

**MAKING ACHIEVEMENT POSSIBLE
SUMMARY FINDINGS
2001 AND 2000**



Ball State University

Office of Academic Assessment and Institutional Research
AAIR No. MAP-S1-2002



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Ball State University

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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 2001 and 2000 incoming traditional freshmen who participated in the MAP survey.
- In 2001, the response rate of first-time matrics was 80 percent compared to 79 percent in 2000.
- In both years, females were more likely to complete the MAP survey than males. Map respondents were also more likely than non respondents to have a high school percentile rank of 75 or greater.
- Almost one-fourth of both 2001 and 2000 respondents indicated they planned to study more than 20 out-of-class hours per week.
- One-half of respondents in both years reported they were employed or seeking employment.
- Ninety-three percent of respondents in 2001 and 2000 indicated they were living in residence halls. Of the respondents living in residence halls, those in 2001 were significantly less likely than those in 2000 to report that they planned to leave campus for the weekend either twice a month or every weekend.
- A significantly higher percentage of 2001 respondents than 2000 respondents reported that they planned to participate in student activities ten hours or less per week.

Readiness and Preparation

- More than three-fourths of respondents in 2001 and 2000 reported that their high school program was college preparation.
- About seven out of ten respondents in both years indicated Ball State was their first choice for college. Two-thirds rated Ball State as among the best or better than most other universities in the country.
- More than 60 percent of respondents in 2001 and 2000 reported that the specific reputation of a major or program of interest was a very important reason for attending Ball State.
- The majority of 2001 and 2000 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.
- Respondents in 2001 were significantly more likely than respondents in 2000 to indicate they planned to attend athletic events very often or often.
- Sixty percent of 2001 respondents reported that they planned to participate in recreational computer use very often or often.
- Respondents in 2001 were significantly less likely than respondents in 2000 to indicate they planned to participate in independent study and research and social fraternities and sororities very often or often.
- Respondents in 2001 were more likely than respondents in 2000 to report they planned to participate in discussions about current affairs and world issues with others.

Personal Skills and Abilities

- In both years, at least nine out of ten respondents reported they were attending

Plans for College Involvement

all their classes, they felt comfortable interacting with students of different ethnic or cultural backgrounds, and they were making friends at Ball State.

- Two-thirds of respondents in 2001 and 2000 rated themselves well above average or somewhat above average in ability to work with others.
- At least six out of ten respondents in both years rated themselves above average in their general intellectual ability and their ability to complete tasks on time.
- Three out of ten respondents in both years anticipated needing help academically.

Academic Goals, Aspirations, and Expectations

- More than 45 percent of respondents in both years indicated that their long-term educational goal was to complete a Master's degree, a Ph.D., an M.D. or other professional degree. At least 81 percent of respondents reported that their current educational goal was to complete a Bachelor's degree.
- Eighty-nine percent of respondents in both years indicated they expected to make overall grades of A or B.
- Respondents in 2001 were more likely than respondents in 2000 to report expectations of an A in History.
- 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, at least 20 percent cited college cost as the most likely cause.
- Seventy-one percent of respondents in 2001 and 2000 expected to graduate from Ball State.

- Eight out of ten respondents in both years reported that a very important educational goal was gaining knowledge and skills for a job, career, or profession.
- Respondents in 2001 were significantly more likely than respondents in 2000 to indicate that increasing their knowledge of local, national, and world problems was a very 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. About four out of ten reported they had made a decision about their academic major, but may change it.
- Three out of ten respondents in 2001 and 2000 reported they had made a choice about their career and were certain of it.
- At least 95 percent of respondents in both years reported they will choose or have chosen their major because of interest in the subject matter.
- Respondents in 2001 were significantly less likely than respondents in 2000 to agree that they will choose or have chosen their major because of the availability of jobs in the field or highly respected career positions in the field.

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 2001 were more likely than respondents in 2000 to report that making a meaningful contribution to society or being a leader 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 2001 and 2000 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 2001, a scannable MAP survey, reproduced in Appendix B, was sent to all matriculating freshmen. Of 3,555 students who received the survey, 2,847 freshmen participated for an overall response rate of 80 percent. In Fall 2000, the overall response rate was 79 percent.

Table 1 contains the demographic and high school academic characteristics of 2001 and 2000 freshman matrices and all MAP respondents.

In both 2001 and 2000, 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 2001 MAP survey was similar to the overall percentage of Caucasian students in the freshman population. In both years, the SAT verbal and math scores of the respondents were very similar to those of the entire class. The proportion of students whose high school percentile rank was 75 or greater was higher for MAP participants than for the total population of freshman matrices.

The remainder of this report is a summary of responses from 2001 and 2000 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.*

For more information on the 2000 results see "*Making Achievement Possible Summary Findings 2000 and 1999*" available through the Office of Academic Assessment and Institutional Research.

*There were 3,515 traditional matriculates on the mailing list of whom 2,820 completed the survey for a response rate of 80 percent. The 2000 response rate for traditional students was 79 percent.

TABLE 1
Demographic and High School Academic Characteristics
of Respondents and All Matriculating Freshmen

	2001		2000	
	Respondents	All Freshman	Respondents	All Freshman
<i>Percentages</i>				
Gender *				
Female	61.4	58.3	62.6	58.7
Male	38.6	41.7	37.4	41.3
Race/Ethnicity **				
African American	3.5	3.6	3.4	4.0
American Indian	0.2	0.2	0.4	0.3
Asian/Pacific	0.7	0.6	0.7	0.7
Caucasian	91.9	91.7	92.2	91.7
Hispanic	1.1	1.1	1.4	1.4
Unknown	2.6	2.7	2.0	1.8
SAT Verbal				
700 and above	1.9	1.7	1.9	1.9
600-699	14.2	14.2	14.9	14.4
500-599	42.7	42.8	40.4	40.3
400-499	36.8	37.0	38.3	38.6
Below 400	4.4	4.2	4.4	4.8
SAT Math				
700 and above	1.8	1.8	1.7	1.5
600-699	16.3	16.7	16.6	15.8
500-599	41.7	41.5	40.2	40.6
400-499	36.8	36.6	37.1	37.2
Below 400	3.4	3.5	4.5	4.8
High School Percentile Rank *				
75-100	46.4	44.3	47.3	44.7
50-74	35.6	36.3	35.9	36.9
25-49	16.5	17.8	15.2	16.7
Less than 25	1.5	1.6	1.5	1.8

* Statistically significant differences exist between percentages of respondents and non respondents in both years. (p≤ .05)

** A statistically significant difference exists between percentages of respondents and non respondents in 2000. (p<.05)

READINESS AND PREPARATION

Summary More than three-fourths of respondents in both 2001 and 2000 indicated that their high school program was college preparation. Approximately 63 percent of 2001 respondents and 64 percent of 2000 respondents indicated that their high school prepared them very well or well for college.

At least 67 percent of both 2001 and 2000 respondents indicated Ball State was their first choice for college. Two-thirds of 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 more likely than 2000 respondents to report that recruitment efforts of Ball State were a very important or somewhat important reason for their attending Ball State.

When asked about their most important reason for choosing to attend Ball State, three out of ten respondents in both years cited the specific reputation of a major or program of interest.

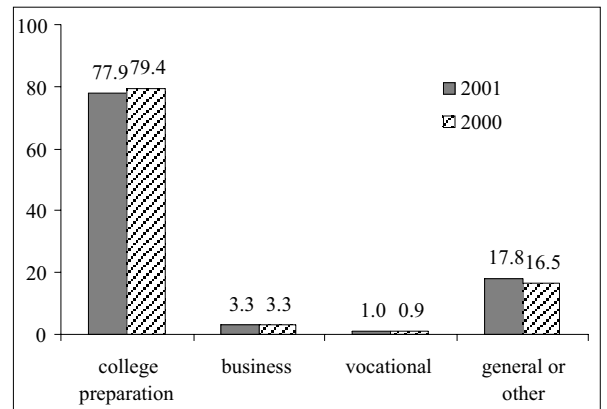
Approximately 83 percent of respondents in both years reported that their families were supportive of their decision to enroll at Ball State. The majority of respondents reported that their mother had

attended college and their father had attended college.

Preparation

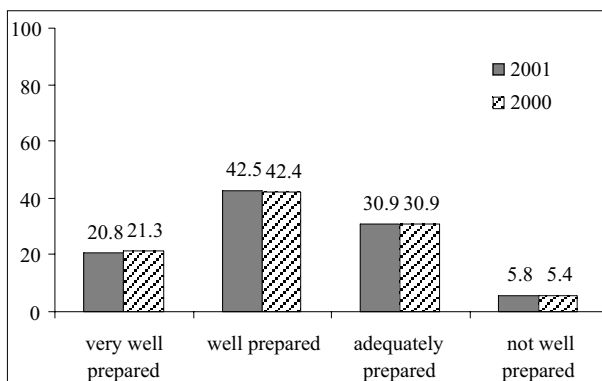
- More than three-fourths of respondents in both 2001 and 2000 reported that their program of study in high school was college preparation (78% in 2001 and 79% in 2000). Eighteen percent of 2001 respondents and 17 percent of 2000 respondents reported their high school program of study was general or other. (Figure 1)

Figure 1
Program of Study in High School



- More than six out of ten respondents in both years indicated their high school prepared them very well or well for college (63% in 2001 and 64% in 2000). Three out of ten respondents indicated their high school prepared them adequately for college (31% in both years). (Figure 2)

