



FALL 2007

**MAKING ACHIEVEMENT POSSIBLE FIRST-YEAR 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
March 2009
AAIR No. MWF-S1-2009*



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(MAP-WORKS)

SUMMARY REPORT



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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. This report focuses on the responses of incoming first-year matrics.
- Of the 3,581 incoming first-year matrics who were invited to participate in the Fall 2007 survey, 3,051 completed it, for an 85% response rate.
- Six out of 10 respondents were female. At least 16% of respondents had an SAT Verbal or Math score of 600 or greater. Forty-four percent of respondents were in the top 25% of their high school graduating class.
- Eight out of 10 respondents reported that to an extreme degree the important people in their life support their decision to attend college.
- At least 4 out of 10 respondents reported that their mother/female guardian or father/male guardian completed at least a Bachelor's degree.
- About one fourth of respondents indicated that they plan to go home twice a semester or less often their first year.
- Seven out of 10 respondents reported that Ball State was their first choice among the colleges or universities that admitted them.
- Approximately 6 out of 10 respondents reported that they are more than moderately confident that they will have the financial means to complete their college degree.

College Readiness and Preparation

- Nine out of 10 respondents reported that they attended a public high school. About 44% indicated that their high school graduating class had 300 or more students.
- Approximately 47% of respondents described their high school program of study as college preparatory. Of those who did, approximately 17% indicated that they completed four or more Advanced Placement (AP) classes.
- About 54% of respondents reported that they held at least one leadership position in a high school organization.

Personal Skills and Abilities

- At least 44% of respondents are extremely confident that they have the academic ability to complete their current term or college degree.
- More than 10% of respondents rated their reading comprehension, math ability, or computer or problem-solving skills as excellent.
- At least 71% of respondents reported that to more than a moderate degree they can recall and remember knowledge, understand the meaning of material, or interpret and translate course material into their own words.

- More than 16% of respondents indicated that they are always the kind of person who studies in the same place, sets goals for the amount of work to complete each time they study, or participates in class.
- At least 39% of respondents reported that to an extreme degree they are the kind of person who is reliable, shows up on time, or is dependable.

Goals, Expectations, and Plans

- Approximately 94% of respondents think they will earn mostly A's or B's this semester.
- Fifty-four percent of respondents reported that the highest level of education they aspire to achieve is at least a Master's degree.
- About 62% of respondents reported that they are extremely committed to completing a college degree at Ball State within the next 6 years.
- Approximately 41% of respondents indicated that they are more than moderately interested in holding a leadership position in a college or university student organization. Sixty-six percent intend to be more than moderately involved in student activities.
- About 54% of respondents spend 6 hours or more in an average week studying or doing out-of-class school work. Twelve percent spend 6 or more hours in student activities.

Early Experiences and Initial Adjustment

- About 62% of respondents reported that they are struggling in at least one course. Of those who are, 41% indicated that they are struggling moderately in the course with which they are having the most difficulty.
- Sixty-one percent of respondents indicated that they have selected a major. About 26% have not chosen a specific major but have selected at least a general area.
- At least 27% of respondents indicated that to an extreme degree they are motivated to complete their academic work or they are learning.
- More than 39% of respondents living on campus reported that to an extreme degree they are getting along with residents who live with or near them, they are adjusting to living in on-campus housing, or they are able to sleep in their room.
- One half of respondents reported that overall to an extreme degree they have met someone who has become their friend.
- More than 83% of respondents reported that overall to a greater than moderate degree they would choose Ball State again if they had it to do over or they would recommend Ball State to someone who wants to attend college.
- Eighty-two percent of respondents rated their overall experience at Ball State 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 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 students, advisors, and residence hall directors. In Fall 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. Another revision occurred prior to the 2007 survey administration in order to better capture the experiences of freshmen and transfer students.

This report is a summary of the responses from all incoming first-year respondents to the *MAP-Works* Fall 2007 survey. Of the 3,581 incoming freshmen who were invited to complete the survey, 3,051 completed it for a response rate of 85%. For information regarding transfer student responses, please consult the *Fall 2007 Making Achievement Possible Transfer Survey (MAP-Works) Summary Report*.

Six out of 10 respondents were female, compared to 58% of all fall incoming first-years. At least 16% of all fall incoming first-year matrics and respondents had an SAT Verbal or Math score of 600 or above. At least 43% of respondents and all incoming first-years were in the top 25% of their high school graduating class.

The remainder of this report is a summary of responses from 2007 first-year non-transfer matriculates who participated in *MAP-Works*.

TABLE 1
Demographic Characteristics of Respondents

	Respondents	All Fall Incoming First-Years
<i>Percentages</i>		
Gender*		
Female	60.0	57.9
Male	40.0	42.1
Ethnicity		
African-American	5.7	5.6
Asian/Pacific Islander	1.1	1.1
Hispanic	2.3	2.3
Native American	0.2	0.2
White, non-Hispanic	87.0	86.8
Not Specified	3.7	3.9

*Statistically significant differences exist between percentages of respondents and all Fall 2007 incoming first-years.

TABLE 2
Academic Characteristics of Respondents

	Respondents	All Fall Incoming First-Years
	<i>Percentages</i>	
SAT Verbal		
700 and above	1.8	1.7
600 – 699	15.0	14.6
500 – 599	41.2	41.1
400 – 499	38.9	39.5
Below 399	2.8	3.2
SAT Math		
700 and above	2.0	1.9
600 – 699	15.6	15.0
500 – 599	43.1	42.8
400 – 499	36.1	37.2
Below 399	2.8	3.1
High School Percentile Rank		
Top 25%	44.3	43.1
Top 50%	38.6	38.8
Top 75%	16.1	16.9
Bottom 25%	1.0	1.1

COLLEGE READINESS AND PREPARATION

Summary Respondents were asked to respond to questions relating to their high school experience. Approximately 47% of respondents indicated that their high school program of study was college preparatory. Nine out of 10 respondents reported that they attended a public high school. Approximately 59% of respondents indicated that their graduating class had between 100 and 499 students. About 29% of respondents who described their high school academic program as college preparatory reported that they completed five or more Honors (not Advanced Placement) classes, and 9% reported they completed five or more Advanced Placement (AP) classes.

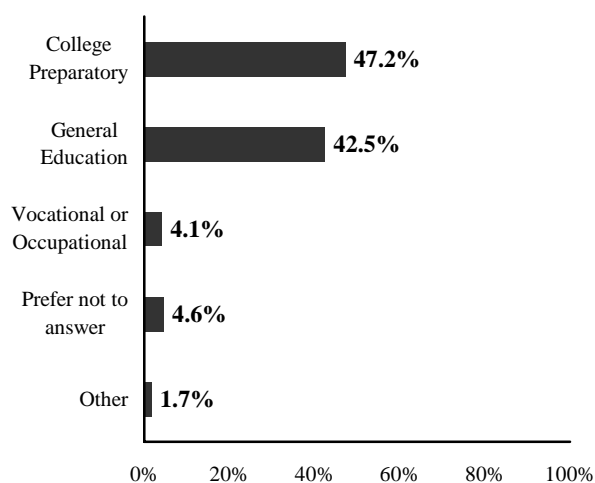
At least 37% of respondents reported that to an extreme degree they participated in an organization's activities or were dedicated to the success of an organization while they were in high school. Approximately 54% of respondents reported that they held at least one leadership position at their high school.

More than three fourths of respondents indicated that to an extreme degree the important people in their life support their decision to attend college or place a high value on college. At least 4 out of 10 respondents reported that their father/male guardian or their mother/female guardian completed at least a 4-year Bachelor's degree. Of the colleges or universities that admitted them, Ball State was the first choice of 7 out of 10 respondents. About 86% of respondents reported they are not at all considering dropping out before the beginning of the next term. Fifty-five percent of respondents indicated that are extremely confident they will have the financial means to complete the current term.

High School Background

- Approximately 47% of respondents reported that their program of study during high school was college preparatory. About 43% indicated that theirs was general education. (Figure 1)

Figure 1
How would you describe your program of study during high school?



- Nine out of 10 respondents indicated that they attended a public high school. Nine percent reported they attended either a religious or independent private school. (Table 3)
- Forty-six percent of respondents reported that their high school graduating class had between 150 and 499 students. Twenty-nine percent reported that theirs had fewer than 150, and 24% indicated that their class had 500 or more. (Table 3)

TABLE 3
High School Information

	N	Percentages
Type of high school		
Public	2723	90.1
Private, religious	240	7.9
Private, independent	27	0.9
Home school	9	0.3
Other	24	0.8
Size of your graduating class in high school		
More than 1000 students	81	2.7
750-1000	222	7.3
500-749	414	13.6
300-499	629	20.7
150-299	767	25.3
100-149	396	13.1
50-99	372	12.3
Less than 50	109	3.6
None of the above (GED)	6	0.2
Prefer not to answer/Don't know	37	1.2

- About 29% of respondents who indicated their high school program of study was college preparatory stated that they completed five or more Honors (not AP) classes taught at their high school. Forty-six percent reported that they completed between one and four. (Table 4)
- Approximately 21% of respondents who reported that their high school program was college preparatory indicated that they completed one Advanced Placement (AP) class during high school. About 44% reported they completed more than one. (Table 4)
- Nineteen percent of respondents who stated that their high school program was college preparatory reported that they completed one class for college credit during high school. Approximately one fourth indicated they completed more than one. (Table 4)

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
	<i>N</i>	<i>Percentages</i>					
Honors classes (not AP) taught at your high school did you complete?	1417	25.1	11.5	11.8	12.1	10.9	28.7
Advanced Placement (AP) classes did you complete?	1417	35.6	20.6	16.8	10.3	7.5	9.2
classes for college credit did you complete?	1423	56.1	19.3	11.7	4.9	3.0	4.9

*Of respondents who indicated that their program of study in high school was college preparatory

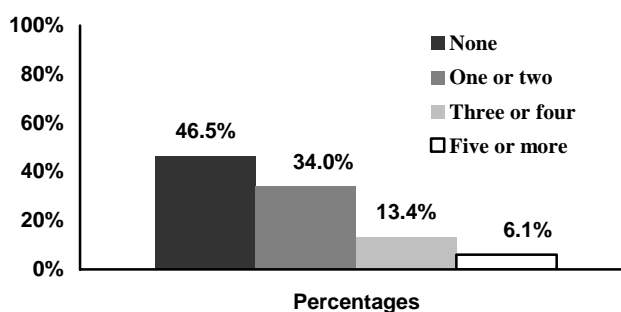
- Approximately two thirds of respondents indicated that to a greater than moderate degree they attended activity organizational meetings in high school. (Table 5)
- About 37% of respondents reported that to an extreme degree they were dedicated to the success of an organization in high school; 12% stated that they were to a moderate degree. (Table 5)
- Thirty-eight percent of respondents reported that to an extreme degree they participated in an organization's activities in high school. Thirteen percent indicated that they did so to a moderate degree. (Table 5)
- Sixty-three percent of respondents indicated that to a greater than moderate degree they were responsible for the success of an organization in high school. (Table 5)

TABLE 5
High School Involvement

Regarding your involvement with activities in high school, to what degree:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>	<i>Percentages</i>						
did you attend organizational meetings?	2937	8.0	4.6	4.9	15.8	12.3	22.7	31.8
did you participate in [an] organization's activities?	2935	5.8	3.1	4.4	12.8	13.1	22.7	38.0
were you dedicated to the success of an organization?	2934	8.1	3.7	4.5	12.2	11.9	22.2	37.4
were you responsible for the success of an organization?	2923	10.6	5.1	6.5	14.5	14.8	22.1	26.4

- Thirty-four percent of respondents reported that they held one or two leadership positions during the 4 years they were in high school; about 20% stated they held three or more. (Figure 2)

Figure 2
In your 4 years of high school, how many leadership positions did you hold in a high school organization?



