

# 2005 MAKING ACHIEVEMENT POSSIBLE SURVEY

SUMMARY REPORT

#### **VISION**

Ball State University will be a national model for all who seek intellectual vitality in a learner-centered and socially responsible academic community.



Office of Academic Assessment and Institutional Research July 2006 AAIR No. MAP-S1-2006

# 2005 MAKING ACHIEVEMENT POSSIBLE SURVEY SUMMARY REPORT

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July 2006

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#### **EXECUTIVE SUMMARY**

- Making Achievement Possible (MAP) is a survey designed to reveal strengths and talents of freshmen, 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 2005.
- In 2005, the response rate of new freshman students was 80%.
- Females were significantly more likely to complete the MAP survey than males.

#### **Readiness and Preparation**

- Approximately two thirds of respondents reported that their high school program was college preparation.
- Seventy-two percent of respondents indicated that Ball State was their first choice for college. About 71% rated Ball State as among the best or better than most other universities in the country.
- Approximately 32% of respondents reported that the specific reputation of a major or program of interest was the most important reason in their decision to attend Ball State.
- Eighty-two percent of respondents indicated their family's reaction to their enrolling at BSU was very supportive.

#### Plans for College Involvement

- Twenty-seven percent of respondents indicated they planned to study more than 20 hours outside of class per week.
- One half of respondents reported that they were employed or seeking employment. Of those, 54% indicated that the primary purpose for their employment was to earn spending money.

- Ninety-four percent of respondents indicated they were living in residence halls. Of those, 45% reported that they would be leaving campus for the weekend once per month.
- Approximately 47% of respondents reported that they planned to participate in student activities at least 5 hours per week.
- About 61% of respondents indicated they planned to attend athletic events very often or often.
- Sixty-four percent of respondents reported that they planned to participate in recreational computer use very often or often.
- More than 42% of respondents indicated that they planned to participate in independent study and research or study sessions outside of class very often or often.

#### **Personal Skills and Abilities**

- Ninety-two percent of respondents strongly agreed or agreed they were attending all their classes. At least 87% strongly agreed or agreed they were making friends at Ball State, they felt they were adjusting well to Ball State, or they felt comfortable interacting with students of different ethnic/cultural backgrounds.
- At least 63% of respondents rated themselves above average in their sensitivity to the needs of others and their ability to work with others.

# Academic Goals, Aspirations, and Expectations

- Forty-nine 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. Eighty-four percent of respondents reported that their current educational goal was to complete a Bachelor's degree.
- More than 9 out of 10 respondents indicated they expected to earn overall grades of A or B.
- Sixty-one percent of respondents reported they were absolutely certain they would finish their degree. Of those respondents who reported a possible reason for not doing so, 2 out of 10 indicated that the most likely cause would be that it would cost too much.
- Seventy-two percent of respondents indicated that they expect to graduate from Ball State.
- At least 69% of respondents rated gaining knowledge and skills for a job, career, or profession or gaining knowledge and skills in an academic field 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. Forty percent reported they had made a decision about their academic major, but may change it.

- Ninety-four percent of respondents strongly agreed or agreed they will choose or have chosen their major because of interest in the subject matter.
- Approximately one third of respondents reported they had made a choice about their career and were certain of it.

#### Life Goals

 At least 84% of respondents rated succeeding in work or having strong friendships as very important life goals.

#### **Significant Differences Between Years**

- Respondents in 2005 were significantly more likely than respondents in 2004 to indicate that they planned to study 21 or more hours per week.
- In 2005, respondents were significantly more likely to report that they plan to participate in recreational computer use, discussions about current affairs and world issues, or discussions related to issues about campus life very often or often.
- Eighty-three percent of respondents in 2005 and 81% of respondents in 2004 strongly agreed or agreed that they felt they fit in well at Ball State. This difference was statistically significant.

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#### INTRODUCTION

Making Achievement Possible (MAP) is a 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. Reports based on individual responses are sent to students, advisors, and residence hall directors. In addition, students receive a personalized report based on their survey responses and basic admission information. This report 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 2005 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 2005, a scannable MAP survey, reproduced in Appendix B, was sent to all matriculating freshmen. Of the 3,409 students who received the survey, 2,737 freshmen participated for an overall response rate of 80%.

Table 1 contains the demographic and high school academic characteristics of all 2005 freshman matriculates and all MAP respondents.

Females were significantly more likely than males to respond to the survey. The Verbal SAT scores, Math SAT 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 2005 freshman matriculates who participated in the MAP survey.

TABLE 1
Demographic Characteristics of MAP Respondents and All Freshman Matriculates

	Respondents	All Freshmen
	Percenta	ges
Gender* Female Male	62.7 37.2	57.3 42.7

<sup>\*</sup>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 Freshmen
	Percer	ıtages
Race/Ethnicity		
African American	4.2	4.5
American Indian	0.3	0.3
Asian/Pacific Islander	0.8	0.7
Biracial	1.2	1.4
European-American	89.9	89.7
Hispanic	2.0	2.0
Unknown	1.5	1.4
SAT Verbal		
700 and above	1.9	2.1
600-699	14.9	15.1
500-599	41.7	41.7
400-499	36.8	36.5
Below 400	4.7	4.7
SAT Math		
700 and above	1.7	1.7
600-699	13.8	15.1
500-599	44.1	43.0
400-499	36.7	36.3
Below 400	3.7	3.9
High School Percentile Rank		
75-100	43.1	35.3
50-74	37.8	33.1
25-49	13.4	16.9
Less than 25	0.7	14.7

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

#### READINESS AND PREPARATION

<u>Summary</u> About two thirds of respondents indicated that their program of study during high school was college preparation. Six out of 10 respondents reported that their high school had prepared them for college very well or well.

Seventy-two percent of respondents indicated that Ball State was their first choice. Approximately 71% of respondents rated Ball State as among the best or better than most when compared to other universities in the country.

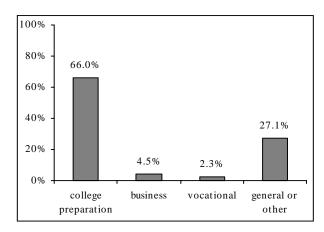
At least 57% of respondents indicated that the specific reputation of a major or program of interest or the availability of specific courses or program options were very important reasons in their decision to attend Ball State.

When asked about their most important reason for choosing to attend Ball State, nearly 32% of respondents cited the specific reputation of a major or program of interest.

Eighty-two percent of respondents reported that their families were very supportive of their decision to enroll at Ball State. More than half of respondents reported that their mother or their father had attended college.

• Sixty-six percent of respondents reported that their program of study in high school was college preparation. Twenty-seven 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 10 respondents indicated that their high school had prepared them very well for college. Thirty-nine percent indicated their high school had prepared them well. (Figure 2)
- Seven out of 10 of respondents ranked Ball State as their first choice college, and 22% ranked it as their second choice. (Figure 3)

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

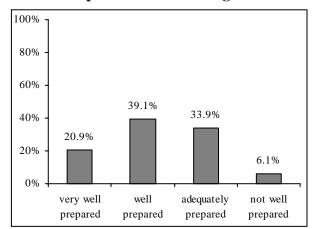
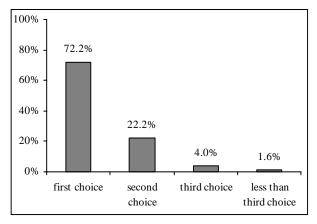
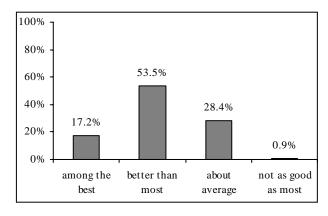


Figure 3
How Did Ball State University Rank Among
Your Choices for College?



