

2003 MAKING ACHIEVEMENT POSSIBLE SURVEY

SUMMARY REPORT



Ball State University

Office of Academic Assessment and
Institutional Research

April 2004

AAIR No. MAP-S1-2004

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Sherry A. Woosley

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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 2003.
- In 2003, the response rate of new freshman students was 74 percent.
- Females were more likely to complete the MAP survey than males.
- Ninety-four percent of respondents indicated they were living in residence halls. Of those, three-fourths 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.
- Fifty-seven percent of respondents indicated they planned to attend athletic events very often or often.

Readiness and Preparation

- Seven out of ten respondents reported that their high school program was college preparation.
- Seventy percent of 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, and the availability of specific courses or program options.
- Eighty-five percent of respondents indicated that their family's reaction to their enrolling at BSU was very supportive.

Plans for College Involvement

- Twenty-four percent 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, one-half indicated that the primary purpose for their employment was to earn spending money.

- Six out of ten respondents reported that they planned to participate in recreational computer use very often or often.
- More than 40 percent of respondents indicated that 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. Eighty-eight percent strongly agreed or agreed they felt they were adjusting well to Ball State and they were pleased about attending Ball State.
- Two-thirds 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. Three out of ten anticipated needing help in a career or vocational area.

Academic Goals, Aspirations, and Expectations

- One-half 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.
- Sixty-three percent of 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

- Forty-two percent of respondents reported they had made a choice about their academic major and were certain of it. Another 39 percent reported they had made a decision about their academic major, but may change it.
- One-third of 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 succeeding in work, having strong friendships, and being committed to a life partner as very important life goals.

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INTRODUCTION

Making Achievement Possible (MAP) is a freshman survey designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming freshmen during the early part of their first semester. The survey was developed by the Office of Academic Assessment 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 2003 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 2003, a scannable MAP survey, reproduced in Appendix B, was sent to all matriculating freshmen. Of the 3,727 students who received the survey, 2,756 freshmen participated for an overall response rate of 74 percent.

Table 1 contains the demographic and high school academic characteristics of 2003 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 was less than 600 was greater for MAP respondents than for the total population of freshman matrics. Similarly, the proportion of students who SAT math scores were less than 500 was greater for MAP respondents than for the total population. 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 2003 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	62.5	57.4
Male	37.5	42.6

* 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	3.3	3.6
American Indian	0.2	0.3
Asian/Pacific Islander	0.5	0.5
Biracial	0.9	0.9
Caucasian	92.7	92.1
Hispanic	1.0	1.2
Unknown	1.3	1.4
SAT Verbal*		
700 and above	1.4	1.6
600-699	14.3	15.5
500-599	41.2	40.8
400-499	39.4	38.5
Below 400	3.7	3.6
SAT Math*		
700 and above	1.7	2.0
600-699	15.3	16.1
500-599	41.4	41.7
400-499	37.6	36.4
Below 400	3.9	3.9
High School Percentile Rank		
75-100	43.8	43.4
50-74	39.3	38.9
25-49	15.6	16.5
Less than 25	1.3	1.3

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

READINESS AND PREPARATION

Summary Two-thirds of respondents indicated that their program of study during high school was college preparation. More than six out of ten respondents reported that their high school had prepared them very well or well.

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.

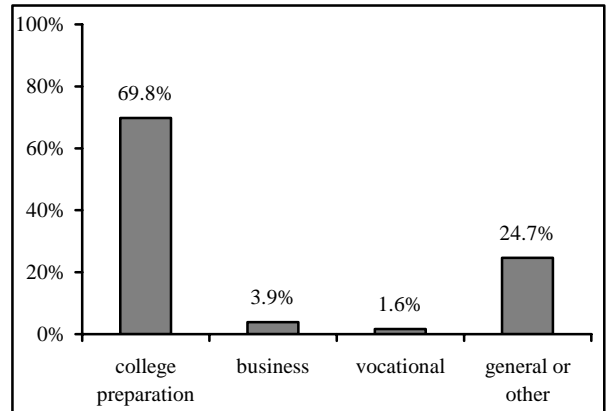
The specific reputation of a major or program of interest and the availability of specific courses or program options were very important reasons to attend Ball State according to more than 55 percent of respondents.

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

Eighty-five percent of 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.

-
- Seventy percent of respondents reported that their program of study in high school was college preparation. Twenty-five 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 43 percent indicated their high school had prepared them well. (Figure 2)
- Seventy percent of respondents ranked Ball State as their first choice college and another 25 percent ranked it as their second choice. (Figure 3)

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

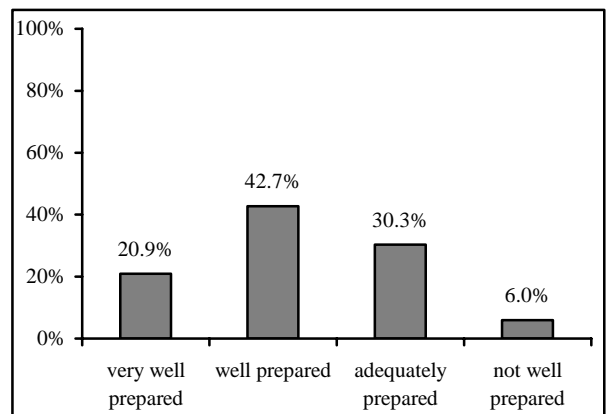
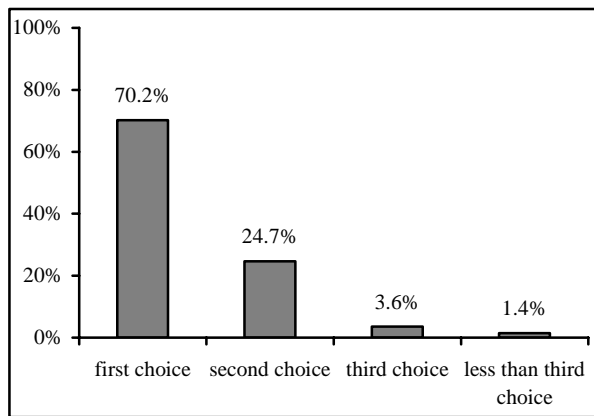
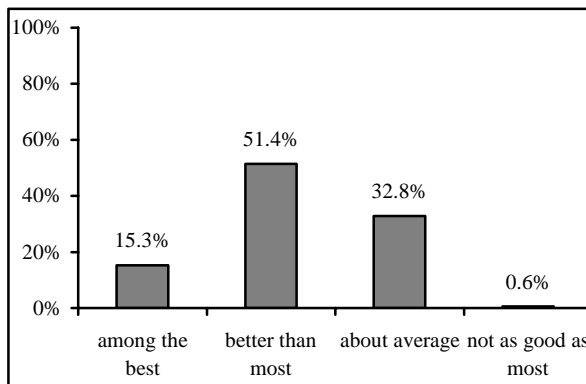


Figure 3
How Did Ball State University Rank Among Your Choices for College?



- Two-thirds of 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?



