

2002 MAKING ACHIEVEMENT POSSIBLE SURVEY

SUMMARY REPORT



Ball State University

Office of Academic Assessment and
Institutional Research

July 2003

AAIR No. MAP-S1-2003

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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 incoming freshmen who participated in the MAP survey in 2002.
- In 2002, the response rate of new freshman students was 80 percent.
- Females were more likely to complete the MAP survey than males.
- Ninety-three percent of respondents indicated they were living in residence halls. Of those, eight out of ten respondents planned to participate in floor and hall meetings very often or often.
- The majority of respondents reported that they planned to participate in student activities at least six hours per week.
- Six out of ten respondents indicated they planned to attend athletic events very often or often.

Readiness and Preparation

- Three-fourths of respondents reported that their high school program was college preparation.
- Seven out of ten respondents indicated that 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.
- The majority of respondents reported that very important reasons for choosing Ball State included the specific reputation of a major or program of interest, the availability of specific courses or program options, and the fact that Ball State was the right size.
- Eight out of ten respondents indicated that their family's reaction to their enrolling at BSU was very supportive.

Plans for College Involvement

- One-fifth of respondents indicated they planned to study more than 20 out-of-class hours per week.
- Less than one-half of respondents reported that they were employed or seeking employment. Of those, the majority indicated that the primary purpose for their employment was to earn spending money.

- Almost 60 percent of respondents reported that they planned to participate in recreational computer use very often or often.
- Four out of ten respondents indicated they planned very often or often to participate in independent study and research, and outside of class study sessions.

Personal Skills and Abilities

- At least nine out of ten respondents strongly agreed or agreed they were attending all their classes and they felt comfortable interacting with students of different ethnic or cultural backgrounds.
- At least 65 percent of respondents rated themselves above average in their sensitivity to the needs of others and their ability to work with others.
- One-third of respondents anticipated needing help in an academic area.

Academic Goals, Aspirations, and Expectations

- More than 45 percent of respondents indicated that their long-term educational goal was to complete a Master's degree, a Ph.D., an M.D., or other professional degree. Eight out of ten respondents reported that their

current educational goal was to complete a Bachelor's degree.

- Nine out of ten respondents indicated they expected to make overall grades of A or B.
- Six out of ten respondents reported they were absolutely certain they would finish their degree. Of those respondents who reported a possible reason for not completing a degree, one-fourth cited college cost as the most likely cause.
- Seventy-one percent of respondents expected to graduate from Ball State.
- Approximately 83 percent of respondents rate gaining knowledge and skills for a job, career, or profession as a very important educational goal.

Career and Academic Planning

- Thirty-eight percent of respondents reported they had made a choice about their academic major and were certain of it. Four out of ten reported they had made a decision about their academic major, but may change it.
- Three out of ten respondents reported they had made a choice about their career and were certain of it.
- Ninety-six percent of respondents strongly agreed or agreed they will choose or have chosen their major because of interest in the subject matter.

Life Goals

- At least 80 percent of respondents rated having strong friendships, succeeding in work, and being committed to a life partner as very important life goals.

Differences by Sex

- A significantly higher percentage of female respondents than male respondents indicated that their families'

reaction to their enrolling at BSU was very supportive.

- Female respondents were significantly more likely than male respondents to report that they planned to study more than 10 hours per week.
- Female residence hall respondents were significantly more likely than male residence hall respondents to agree that they had developed ground rules with their roommate.
- Female respondents were significantly more likely than male respondents to indicate that they expected to participate very often or often in outside class study sessions, student organizations or clubs, religious activities, student performances, and community or campus service.
- Female respondents were significantly more likely than male respondents to agree that they had someone at Ball State to talk to if they ran into problems, they were satisfied with their courses for the semester, and they were managing their time well.
- Male respondents were significantly more likely to agree that they felt they were adjusting well to Ball State, they felt that fit in well at Ball State, and they felt safe on campus.
- Significant differences were found in the percentages of female and male respondents' rating themselves as above average in a variety of personal skills and characteristics.
- Female respondents were significantly more likely than male respondents to indicate that they had chosen a major and were certain of it. They were also more likely to report they had chosen a career and were certain of it.

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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 and Institutional Research, 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 2002 MAP survey: 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 2002, a scannable MAP survey, reproduced in Appendix B, was sent to all matriculating freshmen. Of the 3,772 students who received the survey, 3,019 freshmen participated for an overall response rate of 80 percent.

Table 1 contains the demographic and high school academic characteristics of 2002 freshman matrics and all MAP respondents.

Females were significantly more likely than males to respond to the survey. Therefore, the proportion of females who responded to the MAP survey was higher than the overall proportion of females in the entire freshman cohort. The proportion of students whose Verbal SAT scores were less than 600 was greater for MAP respondents than for the total population of freshman matrics. SAT math scores and high school percentile ranks of the respondents were similar to those of the entire population.

The remainder of this report is a summary of responses from 2002 freshman matriculates who participated in the MAP survey.

TABLE 1
Demographic Characteristics of MAP Respondents and All Freshman Matriculates

	Respondents	All Freshman
	<i>Percentages</i>	
Gender *		
Female	61.8	58.6
Male	38.2	41.4

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

TABLE 1 (cont'd)
Demographic Characteristics of MAP Respondents and All Freshman Matriculates

	Respondents	All Freshman
	<i>Percentages</i>	
Race/Ethnicity		
African American	3.2	3.4
American Indian	0.1	0.2
Asian/Pacific	0.7	0.7
Caucasian	93.2	92.4
Hispanic	1.3	1.5
Unknown	1.6	1.8
SAT Verbal*		
700 and above	1.1	1.5
600-699	12.4	13.6
500-599	44.9	44.3
400-499	36.9	36.0
Below 400	4.8	4.7
SAT Math		
700 and above	1.6	1.7
600-699	16.4	16.9
500-599	42.7	43.0
400-499	35.0	34.2
Below 400	4.3	4.2
High School Percentile Rank		
75-100	44.0	43.7
50-74	37.3	37.1
25-49	17.4	17.8
Less than 25	1.3	1.4

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

READINESS AND PREPARATION

Summary Three-fourths of respondents indicated that their program of study during high school was college preparation. Six out of ten respondents reported that their high school had prepared them very well or well.

More than seven out of ten respondents indicated that Ball State was their first choice among colleges. Two-thirds of respondents rated Ball State as among the best or better than most when compared to other universities in the country.

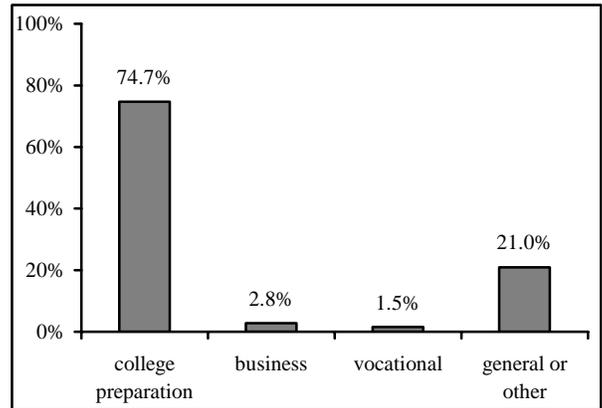
The specific reputation of a major or program of interest and the availability of specific courses or program options were very important reasons to attend Ball State according to at least 55 percent of respondents.

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

Eight out of ten respondents 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.

-
- Three-fourths of respondents reported that their program of study in high school was college preparation. Twenty-one percent indicated their program was general or other. (Figure 1)

Figure 1
How Would You Describe Your Program of Study During High School?



- Two out of ten respondents indicated that their high school had prepared them very well for college. Another forty-two percent indicated their high school had prepared them well. (Figure 2)
- Seventy-two percent of respondents ranked Ball State as their first choice college and another 23 percent ranked it as their second choice. (Figure 3)

Figure 2
How Well Do You Think Your High School Prepared You for College?

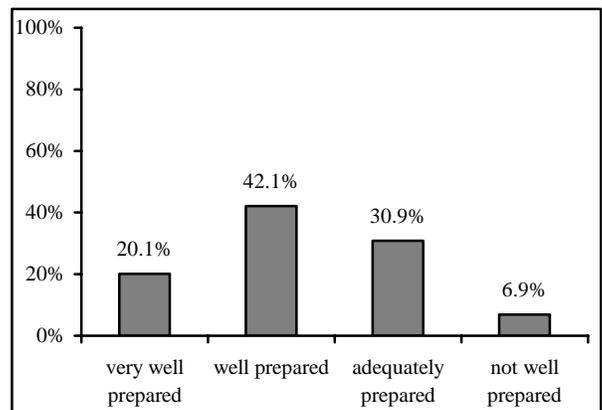
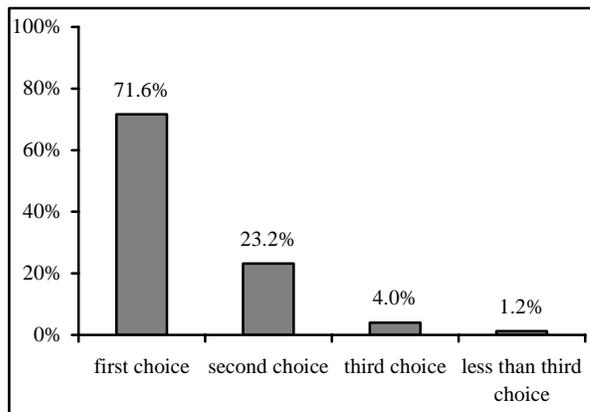
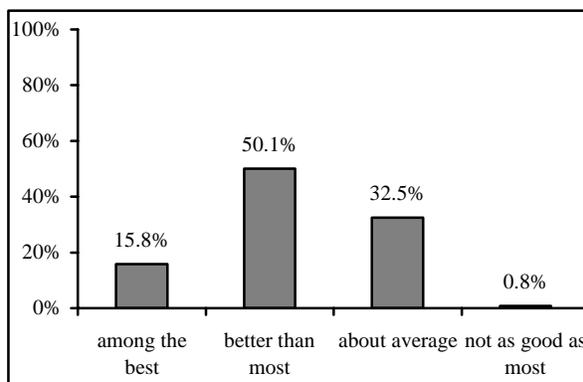


Figure 3
How Did Ball State University Rank Among Your Choices for College?



- Two-thirds of ten respondents rated Ball State among the best or better than most other universities in the country. Thirty-three percent of respondents rated Ball State about average compared to other universities. (Figure 4)

Figure 4
How Would You Rate BSU Compared to Other Universities in the Country?



- Six out of ten respondents indicated that the specific reputation of a major or program of interest was a very important reason to attend Ball State. (Table 2)
- Approximately 55 percent of respondents reported that the availability of specific

courses or program options was a very important reason to attend to Ball State. (Table 2)

- One out of two respondents indicated that a very important reason to attend Ball State was because Ball State is the right size. (Table 2)
- Forty-four percent of respondents reported that the cost of tuition and fees was a very important reason to attend Ball State. (Table 2)
- Location was a very important reason to attend Ball State according to 44 percent of respondents. (Table 2)
- Forty-two percent of respondents indicated that Ball State's reputation for good teaching and Ball State graduates get good jobs were very important reasons to attend Ball State. (Table 2)
- The availability of financial aid was a very important reason to attend Ball State according to 37 percent of respondents. (Table 2)
- Approximately 35 percent of respondents reported that a very important reason to attend Ball State was that faculty are available to students. (Table 2)
- The reputation of academic support services was a very important reason to attend Ball State according to one-fourth of respondents. (Table 2)
- At least two out of ten respondents indicated that being able to identify with fellow students or that advice of a counselor or teacher were very important reasons to attend Ball State. (Table 2)

- Nineteen percent of respondents indicated that the advice of a Ball State student or friends attending Ball State were very important reasons to attend Ball State. (Table 2)
- More than one out of ten respondents reported that very important reasons to attend Ball State included family who wanted them to attend and Ball State's emphasis on computer technology. (Table 2)
- Eleven percent of respondents indicated that the recruitment efforts of Ball State were a very important reason to attend. (Table 2)
- Not being able to go to their first choice college was a very important reason to attend Ball State according to 10 percent of respondents. (Table 2)
- Less than ten percent of respondents indicated that accessibility for disabled students, recommendations by employers or the Freshman Connections Program were very important reasons to attend Ball State. (Table 2)
- When asked about their most important reason to attend Ball State, three out of ten respondents chose the specific reputation of a major or program of interest. (Table 3)
- Approximately 11 percent respondents indicated that their most important reason to attend Ball State was location. (Table 3).

