

FALL 2009 MAKING ACHIEVEMENT POSSIBLE SURVEY (MAP-WORKS)

FIRST-YEAR STUDENT

SUMMARY REPORT

VISION

Ball State University will be a national model of excellence for challenging, learner-centered academic communities that advance knowledge and improve economic vitality and quality of life.



Office of Academic Assessment and Institutional Research August 2010 AAIR No. MWF-S1-2010



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FIRST-YEAR STUDENT SUMMARY REPORT



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Office of Academic Assessment and Institutional Research
Ball State University
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EXECUTIVE SUMMARY

- Making Achievement Possible (MAP-Works) is an assessment system designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming first-year and transfer students during the early part of their first semester as a Ball State student. This report focuses on the responses of incoming first-year matriculates.
- Of the 3,942 incoming first-year matriculates who were invited to participate in the Fall 2009 survey, 3,583 completed it for a response rate of 91%.
- Nearly 6 out of 10 respondents were female. At least 57% of respondents who took the SAT had Verbal or Math scores of 500 or greater. About 45% of respondents with ACT scores had a Composite of at least 23.

College Readiness and Preparation

- More than 7 out of 10 respondents reported that Ball State was their first choice among the colleges or universities that admitted them.
- Approximately 93% of respondents indicated that they are extremely committed to completing their first year of college, 90% to completing their college degree, and 62% to doing so at Ball State.

Personal Skills and Abilities

• At least 71% of respondents rated their writing composition or reading comprehension skills as better than average.

- At least 95% of respondents reported that more than half of the time they are the kind of person who attends class or turns in required assignments.
- Seventy-nine percent of respondents reported that to a more than moderate degree they know what is expected of them in their classes to be successful.
- About 53% of respondents indicated that more than half of the time they are the kind of person who studies on a regular schedule.

Goals, Behaviors, and Expectations

- Ninety-seven percent of respondents indicated that they think they will earn grades of mostly A or B this term.
- Thirty-six percent of respondents indicated that the highest level of education they aspire to achieve is a bachelor's degree, and half of respondents indicated they aspire to achieve a degree more advanced.
- Nineteen percent of respondents indicated that on average they sleep 8 or more hours on nights before classes, 54% that they sleep 6.5 to 8 hours, and 21% that they sleep 5 to 6.5 hours.
- At least 65% of respondents stated that they spend 10 hours or less studying or doing out-of-class school work in an average week.

Initial Academic Experiences and Adjustment

- Nearly 9 out of 10 respondents indicated that they are taking at least five courses this term, and approximately 2 out of 3 reported that they are struggling in at least one of them.
- At least 83% of respondents indicated that overall they are more than moderately keeping current with their academic work, are performing well in their classes, are learning, or are satisfied with their academic life on campus.

On-Campus Living Characteristics and Experiences

- Ninety-five percent of respondents indicated that they currently live on campus.
- Of respondents who do, at least 83% indicated that they are more than moderately satisfied with their overall hall/building experience.

Off-Campus Living Characteristics and Experiences

- Of respondents who indicated they currently live off campus, nearly 9 out of 10 reported that they live with their parents or guardians.
- Eighty-three percent of respondents who live off campus reported that they are more than moderately satisfied with their overall living environment.
- Of respondents who live off campus, 83% reported that in a typical week they spend 10 hours or less on campus outside of class.

Student Integration and University Evaluation

- More than three fourths of the respondents reported that they had communication with their parents or guardians 10 times or less within the past 7 days, and about 38% reported that they initiated half of their communications.
- Approximately 78% of respondents rated their experience at Ball State overall as very good, excellent, or exceptional. More than 8 out of 10 respondents reported that to a more than moderate degree they would choose Ball State again if they had it to do over.

Student Athlete Experiences

- Six percent of respondents indicated that they are student athletes at Ball State; nearly 98% of these respondents indicated that this is their first term as such.
- Nearly 22% of student athlete respondents indicated that they more than moderately feel they will have difficulty balancing their study time with the time spent on their student sport activities.

Student Fraternity/Sorority Experiences

- At least 8% of respondents reported that they are an active fraternity or sorority member or are pledging this term.
- Nine percent of respondents who reported they are affiliated with a fraternity or sorority indicated that they think it is more than moderately likely they will have difficulty balancing their study time with time spent on their organization's events.

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
COLLEGE READINESS AND PREPARATION	3
PERSONAL SKILLS AND ABILITIES	9
GOALS, BEHAVIORS, AND EXPECTATIONS	15
INITIAL ACADEMIC EXPERIENCES AND ADJUSTMENT	19
ON-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES	23
OFF-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES	25
STUDENT INTEGRATION AND UNIVERSITY EVALUATION	29
STUDENT ATHLETE EXPERIENCES	33
STUDENT FRATERNITY/SORORITY EXPERIENCES	37
APPENDIX: OPEN-ENDED ITEMS	39

LIST OF TABLES

	<u>Page</u>
TABLE 1 – Demographic Characteristics	1
TABLE 2 – Academic Characteristics	2
TABLE 3 – Native Language of Respondents	2
TABLE 4 – High School Academic Completion	3
TABLE 5 – High School Grades	3
TABLE 6 – Parent/Guardian Educational Level	4
TABLE 7 – Commitment to College	5
TABLE 8 – Plans After Ball State	5
TABLE 9 – Transfer Intentions	5
TABLE 10 – Transfer Reasons	6
TABLE 11 – Financial Means	7
TABLE 12 – Financial Expectations	7
TABLE 13 – Academic Skills	10
TABLE 14 - Core Academic and Adaptation Behaviors	10
TABLE 15 – College Student Role	12
TABLE 16 – Advanced Academic Behaviors	12
TABLE 17 – Self-Management	14
TABLE 18 – Academic Self-Efficacy	16
TABLE 19 – Study Time	17
TABLE 20 - Student Activities and Involvement	17
TABLE 21 – Daily Behaviors	18
TABLE 22 – Weekly Behaviors	18
TABLE 23 – Current Courses	19
TABLE 24 – Class Attendance	19
TABLE 25 – Recognizing and Correcting Course Struggles	20
TABLE 26 – Characteristics of Most Difficult Course	21
TABLE 27 – Commitment to Major	21
TABLE 28 – Academic Adjustment	22
TABLE 29 – Current Residence	24
TABLE 30 – On-Campus Living Experience	24
TARIF 31 - Roommate/Resident Issues	24

	<u>Page</u>
TABLE 32 – Severity of Roommate/Resident Issues	24
TABLE 33 – Off-Campus Living Characteristics	26
TABLE 34 – Off-Campus Living Experience	26
TABLE 35 – Time Spent on Campus	27
TABLE 36 – Interference with Class Attendance	28
TABLE 37 – Interference with Coursework	28
TABLE 38 – Communication with Parents/Guardians	29
TABLE 39 – Homesickness	30
TABLE 40 – Sense of Belonging	31
TABLE 41 – Meeting Others	31
TABLE 42 – Self-Evaluation	32
TABLE 43 – Choice of Ball State	32
TABLE 44 – Student Athlete Characteristics	34
TABLE 45 – Student Athletics – Effect on Academics	35
TABLE 46 – Fraternity/Sorority Affiliation	37
TABLE 47 – Fraternity/Sorority Affiliation – Effect on Academics	38

LIST OF FIGURES

	<u>Page</u>
Figure 1 – Among the colleges/universities who admitted you, was this college/university your:	4
Figure 2 – What grades do you think you'll earn this term?	15
Figure 3 – What is the highest level of education you aspire to achieve?	16
Figure 4 – Regarding the course you're having the most difficulty with, to what degree are you struggling?	20
Figure 5 – In a typical week, how much time outside of class do you spend on campus? .	27
Figure 6 – On average, how long does it take you to get to campus?	28
Figure 7 – Overall, please rate your experience at this college/university	32

INTRODUCTION

Making Achievement Possible (MAP-Works) is an assessment system designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming first-year students during the early part of their first semester as a Ball State University student. The original survey was developed by the Office of Academic Assessment and Institutional Research, the Office of Housing and Residence Life, Academic Advising, and the Learning Center. Reports based on individual responses are sent to the respondents, their advisors, and residence hall directors. In the fall of 2006, Ball State partnered with Educational Benchmarking (EBI) to move the survey and its reporting on-line; the survey was revised as part of this initiative. Subsequent revisions to the survey are completed every year in order to better capture the relevant experiences of the current incoming freshmen and transfer students.

This report is a summary of the responses from all incoming first-year respondents to the *MAP-Works* Fall 2009 survey. Of the 3,942 incoming freshmen

who were invited to complete the survey, 3,583 completed it for a response rate of 91%. For information regarding transfer student responses, please refer to the *Fall 2009 Making Achievement Possible Survey (MAP-Works) Transfer Student Summary Report.*

Nearly 60% of respondents and 58% of all first-year students were female. At least 86% of respondents and all first-year students were Caucasian; 98% of the respondents reported that English is their native language. All respondents reported that they are enrolled full-time at Ball State, and 98% indicated that they graduated from high school in 2009. Fifty-seven percent of respondents and all first-year students who took the SAT had Verbal scores of 500 or greater, and at least 60% had Math scores that great. Approximately 45% of respondents and all first-year students who submitted ACT scores had at least a 23 Composite.