 Seventy-one percent of respondents rated Ball State among the best or better than most other universities in the country. Twenty-eight percent 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 in their decision to attend Ball State. (Table 2)

- Approximately 57% of respondents reported that the availability of specific courses or program options was a very important reason in their decision to attend Ball State. (Table 2)
- One half of respondents indicated that a very important reason in their decision to attend Ball State was because it is the right size. (Table 2)
- Forty-three percent of respondents reported that a very important reason in their decision to attend Ball State was location or Ball State's reputation for good teaching. (Table 2)
- Forty-two percent of respondents reported that the cost of tuition and fees was a very important reason in their decision to attend Ball State. (Table 2)
- Approximately 42% of respondents indicated a very important reason in their decision to attend was that Ball State graduates get good jobs. (Table 2)
- At least 31% of respondents reported that a very important reason in their decision to attend Ball State was the availability of financial aid and the fact that faculty are available to students. (Table 2)
- Twenty-four percent of respondents indicated that the reputation of academic support services was a very important reason in their decision to attend Ball State. (Table 2)
- Two out of 10 respondents indicated that the advice of a counselor or teacher, being able to identify with fellow students, or friends attending Ball State were very important reasons in their decision to attend Ball State. (Table 2)

- Approximately 22% of respondents indicated that the advice of a Ball State student was an important reason in their decision to attend Ball State. (Table 2)
- At least 15% of respondents reported that very important reasons in their decision to attend Ball State included family who wanted them to attend and Ball State's emphasis on computer technology. (Table 2)
- More than 7% of respondents indicated that recruitment efforts of Ball State, accessibility for disabled students, or a recommendation from their employer was a very important reason in their decision to attend. (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
		Percentages	
Specific reputation of a major or program of interest.	62.8	27.7	9.5
Availability of specific courses or program options.	57.1	33.7	9.2
Ball State is the right size.	50.7	38.7	10.5
Location.	42.5	45.3	12.2
Ball State's reputation for good teaching.	43.1	42.9	14.1
Cost of tuition and fees.	42.0	44.2	13.8
Ball State graduates get good jobs.	41.7	43.6	14.7
Availability of financial aid (loan, scholarship, or grant).	37.7	38.3	24.0
Faculty are available to students.	31.1	50.3	18.6
Reputation of academic support services.	23.8	50.5	25.8
Advice of counselor, teacher, etc.	22.1	46.5	31.4
Can identify with fellow students.	20.8	55.3	24.0
Friends attending Ball State.	21.2	42.9	35.8
Advice of Ball State student.	22.1	46.6	31.3
Family wanted me to go.	17.8	43.7	38.5
Ball State's emphasis on computer technology.	15.0	50.4	34.6
Not able to go to college of first choice.	8.9	18.9	72.2
Recruitment efforts of Ball State.	9.7	40.7	49.6
Accessible for disabled students.	7.4	22.8	69.8
Recommended by employer.	7.5	22.2	70.3
Freshman Connections Program.	4.7	28.3	67.0

- Approximately 32% of respondents indicated that the most important reason in their decision to attend BSU was the reputation of a major program of interest. (Table 3)
- Twelve percent of respondents indicated that the most important reason in their decision to attend Ball State was location. (Table 3).

TABLE 3
Most Important Reason to Attend Ball State

	Percentages
Specific reputation of a major or program of interest.	32.1
Location.	11.8
Availability of specific courses or program options.	8.9
Ball State is the right size.	7.2
Cost of tuition and fees.	6.7
Availability of financial aid (loan, scholarship, or grant).	6.7
Friends attending Ball State.	5.0
Ball State's reputation for good teaching.	4.6
Family wanted me to go.	4.4
Ball State graduates get good jobs.	2.7
Not able to go to college of first choice.	2.2
Recruitment efforts of Ball State.	1.7
Advice of counselor, teacher, etc.	1.6
Advice of Ball State student.	1.5
Faculty are available to students.	0.8
Can identify with fellow students.	0.7
Reputation of academic support services.	0.5
Accessible for disabled students.	0.4
Freshman Connections Program.	0.3
Ball State's emphasis on computer technology.	0.3
Recommended by employer.	0.2

- Eighty-two percent of respondents reported that their families were very supportive of their decision to enroll at Ball State. Twelve percent indicated that their family's reaction was somewhat supportive. (Table 4)
- Approximately 57% of respondents indicated that their mother had attended college, and 55% reported that their father had attended college. (Table 4)

**TABLE 4 Family Support and Education** 

	Percentages
What was your family's reaction to your enrolling	ng at BSU?
Very supportive	82.4
Somewhat supportive	11.8
Indifferent	3.5
Not supportive	0.7
Very unsupportive	0.6
Don't know	0.6
Not applicable	0.3
Did your mother attend college?	
Yes	56.6
No	42.1
Don't know	1.2
Did your father attend college?	
Yes	54.8
No	42.8
Don't know	2.4

#### PLANS FOR COLLEGE INVOLVEMENT

<u>Summary</u> Respondents were asked several questions regarding their anticipated involvement on campus. More than 4 out of 10 respondents reported that they planned to study 16 or more hours out of class per week.

One half of respondents reported they are employed or planned to be employed during their first semester at Ball State. Of those who were employed or seeking employment, 3 out of 10 indicated that they planned to work 16 or more hours per week. Fifty-four percent of those who were employed or seeking employment indicated the primary purpose of their employment was to earn spending money.

Ninety-four percent of respondents reported they were currently living in the residence halls. Of those, 74% reported they would very often or often participate in floor and hall meetings.

Ninety-six percent of residence hall respondents indicated they were respectful of residence hall facilities.

Approximately 2 out of 10 respondents indicated that they planned to participate in extra-curricular activities more than 10 hours per week.

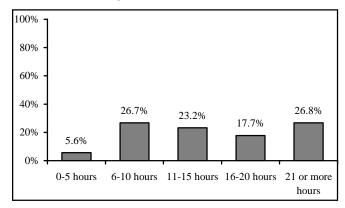
More than 60% of respondents reported that they planned to attend athletic events very often or often.

At least 42% of respondents reported that they planned to participate in an independent study and research or outside class study sessions very often or often.

#### **Study and Employment**

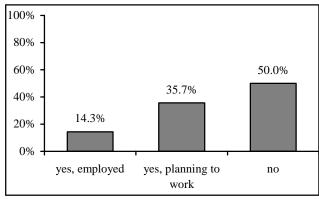
• Approximately 45% of respondents reported they planned to study 16 or more hours out of class per week. About 50% of the respondents reported they planned to study between 6 and 15 hours per week. (Figure 5)

Figure 5 Study Hours Per Week



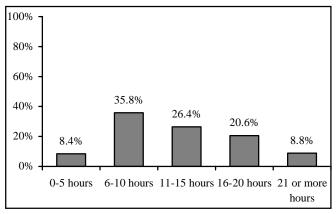
• Half of the respondents indicated that they planned to be employed or were planning to work during their first semester at Ball State. (Figure 6)

Figure 6
Plans for Employment



- Of those respondents who indicated that they were employed or were seeking employment, 9% reported that they planned to work more than 20 hours per week. Twenty-one percent planned to work between 16 and 20 hours per week. (Figure 7)
- Of those respondents who reported they were employed or were seeking employment, 54% 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\*



<sup>\*</sup>Percentages are of those employed or seeking employment.

TABLE 5
Primary Purpose for Employment\*

	Percentages
To earn "spending" money (clothes, food, gas, etc.)	53.6
To help pay for my college education (tuition, books, etc.)	35.6
To take care of personal or family obligations	5.2
To gain job experience related to my anticipated major	2.0
To gain general job experience	1.8
To have something to do	1.7

<sup>\*</sup>Percentages are of those employed or seeking employment.

#### **Living Arrangements**

- Ninety-four percent of respondents indicated they were currently living in a residence hall. About 1% reported they were living off-campus. (Figure 8)
- About 39% of residence hall respondents indicated that they planned to leave campus for the weekend either twice a month or every weekend. (Figure 9)

Figure 8 Where Are You Currently Living?