- Sixty-three percent of 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 58 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)

- About one-half of respondents indicated that a very important reason to attend Ball State was because Ball State is the right size. (Table 2)
- Forty-one percent of respondents reported that a very important reason to attend Ball State was Ball State's reputation for good teaching. (Table 2)
- Location was a very important reason to attend Ball State according to 41 percent of respondents. (Table 2)
- Approximately 41 percent of respondents indicated a very important reason to attend Ball State was that Ball State graduates get good jobs. (Table 2)
- Four out of ten respondents reported that the cost of tuition and fees was a very important reason to attend Ball State. (Table 2)
- The availability of financial aid was a very important reason to attend Ball State according to 36 percent of respondents. (Table 2)
- One-third 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 23 percent of respondents. (Table 2)
- Nineteen percent of 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)
- At least 17 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)
 - At least one out of ten respondents reported that very important reasons to attend Ball State included Ball State’s emphasis on computer technology, family who wanted them to attend, and the recruitment efforts of Ball State. (Table 2)

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.	63.3	26.3	10.4
Availability of specific courses or program options.	57.6	33.5	8.9
Ball State is the right size.	48.8	40.1	11.2
Ball State's reputation for good teaching.	41.4	42.2	16.4
Location.	41.1	46.4	12.5
Ball State graduates get good jobs.	40.3	43.5	16.2
Cost of tuition and fees.	40.2	46.1	13.6
Availability of financial aid (loan, scholarship, or grant).	36.1	37.6	26.3
Faculty are available to students.	33.2	48.4	18.5
Reputation of academic support services.	22.9	50.3	26.8
Can identify with fellow students.	19.2	53.7	27.1
Advice of counselor, teacher, etc.	19.1	45.0	36.0
Advice of Ball State student.	17.7	49.0	33.3
Friends attending Ball State.	17.2	46.1	36.7
Ball State's emphasis on computer technology.	14.6	47.2	38.2
Family wanted me to go.	14.1	43.5	42.4
Recruitment efforts of Ball State.	10.1	37.4	52.5
Not able to go to college of first choice.	8.3	18.0	73.8
Accessible for disabled students.	7.1	18.0	74.9
Recommended by employer.	6.1	19.4	74.5
Freshman Connections Program.	4.8	28.7	66.4

- When asked about their most important reason to attend Ball State, one-third of respondents chose the specific reputation of a major or program of interest. (Table 3)
- Approximately 11 percent of respondents indicated that their most important reason to attend Ball State was location. (Table 3).

TABLE 3
Most Important Reason to Attend Ball State

	<i>Percentages</i>
Specific reputation of a major or program of interest.	34.0
Location.	11.4
Availability of specific courses or program options.	8.5
Ball State is the right size.	8.2
Cost of tuition and fees.	7.5
Availability of financial aid (loan, scholarship, or grant).	6.3
Friends attending Ball State.	4.0
Ball State's reputation for good teaching.	3.8
Ball State graduates get good jobs.	3.2
Family wanted me to go.	2.9
Not able to go to college of first choice.	2.4
Advice of counselor, teacher, etc.	1.6
Recruitment efforts of Ball State.	1.3
Advice of Ball State student.	1.2
Faculty are available to students.	1.0
Can identify with fellow students.	0.7
Reputation of academic support services.	0.6
Ball State's emphasis on computer technology.	0.5
Accessible for disabled students.	0.4
Freshman Connections Program.	0.3
Recommended by employer.	0.1

- Eighty-five percent of respondents reported that their families were very supportive of their decision to enroll at Ball State. Eleven percent indicated that their family’s reaction was somewhat supportive. (Table 4)
- Approximately 59 percent of respondents indicated that their mother had attended college. Forty percent of respondents indicated that their mother had not attended college. (Table 4)
- Approximately 56 percent of respondents reported that their father had attended college. Forty-two 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	84.5
Somewhat supportive	11.0
Indifferent	3.5
Not supportive	0.7
Very unsupportive	0.3
Did your mother attend college?	
Yes	58.5
No	40.4
Don’t know	1.2
Did your father attend college?	
Yes	55.9
No	42.1
Don’t know	2.0

PLANS FOR COLLEGE INVOLVEMENT

Summary Forty-three percent of respondents reported that they planned to study 16 or more out-of-class hours per week. Thirty-two 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. Fifty percent of those who were employed or seeking employment indicated the primary purpose of their employment was to earn spending money. The other frequently cited reason for employment was to help pay for their college education.

Ninety-four percent of respondents reported they were currently living in the residence halls. Of those, three-fourths reported they would very often or often participate in floor and hall meetings.

At least 95 percent of residence hall respondents indicated they were respectful of residence hall facilities and they understood residence hall policies.

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.

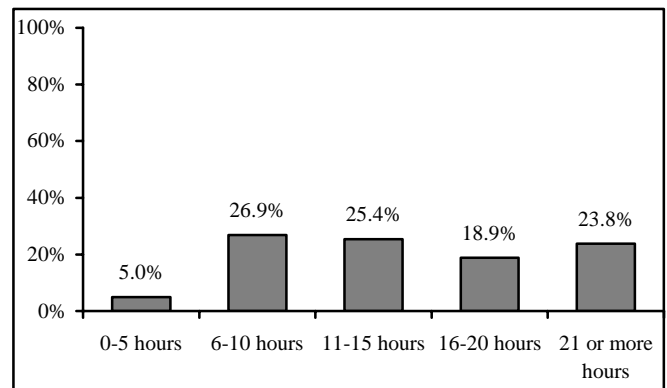
Six out of ten respondents indicated that they planned to participate in recreational computer use very often or often. At least 25 percent of respondents reported that they planned to participate

very often or often in independent study or research, religious activities, outside class study sessions, intramural and recreational sports, and student organizations or clubs.

Study and Employment

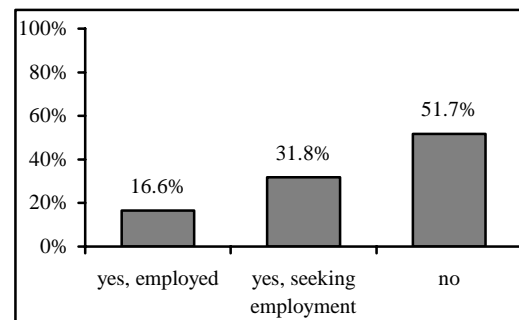
- Approximately 24 percent of respondents reported they planned to study 21 or more out-of-class hours per week. Nineteen percent reported they planned to study between 16 and 20 hours per week. The majority of respondents reported they planned to study between 6 and 15 hours per week. (Figure 5)

Figure 5
Study Hours Per Week



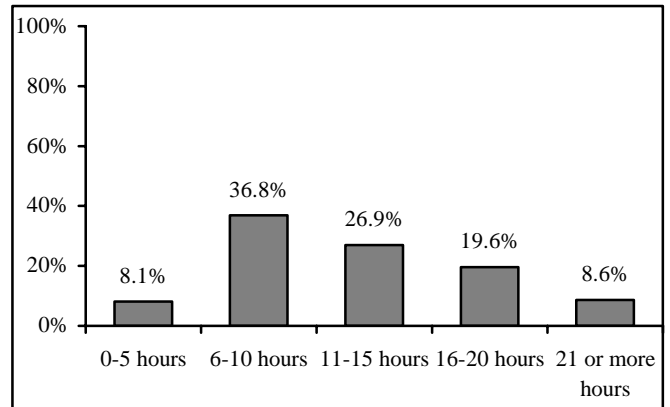
- The majority of respondents indicated that they did not plan to be employed during their first semester at Ball State. (Figure 6)

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 20 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, 50 percent indicated their primary reason for employment was to earn spending money. Thirty-nine 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 94 percent of respondents indicated they were currently living in a residence hall. Six percent reported they were living off-campus. (Figure 8)

Figure 8
Where Are You Currently Living?