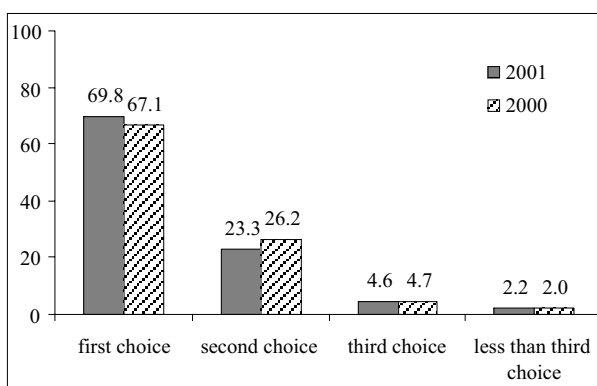
Figure 2
Preparation for College



Choice of Ball State

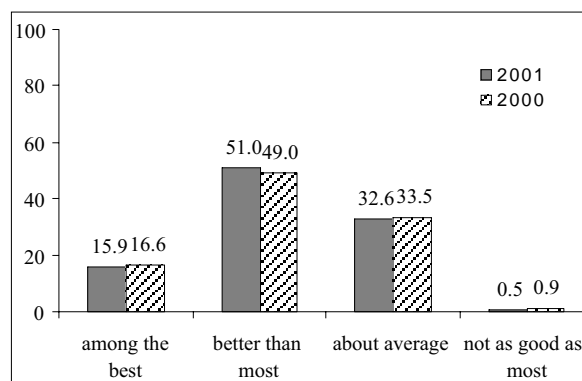
- Approximately 70 percent of 2001 respondents and 67 percent of 2000 respondents reported that Ball State was their first choice for college. About one-fourth of respondents in both years reported Ball State was their second choice (23% in 2001 and 26% in 2000). (Figure 3)

Figure 3
Rank of Ball State Among College Choices



- Two-thirds of respondents in both years rated Ball State among the best or better than most other universities in the country (67% in 2001 and 66% in 2000). One-third of respondents in both years rated Ball State about average compared to other universities. (Figure 4)

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



- Six out of ten respondents in both years reported that the specific reputation of a major or program of interest was a very important reason for attending Ball State (62% in 2001 and 61% in 2000). (Table 2)
- Fifty-six percent of 2001 respondents and 54 percent of 2000 respondents indicated the availability of specific courses or program options was a very important reason for attending Ball State. (Table 2)
- One-half of both 2001 and 2000 respondents indicated that a very important reason for attending Ball State was that Ball State is the right size (51% in 2001 and 50% in 2000). (Table 2)
- According to 46 percent of 2001 and 45 percent of 2000 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 42 percent of 2001 respondents and 43 percent of 2000 respondents. (Table 2)
- At least four out of ten respondents in both years reported that Ball State's reputation for good teaching and the

fact that Ball State graduates get good jobs were very important reasons for attending Ball State. (Table 2)

- Thirty-nine percent of 2001 respondents and 38 percent of 2000 respondents indicated that the availability of financial aid was a very important reason for attending Ball State. (Table 2)
- At least one-third of respondents in both years indicated that a very important reason for attending Ball State was that faculty are available to students. (Table 2)
- At least 20 percent of respondents in 2001 and 2000 reported that the reputation of academic support services and that being able to identify with fellow students were very important reasons for attending Ball State. (Table 2)
- Nineteen percent of 2001 respondents and 18 percent of 2000 respondents reported that a very important reason for attending Ball State was the advice of a counselor or teacher. (Table 2)
- At least 15 percent of respondents in both 2001 and 2000 indicated that friends attending Ball State and the advice of a Ball State student were very important reasons for attending Ball State. (Table 2)
- Fifteen percent of respondents in both years indicated that Ball State's emphasis on computer technology was a very

important reason for attending Ball State. Forty-eight percent of respondents in 2001 and 51 percent of respondents in 2000 indicated it was a somewhat important reason. This difference was statistically significant. (Table 2)

- Fourteen percent of 2001 and 2000 respondents reported that a very important reason for attending Ball State was that family had wanted them to go. (Table 2)
- Respondents in 2001 were significantly more likely than respondents in 2000 to indicate that the recruitment efforts of Ball State were either a very important or somewhat important reason for attending Ball State (50% in 2001 compared to 44% in 2000). (Table 2)
- Ten percent of respondents in 2001 and nine percent of respondents in 2000 reported that a very important reason for attending Ball State was not being able to go to their first choice college. (Table 2)
- Less than ten percent of respondents in both years indicated that accessibility for disabled students and recommendations by employers were very important reasons to attend Ball State. (Table 2)
- Six percent of respondents in 2001 reported that the Freshman Connections Program was a very important reason for attending Ball State and 28 percent reported it was a somewhat important reason. (Table 2)

TABLE 2
Ratings of Reasons for Attending Ball State

Reasons that may have influenced your decision to attend Ball State.		Very Important	Somewhat Important <i>Percentages</i>	Not Important
Specific reputation of a major or program of interest.	2001	62.3	26.5	11.2
	2000	61.2	27.8	11.0
Availability of specific courses or program options.	2001	55.5	33.4	11.1
	2000	53.7	35.6	10.7
Ball State is the right size.	2001	50.5	39.8	9.7
	2000	49.8	40.0	10.3
Cost of tuition and fees.	2001	45.5	42.5	12.0
	2000	44.7	43.3	12.0
Location.	2001	42.0	45.1	12.9
	2000	43.0	45.2	11.9
Ball State's reputation for good teaching.	2001	43.7	42.4	13.9
	2000	42.7	43.0	14.2
Ball State graduates get good jobs.	2001	39.9	44.4	15.7
	2000	40.7	44.3	15.0
Availability of financial aid (loan, scholarship, or grant).	2001	38.5	35.8	25.8
	2000	37.8	34.4	27.8
Faculty are available to students.	2001	34.3	49.4	16.3
	2000	36.3	47.9	15.8
Reputation of academic support services.	2001	22.2	51.4	26.4
	2000	22.7	49.6	27.7
Can identify with fellow students.	2001	21.1	52.9	25.9
	2000	20.5	54.7	24.8
Advice of counselor, teacher, etc.	2001	18.9	45.7	35.4
	2000	17.8	46.4	35.8
Friends attending Ball State.	2001	17.6	42.6	39.8
	2000	17.2	42.0	40.7
Advice of Ball State student.	2001	18.4	45.4	36.1
	2000	16.2	47.6	36.2
Ball State's emphasis on computer technology.*	2001	14.9	47.6	37.5
	2000	15.3	50.7	34.0
Family wanted me to go.	2001	14.3	42.6	43.1
	2000	14.0	45.2	40.8
Recruitment efforts of Ball State. *	2001	11.3	39.1	49.6
	2000	9.6	34.1	56.4
Not able to go to college of first choice.	2001	9.6	16.1	74.3
	2000	9.0	16.5	74.4
Accessible for disabled students.	2001	7.2	17.9	75.0
	2000	6.7	17.5	75.8
Recommended by employer.	2001	6.2	19.1	74.8
	2000	5.6	17.7	76.7
Freshman Connections Program (learning communities). **	2001	5.6	27.9	66.5
	2000	NA	NA	NA

* Statistically significant differences exist between 2001 and 2000 percentages. (p ≤.05)

** This item was not included on the 2000 MAP survey.

- When asked about their most important reason for choosing to attend Ball State, three out of ten respondents in both 2001 and 2000 chose the specific reputation of a major or program of interest. (Table 3)
- Approximately 11 percent of 2001 respondents and 12 percent of 2000 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 attending Ball State according to nine percent of 2001 respondents and ten percent of 2000 respondents. (Table 3)

TABLE 3
Most Important Reason for Choosing Ball State

	2001	2000
	<i>Percentages</i>	
Specific reputation of a major or program of interest.	30.5	30.1
Location.	10.8	11.8
Cost of tuition and fees.	9.4	10.3
Availability of specific courses or program options.	7.6	6.9
Ball State is the right size.	7.1	7.4
Availability of financial aid (loan, scholarship, or grant).	7.1	7.1
Ball State's reputation for good teaching.	5.4	5.3
Friends attending Ball State.	3.5	3.7
Family wanted me to go.	3.1	3.1
Ball State graduates get good jobs.	3.0	3.0
Not able to go to college of first choice.	2.7	2.8
Advice of Ball State student.	2.0	0.8
Recruitment efforts of Ball State.	1.8	1.5
Advice of counselor, teacher, etc.	1.7	1.5
Faculty are available to students.	1.4	1.7
Ball State's emphasis on computer technology.	0.8	0.7
Can identify with fellow students.	0.7	0.6
Reputation of academic support services.	0.5	0.7
Recommended by employer.	0.3	0.1
Freshman Connections program (learning communities). *	0.3	NA
Accessible for disabled students.	0.2	0.3

* This item was not included on the 2000 MAP survey.

Family Support and Education

- Approximately 84 percent of respondents in both 2001 and 2000 reported that their families were very supportive of their decision to enroll at Ball State. (Table 4)
- The majority of respondents in 2001 and 2000 indicated that their mother had attended college. Four out of ten respondents in both years indicated

that their mother had not attended college (43% in both years). (Table 4)

- Fifty-eight percent of 2001 respondents and 56 percent of 2000 respondents reported that their father had attended college. Approximately 40 percent of 2001 respondents and 42 percent of 2000 respondents reported that their father had not attended college. (Table 4)

TABLE 4
Family Support and Education

	2001	2000
	<i>Percentages</i>	
What was your family’s reaction to your enrolling at BSU?		
Very supportive	84.0	83.8
Somewhat supportive	11.3	12.0
Indifferent	3.7	3.4
Not supportive	0.5	0.4
Very unsupportive	0.4	0.4
Did you mother attend college?		
Yes	56.7	55.6
No	42.5	43.4
Don’t know	0.8	0.9
Did you father attend college?		
Yes	57.5	56.2
No	40.4	41.7
Don’t know	2.1	2.1

PLANS FOR COLLEGE INVOLVEMENT

Summary Forty-two percent of both 2001 and 2000 respondents reported that they planned to study 16 or more out-of-class hours per week. Five out of ten respondents in both years reported they were employed or seeking employment. Of those who were employed or seeking employment, respondents in 2001 were significantly more likely than respondents in 2000 to report they planned to work ten hours or less 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, 82 percent reported they would very often or often attend floor and hall meetings.

At least 96 percent of residence hall respondents in 2001 indicated they were respectful of residence hall facilities and they understood residence hall policies. Compared to 2000 residence hall respondents, 2001 residence hall respondents were significantly less likely to agree they had made friends in their hall or that they were pleased with their experiences in the residence halls.