The remainder of this report is a summary of responses from 2009 first-year non-transfer matriculates who participated in *MAP-Works*.

TABLE 1
Demographic Characteristics

	Respondents	All Fall Incoming First-Years
	Percei	ıtages
Gender*		
Female	59.8	58.2
Male	40.2	41.8
Ethnicity*		
African American/Black	5.4	5.5
American Indian/Native American	0.1	0.2
Asian	0.7	0.7
Caucasian	86.6	86.2
Hispanic	2.8	3.0
Pacific Islander	0.0	0.0
Two or more races	2.3	2.3
Not specified	2.0	2.1

^{*}Statistically significant differences exist between respondents and non-respondents.

TABLE 1
Demographic Characteristics (cont.)

	Respondents	All Fall
		Incoming
		First-Years
	Perce	entages
Enrollment status		
Full-time	100.0	100.0
Part-time	0.0	0.0
High school graduation year*		
Before 2008	0.3	0.6
2008	1.5	1.6
2009	98.1	97.8

^{*}Statistically significant differences exist between respondents and non-respondents.

TABLE 2
Academic Characteristics

Academic Characteristics						
	Re	espondents		All Fall		
				coming		
			First-Years			
	N	Percentages	N	Percentages		
SAT Verbal						
700 and above	57	1.8	59	1.7		
600 - 699	425	13.3	463	13.2		
500 – 599	1349	42.3	1479	42.1		
400 - 499	1266	39.7	1409	40.1		
Below 399	94	2.9	105	3.0		
SAT Math*						
700 and above	44	1.4	48	1.4		
600 - 699	542	17.0	584	16.6		
500 – 599	1352	42.4	1482	42.2		
400 - 499	1156	36.2	1300	37.0		
Below 399	97	3.0	101	2.9		
ACT Composite						
33 and above	8	0.5	9	0.6		
28 - 32	154	10.6	163	10.5		
23 - 27	499	34.2	525	33.7		
18 - 22	699	47.9	750	48.2		
Below 18	98	6.7	109	7.0		

 $^{{\}rm *Statistically\ significant\ differences\ exist\ between\ respondents\ and\ non-respondents}.$

TABLE 3 Native Language of Respondents

Is English your native language?						
	N	Percentages				
Yes	3494	98.3				
No	61	1.7				

COLLEGE READINESS AND PREPARATION

<u>Summary</u> Respondents were asked to respond to questions regarding their high school experiences as well as their preparedness for and commitment to a college education. Seventy-two percent of respondents reported completing at least one advanced placement or college credit class in high school. One fourth of the respondents indicated their average grade in high school was an A or A+.

Approximately 3 out of 10 respondents indicated that their parents' or guardians' highest level of education was a bachelor's degree. More than 7 out of 10 respondents reported that Ball State was their first choice among the colleges or universities that admitted them.

Approximately 99% of the respondents indicated that they are more than moderately committed to finishing their first year of college and their college degree, and 85% to completing their college degree at Ball State.

More than 9 out of 10 respondents indicated that they are at least moderately confident they can pay for the current and next term's tuition and fees as well as monthly living expenses, with at least 32% reporting that they are extremely confident they can do so.

- Seventy-two percent of respondents indicated that they completed at least one advanced placement or college credit class in high school, and 11% that they completed five or more. (Table 4)
- Six out of 10 respondents reported that their average grade in high school was at least a B+. (Table 5)
- At least 29% of respondents indicated that the highest level of education of their parents or guardians is a bachelor's degree. (Table 6)

TABLE 4 High School Academic Completion

During high school (grades 9 to 12), how many		None	1 class	2 classes	3 classes	4 classes	5 or more classes
	N			Pero	centages		
advanced placement or college credit classes did you complete?	3570	28.0	20.1	19.6	12.7	8.6	11.0

TABLE 5 High School Grades

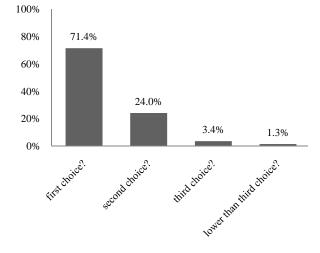
Your average grade in high school:						
	N	Percentages				
A or A+ (GPA of 3.67 or higher)	899	25.2				
A- or B+ (GPA of 3.33 to 3.66)	1236	34.6				
B or B- (GPA of 2.67 to 3.32)	1362	38.1				
C (GPA of 2.00 to 2.66)	70	2.0				
Below C (Below 2.00 GPA)	4	0.1				

TABLE 6
Parent/Guardian Educational Level

	N	Percentages
Which best describes your mother's/female guardian's highest level of education?		
High school diploma or less	921	25.9
Some college	741	20.8
Completed an associate's degree	431	12.1
Completed a bachelor's degree	1067	30.0
Completed a graduate or professional degree	402	11.3
Which best describes your father's/male guardian's highest level of education?		
High school diploma or less	1057	29.7
Some college	702	19.7
Completed an associate's degree	285	8.0
Completed a bachelor's degree	1036	29.1
Completed a graduate or professional degree	477	13.4

 More than 7 out of 10 respondents indicated that Ball State was their first choice among colleges/universities that admitted them, and nearly one fourth reported that Ball State was their second choice. (Figure 1)

Figure 1
Among the colleges/universities who admitted you, was this college/university your:



- Approximately 93% of respondents indicated that they are extremely committed to completing their first year of college, and 90% to completing their college degree. (Table 7)
- Nearly 85% of respondents indicated that to an extreme degree they intend to come back to Ball State next term, 74% for the next academic year, and 62% to complete their college degree here. (Table 7)
- About 87% of respondents who indicated it is likely they will transfer to another institution reported that, if they do leave Ball State, they plan to transfer to another four-year institution; 5% indicated they do not plan to attend any college or university. (Table 8)
- Three out of 10 respondents who indicated it is likely they will transfer to another institution reported that they intended to transfer when they entered Ball State. (Table 9)

TABLE 7 Commitment to College

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
_		Not at all			Moderately			Extremely
	N				Percentages			-
are you committed to completing your first year of college?	3542	0.2	0.2	0.1	0.9	1.8	4.2	92.7
are you committed to completing your college degree?	3530	0.2	0.1	0.1	1.0	2.2	6.1	90.3
are you committed to completing your college degree at this institution?	3517	1.3	1.2	2.0	10.7	10.2	12.9	61.8
do you intend to come back to this institution next term?	3565	0.4	0.4	0.4	3.0	2.8	8.5	84.5
do you intend to come back to this institution for the next academic year?	3561	0.9	0.8	1.5	5.5	5.6	11.6	73.9

TABLE 8
Plans After Ball State*

If you do leave this institution, which of the following best describes your plan:							
	N	Percentages					
I do not plan to attend any college or university.	26	5.0					
I plan to take some time off and come back to this institution in the future.	22	4.2					
I plan to transfer to another four-year institution.	454	86.8					
I plan to transfer to a two-year institution.	21	4.0					

^{*}Of respondents who indicated that it is likely they will transfer to another institution

TABLE 9
Transfer Intentions*

Did you intend to transfer when you entered this university?		
	N	Percentages
Yes	139	29.6
No	330	70.4

^{*}Of respondents who indicated that it is likely they will transfer to another institution

- Of respondents who indicated it is likely they will transfer to another institution, 3 out of 10 reported that the most likely cause would be that they wanted a different location; for 2 out of 10 it would be that they wanted a different social environment. (Table 10)
- At least 11% of respondents who indicated it is likely they will transfer to another institution reported financial issues or wanting a different academic program as the most likely cause. (Table 10)
- At least 8% of respondents who indicated that it is likely they will transfer to another institution reported the most likely cause would be they wanted a different academic environment. (Table 10)
- Nearly 6% of respondents who indicated that it is likely they will transfer to another institution reported the most likely cause would be to pursue a degree not offered at Ball State. (Table 10)

TABLE 10
Transfer Reasons*

If you decide to transfer to another institution, what would be the most likely cause?		
	N	Percentages
Wanted a different location	140	30.3
Wanted a different social environment (don't fit in here,)	91	19.7
Financial issues (too expensive, get more financial aid somewhere else)	59	12.8
Wanted a different academic program (changed majors, your major isn't offered here, etc.)	55	11.9
Other reasons	52	11.3
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	39	8.4
Pursue a degree not offered at my institution (e.g., master's degree, bachelor's degree, associate's degree)	26	5.6

^{*}Of respondents who indicated that it is likely they will transfer to another institution

- Nearly three fourths of respondents indicated that they are more than moderately confident that they can pay for the current and next term's tuition and fees. (Table 11)
- Approximately 74% of respondents reported that they are more than moderately confident they can pay for monthly living expenses such as room, board, utilities, and rent. (Table 11)
- Nearly 69% of respondents indicated that they are more than moderately confident they can pay for major everyday expenses such as credit cards and car payments. (Table 11)
- Fifty-seven percent of respondents stated they are more than moderately confident they can pay for social activities with their friends such as eating out and going to the movies. (Table 11)

