000	68.1	20.7	11.2
	1999	67.8	20.4	9.9
the challenge.	2000	64.4	23.1	12.5
	1999	65.4	22.6	12.0
the courses I have taken.	2000	57.1	25.8	17.0
	1999	59.2	23.9	17.0
high salaries in the field.	2000	56.2	18.8	25.0
	1999	55.1	18.0	26.9
an instructor's influence or encouragement.	2000	51.9	25.0	23.1
	1999	49.3	24.9	25.8
family advice.	2000	38.4	28.4	33.2
	1999	36.5	28.0	35.4
an advisor's help.	2000	30.8	34.0	35.1
	1999	31.0	33.8	35.3
career counseling/assessment.	2000	30.5	32.4	37.1
	1999	30.5	32.4	37.1
friends who are majoring or working in this field. *	2000	21.5	22.4	56.1
	1999	19.2	21.4	59.5

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

LIFE GOALS

Summary When respondents were asked to rate the importance of a number of life goals, more than 80 percent of respondents in both 2000 and 1999 rated succeeding in work, having strong friendships, and being committed to a life partner as very important life goals. At least seven out of ten respondents in both years reported that having health and wellness, having interesting things to do, and raising a family were very important life goals.

Compared to 1999 respondents, 2000 respondents were significantly less likely to rate having health and wellness or continuing to learn as very important life goals.

- About 88 percent of 2000 respondents and 90 percent of 1999 respondents reported that succeeding in work was a very important life goal. (Table 18)

- More than 85 percent of respondents in both years indicated that having strong friendships was a very important life goal (87% in 2000 and 88% in 1999). (Table 18)

- Approximately 82 percent of 2000 and 1999 respondents reported that being committed to a life partner was a very important life goal. (Table 18)

- Respondents in 2000 were significantly less likely than respondents in 1999 to indicate that a very important life goal was health and wellness (75% in 2000 compared to 78% in 1999). (Table 18)

- Having interesting things to do was a very important life goal for 70 percent of 2000 respondents and 72 percent of 1999 respondents. (Table 18)

- Seven out of ten respondents in both years reported raising a family was a very important life goal (70% in 2000 and 69% in 1999). (Table 18)

- More than 60 percent of both 2000 and 1999 respondents indicated that meeting interesting people (62% in 2000 and 65% in 1999) and being independent (62% in 2000 and 63% in 1999) were very important life goals. (Table 18)

- Sixty percent of 2000 respondents rated continuing to learn as a very important life goal and three percent reported it was not important. In 1999, 61 percent of respondents indicated it was very important and two percent indicated it was not important. This difference was statistically significant. (Table 18)

- The majority of respondents in both years indicated that very important life goals included having broad intellectual interests (53% in 2000 and 55% in 1999) and making a meaningful contribution to society (52% in both years). (Table 18)

- About 38 percent of 2000 respondents and 39 percent of 1999 respondents reported being a leader was a very important life goal. (Table 18)

- Almost one-fourth of respondents in both 2000 and 1999 indicated that having lots of money was a very important life goal (24% in 2000 and 23% in 1999). (Table 18)
- Eighteen percent of 2000 respondents and 17 percent of 1999 respondents reported that geographic mobility was a very important life goal. (Table 18)

TABLE 18
Life Goals

		Very Important	Somewhat Important	Not Important
			Percentages	
Succeeding in work.	2000	87.7	12.1	0.3
	1999	89.7	10.1	0.2
Having strong friendships.	2000	87.3	12.4	0.3
	1999	88.2	11.3	0.5
Being committed to a life partner.	2000	81.6	16.0	2.4
	1999	81.6	15.5	2.9
Health and wellness. *	2000	75.3	23.3	1.4
	1999	78.4	21.0	0.7
Having interesting things to do.	2000	70.4	28.5	1.1
	1999	71.6	27.3	1.1
Raising a family.	2000	69.7	24.3	6.0
	1999	69.0	24.8	6.2
Meeting interesting people.	2000	61.7	36.1	2.3
	1999	64.5	33.6	1.9
Being independent.	2000	61.6	34.5	3.8
	1999	62.9	32.8	4.2
Continuing to learn. *	2000	60.2	37.1	2.7
	1999	61.3	37.0	1.7
Having broad intellectual interests.	2000	52.7	43.7	3.6
	1999	54.7	42.1	3.2
Making meaningful contribution to society.	2000	51.8	43.6	4.6
	1999	51.8	44.0	4.2
Being a leader.	2000	37.8	52.4	9.8
	1999	39.1	52.2	8.7
Having lots of money.	2000	23.8	53.9	22.3
	1999	22.6	55.1	22.3
Geographic mobility.	2000	18.3	58.1	23.6
	1999	17.0	59.6	23.4

*Statistically significant differences exist between 2000 and 1999 percentages. ($p \leq .05$)

SUMMARY AND DISCUSSION

Respondents in 2000 were significantly less likely than respondents in 1999 to report that their program of high school study was college preparatory. At least 67 percent of 2000 and 1999 respondents indicated that Ball State was their first choice for college. More than six out of ten respondents in both years indicated Ball State was among the best or better than most other universities in the country.

