



**FALL 2008**  
**MAKING ACHIEVEMENT POSSIBLE SURVEY**  
**(MAP-WORKS)**  
**FIRST-YEAR STUDENT**  
**SUMMARY REPORT**

**VISION**

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



*Office of Academic Assessment  
and Institutional Research  
August 2009  
AAIR No. MWF-S3-2009*





**FALL 2008 MAKING ACHIEVEMENT POSSIBLE SURVEY  
(MAP-WORKS)**

**FIRST-YEAR STUDENT SUMMARY REPORT**



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August 2009  
AAIR No. MWF-S3-2009



## EXECUTIVE SUMMARY

- *Making Achievement Possible (MAP-Works)* is an assessment system designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming first-year and transfer students during the early part of their first semester as a Ball State student. This report focuses on the responses of incoming first-year matrics.
- Of the 3,860 incoming first-year matrics who were invited to participate in the Fall 2008 survey, 3,424 completed it, for an 89% response rate.
- Approximately 6 out of 10 respondents were female. At least 15% of respondents who took the SAT had Verbal or Math scores of 600 or greater. About 11% of respondents with ACT scores had a composite score of at least 28.
- At least 4 out of 10 respondents reported that their mother/female guardian or father/male guardian completed at least a bachelor's degree.
- Approximately 7 out of 10 respondents reported that Ball State was their first choice among the colleges or universities that admitted them.
- Approximately 72% of respondents indicated that they are more than moderately confident that they have the financial means to complete their current and next term.

### Personal Skills and Abilities

### College Readiness and Preparation

- More than 40% of respondents stated they are extremely confident that they have the academic ability to complete their current and next term.
- At least 10% of respondents rated their reading comprehension, computer skills, or problem-solving skills as excellent.
- Approximately 9 out of 10 respondents reported that they attended a public high school; 8% reported attending a private, religiously-affiliated high school.
- Of the respondents, approximately 31% indicated that they completed three or more advanced placement or college credit classes during high school.
- Approximately 8 out of 10 respondents indicated that more than half of the time they are the kind of person who spends sufficient study time to earn good grades.
- Approximately three fourths of respondents reported that to an extreme degree the important people in their life encourage them to attend college.
- More than 13% of respondents indicated that they are always the kind of person who participates in class, studies in a place where they can avoid distractions, or reads the assigned readings within a day before class.

- At least 36% of respondents reported that to an extreme degree they are the kind of person who is dependable or shows up on time.

### **Goals, Expectations, and Plans**

- Ninety-six percent of respondents indicated that they think they will earn grades of mostly A or B this term.
- Fifty-two percent of respondents reported that the highest level of education they aspire to achieve is at least a master's degree.
- Six out of 10 respondents reported that they are extremely committed to completing a college degree at Ball State within the next 6 years.
- About 56% of respondents stated that they intend to participate more than moderately in a student organization. Approximately 55% of respondents indicated that they are at least moderately interested in holding a leadership position in a college or university student organization.
- Seventy-one percent of respondents reported spending between 0.5 and 3.5 hours in an average day on social networking websites like Facebook and Myspace.
- About 56% of respondents stated that they spend 6 hours or more in an average week studying or doing out-of-class school work, and around 12% indicated they spend 6 or more hours working for pay.

### **Early Experiences and Initial Adjustment**

- About 62% of respondents reported that they are struggling in at least one course. Of those who are, approximately 41% indicated that they are struggling moderately in the course with which they are having the most difficulty.
- Approximately 63% of respondents indicated that they have selected a specific major. Eleven percent of respondents stated they have not chosen a specific major but have selected at least a general area.
- Just more than 95% of respondents reported that overall they are at least moderately motivated to complete their academic work.
- About one third of respondents who reported they are currently living on campus stated that they are extremely satisfied with their overall hall/building experience.
- Of the respondents who indicated they are currently living on campus, 9 out of 10 reported that they are having less than moderate problems with people living with/near them. Approximately 86% of respondents who indicated they are currently living off campus reported less than moderate problems.
- More than 83% of respondents reported that overall they would to a greater than moderate degree choose Ball State again if they had it to do over.
- More than 79% 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 the respondents, their 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. Subsequent revisions to the survey are completed every year in order to better capture the relevant experiences of the current incoming freshmen and transfer students.

This report is a summary of the responses from all incoming first-year

respondents to the *MAP-Works* Fall 2008 survey. Of the 3,860 incoming freshmen who were invited to complete this survey, 3,424 completed it for a response rate of 89%. For information regarding transfer student responses, please consult the *Fall 2008 Making Achievement Possible Survey (MAP-Works) Transfer Student Summary Report*.

Approximately 99% of respondents reported that English is their native language. About 6 out of 10 respondents were female compared to 58% of all fall incoming first-years. At least 15% of all fall first-year matrics and respondents who took the SAT had Verbal or Math scores of 600 or above. Of matrics who submitted ACT scores, approximately 11% of all fall incoming first-years and respondents scored at least a 28 composite.

The remainder of this report is a summary of responses from 2008 first-year non-transfer matriculates who participated in *MAP-Works*.

**TABLE 1**  
**Demographic Characteristics**

|                                 | Respondents        | All Fall Incoming First-Years |
|---------------------------------|--------------------|-------------------------------|
|                                 | <i>Percentages</i> |                               |
| <b>Gender*</b>                  |                    |                               |
| Female                          | 59.5               | 58.1                          |
| Male                            | 40.5               | 41.9                          |
| <b>Ethnicity</b>                |                    |                               |
| African American/Black          | 4.9                | 5.2                           |
| American Indian/Native American | 0.4                | 0.4                           |
| Asian                           | 0.8                | 0.8                           |
| Caucasian                       | 87.1               | 86.8                          |
| Hispanic                        | 2.8                | 2.6                           |
| Pacific Islander                | 0.1                | 0.1                           |
| Two or more races               | 1.1                | 1.1                           |
| Not specified                   | 2.9                | 3.1                           |

\* Statistically significant differences exist between percentages of respondents and all Fall 2008 incoming first-years.

**TABLE 2**  
**Academic Characteristics**

|                      | Respondents        | All Fall<br>Incoming<br>First-Years |
|----------------------|--------------------|-------------------------------------|
|                      | <i>Percentages</i> |                                     |
| <b>SAT Verbal</b>    |                    |                                     |
| 700 and above        | 1.6                | 1.6                                 |
| 600 – 699            | 13.8               | 13.4                                |
| 500 – 599            | 41.2               | 41.1                                |
| 400 – 499            | 39.5               | 39.9                                |
| Below 399            | 3.9                | 4.0                                 |
| <b>SAT Math</b>      |                    |                                     |
| 700 and above        | 1.8                | 1.7                                 |
| 600 – 699            | 16.0               | 15.7                                |
| 500 – 599            | 43.3               | 43.0                                |
| 400 – 499            | 35.8               | 36.6                                |
| Below 399            | 3.0                | 3.0                                 |
| <b>ACT Composite</b> |                    |                                     |
| 33 and above         | 0.5                | 0.5                                 |
| 28 – 32              | 10.2               | 10.0                                |
| 23 – 27              | 35.1               | 33.9                                |
| 18 – 22              | 47.5               | 47.8                                |
| Below 18             | 6.8                | 7.8                                 |

**TABLE 3**  
**Native Language of Respondents**

| <b>Is English your native language?</b> |          |                    |
|---|----------|--------------------|
|   | <i>N</i> | <i>Percentages</i> |
| Yes                                     | 3362     | 98.6               |
| No                                      | 49       | 1.4                |

## COLLEGE READINESS AND PREPARATION

*Summary* Respondents were asked to respond to questions relating to their high school experience. At least 9 out of 10 respondents reported that they attended a public high school; 8% stated that they attended a private, religiously-affiliated high school. Approximately 71% of respondents indicated that they completed at least one advanced placement or college credit class in high school, and about 11% stated that they completed five or more.

About three fourths of respondents indicated that to an extreme degree the important people in their life encourage them to attend college. About 42% of respondents stated that their mother/female guardian completed at least a 4-year bachelor’s degree, while approximately 44% of respondents stated that their fathers/male guardians did so. Of the colleges/universities

that admitted them, Ball State was the first choice of over 7 out of 10 respondents. Approximately 85% of respondents reported that they are not at all considering dropping out of Ball State before the beginning of the next term. Approximately 39% of respondents indicated they are extremely confident that they have the financial means to complete the current term and next term.

### *High School Background*

- At least 9 out of 10 respondents indicated that they attended a public high school, while about 9% indicated they attended either a religiously-affiliated or independent private school. (Table 4)

**TABLE 4**  
**High School Information**

| <b>Type of high school:</b>     | <i>N</i> | <i>Percentages</i> |
|---------------------------------|----------|--------------------|
| Public                          | 3077     | 90.5               |
| Private, religiously-affiliated | 276      | 8.1                |
| Private, independent            | 25       | 0.7                |
| Home school                     | 17       | 0.5                |
| Other (e.g., GED)               | 6        | 0.2                |

- About 21% of respondents reported that they took one advanced placement or college credit class during high school, while approximately 50% indicated that they took more than one. (Table 5)
- Fifty-eight percent of respondents reported that their average grade in high school was B+ or better. (Table 6)

**TABLE 5**  
**High School Academic Completion**

| <b>During high school (grades 9 to 12),<br/>how many...</b>       | <b>None</b> | <b>1 class</b> | <b>2 classes</b> | <b>3 classes</b>   | <b>4 classes</b> | <b>5 or<br/>more<br/>classes</b> |      |
|---|-------------|----------------|------------------|--------------------|------------------|----------------------------------|------|
|   | <i>N</i>    |                |                  | <i>Percentages</i> |                  |                                  |      |
| advanced placement or college<br>credit classes did you complete? | 3424        | 29.3           | 20.9             | 19.1               | 11.6             | 8.1                              | 11.1 |

**TABLE 6**  
**High School Grades**

| <b>Your average grade in high school:</b> |          |                    |
|---|----------|--------------------|
|   | <i>N</i> | <i>Percentages</i> |
| A or A+ (GPA of 3.67 or higher)           | 791      | 23.4               |
| A- or B+ (GPA of 3.33 to 3.66)            | 1187     | 35.0               |
| B or B- (GPA of 2.67 to 3.32)             | 1325     | 39.1               |
| C (GPA of 2.00 to 2.66)                   | 82       | 2.4                |
| Below C (Below 2.00 GPA)                  | 2        | 0.1                |

