FALL 2006 MAKING ACHIEVEMENT POSSIBLE SURVEY
(MAP-WORKS)

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
November 2008
AAIR No. MWF-S1-2008

FALL 2006 MAKING ACHIEVEMENT POSSIBLE SURVEY
(MAP-WORKS)
SUMMARY REPORT

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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 students during the early part of their first semester as a Ball State student.

- Of the 3,664 first-year matrics who received the survey in Fall 2006, 3,156 completed the survey for an 86% response rate.

- Females were significantly more likely to respond to the survey than males. A significantly greater percentage of respondents were in at least the 75th percentile of their high school graduating class compared to all first-years.

College Readiness and Preparation

- Slightly more than 6 out of 10 respondents described their high school program of study as college preparatory.

- About 14% of respondents reported that their high school education prepared them academically very well for college.

- Twenty-four percent of respondents claimed to have held three or more leadership positions in high school organizations.

- Approximately 46% of respondents reported that their family to more than a moderate degree encouraged them to attend Ball State; 41% indicated that their high school friends encouraged them to the same degree.

- At least 39% of respondents reported that their mother/female guardian or father/male guardian completed at least a 4-year Bachelor's degree.

- Approximately two thirds of respondents indicated that they expect to go home once or twice a month during their first year here.

- Nearly 7 out of 10 respondents claimed Ball State was their first choice among the universities to which they applied.

- Fifty-four percent of respondents indicated they are extremely confident that they have the financial means to complete their first year of college.

Personal Skills and Abilities

- At least 65% of respondents rated their writing composition, computer, or problem-solving skills as excellent, very good, or good.

- About 77% of respondents indicated that more than half of the time they are the kind of person who spends sufficient time studying to earn the grades they want.

- Approximately 14% of respondents indicated that they are always the kind of person who studies in the same place or sets goals for the amount of work to complete each time they study.

- Nearly 45% of respondents claimed that to an extreme degree they are the kind of person who is dependable.

Goals, Expectations, and Plans

- About 93% of respondents think they will earn mostly A's or B's their first semester at Ball State.

- Approximately 43% of respondents reported that the highest level of education they aspire to achieve is a Master's degree; 14% aspire to achieve a Ph.D., M.D., or other professional degree.

- About 83% of respondents indicated that they are extremely committed to completing their college degree within the next 5 years.

- Seventy-six percent of respondents expect to spend 2.5 or more hours on average studying for a college test.

- Approximately 10% of respondents indicated that they are extremely interested in holding a leadership position in a college/university student organization.

- About 12% of respondents spend 6 or more hours in an average week in student activities; approximately 15% spend as many hours working for pay.

Early Experiences and Initial Adjustment

- Sixty-five percent of respondents reported that they are struggling in at least one course. Of those who are, 11% indicated that to an extreme degree it is due to the instructor or because the content is uninteresting.

- Eighty-six percent of respondents indicated that they have chosen a major. Of those who have, about 48% reported that they are extremely committed to this major.

- Twenty-four percent of respondents reported that overall they feel that they are extremely successful in establishing new relationships.

- Approximately 16% of respondents indicated that in the past week they thought of home all of the time.

- At least 28% of respondents claimed that to an extreme degree they feel they belong at Ball State or they are fitting in.

- Nearly 3 out of 10 respondents reported that they feel to an extreme degree that they are meeting people on campus who they like.

- Approximately 22% of respondents stated that they are spending all of their time with people they just met at Ball State.

- Thirty-nine percent of respondents indicated that to an extreme degree they would choose Ball State if they had it to do over.

- Three fourths of respondents rated their experience at Ball State overall as exceptional, excellent or very good.

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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 *MAP-Works* survey is given to incoming first-year Ball State students during the early part of their first semester. 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 students, advisors, and residence hall directors. In Fall 2006, Ball State partnered with Educational Benchmarking, Inc. to move the survey and its reporting on-line. The survey was revised as part of that move.

In Fall 2006, all first-year matrics were emailed an invitation to participate in the survey. Of the 3,664 students who received the survey, 3,156 completed it for an 86% response rate. Tables 1 and 2 contain the demographic and high school academic characteristics of all 2006 first-year students and *MAP-Works* respondents.

Respondents were significantly more likely to be female. A significantly greater percentage of respondents had SAT Math scores of at least 600 or a high school percentile rank of at least 75 compared to all first-years.

The remainder of this report is a summary of responses from Fall 2006 matriculates who participated in the *MAP-Works Survey*.

TABLE 1
Demographic Characteristics of Respondents

	Respondents	**All First-Years**
	Percentages	
Gender*		
Female	58.1	56.1
Male	41.9	43.9
Ethnicity		
American Indian/Alaska Native	0.2	0.2
Asian/Pacific Islander	0.6	0.7
Black, non-Hispanic	4.8	5.0
Biracial	1.1	1.1
Hispanic	1.9	1.9
Nonresident alien	0.1	0.1
White, non-Hispanic	90.1	89.7
Not Specified	1.2	1.4

*Statistically significant differences exist between percentages of respondents and all first-years.

TABLE 2
Academic Characteristics of Respondents

	Respondents	All First-Years
	Percentages	
SAT Verbal		
700 and above	1.6	1.5
600 – 699	13.1	12.8
500 – 599	41.1	40.6
400 – 499	39.4	40.2
Below 399	4.8	5.0
SAT Math*		
700 and above	1.7	1.5
600 – 699	15.8	15.2
500 – 599	41.4	41.6
400 – 499	36.2	36.9
Below 399	4.8	4.8
High School Percentile Rank*		
75-100	42.8	41.0
50-74	38.1	38.8
25-49	17.7	18.8
Below 25	1.4	1.4

*Statistically significant differences exist between percentages of respondents and all first-years.

COLLEGE READINESS AND PREPARATION

Summary Students were asked to respond to questions relating to their high school experiences. More than 6 out of 10 respondents indicated that their high school program of study was college preparatory. At least 9 out of 10 respondents reported that they attended a public high school. More than 6 out of 10 respondents indicated that their graduating class had between 100 and 499 students.

Approximately 14% of respondents claimed that their high school education prepared them academically very well for college.

At least 11% of respondents indicated that to an extreme degree they worked on projects, papers, or tests in high school that involved understanding the meaning of material, analyzing course materials (by recognizing themes and structures), or synthesizing materials to produce work (by incorporating multiple sources to support an idea or concept).

Forty-three percent of respondents indicated that they held one or two leadership positions in a high school organization. Twenty percent of respondents stated that to an extreme degree they initiated projects/activities, and 45% were extremely dedicated to the success of those activities.

Seventy-six percent of respondents claimed that to an extreme degree their family members encouraged them to attend college. About 74% of respondents stated that to an extreme degree they have someone important in their life who strongly encourages them to continue to attend college.

At least 39% of respondents reported that their father/male guardian or mother/female guardian completed at least a 4-year Bachelor's degree.

Ball State was the first choice among colleges or universities to which approximately 7 out of 10 respondents reportedly applied, and among those that admitted them was the first choice of 8 out of 10.

Nine out of 10 respondents stated that they are not at all considering dropping out of Ball State before the end of their first term. Fifty-four percent of respondents indicated they are extremely confident that they have the financial means to complete their first year of college and for 3 out of 10 to complete their degree.