TABLE 11 Financial Means

To what degree are you confident that you can pay for:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				Percentages			
the current term and next term's tuition and fees?	3527	1.7	1.9	4.2	17.3	16.5	23.8	34.5
monthly living expenses (e.g., room, board, utilities, rent)?	3463	1.6	2.3	5.0	17.3	16.5	25.1	32.2
major everyday expenses (e.g., car payments, credit cards)?	3418	2.0	3.4	7.4	18.7	17.6	22.9	28.0
social activities (e.g., eating out, going to movies) with your friends?	3510	3.0	6.8	10.6	22.3	17.0	18.8	21.4

- Twenty-three percent of respondents indicated that a large unexpected expense would to a more than moderate degree force them to leave school. (Table 12)
- Ten percent of respondents reported that to a more than moderate degree they

think they will have to leave school because of their current financial situation. (Table 12)

• Greater than one third of respondents indicated that their family's finances more than moderately impact their ability to stay in school. (Table 12)

TABLE 12 Financial Expectations

				P				
To what degree:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N				Percentages			
would a large unexpected expense force you to leave school?	3522	5.9	7.7	9.6	25.8	17.4	18.2	15.4
do you think you'll have to leave school because of your current financial situation?	3517	1.2	3.8	4.9	11.2	12.3	22.3	44.3
do your family's finances impact your ability to stay in school?	3519	14.9	10.5	9.0	20.1	12.4	15.4	17.8

PERSONAL SKILLS AND ABILITIES

<u>Summary</u> Respondents were asked to respond to questions regarding their academic abilities and behaviors, as well as their perceived role as a college student.

Approximately 74% of respondents indicated that they would rate their writing composition skills and 59% their math ability as better than average.

At least 72% of respondents indicated that they are always the kind of person who attends class, and about 62% stated that they are always the kind who turns in required homework assignments. Greater than 78% of respondents indicated that to a more than moderate degree they are the kind of person who is optimistic.

Thinking about their role as a college student, nearly 8 out of 10 respondents reported that to a more than moderate degree they know what is expected of them in their classes to be successful. Seven out of 10 respondents indicated that to a more than moderate degree they know how to allocate the correct amount of time to meet each of their obligations.

Sixty-four percent of respondents indicated that more than half of the time they are the kind of person who participates in class, and nearly 53% that they are the kind of person who studies on a regular schedule as often.

Eighty-two percent of respondents reported that they are more than moderately the kind of person who is self-disciplined, and at least 87% that they are the kind of person who follows through with what they say they are going to do as often.

 Nearly 74% of respondents rated their writing composition skills as better than average. (Table 13)

- Approximately 72% of respondents rated their reading comprehension skills as better than average. (Table 13)
- At least three fourths of respondents rated their ability to verbalize their ideas as above average. (Table 13)
- Half of the respondents rated their public speaking skills as better than average. (Table 13)
- When asked to rate their math ability, about 59% of respondents reported that they would rate theirs as above average. (Table 13)
- Seven out of 10 respondents rated their computer skills as better than average. (Table 13)
- Approximately 77% of respondents rated their problem-solving skills as above average. (Table 13)
- At least 72% of respondents indicated that they are always the kind of person who attends class, and 97% that they are that kind of person more than half of the time. (Table 14)
- Nearly 3 out of 10 respondents indicated that they are always the kind of person who pays attention in class, and 93% that they are more than half of the time. (Table 14)
- Greater than one third of respondents indicated that they are always the kind of person who takes good notes in class; 9 out of 10 indicated that they are that kind of person more than half of the time. (Table 14)

TABLE 13 Academic Skills

How would you rate yourself		Very	Poor	Fair	Average	Good	Very	Excellent
on the following skills		poor					good	
	N				Percentages			
Writing composition	3544	0.4	1.7	4.7	19.5	35.6	29.7	8.5
Reading comprehension	3538	0.2	1.7	6.4	19.8	31.1	27.6	13.2
Ability to verbalize your ideas	3536	0.1	0.8	4.8	18.4	34.6	29.4	11.9
Public speaking	3533	1.9	6.0	14.9	27.1	24.1	17.3	8.8
Math ability	3536	1.4	5.1	12.0	22.8	25.0	22.7	10.9
Computer skills	3526	0.4	1.8	6.1	21.6	29.7	27.0	13.5
Problem-solving skills	3535	0.1	0.7	4.3	17.9	32.8	31.1	13.2

- More than 62% of respondents reported that they are always the kind of person who turns in required homework assignments, and about 96% indicated that they are more than half of the time. (Table 14)
- Four out of 10 respondents indicated that they are always the kind of person who records their assignments and tests
- in a calendar, and three fourths stated that they are more than half of the time. (Table 14)
- Two out of 10 respondents indicated that they are always the kind of person who spends sufficient study time to earn good grades, and 8 out of 10 reported that they are more than half of the time. (Table 14)

TABLE 14 Core Academic and Adaptation Behaviors

To what degree are you		(1)	(2)	(3)	(4)	(5)	(6)	(7)
the kind of person who:		Not			Half of			Always
		at all			the time			
	N				Percentages			
attends class?	3493	0.1	0.1	0.3	2.7	3.2	21.4	72.3
pays attention in class?	3496	0.1	0.1	0.4	6.2	16.8	46.9	29.5
takes good notes in class?	3493	0.3	0.5	1.5	7.5	16.5	39.6	34.0
turns in required homework assignments?	3484	0.1	0.0	0.3	3.8	6.0	27.4	62.4
records your assignments and tests in a calendar?	3479	3.9	3.4	4.2	12.9	12.5	22.6	40.5
spends sufficient study time to earn good grades?	3486	0.3	1.1	3.5	15.1	24.3	35.6	20.1

- When thinking about their role as a college student, about 14% of the respondents indicated that their non-academic activities more than moderately conflict with their role as a student. (Table 15)
- At least 24% of respondents reported that to a more than moderate degree they have been forced to choose between two activities they needed to do. (Table 15)

- Approximately 27% of the respondents indicated that they feel to a more than moderate degree that there is not enough time during the regular school week to do everything that is expected of them. (Table 15)
- About 18% of respondents indicated that to a more than moderate degree they feel unable to keep up with all of their obligations. (Table 15)
- Seventy-nine percent of respondents reported that to a more than moderate degree they know what is expected of them in their classes to be successful. (Table 15)
- Seven out of 10 respondents indicated that to a more than moderate degree they know how to allocate the correct amount of time to meet each of their obligations. (Table 15)
- At least 6 out of 10 respondents indicated that more than half of the time they are the kind of person who participates in class or reads the assigned readings within a day before class. (Table 16)
- At least one fourth of respondents stated that more than half of the time they are the kind of person who meets with the instructor during office hours. (Table 16)
- Nearly 3 out of 10 respondents reported that more than half of the time they are the kind of person who communicates with instructors outside of office hours. (Table 16)
- Greater than two thirds of respondents indicated that more than half of the time they are the kind of person who studies in a place where they can avoid distractions. (Table 16)

- Nearly 53% of respondents indicated that more than half of the time they are the kind of person who studies on a regular schedule. (Table 16)
- Fifty-one percent of respondents reported that more than half of the time they are the kind of person who studies in blocks of time greater than one hour. (Table 16)
- Nearly 54% of respondents indicated that more than half of the time they are the kind of person who studies during their most productive hours each day. (Table 16)
- At least 36% of respondents reported that more than half of the time they are the kind of person who conducts weekly reviews of their class notes. (Table 16)
- Forty-one percent of respondents indicated that more than half of the time they are the kind of person who reviews lecture notes within a day after class. (Table 16)
- Sixty-three percent of respondents stated that more than half of the time they are the kind of person who works on large projects well in advance of the due date. (Table 16)
- Approximately 68% of respondents reported that more than half of the time they are the kind of person who conducts multiple work periods to complete large projects. (Table 16)
- About 46% of respondents indicated that more than half of the time they are the kind of person who finishes long-term projects at least 3 days in advance. (Table 16)

TABLE 15 College Student Role

Thinking about your role as a college student, to what degree:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N				Percentages			
do your non-academic activities conflict with your role as a student?	3528	1.4	3.3	9.1	25.6	22.7	26.0	11.9
have you been forced to choose between two activities you needed to do?	3515	3.7	7.5	13.2	24.3	16.6	19.2	15.5
do you feel there is not enough time during the regular school week to do everything that is expected of you?	3500	6.1	9.0	12.2	23.1	18.0	19.5	12.1
do you feel unable to keep up with all of your obligations?	3508	2.8	5.3	9.4	21.3	20.3	26.6	14.3
do you know what is expected of you in your classes to be successful?	3523	20.1	36.4	22.5	16.3	3.3	1.1	0.3
do you know how to allocate the correct amount of time to meet each of your obligations?	3483	11.5	30.7	27.6	22.8	5.6	1.3	0.5