***Family, Friends, and Home***

- About three fourths of respondents indicated that to an extreme degree the important people in their life encourage them to attend college. (Table 7)
- Approximately 42% of respondents reported that their mother or female guardian completed at least a 4-year bachelor's degree, while around 11% reported that theirs completed a 2-year associate's degree. (Table 8)
- Approximately 44% of respondents indicated that their father or male guardian completed at least a 4-year bachelor's degree. About 7% reported that theirs completed a 2-year associate's degree. (Table 8)

**TABLE 7**  
**Encouragement and Support**

| <b>To what degree do the<br/>important people in your life:</b> | <b>(1)<br/>Not at all</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)<br/>Moderately</b> | <b>(5)</b> | <b>(6)</b> | <b>(7)<br/>Extremely</b> |      |
|---|---------------------------|------------|------------|---------------------------|------------|------------|--------------------------|------|
|   | <i>N</i>                  |            |            | <i>Percentages</i>        |            |            |                          |      |
| encourage you to attend college?                                | 3348                      | 0.4        | 0.5        | 0.8                       | 4.7        | 4.8        | 14.4                     | 74.4 |

**TABLE 8**  
**Parental/Guardian Educational Level**

|   | N    | Percentages |
|---|------|-------------|
| <b>Which best describes your mother's/female guardian's highest level of education?</b>       |      |             |
| Did not finish high school  | 85   | 2.5         |
| Graduated from high school  | 875  | 26.0        |
| Received technical training<br>(i.e. secretarial, construction, health/beauty, welding, etc.) | 196  | 5.8         |
| Attended college but did not complete a degree  | 428  | 12.7        |
| Completed a 2-year associate's degree   | 383  | 11.4        |
| Completed a 4-year bachelor's degree  | 1043 | 31.0        |
| Completed graduate school   | 353  | 10.5        |
| <b>Which best describes your father's/male guardian's highest level of education?</b>         |      |             |
| Did not finish high school  | 129  | 3.9         |
| Graduated from high school  | 815  | 24.7        |
| Received technical training<br>(i.e. secretarial, construction, health/beauty, welding, etc.) | 281  | 8.5         |
| Attended college but did not complete a degree  | 391  | 11.8        |
| Completed a 2-year associate's degree   | 245  | 7.4         |
| Completed a 4-year bachelor's degree  | 1038 | 31.4        |
| Completed graduate school   | 403  | 12.2        |

***Attending Ball State***

- About 71% of respondents indicated that Ball State was their first choice among the colleges/universities that admitted them; 23% reported it was their second choice. (Table 9)
- Approximately 85% of respondents indicated that they are not at all considering dropping out of Ball State before the beginning of the next term. (Table 10)
- Forty-nine percent of respondents reported that they do not at all think it is likely that they will transfer to another institution. (Table 10)

**TABLE 9**  
**College Choices**

| Among the colleges/universities who admitted you... | N    | First choice | Second choice | Third choice | Lower than third choice |
|---|------|--------------|---------------|--------------|-------------------------|
| was this college/university your...                 | 3317 | 70.6         | 23.2          | 4.8          | 1.3                     |

**TABLE 10**  
**Considering Departure**

| <b>To what degree:</b>  |          | (1)              | (2) | (3) | (4)                | (5)  | (6)  | (7)               |
|---|----------|------------------|-----|-----|--------------------|------|------|-------------------|
|   | <i>N</i> | <b>Extremely</b> |     |     | <b>Moderately</b>  |      |      | <b>Not at all</b> |
|   |          |                  |     |     | <i>Percentages</i> |      |      |                   |
| are you considering dropping out of this institution before the beginning of the next term? | 3371     | 1.6              | 0.9 | 1.1 | 2.8                | 2.6  | 6.5  | 84.5              |
| do you think it is likely that you'll transfer to another institution?                      | 3354     | 3.0              | 2.4 | 3.1 | 10.6               | 10.3 | 21.6 | 49.0              |

- Fifty-six percent of respondents who indicated that it is likely they will transfer to another institution reported that they had no intention of transferring when they entered Ball State. (Table 11)
- About 31% of respondents who stated it is likely they will transfer to another institution reported that if they decide to do so the most likely cause would be they wanted a different location. (Table 12)
- At least 13% of respondents who indicated it is likely they will transfer to another institution stated that if they decide to do so the most likely cause would be that they wanted a different academic program or they would like to pursue a degree not offered at Ball State. (Table 12)
- Eleven percent of respondents who reported it is likely they will transfer to another institution indicated that if they decide to do so financial issues would be the most likely cause. (Table 12)

**TABLE 11**  
**Transfer Intentions\***

| <b>Did you intend to transfer when you entered this college/university?</b> | <i>N</i> | <i>Percentages</i> |
|---|----------|--------------------|
| Yes   | 112      | 43.9               |
| No  | 143      | 56.1               |

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

**TABLE 12**  
**Transfer Reasons\***

| <b>If you decide to transfer to another institution,<br/>what would be the most likely cause?</b>              | <i>N</i> | <i>Percentages</i> |
|--|----------|--------------------|
| Wanted a different location (closer to family or friends)  | 78       | 30.8               |
| Wanted a different academic program<br>(changed majors, your major isn't offered here, etc.)                   | 35       | 13.8               |
| Financial issues<br>(too expensive, get more financial aid somewhere else)                                     | 27       | 10.7               |
| Wanted a different academic environment<br>(smaller classes, easier classes, more difficult classes)           | 14       | 5.5                |
| Wanted a different social environment (don't fit in here)  | 30       | 11.9               |
| Pursue a degree not offered at my institution<br>(i.e. master's degree, bachelor's degree, associate's degree) | 37       | 14.6               |
| Other reasons  | 32       | 12.6               |

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

***Financial Means***

- Approximately 39% of respondents reported that they are extremely confident they have the financial means to complete their current and next term, while about 15% are moderately confident. (Table 13)

**TABLE 13**  
**Financial Means**

| <b>To what degree are you confident that you have the financial means to complete your:</b> |          | <b>(1)</b>         | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>        | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|---|----------|--------------------|------------|------------|-------------------|------------|------------|------------------|
|   |          | <b>Not at all</b>  |            |            | <b>Moderately</b> |            |            | <b>Extremely</b> |
|   | <i>N</i> | <i>Percentages</i> |            |            |                   |            |            |                  |
| current term and next term?   | 3250     | 3.9                | 4.2        | 5.6        | 14.6              | 11.4       | 21.9       | 38.5             |



## PERSONAL SKILLS AND ABILITIES

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

More than 4 out of 10 respondents stated they are extremely confident that they have the academic ability to complete their current and next term. At least 3 out of 10 respondents rated themselves very good or excellent in regard to their writing composition, reading comprehension, math ability, computer skills, problem-solving skills, or ability to verbalize their ideas.

At least 93% of respondents reported that more than half of the time they are the kind of person who attends or pays attention in class. Ten percent of respondents indicated that they are always the kind of person who studies on a regular schedule. At least 36% of respondents indicated that to an extreme degree they are the kind of person who shows up on time or is dependable.

- Approximately 32% of respondents rated their writing composition skills as very good or excellent. (Table 15)
- Sixty-five percent of respondents rated their reading comprehension skills as good, very good, or excellent. (Table 15)
- Thirty-four percent of respondents rated their ability to verbalize their ideas as very good or excellent. (Table 15)
- About 23% of respondents rated their public speaking skills as very good or excellent. (Table 15)
- At least 18% of respondents rated their scientific reasoning skills as very good or excellent. (Table 15)
- Three out of 10 respondents rated their math ability as very good or excellent. (Table 15)
- At least 38% of respondents rated their computer or problem-solving skills as very good or excellent. (Table 15)

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### *Academic Abilities and Skills*

- Approximately 84% of respondents reported that they are more than moderately confident that they have the academic ability to complete their current and next term. (Table 14)

**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 and next term?   | 3249       | 3.2 | 2.8 | 2.8                | 7.4 | 12.3 | 29.5      | 41.8 |

**TABLE 15**  
**Academic Skills**

| How would you rate yourself on the following skills... |          | Very poor          | Poor | Fair | Average | Good | Very good | Excellent |
|--|----------|--------------------|------|------|---------|------|-----------|-----------|
|  | <i>N</i> | <i>Percentages</i> |      |      |         |      |           |           |
| Writing composition                                    | 3320     | 0.4                | 2.9  | 8.7  | 23.5    | 32.8 | 24.5      | 7.2       |
| Reading comprehension                                  | 3315     | 0.4                | 3.1  | 8.9  | 22.7    | 30.3 | 24.0      | 10.6      |
| Ability to verbalize your ideas                        | 3305     | 0.2                | 1.1  | 8.3  | 21.8    | 34.6 | 24.8      | 9.1       |
| Public speaking  | 3312     | 2.1                | 7.9  | 16.6 | 26.5    | 24.1 | 15.2      | 7.6       |
| Scientific reasoning                                   | 3307     | 0.8                | 6.1  | 15.5 | 33.1    | 26.1 | 13.8      | 4.5       |
| Math ability   | 3312     | 2.4                | 6.5  | 14.3 | 23.3    | 23.7 | 21.3      | 8.6       |
| Computer skills  | 3308     | 0.6                | 2.0  | 7.7  | 20.9    | 30.3 | 26.6      | 11.9      |
| Problem-solving skills                                 | 3303     | 0.3                | 0.8  | 4.7  | 19.6    | 35.7 | 28.2      | 10.6      |

**Academic Behaviors**

- More than three fourths of respondents indicated that they are always the kind of person who attends class; 2% reported that they are half of the time. (Table 16)
- More than 9 out of 10 respondents reported that more than half of the time they are the kind of person who pays attention in class or takes good notes in class. (Table 16)
- Approximately 63% of respondents indicated that they are always the kind of person who turns in required homework assignments; about 3% reported that they are half of the time. (Table 16)
- Seventy-four percent of respondents reported that more than half of the time they are the kind of person who records their assignments and tests in a calendar. (Table 16)
- Approximately 78% of respondents indicated that more than half of the time they are the kind of person who spends sufficient study time to earn good grades. (Table 16)