High School Background

- Ninety-one percent of respondents indicated that they attended public high schools, compared to 7% who attended parochial schools. (Table 3)

- Approximately 62% of respondents reported that their high school program of study was college preparatory, 7% had a business or commercial program, and 5% a vocational or occupational program. (Table 3)

- Fifty-seven percent of respondents indicated that their high school graduating class had fewer than 300 students. (Table 3)

- About 35% of respondents reported that they graduated in a class of 300 to 749 students. (Table 3)

- Approximately 9% of respondents indicated that their graduating class had at least 750 students. (Table 3)

TABLE 3
High School Information

	N	Percentages
Program of study during high school		
Business or Commercial	212	6.9
College Preparatory	1881	61.7
Other or General	796	26.1
Vocational or Occupational	162	5.3
Type of high school		
Public	2844	91.1
Non-parochial private – boarded at school	9	0.3
Non-parochial private – did not board at school	29	0.9
Parochial (any church-related school) – boarded at school	18	0.6
Parochial (any church-related school) – did not board at school	209	6.7
Home school	12	0.4
Size of high school graduating class		
More than 1000 students	44	1.4
750-1000	221	7.1
500-749	404	12.9
300-499	677	21.6
150-299	876	28.0
100-149	397	12.7
Below 99	515	16.4

- Thirty-six percent of respondents reported that they studied to about the same degree as other students in their high school classes who received the same grades. (Table 4)

- Ten percent of respondents reported that they studied much less than other students in their high school classes who received the same grades. (Table 4)

- Approximately 36% of respondents stated that it is about as easy for them to learn new material as for other students in their high school classes. (Table 4)

- About 9 out of 10 respondents reported that their high school education prepared them academically at least minimally for college. (Table 4)

TABLE 4
High School Academics

	N	Percentages
Compared to students in your high school classes who received the same grades as you, to what degree did you study?		
(1) Much more	63	2.0
(2)	177	5.7
(3)	365	11.7
(4) About the same	1126	36.2
(5)	633	20.3
(6)	430	13.8
(7) Much less	320	10.3
Compared to students in your high school classes, to what degree is it easy for you to learn new material?		
(1) Extremely harder to learn	21	0.7
(2)	114	3.7
(3)	437	14.0
(4) About the same	1113	35.8
(5)	729	23.4
(6)	548	17.6
(7) Extremely easier to learn	150	4.8
To what degree did your high school education prepare you academically for college?		
(1) Very poorly prepared	53	1.7
(2)	99	3.2
(3)	165	5.3
(4) Minimally prepared	447	14.3
(5)	950	30.4
(6)	981	31.4
(7) Very well prepared	426	13.6

- Approximately 10% of respondents indicated that to an extreme degree they worked on projects, papers, or tests in high school that involved recalling and remembering knowledge. About 34% reported doing so to a moderate degree. (Table 5)

- Two thirds of respondents reported that to more than a moderate degree they worked on projects, papers, or tests that involved understanding the meaning of material. (Table 5)

- Approximately 8% of respondents reported that to an extreme degree they worked on projects, papers, or tests that involved interpreting and translating course material into their own words. (Table 5)

- Forty-seven percent of respondents reported that to more than a moderate degree they worked on projects, papers, or tests that involved applying theories or abstract concepts to specific tasks. (Table 5)

- Thirty-two percent of respondents reported that to a moderate degree they worked on projects, papers, or tests in high school that involved analyzing course materials (by breaking down ideas and concepts into smaller parts). (Table 5)

- About 87% of respondents reported that to at least a moderate degree they worked on projects, papers, or tests that involved analyzing course materials (by identifying the concepts or patterns within a work). (Table 5)

- Approximately 11% of respondents indicated that to an extreme degree they worked on projects, papers, or tests that involved analyzing course materials (by recognizing themes and structures). (Table 5)

- Thirteen percent of respondents reported that to an extreme degree they worked on projects, papers, or tests that involved synthesizing materials to produce work (by incorporating multiple sources to support an idea or concept). (Table 5)

- Approximately 32% of respondents indicated that to a moderate degree they worked on projects, papers, or tests that involved synthesizing materials to produce work (by developing a plan or proposal that draws on other materials to propose a new set of actions). (Table 5)

- Ten percent of respondents reported that to an extreme degree they worked on projects, papers, or tests that involved evaluating the quality of materials (by using criteria or standards to determine the accuracy or quality of a work). (Table 5)

TABLE 5
High School Learning

In high school, to what degree did you work on projects, papers, or tests that involved:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
recalling and remembering knowledge (i.e., terminology, specific facts, principles, and theories)?	3108	0.6	2.2	6.0	33.6	24.8	23.4	9.5
understanding the meaning of material?	3093	0.2	1.5	6.1	25.4	27.3	28.6	11.0
interpreting and translating course material into your own words?	3078	0.8	3.4	10.4	29.1	26.5	22.2	7.6

TABLE 5 (cont.)
High School Learning

In high school, to what degree did you work on projects, papers, or tests that involved:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
applying theories or abstract concepts to specific tasks?	3072	1.8	5.8	13.4	32.0	25.1	16.2	5.7
analyzing course materials by breaking down ideas and concepts into smaller parts?	3098	0.6	3.9	9.9	32.0	26.7	20.2	6.6
analyzing course materials by identifying the concepts or patterns within a work?	3080	0.6	2.7	10.0	29.6	29.2	21.4	6.4
analyzing course materials by recognizing themes and structures?	3084	0.5	2.4	8.1	25.9	25.8	25.9	11.4
synthesizing materials to produce work by incorporating multiple sources to support an idea or concept?	3078	0.7	2.2	6.8	25.9	24.9	26.4	13.2
synthesizing materials to produce work by developing a plan or proposal that draws on other materials to propose a new set of actions?	3060	1.1	3.5	11.9	32.2	26.7	18.1	6.6
evaluating the quality of materials by using criteria or standards to determine the accuracy or quality of a work?	3092	0.9	2.8	8.9	29.5	24.9	22.8	10.2

- Regarding their involvement with activities in high school, 34% of respondents indicated that they attended meetings to an extreme degree. (Table 6)
- About 76% of respondents reported that they participated in activities to a greater than moderate degree. (Table 6)

- Forty-five percent of respondents indicated that they were extremely dedicated to the success of the activities in high school with which they were involved. (Table 6)

- Three out of 10 respondents reported that they were extremely responsible for the success of their activities. (Table 6)

- About 46% of respondents reported that to an extreme degree they had close relationships with other members of their activities. (Table 6)

- Approximately 78% of respondents initiated projects/activities to a moderate or greater degree. (Table 6)

- Forty-three percent of respondents indicated that they held one or two leadership positions (i.e. president, vice president, etc.) in a high school organization, compared to approximately 24% who held three or more. Thirty-three percent stated they held none at all. (Table 7)

TABLE 6
High School Involvement

Regarding your involvement with activities (sports, clubs, student performances, etc.) in high school, to what degree:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
did you attend meetings?	3065	4.8	6.1	5.2	15.9	12.7	21.4	34.0
did you participate in activities?	3056	2.5	3.5	5.1	12.9	13.5	22.3	40.3
were you dedicated to the success of those activities?	3031	2.6	2.6	3.9	10.4	11.9	23.6	45.0
were you responsible for the success of those activities?	3039	4.6	3.5	4.9	15.4	15.1	26.1	30.4
did you have close relationships with other members?	3032	2.9	2.2	3.0	10.0	12.4	23.2	46.2
did you initiate projects/activities?	3034	7.5	6.1	8.6	18.0	18.3	21.1	20.4

TABLE 7
High School Leadership Positions

In your 4 years of high school, how many leadership positions (i.e. president, vice president, etc.) did you hold in a high school organization?	*N*	*Percentages*
Five or more	197	6.4
Three or four	531	17.3
One or two	1328	43.2
None	1019	33.1