TABLE 16 Advanced Academic Behaviors

To what degree are you the kind of person who:		(1) Not	(2)	(3)	(4) Half of	(5)	(6)	(7) Always
	3.7	at all			the time			
	N				Percentages		• • •	
participates in class?	3496	1.6	3.7	7.2	23.5	24.7	26.0	13.4
meets with the instructor during office hours?	3451	16.1	18.9	19.7	19.9	13.2	8.5	3.7
communicates with instructor outside of office hours?	3456	14.1	17.3	18.8	20.5	14.0	10.7	4.6
studies in a place where you can avoid distractions?	3496	1.6	3.3	5.5	22.2	22.5	29.3	15.6
studies on a regular schedule?	3494	3.8	6.6	11.5	25.5	20.9	20.9	10.8
studies in blocks of time greater than one hour?	3487	4.8	7.9	11.9	24.6	19.0	20.8	11.0
studies during your most productive hours each day?	3474	3.2	5.8	10.8	26.6	21.8	21.8	9.9
conducts weekly reviews of your class notes?	3488	9.8	13.2	17.5	23.9	15.7	13.2	6.7
reads the assigned readings within a day before class?	3485	1.8	5.5	8.6	23.6	20.1	27.1	13.3
reviews lecture notes within a day after class?	3474	6.3	11.1	15.2	26.4	18.1	15.5	7.4
works on large projects well in advance of the due date?	3443	1.4	4.0	8.7	22.5	22.7	26.6	14.1
conducts multiple work periods to complete large projects?	3434	1.3	3.2	6.9	20.2	24.5	28.8	15.1
finishes long-term projects at least three days in advance?	3445	4.4	8.7	14.5	26.4	19.3	17.7	8.9

- Eighty-two percent of respondents reported that they are more than moderately the kind of person who is self-disciplined. (Table 17)
- Nearly 77% of respondents indicated that they are more than moderately the kind of person who is a self-starter. (Table 17)
- About 87% of respondents indicated that they are more than moderately the kind of person who follows through with what they say they are going to do; at least one fourth reported they are that kind of person to an extreme degree.
 (Table 17)
- Nearly 42% of respondents reported that to an extreme degree they are the kind of person who is dependable; at least 94% reported that they more than moderately are. (Table 17)
- At least 9 out of 10 respondents reported that they are more than moderately the kind of person who shows up on time. (Table 17)
- Nearly 62% of respondents indicated that they are more than moderately the kind of person who does their work before they play. (Table 17)

- More than three fourths of respondents indicated that they are more than moderately the kind of person who plans out their time. (Table 17)
- At least 62% of respondents reported that they are more than moderately the kind of person who sticks to their time plan. (Table 17)
- About 63% of respondents indicated that they are more than moderately the kind of person who makes to-do-lists. (Table 17)
- At least 77% of respondents reported that they are more than moderately the kind of person who balances time between classes and other activities. (Table 17)
- At least 78% of respondents indicated that they are more than moderately the kind of person who is optimistic or can easily adapt to new environments. (Table 17)
- Greater than three fourths of respondents indicated they are more than moderately the kind of person who can quickly adapt to changes in circumstances. (Table 17)

TABLE 17 Self-Management

To what degree are you		(1)	(2)	(3)	(4)	(5)	(6)	(7)
the kind of person who:		Not at all			Moderately			Extremely
	N				Percentages			
is self-disciplined?	3538	0.3	0.7	2.2	14.8	22.9	37.0	22.1
is a self-starter?	3524	0.2	0.9	3.9	18.2	28.2	33.7	14.9
follows through with what you say you're going to do?	3535	0.2	0.3	1.8	10.4	20.2	41.7	25.4
is dependable?	3529	0.2	0.1	0.5	4.8	11.5	41.4	41.5
shows up on time?	3519	0.1	0.5	1.8	7.1	12.6	37.2	40.7
does your work before you play?	3532	0.9	2.7	8.8	26.0	25.7	23.2	12.7
plans out your time?	3535	0.8	2.7	8.5	20.9	22.7	27.6	16.8
sticks to your time plan?	3521	1.0	3.5	9.8	23.6	24.9	25.8	11.4
makes "to-do lists"?	3528	5.4	7.1	9.5	15.1	14.8	23.3	24.8
balances time between classes and other activities (work, student activities, etc.)?	3530	0.3	0.9	3.9	17.4	23.9	35.2	18.3
is optimistic?	3522	0.9	1.6	4.1	15.2	20.6	31.6	26.1
can easily adapt to new environments?	3525	0.4	1.7	4.5	15.1	20.9	32.8	24.5
can quickly adapt to changes in circumstances?	3522	0.3	1.7	4.8	16.9	22.5	33.2	20.6

GOALS, BEHAVIORS, AND EXPECTATIONS

<u>Summary</u> Respondents were asked to report their expectations about their classes, grades, educational goals, and time devoted to academic and non-academic behaviors.

Nearly 72% of respondents indicated that they are more than moderately certain they can do even the hardest work assigned in their courses. About 34% of respondents reported that they think they will earn mostly A's this term; nearly 63% think they will earn mostly B's.

Thirty-six percent of respondents indicated that the highest level of education they aspire to achieve is a bachelor's degree, and half of respondents stated that they aspire to achieve a degree more advanced.

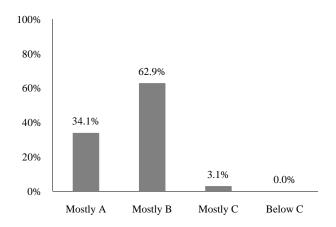
Three out of 10 respondents reported spending at least 1.5 hours studying for a test in high school, and nearly 9 out of 10 indicated that they expect to spend that amount of time studying for a test in college.

Eight out of 10 respondents indicated that they more than moderately intend to attend student functions such as sporting events, plays, and art exhibits; about 62% indicated that they intend to participate in a student organization to that degree.

Only 19% of respondents reported that on average they spend 8 hours or more sleeping on nights before classes, and 54% reported sleeping 6.5 to 8 hours. Nearly 35% of respondents indicated that they spend more than 10 hours in an average week studying or doing out-of-class school work.

• Approximately 34% of respondents reported that they think they will earn mostly A's this term; about 63% think they will earn mostly B's. (Figure 2)

Figure 2 What grades do you think you'll earn this term?



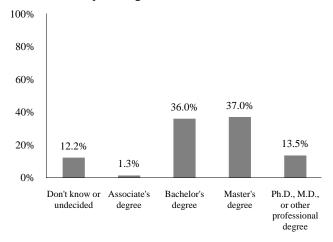
- Approximately 72% of respondents stated they are more than moderately certain they can do even the hardest work assigned in their courses. (Table 18)
- Nearly three fourths of respondents reported that they are more than moderately certain they can do well on all problems and tasks assigned in their courses. (Table 18)
- Approximately 64% of respondents reported that they are more than moderately certain they can do well in their hardest course. (Table 18)
- About 77% of respondents indicated that they are more than moderately certain that they can persevere on class projects even when there are challenges. (Table 18)

TABLE 18 Academic Self-Efficacy

To what degree are you certain that you can:		(1) Not at all certain	(2)	(3)	(4) Moderately certain	(5)	(6)	(7) Absolutely certain
	N				Percentages			
do even the hardest work assigned in your courses?	3507	0.9	1.6	4.6	21.2	23.8	32.4	15.6
do well on all problems and tasks assigned in your courses?	3496	0.5	1.0	3.2	21.0	26.9	33.8	13.6
do well in your hardest course?	3489	0.9	2.6	6.9	26.1	27.0	25.8	10.6
persevere on class projects even when there are challenges?	3469	0.3	1.0	2.7	19.5	24.4	34.2	17.9

• Thirty-six percent of respondents reported that the highest level of education they aspire to achieve is a bachelor's degree; 37% a master's degree; and nearly 14% a Ph.D., M.D., or other professional degree. (Figure 3)

Figure 3
What is the highest level of education you aspire to achieve?