TABLE 2
Reasons to Attend Ball State

How important was each reason in your choice to attend here?	Very Important	Somewhat Important	Not Important
	<i>Percentages</i>		
Specific reputation of a major or program of interest.	61.8	27.2	11.0
Availability of specific courses or program options.	55.0	35.5	9.5
Ball State is the right size.	51.1	37.9	11.0
Cost of tuition and fees.	44.1	42.2	13.7
Location.	43.5	44.1	12.4
Ball State's reputation for good teaching.	42.4	42.5	15.1
Ball State graduates get good jobs.	41.9	43.0	15.0
Availability of financial aid (loan, scholarship, or grant).	37.2	35.4	27.4
Faculty are available to students.	35.4	48.0	16.6
Reputation of academic support services.	25.2	50.4	24.4
Can identify with fellow students.	22.2	54.6	23.2
Advice of counselor, teacher, etc.	20.2	45.4	34.4
Advice of Ball State student.	18.9	47.4	33.7
Friends attending Ball State.	18.6	44.3	37.1
Family wanted me to go.	15.0	43.3	41.6
Ball State's emphasis on computer technology.	14.3	49.6	36.2
Recruitment efforts of Ball State.	10.6	40.2	49.2
Not able to go to college of first choice.	10.3	15.2	74.5
Accessible for disabled students.	6.8	19.3	73.9
Recommended by employer.	5.6	19.8	74.7
Freshman Connections Program.	5.0	28.6	66.4

TABLE 3
Most Important Reason to Attend Ball State

	<i>Percentages</i>
Specific reputation of a major or program of interest.	31.8
Location.	11.4
Ball State is the right size.	8.3
Cost of tuition and fees.	8.1
Availability of specific courses or program options.	7.2
Availability of financial aid (loan, scholarship, or grant).	6.2
Ball State's reputation for good teaching.	4.9
Friends attending Ball State.	3.9
Ball State graduates get good jobs.	3.2
Not able to go to college of first choice.	3.2
Family wanted me to go.	2.9
Recruitment efforts of Ball State.	1.6
Advice of Ball State student.	1.3
Advice of counselor, teacher, etc.	1.3
Faculty are available to students.	1.3
Reputation of academic support services.	0.9
Can identify with fellow students.	0.8
Ball State's emphasis on computer technology.	0.7
Accessible for disabled students.	0.5
Freshman Connections Program.	0.2
Recommended by employer.	0.1

- Eight out of ten respondents reported that their families were very supportive of their decision to enroll at Ball State. Thirteen percent indicated that their family’s reaction was somewhat supportive. (Table 4)
- Approximately 57 percent of respondents indicated that their mother had attended college. Forty-three percent of respondents indicated that their mother had not attended college. (Table 4)
- Approximately 58 percent of respondents reported that their father had attended college. Forty percent of respondents reported that their father had not attended college. (Table 4)

TABLE 4
Family Support and Education

	Percentages
What was your family’s reaction to your enrolling at BSU?	
Very supportive	82.2
Somewhat supportive	12.7
Indifferent	4.1
Not supportive	0.7
Very unsupportive	0.3
Did your mother attend college?	
Yes	56.5
No	42.6
Don’t know	0.9
Did your father attend college?	
Yes	58.0
No	39.8
Don’t know	2.2

PLANS FOR COLLEGE INVOLVEMENT

Summary Thirty-seven percent of respondents reported that they planned to study 16 or more out-of-class hours per week. Thirty-nine percent indicated they planned to study ten hours or less per week.

Five out of ten respondents reported they did not plan to be employed during their first semester at Ball State. Of those who were employed or seeking employment, 28 percent indicated that they planned to work 16 or more hours per week. The main reasons for employment were to earn spending money and to help pay for their college education.

Nine out of ten respondents reported they were currently living in the residence halls. Of those, eight out of ten reported they would very often or often participate in floor and hall meetings.

At least 91 percent of residence hall respondents indicated they were respectful of residence hall facilities, they understood residence hall policies, and they felt that residence hall staff were helpful.

Two out of ten respondents indicated that they planned to participate in extracurricular activities more than ten hours per week.

More than 35 percent of respondents reported that they planned to very often or often attend athletic events, student performances, and other campus entertainment.

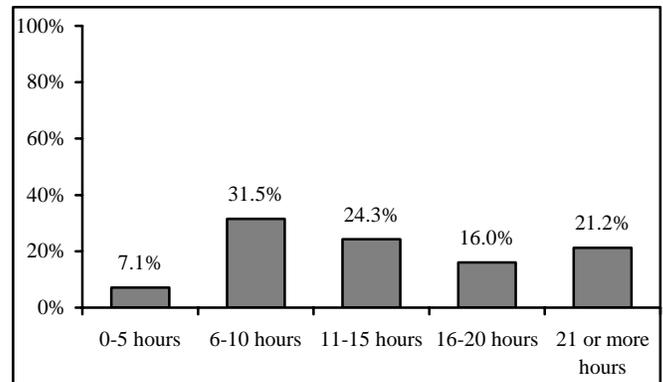
Six out of ten respondents indicated that they planned to participate in recreational computer use very often or often. At least 25 percent of respondents reported that they planned to participate very often or often in independent study or research, religious activities, outside class

study sessions, or intramural and recreational sports.

Study and Employment

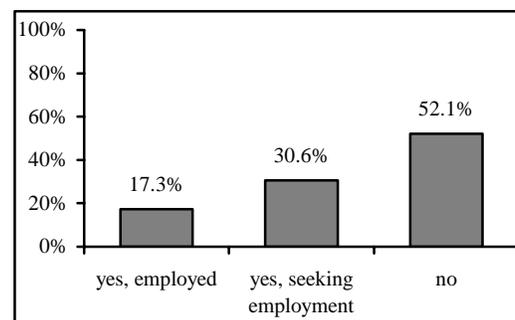
- Approximately 21 percent of respondents reported they planned to study 21 or more out-of-class hours per week. Sixteen percent reported they planned to study between 16 and 20 hours per week. The majority of respondents reported they planned to study between 6 and 15 hours per week. (Figure 5)

Figure 5
Study Hours Per Week



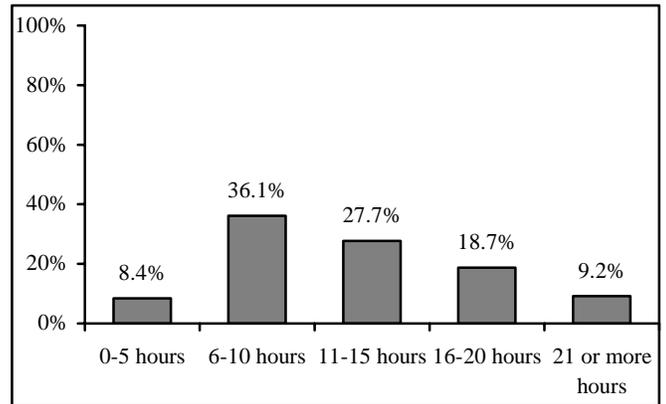
- The majority of respondents indicated that they did not plan to be employed during their first semester at Ball State. (Figure 6)

Figure 6
Plans for Employment



- Of those respondents who indicated that they were employed or were seeking employment, nine percent reported that they planned to work more than 20 hours per week. Another 19 percent indicated that they planned to work between 16 and 20 hours per week. (Figure 7)
- Of those respondents who reported they were employed or were seeking employment, 51 percent indicated their primary reason for employment was to earn spending money. Thirty-six percent reported their primary reason was to help pay for their college education. (Table 5)

Figure 7
Work Hours Per Week *



*Percentages are of those employed or seeking employment.

Living Arrangements

- Approximately 93 percent of respondents indicated they were currently living in a residence hall. Seven percent reported they were living off-campus. (Figure 8)

Figure 8
Where Are You Currently Living?

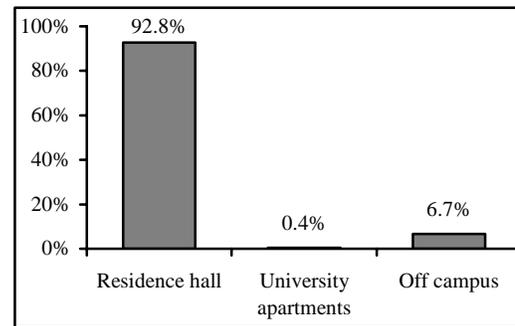


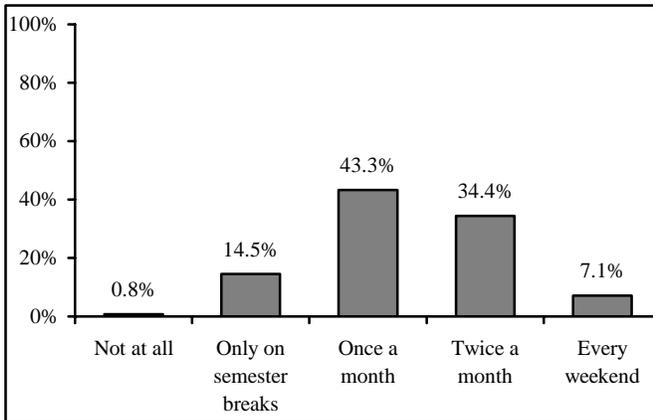
TABLE 5
Primary Purpose for Employment*

	<i>Percentages</i>
To help pay for my college education (tuition, books, etc.)	35.8
To earn “spending” money (clothes, food, gas, etc.)	51.4
To take care of personal or family obligations	8.2
To gain job experience related to my anticipated major	2.1
To gain general job experience	1.3
To have something to do	1.2

*Percentages are of those employed or seeking employment.

- Four out of ten residence hall respondents indicated that they planned to leave campus for the weekend either twice a month or every weekend. (Figure 9)

Figure 9
Frequency of Leaving Campus
for the Weekend *



* Percentages are of those living on campus.

- Three-fourths of residence hall respondents indicated they planned to participate in floor and hall meetings very often or often. (Table 6)
- Four out of ten residence hall respondents reported they planned to participate in hall activities on weekends very often or often. (Table 6)
- Approximately 21 percent of residence hall respondents indicated they expected to help organize or plan an event in their hall very often or often. (Table 6)
- Less than two out of ten residence hall respondents reported that they planned to very often or often participate in hall government or attend educational programs in their hall. (Table 6)
- Ninety-eight percent of the resident hall respondents strongly agreed or agreed that they are respectful of residence hall facilities. (Table 7)
- Eighty-seven percent of residence hall respondents strongly agreed or agreed that they had a good relationship with their roommate. (Table 7)
- Approximately 96 percent of residence hall respondents strongly agreed or agreed that they understood residence hall policies. (Table 7)
- Four out of ten residence hall respondents strongly agreed that they had made friends in their residence hall and forty-four percent agreed. (Table 7)
- Eighty-six percent of residence hall respondents strongly agreed or agreed that they could study in their room. (Table 7)
- Nine out of ten respondents strongly agreed or agreed that they felt residence hall staff were helpful. (Table 7)
- Seventy-five percent of residence hall respondents strongly agreed or agreed that they had developed ground rules with their roommates for their rooms. (Table 7)
- At least 76 percent of residence hall respondents strongly agreed or agreed that they were pleased with their experiences in the residence halls and that they were satisfied with the social activities on their floors or in their halls. (Table 7)

TABLE 6
Expectations about Life in Residence Halls *

In my residence hall, I expect or plan to:		Very often	Often	Sometimes	Rarely	Never
	<i>N</i>	<i>Percentages</i>				
Participate in floor and hall meetings.	2,771	38.3	40.3	16.7	3.4	1.4
Participate in hall activities on weekends.	2,774	12.4	28.9	40.5	12.9	5.2
Help organize or plan an event in the hall.	2,778	5.3	15.9	40.6	27.3	10.9
Participate in hall government.	2,775	4.3	7.4	23.4	35.2	29.8
Attend educational programs in my hall.	2,770	2.6	12.8	42.9	29.0	12.7

* Percentages are of those living on campus.