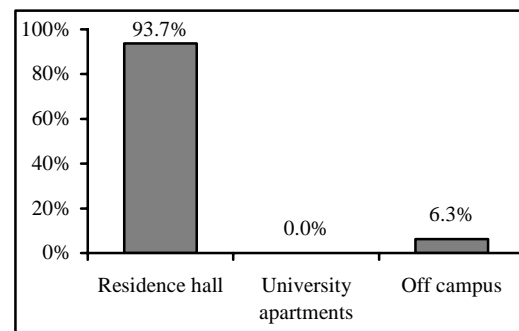


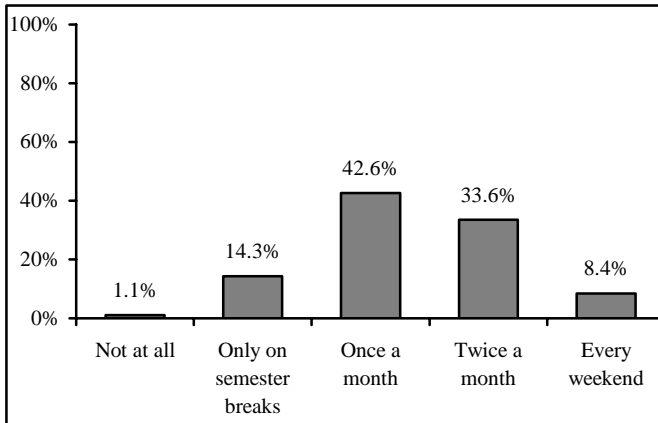
TABLE 5
Primary Purpose for Employment*

	<i>Percentages</i>
To earn “spending” money (clothes, food, gas, etc.)	49.8
To help pay for my college education (tuition, books, etc.)	39.0
To take care of personal or family obligations	6.6
To gain job experience related to my anticipated major	2.5
To gain general job experience	1.0
To have something to do	1.0

*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 24 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)
- Nine out of ten respondents strongly agreed or agreed that they felt residence hall staff were helpful. (Table 7)
- At least 84 percent of residence hall respondents strongly agreed or agreed that they had made friends in their residence hall, they could study in their room, and they were please with their experiences in the residence halls. (Table 7)
- Seven out of ten residence hall respondents strongly agreed or agreed that they had developed ground rules with their roommates for their rooms. (Table 7)
- Approximately 76 percent of residence hall respondents strongly agreed or agreed 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.	2,547	37.8	39.9	17.1	3.8	1.4
Participate in hall activities on weekends.	2,545	10.8	30.3	39.8	14.2	4.9
Help organize or plan an event in the hall.	2,550	6.5	17.6	39.6	26.0	10.2
Participate in hall government.	2,545	5.1	8.9	23.9	32.4	29.7
Attend educational programs in my hall.	2,543	2.9	13.1	42.2	29.7	12.2

* Percentages are of those living on campus.

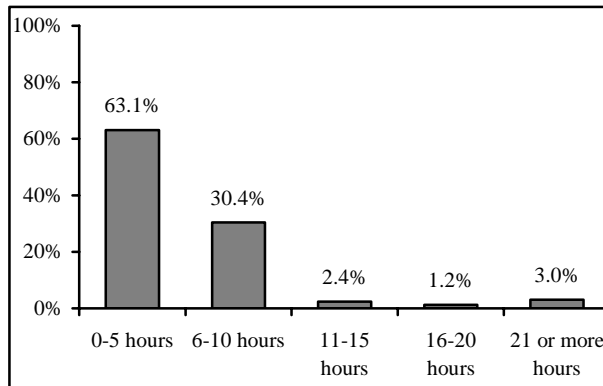
TABLE 7
Residence Hall Attitudes and Experiences *

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	<i>N</i>	<i>Percentages</i>				
I am respectful of residence hall facilities.	2,551	62.5	35.0	2.2	0.2	0.1
My roommate and I have a good relationship.	2,551	52.5	34.7	9.2	2.3	1.3
I understand residence hall policies.	2,551	49.9	46.2	3.4	0.4	0.1
I feel that the residence hall staff are helpful.	2,550	40.8	51.0	6.9	0.8	0.4
I have made friends in my residence hall.	2,550	38.6	46.0	9.9	4.3	1.2
I can study in my room.	2,551	36.2	49.6	9.4	3.8	1.0
I am pleased with my experiences in the residence halls.	2,550	29.9	55.1	12.3	2.2	0.5
I have developed ground rules with my roommate for our room.	2,551	29.9	42.7	19.6	6.1	1.6
I am satisfied with the social activities on my floor/in my hall.	2,549	25.1	51.0	19.1	4.1	0.7

* Percentages are of those living on campus.

- Of the respondents living off-campus, 63 percent of respondents reported they would commute five hours or less per week. Thirty percent reported they would commute between six and ten hours per week. (Figure 10)

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



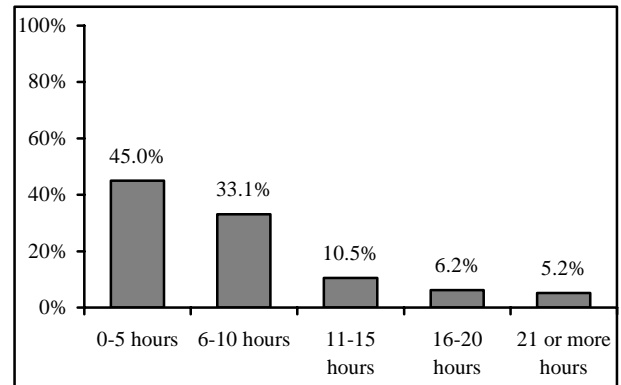
* Percentages are of those living off campus.

Campus Activities

- Forty-five percent of respondents reported that they planned to participate in student activities five hours or less per week. (Figure 11)
- Approximately 57 percent of respondents indicated that they planned to attend athletic events very often or often. (Table 8)
- Four out of ten respondents reported they planned to attend student performances and to attend other campus entertainment very often or often. (Table 8)
- Approximately 19 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-five percent of respondents indicated they planned to participate in outside class study sessions very often or often. (Table 9)
- One-fourth of respondents reported they planned to participate in student performances very often or often. (Table 9)

- Three out of ten respondents indicated that they planned to participate in intramural or recreational sports very often or often. (Table 9)
- One-third of respondents reported that they expected to participate in student organizations or clubs very often or often. (Table 9)
- Sixteen percent of respondents indicated that they expected to participate in social fraternities or sororities 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)
- Fifty-six percent of respondents indicated they planned to participate very often, often, or sometimes in community or campus service. (Table 9)
- One-half of respondents reported they planned to participate in a leadership role very often, often, or sometimes. (Table 9)
- Fifty-six 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)
- Approximately 42 percent of respondents indicated they planned to participate very often, often, or sometimes in discussions about current affairs and world issues. (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)
- 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-seven percent of respondents indicated that they planned to participate in student, faculty, or other campus government very often, often, or sometimes. (Table 9)
- Three out of ten 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.	2,722	23.7	33.7	29.6	10.0	3.0
Student performances (plays, concerts, exhibits, etc.).	2,710	12.7	26.5	40.5	17.0	3.2
Other campus entertainment (films, dances, shows, etc.).	2,721	10.0	31.1	42.4	13.7	2.7
Campus lectures.	2,718	5.8	13.1	45.6	30.8	4.6
Cultural, ethnic or international programs.	2,719	2.6	7.4	26.7	41.6	21.7