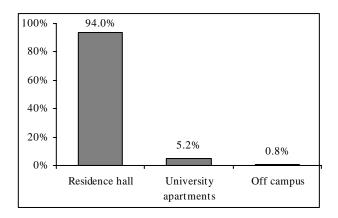
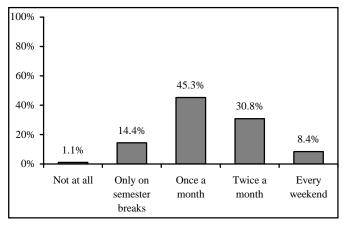


Figure 9
Frequency of Leaving Campus
for the Weekend \*



- \*Percentages are of those living on campus.
  - Approximately 74% of residence hall respondents indicated they planned to participate in floor and hall meetings very often or often. (Table 6)
  - Four out of 10 residence hall respondents reported they planned to participate in hall activities on weekends very often or often.

    (Table 6)
  - Approximately 22% of residence hall respondents indicated they expected to help organize or plan an event in their hall very often or often. (Table 6)
  - At least 12% of residence hall respondents reported that they planned to participate in hall government or attend educational programs in their hall very often or often. (Table 6)

- Ninety-six percent of the resident hall respondents strongly agreed or agreed that they are respectful of residence hall facilities. (Table 7)
- Approximately 85% of residence hall respondents strongly agreed or agreed that they had a good relationship with their roommate. (Table 7)
- Ninety-five percent of residence hall respondents strongly agreed or agreed that they understood residence hall policies. (Table 7)
- About 87% of respondents strongly agreed or agreed that they had made friends in their residence hall. (Table 7)
- More than 9 out of 10 respondents strongly agreed or agreed that they felt residence hall staff was helpful. (Table 7)
- At least 84% of residence hall respondents strongly agreed or agreed that they could study in their room and they were pleased with their experiences in the residence halls. (Table 7)
- Approximately 71% of residence hall respondents strongly agreed or agreed that they had developed ground rules with their roommates for their rooms. (Table 7)
- Seventy-eight 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
	N			Percentages	•	
Participate in floor and hall meetings.	2,556	34.2	40.2	20.0	4.4	1.3
Participate in hall activities on weekends.	2,551	11.6	29.0	40.1	14.3	4.9
Help organize or plan an event in the hall.	2,559	5.0	16.8	41.0	27.4	9.9
Participate in hall government.	2,556	3.7	8.5	25.0	35.6	27.2
Attend educational programs in my hall.	2,552	2.7	11.1	43.1	31.2	12.0

<sup>\*</sup>Percentages are of those living on campus.

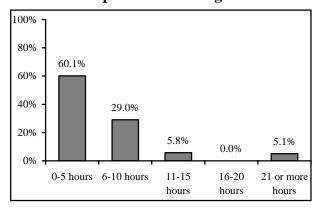
TABLE 7
Residence Hall Attitudes and Experiences\*

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	N			Percentages		
I am respectful of residence hall facilities.	2,566	56.9	39.0	3.8	0.0	0.3
My roommate and I have a good relationship.	2,559	48.8	35.7	11.3	2.3	1.8
I understand residence hall policies.	2,566	48.1	46.9	4.5	0.2	0.3
I have made friends in my residence hall.	2,560	39.5	47.3	92	3.2	0.8
I feel that the residence hall staff are helpful.	2,564	38.6	53.4	6.9	0.7	0.4
I can study in my room.	2,560	36.6	48.2	11.0	3.2	1.0
I am pleased with my experiences in the residence halls.	2,566	30.2	55.9	11.7	1.6	0.6
I have developed ground rules with my roommate for our room.	2,558	28.6	42.7	20.5	5.8	2.4
I am satisfied with the social activities on my floor/in my hall.	2,561	26.6	51.8	18.0	2.9	0.7

<sup>\*</sup>Percentages are of those living on campus.

- Of the respondents living off-campus, 60% reported they would commute 5 hours or less per week. (Figure 10)
- Twenty-nine percent of off-campus respondents reported they would commute between 6 and 10 hours per week. (Figure 10)

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

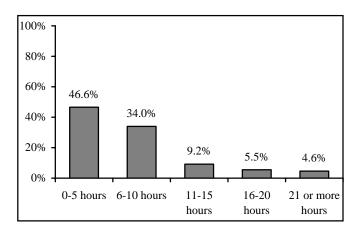


<sup>\*</sup>Percentages are of those living off campus.

#### **Campus Activities**

- Forty-seven percent of respondents reported that they planned to participate in student activities 5 hours or less per week. (Figure 11)
- Two out of 10 respondents indicated that they planned to spend more than 10 hours per week in student activities. (Figure 11)

Figure 11
Hours Per Week in Student Activities



- Sixty-one percent of respondents indicated that they planned to attend athletic events very often or often. (Table 8)
- At least 40% of respondents planned to attend student performances and other campus entertainment very often or often. (Table 8)
- Sixteen percent of respondents indicated that they planned to attend campus lectures very often or often. (Table 8)
- Eleven percent of respondents planned to attend cultural, ethnic, or international programs very often or often. (Table 8)

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
	N			Percentages		
Athletic events.	2,708	27.5	33.6	27.1	8.8	3.0
Student performances (plays, concerts, exhibits, etc.).	2,697	14.6	25.7	39.4	16.5	3.7
Other campus entertainment (films, dances, shows, etc.).	2,694	11.7	31.5	40.5	13.8	2.5
Campus lectures.	2,703	4.3	11.7	43.7	33.3	7.1
Cultural, ethnic or international programs.	2,706	3.2	7.4	30.4	41.4	17.7

- Sixty-four percent of respondents indicated that they planned to participate in recreational computer use very often or often. (Table 9)
- Approximately 42% of respondents reported that they expected to participate in independent study and research very often or often. (Table 9)
- Forty-five percent of respondents planned to participate in study sessions outside class very often or often. (Table 9)
- At least one fourth of respondents indicated that they planned to participate in religious activities very often or often. (Table 9)
- Thirty-two percent of respondents expected to participate in student organizations or clubs very often or often. (Table 9)

- About 27% of respondents reported they planned to participate in student performances very often or often. (Table 9)
- Twenty-eight percent of respondents indicated that they planned to participate in intramural or recreational sports very often or often. (Table 9)
- At least 2 out of 10 respondents planned to participate in Ball State intercollegiate athletics 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)
- Twenty-one percent of respondents reported they planned to participate in a leadership role very often or often. (Table 9)

- Six out of 10 respondents reported that they planned to participate very often, often, or sometimes in discussions with students whose beliefs or values are different than their own. (Table 9)
- Fifty-six percent of respondents planned to participate very often, often, or sometimes in community or campus service. (Table 9)
- Approximately 17% of respondents indicated they planned to participate very often or often in discussions about current affairs and world issues. (Table 9)

- Sixteen percent of respondents reported they expected to participate in discussions about issues related to campus life very often or often. (Table 9)
- At least 10% of respondents planned to participate in discussions with faculty outside the classroom or in a group in which people talk about personal problems very often or often. (Table 9)
- Nine percent of respondents indicated that they planned to participate in student, faculty, or other campus government very often or often. (Table 9)
- About 8% of respondents reported that they planned to participate in a non-traditional student association very often or often. (Table 9)

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

		Very often	Often	Sometimes	Rarely	Never
	N			Percentages		
Recreational computer use (chat rooms, internet, etc.)	2,703	31.9	32.1	23.8	8.8	3.5
Independent study and research	2,703	14.3	28.1	31.8	17.8	8.0
Outside class study sessions	2,703	11.6	33.0	42.5	10.9	2.0
Student performances (plays, concerts, art shows, etc.)	2,693	11.1	15.7	31.4	20.7	21.1
Religious activities	2,696	11.0	14.9	27.4	24.3	22.4
Student organizations or clubs	2,696	9.7	22.1	41.8	17.9	8.5
Intramural / recreational sports	2,704	9.2	19.2	32.7	21.6	17.4
Ball State intercollegiate athletics	2,697	7.9	13.9	25.0	22.7	30.4
Social fraternities or sororities	2,702	7.5	8.7	18.9	21.3	43.7
Discussions with students whose beliefs or values are different	2,700	6.3	17.0	38.4	25.9	12.4
A leadership role	2,694	5.4	15.6	34.7	28.3	16.0