This year's respondents were significantly more likely than 2000 respondents to report that they planned to participate in extracurricular activities ten hours or less per week.

Respondents in 2001 were significantly more likely than those in 2000 to report that they planned to very often or often attend athletic events. They were less likely to indicate they planned to attend campus lectures, or cultural, ethnic or international programs.

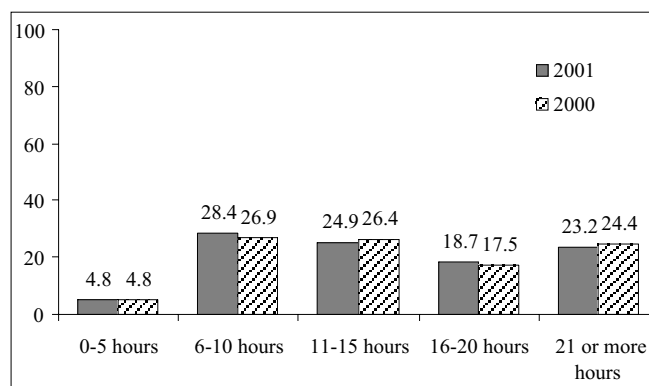
Respondents in 2001 were significantly less likely than respondents

in 2000 to report they planned to participate very often or often in independent study or research, or social fraternities or sororities. They were more likely to indicate they planned to participate in discussions about current affairs.

Study and Employment

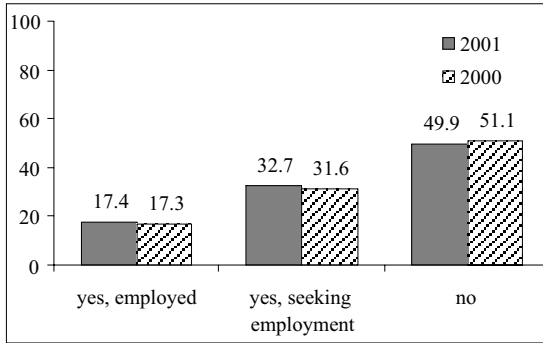
- In 2001 and 2000, almost one-fourth of respondents reported they planned to study 21 or more out-of-class hours per week (23% in 2001 and 24% in 2000). Nineteen percent in 2001 and 18 percent in 2000 reported they planned to study between 16 and 20 hours per week. The majority of respondents in both years reported they planned to study between 6 and 15 hours per week (53% in both years). (Figure 5)

Figure 5
Study Hours Per Week



- About one-half of respondents in both 2001 and 2000 indicated that they were presently employed or were seeking employment during their freshman year. (Figure 6)

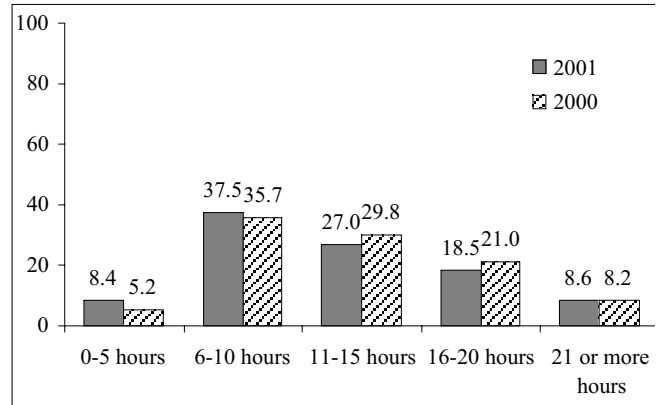
**Figure 6
Plans for Employment**



- Respondents in 2001 were significantly more likely than respondents in 2000 to report that they planned to work less than eleven hours a week (46% in 2001 and 41% in 2000). (Figure 7)
- Of those respondents who reported they were employed or were seeking employment, the majority of respondents in both years indicated their primary reason for employment was to earn

spending money (58% in 2001 and 57% in 2000). Three out of ten reported their primary reason was to help pay for their college education (32% in 2001 and 31% in 2000). (Table 5)

**Figure 7
Work Hours Per Week ***



*Statistically significant differences exist between 2001 and 2000 percentages. (p<.05)

TABLE 5

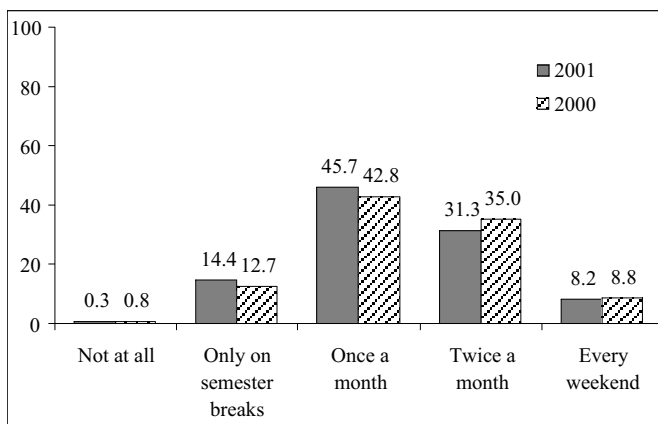
Primary Purpose for Employment

	2001	2000
	<i>Percentages</i>	
To earn “spending” money (clothes, food, gas, etc.)	57.8	56.7
To help pay for my college education (tuition, books, etc.)	31.7	31.2
To take care of personal or family obligations	7.5	7.5
To gain job experience related to my anticipated major	1.9	2.5
To gain general job experience	0.7	1.0
To have something to do	0.5	1.0

Living Arrangements

- More than nine out of ten respondents in both 2001 and 2000 indicated they were currently living in a residence hall (93% in both years).
- Residence hall respondents in 2001 were significantly less likely than residence hall respondents in 2000 to report that they planned to leave campus for the weekend either twice a month or every weekend (40% in 2001 compared to 44% in 2000). (Figure 8)

Figure 8
Frequency of Leaving Campus
for the Weekend *



*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

- Approximately 82 percent of residence hall respondents in both 2001 and 2000 indicated they planned to attend floor and hall meetings very often or often. (Table 6)
- Four out of ten residence hall respondents in both years reported they planned to participate in hall activities on weekends very often or often (40% in both years). (Table 6)

- In both 2001 and 2000, 23 percent of residence hall respondents indicated they expected to help organize or plan an event in their hall very often or often. (Table 6)
- Seventeen percent of 2001 residence hall respondents and 16 percent of 2000 residence hall respondents reported that they planned to attend educational programs in their hall very often or often. (Table 6)
- More than one in ten residence hall respondents in both 2001 and 2000 indicated that they planned to participate in hall government very often or often (15% in 2001 and 14% in 2000). (Table 6)
- In 2001, 97 percent of residence hall respondents strongly agreed or agreed they were respectful of residence hall facilities. (Table 7)
- Ninety-six percent of residence hall respondents in both 2001 and 2000 strongly agreed or agreed that they understood residence hall policies. (Table 7)
- 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 both years). (Table 7)
- Residence hall respondents in 2001 were significantly less likely than residence hall respondents in 2000 to strongly agree or agree that they had made friends in their halls (87% in 2001 compared to 89% in 2000). (Table 7)
- At least 84 percent of residence hall respondents in both years strongly

agreed or agreed that they had a good relationship with their roommate and that they could study in their room. (Table 7)

- Residence hall respondents in 2001 were significantly less likely than residence hall respondents in 2000 to strongly agree or agree that they were pleased with their experiences in the residence halls (83% in 2001 compared to 85% in 2000). (Table 7)
- Three-fourths of residence hall respondents in both 2001 and 2000 strongly agreed or agreed that they had developed ground rules with their roommates for their rooms (75% in both years). (Table 7)
- Seventy-four percent of residence hall respondents in 2001 and 76 percent of residence hall respondents in 2000 strongly agreed or agreed that they were satisfied with the social activities on their floors or in their halls. (Table 7)
- Of the respondents living off-campus, 64 percent of 2001 and 59 percent of 2000 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 (29% in 2001 and 33% in 2000). (Figure 9)

TABLE 6
Expectations about Life in Residence Halls

		Very Often/ Often	Sometimes	Rarely/ Never
In my residence hall, I expect or plan to...		<i>Percentages</i>		
attend floor and hall meetings.	2001	82.0	14.6	3.4
	2000	82.3	13.9	3.8
participate in hall activities on weekends.	2001	40.1	41.1	18.8
	2000	39.7	41.0	19.2
help organize or plan an event in the hall.	2001	23.3	41.7	35.0
	2000	23.0	42.3	34.8
attend educational programs in my hall.	2001	16.9	43.0	40.1
	2000	16.4	43.3	40.4
participate in hall government.	2001	14.6	23.7	61.7
	2000	13.6	23.7	62.6

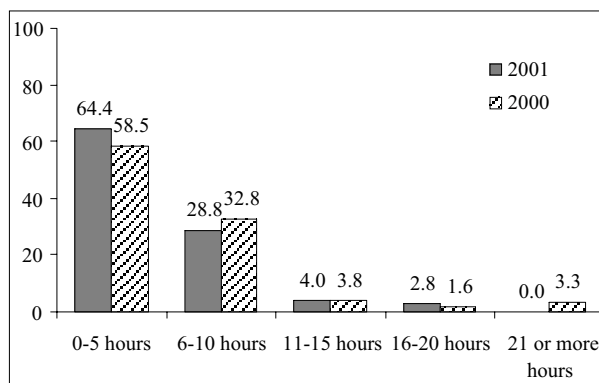
TABLE 7
Residence Hall Attitudes and Experiences

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
<i>Percentages</i>				
I am respectful of residence hall facilities. *	2001	97.0	2.7	0.3
	2000	NA	NA	NA
I understand residence hall policies.	2001	96.2	3.2	0.6
	2000	96.0	3.2	0.7
I feel that the residence hall staff are helpful.	2001	88.9	9.5	1.6
	2000	89.3	8.6	2.0
I have made friends in my residence hall. **	2001	87.3	8.0	4.6
	2000	89.3	7.2	3.4
My roommate and I have a good relationship.	2001	85.3	10.3	4.4
	2000	85.7	10.0	4.2
I can study in my room.	2001	84.8	10.2	4.9
	2000	86.3	8.4	5.2
I am pleased with my experiences in the residence halls. **	2001	83.4	12.6	4.1
	2000	84.8	11.7	3.5
I have developed ground rules with my roommate for our room.	2001	74.6	18.2	7.2
	2000	74.5	17.9	7.6
I am satisfied with the social activities on my floor/in my hall.	2001	74.3	20.3	5.4
	2000	75.7	20.3	4.0

*This item was not included on the 2000 MAP survey.

**Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

Figure 9
Hours Per Week Off-Campus Freshmen Spend Commuting



Campus Activities

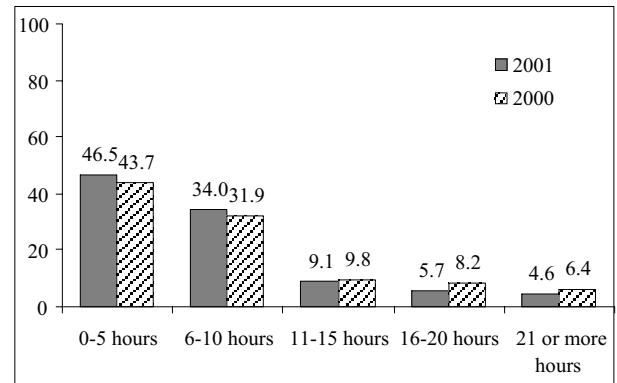
- A significantly higher percentage of 2001 respondents than 2000 respondents reported that they planned to participate in student activities ten hours or less per week (81% in 2001 compared to 76% in 2000). (Figure 10)
- Respondents in 2001 were significantly more likely than respondents in 2000 to report they planned to attend athletic events very often or often (58% in 2001 compared to 54% in 2000). (Table 8)
- Four out of ten respondents in both 2001 and 2000 reported they planned

to attend student performances very often or often (40% in both years). (Table 8)

international programs very often or often (10% in 2001 compared to 12% in 2000). (Table 8)

- Thirty-eight percent of 2001 respondents and 40 percent of 2000 respondents indicated that they planned to attend other campus entertainment very often or often. (Table 8)
- A significantly lower percentage of respondents in 2001 than respondents in 2000 indicated that they planned to attend campus lectures very often or often (14% in 2001 compared to 20% in 2000). (Table 8)
- Respondents in 2001 were significantly less likely than respondents in 2000 to indicate they planned to attend cultural, ethnic, or

Figure 10
Hours Per Week in Student Activities *



*Statistically significant differences exist between 2001 and 2000 percentages. (p ≤.05)

TABLE 8
Expected Attendance at Extra-Curricular Activities During Freshman Year

During my first year at Ball State, I expect or plan to attend:		Percentages		
		Very Often / Often	Sometimes	Rarely / Never
Athletic events. *	2001	57.7	30.8	11.5
	2000	54.2	32.2	13.6
Student performances (plays, concerts, exhibits, etc.).	2001	39.9	40.8	19.2
	2000	40.4	42.1	17.5
Other campus entertainment (films, dances, shows, etc.).	2001	38.1	44.2	17.7
	2000	40.4	43.5	16.1
Campus lectures. *	2001	14.3	46.9	38.8
	2000	20.0	46.2	33.8
Cultural, ethnic, or international programs. *	2001	9.7	28.3	62.0
	2000	12.0	29.4	58.7

*Statistically significant differences exist between 2001 and 2000 percentages. (p ≤.05)

- Six out of ten respondents in 2001 indicated that they planned to participate in recreational computer use very often or often. (Table 9)

- Forty-three percent of respondents in both years indicated they planned to participate in outside class study sessions very often or often. (Table 9)
- Respondents in 2001 were significantly less likely than respondents in 2000 to report they expected to participate in independent study and research very often or often (39% in 2001 compared to 43% in 2000). (Table 9)
- Three out of ten respondents in both years reported that they planned to participate in intramural or recreational sports very often or often (29% in 2001 and 30% in 2000). (Table 9)
- At least one-fourth of respondents in 2001 and 2000 reported that they planned to participate in religious activities, student performances, and student organizations or clubs very often or often. (Table 9)
- Twenty-two percent of 2001 respondents and 21 percent of 2000 respondents indicated that they planned to participate in Ball State intercollegiate athletics very often or often. (Table 9)
- Twenty-one percent of 2001 respondents and 23 percent of 2000 respondents reported they expected to very often or often participate in discussions with students whose beliefs or values are different. (Table 9)
- Two out of ten respondents in both years reported they planned to participate in a leadership role very often or often (21% in 2001 and 20% in 2000). (Table 9)
- Eighteen percent of respondents in both years indicated they planned to participate very often or often in community or campus service. (Table 9)
- This year's respondents were significantly less likely than 2000 respondents to report that they planned to participate in social fraternities and sororities very often, often, or sometimes (36% in 2001 compared to 46% in 2000). (Table 9)
- 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 9)
- Respondents in 2001 were significantly more likely than those in 2000 to indicate they planned to participate very often, often, or sometimes in discussions about current affairs and world issues (44% in 2001 compared to 39% in 2000). (Table 9)
- One out of ten respondents in both years reported they planned to participate very often or often in a group in which people talk about personal problems (10% in 2001 and 11% in 2000). (Table 9)
- Less than ten percent of respondents in both years indicated they expected to participate very often or often in student, faculty, or other campus government or in a non-traditional student association. (Table 9)

TABLE 9
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
		<i>Percentages</i>		
Recreational computer use (chatrooms, internet, etc.). *	2001	60.2	24.9	14.9
	2000	NA	NA	NA
Outside class study sessions.	2001	43.2	44.9	12.0
	2000	42.8	46.0	11.2
Independent study and research. **	2001	39.4	32.7	27.9
	2000	43.0	32.0	25.0
Intramural / recreational sports.	2001	29.1	30.8	40.1
	2000	30.2	30.8	39.0
Religious activities.	2001	27.3	27.0	45.7
	2000	26.0	27.2	46.8
Student performances (plays, concerts, art shows, etc.).	2001	26.9	29.7	43.5
	2000	27.7	31.1	41.2
Student organizations or clubs.	2001	26.6	42.7	30.7
	2000	28.6	40.3	31.1
Ball State intercollegiate athletics.	2001	21.7	21.5	56.8
	2000	20.7	22.0	57.3
Discussions with students whose beliefs or values are different.	2001	21.4	38.6	40.0
	2000	22.7	37.4	39.9
A leadership role.	2001	20.6	32.4	47.0
	2000	19.9	30.7	49.3
Community / campus service.	2001	18.1	37.8	44.1
	2000	17.9	35.3	46.8
Social fraternities or sororities. **	2001	18.0	18.2	63.8
	2000	23.1	22.7	54.2
Discussions with others about issues related to campus life.	2001	14.5	35.7	49.7
	2000	15.3	34.8	49.9
Discussions about current affairs and world issues with others. *	2001	14.1	29.9	56.0
	2000	11.6	27.8	60.6
A group in which people talk about personal problems.	2001	10.4	26.2	63.4
	2000	10.8	25.8	63.4
Student, faculty, or other campus government.	2001	8.0	20.4	71.6
	2000	7.6	20.5	71.9
Non-traditional student association.	2001	5.0	21.1	73.9
	2000	6.2	21.6	72.3

*This item was not included on the 2000 MAP survey.

**Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

PERSONAL SKILLS AND ABILITIES

Summary In both 2001 and 2000, at least nine out of ten 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.

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.

Respondents in 2001 were significantly more likely than respondents in 2000 to rate their ability to stick with tasks as above average.

Three out of ten respondents in both 2001 and 2000 anticipated needing academic help. About one-fourth of respondents in both years anticipated needing help in a career or vocational area.

Adjusting to Ball State

- Ninety-four percent of respondents in both years strongly agreed or agreed they were attending all their classes. Five percent of respondents in 2001 were undecided, compared to four percent in 2000. This difference was statistically significant. (Table 10)
- Ninety-one percent of both 2001 and 2000 respondents strongly agreed or agreed they felt comfortable interacting with students of different ethnic or cultural backgrounds. (Table 10)
- Nine out of ten respondents in both years strongly agreed or agreed they were making friends at Ball State (90% in both years). (Table 10)
- Approximately 88 percent of respondents in 2001 and 2000 strongly agreed or agreed that they were adjusting well to Ball State. (Table 10)
- More than 85 percent of 2001 and 2000 respondents strongly agreed or agreed that they were pleased about attending Ball State (87% in both years). (Table 10)
- Approximately 83 percent of 2001 respondents and 82 percent of 2000 respondents strongly agreed or agreed they had someone at Ball State to talk to if they ran into problems. (Table 10)
- Eighty-two percent of respondents in both years strongly agreed or agreed that they fit in well at Ball State. (Table 10)
- Eight out of ten respondents in both years strongly agreed or agreed they felt safe on campus (81% in both years). (Table 10)
- Approximately 80 percent of 2001 respondents and 79 percent of 2000 respondents strongly agreed or agreed that they were satisfied with their courses for the semester. (Table 10)
- Three-fourths of respondents in both years strongly agreed or agreed they felt comfortable asking their instructors for help if needed (76% in both years). (Table 10)
- More than 70 percent of respondents in both years strongly agreed or agreed that they were satisfied with their social life at Ball State (74% in both years), and with their academic life at Ball State