Family, Friends, and Home

- About 73% of respondents reported that to an extreme degree the important people in their life encourage them to attend college. Five percent indicated theirs do so to a moderate degree. (Table 6)
- Ninety-three percent of respondents indicated that to a greater than moderate degree the important people in their life expect them to attend college. (Table 6)
- Eight out of 10 respondents reported that to an extreme degree the important people in their life support their decision to attend college. About 4% indicated that theirs do to a moderate degree. (Table 6)
- Approximately 94% of respondents reported that to a greater than moderate degree the important people in their life have faith in their ability to succeed in college. (Table 6)
- About 95% of respondents reported that to a greater than moderate degree the important people in their life place a high value on a college education. (Table 6)
- Four out of 10 respondents reported that their mother or female guardian completed at least a 4-year Bachelor's degree. One out of 10 stated theirs completed a 2-year Associate's degree. (Table 7)
- Approximately 43% of respondents indicated that their father or male guardian completed at least a 4-year Bachelor's degree. About 8% reported theirs completed a 2-year Associate's degree. (Table 7)
- Approximately 65% of respondents indicated that they plan to go home once or twice a month. Twenty-two percent stated they plan to do so twice a semester or only during breaks between semesters. (Table 8)

TABLE 6
Encouragement and Support

To what degree do the important people in your life:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
encourage you to attend college?	2986	0.4	0.5	1.3	4.7	5.8	14.0	73.3
expect you to attend college?	2986	0.5	0.8	0.9	4.9	6.3	17.3	69.3
support your decision to attend college?	2985	0.3	0.2	0.6	3.5	3.8	11.4	80.2
have faith in your ability to succeed in college?	2983	0.4	0.3	0.8	4.2	5.2	14.7	74.3
place a high value on college?	2972	0.4	0.4	0.8	3.9	4.6	14.5	75.4

TABLE 7
Parental/Guardian Educational Level

	N	Percentages
Which best describes your mother's/female guardian's highest level of education?		
Did not finish high school	75	2.5
Graduated from high school	831	28.0
Received technical training (i.e. secretarial, construction, health/beauty, welding, etc.)	190	6.4
Attended college but did not complete a degree	388	13.1
Completed a 2-year associate's degree	293	9.9
Completed a 4-year bachelor's degree	880	29.7
Completed graduate school	309	10.4
Which best describes your father's/male guardian's highest level of education?		
Did not finish high school	93	3.2
Graduated from high school	736	25.0
Received technical training (i.e. secretarial, construction, health/beauty, welding, etc.)	293	10.0
Attended college but did not complete a degree	345	11.7
Completed a 2-year associate's degree	226	7.7
Completed a 4-year bachelor's degree	862	29.3
Completed graduate school	387	13.2

TABLE 8
Travel to Home

During your first year, how often do you expect to leave campus to go home (excluding official university breaks, vacations, and holidays)?		
	<i>N</i>	<i>Percentages</i>
[I] live at home.	111	3.8
Every weekend	180	6.2
Twice a month	838	29.0
Once a month	1031	35.6
Twice a semester	405	14.0
Breaks between semesters	233	8.1
Not at all	95	3.3

Attending Ball State

- Seven out of 10 respondents indicated that Ball State was their first choice among the colleges or universities that admitted them; 24% reported it was their second choice. (Table 9)
- Approximately 86% of respondents indicated that they are not at all considering dropping out before the beginning of the next term. (Table 10)
- Fifty-one percent of respondents reported that it is not at all likely they will transfer to another institution. (Table 10)

TABLE 9
College Choices

Among the colleges/universities who admitted you...		First Choice	Second Choice	Third Choice	Lower than third choice
	<i>N</i>	<i>Percentages</i>			
was this college/university your...	2932	69.9	24.2	4.4	1.5

TABLE 10
Considering Departure

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
	<i>N</i>	<i>Percentages</i>						
are you considering dropping out of this institution before the beginning of the next term?	2980	0.9	0.7	0.5	3.3	2.8	6.2	85.6
do you think it is likely that you will transfer to another institution?	2969	2.6	2.6	2.9	11.5	9.8	19.7	51.0

- Forty-six percent of respondents who indicated it is likely they will transfer to another institution reported that they had no intention of transferring when they entered Ball State. (Table 11)
- Thirty-nine percent of respondents who indicated it is likely they will transfer to another institution reported that if they decide to do so the most likely cause would be because they wanted a different location. (Table 12)
- At least 9% of respondents who indicated it is likely they will transfer to another institution stated that if they decide to do so it would be because they wanted a different academic program or social environment or because of degree options or financial issues. (Table 12)

TABLE 11
Transfer Intentions*

Did you intend to transfer when you entered this college/university?		
	<i>N</i>	<i>Percentages</i>
Yes	68	43.9
No	71	45.8
Prefer not to answer	16	10.3

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

TABLE 12
Transfer Reasons*

If you decide to transfer to another institution, what would be the most likely cause?		
	<i>N</i>	<i>Percentages</i>
Wanted a different location (closer to family or friends)	55	38.7
Wanted a different academic program (changed majors, [my] major isn't offered here, etc.)	20	14.1
Financial issues (too expensive, get more financial aid somewhere else)	13	9.2
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	11	7.7
Wanted a different social environment (don't fit in here, ...)	13	9.2
Degree options	13	9.2
Other reason	17	12.0

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

Financial Means

- Fifty-five percent of respondents reported that they are extremely confident they will have the financial means to complete their current term. About 13% are moderately confident. (Table 13)
- Forty-four percent of respondents indicated that they are extremely confident they will have the financial means to complete their current year; 15% are moderately confident. (Table 13)
- About 6 out of 10 respondents are more than moderately confident that they will have the financial means to complete their college degree. (Table 13)

**TABLE 13
Financial Means**

To what degree are you confident that you will have the financial means to complete your:	<i>N</i>	(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
		<i>Percentages</i>						
current term?	2825	1.2	1.5	2.8	12.5	8.9	18.2	54.9
current year?	2814	1.4	2.5	3.9	15.0	12.4	20.9	44.0
college degree?	2916	3.1	6.0	9.9	21.5	14.1	18.8	26.7

PERSONAL SKILLS AND ABILITIES

Summary Respondents were asked to provide information regarding their perceptions of their academic abilities, study skills, and other characteristics that may relate to their success at Ball State.

Fifty-one percent of respondents stated that they are extremely confident they have the academic ability to complete the current term, and 44% are extremely confident they have the academic ability to complete their college degree. At least 36% of respondents indicated that they have very good or excellent writing composition, reading comprehension, computer skills, or problem-solving skills. At least 71% of respondents reported that to a greater than moderate degree they can recall and remember knowledge, understand the meaning of material, or interpret and translate course material into their own words. Seventy-three percent of respondents rated their skills for respecting others' ideas as very good or excellent.

At least 93% of respondents reported that more than half the time they are the kind of person who attends class or pays attention in class. Twenty-three percent of respondents indicated that they are always the kind of person who studies in the same place. At least 39% of respondents indicated that to an extreme degree they are the kind of person who is reliable, shows up on time, or is dependable.

Academic Abilities and Skills

- Ninety-one percent of respondents reported that they are more than moderately confident they have the academic ability to complete their current term. (Table 14)
- Approximately 89% of respondents reported that they are more than moderately confident they have the academic ability to complete their college degree. (Table 14)
- Ten percent of respondents rated their writing composition skills as excellent. Twenty-seven percent rated theirs very good. (Table 15)
- Forty-two percent of respondents rated their reading comprehension skills as very good or excellent. (Table 15)
- More than 22% of respondents rated their public speaking or scientific reasoning skills as very good or excellent. (Table 15)
- Thirty-four percent of respondents rated their math ability as very good or excellent. (Table 15)
- At least 41% of respondents rated their computer or problem-solving skills as very good or excellent. (Table 15)

TABLE 14
Academic Ability

To what degree are you confident that you have the academic ability to complete your:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
current term?	2883	0.4	0.3	1.2	7.0	11.1	28.9	51.1
college degree?	2965	0.5	0.5	1.7	8.8	15.6	28.8	44.1

TABLE 15
Academic Skills

How do you rate on...		Very poor	Poor	Fair	Average	Good	Very good	Excellent
	<i>N</i>				<i>Percentages</i>			
writing composition?	3008	0.4	1.2	6.2	21.2	34.3	26.8	9.8
reading comprehension?	3006	0.4	1.8	6.2	18.9	30.8	27.9	14.0
public speaking skills?	3002	1.4	6.2	11.5	27.0	26.3	17.8	9.9
scientific reasoning?	2994	0.4	2.4	12.4	31.6	30.8	16.8	5.6
math ability?	3002	0.8	4.8	11.7	23.2	25.5	23.4	10.6
computer skills?	3003	0.4	1.6	5.8	19.6	31.6	29.2	11.8
problem-solving skills?	3003	0.2	0.9	3.2	17.7	35.7	31.0	11.3

- About 10% of respondents reported that they can recall and remember knowledge to an extreme degree. Twenty-two percent claimed they can do so to a moderate degree. (Table 16)
- Approximately 77% of respondents indicated that they can understand the meaning of material to a greater than moderate degree. (Table 16)
- Ten percent of respondents stated that they can interpret and translate course material into their own words to an extreme degree. About 22% claimed they can do so to a moderate degree. (Table 16)
- Sixty-five percent of respondents indicated that they can apply theories or abstract concepts to specific tasks to a more than moderate degree. (Table 16)

TABLE 16
Memorization and Translation

To what degree can you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
recall and remember knowledge?	2995	0.5	1.2	5.2	22.0	33.4	28.1	9.6
understand the meaning of material?	2998	0.2	0.8	2.8	19.6	33.6	33.8	9.3