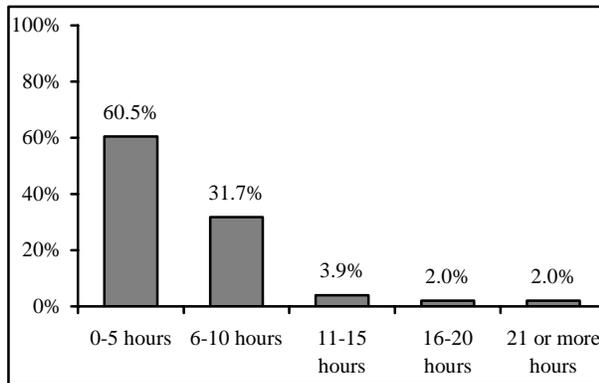
TABLE 7
Residence Hall Attitudes and Experiences *

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	<i>N</i>	<i>Percentages</i>				
I am respectful of residence hall facilities.	2,774	59.9	37.6	2.2	0.3	0.0
My roommate and I have a good relationship.	2,773	49.7	37.0	9.1	2.7	1.5
I understand residence hall policies.	2,778	47.3	48.8	3.4	0.4	0.1
I have made friends in my residence hall.	2,777	41.6	44.1	9.5	3.9	0.8
I can study in my room.	2,776	36.3	49.3	9.5	4.0	0.9
I feel that the residence hall staff are helpful.	2,775	35.7	55.1	8.0	0.8	0.4
I have developed ground rules with my roommate for our room.	2,774	31.0	44.2	17.1	6.1	1.7
I am pleased with my experiences in the residence halls.	2,778	30.0	54.6	11.8	2.8	0.8
I am satisfied with the social activities on my floor/in my hall.	2,777	25.6	51.0	19.4	3.3	0.6

* Percentages are of those living on campus.

- Of the respondents living off-campus, 61 percent of respondents reported they would commute five hours or less per week. Thirty-two percent reported they would commute between six and ten hours per week. (Figure 10)

Figure 10
Hours Per Week Off-Campus Respondents Spend Commuting*



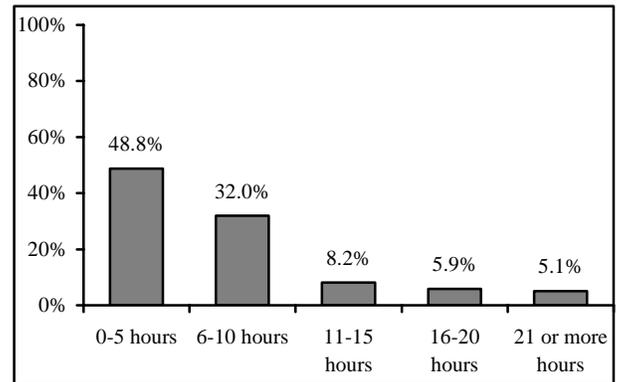
* Percentages are of those living off campus.

Campus Activities

- One-half of respondents reported that they planned to participate in student activities five hours or less per week. (Figure 11)
- Six out of ten respondents indicated that they planned to attend athletic events very often or often. (Table 8)
- Approximately 38 percent of respondents reported they planned to attend student performances very often or often. (Table 8)
- Four out of ten respondents indicated that they planned to attend other campus entertainment very often or often. (Table 8)
- Approximately 17 percent of respondents indicated that they planned to attend campus lectures very often or often. (Table 8)

- Ten percent of respondents reported that they planned to attend cultural, ethnic, or international programs very often or often. (Table 8)

Figure 11
Hours Per Week in Student Activities



- Six out of ten respondents indicated that they planned to participate in recreational computer use very often or often. (Table 9)
- Approximately 42 percent of respondents reported that they expected to participate in independent study and research very often or often. (Table 9)
- One-fourth of respondents indicated that they planned to participate in religious activities very often or often. (Table 9)
- Forty-two percent of respondents indicated they planned to participate in outside class study sessions very often or often. (Table 9)
- Three out of ten respondents reported they planned to participate in intramural or recreational sports very often or often. (Table 9)

- Approximately 24 percent of respondents indicated that they planned to participate in student performances very often or often. (Table 9)
- Two out of ten respondents indicated that they planned to participate in Ball State intercollegiate athletics very often or often. (Table 9)
- Seventeen percent of respondents indicated that they expected to participate in social fraternities or sororities very often or often. (Table 9)
- Two-thirds of respondents reported that they expected to participate in student organizations or clubs very often, often, or sometimes. (Table 9)
- One-half of respondents reported they planned to participate in a leadership role very often, often, or sometimes. (Table 9)
- Fifty-eight percent of respondents reported that they planned to participate very often, often, or sometimes in discussions with students whose beliefs or values are different. (Table 9)
- Fifty-three percent of respondents indicated they planned to participate very often, often, or sometimes in community or campus service. (Table 9)
- Almost one-half of respondents reported they expected to participate in discussions about issues related to campus life very often, often, or sometimes. (Table 9)
- Approximately 45 percent of respondents indicated they planned to participate very often, often, or sometimes in discussions about current affairs and world issues. (Table 9)
- One-third of respondents reported that they planned to participate very often, often, or sometimes in a group in which people talk about personal problems. (Table 9)
- Twenty-six percent of respondents indicated that they planned to participate in student, faculty, or other campus government very often, often, or sometimes. (Table 9)
- One-fourth of respondents reported that they planned to participate very often, often, or sometimes in a non-traditional student association. (Table 9)

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

During my first year at Ball State, I expect or plan to attend:		Very often	Often	Sometimes	Rarely	Never
	<i>N</i>	<i>Percentages</i>				
Athletic events.	2,982	26.2	33.0	29.6	8.8	2.4
Student performances (plays, concerts, exhibits, etc.).	2,969	11.6	26.5	42.0	17.1	2.8
Other campus entertainment (films, dances, shows, etc.).	2,971	9.9	30.4	41.9	15.4	2.4
Campus lectures.	2,971	4.1	12.7	47.5	30.6	5.0
Cultural, ethnic or international programs.	2,979	1.9	7.9	28.5	42.4	19.3

TABLE 9
Expected Participation in Extra-Curricular Activities During First Year

		Very often	Often	Sometimes	Rarely	Never
	<i>N</i>	<i>Percentages</i>				
Recreational computer use (chatrooms, internet, etc.).	2,974	28.0	30.8	24.0	11.2	5.9
Independent study and research.	2,980	13.7	27.9	31.2	17.9	9.4
Religious activities.	2,984	11.8	15.2	26.4	23.2	23.5
Outside class study sessions.	2,984	11.0	31.2	45.2	10.6	2.0
Intramural / recreational sports.	2,975	10.4	19.6	28.9	23.5	17.6
Student performances (plays, concerts, art shows, etc.).	2,981	8.7	15.4	28.9	22.4	24.6
Ball State intercollegiate athletics.	2,970	8.5	11.4	22.5	23.1	34.5
Social fraternities or sororities.	2,974	8.0	9.2	16.6	20.9	45.3
Student organizations or clubs.	2,977	7.6	19.1	40.1	22.1	11.1
A leadership role.	2,974	5.9	12.6	32.1	28.3	21.0
Discussions with students whose beliefs or values are different.	2,984	4.9	15.3	37.7	27.8	14.3
Community / campus service.	2,977	4.8	13.0	35.3	30.7	16.1
Discussions with others about issues related to campus life.	2,979	3.2	10.4	33.9	33.9	18.7
Discussions about current affairs and world issues with others.	2,980	2.7	10.0	31.9	34.6	20.8
A group in which people talk about personal problems.	2,982	2.7	7.2	23.6	39.0	27.5
Student, faculty, or other campus government.	2,977	2.0	5.3	18.8	34.4	39.4
Non-traditional student association.	2,961	1.3	4.3	20.0	35.9	38.5

PERSONAL SKILLS AND ABILITIES

Summary At least 85 percent of respondents reported that they were attending all their classes, they felt they were adjusting well to Ball State, they were making friends at Ball State, they felt comfortable interacting with students of different ethnic or cultural backgrounds, and they were pleased about attending Ball State.

At least 60 percent of respondents rated themselves as above average in their sensitivity to the needs of others, their ability to work with others, their ability to complete tasks on time, and their general intellectual ability.

One-third of respondents anticipated needing academic help. One-fourth of respondents anticipated needing career or vocational help.

Adjusting to Ball State

- Six out of ten respondents strongly agreed they were attending all their classes. Thirty-four percent agreed. (Table 10)
- Approximately 87 percent of respondents strongly agreed or agreed that they felt they were adjusting well to Ball State. (Table 10)
- More than 85 percent of respondents strongly agreed or agreed they were making friends at Ball State and they felt comfortable interacting with students of different ethnic or cultural backgrounds. (Table 10)
- Eight out of ten respondents strongly agreed or agreed they had someone at Ball State to talk to if they run into problems. (Table 10)
- Approximately 87 percent of respondents strongly agreed or agreed that they were pleased about attending Ball State. (Table 10)
- Eight out of ten respondents strongly agreed or agreed that they felt they fit in well at Ball State. (Table 10)
- Three-fourths of respondents strongly agreed or agreed that they were satisfied with their social lives at Ball State. (Table 10)
- Approximately 79 percent of respondents strongly agreed or agreed that they were satisfied with their courses for the semester. (Table 10)
- Nineteen percent of respondents strongly agreed they would feel comfortable asking their instructors for help if needed. Fifty-four percent agreed. (Table 10)
- Three-fourths of respondents strongly agreed or agreed that they were satisfied with their academic lives at Ball State. (Table 10)
- Seventeen percent of respondents strongly agreed they felt safe on campus. Sixty-two percent agreed. (Table 10)
- One-half of respondents strongly agreed or agreed they were involved in campus activities. (Table 10)
- Sixty-five percent of respondents strongly agreed or agreed that they were adjusting to college study demands. (Table 10)

- Approximately 64 percent of respondents strongly agreed or agreed they were managing their time well. (Table 10)
- More than 55 percent of respondents strongly agreed or agreed that most Ball State students have values and attitudes similar to theirs. (Table 10)
- Fifteen percent of respondents strongly agreed or agreed they would rather be home than on campus. (Table 10)
- Three out of ten respondents strongly agreed or agreed that they were feeling anxious about making decisions. (Table 10)
- More than 15 percent of respondents strongly agreed or agreed they had been feeling more tense or nervous than they expected and they felt very different from other students. (Table 10)
- Fifteen percent of respondents strongly agreed or agreed that being on their own had not been easy for them. (Table 10)
- Less than 15 percent of respondents 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	Disagree	Strongly disagree
	<i>N</i>	<i>Percentages</i>				
I am attending all my classes.	3,000	60.3	33.8	4.5	1.1	0.3
I feel that I am adjusting well to BSU.	3,004	38.8	48.6	9.4	2.5	0.6
I am making friends at BSU.	3,001	38.0	50.1	8.6	2.7	0.5
I feel comfortable interacting with students of different ethnic/cultural backgrounds.	2,993	35.9	54.2	7.8	1.8	0.4
I have someone at Ball State to talk to if I run into problems	2,977	35.7	45.2	12.5	5.2	1.4
I am pleased about attending Ball State University.	2,999	34.3	52.8	10.6	1.6	0.6
I feel that I fit in well at Ball State.	3,000	32.0	49.7	14.0	3.3	1.0
I am satisfied with my social life at BSU.	2,994	28.1	46.1	18.6	5.9	1.3
I am satisfied with my courses for this semester.	3,002	21.9	56.9	16.3	4.2	0.7
I would feel comfortable asking my instructors for help if needed.	2,992	18.9	54.0	20.3	5.8	1.0
I am satisfied with my academic life at Ball State.	2,996	17.7	55.0	21.7	5.0	0.5
I feel safe on campus.	2,988	17.0	61.7	17.8	2.9	0.5