- (73% in 2001 and 74% in 2000). (Table 10)
- Approximately 66 percent of 2001 respondents and 65 percent of 2000 respondents strongly agreed or agreed they were adjusting to college study demands. (Table 10)
 - More than six out of ten respondents in both years strongly agreed or agreed that they were managing their time well (64% in 2001 and 65% in 2000). (Table 10)
 - Approximately 60 percent of respondents in 2001 and 58 percent of respondents in 2000 strongly agreed or agreed that most students have values and attitudes similar to theirs. (Table 10)
 - One-half of respondents in both 2001 and 2000 strongly agreed or agreed they were involved in campus activities (52% in 2001 and 51% in 2000). (Table 10)
 - Thirty percent of respondents in both years strongly agreed or agreed that they
 - were feeling anxious about making decisions. (Table 10)
 - Almost two out of ten 2001 and 2000 respondents strongly agreed or agreed that they had been feeling more tense or nervous than they expected (19% in both years). (Table 10)
 - Eighteen percent of respondents in both 2001 and 2000 strongly agreed or agreed that they felt very different from other students. (Table 10)
 - Approximately 14 percent of 2001 respondents and 16 percent of 2000 respondents strongly agreed or agreed that they would rather be at home than on campus. (Table 10)
 - About fifteen percent of 2001 and 2000 respondents strongly agreed or agreed that being on their own had not been easy for them. (Table 10)
 - Twelve percent of respondents in both years strongly agreed or agreed that they expected to have a much harder time than other students at Ball State. (Table 10)

TABLE 10
Adjusting to Ball State

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
		<i>Percentages</i>		
I am attending all my classes.*	2001	94.3	4.7	1.0
	2000	94.4	3.6	2.0
I feel comfortable interacting with students of different ethnic/cultural backgrounds.	2001	90.5	7.4	2.1
	2000	91.1	6.8	2.0
I am making friends at BSU.	2001	89.8	7.5	2.7
	2000	90.3	7.2	2.5
I feel that I am adjusting well to BSU.	2001	88.3	9.3	2.4
	2000	88.1	9.1	2.8

*Statistically significant differences exist between 2001 and 2000 percentages. (p ≤.05)

TABLE 10 (cont'd)
Adjusting to Ball State

		Strongly Agree/ Agree	Undecided	Strongly Disagree/ Disagree
		<i>Percentages</i>		
I am pleased about attending Ball State University.	2001	86.7	11.2	2.1
	2000	87.4	10.4	2.2
I have someone at Ball State to talk to if I run into problems.	2001	83.4	11.4	5.2
	2000	82.3	12.2	5.6
I feel that I fit in well at Ball State.	2001	81.6	14.8	3.6
	2000	82.4	14.1	3.5
I feel safe on campus.	2001	81.2	16.9	1.8
	2000	80.9	17.1	2.0
I am satisfied with my courses for this semester.	2001	79.6	15.4	5.0
	2000	79.2	15.9	4.9
I would feel comfortable asking my instructors for help if needed.	2001	75.6	17.6	6.8
	2000	76.2	17.3	6.5
I am satisfied with my social life at BSU.	2001	74.0	18.9	7.2
	2000	73.8	18.4	7.7
I am satisfied with my academic life at Ball State.	2001	73.2	22.2	4.7
	2000	74.5	20.7	4.8
I am adjusting to college study demands.	2001	65.8	25.7	8.5
	2000	65.3	26.1	8.6
I am managing my time well.	2001	64.2	28.1	7.8
	2000	64.6	26.5	8.9
Most BSU student have values and attitudes similar to mine.	2001	59.9	31.3	8.8
	2000	57.8	33.1	9.1
I am involved in campus activities.	2001	52.3	29.6	18.1
	2000	51.1	30.2	18.7
I am feeling anxious about making decisions.	2001	30.4	30.7	38.9
	2000	29.5	30.2	40.2
I have been feeling more tense or nervous than I expected.	2001	18.9	17.9	63.3
	2000	19.3	16.3	64.5
I feel very different from other students.	2001	17.5	23.2	59.3
	2000	18.2	21.9	59.9
I would rather be home than on campus.	2001	14.2	19.8	66.1
	2000	15.7	19.4	65.0
Being on my own has not been easy for me.	2001	14.8	14.9	70.3
	2000	14.6	14.0	71.4
I expect to have a much harder time than other students at BSU.	2001	12.0	19.7	68.3
	2000	11.8	19.9	68.3

*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

Student Self-Ratings

- Two-thirds of 2001 and 2000 respondents rated their ability to work with others as well above average or somewhat above average (68% in 2001 and 66% in 2000). (Table 11)
- Sixty-eight percent of 2001 respondents rated their sensitivity to the needs of others as well above average or somewhat above average. (Table 11)
- Approximately 64 percent of 2001 respondents and 63 percent of 2000 respondents rated their general intellectual ability as well above average or somewhat above average. (Table 11)
- Sixty percent of respondents in both years rated their ability to complete tasks on time as well above average or somewhat above average. (Table 11)
- Almost six out of ten respondents in both 2001 and 2000 rated their listening skills as well above average or somewhat above average (59% in 2001 and 58% in 2000). (Table 11)
- In both years, 58 percent of respondents rated their ability to set goals as well below average or somewhat below average. Thirty-nine percent of 2001 respondents rated it as average, compared to 38 percent of 2000 respondents. (Table 11)
- Fifty-eight percent of respondents in both years rated their creativity as well above average or somewhat above average. (Table 11)
- More than five out of ten respondents in 2001 and 2000 rated their decision making abilities as well above average or somewhat above average (55% in 2001 and 53% in 2000). (Table 11)
- Approximately 55 percent of 2001 respondents and 54 percent of 2000 respondents rated their ability to maintain physical health and well being as well above average or somewhat above average. (Table 11)
- At least 52 percent of respondents in both years rated their writing skills and reading skills as well above average or somewhat above average. (Table 11)
- One-half of both 2001 and 2000 respondents reported that their leadership ability, academic self-confidence, self-motivation, and ability to accept constructive criticism were well above average or somewhat above average. (Table 11)
- Fifty percent of respondents in both years rate their preparedness for college as well above average or somewhat above average. (Table 11)
- Approximately 50 percent of 2001 respondents and 47 percent of 2000 respondents rated their ability to use computers as well above average or somewhat above average. (Table 11)
- Almost five out of ten respondents in both years rated their social self-confidence (49% in 2001 and 48% in 2000) and their ability to ask others for help (47% in 2001 and 48% in 2000) as well above average or somewhat above average. (Table 11)
- At least 45 percent of respondents in both years rated their assertiveness as well above average or somewhat

above average (47% in 2001 and 46% in 2000). (Table 11)

- Respondents in 2001 were significantly more likely than respondents in 2000 to rate their ability to stick with tasks as well above average or somewhat above average (46% in 2001 compared to 44% in 2000). (Table 11)
- Approximately 46 percent of 2001 respondents and 47 percent of 2000 respondents rated their ability to manage their time and activities as well above average or somewhat above average. (Table 11)
- Forty-five percent of respondents in both years rated their math ability as well above average or somewhat above average. (Table 11)
- Approximately 43 percent of 2001 respondents and 41 percent of 2000

respondents rated their ability to manage stress as well above average or somewhat above average. (Table 11)

- Forty-two percent of respondents in both 2001 and 2000 rated their ability to ask questions and get feedback from instructors as well above average or somewhat above average. (Table 11)
- Although 40 percent of respondents in both years rated their ability to get started on tasks or activities as well above average or somewhat above average, respondents in 2001 were significantly more likely than respondents in 2000 to rate that ability as average (50% in 2001 compared to 47% in 2000). (Table 11)
- More than one-third of respondents in both years rated their public speaking skills as well above average or somewhat above average (36% in both years). (Table 11)

TABLE 11
Personal Characteristics

How would you rate your:		Well Above Average/ Somewhat Above Average		Average	Well Below Average/ Somewhat Below Average	
				<i>Percentages</i>		
ability to work with others.	2001	68.3	29.9	1.9		
	2000	66.4	31.7	1.9		
sensitivity to the needs of others. *	2001	68.3	29.4	2.2		
	2000	NA	NA	NA		
general intellectual ability.	2001	64.3	34.6	1.1		
	2000	63.3	35.4	1.3		
ability to complete tasks on time.	2001	60.2	36.6	3.1		
	2000	60.0	36.9	3.1		

*This item was not included on the 2000 MAP survey.

**Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

TABLE 11 (cont'd)
Personal Characteristics

How would you rate your:		Well Above Average/ Somewhat Above Average	Average	Well Below Average/ Somewhat Below Average
		<i>Percentages</i>		
listening skills.	2001	58.9	36.8	4.3
	2000	57.8	38.4	3.8
ability to set goals. **	2001	58.1	39.1	2.8
	2000	57.7	38.3	4.0
creativity.	2001	58.1	33.9	8.0
	2000	58.0	34.8	7.2
decision-making skills.	2001	55.3	38.9	5.8
	2000	52.6	41.5	5.9
ability to maintain physical health and well-being.	2001	55.1	38.8	6.1
	2000	53.8	39.9	6.3
writing skills.	2001	53.7	39.7	6.5
	2000	55.0	39.0	6.0
reading skills.	2001	52.3	40.4	7.3
	2000	52.2	40.1	7.6
leadership ability.	2001	52.3	38.8	8.9
	2000	51.4	37.9	10.6
academic self-confidence.	2001	52.0	39.9	8.1
	2000	50.6	41.3	8.1
self-motivation.	2001	51.9	38.8	9.3
	2000	50.6	39.4	10.1
ability to accept constructive criticism.	2001	50.7	42.0	7.4
	2000	51.2	41.7	7.1
preparedness for college.	2001	49.9	45.4	4.7
	2000	49.6	45.5	4.9
ability to use computers.	2001	49.8	39.2	11.0
	2000	47.1	41.5	11.4
social self-confidence.	2001	49.2	38.1	12.8
	2000	47.5	40.0	12.5
ability to ask others for help.	2001	47.4	44.0	8.6
	2000	47.7	44.6	7.8
assertiveness.	2001	47.0	45.0	8.0
	2000	45.6	46.9	7.5
ability to stick with tasks. **	2001	45.7	47.3	7.0
	2000	44.3	46.6	9.1
ability to manage your time and activities.	2001	45.5	46.6	7.9
	2000	46.5	45.9	7.6
math ability.	2001	44.8	38.4	16.8
	2000	44.6	37.7	17.7
ability to manage stress.	2001	42.9	44.3	12.8
	2000	40.9	44.9	14.2

*This item was not included on the 2000 MAP survey.

**Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

TABLE 11 (cont'd)

Personal Characteristics

How would you rate your:		Well Above Average/ Somewhat Above Average	Average <i>Percentages</i>	Well Below Average/ Somewhat Below Average
ability to ask questions and get feedback from instructors.	2001	41.9	48.1	10.0
	2000	41.7	48.9	9.4
ability to get started on tasks or activities. **	2001	39.5	49.6	10.9
	2000	40.0	47.0	13.0
public speaking skills.	2001	35.6	44.8	19.7
	2000	36.4	42.7	20.9

*This item was not included on the 2000 MAP survey.

**Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

Anticipating the Need for Help

- Three out of ten respondents in both 2001 and 2000 anticipated needing help in an academic area (30% in 2001 and 29% in 2000). (Table 12)
- One-fourth of respondents in both years anticipated needing help in a career or vocational area (27% in 2001 and 26% in 2000). (Table 12)
- More than one out of ten respondents in both years anticipated needing help getting involved in campus activities (14% in 2001 and 15% in 2000). (Table 12)
- Nine percent of respondents in both 2001 and 2000 anticipated needing help in a physical or health area. Respondent in 2001 were significantly more likely than respondents in 2000 to indicate they were unsure if they would need help in a physical or health area (26% in 2001 compared to 22% in 2000). (Table 12)
- Less than ten percent of respondents in both years anticipated needing help in a social area (8% in both years) or a personal or emotional area (7% in 2001 and 8% in 2000). (Table 12)

TABLE 12
Areas Freshmen Anticipate Needing Help

At this time, do you anticipate needing help in any of the following areas?		Yes	Unsure	No
		<i>Percentages</i>		
Academic	2001	30.1	45.1	24.8
	2000	29.3	45.2	25.5
Career / Vocational	2001	26.8	36.4	36.8
	2000	25.7	37.4	36.9
Getting involved in campus activities	2001	14.1	32.7	53.2
	2000	15.4	32.3	52.2
Physical / Health *	2001	8.6	25.5	65.9
	2000	8.8	21.8	69.4
Social	2001	7.6	23.2	69.2
	2000	7.9	22.0	70.1
Personal / Emotional	2001	7.4	26.6	66.0
	2000	7.5	25.5	67.1

*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

ACADEMIC GOALS, ASPIRATIONS, AND EXPECTATIONS

Summary When respondents were asked about their long term educational goals, more than one-fourth in both years reported they planned to complete a Bachelor's degree. At least 35 percent of 2001 and 2000 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.

Eight out of ten respondents in both years indicated that their immediate educational goal was to complete a Bachelor's degree.

In both 2001 and 2000, 89 percent of respondents reported they thought they would make overall grades of A or B. This year's respondents were more likely than 2000 respondents to indicate they expected to make A's in History.

At least 60 percent of both 2001 and 2000 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 selected by two out of ten respondents.

Seven out of ten respondents in both years indicated that they expected to graduate from Ball State. Five percent of 2001 respondents and six percent of 2000 respondents reported that they expected to transfer to another university.

At least 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 65 percent of both 2001 and 2000 respondents rated as very important were to gain knowledge and skills in an academic field, to discover their career interests and get a better sense

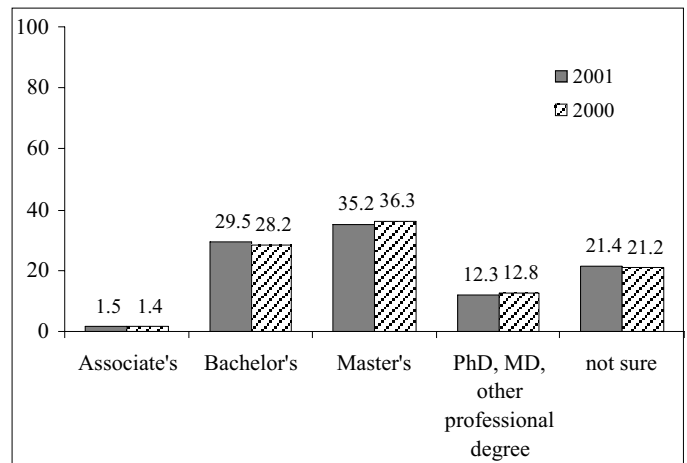
of direction, and to develop independence, self-reliance, and adaptability.

This year's respondents were significantly more likely to report that increasing their knowledge of local, national, and world problems was a very important educational goal.

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.

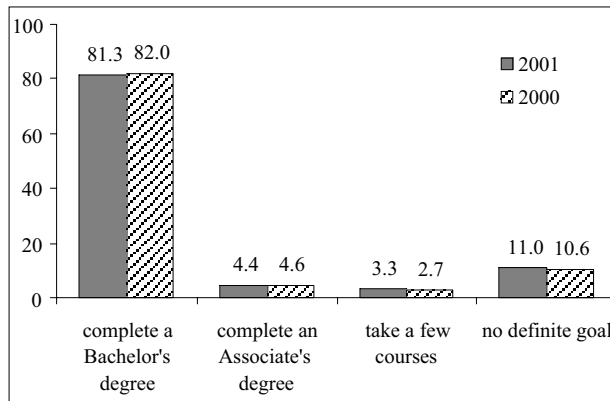
- When asked about their long term educational goal, 30 percent of 2001 respondents and 28 percent of 2000 respondents reported they planned to complete a Bachelor's degree. One-third of respondents in both years reported they planned to complete a Master's degree (35% in 2001 and 36% in 2000). Twelve percent of 2001 and 13 percent of 2000 respondents reported they planned to complete a Ph.D., M.D., or other professional degree. (Figure 11)

Figure 11
Long Term Educational Goal



- When asked about their immediate educational goal, eight out of ten respondents reported they planned to complete a Bachelor's degree (81% in 2001 and 82% in 2000). (Figure 12)

Figure 12
Current Educational Goal



- One-fourth of respondents in both 2001 and 2000 reported that they thought they would make A's overall (27% in 2001 and 26% in 2000). More than six out of ten respondents in both years reported that they thought they would make B's overall (62% in 2001 and 63% in 2000). Five percent of 2001 and six percent of 2000 respondents reported they thought they would make C's overall. (Table 13)

- Four out of ten respondents in both years reported that they thought they would make an A in English composition (40% in 2001 and 39% in 2000). Almost one-half thought they would make a B in English composition (48% in 2001 and 49% in 2000). (Table 13)

- Respondents in 2001 were significantly more likely than respondents in 2000 to indicate they thought they would make an A in history (32% in 2001 compared to 30% in 2000). Approximately 46 percent of 2001 and 47 percent of 2000 respondents reported they thought they would make a B in history. (Table 13)

- Thirty-four percent of respondents in both years reported that they thought they would make an A in math. About four out of ten reported that they thought they would make a B in math (40% in 2001 and 39% in 2000). (Table 13)

- Almost three-fourths of respondents in both years indicated they thought they would make an A or B in science (73% in 2001 and 75% in 2000). (Table 13)

- Seven out of ten respondents in both years indicated that they thought they would make an A or B in speech (69% in 2001 and 70% in 2000). (Table 13)

TABLE 13
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
		<i>Percentages</i>				
Overall	2001	26.5	62.3	4.8	0.2	6.2
	2000	26.0	62.7	5.6	0.2	5.5
English composition	2001	39.5	48.1	7.5	0.4	4.6
	2000	39.4	49.0	7.2	0.3	4.1
History *	2001	32.2	46.0	9.5	0.1	12.1
	2000	30.0	46.9	10.4	0.8	12.0
Math	2001	34.0	40.3	13.0	1.0	11.8
	2000	34.4	38.6	13.8	1.2	12.0
Science	2001	27.8	45.5	11.5	0.6	14.6
	2000	27.4	47.5	11.6	0.6	12.9
Speech	2001	31.8	36.9	7.1	0.5	23.8
	2000	31.3	38.3	7.2	0.8	22.4

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

- Six out of ten respondents in 2001 and 2000 reported they were absolutely certain they would finish their degree (62% in 2001 and 61% in 2000). (Table 14)
- Of those respondents who reported a reason for not completing a degree, two out of ten indicated that college cost would be the most likely reason (22% in 2001 and 21% in 2000). (Table 14)
- Of those respondents who reported a reason for not completing a degree, at least 13 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 14)

TABLE 14
Reasons for Not Completing Degree

	2001	2000
	<i>Percentages</i>	
I am absolutely certain I will finish my degree.	62.3	60.8
If you were not able to finish your degree, what would be the most likely cause? *		
It would cost too much.	21.9	20.6
Unable to keep up with academic workload.	14.8	13.4
To accept a job.	14.3	13.4
Other.	7.3	12.8
Marriage.	9.1	8.7
Disinterest in study.	8.5	7.6
Lack of academic ability.	6.7	6.5
Family responsibilities.	5.4	5.7
Health problems.	4.8	5.6
Insufficient reading or study skills.	2.6	2.5
College is more my family's idea than mine.	1.8	1.6
To enter military service.	2.8	1.2
Location **	NA	0.4

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

** This item was not included on the 2001 MAP survey.

- Approximately 71 percent of respondents in both years reported they expected to graduate from Ball State. (Table 15)
- Sixty-nine percent of respondents in 2001 and 2000 reported they did not expect to transfer to another university. Similarly, 69 percent of 2001 respondents and 70 percent of 2000 respondents indicated they did not expect to graduate from another university. (Table 15)
- Less than ten percent of respondents in both years reported they might drop out of college temporarily (7% in 2001 and 6% in 2000), or they might drop out of college permanently (3% in 2001 and 2% in 2000). (Table 15)

TABLE 15
Plans for Continued Enrollment at Ball State

Do you expect to:		Yes	Maybe	No
		<i>Percentages</i>		
graduate from Ball State University.	2001	70.6	25.5	3.9
	2000	70.6	25.5	4.0
transfer to another university.	2001	4.7	26.0	69.3
	2000	5.7	25.0	69.3
graduate from another university.	2001	4.7	26.1	69.3
	2000	5.3	24.8	69.9
drop out of college temporarily.	2001	0.5	6.5	93.0
	2000	0.4	5.6	94.0
drop out of college permanently.	2001	0.1	3.2	96.6
	2000	0.3	2.4	97.3