- Approximately 10% of respondents reported that they spent 2.5 hours or more on average studying for a test in high school; nearly 53% indicated they expect to spend that much time studying for a test in college. (Table 19)
- Approximately 43% of respondents indicated that they are more than moderately interested in playing intramural sports. (Table 20)
- Eight out of 10 respondents indicated that they more than moderately intend to attend student functions such as sporting events, plays, and art exhibits. (Table 20)
- About 62% of respondents reported that they more than moderately intend to participate in a student organization; approximately 40% indicated they are more than moderately interested in holding a leadership position in a student organization. (Table 20)

TABLE 19 Study Time

How many hours,		None	30	1 hr	1.5 to 2	2.5 hrs
on average:			min		hrs	or more
	N			Percentage	s	
did you spend studying for a test in high school?	3541	12.8	29.7	27.2	20.8	9.6
do you expect to spend studying for a test in college?	3536	0.2	1.8	10.3	35.0	52.7

TABLE 20 Student Activities and Involvement

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	N				Percentages			
are you interested in playing intramural sports?	3472	22.6	9.0	6.8	18.3	10.2	13.2	19.8
do you intend to attend student functions (e.g., sporting events, plays, art exhibits, etc.)?	3485	1.8	1.7	2.5	13.8	13.2	28.7	38.3
do you intend to participate in a student organization?	3458	5.4	4.9	7.1	21.1	15.8	20.0	25.7
are you interested in holding a leadership position in a college/university student organization?	3456	14.7	11.8	10.8	22.8	13.5	13.3	13.1

- Nineteen percent of respondents indicated that on average they sleep 8 hours or more on nights before classes, 54% that they sleep 6.5 to 8 hours, and 21% that they sleep 5 to 6.5 hours. (Table 21)
- Nearly 58% of respondents reported spending less than 2 hours in an average day on social networking websites such as Facebook or MySpace. (Table 21)
- Twenty-seven percent of respondents reported that they spend 5 or more hours relaxing or socializing in an average day. (Table 21)

- Nearly two thirds of respondents reported that they spend 10 hours or less studying or doing out-of-class school work in an average week. (Table 22)
- Nine-two percent of respondents reported that they spend 10 hours or less working for pay in an average week. (Table 22)
- More than 9 out of 10 respondents indicated that they spend 10 hours or less in an average week exercising or playing sports. (Table 22)

TABLE 21 Daily Behaviors

In an average day, how many hours do you spend:		Less than 2 hrs	2.0-3.5 hrs	3.5-5.0 hrs	5.0-6.5 hrs	6.5-8.0 hrs	8.0 hrs or more
	N			Perce	entages		
sleeping on nights before classes?	3510	1.1	1.0	3.6	21.3	54.2	19.0
on social networking website (e.g., Facebook, MySpace, etc.)?	3503	57.8	25.2	8.5	4.2	1.7	2.8
relaxing or socializing?	3478	17.0	32.1	24.1	14.7	4.9	7.4

TABLE 22 Weekly Behaviors

In an average week, how many hours do you spend:		5 hrs or less	6-10 hrs	11-15 hrs	16-20 hrs	21-25 hrs	26 hrs or more
	N			Percei	ntages		
studying/[doing] out-of-class school work?	3481	33.9	31.3	16.1	8.8	4.7	5.3
working for pay? exercising or playing sports?	3475 3483	86.6 69.2	5.6 21.5	3.5 5.5	2.8 1.9	0.6 1.1	0.8 0.8

INITIAL ACADEMIC EXPERIENCES AND ADJUSTMENT

<u>Summary</u> Respondents were asked to report the degree to which they are struggling with courses, their behaviors regarding courses in which they are having difficulty, and their commitment to their major, as well as to assess their academic adjustment overall.

Nearly 9 out of 10 respondents reported that they are taking five or more courses this term, and nearly two thirds of respondents indicated that they are struggling in one or more of them.

Regarding the course respondents indicated they are having the most difficulty with, approximately 12% stated that to a more than moderate degree they have talked with their instructor regarding their difficulties. Based on their current performance in this course, about 5% indicated their grade would be an A, 36% that theirs would be a B, and 42% that theirs would be a C. Nearly 37% of respondents reported that this course is in their major.

Approximately 58% of respondents indicated that they have selected a specific

major, and an additional 18% have selected a more specific area.

At least 83% of respondents stated that overall they are more than moderately keeping current with their academic work, performing well in their classes, or learning. As many respondents reported they are more than moderately satisfied with their academic life on campus.

- Approximately 9 out of 10 respondents indicated that they are taking at least five courses this term, and almost all of those remaining reported that they are taking four. (Table 23)
- Nearly two thirds of respondents reported that they are struggling in at least one course. (Table 23)
- More than two thirds of respondents indicated they have attended all their scheduled classes this term, and nearly 23% that they have missed one. (Table 24)

TABLE 23 Current Courses

		0	1	2	3	4	5	More than 5
	N				Percentage	es		
How many courses are you taking?	3538	0.1	0.0	0.1	0.2	9.8	61.7	28.1
Of those, how many courses are you struggling in?	3524	34.1	37.0	23.5	4.0	0.8	0.3	0.2

TABLE 24 Class Attendance

How many of your scheduled classes have you attended this term?							
	N	Percentages					
I have attended all my classes.	2353	67.2					
I have missed one class.	797	22.8					
I have missed a few classes.	341	9.7					
I miss class frequently.	7	0.2					
I miss class most of the time.	4	0.1					

- Of respondents who indicated they are struggling in at least one course, approximately 12% reported that to a more than moderate degree they have talked with the instructor of the course they are having the most difficultly with regarding their difficulties. (Table 25)
- Of those respondents who indicated they are struggling in at least one course, nearly 9 out of 10 stated that to a more than a moderate degree they

- have turned in assigned homework in the course with which they are having the most difficulty. (Table 25)
- Of respondents who indicated they are struggling in at least one course, at least 71% claimed that to more than a moderate degree they have done the required readings in the course with which they are having the most difficulty. (Table 25)

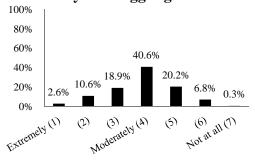
TABLE 25
Recognizing and Correcting Course Struggles*

		0		0	00			
Regarding the course you're	;	(1)	(2)	(3)	(4)	(5)	(6)	(7)
having the most difficulty		Not at all			Moderately			Extremely
with, to what degree:								
	N				Percentages			
have you talked with your instructor regarding your difficulties?	2292	45.8	16.6	11.1	14.8	6.2	3.7	1.8
have you turned in assigned homework?	2219	1.1	1.2	1.4	7.2	7.9	20.5	60.7
have you done the required readings?	2266	1.5	3.4	5.2	18.6	16.3	24.8	30.2

^{*}Of respondents who indicated they are struggling in at least one course

• About 32% of respondents who stated they are struggling in at least one course indicated they are struggling more than moderately in the course with which they are having the most difficulty. (Figure 4)

Figure 4
Regarding the course you're having the most difficulty with, to what degree are you struggling?*



^{*}Of respondents who indicated they are struggling in at least one course

- Regarding this course, at least 5% reported that based on their current performance their grade would be an A. Approximately 36% indicated their grade would be a B, and for 42% it would be a C. (Table 26)
- Nearly 37% reported that the course they are having the most difficulty with is in their major. (Table 26)

TABLE 26 Characteristics of Most Difficult Course*

Regarding the course you're having the most difficulty with:							
	N	Percentages					
Based on your current performance, what would your grade be?							
A	122	5.3					
В	825	35.7					
C	969	41.9					
D	157	6.8					
F	47	2.0					
Don't know	195	8.4					
What type of course is it?							
Course is in your major.	848	36.7					
Course is not in your major.	1243	53.7					
You have not selected a major.	222	9.6					

^{*}Of respondents who indicated they are struggling in at least one course

- Approximately 13% of respondents indicated that they have selected a general area but haven't chosen a specific major, 18% that they have selected a more specific area, and nearly 58% a specific major. (Table 27)
- At least 86% of respondents reported that overall to a more than moderate degree they are learning, keeping current with their academic work, or performing well in their classes. (Table 28)
- At least 83% of respondents indicated that overall they are more than moderately motivated to complete their academic work or are satisfied with their academic life on campus. (Table 28)
- About 35% of the respondents indicated that overall they are experiencing stress more than moderately. (Table 28)

TABLE 27 Commitment to Major

Have you chosen a major?		
	N	Percentages
I am undecided.	419	11.8
I have selected a general area	445	12.5
(e.g., science, business, social sciences, etc.)		
but haven't chosen a specific major.		
I have selected a more specific area	646	18.1
(e.g., biology, finance, history, etc.)		
but haven't chosen a specific major.		
I have selected a specific major	2051	57.6
(e.g., marine biology, corporate finance,		
early American history, etc.).		

TABLE 28 Academic Adjustment

Overall, to what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	N				Percentages			
keeping current with your academic work?	3492	0.3	0.3	1.4	11.6	18.0	40.9	27.6
motivated to complete your academic work?	3483	0.5	0.7	2.3	13.2	18.5	36.4	28.4
performing well in your classes?	3488	0.3	0.4	1.1	11.6	19.7	44.6	22.3
learning?	3483	0.3	0.7	1.9	10.8	16.5	42.1	27.7
satisfied with your academic life on campus?	3457	0.6	0.8	2.6	12.8	17.4	39.3	26.5
experiencing stress?	3383	2.7	12.7	19.7	30.0	18.3	11.4	5.2

ON-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

<u>Summary</u> Respondents were asked to give information related to their current residence on campus including their overall experiences, relationships with residents living with or near them, and ability to study and do homework in their living environment.

Ninety-five percent of respondents indicated that they live on campus. Of those who do, approximately 88% reported that they are more than moderately able to sleep in their room; about 85% indicated that they are more than moderately able to study in their room or hall. Approximately 83% indicated they are adjusting to living in oncampus housing to a more than moderate degree.