TABLE 10 (cont'd)
Adjusting to Ball State

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	<i>N</i>	<i>Percentages</i>				
I am involved in campus activities.	2,997	13.3	37.6	29.6	16.4	3.1
I am adjusting to college study demands.	2,992	11.4	53.3	24.7	9.2	1.5
I am managing my time well.	2,997	11.1	52.8	28.4	6.7	1.0
Most BSU students have values and attitudes similar to mine.	2,981	9.5	47.8	32.8	7.8	2.0
I would rather be home than on campus.	2,985	5.4	10.0	20.4	38.0	26.2
I am feeling anxious about making decisions.	2,983	5.2	25.3	30.9	31.6	7.0
I have been feeling more tense or nervous than I expected.	2,996	4.4	16.6	18.7	46.7	13.6
I feel very different from other students.	2,996	4.4	13.9	22.6	45.9	13.2
Being on my own has not been easy for me.	2,982	3.4	11.2	15.1	48.4	21.9
I expect to have a much harder time than other students at BSU.	2,977	3.0	9.5	22.4	48.2	16.9

Student Self-Ratings

- Fifty-nine percent of respondents rated their creativity as well above average or somewhat above average. (Table 11)
- About two-thirds of respondents rated sensitivity to the needs of others and their ability to work with others as well above average or somewhat above average. (Table 11)
- Six out of ten respondents rated their ability to complete tasks on time as well above average or somewhat above average. (Table 11)
- Approximately 53 percent of respondents rated with ability to maintain physical health and well-being as well above average or somewhat above average. (Table 11)
- At least 55 percent of respondents rated their listening skills and their ability to set goals as well above average or somewhat above average. (Table 11)
- Five out of ten respondents rated their leadership ability, their ability to use computers, and their reading skills as well above average or somewhat above average. (Table 11)
- Approximately 63 percent of respondents rated their general intellectual ability as well above average or somewhat above average. (Table 11)

- One-half of respondents rated their self-motivation as well above average or somewhat above average. (Table 11)
- Forty-seven percent of respondents rated their social self-confidence as well above average or somewhat above average. (Table 11)
- More than one-half of respondents rated their decision making skills and their writing skills as well above average or somewhat above average. (Table 11)
- Approximately 44 percent of respondents rated their math ability as well above average or somewhat above average. (Table 11)
- About one-half of respondents rated their ability to accept constructive criticism, their academic self-confidence, and their preparedness for college as well above average or somewhat above average. (Table 11)
- At least 44 percent of respondents rated their assertiveness and their ability to ask others for help as well above average or somewhat above average. (Table 11)
- Thirty-five percent of respondents rated their public speaking skills as well above average or somewhat above average. (Table 11)
- Four out of ten respondents rated their ability to manage stress as well above average or somewhat above average. (Table 11)
- Forty-four percent of respondents rated their ability to manage time and activities and their ability to stick with tasks as well above average or somewhat above average. (Table 11)
- Four out of ten respondents rated their ability to ask questions and get feedback from instructors as well above average or somewhat above average. (Table 11)
- Thirty-nine percent of respondents rated their ability to get started on tasks or activities as well above average or somewhat above average. (Table 11)

TABLE 11
Personal Characteristics

How would you rate your:		Well above average	Somewhat above average	Average	Somewhat below average	Well below average
	<i>N</i>	<i>Percentages</i>				
creativity.	2,996	23.0	36.4	32.1	7.7	0.7
sensitivity to the needs of others.	2,989	21.6	45.1	30.6	2.2	0.4
ability to work with others.	3,003	20.9	44.3	32.1	2.6	0.1
ability to complete tasks on time.	3,002	19.2	41.1	36.4	3.0	0.3
ability to maintain physical health and well-being.	3,002	16.7	36.3	40.6	5.8	0.6
listening skills.	2,996	16.6	41.1	37.8	4.1	0.4
ability to set goals.	3,004	16.1	38.7	40.8	4.0	0.4
leadership ability.	3,000	16.1	34.1	40.3	8.9	0.7
ability to use computers.	2,997	15.7	35.0	38.6	9.2	1.5
reading skills.	3,001	15.5	37.0	40.0	6.7	0.8
general intellectual ability.	2,997	15.3	48.1	35.6	0.8	0.2
self-motivation.	2,999	14.9	34.7	39.2	10.0	1.2
social self-confidence.	3,003	14.4	32.3	40.4	10.8	2.1
decision-making skills.	3,003	13.8	38.3	42.0	5.6	0.3
writing skills.	3,002	13.6	40.5	38.8	6.7	0.3
math ability.	2,995	13.5	30.9	38.0	14.6	3.1
ability to accept constructive criticism.	3,001	12.9	36.5	43.7	6.2	0.7
academic self-confidence.	2,996	12.0	37.9	41.9	7.3	0.9
preparedness for college.	2,984	11.4	37.2	46.1	4.8	0.5
assertiveness.	2,995	11.3	32.9	47.4	7.7	0.6
ability to ask others for help.	3,001	11.1	35.3	45.1	7.7	0.9
public speaking skills.	3,001	10.9	24.7	42.3	18.0	4.1
ability to manage stress.	3,003	10.8	29.6	44.8	12.9	2.0
ability to manage your time and activities.	3,002	10.7	33.4	47.2	8.0	0.7
ability to stick with tasks.	3,001	10.2	34.1	46.6	8.5	0.6
ability to ask questions and get feedback from instructors.	3,004	8.9	30.6	49.8	10.1	0.7
ability to get started on tasks or activities.	2,999	8.3	30.8	47.8	12.0	1.1

Anticipating the Need for Help

- One-third of respondents anticipated needing help in an academic area. (Table 12)
- More than one-fourth of respondents anticipated needing help in a career or vocational area. (Table 12)
- Thirteen percent of respondents anticipated needing help getting involved in campus activities. (Table 12)
- One out of ten respondents anticipated needing help in a physical or health area. (Table 12)
- Nine percent of respondents anticipated needing help in a social area. (Table 12)
- Approximately eight percent of respondents anticipated needing help in a personal or emotional area. (Table 12)

TABLE 12
Areas Students Anticipate Needing Help

At this time, do you anticipate needing help in any of the following areas?				
		Yes	Unsure	No
	<i>N</i>	<i>Percentages</i>		
Academic	3,003	32.8	44.5	22.6
Career / Vocational	3,000	27.6	39.1	33.3
Getting involved in campus activities	2,993	13.0	33.5	53.4
Physical / Health	2,993	10.0	24.6	65.5
Social	2,999	8.9	23.3	67.8
Personal / Emotional	2,997	8.1	27.4	64.5

ACADEMIC GOALS, ASPIRATIONS, AND EXPECTATIONS

Summary One-fourth of respondents indicated that their long term educational goal was to complete a Bachelor's degree. Thirty-six percent reported they planned to complete a Master's degree and twelve percent planned to complete a Ph.D., M.D. or other professional degree.

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

Approximately 90 percent of respondents reported they thought they would make overall grades of A or B. Four out of ten respondents indicated that they expected to make A's in English composition and speech.

Almost six out of ten 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 36 percent of respondents.

Eighty-five percent of respondents indicated that they expected to graduate from Ball State. Two percent reported that they expected to transfer to another university.

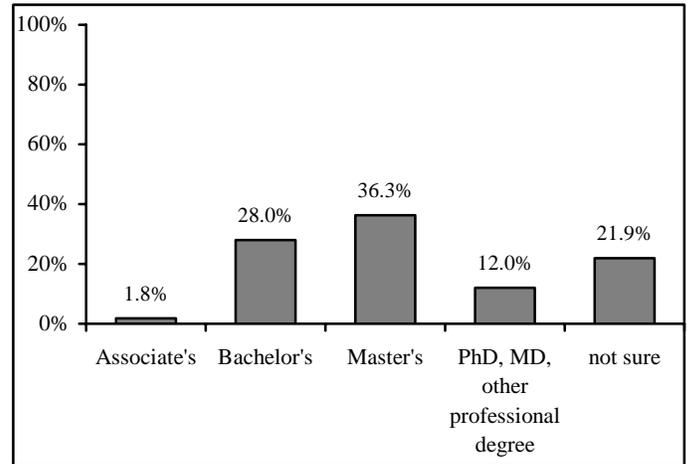
Eight out of ten respondents reported that gaining knowledge and skills for a profession was a very important educational goal. Approximately 72 percent of respondents indicated gaining knowledge and skills in an academic field was a very important educational goal.

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, 28 percent of respondents reported they planned to

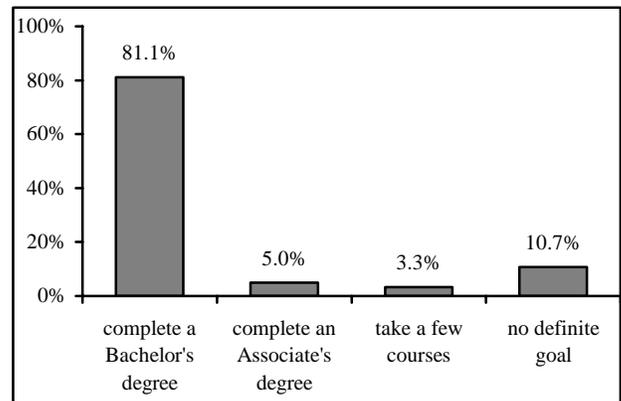
complete a Bachelor's degree. Thirty-six percent of respondents reported they planned to complete a Master's degree. Twelve percent reported they planned to complete a Ph.D., M.D., or other professional degree. (Figure 12)

Figure 12
Long Term Educational Goal



- When asked about their immediate educational goal, 81 percent of respondents reported they planned to complete a Bachelor's degree. (Figure 13)

Figure 13
Current Educational Goal



- One-fourth of respondents indicated that they thought they would make A's overall. Six out of ten respondents reported that they thought they would make B's overall. Five percent of respondents reported they thought they would make C's overall. (Table 13)
- Four out of ten respondents reported that they thought they would make an A in English composition. Approximately 49 percent thought they would make a B in English composition. (Table 13)
- Approximately 31 percent of respondents indicated that they thought they would make an A in history. Forty-seven percent of respondents reported they thought they would make a B in history. (Table 13)
- Thirty-seven percent of respondents reported that they thought they would make an A in math. Four out of ten reported that they thought they would make a B in math. (Table 13)
- Approximately 28 percent of respondents indicated that they thought they would make an A in science. Forty-seven percent indicated that they thought they would make a B in science. (Table 13)
- One-third of respondents reported that they thought they would make an A in speech. Thirty-eight percent reported that they thought they would make a B in speech. (Table 13)

TABLE 13
Grades Expected During Freshman Year

During your freshman year, what grades do you think you will make?	<i>N</i>	A	B	C	Below C	Don't Know
		<i>Percentages</i>				
Overall	2,976	27.5	62.6	5.3	0.0	4.7
English composition	2,977	39.5	49.3	6.8	0.1	4.4
History	2,953	31.0	47.3	9.6	0.5	11.6
Math	2,950	37.1	39.8	12.2	1.2	9.7
Science	2,930	28.0	47.0	11.2	0.4	13.3
Speech	2,896	33.4	37.8	7.5	0.3	21.1

- Six out of ten respondents reported they were absolutely certain they would finish their degree. (Table 14)
- Of those respondents who reported a reason for not completing a degree, one-fourth indicated that college cost would be the most likely reason. (Table 14)
- Of those respondents who reported a reason for not completing a degree, fifteen percent reported the most likely reason would be the acceptance of a job and another fifteen percent reported it would be the inability to keep up with the academic workload. (Table 14)
- Seven out of ten respondents indicated that they expected to graduate from Ball State. (Table 15)
- Seventy percent of respondents reported they did not expect to transfer to another university. Similarly, 71 percent of respondents indicated they did not expect to graduate from another university. (Table 15)
- Six percent of respondents reported they might drop out of college temporarily, and two percent indicated they might drop out of college permanently. (Table 15)

TABLE 14
Reasons for Not Completing Degree

	N	Percentages
I am absolutely certain I will finish my degree.	1,803	61.3
If you were not able to finish your degree, what would be the most likely cause? *		
It would cost too much.	265	24.6
To accept a job.	162	15.0
Unable to keep up with academic workload.	157	14.6
Disinterest in study.	119	11.0
Marriage.	80	7.4
Health problems.	71	6.6
Lack of academic ability.	68	6.3
Family responsibilities.	67	6.2
Insufficient reading or study skills.	39	3.6
To enter military service.	34	3.2
College is more my family's idea than mine.	15	1.4