TABLE 16 (cont.)
Memorization and Translation

To what degree can you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
interpret and translate course material into your own words?	2992	0.3	0.8	4.6	21.7	32.3	30.3	9.9
apply theories or abstract concepts to specific tasks?	2980	0.3	1.3	6.7	26.6	33.8	23.4	7.9

- Sixty-nine percent of respondents indicated that to a greater than moderate degree they can break down ideas and concepts into smaller parts. (Table 17)
- At least 71% of respondents reported that to a greater than moderate degree they can identify the concepts or patterns within a work or recognize themes and structures. (Table 17)
- About 10% of respondents reported that to an extreme degree they can incorporate multiple sources to support an idea or concept; 24% indicated that can do so to a moderate degree. (Table 17)
- Sixty-eight percent of respondents indicated that to a greater than moderate degree they can develop a plan or proposal that draws on other materials to propose a new set of actions. (Table 17)
- Approximately 10% of respondents reported that to an extreme degree they can use criteria or standards to determine the accuracy or quality of a work. About 22% indicated that they can do so to a moderate degree. (Table 17)

TABLE 17
Analysis, Synthesis, and Evaluation

To what degree can you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
break down ideas and concepts into smaller parts?	2984	0.2	0.9	4.7	25.0	33.8	26.7	8.6
identify the concepts or patterns within a work?	2980	0.2	0.9	4.1	23.6	35.2	27.7	8.3
recognize themes and structures?	2977	0.3	0.7	4.6	21.6	34.4	28.9	9.6
incorporate multiple sources to support an idea or concept?	2968	0.3	0.5	5.1	23.7	32.8	28.1	9.6

TABLE 17 (cont.)
Analysis, Synthesis, and Evaluation

To what degree can you:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
develop a plan or proposal that draws on other materials to propose a new set of actions?	2958	0.2	0.9	5.9	24.9	33.9	25.7	8.4
use criteria or standards to determine the accuracy or quality of a work?	2953	0.1	0.7	3.6	21.7	34.5	29.7	9.7

- Approximately one third of respondents rated their skills for listening to others as excellent; 39% rated theirs very good. (Table 18)
- More than one half of respondents rated their skills at mediating conflicts or negotiating agreements as very good or excellent. (Table 18)
- Forty-three percent of respondents rated their skills for persuading others to their side as very good or excellent. (Table 18)
- Approximately 54% of respondents rated their ability to adapt to new circumstances as very good or excellent. (Table 18)
- About 27% of respondents rated their willingness to try new things as excellent. Thirty-four percent rated theirs very good. (Table 18)
- At least 68% of respondents rated their respect for others' ideas or their skills for working well on a team as very good or excellent. (Table 18)

TABLE 18
Relevant Social Skills and Abilities

How do you rate on the following skills?	<i>N</i>	Very poor	Poor	Fair	Average	Good	Very good	Excellent
		<i>Percentages</i>						
Listening to others	3000	0.2	0.2	1.7	7.0	19.0	38.9	33.1
Mediating conflicts	2990	0.3	0.7	2.9	15.4	29.0	33.2	18.6
Negotiating agreements	2999	0.2	0.4	2.4	15.2	30.8	34.2	16.7
Persuading others to your side	3000	0.2	0.6	4.0	19.9	32.5	28.5	14.3
Ability to adapt to new circumstances	2992	0.2	0.5	3.3	14.0	27.6	34.1	20.3
Willingness to try new things	2996	0.3	0.6	2.8	12.6	23.0	34.2	26.5
Respect others' ideas	2995	0.3	0.2	1.2	6.6	18.8	38.7	34.3
Work well on a team	2996	0.4	0.5	1.6	8.7	20.1	38.1	30.6

Study Skills

- Seventy-one percent of respondents indicated that they are always the kind of person who attends class. About 3% are half the time. (Table 19)
- At least 89% of respondents reported that more than half the time they are the kind of person who pays attention in class or takes good notes in class. (Table 19)
- About 64% of respondents indicated that they are always the kind of person who turns in required homework assignments; 3% reported that they are half the time. (Table 19)
- About 74% of respondents indicated that more than half the time they are the kind of person who records their assignments and tests in a calendar or studies in a place where they can avoid distraction. (Table 19)
- Eight out of 10 respondents indicated that more than half the time they are the kind of person who spends sufficient time studying to earn the grades they want. (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 the time	(5)	(6)	(7) Always
	<i>N</i>	<i>Percentages</i>						
attends class?	2978	0.3	0.2	0.3	2.5	3.4	22.4	70.9
pays attention in class?	2978	0.3	0.4	0.4	5.8	16.6	45.1	31.4
takes good notes in class?	2976	0.5	0.8	1.6	7.8	19.0	37.7	32.6
turns in required homework assignments?	2975	0.2	0.2	0.5	3.0	6.5	26.1	63.5
records your assignments and tests in a calendar?	2972	4.8	3.5	4.8	12.8	14.2	21.8	38.1
spends sufficient time studying to earn the grades you want?	2967	0.4	1.7	3.9	14.2	24.0	33.7	22.1
studies in a place where you can avoid distraction?	2966	1.6	2.5	4.4	17.1	24.0	32.7	17.7

- Eight out of 10 respondents indicated that more than half the time they are the kind of person who studies in the same place. (Table 20)
- About 12% of respondents reported that they are always the kind of person who studies on a regular schedule. Approximately one fourth indicated that they are half the time. (Table 20)

- Approximately 68% of respondents indicated that more than half the time they are the kind of person who sets goals for the amount of work to complete each time they study. (Table 20)
- At least 59% of respondents reported that more than half the time they are the kind of person who studies in blocks of time greater than 1 hour or who studies during their most productive hours each day. (Table 20)
- About 14% of respondents indicated that they are always the kind of person who works on large projects well in advance of the due date. Approximately 21% claimed they are half the time. (Table 20)
- Seven out of 10 respondents reported that more than half the time they are the kind of person who conducts multiple work periods to complete large projects. (Table 20)
- Nine percent of respondents indicated that they are always the kind of person who finishes their large term projects at least 3 days in advance. Approximately 24% stated that they are half the time. (Table 20)
- About 42% of respondents indicated that more than half the time they are the kind of person who conducts weekly reviews of their class notes. (Table 20)
- At least 64% of respondents reported that more than half the time they are the kind of person who reads the assigned readings within a day before class or who participates in class. (Table 20)
- Approximately 9% of respondents indicated that they are always the kind of person who reviews their lecture notes within a day after class; 23% reported they are that kind of person half the time. (Table 20)
- About 26% of respondents reported that more than half the time they are the kind of person who meets with their instructor during office hours. (Table 20)
- Thirty-one percent of respondents reported that more than half the time they are the kind of person who communicates with their instructor outside of office hours. (Table 20)

TABLE 20
Maximizing Study Skills

To what degree are you the kind of person who:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Half the time			Always
	<i>N</i>	<i>Percentages</i>						
studies in the same place?	2965	0.9	1.5	3.4	14.4	22.5	34.7	22.7
studies on a regular schedule?	2963	3.4	4.9	10.5	24.7	23.8	21.3	11.5
sets goals for the amount of work to complete each time you study?	2962	3.1	4.5	7.5	17.3	23.0	28.1	16.6

TABLE 20 (cont.)
Maximizing Study Skills

To what degree are you the kind of person who:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Half the time			Always
	<i>N</i>	<i>Percentages</i>						
studies in blocks of time greater than one hour?	2963	3.9	6.1	10.5	20.1	21.6	24.2	13.5
studies during your most productive hours each day?	2947	2.6	3.5	8.3	22.0	24.5	27.4	11.7
works on large projects well in advance of the due date?	2953	2.1	4.5	9.4	21.4	23.5	24.7	14.4
conducts multiple work periods to complete large projects?	2947	1.4	2.5	6.8	19.2	24.6	29.6	15.8
finishes your large term projects at least three days in advance?	2948	5.6	10.0	14.3	23.5	20.5	17.2	9.0
conducts weekly reviews of your class notes?	2953	8.1	10.5	16.7	23.1	19.4	15.0	7.2
reads the assigned readings within a day before class?	2949	2.1	4.9	8.3	20.0	21.7	28.1	14.9
reviews lecture notes within a day after class?	2951	5.3	8.6	14.1	23.1	22.6	17.6	8.6
participates in class?	2956	1.3	4.4	7.5	19.5	24.0	27.2	16.2
meets with the instructor during office hours?	2896	18.7	19.2	17.2	19.1	12.4	8.5	4.8
communicates with instructor outside of office hours?	2909	16.6	16.7	17.2	18.4	14.2	11.0	5.9

Self-Management

- Approximately 81% of respondents indicated that to a greater than moderate degree they are the kind of person who is self-disciplined. (Table 21)
- About 17% of respondents reported that to an extreme degree they are the kind of person who is a self-starter; 18% indicated they are to a moderate degree. (Table 21)
- More than 89% of respondents indicated that to a greater than moderate degree they are the kind of person who is reliable, shows up on time, or follows through with what they say they are going to do. (Table 21)
- Forty-two percent of respondents indicated that to an extreme degree they are the kind of person who is dependable; 5% stated they are to a moderate degree. (Table 21)

- Sixty-five percent of respondents reported that to a greater than moderate degree they are the kind of person who does their work before play. (Table 21)
- Approximately 7 out of 10 respondents indicated that to a greater than moderate degree they are the kind of person who plans out their time. (Table 21)
- Twelve percent of respondents reported that they are to an extreme degree the kind of person who sticks to their time plan; 22% indicated they are to a moderate degree. (Table 21)
- About 65% of respondents indicated that they are to a greater than moderate degree the kind of person who makes to-do lists. (Table 21)

TABLE 21
Self-Management

To what degree are you the kind of person who:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
is self-disciplined?	2991	0.4	1.0	3.6	14.2	23.2	34.0	23.6
is a self-starter?	2987	0.3	0.9	4.8	17.8	27.9	31.6	16.6
is reliable?	2984	0.2	0.2	0.9	6.3	15.9	37.4	39.1
shows up on time?	2979	0.2	0.7	2.3	7.7	15.3	34.0	39.9
follows through with what you say you're going to do?	2987	0.2	0.3	1.4	7.6	18.4	39.6	32.4
is dependable?	2980	0.2	0.2	0.7	5.1	14.3	37.5	42.0
does work before play?	2987	0.9	3.5	7.7	22.9	29.1	23.5	12.4
plans out time?	2986	1.3	2.8	7.0	19.0	26.6	26.8	16.4
sticks to time plan?	2965	1.6	3.1	8.9	21.7	26.7	26.1	12.0
makes "to-do lists"?	2979	5.4	5.7	8.5	15.8	16.3	21.5	26.8

GOALS, EXPECTATIONS, AND PLANS

Summary This section includes items intended to describe students' ambitions and hopes for college and their strategies for accomplishing their goals.