**TABLE 16**  
**Core Academic Behaviors**

| To what degree are you the kind of person who: |          | (1)<br>Not at all  | (2)   | (3) | (4)<br>Half of the time | (5)  | (6)  | (7)<br>Always |
|--|----------|--------------------|-------|-----|-------------------------|------|------|---------------|
|  | <i>N</i> | <i>Percentages</i> |       |     |                         |      |      |               |
| attends class?                                 | 3368     | < 0.1              | < 0.1 | 0.2 | 2.0                     | 2.6  | 18.3 | 76.9          |
| pays attention in class?                       | 3367     | < 0.1              | 0.2   | 0.8 | 5.5                     | 17.0 | 47.8 | 28.6          |
| takes good notes in class?                     | 3363     | 0.3                | 0.6   | 1.5 | 7.4                     | 18.7 | 39.1 | 32.4          |
| turns in required homework assignments?        | 3364     | 0.1                | 0.1   | 0.3 | 2.7                     | 6.3  | 27.1 | 63.4          |

**TABLE 16 (cont.)**  
**Core Academic Behaviors**

| To what degree are you<br>the kind of person who:    |          | (1)           | (2) | (3) | (4)                 | (5)  | (6)  | (7)    |
|--|----------|---------------|-----|-----|---------------------|------|------|--------|
|  |          | Not<br>at all |     |     | Half of<br>the time |      |      | Always |
|  | <i>N</i> |               |     |     | <i>Percentages</i>  |      |      |        |
| records your assignments<br>and tests in a calendar? | 3359     | 5.2           | 3.4 | 4.6 | 12.9                | 12.1 | 22.4 | 39.5   |
| spends sufficient study time<br>to earn good grades? | 3353     | 0.6           | 1.3 | 4.7 | 15.0                | 22.7 | 35.1 | 20.5   |

- Twenty-six percent of respondents reported that more than half of the time they are the kind of person who meets with the instructor during office hours. (Table 17)
- Approximately 28% of respondents stated that more than half of the time they are the kind of person who communicates with the instructor outside of office hours. (Table 17)
- Two thirds of respondents reported that more than half of the time they are the kind of person who studies in a place where they can avoid distractions. (Table 17)
- Approximately 52% of respondents indicated that more than half of the time they are the kind of person who studies on a regular schedule. (Table 17)
- Ten percent of respondents reported that they are always the kind of person who studies in blocks of time greater than 1 hour; 24% reported that they are that kind of person half of the time. (Table 17)
- Fifty-three percent of respondents indicated that more than half of the time they are the kind of person who studies during their most productive hours each day. (Table 17)
- About 36% of respondents indicated that more than half of the time they are the kind of person who conducts weekly reviews of their class notes. (Table 17)
- Approximately 64% of respondents reported that more than half of the time they are the kind of person who reads the assigned readings within a day before class or who participates in class. (Table 17)
- Forty-one percent of respondents indicated that more than half of the time they are the kind of person who reviews lecture notes within a day after class. (Table 17)
- At least 61% of respondents indicated that more than half of the time they are the kind of person who works on large projects well in advance of the due date. About 13% reported that they are always that kind of person. (Table 17)

- Two thirds 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 17)
- About 9% of respondents indicated that they are always the kind of person who finishes long-term projects at least 3 days in advance; 26% indicated that they are that kind of person half of the time. (Table 17)

**TABLE 17**  
**Advanced Academic Behaviors**

| <b>To what degree are you the kind of person who:</b>       |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>              | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>    |
|---|----------|-------------------|------------|------------|-------------------------|------------|------------|---------------|
|   |          | <b>Not at all</b> |            |            | <b>Half of the time</b> |            |            | <b>Always</b> |
|   | <i>N</i> |                   |            |            | <i>Percentages</i>      |            |            |               |
| participates in class?                                      | 3364     | 1.2               | 3.4        | 7.0        | 23.5                    | 24.3       | 26.8       | 13.7          |
| meets with the instructor during office hours?              | 3273     | 13.2              | 19.2       | 21.8       | 19.8                    | 14.5       | 8.0        | 3.5           |
| communicates with instructor outside of office hours?       | 3281     | 12.8              | 17.7       | 21.3       | 19.8                    | 14.3       | 9.1        | 4.9           |
| studies in a place where you can avoid distractions?        | 3358     | 1.4               | 3.5        | 6.7        | 22.0                    | 22.3       | 28.7       | 15.5          |
| studies on a regular schedule?                              | 3351     | 3.4               | 6.4        | 13.1       | 24.7                    | 20.9       | 21.2       | 10.2          |
| studies in blocks of time greater than one hour?            | 3342     | 4.5               | 9.0        | 12.2       | 23.9                    | 19.4       | 20.9       | 10.0          |
| studies during your most productive hours each day?         | 3332     | 2.3               | 6.5        | 11.2       | 26.9                    | 22.9       | 21.3       | 8.9           |
| conducts weekly reviews of your class notes?                | 3332     | 8.6               | 14.0       | 17.6       | 24.3                    | 16.2       | 13.1       | 6.2           |
| reads the assigned readings within a day before class?      | 3350     | 1.5               | 4.6        | 8.0        | 22.4                    | 21.9       | 27.7       | 13.9          |
| reviews lecture notes within a day after class?             | 3328     | 5.0               | 11.3       | 16.2       | 26.1                    | 18.5       | 15.8       | 7.1           |
| works on large projects well in advance of the due date?    | 3317     | 1.5               | 4.3        | 8.4        | 24.4                    | 22.4       | 25.7       | 13.3          |
| conducts multiple work periods to complete large projects?  | 3307     | 1.3               | 3.0        | 7.3        | 21.6                    | 23.9       | 28.9       | 13.8          |
| finishes long-term projects at least three days in advance? | 3309     | 4.6               | 8.7        | 14.4       | 26.2                    | 19.6       | 17.7       | 8.7           |

### ***Self-Management***

- Over 77% of respondents indicated that they are more than moderately the kind of person who is self-disciplined. (Table 18)
- Approximately 72% of respondents reported that they are more than moderately the kind of person who is a self-starter, and 12% indicated that they are extremely so. (Table 18)

- At least 89% of respondents indicated that they are more than moderately the kind of person who is dependable or shows up on time. (Table 18)
- Approximately 84% of respondents indicated that they are more than moderately the kind of person who follows through with what they say they are going to do; 19% stated they are that kind of person to an extreme degree. (Table 18)
- Fifty-seven percent of respondents reported that they are more than moderately the kind of person who does their work before they play. (Table 18)
- Approximately 63% of respondents indicated that they are more than moderately the kind of person who plans out their time. (Table 18)
- Ten percent of respondents reported that to an extreme degree they are the kind of person who sticks to their time plan; 24% indicated that they are to a moderate degree. (Table 18)
- Approximately 57% of respondents indicated that they are more than moderately the kind of person who makes “to-do lists.” (Table 18)

**TABLE 18**  
**Self-Management**

| <b>To what degree are you the kind of person who:</b> |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|---|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|   |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|   | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| is self-disciplined?                                  | 3388     | 0.3               | 1.3        | 3.2        | 17.9               | 24.7       | 35.7       | 16.8             |
| is a self-starter?                                    | 3347     | 0.2               | 1.0        | 5.9        | 20.5               | 29.4       | 31.2       | 11.8             |
| follows through with what you say you're going to do? | 3382     | 0.1               | 0.5        | 2.5        | 13.0               | 23.9       | 40.7       | 19.3             |
| is dependable?  | 3383     | 0.1               | 0.2        | 1.0        | 6.8                | 14.0       | 41.8       | 36.0             |
| shows up on time?                                     | 3382     | 0.2               | 0.9        | 1.7        | 8.2                | 14.0       | 35.9       | 39.1             |
| does your work before you play?                       | 3384     | 0.8               | 3.8        | 10.8       | 27.6               | 25.4       | 21.1       | 10.6             |
| plans out your time?                                  | 3379     | 1.3               | 3.1        | 10.4       | 22.3               | 23.2       | 25.6       | 14.1             |
| sticks to your time plan?                             | 3369     | 1.7               | 3.9        | 11.5       | 24.1               | 25.1       | 23.7       | 10.0             |
| makes “to-do lists”?                                  | 3365     | 7.8               | 8.6        | 10.9       | 16.0               | 13.9       | 21.1       | 21.6             |



## GOALS, EXPECTATIONS, AND PLANS

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

Around three fourths of respondents reported that they are more than moderately certain they can do well on all problems and tasks assigned in their courses or do even the hardest work assigned in their courses. Approximately 73% of the respondents indicated that they expect to spend at least 2 hours on average studying for a test in college. Ninety-six percent of respondents stated that they think they will earn grades of mostly A or B this term.

Eighty-nine percent of respondents indicated that the highest level of education they aspire to achieve is at least a bachelor's degree. Approximately 99% of respondents stated that they are at least moderately committed to completing their first year of college or completing their college degree within the next 6 years. Approximately 55% of respondents indicated that they are at least moderately interested in holding a leadership position in a college/university student organization. Just over 22% of respondents stated that they intend to participate in a student organization to an extreme degree. At least 36% of respondents reported that to an extreme degree they intend to attend student functions.

Ninety-six percent of respondents reported that they spend at least 5 hours on average sleeping the nights before classes. Approximately 47% of respondents

reported that they spend between 0.5 and 2.0 hours in an average day on social networking websites. About 43% of respondents indicated that they spend between 6 and 15 hours studying or doing out-of-class schoolwork in an average week. At least 1 out of 10 respondents reported working for pay 6-20 hours in an average week.