At least 86% of respondents who live on campus indicated that their roommates or residents living with or near them are respecting more than moderately their study time, sleep time, privacy, and property. At least half of respondents reported having no problems at all with people living with or near them, and only 5% reported having more than moderate problems.

- Ninety-five percent of respondents indicated that they currently live on campus. (Table 29)
- Nearly 7 out of 10 respondents who reported living on campus indicated that they are more than moderately hanging out with other residents. (Table 30)
- About 66% of respondents living on campus reported that they are more than moderately making friends with others in the hall/building. (Table 30)

- At least 62% of respondents who indicated that they live on campus reported that they are more than moderately satisfied with the social activities in their hall/building. (Table 30)
- At least 85% of respondents living on campus reported that they are more than moderately able to study in their room/hall. (Table 30)
- Nearly 88% of respondents living on campus reported that they are more than moderately able to sleep in their room. (Table 30)
- Approximately 83% respondents who live on campus indicated that they are adjusting more than moderately to living in on-campus housing or are more than moderately satisfied with their overall hall/building experience. (Table 30)
- At least 86% of respondents living on campus indicated that their roommates or residents living with/near them are more than moderately respecting their study time or sleep time. (Table 31)
- More than 9 out of 10 respondents who live on campus indicated that their roommates or residents living with/near them are respecting their privacy or property more than moderately.
 (Table 31)
- Only 5% of respondents living on campus reported that overall they are having more than moderate problems with the people living with/near them. (Table 32)

TABLE 29 Current Residence

Do you live on campus?		
	N	Percentages
Yes	3328	95.1
No	173	4.9

TABLE 30 On-Campus Living Experience*

To what degree are you:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				Percentages			
hanging out with other residents?	3302	2.3	4.6	5.6	18.5	16.4	25.2	27.3
making friends with others in the hall/building?	3301	2.2	6.3	7.1	18.7	17.0	23.9	24.8
satisfied with the social activities in your hall/building?	3277	2.9	5.1	6.9	22.5	19.0	24.1	19.3
adjusting to living in on-campus housing?	3292	0.8	1.8	2.2	12.6	13.6	33.7	35.3
able to study in your room/hall?	3294	0.5	1.1	2.1	10.9	14.4	36.5	34.5
able to sleep in your room?	3284	0.4	1.2	1.9	8.8	10.6	31.2	46.0
satisfied with your overall hall/building experience?	3272	0.7	1.4	2.4	12.3	14.2	36.1	33.0

^{*}Of respondents who indicated they are currently living on campus

TABLE 31
Roommate/Resident Issues*

To what degree are roommate(s)		(1)	(2)	(3)	(4)	(5)	(6)	(7)
or residents living with/near you:		Not at all		Moderately			Extremely	
	N				Percentages			
respecting your study time?	3294	0.8	0.9	1.8	9.1	11.7	29.2	46.5
respecting your sleep time?	3297	1.1	1.5	2.3	9.2	10.2	26.8	49.0
respecting your privacy?	3286	0.6	0.6	1.2	6.8	7.7	26.0	57.0
respecting your property?	3269	0.7	0.6	1.2	5.9	6.7	24.6	60.4

^{*}Of respondents who indicated they are currently living on campus

TABLE 32 Severity of Roommate/Resident Issues*

2 · · ·							
Overall, to what degree are you having problems with people living with/near you?							
	N	Percentages					
(1) Serious problems	15	0.5					
(2)	77	2.3					
(3)	86	2.6					
(4) Moderate problems	240	7.3					
(5)	297	9.0					
(6)	903	27.4					
(7) No problems	1675	50.9					

^{*}Of respondents who indicated they are currently living on campus

OFF-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

<u>Summary</u> Respondents were asked to give information related to their current off-campus residence including their overall experiences, relationships with residents living with or near them, and the ability to study and do homework in their living environment.

Of respondents who live off campus, approximately 9 out of 10 reported they live with their parents or guardians. Nearly 97% reported that they are single, divorced, or widowed. About 81% indicated they have no dependents 18 years old or younger living in their home for whom they have responsibility. Nearly 94% reported that they entered Ball State immediately from high school.

Approximately 94% of respondents who live off campus indicated they are more than moderately able to sleep in their room or home, and about 89% that they are able to study there. Eighty-three percent reported that they are more than moderately satisfied with their overall living environment.

Seventeen percent of respondents who live off campus indicated that they spend 10 or more hours on campus outside of class in a typical week. At least 63% reported that it takes them less than 30 minutes on average to get to campus.

• Of respondents who indicated they are currently living off campus, nearly 9 out of 10 reported that they live with their parents/guardians. (Table 33)

- About 83% of respondents who live off campus indicated that their parents/guardians claim them as a dependent for tax purposes. (Table 33)
- Approximately 4% of respondents who live off campus indicated that they are married or have a life partner. (Table 33)
- At least 81% of respondents who live off campus reported that they do not have any dependents 18 years old or younger living in their home for whom they have responsibility. (Table 33)
- Nearly 94% of respondents who live off campus indicated that they entered Ball State immediately from high school. (Table 33)
- Approximately 89% respondents who live off campus reported that they are more than moderately able to study in their room/home. (Table 34)
- At least 94% of respondents who live off campus reported that they are more than moderately able to sleep in their room/home. (Table 34)
- Eighty-three percent of respondents who live off campus indicated that they are more than moderately satisfied with their overall living environment. (Table 34)

TABLE 33
Off-Campus Living Characteristics*

	N	Percentages
Do you live with your parents/guardians?		
Yes	154	89.5
No	18	10.5
Do your parents/guardians claim you as a dependent		
for tax purposes?		
Yes	124	82.7
No	26	17.3
Your marital status:		
Single, divorced, widowed	165	96.5
Married, life partners	6	3.5
How many dependents (children 18 years old or younger		
for whom you have responsibility) live in your home?		
None	139	81.3
One	21	12.3
Two	8	4.7
More than two	3	1.8
How many years has it been since you were in an educationa	ıl	
setting (high school, technical school, or college)?		
Entered this school immediately from high school	161	93.6
1 to 5 years	5	2.9
6 to 10 years	4	2.3
More than 10 years	2	1.2

^{*}Of respondents who indicated they are currently living off campus

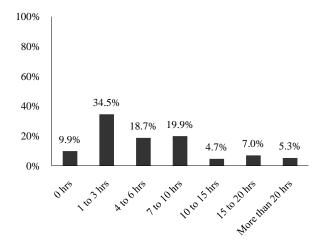
TABLE 34
Off-Campus Living Experience*

				, 1				
To what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	N				Percentages			
able to study in your room/home?	171	0.6	1.2	1.2	8.2	11.1	29.8	48.0
able to sleep in your room/home?	170	0.6	1.2	0.6	3.5	7.1	17.1	70.0
satisfied with your overall living environment?	170	1.8	2.9	2.4	10.0	7.1	24.1	51.8

^{*}Of respondents who indicated they are currently living off campus

- Seventeen percent of respondents living off campus indicated that in a typical week they spend 10 hours or more outside of class on campus. (Figure 5)
- Nearly 7 out of 10 respondents who live off campus indicated that they are predominantly on campus days before 5 p.m. (Table 35)
- Of respondents who reported they are currently living off campus, at least 63% indicated that it takes them less than 30 minutes to get to campus on average. (Figure 6)

Figure 5
In a typical week, how much time outside of class do you spend on campus?*



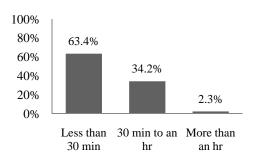
*Of respondents who indicated they are currently living off campus

TABLE 35
Time Spent on Campus*

When are you predominantly on campus?		
	N	Percentages
Days before 5 pm	119	69.2
Evenings after 5 pm	0	0.0
Both days and evenings	52	30.2
Never or rarely – I take courses online.	1	0.6

^{*}Of respondents who indicated they are currently living off campus

Figure 6
On average, how long does it take you to get to campus?*



^{*}Of respondents who indicated they are currently living off campus

- Only about 6% of respondents living off campus indicated that a lack of reliable transportation is more than moderately interfering with their ability to attend or arrive on time to class. (Table 36)
- Only 5% of respondents living off campus reported that a lack of reliable child care is a factor that is more than

- moderately interfering with their ability to attend or arrive on time to class. (Table 36)
- Only 3% of respondents living off campus indicated that work schedule conflicts are more than moderately interfering with their ability to attend or arrive on time to class. (Table 36)
- Approximately 9% of respondents living off campus reported that family obligations are more than moderately interfering with their ability to complete coursework. (Table 37)
- Approximately 12% of respondents living off campus indicated that work obligations are more than moderately interfering with their ability to complete coursework. (Table 37)

TABLE 36
Interference with Class Attendance*

To what degree are the following factors interfering with your ability to attend class or arrive on time to class:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N				Percentages			
Lack of reliable transportation	171	2.3	3.5	0.0	5.3	2.9	14.0	71.9
Lack of reliable child care	136	1.5	2.2	1.5	2.2	1.5	1.5	89.7
Work schedule conflicts	160	1.3	0.6	1.3	1.9	5.0	10.0	80.0

^{*}Of respondents who indicated they are currently living off campus

TABLE 37
Interference with Coursework*

To what degree are the following factors interfering with your ability to complete coursework (e.g., studying, homework, practic	ce):	(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N				Percentages			
Family obligations	171	2.3	3.5	2.9	14.0	11.1	22.2	43.9
Work obligations	161	1.2	6.2	4.3	13.0	7.5	18.0	49.7

^{*}Of respondents who indicated they are currently living off campus

STUDENT INTEGRATION AND UNIVERSITY EVALUATION

<u>Summary</u> Respondents were asked to report how often they communicate with their parents or guardians, how homesick they feel, to what degree they belong at Ball State and are meeting people, and to give their overall evaluation of the university.