More than three fourths of respondents reported that they are more than moderately certain they can do well on all problems and tasks assigned in their classes or do well in all their courses. About 94% of respondents indicated that they think they will earn mostly A's or B's this semester. Eighty-seven percent of respondents indicated that the highest level of education they aspire to achieve is at least a Bachelor's degree. At least 95% of respondents indicated they are more than moderately committed to completing their first year of college or their college degree within the next 6 years. Seventy-seven percent of respondents indicated that they expect to spend at least 2 hours on average studying for a test in college.

Approximately 41% of respondents indicated they are more than moderately interested in holding a leadership position in a college/university student organization. Twenty-four percent of respondents intend to be extremely involved in student activities. At least 12% of respondents are extremely interested in being involved in departmental activities, intramural sports, or volunteer/service activities.

Nine out of 10 respondents reported that they spend at least 6 hours on average sleeping the nights before class. About 44% of respondents indicated that they spend between 6 and 15 hours in an average week studying or working on out-of-class schoolwork. Four out of 10 respondents reported that they spend between 11 and 15 hours in class during that time.

Educational Goals and Expectations

- Seventy-one percent of respondents reported that they are more than moderately certain they can do even the hardest work assigned in their classes. (Table 22)
- Seven out of 10 respondents indicated that they are more than moderately certain they can figure out how to do the most difficult work assigned to them in their classes. (Table 22)
- Approximately 13% of respondents reported that they are absolutely certain they can do well on all problems and tasks assigned in their class; 18% stated they are moderately certain. (Table 22)
- Eight out of 10 respondents indicated that they are more than moderately certain they can do well in all their courses. (Table 22)
- Eleven percent of respondents reported that they are absolutely certain they can do well in their hardest course; approximately 23% are moderately certain. (Table 22)
- About 76% of respondents indicated that they are more than moderately certain they can persevere on class projects even when there are challenges. (Table 22)

TABLE 22
Course 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
	<i>N</i>				<i>Percentages</i>			
do even the hardest work assigned in your classes?	2982	0.7	2.0	5.9	20.4	27.2	28.8	15.0
figure out how to do the most difficult work assigned to you in your classes?	2981	0.5	2.0	6.6	20.9	27.0	28.6	14.5
do well on all problems and tasks assigned in your class?	2975	0.2	1.1	4.4	17.8	30.3	32.9	13.2
do well in all your courses?	2970	0.3	0.7	3.7	15.5	28.7	35.3	15.9
do well in your hardest course?	2977	0.8	2.1	7.9	22.8	29.4	25.9	11.0
persevere on class projects even when there are challenges?	2971	0.2	1.0	3.8	18.6	26.9	32.0	17.5

- Approximately 34% of respondents reported that they think they will earn mostly A's this semester, and about 61% think they will earn mostly B's. (Figure 3)

- Thirty-two percent of respondents indicated that the highest level of education they aspire to achieve is a Bachelor's degree; 39% a Master's degree; and 15% a Ph.D., M.D., or other professional degree. (Figure 4)

Figure 3
What grades do you think you'll earn this semester?

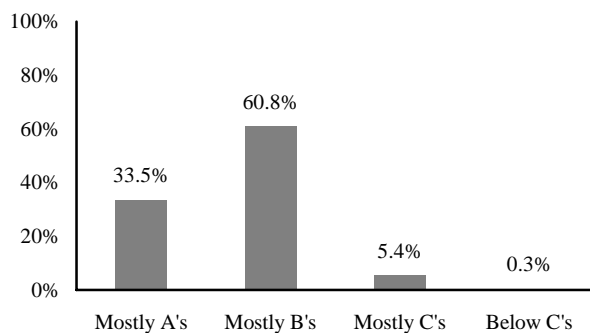
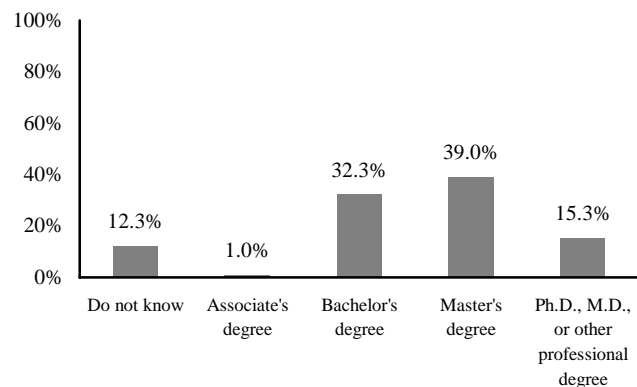


Figure 4
What is the highest level of education you aspire to achieve?



- Approximately 88% of respondents reported that they are extremely committed to completing their first year of college. (Table 23)
- About 81% of respondents indicated that they are extremely committed to completing their college degree within the next 6 years. (Table 23)
- Eighty-five percent of respondents reported that they are more than moderately committed to completing their college degree at Ball State within the next 6 years. (Table 23)
- If they are not able to finish a degree, 42% of respondents indicated the most likely cause would be financial issues. Approximately 24% reported that academic issues would be the most likely cause. (Table 24)

TABLE 23
Commitment Issues

To what degree are you committed to completing your:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
first year of college?	2921	0.4	0.2	0.3	2.7	2.5	6.3	87.5
college degree within the next 6 years?	2936	0.2	0.6	0.4	3.0	3.5	10.9	81.3
college degree at this institution within the next 6 years?	2885	2.0	1.4	2.4	9.5	8.1	14.6	61.9

TABLE 24
Reasons for Not Completing Degree

If you are not able to finish a degree, what would be the most likely cause?		
	<i>N</i>	<i>Percentages</i>
Motivation (don't see the value, don't need it, don't want it)	216	8.6
Academic issues (not prepared, weak study skills)	612	24.4
Financial issues (can't afford it, didn't get enough financial aid)	1049	41.9
Other commitments (job, family responsibilities, military)	449	17.9
Other reasons	180	7.2

- Approximately 66% of respondents indicated that on average they spent between 0.5 and 1.5 hours studying for a test in high school; about 22% spent between 2 and 4.5 hours. (Table 25)
- Approximately 49% of respondents reported that on average they expect to study between 2 and 3 hours for a test in college; 24% indicated they expect to spend between 3.5 and 6 hours. (Table 25)

TABLE 25
Study Time

How many hours, on average:		None	.5 to 1.5 hrs	2 to 3 hrs	3.5 to 4.5 hrs	5 to 6 hrs	6.5 to 7.5 hrs	More than 8 hrs
	<i>N</i>				<i>Percentages</i>			
did you spend studying for a test in high school?	2932	10.5	65.8	18.6	3.0	1.4	0.3	0.4
do you expect to spend studying for a test in college?	2893	0.4	22.5	49.4	15.2	8.5	1.6	2.3

Activities and Leadership Expectations

- About 41% of respondents indicated that they are more than moderately interested in holding a leadership position in a university/college student organization. (Table 26)
- Twenty-four percent of respondents reported that they intend to be extremely involved in student activities. Approximately 2 out of 10 indicated that they intend to be moderately involved. (Table 26)

TABLE 26
Student Activities and Involvement

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
are you interested in holding a leadership position in a university/college student organization?	2932	14.3	11.2	12.1	21.0	15.2	13.6	12.6
do you intend to be involved in student activities?	2926	3.3	4.0	7.1	19.6	19.0	22.8	24.2

- Thirty-four percent of respondents indicated they are more than moderately interested in being involved in departmental activities. (Table 27)
- Three out of 10 respondents reported that they are more than moderately interested in participating in fine or performing arts activities. (Table 27)
- Ten percent of respondents indicated they are extremely interested in participating in Greek fraternities or sororities or other social groups; 14% indicated they are moderately interested. (Table 27)

- Eighteen percent of respondents indicated they are more than moderately interested in being involved in a government or health/wellness activity. (Table 27)
- Approximately 22% of respondents indicated they are more than moderately interested in being involved in Honors activities. (Table 27)
- About one fourth of respondents reported they are more than moderately interested in being involved in a housing activity. (Table 27)
- Five percent of respondents indicated they are extremely interested in being involved in an international activity; about 12% are moderately interested. (Table 27)
- Approximately 17% of respondents reported they are extremely interested in being involved in intramural sports, and about 15% are moderately interested. (Table 27)
- Twenty-four percent of respondents indicated they are more than moderately interested in being involved in media or publication activities. (Table 27)
- About 8% of respondents reported they are more than moderately interested in being involved in military activities. (Table 27)
- At least 12% of respondents indicated they are more than moderately interested in being involved in multicultural or political activities. (Table 27)
- Four percent of respondents reported they are extremely interested in being involved in a professional activity; 11% are moderately interested. (Table 27)
- Approximately 26% of respondents reported they are more than moderately interested in being involved in recreational activities. (Table 27)
- About 12% of respondents reported they are extremely interested in being involved in religiously oriented groups, and 13% indicated that they are moderately interested. (Table 27)
- Forty-one percent of respondents stated they are more than moderately interested in being involved in volunteer or service activities. (Table 27)

TABLE 27
Expected Participation in Student Activities

To what degree are you interested in being involved in the following activities?		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
Departmental (e.g. Marketing Club, Education Club, Psychology Club)	2912	33.5	10.4	7.6	14.7	10.3	10.9	12.6
Fine/Performing Arts (e.g. Ballroom Dance Club, Art Club, Campus Guitar Club)	2913	36.9	11.2	8.0	13.8	8.8	9.6	11.7
Greek Fraternities/Sororities or other social groups	2920	41.7	9.3	7.3	14.1	9.9	7.8	9.9
Government (e.g. Student Government Association, Freshman Council)	2903	46.3	13.6	8.9	13.1	7.8	5.8	4.6
Health/Wellness (e.g. AIDS Awareness, Colleges Against Cancer, MADD, Vegan Club)	2913	43.6	12.7	10.6	15.0	8.1	5.9	4.0
Honors (e.g. Mortar Board, National Society of Collegiate Scholars, Cardinal Key Honor Society)	2901	42.5	11.7	9.9	13.7	8.4	8.2	5.6
Housing (e.g. Residence Hall Association, Hall Council)	2908	37.9	13.2	9.9	14.3	10.4	7.7	6.6
International (e.g. International Student Organization, Amnesty International, French Club, Spanish Club)	2902	48.6	13.4	8.3	12.4	7.2	5.0	5.0
Intramural Sports (e.g. Soccer Club, Flag Football, Volleyball Club)	2920	25.8	8.5	7.4	14.7	12.7	14.2	16.6
Media/Publication (e.g. Campus Newspaper, Campus Radio/TV Station, Student Publications)	2907	41.7	12.6	9.2	12.3	8.2	6.9	9.0
Military (e.g. ROTC, Drill Team & Color Guard)	2896	70.4	10.7	4.5	6.7	3.3	2.0	2.3
Multicultural (e.g. African Students Association, Latino Student Association)	2900	61.8	11.2	6.7	7.9	4.6	3.9	4.0
Political Activities	2902	59.3	10.9	7.3	10.3	5.1	3.8	3.3
Professional (e.g. American Association of Women Dentists, Environmental Law Society)	2889	57.3	10.5	6.6	10.9	6.1	4.5	4.0
Recreational (e.g. Chess Club, Billiards Club, Scuba Club, Computer Gaming)	2900	38.7	10.2	9.3	16.0	11.0	8.3	6.5