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### *Educational Goals and Expectations*

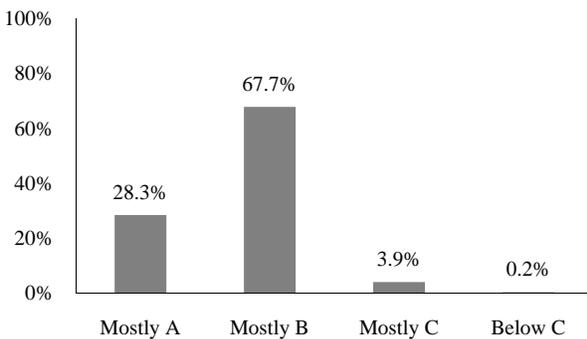
- About 75% of respondents reported that they are more than moderately certain they can do even the hardest work assigned in their courses. (Table 19)
- Approximately 16% of respondents indicated that they are absolutely certain they can do well on all problems and tasks assigned in their courses; almost 19% reported that they are moderately certain. (Table 19)
- Approximately 13% of respondents reported that they are absolutely certain that they can do well in their hardest course; 23% are moderately certain. (Table 19)
- About 78% of respondents indicated they are more than moderately certain that they can persevere on class projects even when there are challenges. (Table 19)

**TABLE 19**  
**Course Self-Efficacy**

| To what degree are you certain that you can:                | N    | (1)                | (2) | (3) | (4)                | (5)  | (6)  | (7)                |
|---|------|--------------------|-----|-----|--------------------|------|------|--------------------|
|   |      | Not at all certain |     |     | Moderately certain |      |      | Absolutely certain |
|   |      | Percentages        |     |     |                    |      |      |                    |
| do even the hardest work assigned in your courses?          | 3363 | 0.7                | 1.6 | 3.8 | 19.2               | 22.5 | 33.0 | 19.2               |
| do well on all problems and tasks assigned in your courses? | 3361 | 0.4                | 1.1 | 3.3 | 18.9               | 24.7 | 36.0 | 15.7               |
| do well in your hardest course?                             | 3361 | 0.9                | 2.4 | 6.9 | 23.0               | 27.5 | 26.6 | 12.7               |
| persevere on class projects even when there are challenges? | 3334 | 0.2                | 1.1 | 3.0 | 17.2               | 23.1 | 35.9 | 19.4               |

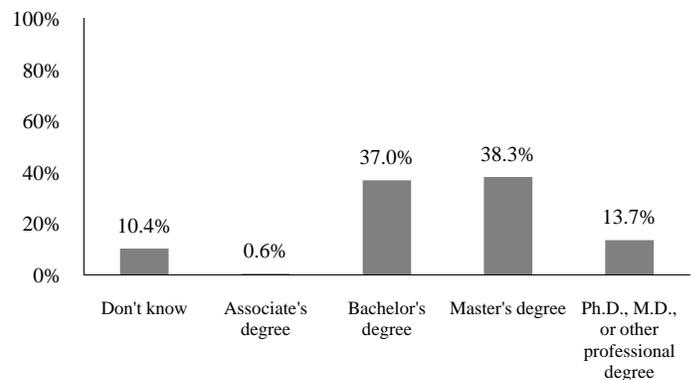
- Approximately 28% of respondents reported that they think they will earn grades of mostly A this term, and approximately 68% think they will earn grades of mostly B. (Figure 1)

**Figure 1**  
**What grades do you think you'll earn this term?**



- Thirty-seven percent of respondents indicated that the highest level of education they aspire to achieve is a bachelor's degree; just over 38% aspire to achieve a master's degree; and approximately 14% aspire to achieve a Ph.D., M.D., or other professional degree. (Figure 2)

**Figure 2**  
**What is the highest level of education you aspire to achieve?**



- More than 89% of respondents reported that they are extremely committed to completing their first year of college. (Table 20)
- About 83% of respondents indicated that they are extremely committed to completing their college degree within the next 6 years. (Table 20)
- Ninety-four percent of respondents reported that they are at least moderately committed to completing their college degree at Ball State within the next 6 years. (Table 20)

**TABLE 20**  
**Commitment Issues**

| To what degree are you committed to completing your:        |          | (1)<br>Not at all  | (2) | (3) | (4)<br>Moderately | (5) | (6)  | (7)<br>Extremely |
|---|----------|--------------------|-----|-----|-------------------|-----|------|------------------|
|   | <i>N</i> | <i>Percentages</i> |     |     |                   |     |      |                  |
| first year of college?                                      | 3354     | 0.2                | 0.3 | 0.4 | 1.6               | 1.9 | 6.2  | 89.4             |
| college degree within the next 6 years?                     | 3331     | 0.4                | 0.4 | 0.4 | 3.0               | 3.2 | 9.8  | 82.9             |
| college degree at this institution within the next 6 years? | 3273     | 2.0                | 1.9 | 2.0 | 9.8               | 7.9 | 16.1 | 60.2             |

- About 67% of respondents stated that on average they spent between 0.5 and 1.5 hours studying for a test in high school; at least 17% spent between 2 and 3 hours. (Table 21)
- Approximately 52% of respondents reported that on average they expect to spend between 2 and 3 hours studying for a test in college. Around 26% indicated that they expect to spend between 0.5 and 1.5 hours. (Table 21)

**TABLE 21**  
**Study Time**

| How many hours, on average:                            |          | 0<br>hrs           | .5 to 1.5<br>hrs | 2 to 3<br>hrs | 3.5 to 4.5<br>hrs | 5 to 6<br>hrs | 6.5 to 7.5<br>hrs | 8 hrs or<br>more |
|--|----------|--------------------|------------------|---------------|-------------------|---------------|-------------------|------------------|
|  | <i>N</i> | <i>Percentages</i> |                  |               |                   |               |                   |                  |
| did you spend studying for a test in high school?      | 3389     | 13.0               | 67.2             | 17.2          | 1.9               | 0.5           | 0.0               | 0.2              |
| do you expect to spend studying for a test in college? | 3363     | 0.4                | 26.3             | 51.5          | 13.4              | 6.5           | 0.7               | 1.2              |

***Activities and Leadership Expectations***

- Approximately 43% of respondents indicated that they are more than moderately interested in playing intramural sports. (Table 22)
- About 36% of respondents reported that to an extreme degree they intend to attend student functions like sporting events, plays, or art exhibits. (Table 22)
- Approximately 22% of respondents reported they intend to participate in a student organization to an extreme degree, and about 23% indicated that they intend to do so to a moderate degree. (Table 22)
- Thirty-two percent of respondents indicated that they are more than moderately interested in holding a leadership position in a college/ university student organization. (Table 22)

**TABLE 22**  
**Student Activities and Involvement**

| <b>To what degree:</b>  |          | (1)               | (2)  | (3)  | (4)                | (5)  | (6)  | (7)              |
|---|----------|-------------------|------|------|--------------------|------|------|------------------|
|   |          | <b>Not at all</b> |      |      | <b>Moderately</b>  |      |      | <b>Extremely</b> |
|   | <i>N</i> |                   |      |      | <i>Percentages</i> |      |      |                  |
| are you interested in playing intramural sports?  | 3334     | 24.5              | 8.4  | 6.2  | 17.5               | 10.2 | 12.8 | 20.4             |
| do you intend to attend student functions (i.e. sporting events, plays, art exhibits, etc.)?      | 3348     | 2.1               | 2.2  | 3.6  | 13.3               | 13.8 | 29.0 | 36.1             |
| do you intend to participate in a student organization?   | 3315     | 6.3               | 5.5  | 8.8  | 23.4               | 14.4 | 19.3 | 22.2             |
| are you interested in holding a leadership position in a college/university student organization? | 3312     | 18.3              | 14.5 | 12.6 | 22.7               | 10.2 | 12.2 | 9.5              |

***Time Logs***

- Seventy-seven percent of the respondents reported that they spend 6.5 or more hours on average sleeping on nights before classes. (Table 23)
- Approximately 85% of respondents indicated that they spend up to 3.5 hours on social networking websites in an average day. (Table 23)
- About 55% of respondents indicated that they spend between 2 and 5 hours in an average day relaxing or socializing. (Table 23)
- Approximately 56% of respondents reported that in an average week they spend 6 or more hours studying or doing out-of-class school work. (Table 24)
- Approximately 10% of respondents indicated that they spend between 6 and 20 hours in an average week working for pay. (Table 24)
- At least 27% of respondents reported that they spend 6 or more hours in an average week exercising or playing sports. (Table 24)

**TABLE 23**  
**Daily Time Spent Log**

| <b>In an average day, how many hours do you spend:</b>        |          | <b>0 hrs</b> | <b>0.5-2.0 hrs</b> | <b>2.0-3.5 hrs</b> | <b>3.5-5.0 hrs</b> | <b>5.0-6.5 hrs</b> | <b>6.5-8.0 hrs</b> | <b>8.0 hrs or more</b> |
|---|----------|--------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------------------|
|   | <i>N</i> |              |                    |                    | <i>Percentages</i> |                    |                    |                        |
| sleeping on nights before classes?                            | 3424     | 0.2          | 0.2                | 0.6                | 3.0                | 19.0               | 55.4               | 21.6                   |
| on social networking websites (i.e. Facebook, Myspace, etc.)? | 3401     | 13.5         | 46.5               | 24.7               | 8.8                | 3.6                | 1.3                | 1.6                    |
| relaxing or socializing?                                      | 3383     | 1.0          | 12.4               | 28.4               | 26.8               | 15.7               | 6.9                | 8.9                    |

**TABLE 24**  
**Weekly Time Spent Log**

| <b>In an average week, how many hours do you spend:</b> |          | <b>0-5 hrs</b> | <b>6-10 hrs</b> | <b>11-15 hrs</b> | <b>16-20 hrs</b>   | <b>21-25 hrs</b> | <b>26 or more hrs</b> |
|---|----------|----------------|-----------------|------------------|--------------------|------------------|-----------------------|
|   | <i>N</i> |                |                 |                  | <i>Percentages</i> |                  |                       |
| studying/[doing] out-of-class school work?              | 3380     | 44.4           | 30.5            | 12.9             | 6.2                | 2.7              | 3.3                   |
| working for pay?  | 3331     | 87.8           | 4.8             | 2.9              | 2.6                | 0.9              | 1.0                   |
| exercising or playing sports?                           | 3360     | 72.6           | 18.9            | 4.3              | 2.2                | 0.8              | 1.2                   |



## EARLY EXPERIENCES AND INITIAL ADJUSTMENT

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

Approximately 38% of respondents reported that they are not struggling in any of their courses; 25% indicated they are struggling in at least two. Of those who are struggling, about 28% stated that they are struggling more than moderately in the course with which they are having the most difficulty. About 54% of respondents who reported they are struggling in at least one course indicated that they have not talked with the instructor of the course they are having the most difficulty with regarding their difficulties.

About 63% of respondents indicated that they have selected a specific major; 11% stated they have selected at least a general area. Ninety-six percent of respondents claimed they are at least moderately satisfied with their academic life on campus.

Ninety-six percent of respondents reported that they are currently living on campus. Of respondents who are, about 85% indicated they are making friends at least moderately with others in the hall/building. About 44% are extremely able to sleep in their room. Approximately 53% reported that overall they are having no problems with people living with/near them.

Of respondents who reported they are currently living off campus, about 88% stated they are more than moderately satisfied with their overall living environment. About 54% indicated that to an extreme degree people living with/near them are respecting their study time.