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

TABLE 15
Plans for Continued Enrollment at Ball State

Do you expect to:		Yes	Maybe	No
	<i>N</i>	<i>Percentages</i>		
graduate from Ball State University.	2,990	70.9	24.3	4.8
transfer to another university.	2,979	5.7	24.4	69.9
graduate from another university.	2,979	5.4	23.7	70.9
drop out of college temporarily.	2,969	0.8	5.4	93.8
drop out of college permanently.	2,957	0.3	2.1	97.7

- Approximately 83 percent of respondents reported that gaining knowledge and skills for a job, career, or profession was a very important educational goal. (Table 16)
- Seventy-two percent of respondents indicated that gaining knowledge and skills in an academic field was a very important educational goal. (Table 16)
- Seven out of ten respondents reported that a very important educational goal was discovering career interests and getting a better sense of direction. (Table 16)
- Two-thirds of respondents indicated that developing independence, self-reliance, and adaptability was a very important educational goal. (Table 16)
- Gaining a broad education was a very important educational goal for 62 percent of respondents. (Table 16)
- Six out of ten respondents indicated that developing skills to help them in a career for serving others was a very important educational goal. (Table 16)
- At least 55 percent of respondents indicated very important education goals included developing skills which will help earn a high income, increasing their ability to learn on their own, and gaining a better understanding of self. (Table 16)
- One-half of respondents indicated that meeting and learning how to get along with different kinds of people was a very important educational goal. (Table 16)
- Developing leadership skills was a very important educational goal according to 48 percent of respondents. (Table 16)
- Forty-six percent of respondents indicated that very important educational goals included developing their own set of values and ethical standards, and learning to reason more effectively. (Table 16)

- Approximately 45 percent of respondents reported that developing better ways of communicating their ideas was a very important educational goal. (Table 16)
- Preparing for graduate or professional school was a very important educational goal according to 40 percent of respondents. (Table 16)
- One-third of respondents indicated that increasing their knowledge of local, national, and world problems was a very important educational goal. (Table 16)
- One-fourth of respondents reported that very important educational goals included developing a better appreciation for art, music, drama, and literature and gaining an understanding of science and technology. (Table 16)
- When asked about their most important educational goal, almost one-fourth of 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 17 percent of 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.	<i>N</i>	Very Important	Somewhat Important	Not Important
		<i>Percentages</i>		
Gain knowledge and skills for a job, career, or profession.	2,938	83.0	15.9	1.1
Gain knowledge and skills in an academic field.	2,972	72.3	26.0	1.7
Discover my career interests and get a better sense of direction.	2,949	70.3	25.6	4.1
Develop independence, self-reliance, and adaptability.	2,974	67.9	29.1	3.0
Gain a broad education.	2,983	62.1	34.7	3.2
Develop skills which will help me in a career for serving others.	2,978	59.9	35.3	4.8
Develop skills which will help me earn a high income.	2,970	57.4	35.0	7.6
Increase my ability to learn on my own.	2,987	57.0	39.3	3.7
Gain a better understanding of myself.	2,962	55.5	39.3	5.1
Meet and learn how to get along with different kinds of people.	2,991	51.9	42.7	5.4
Develop leadership skills.	2,985	48.3	45.8	6.0
Develop my own set of values and ethical standards.	2,987	46.4	45.0	8.6
Learn to reason more effectively (analyze/solve problems).	2,994	46.3	49.3	4.4
Develop better ways of communicating my ideas.	2,992	44.9	51.0	4.1
Prepare for graduate or professional school.	2,968	39.6	44.4	16.1
Increase my knowledge of local, national, and world problems.	2,990	32.5	56.5	10.9
Develop a better appreciation for art, music, drama, and literature.	2,987	26.7	47.1	26.2
Gain an understanding of science and technology.	2,973	25.6	56.5	17.9

TABLE 17
Most Important Educational Goal

	N	Percentages
Gain knowledge and skills for a job, career, or profession.	572	23.8
Discover my career interests and get a better sense of direction.	418	17.4
Develop skills which will help me earn a high income.	216	9.0
Develop skills which will help me in a career for serving others.	192	8.0
Develop independence, self-reliance, and adaptability.	180	7.5
Gain a better understanding of myself.	157	6.5
Gain a broad education.	153	6.4
Gain knowledge and skills in an academic field.	115	4.8
Prepare for graduate or professional school.	92	3.8
Meet and learn how to get along with different kinds of people.	56	2.3
Develop better ways of communicating my ideas.	44	1.8
Develop a better appreciation for art, music, drama, and literature.	41	1.7
Increase my ability to learn on my own.	40	1.7
Develop my own set of values and ethical standards.	39	1.6
Develop leadership skills.	36	1.5
Learn to reason more effectively (analyze/solve problems).	22	0.9
Gain an understanding of science and technology.	20	0.8
Increase my knowledge of local, national, and world problems.	12	0.5

CAREER AND ACADEMIC PLANNING

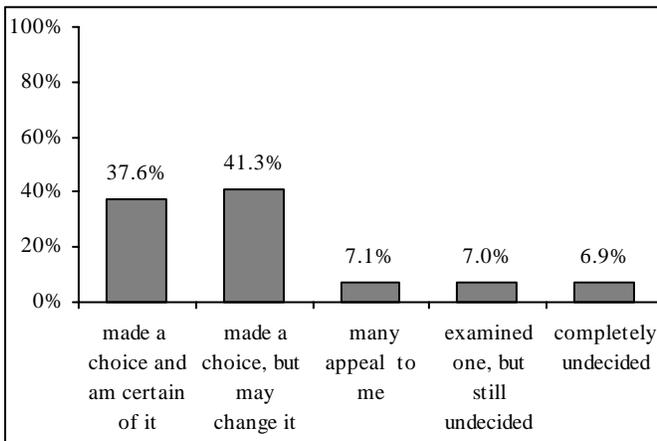
Summary Thirty-eight percent of respondents reported they had chosen a major and were certain of it. Another four out of ten respondents reported they had chosen a major, but may change it.

Ninety-six percent of respondents agreed they will choose or have chosen a major because of interest in the subject matter.

Three out of ten respondents reported they had made a career choice and were certain of it. Another 36 percent reported they had made a career choice, but may change it.

-
- Thirty-eight percent of respondents reported they had chosen a major and were certain of it. Four out of ten reported they had made a choice, but may change it. Twenty-one percent of respondents were uncertain about their major. (Figure 14)

Figure 14
Decision on Academic Major



- Two-thirds of respondents strongly agreed that they will choose or have chosen their major because of interest in the subject matter. Another 28 percent agreed. (Table 18)
- Thirty-six percent of respondents strongly agreed they will choose or have chosen their major because of the meaningful contribution they can make to society. Approximately 38 percent agreed. (Table 18)
- One-third of respondents strongly agreed they will choose or have chosen their major because of the confidence they can succeed. One-half agreed. (Table 18)
- Three-fourths of respondents strongly agreed or agreed that they will choose or have chosen their major because of creative or innovative jobs in the field or familiarity with the subject. (Table 18)
- At least seven out of ten respondents strongly agreed or agreed they will choose or have chosen their major because of work or life experience or the availability of jobs in the field. (Table 18)
- Two-thirds of respondents strongly agreed or agreed they will choose or have chosen their major because of highly respected career positions in the field. (Table 18)

- Fifty-four percent of respondents strongly agreed or agreed they will choose or have chosen their major because of high salaries in the field. (Table 18)
- Six out of ten respondents strongly agreed or agreed they will choose or have chosen their major because of the challenge. (Table 18)
- Seventeen percent of respondents strongly agreed they will choose or have chosen their major because of an instructor's influence or encouragement. One-third agreed. (Table 18)
- Approximately 56 percent of respondents strongly agreed or agreed they will choose or have chosen their major because of the courses they have taken. (Table 18)
- Four out of ten respondents strongly agreed or agreed they will choose or have chosen their major because of family advice. (Table 18)
- More than one-fourth of respondents strongly agreed or agreed they will choose or have chosen their major because of an advisor's help or career counseling or assessment. (Table 18)
- Approximately 21 percent of respondents strongly agreed or agreed that they will choose or have chosen their major because of friends majoring or working in the field. (Table 18)
- Three out of ten respondents reported they had chosen a career and were certain of it. Approximately 36 percent of respondents reported they had made a choice about their career, but may change it. (Figure 15)

Figure 15
Decision on Career Choice

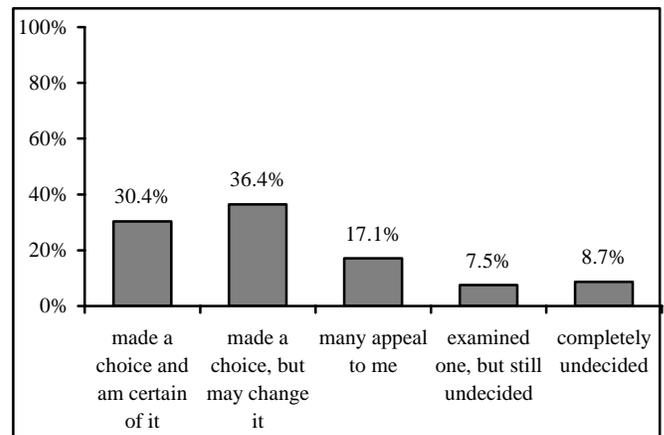


TABLE 18
Reasons for Choosing Major

I will choose (have chosen) my major because of...	<i>N</i>	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
		<i>Percentages</i>				
interest in the subject matter.	2,995	68.4	27.6	3.5	0.3	0.1
the meaningful contribution I can make to society.	2,989	36.0	37.6	19.9	5.3	1.1
confidence that I can succeed.	2,989	33.7	48.8	14.3	2.4	0.9
creative/innovative jobs in the field.	2,991	29.8	44.7	20.6	4.3	0.7
familiarity with the subject.	2,991	29.5	47.9	16.5	5.5	0.6
work/life experience.	2,975	26.5	44.0	20.2	7.6	1.7
availability of jobs in the field.	2,992	26.3	47.6	17.2	7.4	1.6
highly respected career positions in the field.	2,989	26.3	39.6	22.5	9.7	1.9
high salaries in the field.	2,990	24.0	30.4	19.4	19.1	7.1
the challenge.	2,994	20.1	39.1	25.2	13.1	2.5
an instructor's influence or encouragement.	2,991	16.9	33.0	26.6	19.8	3.7
the courses I have taken.	2,992	16.4	39.5	25.9	15.2	3.0
family advice.	2,988	9.0	31.4	29.2	24.4	6.0
an advisor's help.	2,986	7.2	21.8	35.3	28.7	6.9
career counseling/assessment.	2,989	6.7	21.1	33.6	29.9	8.7
friends who are majoring or working in this field.	2,988	6.1	15.2	23.1	42.2	13.4

LIFE GOALS

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

- Eighty-eight percent of respondents indicated that having strong friendships was a very important life goal. (Table 19)
- Approximately 88 percent of respondents reported that succeeding in work was a very important life goal. (Table 19)
- Eight out of ten respondents reported that being committed to a life partner was a very important life goal. (Table 19)
- Seventy-nine percent of respondents indicated that a very important life goal was health and wellness. (Table 19)
- Having interesting things to do was a very important life goal according to 72 percent of respondents. (Table 19)
- Seven out of ten respondents reported that raising a family was a very important life goal. (Table 19)
- Two-thirds of respondents reported that being independent was a very important life goal. (Table 19)
- Approximately 63 percent of respondents reported that meeting interesting people was a very important life goal. (Table 19)
- Almost six out of ten respondents indicated that continuing to learn were very important life goals. (Table 19)
- Fifty-four percent of respondents reported that having broad intellectual interests and making a meaningful contribution to society were very important life goals. (Table 19)
- Being a leader was a very important life goal according to 40 percent of respondents. (Table 19)
- Twenty-three percent of respondents indicated that having lots of money was a very important life goal. (Table 19)
- Two out of ten respondents reported that geographic mobility was a very important life goal. (Table 19)

TABLE 19
Life Goals

		Very Important	Somewhat Important	Not Important
	<i>N</i>	<i>Percentages</i>		
Having strong friendships.	3,004	88.2	11.1	0.8
Succeeding in work.	3,005	87.6	11.8	0.6
Being committed to a life partner.	3,005	82.7	14.9	2.4
Health and wellness.	3,000	78.5	20.2	1.3
Having interesting things to do.	3,004	72.1	26.5	1.4
Raising a family.	3,004	71.7	22.7	5.6
Being independent.	3,004	66.4	30.0	3.6
Meeting interesting people.	3,006	63.2	34.4	2.4
Continuing to learn.	3,005	58.8	38.0	3.2
Having broad intellectual interests.	3,004	54.4	42.0	3.6
Making meaningful contribution to society.	3,005	53.8	41.0	5.3
Being a leader.	3,005	39.6	50.0	10.4
Having lots of money.	3,006	22.6	54.9	22.5
Geographic mobility.	3,001	20.1	57.5	22.4

SIGNIFICANT DIFFERENCES IN RESPONSES BY SEX

Summary Female and male response patterns were compared to examine sex differences. Approximately 1,866 females and 1,153 males responded to the survey. The response rates for females and males were significantly different at 84 percent and 74 percent, respectively.