TABLE 27 (cont.)
Expected Participation in Student Activities

To what degree are you interested in being involved in the following activities?		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>				<i>Percentages</i>			
Religious - Religiously oriented groups	2904	38.0	9.8	8.4	13.3	9.4	9.5	11.5
Volunteer/Service (e.g. AIDS Walk, Blood Drive, Habitat for Humanity)	2907	25.4	8.0	8.6	16.9	14.6	14.0	12.5
Other	1910	56.2	5.0	4.4	14.5	6.5	5.0	8.5

Time Logs

- Nine out of 10 respondents indicated that they spend 6 or more hours on average sleeping the nights before class. (Table 28)
- Fifty-eight percent of respondents reported that they spend up to 2 hours in an average day on personal hygiene. (Table 28)
- About 95% of respondents reported that they spend up to 3 hours in an average day eating their meals. (Table 28)
- Approximately 69% of respondents indicated that they spend up to 2 hours in an average day commuting to class. About 22% reported that they spend between 2 and 3 hours. (Table 28)
- About 41% of respondents reported that they do not spend any time napping in an average class day; 56% indicated that they spend up to 3 hours. (Table 28)
- Approximately 72% of respondents indicated that they spend between 2 and 5 hours in an average day hanging out with friends. (Table 28)
- Eight out of 10 respondents indicated that they spend up to 3 hours on social networking websites in an average day. (Table 28)
- About two thirds of respondents reported that they spend up to 3 hours in an average day on leisure computer, internet, or video game use. (Table 28)
- Approximately 54% of respondents reported that they spend 6 or more hours in an average week studying or doing out-of-class school work. (Table 29)
- About 72% of respondents indicated that they spend between 11 and 20 hours in class in an average week. (Table 29)

- Eleven percent of respondents indicated that they spend between 6 and 20 hours in an average week working for pay. (Table 29)
- About 11% of respondents indicated that they spend between 6 and 15 hours in an average week in student activities. (Table 29)
- Eighteen percent of respondents reported that they spend between 6 and 20 hours in an average week exercising. (Table 29)
- Approximately 4% of respondents reported that they spend 6 or more hours in an average week on family commitments. (Table 29)

TABLE 28
Daily Time Spent Log

In an average day, how many hours do you spend:		None	Less than 2 hr	2hr-3hr	4hr-5hr	6hr-7hr	8hr or more
	<i>N</i>	<i>Percentages</i>					
sleeping on nights before class?	3000	0.3	0.5	0.6	8.3	56.6	33.6
on personal hygiene?	2996	0.5	58.1	37.5	2.0	0.8	1.1
eating meals?	2987	0.3	32.0	62.5	3.9	0.6	0.7
commuting to class?	2975	2.9	69.3	22.2	3.0	0.6	2.0
napping on class days?	2985	40.5	33.0	22.9	2.5	0.5	0.6
hanging out with friends?	2982	2.4	11.4	41.2	31.2	8.3	5.5
on social networking websites (i.e. Face Book, Myspace, etc.)?	2980	7.1	42.7	37.6	8.6	1.9	2.1
doing leisure computer/internet/play video games?	2972	22.0	35.6	30.9	8.3	1.6	1.6

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
	<i>N</i>	<i>Percentages</i>					
studying/[doing] out-of-class school work?	2971	46.2	31.7	11.8	5.1	2.5	2.6
in class?	2961	14.9	7.3	40.2	31.4	3.0	3.1
working for pay?	2961	87.7	5.2	3.4	2.4	0.6	0.8
in student activities?	2953	88.2	9.3	1.2	0.8	0.3	0.3
exercising?	2961	80.9	14.5	2.3	1.4	0.5	0.5
on family commitments?	2914	95.5	3.2	0.4	0.2	0.4	0.2
other?	1306	90.0	4.7	1.3	1.4	0.4	2.1

EARLY EXPERIENCES AND INITIAL ADJUSTMENT

Summary This series of items was designed to assess student adjustment and student perceptions of their experiences during their initial weeks at Ball State, academic and socio-emotional adjustment in addition to adjustment to a new living situation. Respondents were asked to rate their overall experience at Ball State thus far.

Approximately 38% of respondents reported that they are not struggling in any of their courses; however, 23% indicated they are struggling in at least two. Of those who are struggling, 26% indicated that they are struggling more than moderately in the course with which they are having the most difficulty. Seventy-six percent indicated that based on their current performance they think they will earn at least a C in that course. Seven percent of respondents indicated that personal health problems moderately interfere with their ability to attend or arrive on time to class. Sixty-one percent of respondents have chosen a major, and 26% have selected at least a general area.

Ninety-six percent of respondents reported that they are living on campus. Of those who are, about 4 out of 10 indicated that to an extreme degree they are getting along with residents who live with or near them or they are adjusting to living in on-campus housing. Forty-five percent are extremely able to sleep in their room. Approximately 65% reported that overall they are having no problems with their roommate(s).

About 96% of respondents who indicated they are not living with family reported that to a moderate or lesser degree they feel reluctant to go home for

fear they will not return to Ball State. Sixty-one percent of respondents indicated that they plan to go home once a month or less often during their first year. More than 34% of respondents indicated that to an extreme degree they belong at Ball State, are fitting in, or are establishing new relationships. Half of respondents reported that overall to an extreme degree they have met someone who has become their friend. More than 34% of respondents are to an extreme degree meeting people they enjoy spending time with or they like.

At least 14% of respondents indicated that they always exercise the amount of time to remain physically fit or eat a reasonable amount of food. At least 23% of respondents stated that they feel more than moderately anxious or worried.

More than 48% of respondents indicated that they would to an extreme degree choose Ball State again if they had it to do over or they would recommend Ball State to someone who wants to attend college. When asked to rate their overall experience at Ball State, 82% of respondents gave ratings of very good, excellent, or exceptional.

Academic Adjustment

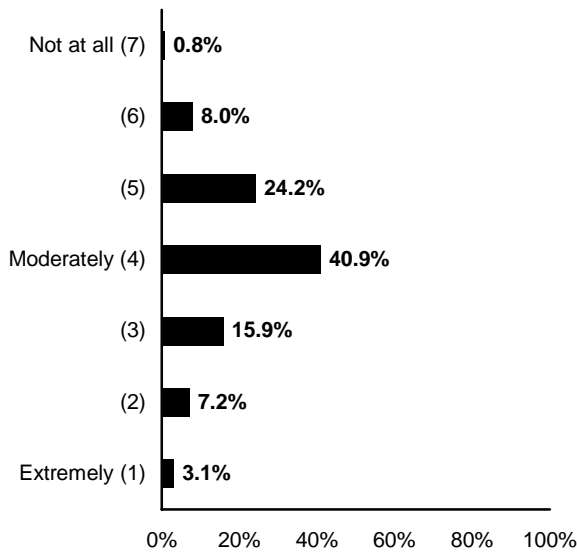
- Six out of 10 respondents reported that they are taking five courses; about 3 out of 10 indicated they are taking more than five. (Table 30)
- Approximately 38% of respondents reported that they are not struggling in any of their courses; about 59% indicated they are struggling in one or two. (Table 30)

TABLE 30
Courses Taken

		0	1	2	3	4	5	More than 5
	<i>N</i>							
How many courses are you taking?	2966	0.1	0.1	0.2	0.3	8.7	60.3	30.4
		<i>Percentages</i>						
Of those, how many courses are you struggling in?	2888	37.7	39.3	19.2	2.5	0.6	0.4	0.4

- Of respondents who stated that they are struggling in at least one course, 41% reported they are struggling moderately in the course with which they are having the most difficulty. Three percent indicated they are struggling to an extreme degree. (Figure 5)

Figure 5
Regarding the course you're having the most difficulty with, to what degree are you struggling?*



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

- Approximately 14% of respondents who are struggling in at least one course reported that they have to a more than moderate degree talked to the instructor of the course with which they are having the most difficulty regarding their difficulties. (Table 31)
- About 61% of respondents who reported they are struggling in at least one course indicated that to an extreme degree they have turned in the assigned homework in the course with which they are having the most difficulty; 7% reported they have done so to a moderate degree. (Table 31)
- Seventy-two percent of respondents who are struggling in at least one course indicated that to a more than moderate degree they have done the required readings in the course with which they are having the most difficulty. (Table 31)
- Approximately 22% of respondents who are struggling in at least one course reported that they would be extremely interested in being tutored in the course with which they are having the most difficulty. About 19% would be moderately interested. (Table 31)

- Of those respondents who indicated they are struggling in at least one course, about 33% think that based on their current performance they would receive at least a B in the course with which they are having the most difficulty; 42% indicated they would receive a C. (Table 32)
- Thirty-three percent of respondents who are struggling in at least one course indicated they are having the most difficulty with a course in their major. (Table 32)

TABLE 31
Recognizing and Correcting Course Struggles*

Regarding the course you're having the most difficulty with, to what degree:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>	<i>Percentages</i>						
have you talked to your instructor regarding your difficulties?	1769	46.1	17.1	10.4	12.8	5.5	4.9	3.2
have you turned in assigned homework?	1717	1.5	0.8	1.8	7.3	8.2	19.7	60.7
have you done the required readings?	1757	1.5	3.4	5.4	17.5	16.6	23.7	31.9
would you be interested in being tutored?	1761	9.4	11.5	9.3	18.6	13.5	15.6	22.1

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

TABLE 32
Characteristics of Most Difficult Course*

Regarding the course you're having the most difficulty with:		<i>N</i>	<i>Percentages</i>
Based on your current performance, what would your grade be?			
A		71	4.0
B		524	29.4
C		756	42.4
D		158	8.9
F		38	2.1
Don't know		235	13.2
What type of course is it?			
Course is in [my] major.		565	32.8
Course is not in my major.		980	56.8
I have not selected a major.		179	10.4