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.).	2,723	28.1	30.6	24.3	10.7	6.4
Independent study and research.	2,720	14.9	26.6	30.9	18.1	9.5
Religious activities.	2,722	11.7	15.9	25.8	23.2	23.4
Outside class study sessions.	2,720	10.7	34.1	43.0	10.7	1.6
Student performances (plays, concerts, art shows, etc.).	2,720	10.0	14.5	28.2	22.0	25.3
Intramural / recreational sports.	2,716	8.9	20.1	30.3	22.6	18.0
Student organizations or clubs.	2,717	8.7	23.8	39.4	18.6	9.5
Social fraternities or sororities.	2,720	8.2	8.2	15.3	20.4	47.9
Ball State intercollegiate athletics.	2,720	7.6	12.5	22.3	21.4	36.3
Community / campus service.	2,720	6.4	15.3	34.7	29.7	13.9
A leadership role.	2,719	6.3	15.3	30.6	29.5	18.3
Discussions with students whose beliefs or values are different.	2,718	6.1	15.5	34.8	29.9	13.8
Discussions about current affairs and world issues with others.	2,716	3.4	9.4	28.8	36.0	22.5
Discussions with others about issues related to campus life.	2,716	2.9	12.6	33.1	33.3	18.1
A group in which people talk about personal problems.	2,717	2.4	7.8	23.0	36.7	30.1
Student, faculty, or other campus government.	2,723	2.4	6.2	18.3	34.2	38.9
Non-traditional student association.	2,701	1.6	5.1	22.2	35.7	35.4

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 pleased about attending Ball State, they were making friends at Ball State, and they felt comfortable interacting with students of different ethnic or cultural backgrounds.

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. Three out of ten respondents anticipated needing career or vocational help.

Adjusting to Ball State

- Sixty-five percent of respondents strongly agreed they were attending all their classes. Thirty percent agreed. (Table 10)
- Approximately 88 percent of respondents strongly agreed or agreed that they felt they were adjusting well to Ball State and that they were pleased about attending Ball State. (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)
- 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 that they felt they fit in well at Ball State. (Table 10)
- About three-fourths of respondents strongly agreed or agreed that they were satisfied with their social lives at Ball State. (Table 10)
- Eighty percent of respondents strongly agreed or agreed that they were satisfied with their courses for the semester. (Table 10)
- Two out of ten respondents strongly agreed they would feel comfortable asking their instructors for help if needed. Fifty-five percent agreed. (Table 10)
- Nineteen percent of respondents strongly agreed they felt safe on campus. Sixty-three 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)
- More than one-half of respondents strongly agreed or agreed they were involved in campus activities. (Table 10)
- Two-thirds of respondents strongly agreed or agreed they were managing their time well and they were adjusting to college study demands. (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)
- About two out of ten 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)
- More than one-fourth of respondents strongly agreed or agreed that they were feeling anxious about making decisions. (Table 10)
- Sixteen percent of respondents strongly agreed or agreed that being on their own had not been easy for them and 12 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.	2,733	64.5	30.1	4.1	1.0	0.3
I feel that I am adjusting well to BSU.	2,739	39.2	48.6	9.5	2.3	0.5
I am pleased about attending Ball State University.	2,733	37.6	50.3	9.9	1.7	0.5
I have someone at Ball State to talk to if I run into problems	2,713	36.6	43.9	13.0	5.2	1.3
I am making friends at BSU.	2,737	36.1	50.6	9.8	2.8	0.7
I feel comfortable interacting with students of different ethnic/cultural backgrounds.	2,729	35.6	53.2	8.5	1.8	1.0
I feel that I fit in well at Ball State.	2,738	31.8	48.7	15.8	2.9	0.7
I am satisfied with my social life at BSU.	2,734	28.5	44.9	18.9	6.2	1.5
I am satisfied with my courses for this semester.	2,735	22.7	57.2	15.8	3.5	0.8
I would feel comfortable asking my instructors for help if needed.	2,729	21.2	55.0	18.1	5.2	0.6
I feel safe on campus.	2,727	19.4	62.5	15.5	2.2	0.4
I am satisfied with my academic life at Ball State.	2,725	18.2	55.6	21.2	4.3	0.7
I am involved in campus activities.	2,730	13.6	39.7	30.0	14.1	2.6
I am managing my time well.	2,729	11.7	54.9	26.9	5.6	1.0
I am adjusting to college study demands.	2,727	11.6	55.1	24.4	7.7	1.2

**TABLE 10 (cont'd)
Adjusting to Ball State**

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	<i>N</i>	<i>Percentages</i>				
Most BSU students have values and attitudes similar to mine.	2,733	9.2	49.2	32.0	7.2	2.4
I would rather be home than on campus.	2,730	4.9	10.3	21.3	37.8	25.8
I have been feeling more tense or nervous than I expected.	2,729	4.8	17.0	19.8	45.1	13.3
I feel very different from other students.	2,728	4.8	14.4	23.9	44.1	12.8
I am feeling anxious about making decisions.	2,727	4.7	23.5	30.7	33.2	7.9
Being on my own has not been easy for me.	2,709	4.0	12.1	16.4	46.0	21.6
I expect to have a much harder time than other students at BSU.	2,712	2.9	9.4	22.1	48.7	16.9

Student Self-Ratings

- About two-thirds of respondents rated sensitivity to the needs of others as well above average or somewhat above average. (Table 11)
- Fifty-eight percent of respondents rated their creativity as well above average or somewhat above average. (Table 11)
- Approximately 65 percent of respondents rated their ability to work with others as well above average or somewhat above average. (Table 11)
- More than six out of ten respondents rated their ability to complete tasks on time as well above average or somewhat above average. (Table 11)
- Fifty-nine percent of respondents rated their ability to set goals as well above average or somewhat above average. (Table 11)
- Approximately 54 percent of respondents rated their ability to maintain physical health and well-being as well above average or somewhat above average. (Table 11)
- More than one-half of respondents rated their self-motivation as well above average or somewhat above average. (Table 11).
- At least 52 percent of respondents rated their listening skills and their reading skills as well above average or somewhat above average. (Table 11)
- Five out of ten respondents rated their leadership ability as well above average or somewhat above average. (Table 11)
- Approximately 53 percent of respondents rated their ability to use computers as well above average or somewhat above average. (Table 11)

- Forty-five 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 as well above average or somewhat above average. (Table 11)
- Approximately 61 percent of respondents rated their general intellectual ability as well above average or somewhat above average. (Table 11)
- One half of respondents rated their ability to accept constructive criticism, their writing skills and their preparedness for college as well above average or somewhat above average. (Table 11)
- Forty-seven percent of respondents rated their ability to ask others for help as well above average or somewhat above average.
- Approximately 43 percent of respondents rated their math ability as well above average or somewhat above average. (Table 11)
- At least 45 percent of respondents rated their ability to manage their time and activities, their assertiveness, and their academic self-confidence as well above average or somewhat above average. (Table 11)
- Forty-four percent of respondents rated their ability to ask questions and get feedback from instructors as well above average or somewhat above average. (Table 11)
- At least four out of ten respondents rated their ability to stick with tasks, their ability to manage stress, and their ability to get started on tasks or activities as well above average or somewhat above average. (Table 11)
- Thirty-four percent of respondents rated their public speaking skills 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>				
sensitivity to the needs of others.	2,730	23.3	42.2	31.2	2.9	0.4
creativity.	2,732	23.1	35.2	34.4	6.6	0.7
ability to work with others.	2,733	22.4	42.5	32.3	2.3	0.5
ability to complete tasks on time.	2,733	20.7	40.9	35.2	2.9	0.2
ability to set goals.	2,734	19.2	39.7	37.6	3.1	0.3
ability to maintain physical health and well-being.	2,731	17.5	36.5	40.0	5.1	0.9
self-motivation.	2,733	17.3	35.6	37.7	8.2	1.3
listening skills.	2,732	16.8	40.8	37.9	4.1	0.3
reading skills.	2,734	16.6	35.4	41.3	6.1	0.7
leadership ability.	2,732	16.5	36.9	37.8	7.7	1.1
ability to use computers.	2,732	16.4	36.2	37.6	8.9	1.0
social self-confidence.	2,732	14.8	30.2	41.3	11.3	2.5
decision-making skills.	2,733	14.6	39.8	39.4	5.6	0.6
general intellectual ability.	2,730	14.3	46.8	37.5	1.2	0.1
ability to accept constructive criticism.	2,728	14.3	37.0	41.9	6.2	0.5
writing skills.	2,734	13.4	38.8	41.4	5.7	0.7
preparedness for college.	2,729	13.3	35.9	45.8	4.5	0.5
ability to ask others for help.	2,733	13.1	34.3	43.9	7.6	1.0
math ability.	2,724	12.9	29.7	38.9	15.6	2.9
ability to manage your time and activities.	2,729	11.9	34.6	46.2	6.9	0.4
assertiveness.	2,728	11.9	33.6	46.6	7.1	0.7
academic self-confidence.	2,732	11.6	37.1	42.7	7.7	1.0
ability to ask questions and get feedback from instructors.	2,734	11.0	32.5	46.6	9.4	0.5
ability to stick with tasks.	2,732	10.7	33.9	46.6	8.4	0.5
ability to manage stress.	2,727	10.5	29.4	45.7	12.2	2.2
ability to get started on tasks or activities.	2,731	9.8	30.3	48.0	10.8	1.1
public speaking skills.	2,729	9.6	24.8	43.0	19.2	3.4