Female respondents were significantly more likely than male respondents to indicate that the following reasons were very important in their choice to attend Ball State: the specific reputation of a major or program of interest, the availability of specific course or program options, the size of Ball State, Ball State's reputation for good teaching, the cost of tuition and fees, the location, the fact that graduates get good jobs, the availability of financial aid, the fact that faculty are available to students, the reputation of academic support services, being able to identify with fellow students, the advice of a counselor or teacher, the advice of a Ball State student, family who wanted them to go, and accessibility for disabled students.

A significantly higher percentage of female respondents than male respondents reported that their family's reaction to their enrollment at Ball State was very supportive.

Of those employed or seeking employment, female respondents were significantly more likely than male respondents to indicate that the primary purpose of employment was to help pay for college. Male respondents were more likely to indicate that earning spending money was the primary purpose.

Of residence hall respondents, female respondents were significantly more likely than male respondents to strongly agree or

agree that they were respectful of residence hall facilities, they understood residence hall policies, they could study in their room, and they had developed ground rules with their roommate.

Female respondents were significantly more likely than male respondents to indicate that they expected to participate very often or often in outside class study sessions, student organizations or clubs, religious activities, student performances, and community or campus service. Significantly higher percentages of male respondents reported that they expected to participate very often or often in intramural or recreational sports and Ball State intercollegiate athletics.

Female respondents were significantly more likely than male respondents to agree that they were attending all of their classes, they felt comfortable interacting with students of different ethnic and cultural backgrounds, they had someone at Ball State to talk to if they ran into problems, they were satisfied with their courses for the semester, and they were managing their time well. Male respondents were significantly more likely to agree that they felt they were adjusting well to Ball State, they felt that they fit in well at Ball State, and they felt safe on campus.

Female respondents were significantly more likely than male respondents to rate their sensitivity to others, their ability to work with others, and their reading skills as above average.

Male respondents were significantly more likely than female respondents to rate themselves as above average in creativity, general intellectual ability,

decisions making skills, ability to maintain physical health and well-being, preparedness for college, ability to accept constructive criticism, academic self-confidence, ability to use computers, math ability, ability to ask questions and get feedback from instructors, ability to manage stress, and public speaking skills.

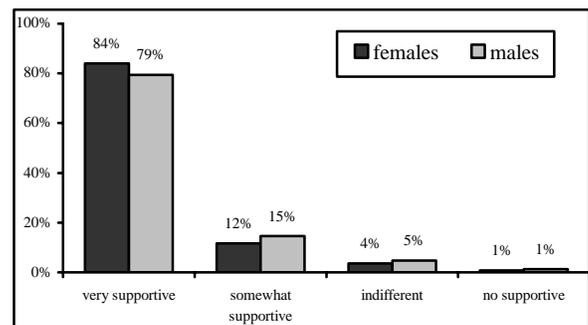
Female respondents were significantly more likely than male respondents to indicate that they had chosen a major and were certain of it. They were also more likely to report they had chosen a career and were certain of it.

-
- One-half of female respondents had a high school percentile rank of 75 or higher. In significant contrast, only 34 percent of male respondents had a high school percentile rank of at least 75. (Table 20)
 - Male respondents were significantly more likely than female respondents to have SAT math scores of at least 500 (71% of males compared to 54% of females). (Table 20)
 - Female respondents were significantly more likely than male respondents to indicate that the following reasons were very important in their choice to attend Ball State: the specific reputation of a major or program of interest, the availability of specific courses or program options, the size of Ball State, Ball State's reputation for good teaching, the cost of tuition and fees, the location, the fact that graduates get good jobs, the availability of financial aid, the fact

that faculty are available to students, the reputation of academic support services, being able to identify with fellow students, the advice of a counselor or teacher, the advice of a Ball State student, family who wanted them to go, and accessibility for disabled students. (Table 21)

- A significantly higher percentage of male respondents than female respondents indicated that very important reasons for choosing to attend Ball State were Ball State's emphasis on computer technology and not being able to go to their first choice college. (Table 21)
- Female respondents were significantly more likely than male respondents to indicate that their family was very supportive to their enrolling at Ball State (84% of females compared to 79% of males). (Figure 16)

Figure 16
What's Your Family's Reaction to Your Enrolling at BSU? by Sex*



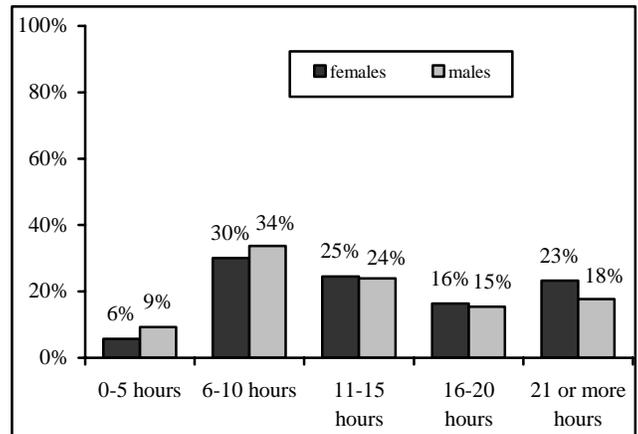
* Significant differences exist between female and male respondents on this item. (p<.05)

- Of those who were employed or planning to be employed, 47 percent of female respondents reported that their primary reason for employment was to

earn spending money and 39 percent reported it was to help pay for college. In significant contrast, 58 percent of male respondents indicated their primary reason for employment was to earn spending money and 30 percent indicated it was to help pay for college. (Table 22)

- A significantly higher percentage of female respondents than male respondents reported that they planned to study more than ten hours per week (64% of females compared to 57% of males). (Figure 17)

Figure 17
Study Hours per Week
by Sex*



* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 20
Significant Differences in Demographic Characteristics by Sex

	Females	Males
	<i>Percentages</i>	
HS Percentile Rank*		
75-100	50.2	33.9
50-74	33.8	42.9
25-49	15.1	21.2
Lowest thru 24	0.8	2.0
SAT Math*		
700 and above	0.9	2.6
600-699	13.5	20.9
500-599	39.7	47.7
400-499	40.4	26.4
Below 400	5.5	2.4

* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 21
Significant Differences in Reasons to Attend Ball State by Sex

	Females	Males
How important was each reason in your choice to attend here?	<i>Percentages responding very important</i>	
Specific reputation of a major or program of interest.*	66.9	53.6
Availability of specific courses or program options.*	60.0	46.9
Ball State is the right size.*	56.9	41.5
Ball State's reputation for good teaching.*	49.9	30.3
Cost of tuition and fees.*	48.3	37.1
Location.*	48.1	36.1
Ball State graduates get good jobs.*	46.3	34.8
Availability of financial aid (loan, scholarship, or grant).*	41.9	29.5
Faculty are available to students.*	40.6	27.1
Reputation of academic support services.*	29.2	18.6
Can identify with fellow students.*	24.2	18.8
Advice of counselor, teacher, etc.*	22.1	17.2
Advice of Ball State student.*	21.2	15.2
Family wanted me to go.*	16.9	12.0
Ball State's emphasis on computer technology.*	11.8	18.3
Not able to go to college of first choice.*	9.4	11.7
Accessible for disabled students.*	7.7	5.1

* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 22
Primary Purpose for Employment by Sex*

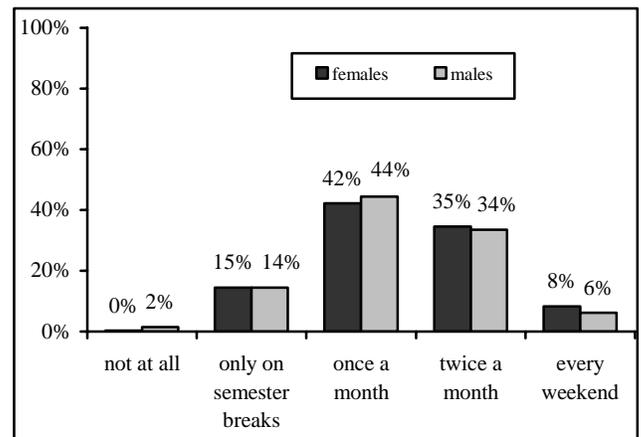
	Females	Males
	<i>Percentages</i>	
To earn "spending" money (clothes, food, gas, etc.)	47.4	58.2
To help pay for my college education (tuition, books, etc.)	39.2	30.3
To take care of personal or family obligations	9.0	6.7
To gain job experience related to my anticipated major	2.2	1.9
To gain general job experience	1.4	1.2
To have something to do	0.8	1.7

* Significant differences exist between female and male respondents on this item. (p<.05)

- Of residence hall respondents, female respondents were significantly more likely than male respondents to strongly agree or agree that they were respectful of residence hall facilities, they understood residence hall policies, they could study in their room, and they had developed ground rules with their roommate. (Table 23)
- Of residence hall respondents, significantly higher percentages of female respondents than male respondents reported that they planned to very often or often participate in floor and hall meetings, participate in hall activities on the weekends, help organize or plan an event in the halls, or attend educational programs in their hall. (Table 24)

- Of residence hall respondents, female respondents were significantly more likely than male respondents to indicate that they expected to leave campus at least twice a month (43% of females compared to 40% of males). (Figure 18)

Figure 18
Frequency of Leaving Campus for the Weekend by Sex*



* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 23
Significant Differences in Residence Hall Experiences by Sex*

	Females	Males
	<i>Percentages strongly agreeing or agreeing</i>	
I am respectful of residence hall facilities.**	98.8	95.5
I understand residence hall policies.**	97.3	94.1
I can study in my room.**	87.9	81.9
I have developed ground rules with my roommate for our room.**	80.2	66.8

* Percentages are of those living on campus.

** Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 24
Significant Differences in Residence Hall Participation by Sex*

	Females	Males
	<i>Percentages responding very often or often</i>	
Participate in floor and hall meetings.**	82.9	71.5
Participate in hall activities on weekends.**	44.2	36.7
Help organize or plan an event in the hall.**	25.5	14.5
Attend educational programs in my hall.**	17.1	12.6

* Percentages are of those living on campus.