TABLE 9 (cont'd)
Expected Participation in Extra-Curricular Activities During First Year

		Very often	Often	Sometimes	Rarely	Never
	N			Percentages		
Community / campus service	2,704	5.2	13.5	37.5	30.7	13.1
Discussions about current affairs and world issues with others	2,699	4.4	12.4	34.5	31.5	17.2
Discussions with faculty outside the classroom	2,663	3.6	13.5	45.9	29.1	7.9
Discussions with others about issues related to campus life	2,700	3.5	12.5	35.3	32.9	15.8
A group in which people talk about personal problems	2,693	2.6	7.8	26.9	37.0	25.7
Student, faculty, or other campus government	2,699	2.4	6.8	21.7	32.7	36.4
Non-traditional student association	2,687	1.8	5.8	26.6	33.4	32.4

#### PERSONAL SKILLS AND ABILITIES

<u>Summary</u> At least 85% of respondents reported that they were attending all their classes, adjusting well to Ball State, had someone at Ball State to talk to if they ran into problems, were making friends at Ball State, felt comfortable interacting with students of different ethnic or cultural backgrounds, or were pleased about attending Ball State.

More than 62% of respondents rated themselves as above average in their sensitivity to the needs of others, ability to work with others, or general intellectual ability.

Thirty-six percent of respondents anticipated needing academic help, and 27% anticipated needing career or vocational help.

#### **Adjusting to Ball State**

- Fifty-eight percent of respondents strongly agreed they were attending all their classes. Thirty-four percent agreed. (Table 10)
- Approximately 88% of respondents strongly agreed or agreed that they felt they were adjusting well to Ball State. (Table 10)
- Eighty-five percent of respondents strongly agreed or agreed they had someone at Ball State to talk to if they ran into problems. (Table 10)
- At least 87% of respondents strongly agreed or agreed they were making friends at Ball State or that they felt comfortable interacting with students of different ethnic or cultural backgrounds. (Table 10)

- Eighty-seven percent of respondents strongly agreed or agreed that they were pleased about attending Ball State. (Table 10)
- Approximately 83% of respondents strongly agreed or agreed that they felt they fit in well at Ball State. (Table 10)
- Seventy-four percent of respondents strongly agreed or agreed that they were satisfied with their social lives at Ball State. (Table 10)
- More than 77% of respondents strongly agreed or agreed that they felt safe on campus or that they were satisfied with their courses for the semester. (Table 10)
- At least 73% of respondents strongly agreed or agreed that they would feel comfortable asking their instructors for help if needed and that they were satisfied with their academic lives. (Table 10)
- Fifty-six percent of respondents strongly agreed or agreed they were involved in campus activities. (Table 10)
- About 62% of respondents strongly agreed or agreed they were managing their time well or they were adjusting to college study demands. (Table 10)
- Sixty-one percent of respondents strongly agreed or agreed that most Ball State students have values and attitudes similar to theirs. (Table 10)
- Twenty-three percent of respondents strongly agreed or agreed that they felt very different from other students. (Table 10)

- At least 26% of respondents strongly agreed or agreed that they were feeling anxious about making decisions or that they had been feeling more tense or nervous than they expected. (Table 10)
- More than 18% of respondents strongly agreed or agreed that they would rather be at home than on campus or being on their own had not been easy for them. (Table 10)

TABLE 10 Adjusting to Ball State

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	N			Percentages	5	
I am attending all my classes.	2,711	57.9	34.2	5.7	1.8	0.3
I am making friends at BSU.	2,713	38.0	49.7	9.2	2.3	0.7
I feel that I am adjusting well to BSU.	2,716	37.1	50.4	9.5	2.2	0.7
I have someone at Ball State to talk to if I run into problems.	2,705	36.5	48.8	10.8	3.3	0.7
I am pleased about attending Ball State University.	2,712	35.8	51.0	10.7	1.7	0.7
I feel comfortable interacting with students of different ethnic/cultural backgrounds.	2,710	34.1	53.1	10.4	1.7	0.7
I feel that I fit in well at Ball State.	2,715	31.4	51.2	14.0	2.5	0.8
I am satisfied with my social life at BSU.	2,714	29.7	44.4	19.3	5.5	1.1
I feel safe on campus.	2,707	27.4	58.1	12.2	1.5	0.8
I am satisfied with my courses for this semester.	2,716	24.1	53.8	16.9	4.3	0.9
I would feel comfortable asking my instructors for help if needed.	2,708	21.3	53.4	18.4	5.8	1.1
I am satisfied with my academic life at Ball State.	2,705	18.9	54.2	21.7	4.4	0.9
I am involved in campus activities.	2,706	14.5	41.7	28.3	12.9	2.6
Most BSU students have values and attitudes similar to mine.	2,714	13.8	46.7	30.0	7.1	2.4
I am adjusting to college study demands.	2,710	12.3	50.0	26.8	9.3	1.6
I am managing my time well.	2,710	11.7	50.6	28.7	7.7	1.3
I have been feeling more tense or nervous than I expected.	2,712	6.1	20.5	20.9	41.0	11.4

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

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	N			Percentages		
I would rather be home than on campus.	2,702	6.0	12.1	21.8	37.5	22.7
I feel very different from other students.	2,709	5.6	17.5	25.2	41.4	10.3
I am feeling anxious about making decisions.	2,705	4.6	25.4	31.3	30.3	8.4
Being on my own has not been easy for me.	2,692	3.8	15.5	18.2	42.9	19.6

#### **Student Self-Ratings**

- Fifty-nine percent of respondents rated their creativity as well above or somewhat above average. (Table 11)
- Approximately 63% of respondents rated their sensitivity to the needs of others as well above or somewhat above average. (Table 11)
- Sixty-four percent of respondents rated their ability to work with others as well above or somewhat above average.

  (Table 11)
- About 6 out of 10 respondents rated their ability to complete tasks on time as well above or somewhat above average. (Table 11)
- At least 52% of respondents rated their ability to set goals or maintain physical health and well-being as well above or somewhat above average. (Table 11)
- Fifty percent of respondents rated their leadership ability as well above or somewhat above average. (Table 11)

- Approximately 53% of respondents rated their ability to use computers or their reading skills as well above or somewhat above average. (Table 11)
- At least 52% of respondents rated their listening skills and self-motivation as well above or somewhat above average. (Table 11)
- Half of respondents rated their social self-confidence as well above or somewhat above average. (Table 11)
- Approximately 64% of respondents rated their general intellectual ability as well above or somewhat above average. (Table 11)
- At least 51% of respondents rated their decision-making skills, their writing skills, or their ability to accept constructive criticism as well above or somewhat above average. (Table 11)
- Approximately 41% of respondents rated their math ability as well above or somewhat above average. (Table 11)

- At least 45% of respondents rated their preparedness for college or their assertiveness as well above or somewhat above average. (Table 11)
- Approximately 50% of respondents rated their academic self-confidence as well above or somewhat above average. (Table 11)
- About 50% of respondents rated their ability to ask others for help as well above or somewhat above average. (Table 11)
- At least 44% of respondents rated their ability to manage their time and activities, ask questions and get feedback from instructors, or stick with tasks as well above or somewhat above average. (Table 11)
- Thirty-five percent of respondents rated their public speaking skills as well above or somewhat above average. (Table 11)
- At least 4 out of 10 respondents rated their ability to manage stress or their ability to get started on tasks or activities as well above 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
	N		F	Percentages		
creativity.	2,707	22.8	35.8	34.9	5.8	0.7
sensitivity to the needs of others.	2,719	22.2	40.5	34.2	2.6	0.5
ability to work with others.	2,717	20.9	43.0	33.1	2.6	0.4
ability to complete tasks on time.	2,716	20.5	39.4	37.0	2.7	0.4
reading skills.	2,715	19.0	34.3	39.8	6.0	0.8
ability to maintain physical health and well-being.	2,714	18.4	33.6	41.8	5.4	0.7
listening skills.	2,711	18.3	40.2	36.7	4.2	0.6
ability to set goals.	2,720	17.8	38.2	40.2	3.5	0.4
ability to use computers.	2,714	17.4	35.1	38.9	7.3	1.3

TABLE 11
Personal Characteristics (cont.)