Anticipating the Need for Help

- One-third of respondents anticipated needing help in an academic area. (Table 12)
- Three out of ten respondents anticipated needing help in a career or vocational area. (Table 12)
- Sixteen percent of respondents anticipated needing help getting involved in campus activities. (Table 12)
- One out of ten respondents anticipated needing help in a social area. (Table 12)
- Nine percent of respondents anticipated needing help in a physical or health area. (Table 12)
- Seven 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	2,739	32.7	43.7	23.5
Career / Vocational	2,738	29.3	37.1	33.6
Getting involved in campus activities	2,734	16.4	31.8	51.8
Social	2,735	9.4	21.9	68.7
Physical / Health	2,733	9.2	24.0	66.8
Personal / Emotional	2,732	6.8	26.4	66.8

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-seven percent reported they planned to complete a Master's degree and 13 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.

Nine out of ten respondents reported they thought they would make overall grades of A or B. More than 35 percent of respondents indicated that they expected to make A's in English composition and math.

Sixty-three percent of 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 26 percent of respondents.

Seventy-one percent of respondents indicated that they expected to graduate from Ball State. Five percent reported that they expected to transfer to another university.

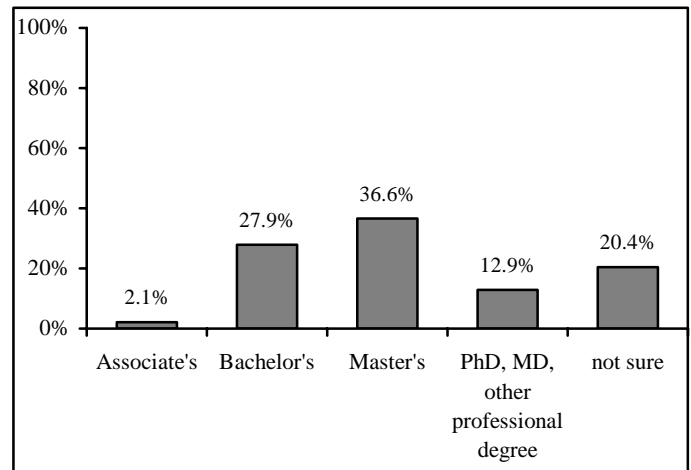
At least seven out of ten respondents reported that very important educational goals were gaining knowledge and skills for a job, career, or profession, and gaining knowledge and skills in an academic field was a very important educational goal.

Twenty-nine percent 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

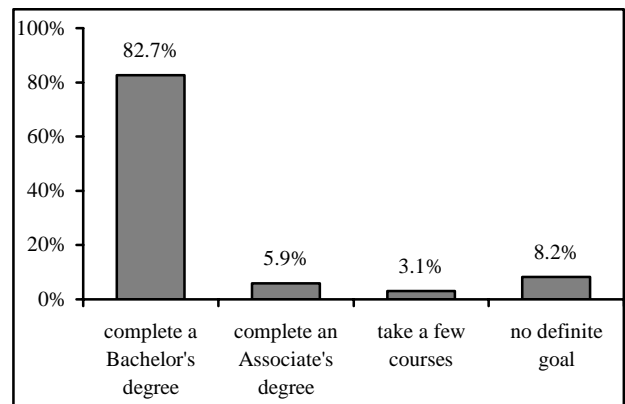
respondents reported they planned to complete a Bachelor's degree. Thirty-seven percent of respondents reported they planned to complete a Master's degree. Thirteen percent reported they planned to complete a Ph.D., M.D., or other professional degree. (Figure 12)

Figure 12
Long Term Educational Goal



- When asked about their immediate educational goal, 83 percent of respondents reported they planned to complete a Bachelor's degree. (Figure 13)

Figure 13
Current Educational Goal



- More than 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. Three percent of respondents reported they thought they would make C's overall. (Table 13)
- Approximately 38 percent of respondents reported that they thought they would make an A in English composition. Approximately 51 percent thought they would make a B in English composition. (Table 13)
- Almost one-third of respondents indicated that they thought they would make an A in history. Forty-six 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. Another 37 percent reported that they thought they would make a B in math. (Table 13)
- Three out of ten respondents indicated that they thought they would make an A in science. Forty-five 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. Four out of ten 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	2,697	28.0	62.1	3.4	0.1	6.4
English composition	2,696	38.4	50.9	5.0	0.2	5.6
History	2,679	31.5	46.1	8.8	0.4	13.1
Math	2,668	37.4	37.3	12.4	0.8	12.1
Science	2,663	30.4	44.9	9.2	0.5	15.0
Speech	2,631	33.0	39.5	6.3	0.6	20.6

- Approximately 63 percent of 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, 16 percent reported the most likely reason would be the inability to keep up with the academic workload and another 14 percent reported it would be the acceptance of a job. (Table 14)
- Seven out of ten respondents indicated that they expected to graduate from Ball State. (Table 15)
- Sixty-nine percent of respondents reported they did not expect to transfer to another university. Similarly, 70 percent of respondents indicated they did not expect to graduate from another university. (Table 15)
- Five percent of respondents reported they might drop out of college temporarily, and three 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.	1,694	62.9
If you were not able to finish your degree, what would be the most likely cause? *		
It would cost too much.	235	25.7
Unable to keep up with academic workload.	149	16.3
To accept a job.	128	14.0
Lack of academic ability.	77	8.4
Marriage.	77	8.4
Disinterest in study.	69	7.5
Health problems.	63	6.9
Family responsibilities.	56	6.1
To enter military service.	30	3.3
Insufficient reading or study skills.	25	2.7
College is more my family's idea than mine.	3	0.3

* 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.	2,718	71.3	24.8	3.9
transfer to another university.	2,703	5.0	25.7	69.3
graduate from another university.	2,696	5.3	24.9	69.8
drop out of college temporarily.	2,696	0.6	5.0	94.3
drop out of college permanently.	2,697	0.3	2.7	97.0