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

- Seventy-nine percent of respondents indicated that the lack of reliable transportation is not at all interfering with their ability to attend or arrive on time to class. (Table 33)
- At least 87% of respondents reported that work schedule conflicts or the lack of reliable child care is not at all interfering with their ability to attend or arrive on time to class. (Table 33)
- Approximately 72% of respondents indicated that personal health problems are not at all interfering with their ability to attend or arrive on time to class. (Table 33)
- Eighty-three percent of respondents indicated that family health problems are not at all interfering with their ability to attend or arrive on time to class. (Table 33)

TABLE 33
Interference with Class Attendance

To what degree are the following factors interfering with your ability to attend class or arrive on time to class?	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
					<i>Percentages</i>			
Lack of reliable transportation	2726	1.6	1.5	2.2	5.4	2.2	7.9	79.2
Lack of reliable child care	2554	1.1	0.7	1.1	3.4	0.9	1.4	91.4
Work schedule conflicts	2605	1.2	0.8	1.6	3.9	2.1	3.2	87.3
Personal health problems	2723	1.9	1.5	3.6	7.1	5.2	8.3	72.3
Family health problems	2696	1.6	1.0	2.2	4.8	2.4	5.2	82.9
Other reasons	2457	2.8	1.8	3.2	7.0	3.8	5.7	75.7

- Approximately 25% of respondents indicated that they are not at all the kind of person who multi-tasks in class; 15% indicated they are that kind of person half the time. (Table 34)
- Thirty-one percent of respondents reported that less than half the time they are the kind of person who multi-tasks while they study. (Table 34)
- Sixty-one percent of respondents indicated that they have selected a major. (Table 35)
- Approximately 26% of respondents reported that they have selected a general or more specific area, but have not yet chosen a specific major. (Table 35)

TABLE 34
Multi-Tasking

To what degree are you the kind of person who:	<i>N</i>	(1) Not at all	(2)	(3)	(4) Half the time	(5)	(6)	(7) Always
		<i>Percentages</i>						
multi-tasks in class (i.e. email, IM, text message, reading paper, doing homework)?	2942	25.4	16.9	12.1	14.8	12.2	11.8	7.0
multi-tasks while you study (i.e. check email, IM, text message, surf internet)?	2945	8.1	9.9	13.0	20.7	18.8	18.8	10.6

TABLE 35
Commitment to Major

Have you chosen a major?	<i>N</i>	<i>Percentages</i>
I am undecided.	378	12.8
I have selected a general area but haven't chosen a specific major.	330	11.2
I have selected a more specific area but haven't chosen a specific major.	449	15.2
I have selected a major.	1801	60.9

- Approximately 27% of respondents reported that overall they are keeping extremely current with their academic work; 11% indicated they are keeping moderately current. (Table 36)
- Eighty-three percent of respondents reported that overall they are more than moderately motivated to complete their academic work. (Table 36)
- About 86% of respondents reported that overall they are performing more than moderately well in their classes. (Table 36)
- Twenty-seven percent of respondents indicated that overall they are learning to an extreme degree, and about 11% reported they are doing so to a moderate degree. (Table 36)
- Approximately 82% of respondents indicated that overall they are more than moderately satisfied with their academic life on campus. (Table 36)

TABLE 36
Academic Adjustment

Overall, to what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately		Extremely	
	<i>N</i>	<i>Percentages</i>						
keeping current with your academic work?	2955	0.2	0.5	1.9	11.0	19.1	39.9	27.4
motivated to complete your academic work?	2958	0.3	1.0	3.1	12.3	19.9	36.2	27.2
performing well in your classes?	2955	0.1	0.6	1.6	11.3	22.2	40.6	23.6
learning?	2949	0.2	0.5	2.0	10.7	19.9	39.5	27.2
satisfied with your academic life on campus?	2945	0.6	1.6	2.8	13.4	19.1	36.3	26.2

Living Situation

- Ninety-six percent of respondents indicated that they are living in an on-campus residence hall or apartment. (Table 37)
- About 4 out of 10 respondents living on campus indicated that they are getting along with residents who live with or near them to an extreme degree. One out of 10 is doing so to a moderate degree. (Table 38)
- About 79% of respondents living on campus reported that to a more than moderate degree they are fitting in with the residents in their hall or building. (Table 38)
- At least 71% of respondents living on campus indicated that they are to a more than moderate degree hanging out with other residents or making friends with others in their hall or building. (Table 38)
- Approximately 27% of respondents living on campus reported that they are extremely satisfied with the social activities in their hall or building. About 16% are moderately satisfied. (Table 38)
- About 4 out of 10 respondents who are living on campus indicated that to an extreme degree they are adjusting to living in on-campus housing. Ten percent are to a moderate degree. (Table 38)
- More than 85% of respondents living on campus reported that they are more than moderately able to sleep in their room or study in their room/hall. (Table 38)
- Eighty-five percent of respondents living on campus are more than moderately satisfied with their overall hall/building experience. (Table 38)

TABLE 37
Current Residence

Where are you currently living?		
	<i>N</i>	<i>Percentages</i>
On-campus residence hall or apartment	2892	96.3
Off campus with family	109	3.6
Off campus not with family	3	0.1

TABLE 38
On-Campus Living Experience*

To what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not			Moderately			Extremely
	<i>N</i>	at all				<i>Percentages</i>		
getting along with residents who live with/near you?	2834	0.6	0.7	1.7	9.7	13.2	34.3	39.7
fitting in with the residents in your hall/building?	2829	1.5	2.4	4.1	13.3	16.5	30.0	32.3
hanging out with other residents?	2833	2.6	4.8	6.7	14.3	15.7	25.3	30.6
making friends with others in the hall/building?	2829	1.7	3.6	6.5	13.8	16.3	27.5	30.5
satisfied with the social activities in your hall/building?	2827	1.6	3.3	5.2	16.4	18.6	28.3	26.6
adjusting to living in on-campus housing?	2834	0.5	1.4	2.3	10.1	13.1	33.0	39.7
able to study in your room/hall?	2824	0.8	1.6	2.1	9.8	14.2	33.7	37.8
able to sleep in your room?	2827	1.0	1.6	2.5	8.0	10.6	31.0	45.3
satisfied with your overall hall/building experience?	2823	0.8	1.5	2.7	10.2	14.7	34.1	36.1

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

- Eighty-seven percent of respondents living on campus reported that their roommate(s) or residents living with or near them are respecting their study time to a more than moderate degree. (Table 39)
- Approximately one half of respondents living on campus indicated that their roommate(s) or residents living with or near them are respecting their sleep time to an extreme degree. About 8% reported theirs are to a moderate degree. (Table 39)
- Fifty-four percent of respondents living on campus reported that their roommate(s) or residents living with or near them are respecting their privacy to an extreme degree. Seven percent indicated that theirs are doing so to a moderate degree. (Table 39)

- About 91% of respondents living on campus indicated that their roommate(s) or residents living with or near them are respecting their property to a more than moderate degree. (Table 39)
- Approximately 83% of respondents living on campus reported that their roommate(s) or residents living with or near them are maintaining cleanliness to a more than moderate degree. (Table 39)
- About 65% of respondents living on campus reported they are having no problems with their roommate(s). Six percent stated they are having moderate problems. (Table 40)

**TABLE 39
Roommate and Resident Issues***

To what degree are roommate(s) or residents living with/near you:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>	<i>Percentages</i>						
respecting your study time?	2819	0.6	1.2	2.7	8.3	11.9	26.8	48.4
respecting your sleep time?	2827	1.2	1.8	3.0	7.8	10.3	26.1	49.8
respecting your privacy?	2829	0.8	1.2	1.4	6.8	8.9	26.9	54.0
respecting your property?	2829	1.0	1.0	1.2	6.1	7.6	26.3	56.7
maintaining cleanliness?	2823	2.0	2.2	3.0	9.4	13.8	26.8	42.8

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

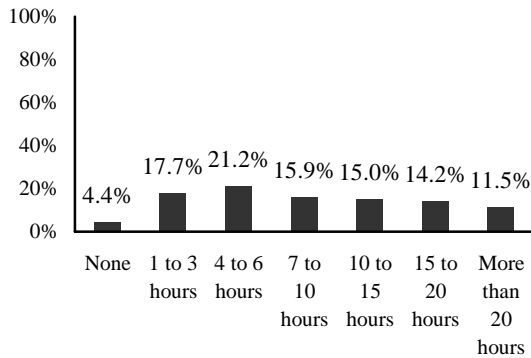
**TABLE 40
Severity of Roommate Issues***

Overall, to what degree are you having problems with your roommates?	<i>N</i>	<i>Percentages</i>
(1) Serious problems	18	0.6
(2)	42	1.5
(3)	77	2.7
(4) Moderate problems	171	6.0
(5)	167	5.8
(6)	536	18.8
(7) No problems	1844	64.6

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

- Twenty-two percent of respondents who live off campus reported that they spend 3 hours or less outside of class on campus in a typical week. (Figure 6)
- About 26% of respondents who live off campus reported that they spend 15 or more hours outside of class on campus during the same time period. (Figure 6)

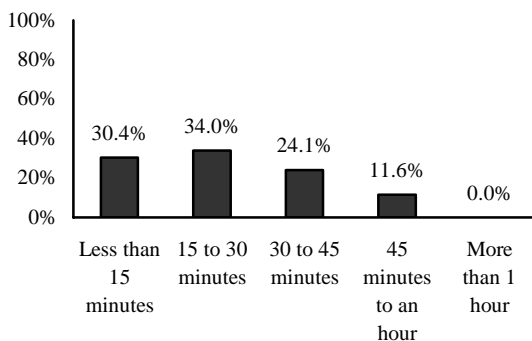
Figure 6
In a typical week, how much time outside of class do you spend on campus?*



*Of respondents who indicated that they live off campus

- Approximately 30% of respondents living off campus indicated that it takes them less than 15 minutes on average to get to campus; 34% reported it takes them 15 to 30 minutes. (Figure 7)
- About 12% of respondents living off campus reported that it takes them 45 minutes or more on average to get to campus. (Figure 7)

Figure 7
On average, how long does it take you to get to campus?*



*Of respondents who indicated that they live off campus

Socio-Emotional Adjustment

- About 4 out of 10 respondents who indicated they are not living with family reported that they do not at all feel upset because they want to go home; 12% stated they feel moderately upset. (Table 41)
- Approximately 58% of respondents who indicated they are not living with family claimed that they do not at all regret leaving home to go to school. (Table 41)
- Eighty-one percent of respondents who are not living with family reported that to a less than moderate degree they think about going home all the time. (Table 41)
- About 36% of respondents who are not living with family indicated that they more than moderately miss their family back home. (Table 41)
- Sixteen percent of respondents who indicated they are not living with family reported that they miss their friends back home to an extreme degree; about 23% indicated they do to a moderate degree. (Table 41)
- More than half of respondents who indicated they are not living with family reported that they do not at all feel preoccupied with thoughts of home or feel isolated from others. (Table 41)