Family, Friends, and Home

- Seventy-six percent of respondents reported that to an extreme degree their family encouraged them to attend college. (Table 8)

- Seventy-two percent of respondents reported that their family at least moderately encouraged them to attend Ball State. (Table 8)

- Approximately 3 out of 10 respondents indicated that to an extreme degree their family wanted them to attend the best college/university for which they could academically qualify for admission, regardless of location or cost. (Table 8)

TABLE 8
Encouragement of Family

While in high school, to what degree did your family (i.e. parents, siblings, aunts/uncles, etc.) encourage you to:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
attend college?	3088	0.6	1.0	1.1	5.3	4.2	11.7	76.1
attend THIS college/university?	3019	10.8	7.8	9.3	26.4	20.4	15.2	10.1
attend the BEST college/university you could academically qualify for admission (regardless of location or cost)?	3021	7.5	5.6	7.8	18.8	13.8	16.1	30.4

- Approximately 51% of respondents indicated that to an extreme degree their high school friends encouraged them to attend college. (Table 9)

- Nearly two thirds of respondents reported that their high school friends at least moderately encouraged them to attend Ball State. (Table 9)

- Approximately 23% of respondents indicated that to an extreme degree their high school friends encouraged them to attend the best college/university for which they could academically qualify for admission, regardless of location or cost. (Table 9)

- Ninety-seven percent of respondents reported that to at least a moderate degree they have someone important in their life who strongly encourages them to continue to attend college. (Table 10)

TABLE 9
Encouragement of Friends

While in high school, to what degree did your high school friends encourage you to:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
attend college?	3051	2.9	2.6	2.8	12.6	9.9	17.8	51.4
attend THIS college/university?	2988	13.7	8.9	11.7	25.0	18.0	13.2	9.5
attend the BEST college/university you could academically qualify for admission (regardless of location or cost)?	2976	11.6	6.9	6.8	22.1	13.8	15.7	23.2

TABLE 10
Encouragement of Important Individual

To what degree do you have someone important in your life who strongly encourages you to continue to attend college?	*N*	*Percentages*
(1) Not at all	32	1.0
(2)	18	0.6
(3)	44	1.4
(4) Moderately	190	6.2
(5)	152	5.0
(6)	363	11.8
(7) Extremely	2266	73.9

- Thirty-nine percent of respondents reported that their mothers/female guardians completed at least a 4-year Bachelor's degree. Fourteen percent reported that theirs attended college but did not complete a degree, and about 27% claimed that graduation from high school was the highest level of education attained. (Table 11)

- Approximately 42% of respondents indicated that their fathers/male guardians completed at least a 4-year Bachelor's degree. Twelve percent reported theirs attended college but did not complete a degree, and 26% claimed graduation from high school as the highest level of education attained. (Table 11)

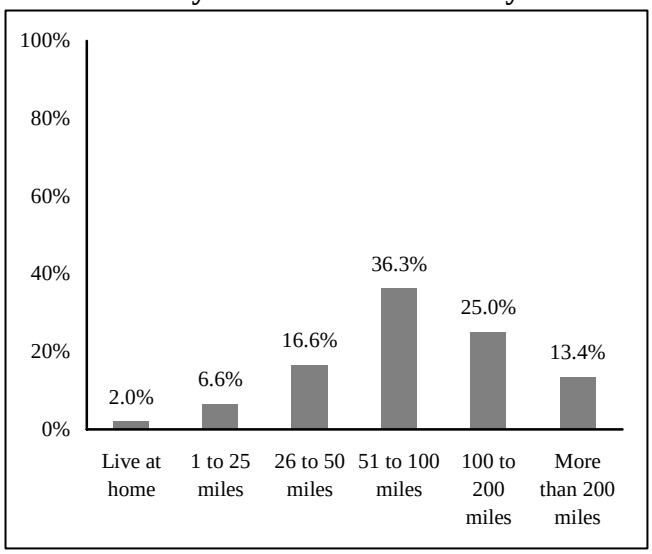
TABLE 11
Parent/Guardian Educational Level

	N	Percentages
Which best describes your mother's/female guardian's highest level of education?		
Did not finish high school	62	2.1
Graduated from high school	802	26.5
Received technical training (i.e. secretarial, construction, health/beauty, welding, etc.)	205	6.8
Attended college but did not complete a degree	415	13.7
Completed a 2-year Associate's degree	359	11.9
Completed a 4-year Bachelor's degree	863	28.6
Completed graduate school	315	10.4
Which best describes your father's/male guardian's highest level of education?		
Did not finish high school	107	3.6
Graduated from high school	768	26.0
Received technical training (i.e. secretarial, construction, health/beauty, welding, etc.)	293	9.9
Attended college but did not complete a degree	345	11.7
Completed a 2-year Associate's degree	217	7.3
Completed a 4-year Bachelor's degree	835	28.3
Completed graduate school	389	13.2

- Twenty-five percent of respondents indicated that Ball State is 50 or fewer miles from their home. (Figure 1)

- Thirty-six percent of respondents reported that Ball State is between 51 and 100 miles from their home. Approximately 38% indicated that their home is located more than 100 miles from Ball State. (Figure 1)

FIGURE 1
How many miles from home are you?



- Approximately 41% of respondents reported that Ball State is close enough that they can go home every weekend, and nearly 22% reportedly are close enough to go home twice a month. (Table 12)
- About 36% of respondents reported that they expect to go home once a month and 31% twice a month during their first year here. (Table 12)

TABLE 12
Distance and Travel to Home

	N	Percentages
This college/university is close enough to your home (permanent address) that you can:		
go home every day.	355	11.5
go home every weekend.	1283	41.4
go home twice a month.	667	21.5
go home once a month.	521	16.8
go home only on semester breaks.	257	8.3
never go home.	15	0.5
During your first year, how often do you expect to leave campus to go home (excluding official university breaks, vacations, and holidays)?		
You live at home.	132	4.3
Every weekend	204	6.7
Twice a month	941	30.7
Once a month	1087	35.5
Twice a semester	411	13.4
Breaks between semesters	189	6.2
Not at all	99	3.2

Choice of Ball State

- Sixty-nine percent of respondents stated that Ball State was their first choice among colleges/universities to which they applied; 23% claimed it was their second. (Table 13)
- Eight out of 10 respondents indicated that Ball State was their first choice among the colleges or universities to which they were admitted, while 16% claimed it as their second. (Table 13)

TABLE 13
College Choices

Among the colleges/universities:		First Choice	Second Choice	Third Choice	Lower Than Third Choice
	N		*Percentages*		
you applied to, was this university your…?	2981	69.4	23.2	5.4	2.0
that admitted you, was this university your…?	3000	80.1	15.9	3.2	0.8

- Approximately 91% of respondents reported that they did not intend to transfer when they entered Ball State. (Table 14)

- Nearly 31% of respondents indicated that it is not at all likely that they will transfer to another institution. (Table 14)

- Approximately 29% of respondents reported that if they decide to transfer it would be because they wanted a different location, 27% for a different academic program, 17% because of financial issues, and about 12% for a different academic environment. (Table 14)