- 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)
- 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)
- Gaining a broad education was a very important educational goal for 61 percent of respondents. (Table 16)
- At least 54 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)
- More than 40 percent of respondents indicated that very important educational goals included developing better ways to communicate their ideas, learning to reason effectively, and developing their own set of values and ethical standards. (Table 16)

- Preparing for graduate or professional school was a very important educational goal according to 40 percent of respondents. (Table 16)
- Three out of ten respondents indicated that increasing their knowledge of local, national, and world problems was a very important educational goal. (Table 16)
- At least 24 percent of respondents reported that very important educational goals included gaining an understanding of science and technology, and developing a better appreciation for art, music, drama, and literature. (Table 16)
- When asked about their most important educational goal, more than 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 15 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.	2,657	83.1	15.8	1.1
Gain knowledge and skills in an academic field.	2,703	71.7	26.9	1.4
Discover my career interests and get a better sense of direction.	2,668	69.6	26.1	4.3
Develop independence, self-reliance, and adaptability.	2,706	68.4	28.8	2.7
Develop skills which will help me in a career for serving others.	2,703	61.5	33.6	5.0
Gain a broad education.	2,692	61.1	36.1	2.8
Develop skills which will help me earn a high income.	2,697	58.7	34.4	6.9
Increase my ability to learn on my own.	2,711	56.3	40.4	3.3
Gain a better understanding of myself.	2,699	54.6	39.6	5.7
Meet and learn how to get along with different kinds of people.	2,707	52.3	42.8	4.9
Develop leadership skills.	2,710	48.4	46.3	5.3
Develop better ways of communicating my ideas.	2,713	46.1	50.5	3.4
Learn to reason more effectively (analyze/solve problems).	2,714	45.5	49.9	4.5
Develop my own set of values and ethical standards.	2,704	44.3	47.6	8.1
Prepare for graduate or professional school.	2,698	40.2	42.9	16.9
Increase my knowledge of local, national, and world problems.	2,714	30.0	57.5	12.5
Gain an understanding of science and technology.	2,713	28.2	53.2	18.6
Develop a better appreciation for art, music, drama, and literature.	2,712	24.0	48.3	27.7

TABLE 17
Most Important Educational Goal

	N	Percentages
Gain knowledge and skills for a job, career, or profession.	633	28.9
Discover my career interests and get a better sense of direction.	325	14.9
Develop skills which will help me earn a high income.	178	8.1
Develop skills which will help me in a career for serving others.	169	6.1
Gain a broad education.	136	6.2
Develop independence, self-reliance, and adaptability.	134	6.1
Gain a better understanding of myself.	119	5.4
Gain knowledge and skills in an academic field.	118	5.4
Prepare for graduate or professional school.	96	4.4
Meet and learn how to get along with different kinds of people.	59	2.7
Increase my ability to learn on my own.	53	2.4
Develop better ways of communicating my ideas.	49	2.2
Develop leadership skills.	27	1.2
Develop my own set of values and ethical standards.	27	1.2
Develop a better appreciation for art, music, drama, and literature.	25	1.1
Learn to reason more effectively (analyze/solve problems).	18	0.8
Gain an understanding of science and technology.	15	0.7
Increase my knowledge of local, national, and world problems.	7	0.3

CAREER AND ACADEMIC PLANNING

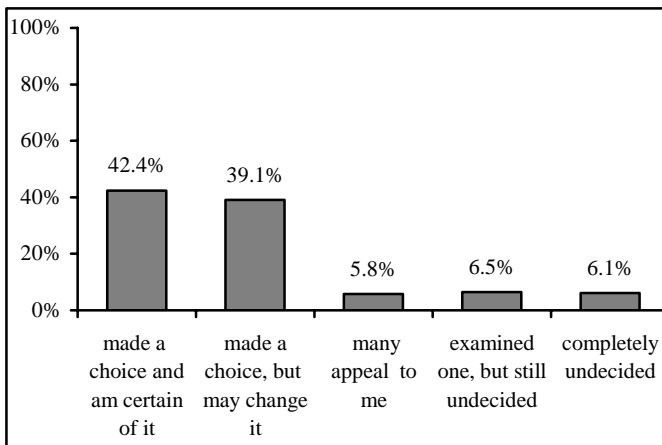
Summary Four out of ten respondents reported they had chosen a major and were certain of it. Another 39 percent of respondents reported they had chosen a major, but may change it.

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

One-third of respondents reported they had made a career choice and were certain of it. Another 35 percent reported they had made a career choice, but may change it.

-
- Forty-two 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. Eighteen percent of respondents were uncertain about their major. (Figure 14)

Figure 14
Decision on Academic Major



- Seven out of ten respondents strongly agreed that they will choose or have chosen their major because of interest in the subject matter. Another 27 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 37 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)
- Seven out of ten 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)
- Seventy-one percent of 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)
- Almost 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)
- Eighteen 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 57 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 22 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)
- One-third of respondents reported they had chosen a career and were certain of it. Approximately 35 percent of respondents reported they had made a choice about their career, but may change it. (Figure 15)

Figure 15
Decision on Career Choice

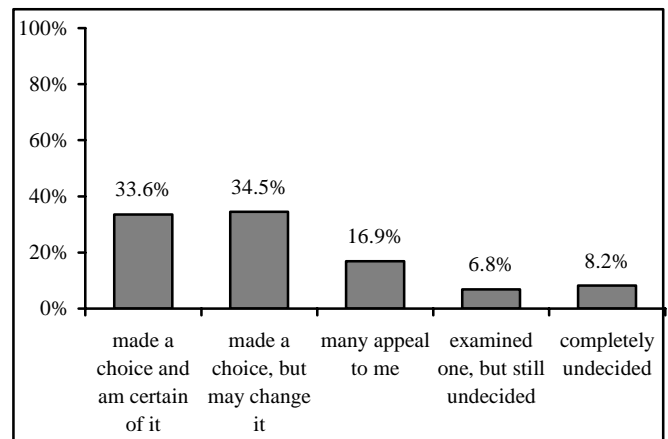


TABLE 18
Reasons for Choosing Major

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.	2,721	69.4	26.6	3.8	0.1	0.0
the meaningful contribution I can make to society.	2,713	35.5	36.9	20.4	6.0	1.2
confidence that I can succeed.	2,716	33.9	49.2	14.1	2.3	0.5
creative/innovative jobs in the field.	2,713	30.4	41.8	22.3	4.9	0.6
familiarity with the subject.	2,713	28.3	48.4	17.3	5.6	0.4
work/life experience.	2,720	27.4	43.9	18.4	8.6	1.8
availability of jobs in the field.	2,716	26.8	44.2	18.8	8.4	1.8
highly respected career positions in the field.	2,717	26.4	38.4	24.3	9.5	1.4
high salaries in the field.	2,716	24.4	29.9	18.7	20.1	6.9
the challenge.	2,714	19.8	41.0	24.9	12.3	2.0
an instructor's influence or encouragement.	2,713	18.1	33.4	26.6	19.2	2.8
the courses I have taken.	2,713	17.2	39.4	25.5	16.0	1.9
family advice.	2,713	9.0	30.0	30.9	25.2	4.9
an advisor's help.	2,718	7.3	22.3	34.6	29.5	6.3
career counseling/assessment.	2,717	7.4	20.8	33.3	30.5	8.0
friends who are majoring or working in this field.	2,715	6.4	15.2	24.2	41.8	12.4