How would you rate your:		Well above average	Somewhat above average	Average	Somewhat below average	Well below average
	N	<del>`</del>		Percentages		
social self-confidence.	2,712	16.7	33.3	38.6	9.6	1.8
leadership ability.	2,714	16.2	34.2	39.8	8.6	1.2
general intellectual ability.	2,714	16.0	47.5	34.9	1.4	0.3
writing skills.	2,715	16.0	39.4	38.6	5.0	0.9
self-motivation.	2,714	16.0	36.0	37.8	8.7	1.5
decision-making skills.	2,717	15.4	36.2	42.5	5.4	0.5
ability to accept constructive criticism.	2,719	15.2	38.8	40.2	5.1	0.7
ability to ask others for help.	2,720	13.7	35.9	43.2	6.6	0.6
assertiveness.	2,719	13.1	32.2	47.5	6.5	0.7
academic self-confidence.	2,718	12.9	37.3	41.9	7.0	0.9
preparedness for college.	2,720	12.9	33.6	46.3	6.3	0.9
math ability.	2,720	12.8	28.6	39.9	15.2	3.4
ability to stick with tasks.	2,717	12.4	32.2	46.2	8.5	0.6
ability to ask questions and get feedback from instructors.	2,720	12.0	32.7	46.6	8.2	0.5
ability to manage stress.	2,716	11.4	28.9	44.8	12.8	2.1
public speaking skills.	2,713	11.2	23.8	44.2	17.4	3.4
ability to manage your time and activities.	2,713	11.1	35.3	45.3	7.8	0.5
ability to get started on tasks or activities.	2,715	10.4	29.7	48.1	11.0	0.7

#### **Anticipating the Need for Help**

- Thirty-six percent of respondents anticipated needing help in an academic area. (Table 12)
- About 27% of respondents anticipated needing help in a career or vocational area. (Table 12)
- Fourteen percent of respondents anticipated needing help getting involved in campus activities. (Table 12)
- At least 9% of respondents indicated that they anticipated that they would need help in a physical / health, social, or personal / emotional area. (Table 12)

TABLE 12 Areas in Which Students Anticipate Needing Help

At this time, do you anticipate needing help in any of the following areas?		Yes	Unsure	No
	N		Percentages	
Academic	2,713	35.9	43.7	20.4
Career / Vocational	2,710	27.1	40.0	32.9
Getting involved in campus activities	2,706	14.3	34.8	50.8
Physical / Health	2,706	12.2	25.5	62.3
Social	2,713	10.0	25.1	65.0
Personal / Emotional	2,707	8.6	28.4	62.9

#### ACADEMIC GOALS, ASPIRATIONS, AND EXPECTATIONS

<u>Summary</u> Respondents were asked several questions regarding their goals and expectations of their academic success. At least 3 out of 10 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 11% planned to complete a Ph.D., M.D. or other professional degree.

More than 9 out of 10 respondents reported they thought they would earn overall grades of A or B. Forty-one percent indicated that they expected to receive an A in English composition. At least 34% expected to earn an A in math and speech.

Sixty-one percent of respondents reported they were absolutely certain they would obtain a degree. Of those respondents who indicated a possible cause for not completing a degree, 20% indicated it would cost too much.

About 72% of respondents indicated that they expected to graduate from Ball State. Five percent expected to transfer to another university.

Seventy-eight percent of respondents reported that gaining knowledge and skills for a job, career, or profession was a very important educational goal. At least 66% reported that gaining knowledge and skills in an academic field, discovering career interests and getting a better sense of direction or developing independence, self-reliance, and adaptability was a very important educational goal.

Approximately 24% 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, 32% of respondents reported they planned to complete a Bachelor's degree. (Figure 12)
- Thirty-seven percent of respondents reported they planned to complete a Master's degree.
   Eleven percent planned to complete a Ph.D.,
   M.D., or other professional degree.
   (Figure 13)

Figure 12 Long-Term Educational Goal

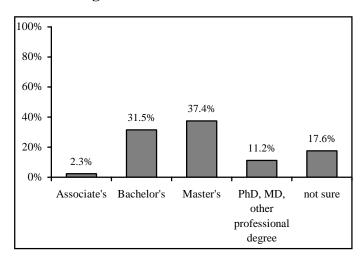
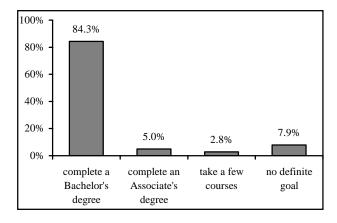


Figure 13 Current Educational Goal



- Twenty-nine percent of respondents indicated that they expected to earn an A overall. More than 6 out of 10 respondents expected to earn a B overall. Four percent expected to earn a C overall. (Table 13)
- Approximately 41% of respondents reported that they expected to earn an A in English composition, and 47% expected a B. (Table 13)
- Four fifths of the respondents expected to earn an A or a B in history. (Table 13)
- Thirty-four percent of respondents reported that they expected to earn an A in math. Another 40% expected to earn a B. (Table 13)

- About 30% of respondents indicated that they expected to earn an A in science.
   Forty-nine percent expected to earn a B. (Table 13)
- Seventy-seven percent of respondents reported that they thought they would earn an A or B in speech. (Table 13)
- Approximately 61% 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, 20% indicated that the most likely reason would be that it would cost too much. (Table 14)
- About 16% of respondents reported a reason for not completing a degree would be the acceptance of a job, and for 14% it would be the inability to keep up with the academic workload. (Table 14)
- Marriage, disinterest in study, or family responsibilities would be the most likely cause for 8% of respondents not completing a degree. (Table 14)

TABLE 13 Grades Expected During Freshman Year

During your freshman year, what grades do you think you		A	В	С	Below C	Don't Know
will make?						Kilow
	N			Percentage	5	
Overall	2,688	28.9	62.6	4.3	0.2	4.0
English composition	2,692	41.3	46.9	6.2	0.2	5.4
History	2,672	34.4	46.3	8.4	0.2	10.7
Math	2,674	34.1	39.6	13.8	0.8	11.6
Science	2,667	29.5	49.0	10.8	0.6	10.2
Speech	2,656	35.1	41.9	6.4	0.3	16.2

TABLE 14
Reasons for Not Completing Degree

	N	Percentages
I am absolutely certain I will finish my degree.	1,638	61.1
If you were not able to finish your degree, what would be the most likely cause?*		
It would cost too much.	210	20.4
To accept a job.	159	15.5
Unable to keep up with academic workload.	140	13.6
Marriage.	95	9.2
Disinterest in study.	83	8.1
Family responsibilities.	83	8.1
Other.	78	6.2
Lack of academic ability.	62	6.0
Health problems.	62	6.0
To enter military service.	38	3.7
Insufficient reading or study skills.	20	1.9
College is more my family's idea than mine.	13	1.3

<sup>\*</sup>Percentages are reported only for those respondents who provided a reason for not finishing.