TABLE 14
Transfer Issues

	N	Percentages
Did you intend to transfer when you entered this college?		
Yes	275	9.3
No	2684	90.7
To what degree do you think it is likely that you'll transfer to another institution?		
(1) Extremely	89	2.9
(2)	138	4.5
(3)	426	13.9
(4) Moderately	460	15.0
(5)	201	6.6
(6)	813	26.6
(7) Not at all	934	30.5
If you decide to transfer to another institution, what would be the most likely cause?		
Wanted a different location (closer to family or friends)	761	28.5
Wanted a different academic program (changed majors, your major isn't offered here, etc.)	717	26.9
Financial issues (too expensive, get more financial aid somewhere else)	453	17.0
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	308	11.5
Wanted a different social environment (don't fit in here, ...)	194	7.3
Other reasons	237	8.9

- Nine out of 10 respondents reported that they are not at all considering dropping out of Ball State before the end of their first term. (Table 15)

- Eighty-five percent of respondents indicated that they are not at all considering dropping out of Ball State before the beginning of the next term. (Table 15)

TABLE 15
Dropping Out

To what degree are you considering dropping out of this institution:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at All
	N				*Percentages*			
before the end of term?	3047	0.3	0.5	1.0	2.8	1.2	3.9	90.3
before the beginning of next term?	3042	1.0	0.9	1.5	3.8	2.3	5.4	85.2

Finances

- Ninety-three percent of respondents indicated that they are at least moderately confident that they have the financial means to complete their first year of college. (Table 16)
- Eighty-one percent of respondents reported that they are at least moderately confident that they have the financial means to complete their college degree. (Table 16)

TABLE 16
Financial Means for College Education

To what degree are you confident that you have the financial means to complete your:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
first year of college?	3054	1.5	1.7	3.8	13.3	9.9	15.6	54.2
college degree?	3063	2.7	6.4	9.9	20.3	14.7	16.2	29.8

PERSONAL SKILLS AND ABILITIES

Summary Students were asked questions about their academic abilities, study skills, and other characteristics that may help them succeed at Ball State.

At least 51% of respondents stated that they are extremely confident that they have the academic ability to complete their first year of college and for 41% to complete their college degree. More than two thirds of respondents indicated that they have good to excellent computer or problem-solving skills.

At least 93% of respondents reported that more than half of the time they are the kind of person who attends class, pays attention in class, or turns in required homework assignments. Fourteen percent of respondents indicated they are always the kind of person who studies in the same place. At least 57% of respondents reported that more than half the time they are the kind of person who participates in class, reads the assigned readings within a day before class, works on large projects well in advance of the due date, or conducts multiple work periods to complete large projects.

At least 42% of respondents claimed that to an extreme degree they are the kind of people who are dependable or reliable.

Academics

- Approximately 98% of respondents indicated they are at least moderately confident that they have the academic ability to complete their first year of college. (Table 17)
- Ninety-six percent of respondents reported that they are at least moderately confident that they have the academic ability to complete their college degree. (Table 17)
- At least 89% of respondents rated their writing composition skills as average or better. (Table 18)
- About 11% of respondents rated their reading comprehension skills as excellent, while 24% rated theirs as very good. (Table 18)
- Thirty-two percent of respondents rated their scientific reasoning skills as average, compared to 29% who rated theirs good, 17% who rated theirs very good, and 5% who rated theirs excellent. (Table 18)
- Three out of 10 respondents rated their math ability as very good or excellent. (Table 18)
- Approximately 91% of respondents rated their computer skills as average or better. (Table 18)
- Four out of 10 respondents rated their problem-solving skills as excellent or very good; 31% rated theirs as good. (Table 18)
- About 77% of respondents rated their public speaking skills as average or better. (Table 18)

TABLE 17
Academic Ability

To what degree are you confident that you have the academic ability to complete your:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
first year of college?	3096	0.2	0.7	1.7	8.8	13.0	24.4	51.3
college degree?	3093	0.3	0.8	2.6	12.4	15.5	27.5	40.9

TABLE 18
Academic Skills

How do you rate on the following skills?		Very Poor	Poor	Fair	Average	Good	Very Good	Excellent
	N				*Percentages*			
Writing composition	3110	0.6	2.3	7.9	23.5	30.1	25.8	9.8
Reading comprehension	3107	0.5	2.7	8.5	24.6	28.2	24.3	11.4
Scientific reasoning	3109	0.6	2.9	12.7	32.3	28.9	17.3	5.2
Math ability	3100	2.2	5.5	13.3	24.6	24.3	20.5	9.6
Computer skills	3103	0.5	1.9	6.8	22.9	28.7	26.7	12.5
Problem-solving skills	3093	0.3	0.9	5.7	21.8	31.3	29.0	11.0
Public speaking skills	3089	2.8	7.3	13.3	24.7	23.0	17.9	11.1

Study Skills

- About 73% of respondents indicated that they are always the kind of person who attends class. (Table 19)
- Twenty-nine percent of respondents reported that they are always the kind of person who pays attention in class. (Table 19)
- Approximately 31% of respondents indicated that they are always the kind of person who takes good notes in class. (Table 19)
- At least 96% of respondents reported that more than half of the time they are the kind of people who turn in required homework assignments. (Table 19)
- Approximately 37% of respondents indicated that they are always the kind of person who records their assignments and tests in a calendar. (Table 19)
- Nineteen percent of respondents reported that they are always the kind of person who spends sufficient time studying to earn the grades they want; 16% are half of the time. (Table 19)
- 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 distraction. (Table 19)

TABLE 19
Basic Study Skills

To what degree are you the kind of person who:		(1) Not at All	(2)	(3)	(4) Half of the Time	(5)	(6)	(7) Always
	N				*Percentages*			
attends class?	3107	0.1	0.1	0.3	1.5	3.4	21.1	73.3
pays attention in class?	3103	0.0*	0.2	0.5	5.3	19.7	45.2	29.0
takes good notes in class?	3103	0.1	0.7	1.6	7.7	18.7	40.0	31.2
turns in required homework assignments?	3101	0.1	0.3	0.6	2.6	7.0	26.4	63.0
records your assignments and tests in a calendar?	3102	4.9	4.8	6.3	13.8	12.9	20.8	36.5
spends sufficient time studying to earn the grades you want?	3106	0.7	2.2	4.6	16.0	26.0	31.4	19.1
studies in a place where you can avoid distractions?	3098	1.8	3.7	7.8	20.0	22.6	26.2	17.9

*Less than 0.1 percent of respondents indicated this.

- Eighty-four percent of respondents reported that at least half of the time they are the kind of person who participates in class. (Table 20)

- About 25% of respondents indicated that more than half of the time they are the kind of person who meets with the instructor during office hours. (Table 20)

- Nearly 27% of respondents reported that more than half of the time they are the kind of person who communicates with instructors outside their office hours. (Table 20)

- Fourteen percent of respondents indicated that they are always the kind of person who studies in the same place. (Table 20)

- About 71% of respondents reported that at least half of the time they are the kind of person who studies on a regular schedule. (Table 20)

- Five percent of respondents indicated that they are always the kind of person who conducts weekly reviews of their class notes; 23% are half of the time. (Table 20)

- Approximately 14% of respondents stated that they are always the kind of person who sets goals for the amount of work to complete each time they study. (Table 20)

- Seventy-two percent of respondents reported that at least half of the time they are the kind of person who studies in blocks of time greater than 1 hour. (Table 20)

- About 9% of respondents indicated that they are always the kind of person who studies during their most productive hours each day; 24% claim to be that kind of person half of the time. (Table 20)

- Approximately 12% of respondents stated that they are always the kind of person who reads the assigned readings within a day before class. (Table 20)

- Sixty-five percent of respondents reported that at least half of the time they are the kind of person who reviews lecture notes within a day after class. (Table 20)

- Thirteen percent of respondents indicated that they are always the kind of person who works on large projects well in advance of the due date. (Table 20)