Approximately 86% reported less than moderate problems overall with people living with/near them. Three fourths of these respondents stated it takes them 30 minutes or less to get to campus. At least 8% indicated that work schedule conflicts interfere moderately with their ability to attend class or arrive on time to class.

About 85% of respondents who indicated they are not currently living with family reported feeling upset to a moderate or lesser degree because they want to go home. Thirty-four percent of respondents stated that overall to an extreme degree they belong at Ball State. More than 9 out of 10 respondents indicated that they are meeting people on campus at least moderately who share common interests with them. Almost 38% of respondents claimed that to an extreme degree they are meeting people on campus they like.

Approximately 14% of respondents indicated that they always exercise the amount of time to remain physically healthy, or they always eat a reasonable amount of food. About 48% of respondents reported that they sleep enough more than half of the time. Approximately half of respondents indicated that they would to an extreme degree recommend Ball State to someone who wants to attend college. When asked to rate their experience at Ball State overall, 95% of respondents rated it at least good.

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### *Academic Adjustment*

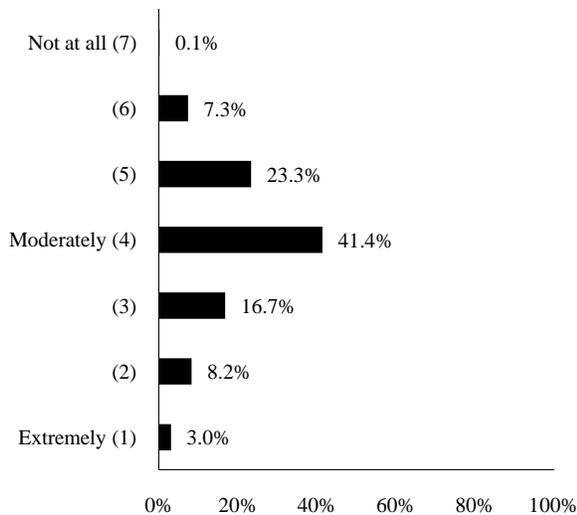
- Approximately 63% of respondents indicated they are taking five courses, and about 29% reported taking more than five. (Table 25)
- At least 38% of respondents reported that they are not struggling in any of their courses; 57% indicated they are struggling in one or two. (Table 25)

**TABLE 25**  
**Current Courses**

|   |          | 0                  | 1    | 2    | 3   | 4   | 5    | More than 5 |
|---|----------|--------------------|------|------|-----|-----|------|-------------|
|   | <i>N</i> | <i>Percentages</i> |      |      |     |     |      |             |
| How many courses are you taking?                  | 3389     | < 0.1              | 0.1  | 0.1  | 0.3 | 7.8 | 63.1 | 28.7        |
| Of those, how many courses are you struggling in? | 3325     | 38.4               | 36.2 | 20.7 | 3.4 | 0.8 | 0.3  | 0.1         |

- Of respondents who indicated that they are struggling in at least one course, approximately 41% stated they are struggling moderately in the course with which they are having the most difficulty; 3% indicated that they are struggling to an extreme degree. (Figure 3)

**Figure 3**  
**Regarding the course you're having the most difficulty with, to what degree are you struggling?\***



\* Of respondents who indicated they are struggling in at least one course

- Approximately 54% of respondents who indicated they are struggling in at least one course reported that they have not talked with the instructor of the course they are having the

most difficulty with regarding their difficulties. (Table 26)

- About 64% of respondents who reported they are struggling in at least one course indicated that to an extreme degree they have turned in assigned homework in the course with which they are having the most difficulty; 7% reported that they have done so to a moderate degree. (Table 26)
- Approximately 72% of respondents who stated they 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 26)
- Of respondents who indicated that they are struggling in at least one course, approximately 39% reported that based on their current performance they would receive at least a B in the course with which they are having the most difficulty; about 40% indicated that they would receive a C. (Table 27)
- Approximately 31% of respondents who are struggling in at least one course indicated that they are having the most difficulty with a course in their major. (Table 27)

**TABLE 26**  
**Recognizing and Correcting Course Struggles\***

| Regarding the course you're having the most difficulty with, to what degree: |          | (1)<br>Not at all  | (2)  | (3) | (4)<br>Moderately | (5)  | (6)  | (7)<br>Extremely |
|--|----------|--------------------|------|-----|-------------------|------|------|------------------|
|  | <i>N</i> | <i>Percentages</i> |      |     |                   |      |      |                  |
| have you talked with your instructor regarding your difficulties?            | 2000     | 53.8               | 15.9 | 8.5 | 11.8              | 5.1  | 3.1  | 2.0              |
| have you turned in assigned homework?  | 1914     | 2.2                | 1.1  | 1.4 | 6.8               | 6.7  | 18.0 | 63.7             |
| have you done the required readings?   | 1980     | 2.3                | 3.5  | 5.2 | 17.2              | 13.7 | 24.0 | 34.0             |

\* Of respondents who indicated they are struggling in at least one course

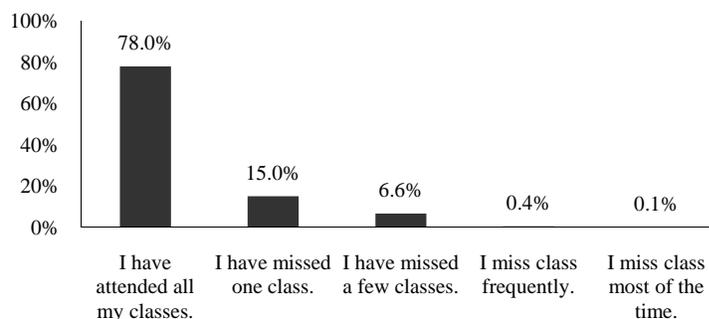
**TABLE 27**  
**Characteristics of Most Difficult Course\***

| 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  | 137      | 6.8                |
| B  | 651      | 32.3               |
| C  | 808      | 40.1               |
| D  | 135      | 6.7                |
| F  | 29       | 1.4                |
| Don't know   | 256      | 12.7               |
| What type of course is it?                                   |          |                    |
| Course is in [my] major.                                     | 614      | 31.4               |
| Course is not in my major.                                   | 1155     | 59.1               |
| I have not selected a major.                                 | 184      | 9.4                |

\* Of respondents who indicated they are struggling in at least one course

- Seventy-eight percent of respondents indicated that they have attended all of their scheduled classes this term; 15% claimed that they missed one. (Figure 4)
- About 63% of respondents reported that they have selected a specific major. (Table 28)
- Approximately 26% of respondents reported that they have selected a general or more specific area, but have not yet chosen a specific major. (Table 28)

**Figure 4**  
**How many of your scheduled classes have you attended this term?**



**TABLE 28**  
**Commitment to Major**

| <b>Have you chosen a major?</b>   | <i>N</i> | <i>Percentages</i> |
|---|----------|--------------------|
| I am undecided.   | 368      | 11.0               |
| I have selected a general area<br>(i.e. science, business, social sciences, etc.)<br>but haven't chosen a specific major. | 366      | 10.9               |
| I have selected a more specific area<br>(i.e. biology, finance, history, etc.)<br>but haven't chosen a specific major.    | 521      | 15.5               |
| I have selected a specific major<br>(i.e. marine biology, corporate finance,<br>early American history, etc).             | 2097     | 62.6               |

- Approximately 88% of respondents reported that overall they are keeping more than moderately current with their academic work. (Table 29)
- At least 82% of respondents stated that overall they are more than moderately motivated to complete their academic work. (Table 29)
- About 87% of respondents reported that overall they are performing more than moderately well in their classes. (Table 29)
- Twenty-eight percent of respondents indicated that overall they are learning to an extreme degree, and at least 9% reported they are doing so to a moderate degree. (Table 29)
- Ninety-six percent of respondents reported that overall they are at least moderately satisfied with their academic life on campus. (Table 29)

**TABLE 29**  
**Academic Adjustment**

| <b>Overall, to what degree are you:</b>      | <i>N</i> | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|--|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|  |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|  |          |                   |            |            | <i>Percentages</i> |            |            |                  |
| keeping current with your academic work?     | 3361     | 0.2               | 0.2        | 1.4        | 10.7               | 16.3       | 42.1       | 29.1             |
| motivated to complete your academic work?    | 3358     | 0.4               | 1.2        | 3.0        | 13.0               | 18.6       | 37.6       | 26.1             |
| performing well in your classes?             | 3342     | 0.1               | 0.4        | 1.2        | 11.0               | 19.5       | 44.5       | 23.2             |
| learning?                                    | 3354     | 0.3               | 0.6        | 1.4        | 9.4                | 17.7       | 42.6       | 28.0             |
| satisfied with your academic life on campus? | 3323     | 0.6               | 0.7        | 2.4        | 11.3               | 17.9       | 39.8       | 27.1             |

**Living Situation**

- Ninety-six percent of respondents indicated that they are currently living on campus. (Table 30)
- At least 68% of respondents who reported they are currently living on campus indicated that they are hanging out with other residents or making friends with others in the hall/building more than moderately. (Table 31)
- Eighty-eight percent of respondents who indicated they are currently living on campus stated that they are at least moderately satisfied with the social activities in their hall/building. (Table 31)
- About one third of respondents who reported they are currently living on campus indicated that to an extreme degree they are adjusting to living in on-campus housing; almost 12% are adjusting moderately. (Table 31)
- About 86% of respondents who indicated they are currently living on campus stated that they are more than moderately able to study in their room/hall; 87% reported they are more than moderately able to sleep in their room. (Table 31)
- Approximately 85% of respondents who reported they are currently living on campus stated that they are more than moderately satisfied with their overall hall/building experience. (Table 31)

**TABLE 30  
Current Residence**

| <b>Where are you currently living?</b> |          |                    |
|--|----------|--------------------|
|  | <i>N</i> | <i>Percentages</i> |
| On campus                              | 3253     | 96.2               |
| Off campus with family                 | 118      | 3.5                |
| Off campus not with family             | 12       | 0.4                |