When asked about the most important reason for choosing Ball State, 2000 and 1999 respondents most frequently cited either the specific reputation of a major or program of interest, the location, or the cost of tuition and fees.

More than 45 percent of respondents in both years indicated they were employed or were seeking employment. The main reasons for employment were to earn spending money and to help pay for their education. This year's respondents were more likely than 1999 respondents to report they planned to work between six and fifteen hours per week.

Among the respondents who lived in residence halls, 2000 respondents were significantly more likely than 1999 respondents to report they expected to participate in hall activities on weekends very often or often.

In both years, at least nine out of ten residence hall respondents indicated they understood residence hall policies, felt that the residence hall staff were helpful and had made friends in their hall. A significantly higher percentage of 2000 respondents than 1999 respondents indicated that they were pleased with their experiences in the residence halls and they were satisfied with the social activities on their floor or in their hall.

This year's respondents were significantly more likely than 1999 respondents to indicate they planned to very often or often attend athletic events; campus entertainment; student performances; campus lectures; or cultural, ethnic, or international events. Similarly, 2000 respondents were more likely than 1999 respondents to report they planned to very often or often participate in intramural or recreational sports, student performances, religious activities, social fraternities or sororities, and intercollegiate athletics.

In both years, about nine out of ten respondents strongly agreed or agreed they were attending all their classes, felt comfortable interacting with students of different ethnic or cultural backgrounds, and were making friends at Ball State. At least 87 percent felt they were adjusting well and were pleased about attending Ball State.

In 2000, respondents were significantly less likely than in 1999 to strongly agree or agree they had someone to talk to if they ran into problems. In contrast, 2000 respondents were significantly more likely than 1999 respondents to strongly agree or agree they were involved in campus activities.

Almost seven out of ten respondents in both years rated themselves as well above average or somewhat above average in ability to work with others. This year's respondents were significantly less likely than 1999 respondents to rate themselves as above average in their ability to accept constructive criticism. Respondents in 2000 were more likely than respondents in 1999

to rate themselves as above average in ability to use computers, and math ability.

Approximately 29 percent of respondents in 2000 and 1999 anticipated needing help in an academic area. One-fourth anticipated needing help in a career or vocational area.

Respondents in 2000 were less likely than respondents in 1999 to report their current educational goal was to complete a Bachelor's degree. This year's respondents were more likely than last year's to indicate they had no definite educational goal. More than one-third reported their long-term educational goal was to complete a Master's degree.

This year's respondents were more likely than 1999 respondents to indicate they expected to make A's overall. Similarly, 2000 respondents were more likely than 1999 respondents to indicate they expected to make A's in English composition, math, science, or speech.

About six out of ten respondents in both years reported they were absolutely certain they would finish their degree. College cost was cited as the most likely reason for not completing a degree.

More than 70 percent of 2000 and 1999 respondents rated the following educational goals as very important: gaining knowledge and skills for a job, career, or profession; gaining knowledge and skills in an academic field; and discovering career interests and getting a better sense of direction.

This year's respondents were significantly less likely than 1999 respondents to report that very important educational goals included: gaining knowledge and skills for a job, career or profession; gaining knowledge and skills in an academic field; gaining a broad education; developing skills which will help in a career for serving others; and developing better ways for communicating ideas.

In both years, respondents most frequently reported that gaining knowledge and skills for a job, career, or profession was their most important educational goal.

More than 35 percent of respondents in both years reported they had chosen their major and were certain of it, and about three out of ten reported they had made a career choice and were certain of it.

At least 80 percent of respondents reported they will choose or have chosen their major because of interest in the subject matter, confidence they can succeed, and familiarity with the subject.

Respondents in 2000 were significantly more likely than respondents in 1999 to report they will choose or have chosen their major because of friends who are majoring or working in the field.

At least 87 percent of 2000 and 1999 respondents rated succeeding in work or having strong friendships as very important life goals.

This year's respondents were significantly less likely than 1999 respondents to rate having health and wellness or continuing to learn as very important life goals.

Appendix A

Current Members of the Making Achievement Possible (MAP) Survey Committee

Michael Haynes, Associate Dean, University College

Cynthia Marini, Academic Advisor, Academic Advising

Patricia Martinez, Assistant Director, Housing and Residence Life

Catherine Palomba, Director, Offices of Academic Assessment and Institutional Research

Jacqueline Robertson, Learning Center Reading/Study Skills Coordinator, University College*

Kris Rugsaken, Academic Advisor, Academic Advising

Sherry Woosley, Research Analyst, Offices of Academic Assessment and Institutional Research

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*Committee Chairperson

Appendix B

Making Achievement Possible (MAP) Survey