- About 63% 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 20)

- Approximately 8% of respondents stated that they are always the kind of person who finishes their long-term projects at least 3 days in advance; 25% are half of the time. (Table 20)

TABLE 20
Maximizing Study Skills

To what degree are you the kind of person who:		**(1) Not at All**	**(2)**	**(3)**	**(4) Half of the Time**	**(5)**	**(6)**	**(7) Always**
	N				*Percentages*			
participates in class?	3105	1.6	5.0	9.2	24.4	24.5	23.3	11.9
meets with the instructor during office hours?	3073	11.1	20.7	25.2	18.5	14.1	7.0	3.5
communicates with instructor outside of office hours?	3086	13.0	20.3	21.6	18.7	14.2	8.2	4.1
studies in the same place?	3105	1.5	3.5	6.2	23.4	24.6	26.9	13.9
studies on a regular schedule?	3099	4.6	8.5	15.5	26.5	19.7	17.3	7.9
conducts weekly reviews of your class notes?	3089	9.8	14.1	19.5	23.4	15.8	12.0	5.3
sets goals for the amount of work to complete each time you study?	3097	5.9	7.2	10.5	19.4	20.1	23.3	13.5
studies in blocks of time greater than one hour?	3104	6.0	8.9	13.2	22.9	19.4	19.9	9.8
studies during your most productive hours each day?	3075	3.4	7.9	11.5	24.3	22.1	21.5	9.4
reads the assigned readings within a day before class?	3095	2.8	6.8	10.0	22.9	20.8	25.0	11.7
reviews lecture notes within a day after class?	3091	6.1	11.8	17.1	26.3	19.2	12.9	6.6

TABLE 20 (cont.)
Maximizing Study Skills

To what degree are you the kind of person who:		(1) Not at All	(2)	(3)	(4) Half of the Time	(5)	(6)	(7) Always
	N				*Percentages*			
works on large projects well in advance of the due date?	3091	2.3	6.2	10.7	23.2	22.3	22.3	12.9
conducts multiple work periods to complete large projects?	3081	1.9	4.9	8.1	22.3	25.4	26.2	11.3
finishes your long-term projects at least three days in advance?	3086	5.2	11.4	15.4	25.3	19.1	15.9	7.7

Self-Management

- Approximately 25% of respondents indicated that to an extreme degree they are the kind of person who is self-disciplined. (Table 21)
- About 2 out of 10 respondents reported that to an extreme degree they are the kind of person who is a self-starter. (Table 21)
- At least 42% of respondents indicated that to an extreme degree they are the kind of person who is reliable or dependable. (Table 21)
- Approximately 16% of respondents reported that to an extreme degree they are the kind of person who does work before play. (Table 21)
- Twenty-one percent of respondents reported that to an extreme degree they are the kind of person who plans out their time. (Table 21)
- More than 64% of respondents indicated that to a greater than moderate degree they are the kind of person who sticks to a time plan or makes to-do lists. (Table 21)

TABLE 21
Self-Management

To what degree are you the kind of person who:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
is self-disciplined?	3095	0.7	1.5	3.9	18.4	20.2	30.6	24.7
is a self-starter?	3090	0.7	1.6	5.5	20.6	22.5	29.6	19.5
is reliable?	3092	0.2	0.2	1.0	7.2	12.4	36.1	42.9
is dependable?	3093	0.2	0.3	0.9	6.7	11.7	35.7	44.6
does work before play?	3092	0.7	3.1	7.7	23.3	26.1	23.3	15.8
plans out time?	3087	1.2	2.9	6.4	19.2	21.6	27.7	21.0
sticks to time plan?	3087	1.8	3.7	8.2	21.4	23.2	26.3	15.3
makes “to-do lists”?	3082	4.5	6.1	7.4	15.7	14.9	22.0	29.4

GOALS, EXPECTATIONS, AND PLANS

Summary This section includes items intended to describe student ambitions and hopes for college, as well as strategies for their accomplishment.

Approximately 93% of respondents reported that they think they will earn mostly A's or B's their first semester. About the same percentage of respondents reported that their immediate educational goal is to complete either a Bachelor's or Associate's degree. Approximately 43% of respondents indicated that the highest level of education they aspire to achieve is a Master's degree. More than 82% of respondents reported that they are extremely committed to completing their first year of college or to completing their college degree within the next 5 years.

Two out of 10 respondents indicated that they spent at least 2.5 hours on average studying for a test in high school. Seventy-six percent of respondents expect to study that much on average for a test in college.

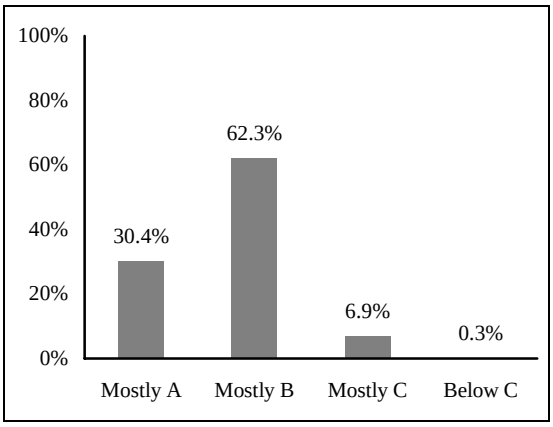
Seventeen percent of respondents stated that they definitely will participate in or be involved with student organizations or clubs during their first year of college. Approximately 10% of respondents stated that they are extremely interested in holding a leadership position in a college/university student organization.

Eighty-nine percent of respondents indicated that they spend on average 6 or more hours sleeping the nights before class. About 51% of respondents spend at least 6 hours in an average week studying or working on out-of-class school work. Nearly 24% of respondents exercise at least 6 hours during the same time period.

Educational Goals and Expectations

- Thirty percent of respondents stated that they think they will earn mostly A's their first semester; 62% think they will earn mostly B's. (Figure 2)

FIGURE 2
What grades do you think you'll earn this semester?



- Nearly 89% of respondents reported that their immediate educational goal is to complete a Bachelor's degree. (Table 22)

- About 43% of respondents indicated that a Master's degree is the highest level of education to which they aspire, while approximately 29% aspire to achieve a Bachelor's degree. (Table 22)

- Fourteen percent reported that a Ph.D., M.D., or other professional degree is the highest level of education they aspire to achieve. (Table 22)

TABLE 22
Educational Goals

	N	Percentages
What is your immediate educational goal?		
Take a few courses	29	1.0
Complete an Associate's degree	135	4.5
Complete a Bachelor's degree	2686	88.7
No definite goal in mind	179	5.9
What is the highest level of education you aspire to achieve?		
Don't know	386	12.7
Associate's degree	38	1.2
Bachelor's degree	875	28.7
Master's degree	1309	42.9
Ph.D., M.D., or other professional degree	440	14.4

- Nearly 99% of respondents are at least moderately committed to completing their first year of college or to completing their college degree within the next 5 years. (Table 23)
- If they are not able to finish a degree, nearly 38% of respondents listed financial issues as the most likely cause. About 29% claimed that academic issues would be the most likely cause. (Table 24)

TABLE 23
Commitment Issues

To what degree are you committed to completing your:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
first year of college?	3057	0.6	0.1	0.7	2.8	2.4	5.7	87.6
college degree within the next 5 years?	3059	0.5	0.2	0.6	3.4	3.5	9.0	82.7