**TABLE 31  
On-Campus Living Experience\***

| <b>To what degree are you:</b>                              |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|---|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|   |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|   | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| hanging out with other residents?                           | 3187     | 1.9               | 4.6        | 6.3        | 16.1               | 17.5       | 27.3       | 26.4             |
| making friends with others in the hall/building?            | 3180     | 1.9               | 5.5        | 7.5        | 17.3               | 18.7       | 25.6       | 23.6             |
| satisfied with the social activities in your hall/building? | 3166     | 2.0               | 4.3        | 6.0        | 21.1               | 20.9       | 26.7       | 19.0             |
| adjusting to living in on-campus housing?                   | 3183     | 0.8               | 1.7        | 2.6        | 11.9               | 15.6       | 34.5       | 32.9             |
| able to study in your room/hall?                            | 3179     | 0.6               | 1.5        | 1.9        | 10.1               | 15.7       | 37.4       | 32.8             |

\* Of respondents who indicated they are currently living on campus

**TABLE 31 (cont.)  
On-Campus Living Experience\***

| <b>To what degree are you:</b>                        |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|---|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|   |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|   | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| able to sleep in your room?                           | 3177     | 0.5               | 2.0        | 2.5        | 8.2                | 10.8       | 32.5       | 43.5             |
| satisfied with your overall hall/building experience? | 3158     | 0.6               | 0.9        | 2.5        | 11.5               | 13.4       | 38.5       | 32.6             |

\* Of respondents who indicated they are currently living on campus

- Forty-seven percent of respondents who indicated they are currently living on campus reported that their roommate(s) or residents living with/near them are respecting their study time to an extreme degree. (Table 32)
- Approximately half of respondents who reported they are currently living on campus indicated that their roommate(s) or residents living with/near them are respecting their sleep time to an extreme degree; about 8% reported theirs are to a moderate degree. (Table 32)
- Fifty-seven percent of respondents who reported they are currently living on campus reported that their roommate(s) or residents living with/near them are respecting their privacy to an extreme degree; at least 5% indicated that theirs are doing so to a moderate degree. (Table 32)
- Approximately 93% of respondents who reported they are currently living on campus indicated that their roommate(s) or residents living with/near them are respecting their property more than moderately. (Table 32)
- Nine out of 10 respondents who indicated they are currently living on campus reported that overall they are having less than moderate problems with people living with/near them. (Table 33)

**TABLE 32  
Roommate and Resident Issues\***

| <b>To what degree are roommate(s) or residents living with/near you:</b> |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|--|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|  |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|  | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| respecting your study time?  | 3178     | 0.8               | 0.7        | 1.4        | 9.6                | 9.9        | 30.6       | 47.0             |
| respecting your sleep time?  | 3182     | 1.2               | 1.4        | 1.9        | 8.3                | 8.5        | 28.5       | 50.2             |
| respecting your privacy?   | 3180     | 0.6               | 0.6        | 1.2        | 5.3                | 7.5        | 27.7       | 57.0             |
| respecting your property?  | 3158     | 0.6               | 0.7        | 0.9        | 5.1                | 6.5        | 25.7       | 60.5             |

\* Of respondents who indicated they are currently living on campus

**TABLE 33**  
**Severity of Roommate and Resident Issues\***

| <b>Overall, to what degree are you having problems with people living with/near you?</b> |          |                    |
|--|----------|--------------------|
|  | <i>N</i> | <i>Percentages</i> |
| (1) Serious problems   | 13       | 0.4                |
| (2)  | 53       | 1.7                |
| (3)  | 67       | 2.1                |
| (4) Moderate problems  | 180      | 5.6                |
| (5)  | 292      | 9.1                |
| (6)  | 891      | 27.9               |
| (7) No problems  | 1701     | 53.2               |

\* Of respondents who indicated they are currently living on campus

- About 87% of respondents who indicated they are currently living off campus reported that they are more than moderately able to study in their room/home. (Table 34)
- Ninety-five percent of respondents who indicated they are currently living off campus reported that they are more than moderately able to sleep in their room/home. (Table 34)
- Approximately 53% of respondents who reported that they are currently living off campus claimed they are extremely satisfied with their overall living environment. (Table 34)

**TABLE 34**  
**Off-Campus Living Experience\***

| <b>To what degree are you:</b>                  |          | (1)               | (2) | (3) | (4)                | (5) | (6)  | (7)              |
|---|----------|-------------------|-----|-----|--------------------|-----|------|------------------|
|   | <i>N</i> | <b>Not at all</b> |     |     | <b>Moderately</b>  |     |      | <b>Extremely</b> |
|   |          |                   |     |     | <i>Percentages</i> |     |      |                  |
| able to study in your room/home?                | 129      | 1.6               | 1.6 | 0.8 | 9.3                | 9.3 | 23.3 | 54.3             |
| able to sleep in your room/home?                | 129      | 0.7               | 1.6 | 1.6 | 1.6                | 4.7 | 22.5 | 67.4             |
| satisfied with your overall living environment? | 128      | 1.6               | 1.6 | 1.6 | 7.0                | 9.4 | 25.8 | 53.1             |

\* Of respondents who indicated they are currently living off campus

- At least 54% of respondents who stated they are currently living off campus reported that people living with/near them are respecting their study time to an extreme degree. (Table 35)
- Approximately 61% of respondents who stated they are currently living off campus indicated that people living with/near them are respecting their sleep time to an extreme degree; about 5% reported theirs are to a moderate degree. (Table 35)
- About 59% of respondents who stated they are currently living off campus reported that people living with/near them are respecting their privacy to an extreme degree; about 8% indicated that those living with or near them are doing so to a moderate degree. (Table 35)

- Approximately 87% of respondents who stated they are currently living off campus indicated that people living with/near them are respecting their property more than moderately. (Table 35)
- About 86% of respondents who stated they are currently living off campus reported that overall they are having less than moderate problems with people living with/near them. (Table 36)

**TABLE 35**  
**Roommate and Resident Issues\***

| To what degree are people living with/near you: | <i>N</i> | (1)                | (2) | (3) | (4)        | (5)  | (6)  | (7)       |
|---|----------|--------------------|-----|-----|------------|------|------|-----------|
|   |          | Not at all         |     |     | Moderately |      |      | Extremely |
|   |          | <i>Percentages</i> |     |     |            |      |      |           |
| respecting your study time?                     | 129      | 2.3                | 0.8 | 2.3 | 10.1       | 12.4 | 17.8 | 54.3      |
| respecting your sleep time?                     | 129      | 2.3                | 0.8 | 3.1 | 5.4        | 9.3  | 17.8 | 61.2      |
| respecting your privacy?                        | 128      | 1.6                | 2.3 | 3.9 | 7.8        | 8.6  | 17.2 | 58.6      |
| respecting your property?                       | 128      | 1.6                | 1.6 | 0.8 | 9.4        | 8.6  | 17.2 | 60.9      |

\* Of respondents who indicated they are currently living off campus

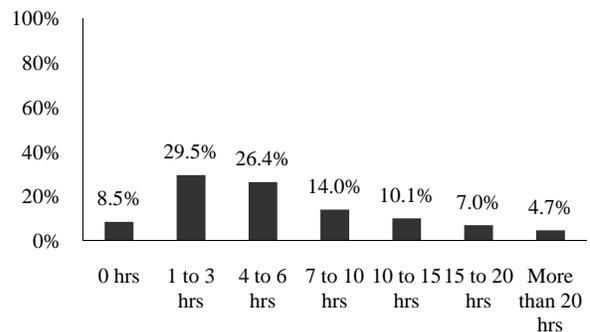
**TABLE 36**  
**Severity of Roommate and Resident Issues\***

| Overall, to what degree are you having problems with people living with/near you? |          |                    |
|---|----------|--------------------|
|   | <i>N</i> | <i>Percentages</i> |
| (1) Serious problems  | 1        | 0.8                |
| (2)   | 3        | 2.3                |
| (3)   | 2        | 1.5                |
| (4) Moderate problems   | 12       | 9.2                |
| (5)   | 13       | 10.0               |
| (6)   | 26       | 20.0               |
| (7) No problems   | 73       | 56.2               |

\* Of respondents who indicated they are currently living off campus

- Thirty-eight percent of respondents who indicated they are currently living off campus reported that they spend 3 hours or less outside of class on campus in a typical week; about 12% reported they spend 15 hours or more. (Figure 5)

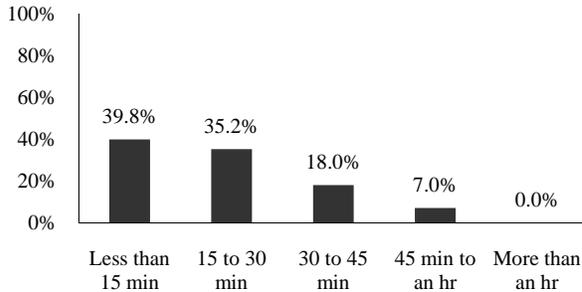
**Figure 5**  
**In a typical week, how much time outside of class do you spend on campus?\***



\* Of respondents who indicated they are currently living off campus

- Approximately 40% of respondents who stated they are currently living off campus indicated that it takes them less than 15 minutes on average to get to campus; at least 35% reported it takes them 15 to 30 minutes. (Figure 6)

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



\* Of respondents who indicated they are currently living off campus

- Of respondents who indicated they are currently living off campus, at least 74% stated that the lack of reliable transportation or work schedule conflicts are not at all interfering with their ability to attend or arrive on time to class. (Table 37)

- About 9 out of 10 respondents who indicated they are currently living off campus reported that the lack of reliable child care is not at all interfering with their ability to attend or arrive on time to class. (Table 37)

**TABLE 37**  
**Interference with Class Attendance\***

| To what degree are the following factors interfering with your ability to attend class or arrive on time to class? | N   | (1)         | (2) | (3) | (4)        | (5) | (6)  | (7)        |
|--|-----|-------------|-----|-----|------------|-----|------|------------|
|  |     | Extremely   |     |     | Moderately |     |      | Not at all |
|  |     | Percentages |     |     |            |     |      |            |
| Lack of reliable transportation  | 129 | 1.6         | 0.0 | 2.3 | 2.3        | 5.4 | 14.0 | 74.4       |
| Lack of reliable child care  | 106 | 0.9         | 0.9 | 0.0 | 0.9        | 2.8 | 4.7  | 89.6       |
| Work schedule conflicts  | 120 | 0.8         | 2.5 | 0.8 | 8.3        | 4.2 | 9.2  | 74.2       |