** Significant differences exist between female and male respondents on this item. (p<.05)

- Female respondents were significantly more likely than male respondents to indicate that they expected to participate very often or often in outside class study sessions, student organizations or clubs, religious activities, student performances, and community or campus service. (Table 25)
- Significantly higher percentages of male respondents than female respondents reported that they expected to participate very often or often in intramural or recreational sports and Ball State intercollegiate athletic. (Table 25)
- Significantly higher percentages of female respondents than male respondents indicated that they expected to participate very often or often in discussions with others about issues related to campus life and a group in which people talk about personal problems. (Table 25)
- Male respondents were significantly more likely than female respondents to indicate that they expected to very often or often participate in discussions about current affairs and world issues and in a non-traditional student association. (Table 25)
- Sixty-three percent of male respondents reported that they expected to attend athletic events very often or often. In significant contrast, 57 percent of female respondents reported the same. (Table 26)
- Significantly higher percentages of female respondents than male respondents reported that they expected to very often or often attend other campus entertainment, student performances, and cultural, ethnic or international programs. (Table 26)

TABLE 25
Significant Differences in Expected Participation in Extra-Curricular Activities by Sex

	Females	Males
	<i>Percentages responding very often or often</i>	
Outside class study sessions.*	47.4	33.8
Student organizations or clubs.*	30.2	21.0
Religious activities.*	29.5	22.9
Student performances (plays, concerts, art shows, etc.). *	26.9	19.5
Community / campus service.*	22.2	10.7
Intramural / recreational sports.*	21.8	43.4
Ball State intercollegiate athletics.*	15.8	26.5
Discussions with others about issues related to campus life.*	14.7	11.7
A group in which people talk about personal problems.*	11.1	8.1
Discussions about current affairs and world issues with others.*	10.9	15.7
Non-traditional student association.*	4.7	7.1

* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 26
Significant Differences in Expected Attendance at Extra-Curricular Activities by Sex

	Females	Males
	<i>Percentages responding very often or often</i>	
Athletic events.*	56.7	63.1
Other campus entertainment (films, dances, shows, etc.).*	46.0	31.0
Student performances (plays, concerts, exhibits, etc.).*	44.9	27.1
Cultural, ethnic or international programs.*	11.3	7.5

* Significant differences exist between female and male respondents on this item. (p<.05)

- Significantly higher percentages of female respondents than male respondents strongly agreed or agreed that they were attending all of their classes, they felt comfortable interacting with students of different ethnic and cultural backgrounds, they had someone at Ball State to talk to if they ran into problems, they were satisfied with their courses for the semester, and they were managing their time well. (Table 27)

- Male respondents were significantly more likely than female respondents to strongly agree or agree that they felt they were adjusting well to Ball State and they felt that fit in well at Ball State. (Table 27)
- Seventy-three percent of female respondents and 89 percent of male respondents strongly agreed or agreed that they felt safe on campus. This difference was statistically significant. (Table 27)
- Female respondents were significantly more likely than male respondents to strongly agree or agree that they had been feeling more tense or nervous than they expected, they would rather be home than on campus, and being on their own had not been easy for them. (Table 27)
- A significantly higher percent of male respondents than female respondents strongly agreed or agreed that they felt very different from other students. (Table 27)

Table 27
Significant Differences in Adjusting to Ball State by Sex

	Females	Males
	<i>Percentages strongly agreeing or agreeing</i>	
I am attending all my classes.*	96.2	90.6
I feel comfortable interacting with students of different ethnic/cultural backgrounds.*	92.4	86.4
I feel that I am adjusting well to BSU.*	86.0	89.9
I have someone at Ball State to talk to if I run into problems.*	83.5	76.5
I feel that I fit in well at Ball State.*	80.2	84.2
I am satisfied with my courses for this semester.*	80.2	76.4
I feel safe on campus.*	72.7	88.7
I am managing my time well.*	65.7	60.8
I have been feeling more tense or nervous than I expected.*	23.2	17.4
I feel very different from other students.*	16.6	21.0
I would rather be home than on campus.*	16.5	13.5
Being on my own has not been easy for me.*	15.9	12.4

* Significant differences exist between female and male respondents on this item. (p<.05)

- Female respondents were significantly more likely than male respondents to rate their sensitivity to others and their ability to work with others as well above average or somewhat above average. (Table 28)

- Significantly higher percentages of male respondents than female respondents rated their creativity and their general intellectual ability as well above average or somewhat above average. (Table 28)
- Fifty-five percent of female respondents rated their reading skills as well above average or somewhat above average. In significant contrast, only 48 percent of male respondents rated their reading skills similarly. (Table 28)
- Male respondents were significantly more likely than female respondents to rate themselves as well above average or somewhat above average in decisions making skills, ability to maintain physical health and well-being, preparedness for college, ability to accept constructive criticism, academic self-confidence, ability to use computers, math ability, ability to ask questions and get feedback from instructors, ability to manage stress, and public speaking skills. (Table 28)

TABLE 28
Significant Differences in Personal Characteristics by Sex*

	Females	Males
	<i>Percentages rating themselves well above average or somewhat above average</i>	
sensitivity to the needs of others.*	70.2	61.3
ability to work with others.*	66.8	62.6
creativity.*	57.7	62.2
general intellectual ability.*	57.1	73.7
reading skills.*	55.3	47.9
decision-making skills.*	48.3	58.3
ability to maintain physical health and well-being.*	48.1	61.1
preparedness for college.*	46.1	52.5
ability to accept constructive criticism.*	45.9	55.2
academic self-confidence.*	45.4	57.1
ability to use computers.*	41.4	65.8
Math ability.*	39.3	52.5
ability to ask questions and get feedback from instructors.*	38.0	42.0
ability to manage stress.*	32.7	52.9
public speaking skills.*	32.4	40.8

* Significant differences exist between female and male respondents on this item. (p<.05)

- Female respondents were significantly more likely than male respondents to indicate that they expected to receive an A in English composition (43% of females compared to 33% of males). (Table 29)
- Significantly higher percentages of male respondents than female respondents reported that they expected to receive A's in history, math, and science. (Table 29)
- Female respondents were significantly more likely than male respondents to report that they anticipated needing help in the following areas: academic, getting involved in campus activities, physical or health, and personal or emotional. (Table 30)

TABLE 29
Expected Grades by Sex*

	Females	Males
	<i>Percentages indicating they expected A's</i>	
Overall	27.5	27.4
English composition*	43.3	33.3
History*	28.0	35.8
Math*	34.8	40.7
Science*	25.1	32.8
Speech	34.1	32.1

* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 30
Significant Differences in Anticipating Needing Help by Sex*

	Females	Males
At this time, do you anticipate needing help in any of the following areas?	<i>Percentages indicating yes</i>	
Academic*	35.8	28.1
Getting involved in campus activities*	14.4	10.8
Physical / Health*	12.2	6.3
Personal / Emotional*	10.4	4.4

* Significant differences exist between female and male respondents on this item. (p<.05)

- Five percent of female respondents and nine percent of male respondents indicated that they might drop out temporarily. One percent of female respondents and four percent of male respondents reported that they might drop out permanently. These differences were statistically significant. (Table 31)
- Significantly higher percentages of female respondents than male respondents indicated that the following educational goals were very important: gaining knowledge and skills for a job, career, or profession; gaining knowledge and skills in an academic field; discovering career interests and getting a better sense of direction; developing independence, self-reliance, and adaptability; gaining a broad education; developing skills which will help in a career for serving others; gaining a better understanding of themselves; increasing their ability to learn on their own; and meeting and learning how to get along with different kinds of people. (Table 32)
- Male respondents were significantly more likely than female respondents to report that developing skills which will help to earn a high income was a very important educational goal. (Table 32)
- Female respondents were significantly more likely than male respondents to report that developing their own set of values and ethical standards, developing leadership skills, learning to reason more effectively, developing better ways of communicating their ideas, and preparing for graduate or professional school were very important educational goals. (Table 32)
- Gaining an understanding of science and technology was a very important educational goal according to 24 percent of female respondents and 29 percent of male respondents. This difference was statistically significant. (Table 32)

TABLE 31
Significant Differences in Plans for Continued Enrollment by Sex*

	Females	Males
Do you expect to:	<i>Percentages indicating yes or maybe</i>	
Drop out temporarily	4.8	8.5
Drop out permanently	1.2	4.2

* Significant differences exist between female and male respondents on this item. (p<.05)

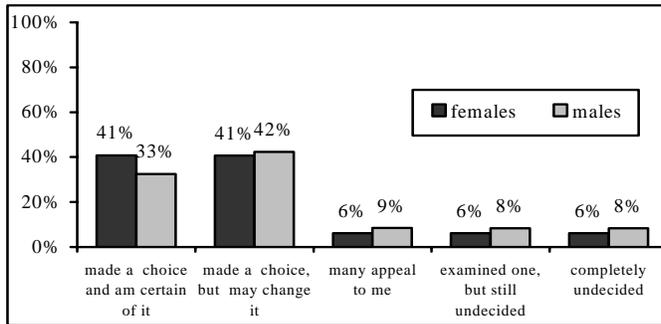
TABLE 32
Significant Differences in Educational Goals by Sex

	Females	Males
	<i>Percentages reporting very important</i>	
Gain knowledge and skills for a job, career, or profession.*	86.5	77.2
Gain knowledge and skills in an academic field.*	76.4	65.6
Discover my career interests and get a better sense of direction.*	74.5	63.5
Develop independence, self-reliance, and adaptability.*	74.3	57.4
Gain a broad education.*	67.7	53.0
Develop skills which will help me in a career for serving others.*	67.3	47.8
Gain a better understanding of myself.*	62.8	43.7
Increase my ability to learn on my own.*	60.0	52.3
Meet and learn how to get along with different kinds of people.*	57.4	42.8
Develop skills which will help me earn a high income.*	55.8	60.2
Develop my own set of values and ethical standards.*	51.6	37.8
Develop leadership skills.*	51.5	43.0
Learn to reason more effectively (analyze/solve problems).*	48.3	43.2
Develop better ways of communicating my ideas.*	47.1	41.4
Prepare for graduate or professional school.*	41.7	36.1
Gain an understanding of science and technology.*	23.5	28.8

* Significant differences exist between female and male respondents on this item. (p<.05)

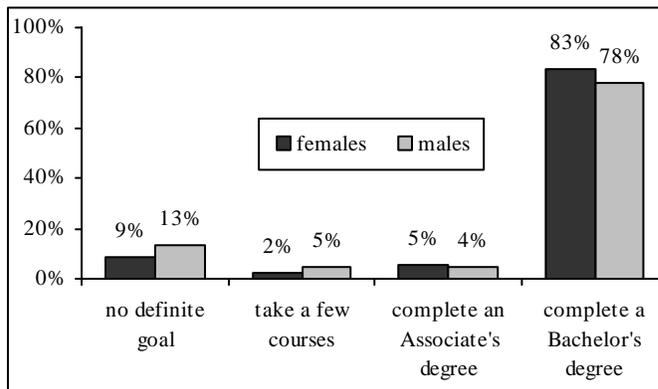
- Four out of ten female respondents indicated that they had made a choice about their academic major and were certain of it. In significant contrast, only 33 percent of male respondents indicated they had made a choice and were certain about it. (Figure 19)
- Female respondents were significantly more likely than male respondents to report that their immediate educational goal was to complete a Bachelor's degree (83% of females compared to 78% of males). (Figure 20)
- A significantly higher percentage of female respondents than male respondents reported that they had made a choice about their career and were certain of it (34% of females compared to 24% of males). (Figure 21)

Figure 19
Decision on Academic Major by Sex*



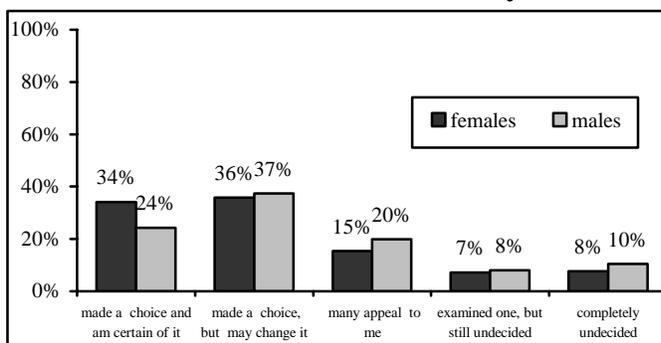
* Significant differences exist between female and male respondents on this item. (p<.05)

Figure 20
Current Educational Goal by Sex*



* Significant differences exist between female and male respondents on this item. (p<.05)

Figure 21
Decision on Career Choice by Sex*



* Significant differences exist between female and male respondents on this item. (p<.05)

- Female respondents were significantly more likely than male respondents to strongly agree or agree that they will choose or have chosen their major because of interest in the subject matter, confidence they can succeed, the meaningful contribution they can make to society, creative or innovative jobs in the field, work or life experience, an instructor's influence or encouragement, family advice, or an advisor's help. (Table 33)

- Significantly higher percentage of male respondents than female respondents strongly agreed or agreed that they will choose or have chosen their major because of high salaries in the field or friends who are majoring or working in the field. (Table 33)

- Significantly higher percentages of female respondents than male respondents reported that the following were very important life goals: having strong friendships, succeeding in work, being committed to a life partner, health and wellness, raising a family, being independent, meeting interesting people, continuing to learn, and making a meaningful contribution to society. (Table 34)

- Male respondents were significantly more likely than female respondents to report that geographic mobility and having lots of money were very important life goals. (Table 34)

TABLE 33
Significant Differences in Reasons for Choosing Major by Sex

	Females	Males
I will choose (have chosen) my major because of...	<i>Percentages strongly agreeing or agreeing</i>	
interest in the subject matter.*	97.8	93.2
confidence that I can succeed.*	83.6	80.6
the meaningful contribution I can make to society.*	79.3	64.4
creative/innovative jobs in the field.*	76.3	71.5
work/life experience.*	73.5	65.6
an instructor's influence or encouragement.*	53.4	44.3
high salaries in the field.*	49.6	62.1
family advice.*	43.0	36.3
an advisor's help.*	30.9	26.2
friends who are majoring or working in this field.*	18.5	25.7

* Significant differences exist between female and male respondents on this item. (p<.05)

TABLE 34
Significant Differences in Life Goals by Sex

	Females	Males
	<i>Percentages indicating very important</i>	
Having strong friendships.*	91.0	83.6
Succeeding in work.*	88.8	85.7
Being committed to a life partner.*	85.2	78.7
Health and wellness.*	81.1	74.3
Raising a family.*	74.1	67.9
Being independent.*	69.1	62.0
Meeting interesting people.*	66.0	58.7
Continuing to learn.*	62.2	53.4
Making meaningful contribution to society.*	58.2	46.5
Geographic mobility.*	18.2	23.2
Having lots of money.*	17.0	31.7

* Significant differences exist between female and male respondents on this item. (p<.05)

SIGNIFICANT DIFFERENCES IN RESPONSES BY YEAR

Summary This section compares 2002 MAP results with the 2001 MAP results. In 2002, 3,772 students received the MAP survey and 3,019 freshmen participated. The overall response rate in 2002 was 80 percent. Similarly, in 2001, 3,555 students received the MAP survey and 2,847 freshmen participated. Thus, the overall response rate in 2001 was 80 percent.