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

- Eight out of ten respondents in 2001 and 2000 reported that gaining knowledge and skills for a job, career, or profession was a very important educational goal (81% in 2001 and 83% in 2000). (Table 16)
- Sixty-nine percent of 2001 respondents and 72 percent of 2000 respondents indicated that gaining knowledge and skills in an academic field was a very important educational goal. (Table 16)
- About 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 (69% in 2001 and 72% in 2000). (Table 16)
- Developing independence, self-reliance, and adaptability was a very important educational goal for 68 percent of 2001 respondents and 67 percent of 2000 respondents. (Table 16)
- At least 60 percent of respondents in both years indicated very important education goals included gaining a broad education (63% in 2001 and 64% in 2000) and developing skills which will help them in a career for serving others (61% in both years). (Table 16)
- About six out of ten respondents in both years indicated very important educational goals were to increase their ability to learn on their own (57% in 2001 and 58% in 2000) and to develop skills which will help earn a high income (56% in 2001 and 58% in 2000). (Table 16)

- The majority of both 2001 and 2000 respondents indicated that gaining a better understanding of self and meeting and learning how to get along with different kinds of people were very important educational goals. (Table 16)
- Forty-nine percent of 2001 respondents and 47 percent of 2000 respondents reported that a very important educational goal was developing leadership skills. (Table 16)
- At least 45 percent of respondents in both years reported that very important educational goals were developing their own set of values and ethical standards (46% in 2001 and 45% in 2000), developing better ways of communicating their ideas (45% in both years), and learning to reason more effectively (45% in 2001 and 47% in 2000). (Table 16)
- About four out of ten respondents in both years reported that preparing for graduate or professional school was a very important educational goal (38% in 2001 and 40% in 2000). (Table 16)
- Respondents in 2001 were significantly more likely than respondents in 2000 to report that increasing their knowledge of local, national, and world problems was a very important educational goal (31% in 2001 compared to 28% in 2000). (Table 16)
- Approximately 27 percent of 2001 respondents and 28 percent of 2000 respondents indicated that gaining an understanding of science and technology was a very important educational goal. (Table 16)
- One-fourth of respondents in both years reported that developing a better appreciation for art, music, drama, and literature was a very important educational goal (25% in 2001 and 26% in 2000). (Table 16)
- When asked about their most important educational goal, 25 percent of 2001 respondents and 24 percent of 2000 respondents reported that their most important educational goal was to gain knowledge and skills for a job, career, or profession. (Table 17)
- The most important educational goal of 15 percent of 2001 respondents and 18 percent of 2000 respondents was discovering career interests and getting a better sense of direction. (Table 17)

TABLE 16
Educational Goals

Please indicate the importance to you personally of each of the following goals during college.		Very Important	Somewhat Important	Not Important
		<i>Percentages</i>		
Gain knowledge and skills for a job, career, or profession.	2001	80.6	18.6	0.7
	2000	82.6	16.7	0.6
Gain knowledge and skills in an academic field.	2001	69.4	28.9	1.7
	2000	71.7	26.8	1.5
Discover my career interests and get a better sense of direction.	2001	68.6	27.2	4.2
	2000	71.5	24.9	3.5
Develop independence, self-reliance, and adaptability.	2001	67.6	29.3	3.1
	2000	67.4	29.8	2.8
Gain a broad education.	2001	62.7	34.8	2.5
	2000	64.2	33.5	2.3
Develop skills which will help me in a career for serving others.	2001	60.5	35.1	4.3
	2000	60.8	34.2	5.0
Increase my ability to learn on my own.	2001	56.5	40.4	3.1
	2000	57.5	38.9	3.6
Develop skills which will help me earn a high income.	2001	55.9	35.8	8.3
	2000	58.1	34.5	7.5
Gain a better understanding of myself.	2001	53.4	41.3	5.2
	2000	54.2	40.7	5.1
Meet and learn how to get along with different kinds of people.	2001	52.5	43.2	4.3
	2000	52.8	42.6	4.6
Develop leadership skills.	2001	48.9	46.3	4.8
	2000	47.3	46.6	6.1
Develop my own set of values and ethical standards.	2001	45.7	46.0	8.3
	2000	45.2	46.5	8.3
Develop better ways of communicating my ideas.	2001	45.1	52.0	2.9
	2000	45.3	51.4	3.3
Learn to reason more effectively (analyze/solve problems).	2001	45.0	51.5	3.5
	2000	47.0	49.4	3.7
Prepare for graduate or professional school.	2001	38.0	44.2	17.8
	2000	40.0	42.7	17.3
Increase my knowledge of local, national, and world problems.*	2001	31.3	57.0	11.7
	2000	27.8	59.0	13.2
Gain an understanding of science and technology.	2001	27.1	55.7	17.3
	2000	28.1	54.5	17.5
Develop a better appreciation for art, music, drama, and literature.	2001	25.4	49.5	25.2
	2000	26.0	46.6	27.4

*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

TABLE 17
Most Important Educational Goal *

	2001	2000
	<i>Percentages</i>	
Gain knowledge and skills for a job, career, or profession.	25.1	23.7
Discover my career interests and get a better sense of direction.	15.1	17.8
Develop skills which will help me earn a high income.	8.5	9.3
Gain a broad education.	7.7	6.7
Develop skills which will help me in a career for serving others.	6.8	7.7
Gain a better understanding of myself.	6.8	7.2
Develop independence, self-reliance, and adaptability.	6.6	5.6
Gain knowledge and skills in an academic field.	4.6	5.5
Prepare for graduate or professional school.	4.5	3.6
Meet and learn how to get along with different kinds of people.	3.4	2.3
Increase my ability to learn on my own.	2.4	2.7
Develop better ways of communicating my idea.	2.3	1.6
Develop leadership skills.	2.0	1.0
Develop a better appreciation for art, music, drama, and literature.	1.6	2.0
Develop my own set of values and ethical standards.	1.1	1.6
Learn to reason more effectively (analyze/solve problems).	0.9	0.9
Gain an understanding of science and technology.	0.5	0.6
Increase my knowledge of local, national, and world problems.	0.3	0.3

*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

CAREER AND ACADEMIC PLANNING

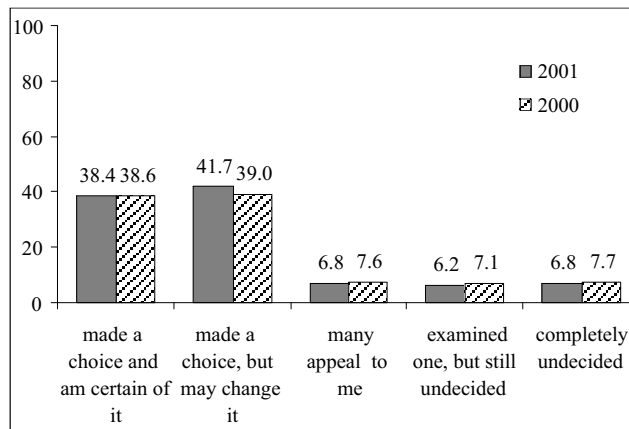
Summary In both 2001 and 2000, at least 38 percent of respondents reported they had chosen a major and were certain of it. Another four out of ten respondents reported they had chosen a major, but may change it.

Almost all respondents in both years agreed they will choose or have chosen a major because of interest in the subject matter. At least 84 percent of 2001 and 2000 respondents agreed they will choose or have chosen a major because of confidence that they can succeed. Eight out of ten 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 less likely than 2000 respondents to report that they would choose or have chosen a major because of the availability of jobs in the field or highly respected career positions in the field.

Three out of ten respondents in both years reported they had made a career choice and were certain of it. At least 35 percent reported they had made a career choice, but may change it.

Decision on Academic Major



- In both years, more than 35 percent of respondents reported they had chosen a major and were certain of it (38% in 2001 and 39% in 2000). About four out of ten respondents reported they had made a choice, but may change it (42% in 2001 and 39% in 2000). Twenty percent of 2001 and 22 percent of 2000 respondents were uncertain about their major. (Figure 13)

Figure 13

- Ninety-six percent of respondents in 2001 and 97 percent of respondents in 2000 strongly agreed or agreed they will choose or have chosen their major because of interest in the subject matter. (Table 18)
- More than three-fourths of both 2001 and 2000 respondents strongly agreed or agreed they will choose or have chosen their major because of confidence they can succeed (84% in 2001 and 86% in 2000) or familiarity with the subject (79% in 2001 and 80% in 2000). (Table 18)
- Respondents in 2001 were significantly less likely than respondents in 2000 to strongly agree or agree they will choose or have chosen their major because of availability of jobs in the field (74% in 2001 compared to 77% in 2000). (Table 18)

- About three-fourths of respondents in both years strongly agreed or agreed they will choose or have chosen their major because of creative or innovative jobs in the field (74% in 2001 and 75% in 2000), work or life experiences (74% in both years), or the meaningful contribution they can make to society (73% in 2001 and 76% in 2000). (Table 18)
- Respondents in 2001 were significantly less likely than respondents in 2000 to strongly agree or agree they will choose or have chosen their major because of highly respected career positions in the field (65% in 2001 compared to 68% in 2000). (Table 18)
- More than six out of ten respondents in both years strongly agreed or agreed they will choose or have chosen their major because of the challenge (62% in 2001 and 64% in 2000). (Table 18)
- Fifty-six percent of 2001 respondents and 57 percent of 2000 respondents strongly agreed or agreed they will choose or have chosen their major because of the courses they have taken. (Table 18)
- 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 (54% in 2001 and 56% in 2000) and an instructor's influence or encouragement (50% in 2001 and 52% in 2000). (Table 18)
- About four out of ten respondents in both years strongly agreed or agreed they will choose or have chosen their major because of family advice (40% in 2001 and 38% in 2000). (Table 18)
- Three out of ten 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 18)
- Twenty-two percent of respondents in both years strongly agreed or agreed that they will choose or have chosen their major because of friends majoring or working in the field. (Table 18)
- Thirty-one percent of respondents in 2001 and 2000 reported they had chosen a career and were certain of it. About 37 percent of 2001 respondents and 36 percent of 2000 respondents reported they had made a choice about their career, but may change it. (Figure 14)