- Seven out of 10 respondents indicated that they expected to graduate from Ball State. (Table 15)
- At least 69% of respondents reported that they did not expect to transfer to another university or to graduate from another university. (Table 15)
- Less than 1% of respondents expected to drop out of college temporarily or permanently. (Table 15)

TABLE 15
Plans for Continued Enrollment at Ball State

Do you expect to:		Yes	Maybe	No
	N		Percentages	
graduate from Ball State University.	2,706	71.9	23.9	4.1
transfer to another university.	2,699	5.4	25.3	69.4
graduate from another university.	2,697	5.4	24.8	69.8
drop out of college temporarily.	2,695	0.7	7.1	92.3
drop out of college permanently.	2,695	0.6	3.3	96.1

- More than three fourths of respondents reported that gaining knowledge and skills for a job, career, or profession was a very important educational goal. (Table 16)
- Sixty-nine percent of respondents indicated that gaining knowledge and skills in an academic field was a very important educational goal. (Table 16)
- Approximately 66% of respondents reported that a very important educational goal was discovering career interests and getting a better sense of direction.
   (Table 16)
- Sixty-six percent of respondents indicated that developing independence, self-reliance, and adaptability was a very important educational goal. (Table 16)
- About 6 out of 10 respondents indicated that developing skills for a career serving others or gaining a broad education was a very important educational goal. (Table 16)

- Fifty-nine percent of respondents indicated that a very important educational goal included increasing their ability to learn on their own. (Table 16)
- Fifty-seven percent of respondents indicated that gaining a better understanding of themselves would be a very important goal. (Table 16)
- About 56% of respondents reported that developing skills which will help them earn a higher income would be a very important educational goal. (Table 16)
- Slightly more than 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)
- Approximately 50% of respondents indicated that very important educational goals included learning to reason effectively. (Table 16)

- At least 46% of respondents reported that developing leadership skills, developing their own set of values and ethical standards, and developing better ways of communicating their ideas were very important educational goals. (Table 16)
- About 43% of respondents indicated that preparing for graduate or professional school would be a very important educational goal. (Table 16)
- Thirty-seven percent of respondents indicated that increasing their knowledge of local, national, and world problems was a very important educational goal. (Table 16)
- At least 28% of respondents reported that gaining an understanding of science and technology and developing a better appreciation for art, music, drama, and literature were very important educational goals. (Table 16)
- When asked about their most important educational goal, 24% of respondents reported that it would be gaining knowledge and skills for a job, career, or profession. (Table 17)

- Fourteen percent of respondents reported that their most important educational goal was discovering career interests and getting a better sense of direction.
   (Table 17)
- At least 7% indicated that their most important educational goal would be to develop skills which will help in a career serving others, to gain a better understanding of themselves, to gain a broad education, or to develop skills which will help them earn a high income. (Table 17)
- More than 4% of respondents indicated that their most important educational goal would be to develop independence, selfreliance, and adaptability; gain knowledge and skills in an academic field; or to prepare for graduate or professional school. (Table 17)

**TABLE 16 Educational Goals** 

Please indicate the importance to you personally of each of the following goals during college.		Very Important	Somewhat Important	Not Important
	N		Percentag	ges
Gain knowledge and skills for a job, career, or profession.	2,653	77.6	21.3	1.1
Gain knowledge and skills in an academic field.	2,688	69.0	29.3	1.7
Discover my career interests and get a better sense of direction.	2,661	66.4	29.6	3.9
Develop independence, self-reliance, and adaptability.	2,687	66.2	30.3	3.5
Develop skills which will help me in a career for serving others.	2,683	59.9	35.6	4.5
Gain a broad education.	2,687	59.8	37.1	3.0
Increase my ability to learn on my own.	2,693	59.1	37.6	3.3
Gain a better understanding of myself.	2,686	56.7	38.3	5.0
Develop skills which will help me earn a high income.	2,687	56.2	36.4	7.5
Meet and learn how to get along with different kinds of people.	2,692	51.0	43.9	5.1
Learn to reason more effectively (analyze/solve problems).	2,700	49.9	46.4	3.8
Develop leadership skills.	2,695	48.7	46.4	4.9
Develop my own set of values and ethical standards.	2,701	47.8	45.5	6.6
Develop better ways of communicating my ideas.	2,700	46.5	50.2	3.3
Prepare for graduate or professional school.	2,683	42.8	41.7	15.4
Increase my knowledge of local, national, and world problems.	2,700	37.0	53.4	9.6
Gain an understanding of science and technology.	2,699	30.8	52.3	16.9
Develop a better appreciation for art, music, drama, and literature.	2,698	28.6	48.6	22.8

TABLE 17 Most Important Educational Goal

	N	Percentages
Gain knowledge and skills for a job, career, or profession.	473	23.5
Discover my career interests and get a better sense of direction.	290	14.4
Develop skills which will help me in a career for serving others.	157	7.8
Gain a better understanding of myself.	146	7.3
Gain a broad education.	146	7.3
Develop skills which will help me earn a high income.	144	7.2
Develop independence, self-reliance, and adaptability.	130	6.5
Gain knowledge and skills in an academic field.	97	4.8
Prepare for graduate or professional school.	86	4.3
Increase my ability to learn on my own.	65	3.2
Meet and learn how to get along with different kinds of people.	63	3.1
Develop better ways of communicating my ideas.	55	2.7
Develop a better appreciation for art, music, drama, and literature.	42	2.1
Develop leadership skills.	31	1.6
Learn to reason more effectively (analyze/solve problems).	30	1.5
Develop my own set of values and ethical standards.	26	1.3
Increase my knowledge of local, national, and world problems.	15	0.7
Gain an understanding of science and technology.	14	0.7

## CAREER AND ACADEMIC PLANNING

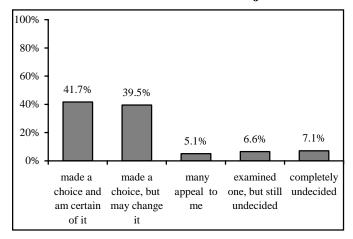
<u>Summary</u> Students were asked about the certainty and reasoning behind their career and academic plans. More than 4 out of 10 respondents reported they had chosen a major and were certain of it. A similar number of respondents reported they had chosen a major, but may change it.

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

Approximately one third of respondents reported they had made a career choice and were certain of it. Thirty-six 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. Approximately 40% had made a choice, but may change it. (Figure 14)

Figure 14
Decision on Academic Major



- Sixty-six percent of respondents strongly agreed that they will choose or have chosen their major because of interest in the subject matter. Another 28% agreed. (Table 18)
- Seventy-three percent of respondents strongly agreed or agreed that they will choose or have chosen their major because of the meaningful contribution they can make to society. (Table 18)
- One third of respondents strongly agreed they will choose or have chosen their major because they are confident they can succeed. Forty-eight percent agreed. (Table 18)
- About 75% of respondents strongly agreed or agreed that they will choose or have chosen their major because of creative or innovative jobs in the field. (Table 18)
- Seventy-seven percent of respondents strongly agreed or agreed that they will choose or have chosen their major because of familiarity with the subject. (Table 18)
- At least 69% of respondents strongly agreed or agreed they will choose or have chosen their major because of availability of jobs in the field or work/life experience. (Table 18)

- About 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-five 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 10 respondents strongly agreed or agreed they will choose or have chosen their major because of the challenge. (Table 18)
- Twenty percent of respondents strongly agreed they will choose or have chosen their major because of an instructor's influence or encouragement. Thirtyfour percent agreed. (Table 18)

- Approximately 60% of respondents strongly agreed or agreed they will choose or have chosen their major because of the courses they have taken. (Table 18)
- Forty-five percent of respondents strongly agreed or agreed they will choose or have chosen their major because of family advice. (Table 18)
- At least 32% 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)
- Twenty-seven percent of respondents strongly agreed or agreed that they will choose or have chosen their major because they have friends majoring or working in the field. (Table 18)

TABLE 18 Reasons for Choosing Major

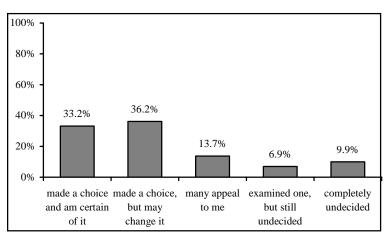
I will choose (have chosen) my major because of		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	N			Percentages		
interest in the subject matter.	2,698	66.0	27.6	6.1	0.1	0.1
the meaningful contribution I can make to society.	2,696	35.5	37.5	21.9	4.4	0.7
confidence that I can succeed.	2,695	33.4	48.2	15.4	2.2	0.8
creative/innovative jobs in the field.	2,690	31.7	43.2	21.5	3.2	0.4
familiarity with the subject.	2,690	31.1	45.6	17.6	5.1	0.7
availability of jobs in the field.	2,696	29.6	41.2	19.8	7.8	1.6
work/life experience.	2,693	27.3	41.8	22.1	7.0	1.8
highly respected career positions in the field.	2,691	26.3	40.2	23.7	8.3	1.4

TABLE 18
Reasons for Choosing Major (cont.)