Less than one fourth of respondents reported that they communicated with their parents or guardians more than 10 times within the past 7 days. Approximately 38% of respondents reported that they initiated half of their communications.

Nearly 4 out of 10 respondents who are not currently living with family stated that they more than moderately miss their family back home, and more than half that they miss their old friends who are not at Ball State.

At least 8 out of 10 respondents indicated that overall to a more than moderate degree they belong here, are fitting in, or are meeting people on campus who they like.

At least 81% of respondents indicated that to a more than moderate degree they would choose Ball State again if that had it to do over, and 88% that they would recommend Ball State to someone who wants to attend college. About 78% of respondents rated their overall experience at Ball State as very good, excellent, or exceptional.

- Nearly 77% of respondents reported that they communicated with their parents or guardians 10 times or less within the past 7 days. (Table 38)
- At least 38% of respondents stated they initiated half of the communications. (Table 38)

TABLE 38 Communication with Parents/Guardians

	N	Percentages
How many times did you have communication with your		
parents/guardians (e.g., phone call, text message, email, etc.)		
within the past seven days?		
5 times or less	1473	43.8
6 to 10 times	1101	32.7
11 to 15 times	307	9.1
16 to 20 times	180	5.3
21 to 25 times	78	2.3
26 to 30 times	78	2.3
More than 30 times	148	4.4
What percentage of those communications was initiated by you?		
Less than 50%	1453	42.8
50%	1302	38.3
More than 50%	643	18.9

- Nearly 4 out of 10 respondents who are not currently living with family reported that they miss their family back home to a more than moderate degree. (Table 39)
- Approximately 54% of respondents who are not currently living with family stated that they more than moderately miss their old friends who are not at Ball State. (Table 39)
- Approximately 57% of respondents who are not currently living with family indicated that they more than moderately miss their boyfriend or girlfriend who is not at Ball State. (Table 39)
- At least 15% of respondents who are not currently living with family reported that they more than moderately feel upset because they want to go home. (Table 39)

- About 9% of respondents who are not currently living with family reported that they more than moderately regret leaving home to go to school. (Table 39)
- Nearly 13% of respondents who are not currently living with family indicated that overall to a more than moderate degree they think about going home all the time. (Table 39)
- At least 8 out of 10 respondents reported that overall to a more than moderate degree they belong at Ball State or are fitting in. (Table 40)
- Approximately 72% of respondents indicated that they are more than moderately satisfied overall with their social life on campus. (Table 40)

TABLE 39 Homesickness*

To what degree do you	•	(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N	-			Percentages			
miss your family back home?	3351	12.5	12.8	14.1	28.2	12.6	13.5	6.4
miss your old friends who are not at this school?	3391	18.6	18.5	16.5	21.6	10.2	9.8	4.7
miss your boyfriend/girlfriend who is not at this school?	2100	35.9	12.9	8.1	11.7	3.8	6.0	21.7
feel upset because you want to go home?	3331	3.8	5.2	6.4	13.0	12.7	24.3	34.7
regret leaving home to go to school?	3320	2.6	3.2	2.9	8.2	6.6	16.7	59.8
think about going home all the time?	3318	4.1	4.3	4.4	10.5	10.2	25.6	40.8

^{*}Of respondents who indicated they are not currently living with family

TABLE 40 Sense of Belonging

				0	0			
Overall, to what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all Moderately						Extremely
	N				Percentages			
do you belong here?	3482	1.3	1.6	2.5	13.7	14.8	31.5	34.7
are you fitting in?	3484	3484 1.1 1.9 3.0 13.6 15.5 32.5 32.4						32.4
are you satisfied with your social life on campus?	3463	2.3	3.6	5.5	16.4	15.2	27.2	29.9

- At least 72% of respondents indicated that they are more than moderately meeting people on campus who share common interests with them. (Table 41)
- Approximately 73% of respondents reported that they are more than moderately meeting people on campus who include them in their activities. (Table 41)
- Nearly 79% of respondents indicated that they are more than moderately meeting people on campus with whom they enjoy spending time. (Table 41)
- More than 8 out of 10 respondents reported that they are more than moderately meeting people on campus they like. (Table 41)

TABLE 41 Meeting Others

On this campus, to what degree are you meeting people:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				Percentages			
who share common interests with you?	3502	1.4	3.1	4.2	19.0	17.7	28.9	25.7
who include you in their activities?	3498	2.3	3.3	4.9	17.0	15.7	28.5	28.4
you enjoy spending time with?	3499	1.4	2.4	3.3	14.4	13.4	29.9	35.2
you like?	3486	0.9	2.3	2.8	12.9	13.4	30.3	37.4

- Nearly 46% of respondents indicated that they sleep enough more than half of the time. (Table 42)
- Forty-seven percent of respondents indicated that more than half of the time they exercise the amount of time to remain physically healthy. (Table 42)
- At least 81% of respondents reported that overall to a more than moderate degree they would choose Ball State again if they had it to do over. (Table 43)
- More than 88% of respondents stated that overall to a more than moderate degree they would recommend Ball State to someone who wants to attend college. (Table 43)

TABLE 42 Self-Evaluation

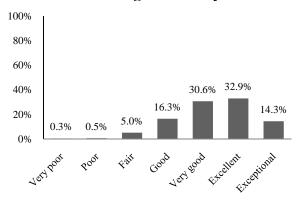
To what degree do you:		(1) Not at all	Not Half of			(7) Always		
	N				Percentages			
sleep enough (i.e., not tired most days)?	3527	3.8	7.5	12.4	30.4	24.5	17.0	4.3
exercise the amount of time to remain physically healthy?	3518	4.0	8.8	14.9	25.3	18.7	16.4	11.9

TABLE 43 Choice of Ball State

Overall, to what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	N				Percentages			
would you choose this college/university again if you had it to do over?	3481	1.8	2.3	3.1	11.7	11.0	27.0	43.1
would you recommend this college/university to someone who wants to attend college?	3453	0.4	0.8	1.6	8.9	10.3	29.0	49.0

• Nearly 78% of respondents rated their experience at Ball State overall as very good, excellent, or exceptional. (Figure 7)

Figure 7
Overall, please rate your experience at this college/university.



STUDENT ATHLETE EXPERIENCES

<u>Summary</u> Respondents were asked to report whether they are involved with Ball State athletics, when their sport is played, how much of their time they expect to spend on their sport, and what impact their sport has on their academics.

Six percent of respondents indicated that they are student athletes at Ball State; of those, nearly 9 out of 10 reported that they are currently actively training for their sport.

Approximately 16% of student athlete respondents indicated that all or nearly all of their tuition, fees, and living expenses are covered by an athletic scholarship; about two thirds reported that none of their expenses is covered.

Nearly two thirds of student athlete respondents reported that they expect to spend more than 10 hours on average per week this term on their sport. About 17% indicated that they feel that to a more than moderate degree they will miss class due to their student sport activities, and nearly 22% that they will have difficulty balancing their study time with time spent on their student sport activities.