\* Of respondents who indicated they are currently living off campus

### ***Socio-Emotional Adjustment***

- Approximately 12% of respondents reported that they are struggling at least moderately with health issues. (Table 38)
- About 46% of respondents reported struggling at least moderately with financial issues. (Table 38)
- Of the respondents, 38% reported they are not struggling at all with personal relationships. (Table 38)
- Fourteen percent of respondents indicated they are struggling moderately with homesickness. (Table 38)

- About 6% of respondents indicated they are struggling more than moderately with their living situation. (Table 38)
- Approximately three fourths of respondents reported they are struggling less than moderately with keeping up with their course work. (Table 38)
- Almost 28% of respondents reported that they are not at all struggling because of a lack of motivation. (Table 38)
- More than 27% of respondents indicated that they are struggling at least moderately with making connections with people on the Ball State campus. (Table 38)
- Approximately 74% of respondents reported struggling less than moderately with balancing their time between classes and other activities. (Table 38)
- Twenty-four percent of respondents reported that they are experiencing stress moderately overall. (Table 38)

**TABLE 38**  
**Potential Issues**

| To what degree are you struggling with the following:                                     | <i>N</i> | (1)<br>Not at all  | (2)  | (3)  | (4)<br>Moderately | (5)  | (6) | (7)<br>Extremely |
|---|----------|--------------------|------|------|-------------------|------|-----|------------------|
|   |          | <i>Percentages</i> |      |      |                   |      |     |                  |
| Health issues   | 3305     | 56.1               | 23.6 | 8.1  | 7.2               | 3.0  | 1.3 | 0.6              |
| Financial issues  | 3324     | 21.7               | 17.3 | 15.4 | 23.4              | 10.4 | 7.4 | 4.4              |
| Personal relationships  | 3333     | 38.0               | 24.2 | 14.5 | 13.4              | 5.4  | 2.8 | 1.7              |
| Homesickness  | 3353     | 36.7               | 24.4 | 13.9 | 14.2              | 5.6  | 3.2 | 2.0              |
| Living situation  | 3351     | 51.3               | 24.4 | 10.4 | 8.2               | 3.3  | 1.3 | 1.0              |
| Keeping up with your course work  | 3363     | 25.5               | 29.4 | 19.8 | 15.7              | 5.7  | 2.5 | 1.3              |
| Lack of motivation  | 3353     | 27.9               | 28.5 | 17.3 | 15.3              | 6.2  | 3.3 | 1.5              |
| Making connections with people on this campus   | 3347     | 33.8               | 23.7 | 14.9 | 14.8              | 7.2  | 3.9 | 1.7              |
| Balancing your time between classes and other activities (work, student activities, etc.) | 3312     | 28.2               | 28.7 | 16.9 | 16.4              | 5.7  | 2.7 | 1.5              |
| Overall, to what degree are you experiencing stress?                                      | 3349     | 7.1                | 24.6 | 24.4 | 24.4              | 11.9 | 5.4 | 2.2              |

- Thirty-nine percent of respondents who reported they are not currently living with family indicated that they miss their family back home more than moderately. (Table 39)
- Approximately 54% of respondents who indicated they are not currently living with family reported that they miss their friends back home more than moderately. (Table 39)

- About one third of respondents who indicated they are not currently living with family reported that they do not at all feel upset because they want to go home; approximately 14% indicated they are moderately upset for that reason. (Table 39)
- Approximately 57% of respondents who stated they are not currently living with family indicated that they do not at all regret leaving home to go to school. (Table 39)
- About 4% of respondents who indicated they are not currently living with family reported that to an extreme degree they think about going home all the time. (Table 39)
- At least 4 out of 10 respondents who stated they are not currently living with family reported that they do not at all feel isolated from others or different from others. (Table 39)

**TABLE 39**  
**Homesickness\***

| <b>To what degree do you:</b>           |          | <b>(1)</b>       | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>        |
|---|----------|------------------|------------|------------|--------------------|------------|------------|-------------------|
|   |          | <b>Extremely</b> |            |            | <b>Moderately</b>  |            |            | <b>Not at all</b> |
|   | <i>N</i> |                  |            |            | <i>Percentages</i> |            |            |                   |
| miss your family back home?             | 3240     | 11.2             | 13.4       | 14.6       | 25.2               | 13.8       | 14.6       | 7.2               |
| miss your friends back home?            | 3229     | 19.6             | 17.7       | 17.1       | 19.9               | 11.3       | 10.4       | 4.1               |
| feel upset because you want to go home? | 3236     | 3.8              | 4.6        | 6.8        | 13.6               | 14.4       | 23.9       | 32.9              |
| regret leaving home to go to school?    | 3230     | 2.3              | 2.6        | 3.7        | 7.3                | 8.1        | 19.1       | 56.9              |
| think about going home all the time?    | 3228     | 4.2              | 3.6        | 4.7        | 9.9                | 11.3       | 27.5       | 38.8              |
| feel isolated from others?              | 3231     | 3.0              | 3.8        | 5.6        | 10.8               | 10.4       | 22.1       | 44.4              |
| feel different from others?             | 3223     | 4.1              | 4.2        | 5.7        | 12.5               | 10.4       | 22.7       | 40.5              |

\* Of respondents who indicated they are not currently living with family

- At least 8 out of 10 respondents stated that overall they more than moderately belong at Ball State or are fitting in. (Table 40)
- Approximately 73% of respondents reported that overall they are more than moderately satisfied with their social life on campus. (Table 40)

**TABLE 40**  
**Sense of Belonging**

| <b>Overall, to what degree:</b>                    |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|--|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|  |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|  | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| do you belong here?                                | 3352     | 1.3               | 1.7        | 3.6        | 10.9               | 15.9       | 32.9       | 33.6             |
| are you fitting in?                                | 3352     | 1.2               | 2.4        | 3.8        | 12.1               | 15.9       | 33.2       | 31.6             |
| are you satisfied with your social life on campus? | 3335     | 2.5               | 3.7        | 6.2        | 14.6               | 14.2       | 29.5       | 29.2             |

- Almost 73% of respondents indicated that to a more than moderate degree they are meeting people on campus who share common interests with them. (Table 41)
- Twenty-seven percent of respondents reported that they are to an extreme degree meeting people on campus who include them in their activities. (Table 41)
- Approximately 80% of respondents indicated that to more than a moderate degree they are meeting people on campus with whom they enjoy spending time. (Table 41)
- Approximately 82% of respondents reported that to a more than moderate degree they are meeting people on campus who they like. (Table 41)

**TABLE 41**  
**Meeting Others**

| <b>On this campus, to what degree are you meeting people:</b> |          | <b>(1)</b><br><b>Not at all</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b><br><b>Moderately</b> | <b>(5)</b> | <b>(6)</b> | <b>(7)</b><br><b>Extremely</b> |
|---|----------|---------------------------------|------------|------------|---------------------------------|------------|------------|--------------------------------|
|   | <i>N</i> |                                 |            |            | <i>Percentages</i>              |            |            |                                |
| who share common interests with you?                          | 3362     | 1.3                             | 2.7        | 4.3        | 18.9                            | 18.6       | 29.4       | 24.7                           |
| who include you in their activities?                          | 3359     | 1.8                             | 3.9        | 4.9        | 15.3                            | 16.4       | 30.7       | 27.0                           |
| you enjoy spending time with?                                 | 3355     | 1.0                             | 2.5        | 3.6        | 12.9                            | 13.4       | 31.5       | 35.0                           |
| you like?   | 3346     | 0.7                             | 1.9        | 3.1        | 12.0                            | 13.3       | 31.5       | 37.5                           |

### ***Healthy Living***

- About 52% of respondents indicated that they eat healthy foods more than half of the time. (Table 42)
- Approximately 71% of respondents reported that they eat a reasonable amount of food more than half of the time. (Table 42)
- About 48% of respondents indicated that they sleep enough more than half of the time. (Table 42)
- At least 13% of respondents reported that they always exercise the amount of time to remain physically healthy; about 23% reported doing so half of the time. (Table 42)

**TABLE 42**  
**Self-Evaluation**

| <b>To what degree do you:</b>                                |          | <b>(1)</b>    | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>    |
|--|----------|---------------|------------|------------|--------------------|------------|------------|---------------|
|  |          | <b>Not</b>    |            |            | <b>Half of</b>     |            |            | <b>Always</b> |
|  |          | <b>at all</b> |            |            | <b>the time</b>    |            |            |               |
|  | <i>N</i> |               |            |            | <i>Percentages</i> |            |            |               |
| eat healthy foods?   | 3388     | 1.4           | 3.0        | 8.9        | 34.4               | 28.3       | 19.8       | 4.1           |
| eat a reasonable amount of food?                             | 3379     | 0.7           | 1.5        | 5.4        | 21.5               | 28.2       | 29.0       | 13.6          |
| sleep enough<br>(i.e. not tired most days)?                  | 3370     | 2.7           | 7.7        | 15.3       | 26.6               | 25.5       | 16.9       | 5.3           |
| exercise the amount of time to<br>remain physically healthy? | 3358     | 3.9           | 7.9        | 16.1       | 23.3               | 18.7       | 16.6       | 13.5          |

***Overall Ball State Experience***

- At least 43% of respondents reported that overall if they had it to do over, they would to an extreme degree choose Ball State again; about 10% would to a moderate degree. (Table 43)
- Approximately half of respondents indicated that overall to an extreme degree they would recommend Ball State to someone who wants to attend college; approximately 2% reported they would do so to a less than moderate degree. (Table 43)
- Half of respondents rated their overall experience at Ball State as excellent or exceptional. (Table 44)

**TABLE 43**  
**Choice of Ball State**

| <b>Overall, to what degree:</b>  |          | <b>(1)</b>        | <b>(2)</b> | <b>(3)</b> | <b>(4)</b>         | <b>(5)</b> | <b>(6)</b> | <b>(7)</b>       |
|--|----------|-------------------|------------|------------|--------------------|------------|------------|------------------|
|  |          | <b>Not at all</b> |            |            | <b>Moderately</b>  |            |            | <b>Extremely</b> |
|  | <i>N</i> |                   |            |            | <i>Percentages</i> |            |            |                  |
| would you choose this<br>college/university again<br>if you had it to do over?               | 3341     | 1.9               | 2.2        | 2.8        | 9.8                | 11.1       | 29.0       | 43.2             |
| would you recommend<br>this college/university<br>to someone who wants<br>to attend college? | 3324     | 0.5               | 0.6        | 1.1        | 7.3                | 10.2       | 30.6       | 49.8             |

**TABLE 44**  
**Overall Rating of Ball State**

|  |          | (1)<br>Very<br>poor | (2)<br>Poor | (3)<br>Fair | (4)<br>Good        | (5)<br>Very<br>good | (6)<br>Excellent | (7)<br>Exceptional |
|--|----------|---------------------|-------------|-------------|--------------------|---------------------|------------------|--------------------|
|  | <i>N</i> |                     |             |             | <i>Percentages</i> |                     |                  |                    |
| Overall, please rate your<br>experience at this<br>college/university. | 3389     | 0.3                 | 0.8         | 4.2         | 15.3               | 29.4                | 33.8             | 16.2               |

## **APPENDIX**

### **Open-Ended Items**

This section includes responses to open-ended survey items not previously addressed in the survey report. Comments have been edited for grammar and professional language. Otherwise, they remain unchanged.