LIFE GOALS

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

- Approximately 88 percent of respondents reported that succeeding in work was a very important life goal. (Table 19)
- Eighty-seven percent of respondents indicated that having strong friendships was a very important life goal. (Table 19)
- More than eight out of ten respondents reported that being committed to a life partner was a very important life goal. (Table 19)
- Seventy-seven percent of respondents indicated that a very important life goal was health and wellness. (Table 19)
- Seven out of ten respondents reported that raising a family was a very important life goal. (Table 19)
- Having interesting things to do was a very important life goal according to two-thirds of respondents. (Table 19)
- Sixty-four percent of respondents reported that being independent was a very important life goal. (Table 19)
- Six out of ten respondents reported that meeting interesting people and continuing to learn were very important life goals. (Table 19)
- More than one-half of respondents reported that making a meaningful contribution to society and having broad intellectual interests were very important life goals. (Table 19)
- Being a leader was a very important life goal according to 42 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

	<i>N</i>	Very Important	Somewhat Important	Not Important
			<i>Percentages</i>	
Succeeding in work.	2,735	88.4	10.9	0.7
Having strong friendships.	2,734	86.7	12.8	0.5
Being committed to a life partner.	2,735	83.2	14.1	2.7
Health and wellness.	2,735	77.3	21.4	1.3
Raising a family.	2,732	72.0	22.2	5.8
Having interesting things to do.	2,733	68.1	29.9	2.0
Being independent.	2,734	64.2	31.9	3.9
Meeting interesting people.	2,734	61.3	35.8	2.9
Continuing to learn.	2,734	59.7	37.3	3.0
Making meaningful contribution to society.	2,737	54.2	40.6	5.2
Having broad intellectual interests.	2,732	53.1	42.8	4.1
Being a leader.	2,736	41.8	50.9	7.2
Having lots of money.	2,735	23.2	53.5	23.3
Geographic mobility.	2,732	19.7	58.2	22.1

SIGNIFICANT DIFFERENCES IN RESPONSES BY YEAR

Summary This section compares 2003 MAP results with the 2002 MAP results. In 2003, 3,727 students received the MAP survey and 2,756 freshmen participated. The overall response rate in 2003 was 74 percent. In 2002, 3,772 students received the MAP survey and 3,019 freshmen participated. Thus, the overall response rate in 2002 was 80 percent.

Respondents in 2003 were significantly more likely than respondents in 2002 to indicate they planned to study at least 16 hours per week.

Among residence hall respondents, 2003 respondents were significantly less likely than 2002 respondents to strongly agree or agree that they had developed ground rules with their roommate. Respondents in 2003 were significantly more likely to report that they planned to very often or often help organize or plan an event in the hall, and participate in hall government.

This year's respondents were significantly more likely than 2002 respondents to report that they expected to participate in student clubs or organizations, a leadership role, or community/campus service.

Respondents in 2003 were significantly more likely than respondents in 2002 to strongly agree or agree they felt safe on campus, they would feel comfortable asking instructors for help, and they were managing their time well.

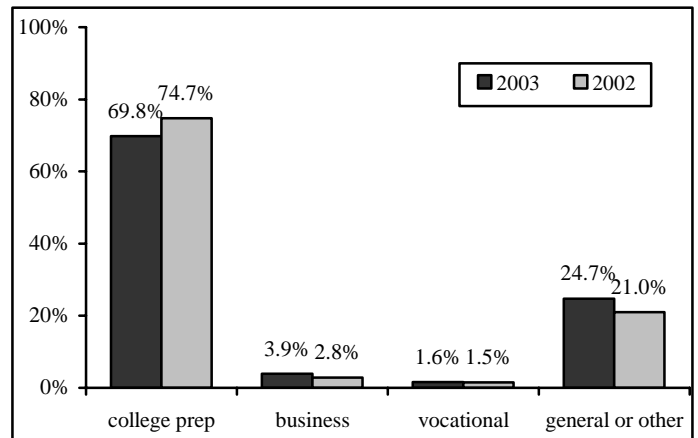
This year's respondents were significantly more likely than 2002 respondents to rate themselves as well above average or somewhat above average in their ability to set goals, their self-motivation, their leadership ability, and

their ability to ask questions and get feedback from instructors.

This year's respondents were significantly more likely than 2002 respondents to indicate that they had made a choice of academic major and were certain of it.

-
- Sixteen percent of 2003 respondents and 13 percent of 2002 respondents had SAT verbal scores of at least 600. This difference was statistically significant. (Table 20)
 - A significantly lower percentage of 2003 respondents than 2002 respondents reported that their program of study in high school was college prep (70% in 2003 compared to 75% in 2002). (Figure 16)

Figure 16
Program of Study in High School By Year*



** Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

- Respondents in 2003 were significantly less likely than respondents in 2002 to indicate that the

cost of tuition and fees was a very important reason to attend Ball State (40% in 2003 compared to 44% in 2002). (Table 21)

- Respondents in 2003 were significantly less likely than respondents in 2002 to report that a very important reason to attend Ball State was the reputation of academic support services (23% in 2003 compared to 25% in 2002). (Table 21)
- A significantly lower percentage of 2003 respondents than 2002

respondents indicated that being able to identify with fellow students was a very important reason to attend Ball State (19% in 2003 compared to 22% in 2002). (Table 21)

- Respondents in 2003 were significantly less likely than respondents in 2002 to report that not being able to go to their first choice was a very important reason to attend Ball State (8% in 2003 compared to 10% in 2002). (Table 21)

TABLE 20
Significant Differences in Demographic Characteristics by Year

	2003	2002
	<i>Percentages</i>	
SAT Verbal*		
700 and above	1.4	1.1
600-699	14.3	12.4
500-599	41.2	44.9
400-499	39.4	36.9
Below 400	3.7	4.8

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

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

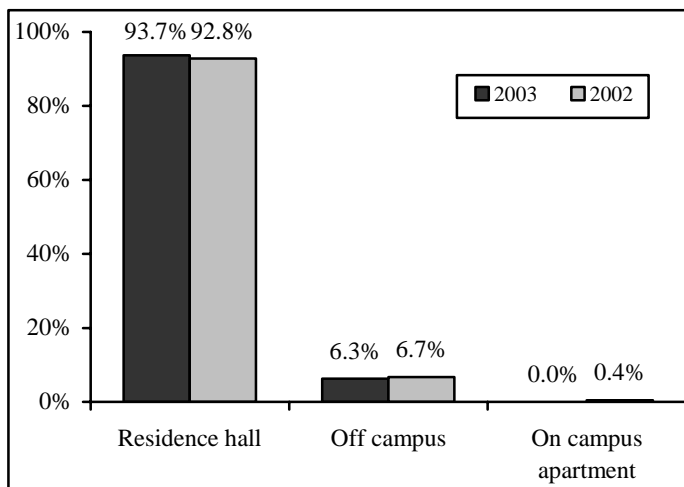
	2003	2002
	<i>Percentages indicating very important</i>	
Cost of tuition and fees.*	40.2	44.1
Reputation of academic support services.*	22.9	25.2
Can identify with fellow students.*	19.2	22.2
Not able to go to college of first choice.*	8.3	10.3

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

- A significantly higher percentage of 2003 respondents than 2002 respondents reported that they planned to study at least 16 hours per week (42% in 2003 compared to 37% in 2002). (Table 22)
- Ninety-four percent of 2003 respondents indicated that they lived in the residence halls, compared to 93 percent of the 2002 respondents. This difference was statistically significant. (Figure 17)
- A significantly lower percentage of 2003 residence hall respondents than 2002 residence hall respondents strongly agreed or agreed that they had developed ground rules with their roommate (73% in 2003 compared to 75% in 2002). (Table 23)
- Residence hall respondents in 2003 were significantly more likely than residence hall respondents in 2002 to report that they expected to help organize or plan an event in the hall very often or often (24% in 2003 compared to 21% in 2002). (Table 23)
- A significantly higher percentage of 2003 residence hall respondents than 2002 residence hall respondents strongly indicated that they planned to participate in hall government very often or often (14% in 2003 compared to 12% in 2002). (Table 23)