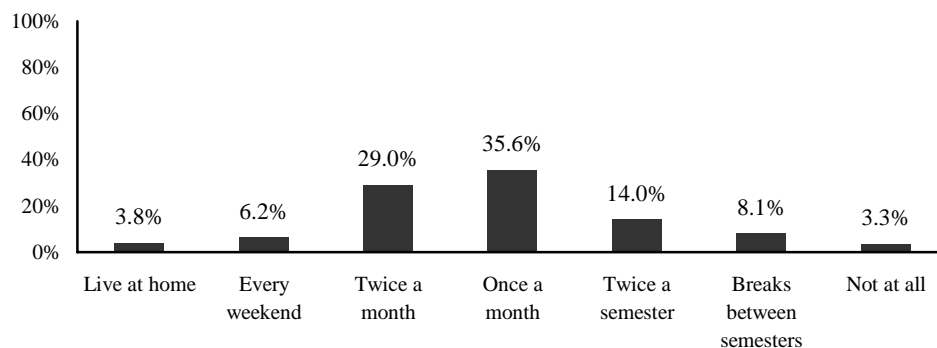
- Forty-seven percent of respondents who indicated they are not living with family reported that they do not at all feel different from others; about 11% stated they feel moderately different. (Table 41)
- Approximately 78% of respondents who are not living with family reported that to a less than moderate degree they regret having to go back to school when they are at home. (Table 41)
- About 72% of respondents who are not living with family indicated that they do not at all feel reluctant to go home for fear they will not return to school. Five percent reported they feel moderately reluctant. (Table 41)
- Approximately 65% of respondents reported that during their first year at Ball State they expect to leave campus to go home once or twice a month. One fourth indicated they plan to go home less often than that. (Figure 8)

**TABLE 41
Homesickness***

To what degree do you:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	<i>N</i>	<i>Percentages</i>						
feel upset because you want to go home?	2817	2.1	3.1	5.5	12.3	12.4	25.2	39.5
regret leaving home to go to school?	2815	1.6	2.4	3.4	7.8	6.7	19.9	58.2
think about going home all the time?	2812	2.1	3.9	4.2	8.8	10.8	25.0	45.2
miss your family back home?	2815	11.3	11.0	13.9	22.4	14.1	14.5	12.8
miss your friends back home?	2820	16.0	13.9	14.7	22.6	12.7	11.2	9.0
feel preoccupied with thoughts of home (cannot concentrate on school work)?	2811	1.8	3.3	3.3	7.9	8.2	24.2	51.3
feel isolated from others?	2813	2.4	3.4	4.7	9.7	9.2	20.1	50.6
feel different from others?	2808	3.3	3.3	4.8	10.5	9.5	21.8	46.7
regret having to go back to school when you're home?	2770	3.6	3.9	4.6	10.3	8.7	19.8	49.1
feel reluctant to go home in fear that you'll not return to school?	2783	1.1	1.5	1.6	5.1	4.7	14.4	71.5

*Of respondents who indicated they are not living with family

Figure 8
During your first year, how often do you expect to leave campus to go home
(excluding official university breaks, etc.)?



- At least 82% of respondents reported that overall they belong here or are fitting in to a greater than moderate degree. (Table 42)
- Approximately 32% of respondents reported that overall they are extremely satisfied with their social life on campus. (Table 42)
- Seventy-eight percent of respondents indicated that overall they are establishing new relationships to more than a moderate degree. (Table 42)
- One half of respondents reported that overall to an extreme degree they have met someone who has become their friend. About 8% indicated they have done so to a moderate degree. (Table 42)

TABLE 42
Sense of Belonging

Overall, to what degree:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
					<i>Percentages</i>			
do you belong here?	2948	0.9	1.8	3.2	11.2	14.6	32.5	35.8
are you fitting in?	2948	1.0	1.8	3.3	11.8	14.7	32.8	34.7
are you satisfied with your social life on campus?	2952	2.4	3.0	5.5	13.0	16.2	28.2	31.6
are you establishing new relationships?	2948	1.4	3.4	4.6	12.6	14.3	29.0	34.7
have you met someone who has become your friend?	2945	1.7	1.9	2.3	7.8	9.7	26.5	50.2

- Seventy-two percent of respondents indicated they are more than moderately meeting people on campus who share common interests with them. (Table 43)
- About 73% of respondents reported that they are more than moderately meeting people on campus who include them in their activities. (Table 43)
- Approximately 35% of respondents indicated that to an extreme degree they are meeting people on campus with whom they enjoy spending time; 13% reported they are doing so to a moderate degree. (Table 43)
- Eight out of 10 respondents reported that they are more than moderately meeting people on campus who they like. (Table 43)

TABLE 43
Meeting Others

On this campus, to what degree are you meeting people:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
who share common interests with you?	2946	2.0	3.2	4.9	17.8	18.3	28.8	25.1
who include you in their activities?	2946	2.6	3.8	5.5	15.5	17.4	27.5	27.7
you enjoy spending time with?	2943	1.5	2.7	4.2	12.9	15.6	28.3	34.7
you like?	2942	1.2	2.4	3.3	13.0	14.1	29.4	36.5

Healthy Living

- About 63% of respondents indicated that they eat healthy foods more than half the time. (Table 44)
- Seventeen percent of respondents reported that they always eat a reasonable amount of food, and about 17% indicated they do so half the time. (Table 44)
- Fifty-seven percent of respondents indicated that more than half the time they sleep the amount they need to operate at a high level. (Table 44)
- Approximately 66% of respondents claimed that more than half the time they study the amount of time they need to get good grades. (Table 44)
- About 15% of respondents reported that they always exercise the amount of time to remain physically fit. Two out of 10 indicated they do so half the time. (Table 44)
- Approximately 47% of respondents indicated that they read books outside of class assignments more than half the time. (Table 44)

TABLE 44
Self-Evaluation

To what degree do you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Half the time			Always
	<i>N</i>				<i>Percentages</i>			
eat healthy foods?	2973	0.7	2.8	7.4	26.7	28.3	26.2	8.1
eat a reasonable amount of food?	2969	0.5	1.3	4.6	16.6	26.4	33.5	17.0
sleep the amount you need to operate at a high level?	2971	2.3	5.8	11.8	23.2	26.8	21.4	8.7
study the amount of time you need to get good grades?	2964	1.0	2.7	9.7	20.9	31.9	26.7	7.2
exercise the amount of time to remain physically fit?	2963	2.9	7.0	12.2	19.9	21.2	22.3	14.5
read books outside of class assignments?	2975	10.4	13.2	14.2	15.7	16.5	16.2	13.8

- One half of respondents reported that they are feeling less than moderately anxious. (Table 45)
- At least 56% of respondents indicated that they feel less than moderately insecure or worried. (Table 45)
- Three out of 10 respondents reported that they do not at all feel they are unable to cope. About 13% reported they feel moderately unable. (Table 45)
- Approximately 54% of respondents indicated that they feel less than moderately physically tired. (Table 45)
- Thirty-five percent of respondents reported that their eating pattern has not at all changed recently due to stress; 14% reported theirs has changed moderately. (Table 45)
- About 67% of respondents reported that to a less than moderate degree they have lost sleep recently due to stress. (Table 45)

TABLE 45
Stress Indicators

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
	<i>N</i>				<i>Percentages</i>			
do you feel anxious?	2970	4.0	7.7	12.0	26.3	17.4	19.8	12.7
do you feel insecure?	2970	3.3	7.2	10.4	18.5	16.7	24.7	19.2
do you feel unable to cope?	2967	1.9	4.4	7.8	13.4	15.3	27.4	29.8
do you feel worried?	2967	4.0	7.2	11.8	20.8	19.0	22.6	14.7
do you feel physically tired?	2974	3.9	7.1	11.7	22.9	20.3	22.2	11.9

**TABLE 45 (cont.)
Stress Indicators**

To what degree:		(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all
	<i>N</i>				<i>Percentages</i>			
has your eating pattern changed recently due to stress?	2963	3.5	5.6	7.8	14.2	11.9	22.0	35.0
have you lost sleep recently due to stress?	2962	4.1	6.3	8.2	14.1	13.1	22.5	31.7

Overall Ball State Experience

- Forty-nine percent of respondents reported that overall to an extreme degree they would choose Ball State again if they had it to do over; 9% would to a moderate degree. (Table 46)
- About 9 out of 10 respondents reported that overall they would to more than a moderate degree recommend Ball State to someone who wants to attend college. (Table 46)
- Approximately 54% of respondents rated their experience at Ball State overall as exceptional or excellent. (Table 47)

**TABLE 46
Choice of Ball State**

Overall, to what degree:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>				<i>Percentages</i>			
would you choose this college/university again if you had it to do over?	2939	2.4	1.8	3.0	8.9	9.9	25.2	48.8
would you recommend this college/university to someone who wants to attend college?	2933	0.6	0.8	1.5	7.5	9.1	27.1	53.4

**TABLE 47
Overall Rating of Ball State**

Overall, please rate your experience at this college/university.		(1) Very poor	(2) Poor	(3) Fair	(4) Good	(5) Very good	(6) Excellent	(7) Exceptional
	<i>N</i>				<i>Percentages</i>			
	2925	0.2	0.8	4.3	12.8	27.6	36.6	17.7

APPENDIX

Open-Ended Items

Please specify other factors that interfere with class attendance.

Alarm clock issues/Waking up/Oversleeping

- alarm clock doesn't go off
- alarm clock not going off
- alarm not going off
- ...alarm trouble
- Broken alarm clock
- forgetting to set the alarm
- getting up in the morning
- getting up late
- I do not wake up easily, go ahead and try yourself.
- ignore alarm clock; ...
- malfunction of alarm clocks...
- not being able to wake up on time
- not waking up in the morning
- over sleeping [mentioned on 3 surveys]
- over sleeping, ...
- oversleep [mentioned on 2 surveys]
- oversleep due to ...
- Oversleeping [mentioned on 8 surveys]
- oversleeping because ...
- sleep in
- sleep in late
- sleep late
- Sleeping in [mentioned on 3 surveys]
- sleeping in.
- sleeping in?
- Sleeping through alarm
- ...so I have slept in during my morning classes once
- wake up on time, ...
- wake up to late.
- Waking up
- waking up early
- Waking up late [mentioned on 2 surveys]
- waking up on time

Athletics

- Cross Country/Track
- Football game
- rugby
- sports and ...

Athletics (cont.)

- Student Athlete
- volleyball
- Women's golf

Class difficulties/Do not like class

- ... difficulty in class
- I do not understand the professor.
- i don't [expletive deleted] like class
- instructor does nothing useful in class
- ...the teacher doesnt teach.