- Six percent of respondents indicated that they are a student athlete at Ball State. (Table 44)
- Of respondents who are, nearly 98% reported that this is their first term as a student athlete at Ball State, and 9 out of 10 that they are currently actively training for their sport. (Table 44)

- Of respondents who indicated they are student athletes, about 46% reported that their sport is predominantly played in the fall, 22% in the winter, and 33% in the spring. (Table 44)
- Nearly two thirds of student athlete respondents indicated that none of their tuition, fees, or living expenses is covered by an athletic scholarship. (Table 44)
- Approximately 66% of student athlete respondents indicated that they expect to spend more than 10 hours on average per week this term on their sport. (Table 44)
- At least three fourths of student athlete respondents indicated that they would continue playing their sport at Ball State if they do not get sufficient playing time. (Table 44)
- More than 17% of student athlete respondents indicated that they feel they will miss class more than moderately this semester due to their student sport activities. (Table 45)
- Nearly 22% of student athlete respondents reported that to a more than moderate degree they feel they will have difficulty balancing their study time with time spent on their student sport activities. (Table 45)

TABLE 44 Student Athlete Characteristics

	N	Percentages
Are you a student athlete (i.e., on a college/university		
sponsored athletic team) at this institution?		
Yes	209	6.0
No	3287	94.0
Is this your first term as a student athlete at this institution?*		
Yes	203	97.6
No	5	2.4
Are you actively training for your sport now?*		
Yes	184	89.8
No	21	10.2
Which term is your sport predominantly played?*		
Fall	92	45.5
Winter	44	21.8
Spring	66	32.7
What percentage of your tuition, fees, living expenses is covered by an athletic scholarship?*		
None	136	65.7
About a quarter	17	8.2
About half	8	3.9
About three quarters	12	5.8
All or nearly all	34	16.4
During this term, how many hours on average per week		
do you expect to spend on your sport (i.e., conditioning,		
training, traveling for games or events, playing your sport)?*		
None	5	2.4
1 to 5 hours	9	4.3
6 to 10 hours	57	27.5
11 to 15 hours	30	14.5
16 to 20 hours	55	26.6
21 to 25 hours	36	17.4
More than 25 hours	15	7.2
If you do not get sufficient playing time at this institution,		
which of the following would likely happen?*		
Continue playing the sport at this institution	154	75.9
Drop out of the sport but continue your education	27	13.3
at this institution	22	10.8
Transfer to another institution		

^{*}Of respondents who indicated they are student athletes

TABLE 45
Student Athletics – Effect on Academics*

To what degree do you feel the following will happen this term:		(1) (2) (3 Extremely			(4) Moderately	(5)	(6)	(7) Not at all
	N			Percentages				
Miss class due to your student sport activities	202	5.9	4.5	6.9	18.8	9.9	24.3	29.7
Have difficulty balancing your study time with the time spent on your student sport activities	199	4.5	8.0	9.0	22.6	20.6	16.1	19.1

^{*}Of respondents who indicated they are student athletes

STUDENT FRATERNITY/SORORITY EXPERIENCES

<u>Summary</u> Respondents were asked to report whether they are involved with a Ball State fraternity or sorority, how much time they spend on chapter-related activities, and what impact this affiliation has on their academics.

Approximately 8% of respondents indicated that they are an active member of a fraternity or sorority or are pledging this term; of these, at least 84% indicated they expect to spend on average 10 hours or less per week on chapter-related activities.

Only 6% of respondents who reported they are affiliated with a fraternity or sorority indicated that they think it is more than moderately likely they will miss class this term due to their organization's events. Nine percent reported that they think it is more than moderately likely they will have difficulty balancing their study time with time spent on their organization's activities.

 At least 8% of respondents reported that they are an active fraternity or sorority member or are pledging this term.
 (Table 46)

- Nearly three fourths of these respondents indicated they affiliated with their fraternity or sorority this term. (Table 46)
- About 16% of respondents who reported they are affiliated with a fraternity or sorority indicated that they expect to spend on average more than 10 hours per week on chapter-related activities this term. (Table 46)
- Six percent of respondents who are affiliated with a fraternity or sorority reported that it is more than moderately likely they will miss class during this term due to their organization's events. (Table 47)
- Nine percent of respondents who reported being affiliated with a fraternity or sorority indicated that it is more than moderately likely they will have difficulty during this term balancing their study time with time spent on their organization's events. (Table 47)

TABLE 46 Fraternity/Sorority Affiliation

	N	Percentages
Are you an active fraternity/sorority member or pledging		_
to a fraternity/sorority this term?	293	8.4
Yes	3203	91.6
No		
Did you affiliate (including new member activities) with		
your fraternity/sorority this term?*	209	73.6
Yes	75	26.4
No		
During this term, how many hours on average per week		
do you expect to spend on chapter-related activities?*		
None	37	13.1
1 to 5 hours	121	42.9
6 to 10 hours	80	28.4
11 to 15 hours	27	9.6
16 to 20 hours	11	3.9
More than 20 hours	6	2.1

^{*}Of respondents who indicated they are affiliated with a fraternity or sorority

TABLE 47
Fraternity/Sorority Affiliation – Effect on Academics*

How likely do you think it is that you will do or experience each of the following during this term:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	N				Percentages			
Miss class due to fraternity/sorority events	262	1.1	1.9	3.1	6.5	9.5	26.0	51.9
Have difficulty balancing your study time with the time spent on your fraternity/sorority events	255	1.2	3.1	4.7	13.7	17.3	24.3	35.7

^{*}Of respondents who indicated they are affiliated with a fraternity/sorority

APPENDIX

Open-Ended Items

This section includes responses to open-ended survey items not previously addressed in the survey report. Comments are exactly as written by the respondent.

Please identify the course in which you are having the most difficulty (ex: English 101).

- Mathematical Sciences (mentioned 361 times, 15.9%)
- History (mentioned 303 times, 13.3%)
- Chemistry (254, 11.2%)
- Modern Languages and Classics (mentioned 184 times, 8.1%)
- Psychological Science (mentioned 184 times, 8.1%)
- English (mentioned 150 times, 5.4%)
- Physiology and Health Science (mentioned 123 times, 6.6%)
- Music (mentioned 67 times, 2.9%)
- Philosophy and Religious Studies (mentioned 63 times, 2.8%)
- Biology (mentioned 62 times, 2.7%)

^{*}Classes reported were compiled into the 10 departments listed above.

Please specify other factors that interfere with attendance or completing your coursework.

- child's father isn't awake half the time when I try to drop him off, I am a breastfeeding mother and must take time out to feed my son, sometimes I work late on the days an assignment is due online in the evening
- doctor appointments
- Doctor's appointments
- girlfriend
- having a life other than simply going to college
- health issues
- Health problems
- hi
- I always attended class and complete my coursework
- idkmybffjiill
- Just when one of my children get sick.
- Lack of privacy
- my classes are just hard
- my little sister is in the hospital
- my son, baby sitter, car
- N/A [mentioned 2 times]
- na
- no sleep and PT for ROTC
- None
- none [mentioned 2 times]
- none.
- nothing really
- Pregancy Appointments and Work sometimes
- son due in a month.
- Stolen books that the bookstore doesn't have anymore and the people at the liibrary stare at me like an alien when I ask for them
- Too many classes don't have very much time on weekdays
- too much homework
- traffic sometimes
- unexpected incidents, money issues for books
- unfocused
- weather
- Woke up late from late night sleep because of doing homework.
- working in anderson

If you know, please indicate to which institution you plan to transfer.

- academy of art university
- Atlantic College
- Auburn University
- Belmont University
- Butler [mentioned 2 times]
- Butler University
- Calvin College
- Case Western Reserve University
- Colorado University
- DePauw University
- Graceland University
- Hawaii Pacific University
- I don't plan to anymore.
- IUEast
- I would transfer to IU or Purdue if I were to transfer at all. I'm not sure yet
- Indiana Bloomington
- Indiana State
- indiana state university
- Indiana State University [mentioned 3 times]
- indiana university
- Indiana University [mentioned 24 times]
- Indiana University Bloomington [mentioned 2 times]
- Indiana University Bloomington
- Indiana University Kokomo
- Indiana University Northwest
- Indiana University Nothwest
- Indiana University or Kentucky State University
- Indiana University or Notre Dame
- Indiana University South
- Indiana University South Bend [mentioned 3 times]
- Indiana University Southeast
- Indiana Univiersity
- Indiana Wesleyan University
- ipfw
- IPFW [mentioned 2 times]
- ISU [mentioned 2 times]
- IU [mentioned 2 times]
- IU Bloomington [mentioned 2 times]
- IU or Butler
- IU School of Dentistry
- iupui [mentioned 2 times]
- IUPUI [mentioned 10 times]
- IUPUI or Butler
- IUPUI -possilby

If you know, please indicate to which institution you plan to transfer (cont.).

- IUPUI-Herron
- IUSB
- ivy tech
- Ivy Tech
- ivy tech (temporary)
- Ivy Tech Bloomington
- Ivy Tech Community College
- Ivy Tech, IUPUI
- Kalamazoo University
- Louisiana State University
- Manchester College
- Manchester University
- Marymount Manhattan
- Maybe Indiana University.
- n/a [mentioned 2 times]
- N/A
- New York University
- NKU IU East Miami University
- notre dame/ucla
- Ohio State University [mentioned 2 times]
- possibly IU
- possibly the coast guard academy
- possibly the University of Cincinnati
- Probably IPFW
- purdue [mentioned 4 times]
- Purdue [mentioned 4 times]
- Purdue Calumet
- purdue or butler
- Purdue or Indiana
- Purdue or IUPUI
- Purdue University [mentioned 8 times]
- Purdue, Iu, or Washington State
- San Diego State University
- St. Francis
- Temple University Japan
- Texas A&M
- The Ohio State University
- Universidad de Puerto Rico
- university of cincinnati
- University of Cincinnati
- University of Edmonton
- university of Florida
- University of Louisville
- University of Notre Dame

If you know, please indicate to which institution you plan to transfer (cont.).

- University of Oklahoma
- University of Southern Indiana
- University of Tennessee
- University of Utah
- University of Wisconsin- Madison
- Webster University
- Western Carolina
- Xavier University