I will choose (have chosen) my major because of		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	N			Percentages	i	
high salaries in the field.	2,695	23.2	31.2	21.6	16.3	7.7
the challenge.	2,690	19.9	40.7	26.7	10.9	1.8
an instructor's influence or encouragement.	2,690	19.9	34.1	27.7	15.1	3.2
the courses I have taken.	2,689	19.3	40.6	25.2	13.1	1.8
family advice.	2,691	11.4	33.4	29.9	20.1	5.2
an advisor's help.	2,689	9.1	25.1	36.3	23.3	6.1
career counseling/assessment.	2,692	8.6	23.8	34.7	24.8	8.1
friends who are majoring or working in this field.	2,689	7.6	18.9	26.9	34.1	12.5

- Approximately one third of respondents reported they had chosen a career and were certain of it. (Figure 15)
- Thirty-six percent of respondents reported they had made a choice about their career, but may change it. (Figure 15)

Figure 15
Decision on Career Choice



### LIFE GOALS

Summary Respondents were asked to rate the importance of a number of life goals. At least 78% of respondents rated succeeding in work, having strong friendships, or being committed to a life partner as very important life goals. Slightly more than 7 out of 10 respondents reported that having good health and wellness or raising a family were very important life goals.

- Approximately 86% of respondents reported that succeeding in work was a very important life goal. (Table 19)
- Eighty-four percent of respondents indicated that having strong friendships was a very important life goal. (Table 19)
- Approximately 79% of respondents reported that being committed to a life partner was a very important life goal. (Table 19)
- Seventy-four percent of respondents indicated that a very important life goal was health and wellness. (Table 19)

- About 71% of respondents reported that raising a family was a very important life goal. (Table 19)
- More than two thirds of respondents indicated that having interesting things to do was a very important life goal. (Table 19)
- At least 65% of respondents reported that meeting interesting people was a very important life goal. (Table 19)
- Sixty-two percent of respondents indicated that continuing to learn was a very important life goal. (Table 19)
- At least 56% of respondents reported that having broad intellectual interests and making a meaningful contribution to society were very important life goals. (Table 19)
- About 42% of respondents indicated that being a leader was a very important life goal. (Table 19)
- More than 2 out of 10 respondents reported that having lots of money and geographic mobility were very important life goals. (Table 19)

TABLE 19 Life Goals

		Very Important	Somewhat Important	Not Important
	N		Percentages	
Succeeding in work.	2,722	85.6	13.7	0.7
Having strong friendships.	2,721	84.3	15.0	0.7
Being committed to a life partner.	2,720	78.9	17.8	3.3
Health and wellness.	2,714	73.8	24.7	1.5
Raising a family.	2,718	71.4	23.4	5.2
Having interesting things to do.	2,718	68.4	29.8	1.8
Meeting interesting people.	2,720	65.7	32.4	1.9
Continuing to learn.	2,720	61.5	35.6	2.9
Having broad intellectual interests.	2,715	58.0	38.6	3.4
Making meaningful contribution to society.	2,721	56.8	38.7	4.5
Being a leader.	2,717	41.9	50.5	7.6
Having lots of money.	2,718	25.6	50.6	23.8
Geographic mobility.	2,718	23.3	57.7	19.1

#### SIGNIFICANT DIFFERENCES IN RESPONSES BY YEAR

<u>Summary</u> This section compares survey responses of 2005 MAP respondents with respondents from 2004. In 2005, the overall response rate was 80%, compared to 78% for 2004. A significantly higher percentage of respondents in 2005 indicated that they are African American or Hispanic.

Respondents in 2005 were significantly more likely than respondents in 2004 to indicate they planned to study outside the classroom 21 or more hours per week.

A significantly greater percentage of respondents in 2005 indicated they had plans to work. Respondents in 2004 were significantly more likely to indicate they were already employed.

On-campus respondents in 2005 were significantly more likely to indicate that they planned to leave campus for the weekend once a month.

Among residence hall respondents, 2004 respondents were significantly more likely to strongly agree or agree that they had developed ground rules with their roommate and that they have a good friendship with their roommate.

Respondents in 2005 were significantly more likely to report that they were satisfied with the social activities on their floor or in their hall.

In 2005, respondents were significantly more likely to indicate that they planned to participate in recreational computer use, discussions about current affairs and world issues, or discussions about issues related to campus life very often or often.

Respondents in 2005 were significantly more likely than 2004 respondents to strongly agree or agree that they fit in well at Ball State. A significantly higher percentage of 2004 respondents strongly agreed or agreed that they have been attending all of their classes, are adjusting to college study demands, or feel comfortable interacting with students of different ethnic/cultural backgrounds.

Respondents in 2005 were significantly more likely to strongly agree or agree that they will choose or have chosen a major because of the courses they have taken, an instructor's influence or encouragement, family advice, an advisor's help, career counseling or assessment, or friends who are majoring or working in the field.

- Respondents in 2004 were significantly more likely to indicate that they are Caucasian (92% in 2004 compared to 90% in 2005). (Table 20)
- A significantly higher percentage of 2005 respondents indicated that they are Hispanic (2% in 2005 compared to 1% in 2004). (Table 20)
- In 2005, a significantly higher percentage of respondents indicated that they plan to study out of class 21 or more hours (27% in 2005 compared to 22% in 2004). (Table 21)

TABLE 20 Significant Differences in Demographics by Year

	2005	2004
Race*	Perce	entages
Caucasian	90.0	91.9
African American	4.2	3.5
Hispanic	2.0	1.1
Bi-racial	1.2	1.4
Asian	.8	.8
Native American	.3	.2
No Response	1.5	1.0

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

TABLE 21 Significant Differences in Study Hours Per Week by Year

	2005	2004
Hours per week you plan to study out of class this semester*	Perce	entages
0-5 hours	5.6	5.7
6-10 hours	26.7	28.9
11-15 hours	23.2	25.6
16-20 hours	17.7	17.7
21 or more hours	26.8	22.1

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

- Respondents in 2004 were significantly more likely to report that they are employed (17% in 2004 compared to 14% in 2005). (Table 22)
- A significantly higher percentage of on-campus respondents in 2005 reported that they planned to leave campus for the weekend once a month (45% in 2005 compared to 42% in 2004). (Table 23)

TABLE 22 Significant Differences in Employment Plans by Year

	2005	2004
Are you employed or do you plan to be employed during the semester?*	Perce	ntages
Yes, employed	14.3	16.6
Yes, planning to work	35.7	33.6
No	50.0	49.9

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

TABLE 23
Significant Differences in Leaving Campus for the Weekend by Year

	2005	2004
How often do you expect to leave campus for the weekend?*	Perce	ntages
Not at all	1.1	1.0
Only on semester breaks	14.4	13.3
Once a month	45.3	41.5
Twice a month	30.8	34.4
Every weekend	8.4	9.8

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

- Residence hall respondents in 2004 were significantly more likely to strongly agree or agree that they have a good friendship with their roommate. (87% in 2004 compared to 85% in 2005). (Table 24)
- A significantly higher percentage of 2004 residence hall respondents strongly agreed or agreed that they had developed ground rules with their roommate (77% in 2004 compared to 71% in 2005). (Table 24)
- Seventy-eight percent of respondents in 2005 indicated that they strongly agree or agree that they are satisfied with the social activities on their floor or in their hall, compared to 75% in 2004. This difference was statistically significant. (Table 24)
- A significantly higher percentage of 2004 residence hall respondents indicated that they planned to participate in floor and hall meetings very often or often (77% in 2004 compared to 74% in 2005). (Table 25)