Class schedule

- ...and the time class starts
- Amount of time to get to each class
- class schedule conflicts
- Class scheduling issues may induce tardiness.
- classes scheduled close together in time
- classes to close together
- early class [mentioned on 2 surveys]
- I might be a few minutes late because I only have 10 minutes between classes.
- lack of time in between classes ...
- not enough time between classes
- overlapping classes on opposite ends of the campus
- Times of the class. I am a commuter.

Commuting across campus/Distance between buildings on campus

- back to back classes at opposite ends of campus
- class being on the other side of campus
- classes across campus 10 minutes apart
- classes are across campus
- classes are far away and i cant get there in 10 minutes
- Classes at complete opposite end of campus 10 minutes apart.
- distance between classes
- Distance between residence hall and class buildings (ie. Between LaFollete and Burkhardt)
- Distance from classes and my dorm
- Distance from my residence hall to most of my classes
- distance from one class to another
- Having only 10 minutes to get from Cooper Science Center to LaFollet Complex - late
- I have 10 min. or less to get to another class that is on the opposite side of campus.

Commuting across campus/Distance between buildings on campus (cont.)

- location of classes
- not having enough time to walk to the next class
- possibly building location once winter and limited time to get from place to place once winter comes
- This has to do with transportation, BSU does as much as it can to help us get to class on time, but one of my classes starts 10 minutes after one ends and they are on the exact opposite side of campus. I normally get to that class 5-10 minutes late every day.
- trying to get from one side of campus to the other within 10 minutes, WQ to LA
- 10 minute interval between classes 2 blocks away from each other

Distance (general)

- distance
- Distance to travel within a specific time frame.
- distance to walk
- long distance
- long walks in a short amount of time ...
- Too Far Away from each other.
- walking distance

Getting lost

- getting lost [mentioned on 2 surveys]
- not finding the class on the first day.
- ...OR getting lost in the darn science building!!!

Medical reasons

- appointments (ortho)
- Braces need to be done out of town
- chronic daily migraines
- Diabetes
- diabetes - low blood sugar level
- doctor appointments
- ...feeling unhealthy
- I have crippling migranes about once a month.
- I have Epstein-Bar virus. I am worn out everyday and about once a week I get a migraine headache because of it.
- IBS
- menstrual cramps
- ...mild depression.
- my stomach hasn't adjusted to the food
- personal health
- ...sick

Motivation/Laziness

- .../laziness
- ...lack of motivation
- Being lazy and skipping.
- I'm lazy and I don't feel like going
- just dont care because ...
- lack of motivation, ...
- Laziness [mentioned on 6 surveys]
- lazy
- lazy, ...
- lazyness/procrastination
- ...motivation
- Motivation [mentioned on 3 surveys]
- motivation to wake up
- not feeling like going to class ...

Other activities

- \Activities
- events
- ...Late night activities
- Marching band [mentioned on 2 surveys]

Other sleep related reasons

- Conflicting Sleep Schedules
- I like to sleep
- not on a normal sleeping schedule
- sleep [mentioned on 17 surveys]
- sleep and ...
- Sleep, ...
- sleeping [mentioned on 2 surveys]

Personal reasons

- ...Abundance of late-night adventures (No complaint there though)
- boyfriend
- boyfriend issues
- Death in family
- death of brother.
- family obligations
- Family problems
- Financial and legality issues
- friends
- Funeral

Personal reasons (cont.)

- funerals
- Going home
- hanging out with friends ...
- I had a family death at the start of the year.
- my best friends funeral and memorial service
- personal issues
- personal problems
- problems at home/...
- Reeling from a death of a relative
- Relationships problems, ...

Previous class running late

- ...and classes running over
- classes running late
- classes that run over
- getting out of class late
- getting out of lab late
- Other classes ending late.
- other classes letting out late...

Roommate problems

- ...due to my roommate being horrible.
- Room mate keeps me up till 3:30 every morning.
- Roommate keeping me up, making me so tired I sleep through the alarm
- Roommate/ Sleep deprivation

Stress

- ...due to being stressed
- ...stress
- ...stress,
- Stress [mentioned on 6 surveys]
- stress, ...

Time reasons

- ...time management really,...
- the time isn't for me
- time
- Time Management
- Time Scheduling

Tiredness/Lack of sleep

- ...and lack of sleep
- ...because I'm tired
- being tired and ...
- Exhaustion
- Exhaustion- sleeping through class
- fatigue [mentioned on 3 surveys]
- ...i can't sleep at night
- i usually don't sleep well ...
- insomnia
- Insomnia (lack of sleep)
- ...lack of sleep
- Lack of sleep [mentioned on 12 surveys]
- lack of sleep ...
- lack of sleep and ...
- lack of sleep, ...
- Lack of sleep, ...
- Lack of sleep/...
- Lack of sleep...
- ...not being able to get to sleep at night
- Not enough sleep [mentioned on 3 surveys]
- not enough sleep cause of issues
- Physical tiredness
- sleeplessness
- ...tired
- Tired [mentioned on 3 surveys]
- tiredness
- Tiredness/Lack of Sleep

Transportation/Commuter issues

- Car trouble
- commuter parking
- commuting distance
- detours on the way to class (driving here)
- no parking spaces
- the fact that there is not ideal parking for people with cars that shouldnt have to sit unattended, outside, in gravel...
- Traffic
- Transportation

Work for other classes

- exams
- homework for other classes
- I missed a class because I was studying for Spanish.
- ...too much homework
- Work overload in art 101

Other factors

- -
- A comfortable bed is very tempting to the weary student...
- aid
- alcohol
- attendance is number one priority.
- Booby traps
- ..., cold weather
- ...due to disruption outside of building
- ...eating time
- elevators that you get stuck in
- forgetting when they start
- GUITAR HERO
- idk
- late night work
- Not walking fast enough or leaving the dorm soon enough
- The shuttles do not come soon enough
- things could come up
- time to drive on the way visiting home
- ...transitional difficulties
- was going to drop class, but didn't
- weather

Not applicable/Have not missed class

- Haven't missed a class yet !
- I am always there early
- I do not arrive late or miss classes.
- I don't miss class.
- i go to all my classes
- I have not missed a class yet
- i have not missed class
- I have perfect attendance.
- N/A [mentioned on 6 surveys]
- NA
- None [mentioned on 26 surveys]

Not applicable/Have not missed class (cont.)

- none i go to class
- None, all in walking distance
- nothing [mentioned on 5 surveys]

Please specify other activities.

Departmental or academic organizations

- Clubs Associated with Major
- CMSO
- Fashion Design Society
- Film & Production Clubs
- Hospitality Club
- Investing Club
- Muncie Robotics Team 1720
- Nursing
- Science Clubs
- Sport Management
- Storm Chasing Team
- Student Nursing Association
- TCOM Clubs
- Zoology

Health and wellness organizations

- Fitness Training/Combat Training
- Running Club

Intramural or intercollegiate sports

- Baseball
- Basketball
- Bowling
- Cheerleading
- Fencing
- Field Hockey
- Golf
- Judo
- Lacrosse
- Martial Arts
- Racquetball
- Rugby
- Skydiving
- Soccer
- Sports
- Swimming
- Tennis
- Track and/or Field
- Ultimate Frisbee
- USA Swim Masters Club

Intramural or intercollegiate sports (cont.)

- Varsity Sports
- White Water Rafting
- Women's Basketball

Multicultural organizations

- Black Student Association
- Spectrum

Performing arts organizations

- Band
- Code Red Dance Team
- Dance
- Drama
- Marching Band
- Music
- Orchestra
- Show Choir
- Tech/Stage Crew
- Theatre

Recreational organizations

- Anime Club
- Book Club/reading group
- Paintball

Special interest organizations

- American Sign Language
- Atheist Activist Groups
- Peace Workers
- Pro Life
- Wildlife Conservation
- Wildlife Society
- Wire Walking Club

Volunteer organizations or opportunities

- Best Buddies
- Big Brothers Big Sisters
- College Mentors for Kids
- Community Service
- Mentoring

Organizations not affiliated with Ball State

- 4-H
- Boy Scouts

Other university organizations

- Cardinal Film Works
- Mock Trial
- RHA
- Speech Team
- UPB

Other comments

- Anything that goes around your schedule
- Baby Kicking
- Didn't mean to hit it.
- EIL
- Existing
- I can't remember all the groups, so who knows.
- Masters of Divine Beauty
- Parties
- Prefer Not to Answer
- SCC
- This is [derogatory term deleted].
- Video Editing
- Watching highly regarded films and reviewing them.
- Your Face

In an average week, how many hours do you spend: Please specify other.

Chores

- Arranging things in my room
- Cleaning
- Laundry
- Running Errands

Family commitments

- At home with daughter and fiancé
- Family Things
- Hanging out with family
- With fiancé and his kids

Friends/Significant other

- Boyfriend/Girlfriend
- Hanging out with friends
- Partying
- Significant Other
- Socializing
- Time with Friends

Hobbies/Sports

- 20 - bsu tennis
- Art
- Ball State Theatre
- Band Practice
- Baseball
- Cheerleading
- Coaching Volleyball
- Dance
- Dance rehearsals
- Diving
- Drawing
- Film Work
- Football
- Golf
- Guitar
- Hobbies
- Making Things
- Musical Things
- Musician

Hobbies/Sports (cont.)

- Painting
- Playing Bass
- Playing Sports
- Power Soccer
- Practicing my instrument
- Rugby
- Sports
- Swimming
- Tennis
- Track and Field
- Ultimate Frisbee
- Winter Guard

Leisure computer or video games

- Checking E-mail
- Halo
- Instant Messenger
- Internet

Personal hygiene

- Bathroom
- Hair

Relaxing or recreation

- Chillin'
- Hanging Out
- Leisure Time
- Listening to Music
- Movies
- On the Phone
- Personal Time to Relax
- Reading
- TV

Religious activities

- Bible Reading
- Church
- Church Activities
- Prayer
- Religion
- Youth Group

Shopping

- At the mall
- Going to Wal-Mart
- Shopping

No specific activity

- doing different things around campus
- everything else
- Living
- random
- Random stuff to do
- stuff
- what ever there is left to do
- Whatever?

Nothing

- N/A
- no
- none
- nothing

Unsure

- i don't know
- je ne sais pas
- not sure

Other comments

- ?#2 = 18 credit hours
- [Expletive Deleted] punting.
- AmtGard
- cant tell
- DeMolay
- eating
- Filling out surveys so I can vote on 24/7 visitation
- hospital
- just meander and enjoy the outdoors
- no thank you
- On my grizzly
- payments
- reading pamphlets on kittens
- Scouting Activities

Other comments (cont.)

- Sleeping
- That would be the rest of the week
- Theta Chi fraternity
- working on issues
- Working on personal projects
- youuuuu knowww;)