Respondents in 2002 were significantly less likely than respondents in 2001 to indicate they planned to study at least 16 hours per week.

Among residence hall respondents, 2002 respondents were significantly more likely than 2001 respondents to strongly agree or agree that they felt residence hall staff were helpful. But 2002 respondents were less likely to report that they planned to participate in hall government very often or often.

This year's respondents were significantly more likely than 2001 respondents to report that they expected to attend campus lectures very often or often. They were less likely to indicate that they expected to participate in student performances of leadership roles very often or often.

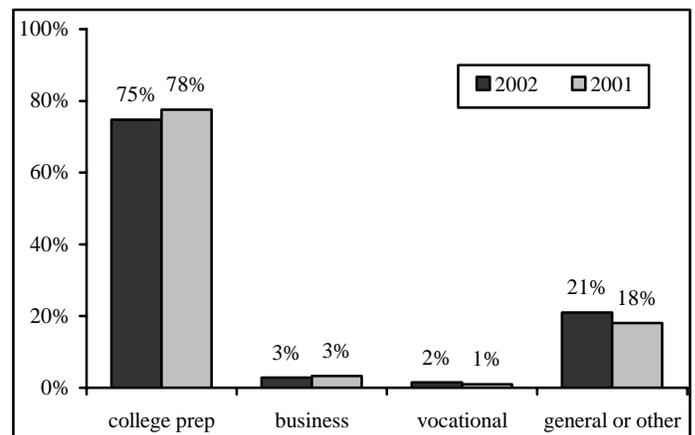
Respondents in 2002 were significantly more likely than respondents in 2001 to report that the following were very important educational goals: gaining knowledge and skills for a job, career, or profession; and, gaining knowledge and skills in an academic field.

Significantly higher percentages of 2002 respondents than 2001 respondents indicated that having strong friendships

and being independent were very important life goals.

- Fourteen percent of 2002 respondents and 16 percent of 2001 respondents had SAT verbal scores of at least 600. This difference was statistically significant. (Table 35)
- A significantly higher percentage of 2001 respondents than 2002 respondents reported that their program of study in high school was college prep (78% in 2001 compared to 75% in 2002). (Figure 22)

Figure 22
Program of Study in High School By Year*



** Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

- Respondents in 2002 were significantly more likely than respondents in 2001 to indicate that the reputation of academic support services was a very important reason to attend Ball State (25% in 2002 compared to 22% in 2001).

TABLE 35
Significant Differences in Demographic Characteristics by Year

	2002	2001
	<i>Percentages</i>	
SAT Verbal*		
700 and above	1.1	1.9
600-699	12.4	14.2
500-599	44.9	42.7
400-499	36.9	36.8
Below 400	4.8	4.4

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

- A significantly lower percentage of 2002 respondents than 2001 respondents reported that they planned to study at least 16 hours per week (37% in 2002 compared to 42% in 2001). (Table 36)
- Of respondents who were employed or who planned to be employed, 2001 respondents were significantly more likely than 2002 respondents to indicate that their primary purpose for employment was to earn spending money (57% in 2001 compared to 51% in 2002). Respondents in 2002 were significantly more likely to report that their primary purpose for employment was to help pay for their college education (35% in 2002 compared to 31% in 2001). (Table 37)

TABLE 36
Study Hours by Year

	2002	2001
	<i>Percentages</i>	
Hours per week you plan to study out-of-class*		
21 or more hours	21.2	23.2
16-20 hours	16.0	18.6
11-15 hours	24.3	24.8
6-10 hours	31.5	28.5
0-5 hours	7.1	4.8

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

TABLE 37
Primary Purpose of Employment by Year

	2002	2001
If working or planning to work, primary purpose for employment*	<i>Percentages</i>	
To help pay for my college education (tuition, books, etc.)	35.8	31.3
To earn “spending” money (clothes, food, gas, etc.)	51.4	57.4
To take care of personal or family obligations	8.2	8.1
To gain job experience related to my anticipated major	2.1	2.0
To gain general job experience	1.3	0.7
To have something to do	1.2	0.5

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

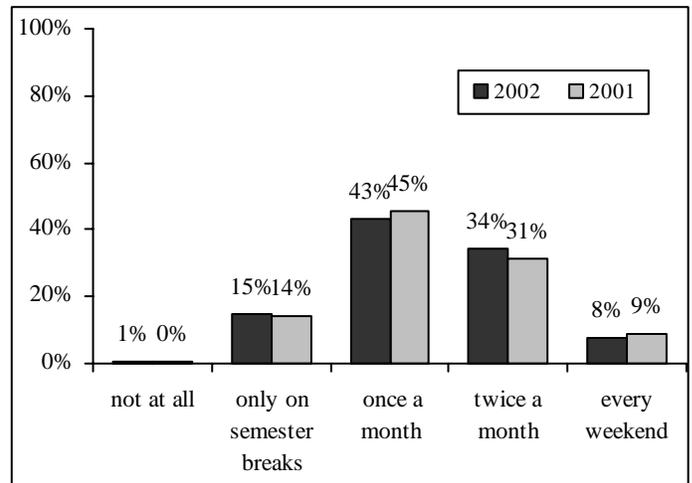
- A significantly higher percentage of 2002 residence hall respondents than 2001 residence hall respondents strongly agreed or agreed that they felt residence hall staff were helpful (91% in 2002 compared to 89% in 2001). (Table 38)

indicated that they expected to leave campus for the weekend every weekend, 31 percent indicated twice a month, and 45 percent indicated once a month. (Figure 23)

- Residence hall respondents in 2002 were significantly less likely than residence hall respondents in 2001 to report that they expected to participate in hall government very often or often (12% in 2002 compared to 15% in 2001). (Table 38)
- Eight percent of residence hall respondents in 2002 indicated that they expected to leave campus for the weekend every weekend, 34 percent indicated twice a month, and 43 percent indicated once a month. In significant contrast, nine percent of residence hall respondents in 2001

Figure 23

How often do you expect to leave campus



for the weekend? By Year*

* * Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

- Respondents in 2002 were significantly more likely than respondents in 2001 to indicate that they expected to attend campus lectures very often or often (17% in 2002 compared to 14% in 2001). (Table 39)
- Significantly lower percentages of 2002 respondents than 2001 respondents reported that they expected to participate in student performances or leadership roles. (Table 39)

TABLE 38
Significant Differences in Experiences and Involvement in Residence Halls by Year

	2002	2001
	<i>Percentages</i>	
I feel that the residence hall staff are helpful.*		
Strongly agree or agree	90.8	88.9
In my residence hall, I expect or plan to participate in hall government.*		
Very often or often	11.6	14.6

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

TABLE 39
Significant Differences in Involvement in Extra-Curricular Activities by Year

	2002	2001
	<i>Percentages indicating very often or often</i>	
During my first year at Ball State, I expect or plan to attend:		
Campus lectures*	16.8	14.4
During my first year at Ball State, I expect or plan to participate in:		
Student performances (plays, concerts, art shows, etc.)*	24.1	26.8
A leadership role*	18.5	20.6

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

- Respondents in 2002 were significantly less likely than respondents in 2001 to strongly agree or agree that they had someone at Ball State to talk to if they ran into problems (81% in 2002 compared to 83% in 2001). (Table 40)
- A significantly lower percentage of 2002 respondents than 2001 respondents strongly agreed or agreed that they felt safe on campus (79% in 2002 compared to 81% in 2003). (Table 40)
- Seventy-three percent of 2002 respondents and 76 percent of 2001 respondents strongly agreed or agreed that they would feel comfortable asking their instructors for help if needed. This difference was statistically significant. (Table 40)
- Twenty-one percent of 2002 respondents strongly agreed or agreed that they had been feeling more tense or nervous than they expected. In significant contrast, 19 percent of 2001 respondents strongly agree or agreed. (Table 40)
- Respondents in 2002 were significantly less likely than respondents in 2001 to rate their ability to work with others, their ability to set goals, their decision-making skills and their assertiveness as well above average or above average. (Table 41)
- A significantly higher percentage of 2001 respondents than 2002 respondents indicated that they expected to make an A in math (37% in 2001 compared to 34% in 2002).
- Thirty-three percent of 2002 respondents reported that they anticipated needing academic help. In significant contrast, only 30 percent of 2001 respondents reported the same.

TABLE 40
Significant Differences in Adjustment by Year

	2002	2001
	<i>Percentages strongly agreeing or agreeing</i>	
I have someone at Ball State to talk to if I run into problems.*	80.9	83.2
I feel safe on campus.*	78.8	81.3
I would feel comfortable asking my instructors for help if needed.*	72.9	75.6
I have been feeling more tense or nervous than I	21.0	18.8

expected.*

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

TABLE 41
Significant Differences in Personal Characteristics by Year

	2002	2001
	<i>Percentages rating themselves well above average or above average</i>	
ability to work with others.*	65.2	68.1
ability to set goals.*	54.8	58.0
decision-making skills.*	52.1	55.1
assertiveness.*	44.2	46.9

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

- Two percent of 2002 respondents and three percent of 2001 respondents indicated that they either expected to drop out temporarily or that they might drop out temporarily. This difference was statistically significant.
- Respondents in 2002 were significantly more likely than respondents in 2001 to report that very important educational goals included gaining knowledge and skills for a job, career, or profession and gaining knowledge and skills in an academic field. (Table 42)
- Significantly lower percentages of 2002 respondents than 2001 respondents strongly agree or agreed that they will choose or have chosen their major because of work and life experiences or because of the challenge. (Table 43)
- Respondents in 2002 were significantly more likely than respondents in 2001 to indicate that having strong friendships and being independent were very important life goals. (Table 44)

TABLE 42
Significant Differences in Educational Goals by Year

	2002	2001
	<i>Percentages indicating very important</i>	
Gain knowledge and skills for a job, career, or profession.*	83.0	80.8
Gain knowledge and skills in an academic field.*	72.3	69.6

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

TABLE 43
Significant Differences in Reasons for Choosing Major by Year

	2002	2001
I will choose (have chosen) my major because of...	<i>Percentages strongly agreeing or agreeing</i>	
Work/life experiences.*	70.5	73.5
The challenge.*	59.2	62.4

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

TABLE 44
Significant Differences in Life Goals by Year

	2002	2001
In your opinion, how important is each of the following life goals?	<i>Percentages indicating very important</i>	
Having strong friendships*	88.2	86.2
Being independent*	66.4	61.4

* Significant differences exist between MAP 2002 respondents and MAP 2001 respondents on this item. (p<.05)

Appendix A

Current Members of the Making Achievement Possible Survey Committee

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