Figure 14
Decision on Career Choice

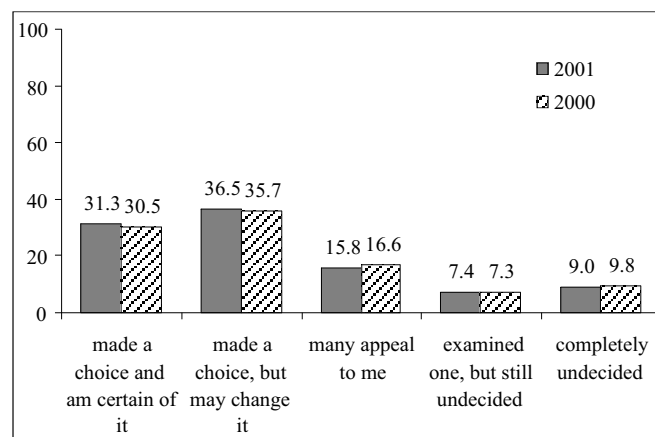


TABLE 18
Reasons for Choosing Major

I will choose (have chosen) my major because of...		Strongly Agree	Strongly Disagree	
		/Agree	Undecided	/ Disagree
		<i>Percentages</i>		
interest in the subject matter.	2001	95.9	4.0	0.1
	2000	97.0	2.8	0.1
confidence that I can succeed.	2001	83.7	13.4	2.8
	2000	85.7	11.6	2.6
familiarity with the subject.	2001	78.9	15.6	5.5
	2000	79.9	14.6	5.6
availability of jobs in the field. *	2001	74.4	16.9	8.7
	2000	77.4	14.2	8.4
creative/innovative jobs in the field.	2001	73.8	21.0	5.2
	2000	74.8	20.0	5.1
work/life experience.	2001	73.5	19.1	7.4
	2000	73.7	18.2	8.1
the meaningful contribution I can make to society.	2001	73.2	21.0	5.8
	2000	75.5	18.9	5.7
highly respected career positions in the field. *	2001	64.9	24.5	10.6
	2000	68.1	20.7	11.2
the challenge.	2001	62.2	24.2	13.5
	2000	64.4	23.1	12.5
the courses I have taken.	2001	56.0	27.0	17.0
	2000	57.1	25.8	17.0
high salaries in the field.	2001	54.0	18.9	27.1
	2000	56.2	18.8	25.0
an instructor's influence or encouragement.	2001	50.4	27.7	21.9
	2000	51.9	25.0	23.1
family advice.	2001	39.9	28.9	31.2
	2000	38.4	28.4	33.2
an advisor's help.	2001	30.0	34.5	35.5
	2000	30.8	34.0	35.1
career counseling/assessment.	2001	29.9	33.3	36.8
	2000	30.5	32.4	37.1
friends who are majoring or working in this field.	2001	22.2	23.4	54.4
	2000	21.5	22.4	56.1

*Statistically significant differences exist between 2001 and 2000 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 2001 and 2000 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 and having interesting things to do were very important life goals.

Respondents in 2001 were significantly more likely than respondents in 2000 to indicate that making a meaningful contribution to society and being a leader were very important life goals.

-
- Eighty-eight percent of respondents in 2001 and 2000 reported that succeeding in work was a very important life goal. (Table 19)
 - More than 85 percent of respondents in both years indicated that having strong friendships was a very important life goal (86% in 2001 and 87% in 2000). (Table 19)
 - Approximately 81 percent of 2001 respondents and 82 percent of 2000 respondents reported that being committed to a life partner was a very important life goal. (Table 19)
 - Three-fourths of respondents in both years indicated that a very important life goal was health and wellness (77% in 2001 and 75% in 2000). (Table 18)
 - Seventy percent of respondents in both years reported that having interesting things to do and raising a family were very important life goals. (Table 19)
 - Six out of ten respondents in 2001 and 2000 indicated that meeting interesting people, being independent, and continuing to learn were very important life goals. (Table 19)
 - Respondents in 2001 were significantly more likely than respondents in 2000 to indicate that making a meaningful contribution to society was a very important life goal (55% in 2001 compared to 52% in 2000). (Table 19)
 - Fifty-four percent of 2001 respondents and 53 percent of 2000 respondents reported that having broad intellectual interests was a very important life goal. (Table 19)
 - A significantly high percentage of 2001 respondents than 2000 respondents reported that being a leader was a very important life goal (41% in 2001 compared to 38% in 2000). (Table 19)
 - At least 18 percent of respondents in 2001 and 2000 indicated very important life goals were having lots of money and having geographic mobility. (Table 19)

TABLE 19
Life Goals

		Very Important	Somewhat Important	Not Important
		<i>Percentages</i>		
Succeeding in work.	2001	87.5	12.2	0.3
	2000	87.7	12.1	0.3
Having strong friendships.	2001	86.4	13.3	0.3
	2000	87.3	12.4	0.3
Being committed to a life partner.	2001	80.8	16.2	3.0
	2000	81.6	16.0	2.4
Health and wellness.	2001	76.7	22.3	1.0
	2000	75.3	23.3	1.4
Having interesting things to do.	2001	70.3	28.4	1.3
	2000	70.4	28.5	1.1
Raising a family.	2001	69.5	24.2	6.3
	2000	69.7	24.3	6.0
Meeting interesting people.	2001	62.3	35.7	2.1
	2000	61.7	36.1	2.3
Being independent.	2001	61.2	34.5	4.3
	2000	61.6	34.5	3.8
Continuing to learn.	2001	59.6	38.2	2.2
	2000	60.2	37.1	2.7
Having broad intellectual interests.	2001	53.5	42.8	3.6
	2000	52.7	43.7	3.6
Making meaningful contribution to society. *	2001	55.4	40.3	4.2
	2000	51.8	43.6	4.6
Being a leader. *	2001	41.1	50.5	8.3
	2000	37.8	52.4	9.8
Having lots of money.	2001	21.7	54.8	23.6
	2000	23.8	53.9	22.3
Geographic mobility.	2001	19.6	58.3	22.0
	2000	18.3	58.1	23.6

*Statistically significant differences exist between 2001 and 2000 percentages. ($p \leq .05$)

SUMMARY AND DISCUSSION

More than three-fourths of respondents in both 2001 and 2000 reported that their program of high school study was college preparatory. About seven out of ten 2001 and 2000 respondents indicated that Ball State was their first choice for college. Two-thirds of 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, 2001 and 2000 respondents most frequently cited either the specific reputation of a major or program of interest, the location, or the cost of tuition and fees. Eighty-four percent of respondents in 2001 and 2000 reported that their family's reaction to their enrolling at Ball State was very supportive.

Forty-two percent of respondents in both years indicated they planned to study 16 or more hours per week. Five out of ten 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 2000 respondents to report they planned to work ten hours or less per week.

Among the respondents who lived in residence halls, respondents in 2001 were significantly less likely than respondents in 2000 to report that they planned to leave campus twice a month or every weekend.

Ninety-six percent of residence hall respondents in both years indicated they understood residence hall policies. Eighty-

nine percent felt that the residence hall staff were helpful.

This year's respondents were significantly more likely than 2000 respondents to indicate they planned to attend athletic events very often or often. They were significantly less likely to report they planned to attend campus lectures or cultural, ethnic, or international events very often or often.

Sixty percent of 2001 respondents reported that they planned to participate in recreational computer use very often or often. This year's respondents were significantly less likely than 2000 respondents to indicate they planned to participate in independent study and research or social fraternities or sororities very often or often. They were significantly more likely to indicate they planned to participate in discussions about current affairs and world issues.

In both years, at least 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. Eighty-eight percent felt they were adjusting well.

Two-thirds of 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 more likely than 2000 respondents to rate themselves as above average in their ability to stick with tasks.

Three out of ten respondents in 2001 and 2000 anticipated needing help in an academic area. One-fourth anticipated needing help in a career or vocational area.

Almost one-half of 2001 and 2000 respondents reported that their long-term educational goal was to complete a Master's degree, Ph.D., M.D., or other professional degree. More than 80 percent reported their current educational goal was to complete a Bachelor's degree.

One-fourth of respondents indicated that they expected to make A's overall and six out of ten indicated they expected to make B's overall. Respondents in 2001 were more likely than respondents in 2000 to indicate they expected to make A's in history.

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.

At least 80 percent of respondents in both 2001 and 2000 reported that gaining knowledge and skills for a job, career, or profession was a very important educational goal. More than 65 percent of respondents in both years indicated that the following educational goals were very important: gaining knowledge and skills in an academic field; discovering career interests and getting a better sense of direction; and developing independence, self-reliance, and adaptability.

This year's respondents were significantly more likely than 2000 respondents to report that increasing their knowledge of local, national, and world problems was a very important educational goal.

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.

At least 38 percent of respondents in both years reported they had chosen their major and were certain of it, and about four out of ten reported they had chosen a major but may change it. Three out of ten had made a career choice and were certain of it.

More than 95 percent of respondents reported they will choose or have chosen their major because of interest in the subject matter. At least 83 percent reported they will choose or have chosen their major because of confidence they can succeed.

Respondents in 2001 were significantly less likely than respondents in 2000 to report they will choose or have chosen their major because of the availability of jobs in the field or highly respected career positions in the field.

At least 86 percent of 2001 and 2000 respondents indicated that succeeding in work and having strong friendships were very important life goals.

This year's respondents were significantly more likely than 2000 respondents to indicate that making a meaningful contribution to society and being a leader were very important life goals.

More than 55 percent of respondents in both 2001 and 2000 indicated that their mother had attended college. Similarly, more than 55 percent indicated that their father had attended college.

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

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

Kris Rugsaken, Academic Advisor, Academic Advising

Donald R. Whitaker, Interim Director, Office of Academic Assessment and Institutional
Research

Sherry Woosley, Senior Analyst, Office of Academic Assessment and Institutional Research

*Committee Chairperson

Appendix B

Making Achievement Possible (MAP) Survey