TABLE 24 Significant Differences in Experiences in Residence Halls by Year

	2005	2004
		rongly agreeing reeing
My roommate and I have a good friendship.*	84.5	87.2
I am satisfied with the social activities on my floor/in my hall.*	78.4	75.0
I have developed ground rules with my roommate for our room.*	71.3	76.7

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

TABLE 25 Significant Differences in Involvement in Residence Halls by Year

	2005	2004
In my residence hall, I expect or plan to	Percentages indicating very often or often	
Participate in floor and hall meetings.*	74.4	76.8

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

- Respondents in 2005 were significantly more likely to expect to participate in discussions about current affairs and world issues often or very often (17% in 2005 compared to 14% in 2004). (Table 26)
- A significantly higher percentage of 2005 respondents reported that they expected to participate in discussions about issues related to campus life very often or often (16% in 2005 compared to 14% in 2004). (Table 26)
- Respondents in 2004 were significantly more likely to indicate that they expected to attend campus lectures very often or often (19% in 2004 compared to 16% in 2005). (Table 26)
- A significantly higher percentage of 2005 respondents expected to participate in recreational computer use often or very often (64% in 2005 compared to 60% in 2004). (Table 26)

TABLE 26 Significant Differences in Involvement in Extra-Curricular Activities by Year

	2005	2004
	Percentages indicating ve often or often	
During my first year at Ball State, I expect or plan to	)	
attend:		
Campus Lectures.*	15.9	19.3
During my first year at Ball State, I expect or plan to	)	
participate in:		
Recreational Computer Use.*	64.0	59.3
Discussions About Current Affairs and World Issues.*	16.8	13.8
Discussions About Issues Related to Campus Life.*	16.0	13.8

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

- Respondents in 2005 were significantly more likely to strongly agree or agree that they have been feeling more tense or nervous (27% in 2005 compared to 23% in 2004). (Table 27)
- A significantly higher percentage of 2005 respondents strongly agreed or agreed that they feel very different from other students (23% in 2005 compared to 19% in 2004). (Table 27)
- Respondents in 2004 were significantly more likely to strongly agree or agree that they are attending all of their classes (94% in 2004 compared to 92% in 2005). (Table 27)
- Respondents in 2005 were significantly more likely to strongly agree or agree that they fit in well at Ball State (83% in 2005 compared to 81% in 2004). (Table 27)
- Eighty-seven percent of respondents in 2005 indicated that they feel comfortable interacting with students of different ethnic/cultural backgrounds, compared to 89% of respondents in 2004. This difference was statistically significant. (Table 27)

- Sixty-six percent of respondents in 2004 indicated that they strongly agree or agree that they are adjusting to college study demands, compared to 62% of 2005 respondents. This difference was statistically significant. (Table 27)
- A significantly higher percentage of respondents in 2005 strongly agreed or agreed that being on their own has not been easy (19% in 2005 compared to 16% in 2004). (Table 27)
- Respondents in 2005 were significantly more likely to strongly agree or agree that they would rather be at home than on campus (18% in 2005 compared to 16% in 2004). (Table 27)
- A significantly higher percentage of respondents in 2005 strongly agreed or agreed that they are feeling anxious about making decisions (30% in 2005 compared to 28% in 2004). (Table 27)
- A significantly higher percentage of 2004 respondents rated their ability to maintain physical health and wellbeing well above or somewhat above average (55% in 2004 compared to 52% in 2005). (Table 28)

TABLE 27 Significant Differences in Adjustment by Year

	2005	2004
	Percentages str	ongly agreeing
	or agreeing	
I am attending all of my classes.*	92.1	93.5
I feel comfortable interacting with students of different ethnic/ cultural backgrounds.*	87.2	89.4
I feel that I fit in well at Ball State.*	82.6	80.5
I am adjusting to college study demands.*	62.2	65.8
I am feeling anxious about making decisions.*	30.0	27.5
I have been feeling more tense or nervous.*	26.6	22.8
I feel very different from other students.*	23.1	19.3
Being on my own has not been easy for me.*	19.3	15.7
I would rather be at home than on campus.*	18.1	15.9

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

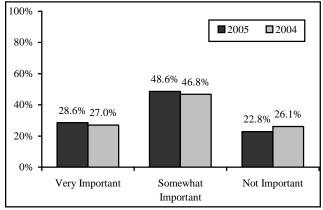
TABLE 28 Significant Differences in Personal Characteristics by Year

	2005	2004
	Percentages ra	ting themselves
How would you rate your:	well above or somewhat	
	above average	
ability to maintain physical health and well-being?*	52.1	55.0

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

• Respondents in 2005 were significantly more likely to report that they felt that developing a better appreciation for art was very important (29% in 2005 compared to 27% in 2004). (Figure 16)

Figure 16 Significant Differences in Developing a Better Appreciation for Art\*



<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

- A significantly higher percentage of 2005 respondents strongly agreed or agreed that they will choose or have chosen their major because of family advice (45% in 2005 compared to 41% in 2004). (Table 29)
- Respondents in 2005 were significantly more likely to strongly agree or agree that they will choose or have chosen their major because of an instructor's influence/encouragement (54% in 2005 compared to 51% in 2004). (Table 29)
- A significantly higher percentage of 2005 respondents strongly agreed or agreed that they will choose or have chosen their major because they have friends who are majoring/working in the field (26% in 2005 compared to 23% in 2004). (Table 29)
- Respondents in 2005 were significantly more likely to strongly agree or agree that they will choose or have chosen their major because of an advisor's help (34% in 2005 compared to 30% in 2004). (Table 29)
- Thirty-two percent of 2005 respondents strongly agreed or agreed that they will choose or have chosen their major because of career counseling/assessment, compared to 30% of 2004 respondents. This difference was statistically significant. (Table 29)

- Respondents in 2005 were significantly more likely to strongly agree or agree that they will choose or have chosen their major because of the courses they have taken (60% in 2005 compared to 57% in 2004). (Table 29)
- A significantly higher percentage of 2004 respondents strongly agreed or agreed that they will choose or have chosen their major because of an interest in the subject matter (95% in 2004 compared to 94% in 2005). (Table 29)
- Respondents in 2005 were significantly more likely to indicate that having lots of money was a very important life goal (26% in 2005 compared to 23% in 2004). (Table 30)
- A significantly higher percentage of 2004 respondents reported that a very important life goal was having strong friendships (86% in 2004 compared to 84% in 2005). (Table 30)
- Sixty-six percent of 2005 respondents reported that meeting interesting people was a very important life goal, compared to 62% of 2004 respondents. This difference was significant. (Table 30)
- Respondents in 2005 were significantly more likely to indicate that having broad intellectual interests is a very important life goal (58% in 2005 compared to 55% in 2004). (Table 30)

TABLE 29
Significant Differences in Reasons for Choosing Major by Year

	2005	2004
I will choose (have chosen) my major because of	Percentages strongly agreeing or agreeing	
An interest in the subject matter.*	93.6	94.9
The courses I have taken.*	59.9	56.9
An instructor's influence/encouragement.*	53.9	51.0
Family advice.*	44.9	41.3
An advisor's help.*	34.3	30.2
Career counseling/assessment.*	32.4	29.7
Friends who are majoring/working in the field.*	26.4	22.6

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

TABLE 30 Significant Differences in Life Goals by Year

	2005	2004
In your opinion, how important is each of the	Percentages indicating very	
following life goals?	important	
Having strong friendships.*	84.3	86.0
Meeting interesting people.*	65.7	61.6
Having broad intellectual interests.*	58.0	54.7
Having lots of money.*	25.6	23.0

<sup>\*</sup>Significant differences exist between MAP 2005 and 2004 respondents on this item. (p<.05)

Appendix A	pendix A
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**Current Members of the Making Achievement Possible Survey Committee** 

# Appendix A

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

David Chalfant, Academic Advisor, Academic Advising

Michael Haynes, Acting Dean, University College

Steven Graunke, Assessment Research Analyst, Office of Academic Assessment and Institutional Research

Seonmi Lee, Academic Advisor, Academic Advising

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# Appendix B

Making Achievement Possible (MAP) Survey