Figure 17

Where are you currently living? By Year*



* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 22
Study Hours by Year

	2003	2002
Hours per week you plan to study out-of-class*	<i>Percentages</i>	
21 or more hours	23.8	21.2
16-20 hours	18.9	16.0
11-15 hours	25.4	24.3
6-10 hours	27.0	31.5
0-5 hours	5.0	7.1

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 23
Significant Differences in Experiences and Involvement in Residence Halls by Year

	2003	2002
	<i>Percentages strongly agreeing or agreeing</i>	
I have developed ground rules with my roommate for our room.*	72.7	75.1
	<i>Percentages indicating very often or often</i>	
In my residence hall, I expect or plan to...		
Help organize or plan an event in the hall.*	24.1	21.3
Participate in hall government.*	13.9	11.6

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

- This year's respondents were significantly more likely than 2002 respondents to indicate that they expected to attend campus lectures very often or often (19% in 2003 compared to 17% in 2002). (Table 24)
- One-third of 2003 respondents reported that they expected to participate in student clubs or organizations very often or often. In significant contrast, only 27 percent of 2002 respondents reported the same. (Table 24)
- Approximately 22 percent of 2003 respondents indicated that they expected to participate in a leadership role very often or often, compared to only 19 percent of 2002 respondents. (Table 24)
- A significantly higher percentage of 2003 respondents than 2002 respondents reported that they expected to participate in community/campus service very often or often (22% in 2003 compared to 18% in 2002). (Table 24)
- Respondents in 2003 were significantly more likely than respondents in 2002 to strongly agree or agree that they felt safe on campus and they would feel comfortable asking instructors for help if they needed it. (Table 25)
- A significantly higher percentage of 2003 respondents than 2002 respondents strongly agreed or agreed that they were managing their time well (67% in 2003 compared to 64% in 2002). (Table 25)
- Respondents in 2003 were significantly less likely than respondents in 2002 to strongly agree or agree that they felt anxious about making decisions (28% in 2003 compared to 31% in 2002). (Table 25)

TABLE 24
Significant Differences in Involvement in Extra-Curricular Activities by Year

	2003	2002
	<i>Percentages indicating very often or often</i>	
During my first year at Ball State, I expect or plan to attend:		
Campus lectures*	18.9	16.8
During my first year at Ball State, I expect or plan to participate in:		
Student clubs or organizations*	32.5	26.7
A leadership role*	21.7	18.5
Community/campus service*	21.7	17.8
Discussions with others about issues related to campus life.*	15.5	13.6

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

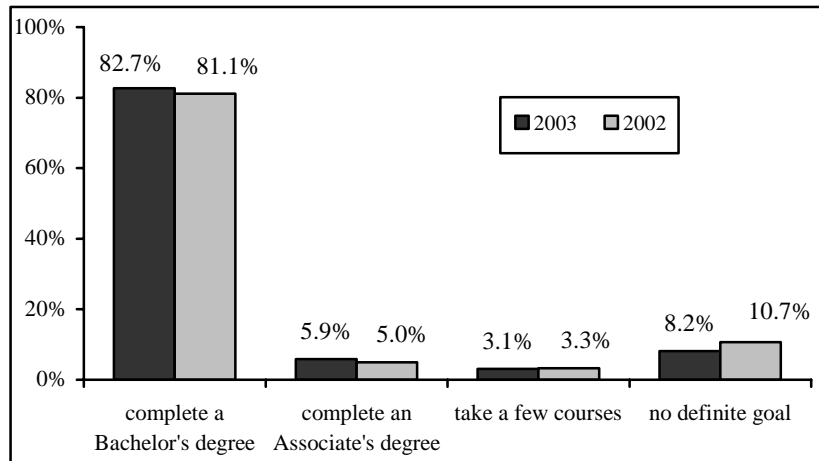
TABLE 25
Significant Differences in Adjustment by Year

	2003	2002
	<i>Percentages strongly agreeing or agreeing</i>	
I feel safe on campus.*	81.9	78.8
I would feel comfortable asking my instructors for help if needed.*	76.1	72.9
I am managing my time well.*	66.5	63.8
I am feeling anxious about making decisions.*	28.2	30.6

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

- Respondents in 2003 were significantly more likely than respondents in 2002 to rate their ability to set goals, their leadership ability, their self-motivation, and their ability to ask questions and get feedback from instructors as well above average or above average. (Table 26)
- Eighty-three percent of 2003 respondents and 81 percent of 2002 respondents indicated that their current educational goal was to complete a Bachelor's degree. This difference was statistically significant. (Figure 18)

Figure 18
Current Educational Goal by Year



* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 26
Significant Differences in Personal Characteristics by Year

	2003	2002
	<i>Percentages rating themselves well above average or above average</i>	
ability to set goals.*	58.9	54.8
leadership ability.*	53.3	50.1
self-motivation.	52.9	49.6
ability to ask questions and get feedback from instructors.*	43.5	39.5

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

- Forty-two percent of 2003 respondents indicated that they had made a choice about their academic major and were certain of it. In significant contrast, 38 percent of 2002 respondents reported the same. (Table 27)
- A significantly lower percentages of 2003 respondents than 2002 respondents strongly agree or agreed that they will choose or have chosen their major because of availability of jobs in the field. (Table 28)
- A significantly lower percentage of 2003 respondents than 2002 respondents reported that a very important educational goal was to increase their knowledge of local, national, and world problems (30% in 2003 compared to 33% in 2002). (Table 29)

- Respondents in 2003 were significantly more likely than respondents in 2002 to report that a very important educational goal was to gain an understanding of science and technology (28% in 2003 compared to 26% in 2002). (Table 29)
- Twenty-four percent of 2003 respondents indicated that a very important educational goal was to develop a better appreciation for art, music, drama, and literature. In significant contrast, 27 percent of 2002 respondents indicated the same. (Table 29)
- Respondents in 2003 were significantly less likely than respondents in 2002 to indicate that having interesting things to do was a very important life goal. (Table 30)

TABLE 27
Choice of Academic Major by Year

	2003	2002
About my choice of academic major...	<i>Percentages</i>	
I have made a choice and am certain of it.	42.4	37.6
I have made a choice but may change it.	39.1	41.3
Many different majors appeal to me but I haven't decided on one yet.	5.8	7.1
I have examined the requirements for at least one major but haven't made a decision.	6.5	7.0
I am completely undecided.	6.1	6.9

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 28
Significant Differences in Reasons for Choosing Major by Year

	2003	2002
I will choose (have chosen) my major because of...	<i>Percentages strongly agreeing or agreeing</i>	
Availability of jobs in the field.*	71.1	73.9

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 29
Significant Differences in Educational Goals by Year

	2003	2002
	<i>Percentages indicating very important</i>	
Increase my knowledge of local, national, and world problems.*	30.0	32.5
Gain an understanding of science and technology.*	28.2	25.6
Develop a better appreciation for art, music, drama, and literature.*	24.0	26.7

* Significant differences exist between MAP 2003 respondents and MAP 2002 respondents on this item. (p<.05)

TABLE 30
Significant Differences in Life Goals by Year

	2003	2002
	<i>Percentages indicating very important</i>	
In your opinion, how important is each of the following life goals?		
Having interesting things to do.*	68.1	72.1

* Significant differences exist between MAP 2003 respondents and MAP 2002 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

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