TABLE 24
Reasons for Not Completing Degree

If you were not able to finish a degree, what would be the most likely cause?	*N*	*Percentages*
Motivation (don't see the value, don't need it, don't want it)	260	9.8
Academic issues (not prepared, weak study skills)	756	28.5
Financial issues (can't afford it, didn't get enough financial aid)	994	37.5
Other commitments (job, family responsibilities, military)	470	17.7
Other reasons	174	6.6

- Approximately 42% of respondents indicated that they spent less than an hour on average studying for a high school exam, 38% studied 1 to 2 hours, and 20% studied 2.5 or more hours. (Table 25)

- Twenty-four percent of respondents indicated that they expect to spend 2 hours or less studying for a test in college, 69% expect to study 2.5 to 5 hours, and nearly 7% expect to study more than 5 hours. (Table 25)

TABLE 25
Study Time

How many hours, on average:		Less Than 1 Hr	1 Hr-2 Hr	2.5 Hr-5 Hr	More Than 5 Hr
	N		*Percentages*		
did you spend studying for a test in high school?	3047	42.2	37.8	19.0	0.9
do you expect to spend studying for a test in college?	2957	2.0	22.0	69.4	6.6

Activities and Leadership Expectations

- Sixteen percent of respondents indicated that they definitely will participate in or be involved with intramural/recreational sports during their first year of college. (Table 26)

- Approximately 41% of respondents stated that they definitely will not be involved with social fraternities or sororities during their first year of college; 7% indicated that they definitely will. (Table 26)

- Four out of 10 respondents indicated that they definitely will not participate in or be involved with student government during their first year; only 2% said they definitely will. (Table 26)

- Seventeen percent of respondents stated that they definitely will participate in or be involved with student organizations or clubs during their first year of college. (Table 26)

- About 10% of respondents indicated that they definitely will be involved with student performances during their first year of college, while 24% reportedly are uncertain. (Table 26)

- Approximately 11% of respondents reported that they definitely will participate in or be involved with religious activities during their first year of college. (Table 26)

- Nearly 10% of respondents indicated that they definitely will be involved with or participate in community organizations during their first year of college; 2 out of 10 said they definitely will not. (Table 26)

- Three out of 10 respondents indicated that they are more than moderately interested in holding a leadership position in a college/university student organization. (Table 27)

TABLE 26
Expected Participation in Student Activities

During your first year of college, to what degree do you expect to participate in or be involved with:		(1) Definitely Will Not	(2)	(3)	(4) Uncertain	(5)	(6)	(7) Definitely Will
	N				*Percentages*			
intramural/recreational sports?	3083	17.5	10.6	5.7	27.7	11.5	10.7	16.3
social fraternities or sororities?	3082	40.6	13.2	5.5	21.4	6.6	5.6	7.1
student government?	3081	39.8	17.0	10.5	21.6	6.0	3.4	1.8
student organizations or clubs?	3090	9.2	7.1	7.2	27.2	18.2	13.7	17.4
student performances (plays, concerts, art shows, etc.)?	3072	28.2	12.2	7.2	23.8	11.9	7.1	9.7
religious activities?	3075	26.9	13.5	8.5	21.3	9.7	9.6	10.6
community organizations (i.e. boy/girl scouts, volunteer work, etc.)?	3076	20.0	13.1	8.2	26.9	12.5	9.8	9.5

TABLE 27
Interest in Leadership Positions

To what degree are you interested in holding a leadership position in a college/university student organization?	*N*	*Percentages*
(1) Not at all	728	23.5
(2)	447	14.4
(3)	365	11.8
(4) Moderately	625	20.2
(5)	329	10.6
(6)	300	9.7
(7) Extremely	301	9.7

Time Management

- Sixty-one percent of respondents indicated that they spend 6 to 7 hours on average sleeping the nights before classes, while about 29% spend 8 hours or more. (Table 28)
- Approximately 38% of respondents stated that they do not take naps on class days, while about 60% nap for 1 to 3 hours in an average day. (Table 28)

- Forty-three percent of respondents reported that they spend 2 to 3 hours hanging out with friends in an average day, while 31% do so for 4 to 5 hours. (Table 28)

- Nearly 45% of respondents stated that they spend 1 hour on social networking websites in an average day, while about 35% spend 2 to 3 hours. (Table 28)

- Approximately 37% of respondents indicated that in an average day they spend 1 hour doing leisure computer/internet or playing video games, while about 26% do so for 2 to 3 hours. Twenty-seven percent claimed that they spend no time at all in these activities. (Table 28)

TABLE 28
Daily Time Spent Log

In an average day, how many hours do you spend:		**None**	**1hr**	**2hr-3hr**	**4hr-5hr**	**6hr-7hr**	**8hr or More**
	N			*Percentages*			
sleeping on nights before classes?	3116	0.1	0.4	0.9	9.2	60.8	28.6
napping on class days?	3084	37.6	36.2	23.4	1.8	0.6	0.5
hanging out with friends?	3074	2.4	9.1	42.9	31.0	8.7	6.0
on social networking websites (i.e. Face Book, Myspace, etc.)?	3079	9.9	44.7	34.7	7.8	1.7	1.2
doing leisure computer/internet play/video games?	3078	27.4	37.3	25.7	6.9	1.5	1.3

- Seventy-six percent of respondents indicated that they spend up to 5 hours in an average week exercising, while 17% spend between 6 and 10 hours. (Table 29)

- About 51% of respondents said that they spend at least 6 hours in an average week studying or working on out-of-class school work. (Table 29)

- Approximately 12% of respondents stated that they spend at least 6 hours in an average week in student activities. (Table 29)

- Forty-seven percent of respondents indicated that they spend 11 to 15 hours in an average week in class, while 31% say they are in class 16 to 20 hours. (Table 29)

- Approximately 85% of respondents reported that they spend 5 hours or less in an average week working for pay. (Table 29)

TABLE 29
Weekly Time Spent Log

In an average week, how many hours do you spend:		**0-5 Hours**	**6-10 Hours**	**11-15 Hours**	**16-20 Hours**	**21-25 Hours**	**26 or More Hours**
	N			*Percentages*			
exercising?	3103	76.3	16.8	3.1	2.0	0.6	1.2
studying/out-of-class school work?	3103	48.5	31.0	10.4	5.3	2.1	2.6
in student activities?	3073	88.2	8.9	1.5	0.7	0.2	0.6
in class?	3083	8.5	6.8	46.8	30.8	3.3	4.1
working for pay?	3062	85.3	5.8	3.7	3.1	1.3	0.8

EARLY EXPERIENCES AND INITIAL ADJUSTMENT

Summary This series of items was designed to assess how well students have adjusted during their first few weeks at Ball State. This includes academic, socio-emotional, and lifestyle adjustment. Respondents were also asked to rate their overall experience at Ball State thus far.

Thirty-five percent of respondents reported that they are not struggling in any of their courses; however, 27% reported struggling in at least two. Of those who are struggling, 11% claimed that to an extreme degree it is due to the content being uninteresting or because of the instructor.

Eighty-six percent of respondents indicated that they have chosen a major. Of those who have, approximately 48% are extremely committed to this major. Twenty-four percent of respondents reported that overall they feel that they are extremely successful in establishing new relationships.

Approximately 96% of respondents reported that they are currently living on campus. Of those who are, at least 32% stated that to an extreme degree they are adjusting to living in on-campus housing, getting along with residents who live with/near them, or that they are satisfied with their overall hall/building experience. Nearly 6 out of 10 respondents indicated that they are having no problems at all with their suitemates/neighbors or roommates.

About 72% of respondents reported that during the past week they thought of home at least sometimes. At least 28% of respondents indicated that they feel to an extreme degree that they belong at Ball State and that they are fitting in.

Approximately 3 out of 10 respondents reported that to an extreme degree they feel they are meeting people on campus who they enjoy spending time with, they like, or who have become their friends. Eighty-six percent of respondents indicated they are spending at least some of their time with people they just met at Ball State.

At least 12% of respondents reported that they always eat a reasonable amount of food or exercise the amount of time to remain physically healthy. At least 7% of respondents indicated that they always sleep enough to do their best or study enough to get good grades.

Seventy-eight percent of respondents indicated that to more than a moderate degree they would choose Ball State again if they had it to do over. Approximately 86% of respondents would to the same degree recommend Ball State to someone who wants to attend college. When asked to rate their overall experience at Ball State, three fourths of respondents rated it as very good to exceptional.

Academic Adjustment

- Nearly 63% of respondents stated that they are currently taking five courses; 28% are taking more. (Table 30)

- Thirty-eight percent of respondents stated that they are struggling in one course, and 19% in two. Thirty-five percent claimed to not be struggling in any of their courses. (Table 30)

- Forty-two percent of respondents reported that in the courses where they are struggling it is to a moderate degree, while approximately 3% are struggling to an extreme degree. (Table 31)

- Approximately 9% of respondents who claimed they are struggling indicated it is not at all due to the content being too hard. (Table 31)

- About 13% of respondents reported that they are not struggling because the course content is uninteresting, while 23% stated they are struggling moderately and 11% to an extreme degree for that reason. (Table 31)

- Two out of 10 respondents who stated that they are struggling indicated that it is not at all due to the instructor, compared to 11% who are struggling to an extreme degree for that reason. (Table 31)

- About 20% of respondents reported that they are not struggling due to the amount of work in the course, while 21% are struggling moderately and nearly 6% to an extreme degree for this reason. (Table 31)

TABLE 30
Courses Taken

		0	**1**	**2**	**3**	**4**	**5**	**More than 5**
	N				*Percentages*			
How many course are you taking?	3139	0.0	0.1	0.1	0.2	9.1	62.5	28.0
Of those, how many courses are you struggling in?	3148	35.0	37.8	18.9	3.2	0.7	0.7	3.7

TABLE 31
Causes of Course Struggles*

In/for those courses where you are struggling, to what degree:		**(1) Extremely**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Not at All**
	N				*Percentages*			
are you struggling?	1400	2.5	4.9	13.0	41.6	27.6	10.3	0.1
is the reason due to content is too hard?	1849	3.9	9.4	16.2	29.2	18.6	13.5	9.3
is the reason due to content is uninteresting?	1842	11.1	13.7	14.5	23.3	12.5	12.2	12.6
is the reason due to the instructor?	1856	11.0	13.0	12.3	18.2	11.8	13.5	20.2
is the reason due to the amount of work?	1840	5.5	9.6	12.7	21.2	15.1	16.2	19.8
is the reason due to other?	893	11.8	7.4	8.0	18.3	6.6	5.6	42.4

*Responses of those who answered that they are struggling in at least one of their courses

- Twenty-one percent of respondents reported that they are not at all the kind of person who multi-tasks in class, while 18% are to a moderate and 7% to an extreme degree. (Table 32)
- Ten percent of respondents indicated that to an extreme degree they are the kind of person who multi-tasks when they study. About 25% claim to be to a moderate degree, and 8% to be not at all. (Table 32)

TABLE 32
Multi-Tasking

To what degree are you the kind of person who:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at All
	N				*Percentages*			
multi-tasks in class (i.e. email, IM, text message, reading paper, doing homework)?	3089	7.3	9.6	12.4	18.4	12.1	18.9	21.4
multi-tasks when you study (i.e. check email, IM, text message, surf internet)?	3082	10.1	13.9	17.9	24.6	14.3	10.9	8.4

- Eighty-six percent of respondents indicated that they have chosen a major. (Table 33)
- Approximately 48% of respondents who have chosen a major claimed that they are extremely committed to this major, while 9% are moderately so. (Table 33)

TABLE 33
Commitment to Major

	N	Percentages
Have you chosen a major?		
Yes	2632	86.0
No	428	14.0
If yes, to what degree are you committed to this major?		
(1) Not at all	18	0.7
(2)	18	0.7
(3)	48	1.8
(4) Moderately	238	9.1
(5)	372	14.2
(6)	683	26.0
(7) Extremely	1251	47.6

- Twenty-four percent of respondents reported that overall they feel they are extremely successful in establishing new relationships. (Table 34)

- Fifteen percent of respondents indicated that overall they feel that they are extremely successful in adjusting to academic demands. (Table 34)

- Approximately 14% of respondents stated that overall they feel they are extremely successful in their ability to manage their time. (Table 34)

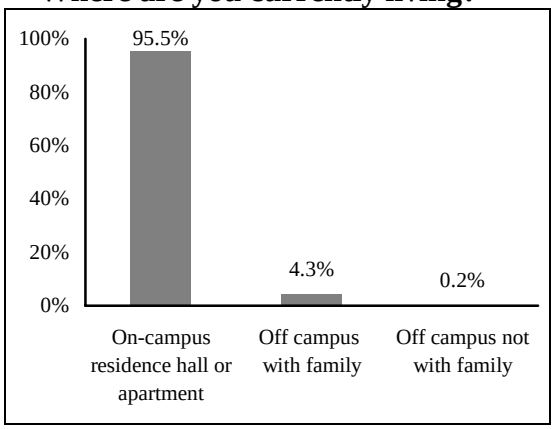
TABLE 34
Early Adjustment

Overall, to what degree do you feel you are successful in the following?		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
Establishing new relationships	3104	1.5	3.1	5.1	19.4	19.8	27.1	24.0
Adjusting to academic demands	3097	0.4	1.5	4.2	18.8	27.9	32.3	14.9
Ability to manage your time	3099	0.7	1.5	5.3	22.1	27.7	29.1	13.7

Living Situation

- About 96% of respondents reported that they are currently living in an on-campus residence hall or apartment. (Figure 3)

FIGURE 3
Where are you currently living?



- Thirty-two percent of respondents reported that to an extreme degree they are adjusting to living in on-campus housing. (Table 35)

- About 86% of respondents indicated that to more than a moderate degree they are getting along with residents who live with/near them. (Table 35)

- Approximately 28% of respondents stated that to an extreme degree they are fitting in with the residents in their hall/building. (Table 35)

- Almost 85% of respondents reported that they are hanging out with other residents to at least a moderate degree. (Table 35)

- Seventy-one percent of respondents stated that to more than a moderate degree they are making friends with others in their hall/building. (Table 35)

- Approximately 26% of the respondents reported that they are extremely able to study in their room/hall. (Table 35)

- Forty-two percent of respondents indicated that they are extremely able to sleep in their room. (Table 35)

- About 28% of respondents reported that they are extremely satisfied with the social activities in their hall/building; 15% are moderately satisfied. (Table 35)

- Eighty-two percent of respondents reported that they are more than moderately satisfied with their overall hall/building experience. (Table 35)

TABLE 35
On-Campus Living*

To what degree are you:		**(1) Not at All**	**(2)**	**(3)**	**(4) Moderately**	**(5)**	**(6)**	**(7) Extremely**
	N				*Percentages*			
adjusting to living in on-campus housing?	2952	0.6	0.5	2.0	13.4	18.1	33.2	32.1
getting along with residents who live with/near you?	2953	0.5	0.8	1.9	10.7	14.5	37.0	34.6
fitting in with the residents in your hall/building?	2950	1.7	2.2	4.1	14.6	17.1	32.4	27.9
hanging out with other residents?	2953	3.4	4.5	7.6	15.4	16.5	26.5	26.2
making friends with others in the hall/building?	2953	2.5	3.3	6.4	17.0	16.5	28.9	25.6
able to study in your room/hall?	2946	1.3	2.7	3.5	14.5	19.0	33.4	25.5
able to sleep in your room?	2947	0.8	1.9	2.4	10.2	11.1	31.4	42.1
satisfied with the social activities in your hall/building?	2930	1.3	1.7	3.8	15.0	19.2	31.4	27.6
satisfied with your overall hall/building experience?	2940	1.0	1.3	3.4	12.3	16.9	33.1	32.0

*Respondents who answered that they live in an on-campus residence hall or apartment

- Six out of 10 respondents claimed they are not having problems with their roommate(s). (Table 36)
- Nearly 6 out of 10 respondents claimed they are not having problems with their suitemate or neighbors. (Table 36)

TABLE 36
Issues with Roommate(s) or Neighbors

To what degree are you having problems with your:		(1) Serious Problems	(2)	(3)	(4) Moderate Problems	(5)	(6)	(7) No Problems
	N				*Percentages*			
roommate(s)?	2959	2.5	2.6	3.1	5.7	7.2	19.2	59.6
suitemate/neighbors?	2941	1.7	1.3	1.6	4.9	8.8	22.8	58.9

Socio-Emotional Adjustment

- Approximately 25% of respondents stated that in the past week they communicated with their family all of the time, while 2 out of 10 did so sometimes. (Table 37)
- About 16% of respondents stated that in the past week they thought of home all the time, while 24% reported that they did so sometimes. (Table 37)
- Three out of 10 respondents reported that to an extreme degree they feel that they belong at Ball State, and 14% feel so to a moderate degree. (Table 38)
- Approximately 28% of respondents indicated that to an extreme degree they feel that they are fitting in, while 15% feel they are to a moderate degree. (Table 38)

TABLE 37
Thinking of Family/Home

In the past week, how often did you:		(1) Never	(2)	(3)	(4) Sometimes	(5)	(6)	(7) All of the Time
	N				*Percentages*			
communicate with your family?	2953	0.8	3.7	5.4	20.4	21.2	23.6	24.9
think of home?	2929	3.0	11.4	13.9	24.3	16.2	15.6	15.6

TABLE 38
Sense of Belonging

To what degree do you feel you:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
belong here?	3098	1.7	2.5	4.8	14.3	16.8	29.8	30.1
are fitting in?	3097	1.4	3.1	4.3	15.1	17.5	30.4	28.3

- About 19% of respondents indicated that to an extreme degree they feel that they are meeting people on campus with whom they share common interests. (Table 39)

- Fourteen percent of respondents stated that to an extreme degree they feel that they are meeting people on campus with whom they share common beliefs. (Table 39)

- About 67% of respondents said that they feel to more than a moderate degree that they are meeting people on campus who include them in their activities. (Table 39)

- Approximately 17% of respondents indicated that to an extreme degree they feel that they are meeting people on campus who they trust; 21% feel they are doing so to a moderate degree. (Table 39)

- Seventy-one percent of respondents reported that to more than a moderate degree they feel that they are meeting people who they respect. (Table 39)

- About 3 out of 10 respondents indicated that to an extreme degree they feel that that they are meeting people on this campus with whom they enjoy spending time. (Table 39)

- Seventy-eight percent of the respondents indicated that to more than a moderate degree they feel they are meeting people on this campus who they like. (Table 39)

- Three out of 10 respondents reported that to an extreme degree they feel that they are meeting people at Ball State who have become their friends. (Table 39)

- Twenty-two percent of respondents indicated that they are spending all their time with people they knew before they came to college, and approximately 22% claimed to be spending all their time with people they just met at Ball State. (Table 40)

TABLE 39
Meeting People

On this campus, to what degree do you feel that you are meeting people:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
who share common interests with you?	3100	1.7	3.9	6.2	22.5	20.6	26.0	19.2
who share common beliefs with you?	3082	2.1	6.0	9.1	25.0	21.3	22.6	14.0
who include you in their activities?	3090	2.5	5.0	6.9	18.4	18.9	27.4	20.9
you trust?	3092	3.4	8.0	9.6	21.2	19.1	21.9	16.8
you respect?	3094	1.4	3.6	6.0	18.3	20.0	28.8	21.9
you enjoy spending time with?	3090	1.2	3.1	5.3	15.4	16.3	29.1	29.5
you like?	3094	0.7	2.5	4.4	14.7	17.2	31.0	29.5
who have become your friends?	3086	1.7	3.8	5.2	15.2	15.8	28.3	30.1

TABLE 40
Spending Time with People

To what degree are you spending time (i.e. face-to-face or electronic) with people you:		(1) Never	(2)	(3)	(4) Sometimes	(5)	(6)	(7) All of the Time
	N				*Percentages*			
knew before you came to college?	3068	5.5	5.9	6.0	18.8	17.2	24.7	21.8
you just met at this college/university?	3070	2.1	5.5	6.3	17.4	18.4	28.7	21.6

Healthy Living

- Six percent of respondents indicated that they always eat healthy foods, and another 31% do so half of the time. (Table 41)

- About 16% of respondents reported that they always eat a reasonable amount of food, while 20% do so half of the time. (Table 41)

- Fifty-seven percent of respondents indicated that more than half of the time they sleep enough to do their best. (Table 41)

- Nearly 7 out of 10 respondents claimed that more than half of the time they study enough to get good grades. (Table 41)

- Approximately 13% of respondents reported that they always exercise the amount of time to remain physically healthy; 23% do so half of the time. (Table 41)

TABLE 41
Self-Evaluation

To what degree do you:		(1) Not at All	(2)	(3)	(4) Half of the Time	(5)	(6)	(7) Always
	N				*Percentages*			
eat healthy foods?	3093	1.1	3.3	6.8	31.3	27.0	24.1	6.4
eat a reasonable amount of food?	3093	0.6	1.2	4.6	19.9	26.4	31.1	16.2
sleep enough to do your best?	3092	2.2	5.5	9.9	25.3	23.7	25.3	8.2
study enough to get good grades?	3085	0.9	2.3	7.0	20.4	30.0	32.0	7.5
exercise the amount of time to remain physically healthy?	3090	4.1	7.5	10.7	23.3	20.5	21.2	12.7

Overall Ball State Experience

- Thirty-nine percent of respondents indicated that to an extreme degree they would choose Ball State if they had it to do over; 11% would to a moderate degree. (Table 42)

- Approximately 45% of respondents stated that to an extreme degree they would recommend Ball State to someone who wants to attend college. (Table 42)

- Twelve percent of respondents rated their experience at Ball State overall as exceptional, 33% as excellent, and 30% as very good. (Table 43)

TABLE 42
Choice of Ball State

To what degree would you:		(1) Not at All	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	N				*Percentages*			
choose this college/university again if you had it to do over?	3077	3.2	2.9	4.5	11.4	11.5	27.3	39.1
recommend this college/university to someone who wants to attend college?	3076	0.7	0.8	2.1	10.7	11.2	29.9	44.6

TABLE 43
Overall Ball State Experience

Overall, please rate your experience at this college/university.	*N*	*Percentages*
Very poor	10	0.3
Poor	28	0.9
Fair	181	5.9
Good	537	17.5
Very good	919	29.9
Excellent	1019	33.2
Exceptional	375	12.2