*Please identify the course in which you are having the most difficulty.*

- Acoustics
- Acoustics 101
- AED
- Aesthetics
- AFA 101[mentioned on 3 surveys]
- AFA 101 001
- AHS 100 [mentioned on 4 surveys]
- AHS 100, Psych 100
- Algebra
- American History
- ANAT 101 [mentioned on 8 surveys]
- Anatomy [mentioned on 9 surveys]
- Anatomy 100
- Anatomy 100 Chemistry 101
- Anatomy 101 [mentioned on 6 surveys]
- Anatomy 201 [mentioned on 43 surveys]
- Anatomy 201 Lab [mentioned on 3 surveys]
- Anatomy 201, Psychology 100
- Anatomy and Chemistry
- Anatomy lab [mentioned on 4 surveys]
- anatomy lab 201
- anatomy lab, chem 100
- Anatomy201
- Anatomy201 and Chemistry101
- Anatomy201, english 103
- AnatomyLab 201
- ANTH 103 [mentioned on 2 surveys]
- anthro 103
- Anthropology 101
- Anthropology [mentioned on 4 surveys]
- Anthropology 002
- anthropology 100
- Anthropology 101 [mentioned on 4 surveys]
- anthropology 103
- Antropology 101
- applied calculus
- Archeology 103
- art education
- art foundation
- art hist
- Art history [mentioned on 8 surveys]
- Art History 100 [mentioned on 3 surveys]
- Art History 100 and Sociology 100

*Please identify the course in which you are having the most difficulty. (cont.)*

- Art History 101 [mentioned on 2 surveys]
- Art History 225
- Art Survey 1
- ART100 (i forgot to do a survey....that's all)
- astronomy 100
- Astro [mentioned on 2 surveys]
- Astro 100 [mentioned on 9 surveys]
- Astro 120 [mentioned on 3 surveys]
- Astrology 100
- Astromony
- Astronomy [mentioned on 15 surveys]
- Astronomy 100 [mentioned on 20 surveys]
- Astronomy 100 and Math 125
- Astronomy 100 History 150
- Astronomy 101 [mentioned on 3 surveys]
- Astronomy 120 [mentioned on 3 surveys]
- astrononmy
- atronomy 100 biology 100
- Ballet 1
- BAsic Musicanship
- beginning chinese 101
- BIO 100 [mentioned on 2 surveys]
- bio 102
- BIO 111 [mentioned on 3 surveys]
- Bio 112
- Bio Chem 101
- Biochem
- Biology [mentioned on 3 surveys]
- Biology 100 [mentioned on 3 surveys]
- Biology 101
- BIology 102
- Biology 102 [mentioned on 2 surveys]
- Biology 103
- Biology 111 [mentioned on 3 surveys]
- Biology 112 [mentioned on 3 surveys]
- BusAd100
- business math 116
- Business Math 136 [mentioned on 3 surveys]
- Calculus [mentioned on 2 surveys]
- Calculus 160
- Calculus 165 [mentioned on 3 surveys]
- Calculus 2: Math 166
- CAP 101 [mentioned on 5 surveys]

*Please identify the course in which you are having the most difficulty. (cont.)*

- CAP 101 (DCM)
- CAP 101/161
- CAP 161 [mentioned on 3 surveys]
- CAP 161 (DCM)
- CC 101 [mentioned on 4 surveys]
- CC 101 (Word Origins)
- CC 105 [mentioned on 2 surveys]
- CC 105 (Classical World Culture)
- CC 205 [mentioned on 2 surveys]
- cc101
- CC105 [mentioned on 2 surveys]
- Cem111
- Cemistry 100
- Chem
- Chem 100 [mentioned on 9 surveys]
- Chem 101 [mentioned on 31 surveys]
- Chem 101 and Psych 100
- Chem 101, Math (?), Anatomy (?)
- Chem 111 [mentioned on 22 surveys]
- chem 111 and history 150
- Chem and History
- Chem, and Anatomy
- chem.
- Chem. 111
- Chem101 [mentioned on 2 surveys]
- Chemi 111
- Chemistry [mentioned on 12 surveys]
- Chemistry 100 [mentioned on 12 surveys]
- Chemistry 100 & AHS100
- chemistry 100, religion 160
- Chemistry 101 [mentioned on 29 surveys]
- chemistry 101 and anatomy
- Chemistry 101 and History 1 [mentioned on 2 surveys]
- Chemistry 111 [mentioned on 24 surveys]
- Chemistry 111 and Spanish 1
- chemistry 150
- Chemistry, psych
- Chemistry101
- chemisty 100
- Chemisty 101
- Chemisty 111
- Chinese 101
- CJC 102

*Please identify the course in which you are having the most difficulty. (cont.)*

- cjc101 and cjc102
- cjc102
- CJC102
- COMM
- comm 112
- Comm 210 [mentioned on 4 surveys]
- COMM 290
- Comm210 [mentioned on 2 surveys]
- Comm290
- Communications 210
- Comp 103
- computer art
- Computer Science 104
- Constructing Identities(Honors 199,201)
- Criminal Justice
- CS 121
- CS104
- Cs120
- DCM
- DCM 161, CAP 101
- drawing
- Drawing 001
- Drawing 1 [mentioned on 3 surveys]
- E
- econ
- ECON 116 [mentioned on 3 surveys]
- Econ 201 [mentioned on 4 surveys]
- ECON 201 and CHEM 100
- Econ 279
- Economics 116 [mentioned on 2 surveys]
- Economics 201
- Ed sec
- ed tec, math 125
- EDPSYSC 201
- EDSEC 150
- EDTEC120
- eng 101 [mentioned on 2 surveys]
- ENG 103 [mentioned on 11 surveys]
- ENG 104
- Eng 114, Maths 161
- Eng 150
- Eng114 [mentioned on 2 surveys]
- English 103

*Please identify the course in which you are having the most difficulty. (cont.)*

- English [mentioned on 5 surveys]
- English 100
- English 101 [mentioned on 22 surveys]
- English 103 [mentioned on 99 surveys]
- English 103 and History 150
- English 103 and Theatre 100
- english 103, comm 210
- English 103, Psychology 100
- English 103. Math 125
- English 103..cant understand
- English 104 [mentioned on 12 surveys]
- English 104 /online
- english 108
- English 114 [mentioned on 4 surveys]
- English 114, Honors 199, Musth 101
- English 150 [mentioned on 3 surveys]
- english and journalism
- english, phil, and soc
- English103 [mentioned on 2 surveys]
- env & soc
- environmental science
- Environment & Society 101
- Environment and Socy.
- Environmental Geology
- Environmental Science
- exsci201 293
- FCS 103 [mentioned on 3 surveys]
- foundations 1
- Foundations 101 [mentioned on 2 surveys]
- French 101 [mentioned on 3 surveys]
- French 102 [mentioned on 6 surveys]
- French 201 [mentioned on 5 surveys]
- French 202 [mentioned on 2 surveys]
- French 301 [mentioned on 2 surveys]
- French 334 [mentioned on 2 surveys]
- fund pub com
- Geo [mentioned on 2 surveys]
- Geog 101
- GEOG 121 [mentioned on 2 surveys]
- Geography [mentioned on 2 surveys]
- Geography 101 [mentioned on 5 surveys]
- geography 101 lab
- Geography 121

*Please identify the course in which you are having the most difficulty. (cont.)*

- Geography 240
- Geography Lab
- Geol 101 [mentioned on 4 surveys]
- Geology [mentioned on 3 surveys]
- Geology 100 [mentioned on 9 surveys]
- Geology and History
- GER 101
- GER 201
- German 101 [mentioned on 6 surveys]
- German 102
- German 201 [mentioned on 5 surveys]
- Global Geography 150
- Group Piano
- Health
- health 160
- Hiostory 150
- HIST
- HIST 150 [mentioned on 32 surveys]
- Hist 151
- HIST 198 ANTH 103
- hist 201
- Hist 202
- hist wst wld 150 honors & honors 201 humanities
- Hist150 [mentioned on 3 surveys]
- History [mentioned on 11 surveys]
- history 100
- History 101 [mentioned on 4 surveys]
- history 108
- History 125 [mentioned on 2 surveys]
- history 125, chem 111
- History 150 [mentioned on 159 surveys]
- History 150 -15
- History 150 and Chemistry 1
- history 150, anatomy 201
- History 150, Astronomy 100
- History 150, NREM 101
- history 150, psych 100
- History 150, Psychology
- History 151 [mentioned on 5 surveys]
- History 152
- History 152, PSYCH 100
- History 198 [mentioned on 4 surveys]
- History 198, Sociology

*Please identify the course in which you are having the most difficulty. (cont.)*

- History 201 [mentioned on 9 surveys]
- history 201 and psychology
- History 202 [mentioned on 3 surveys]
- history 302
- history and philosopshy
- History of Art Survey 1
- History of Music
- History of the Western World
- history of western world
- history, religious studies
- history150 [mentioned on 2 surveys]
- hon201 humanities
- Honors 199 [mentioned on 4 surveys]
- Honors 199/201
- Honors 201 [mentioned on 3 surveys]
- Honors Humanities
- honors math 125 [mentioned on 2 surveys]
- Honrs 199
- Honrs 201
- hostory 150
- Humanities 201 with [specific name]
- ICOM 101
- iei 151
- intermediate algebra 2
- Intermediate Spanish
- International Relations 293
- international relations/western history
- INTO ART
- into music
- Intro Art 100
- Intro Music
- Intro to Art
- Intro to Art, Art History
- Intro to business and geology
- Intro to International Relations
- intro to music
- Intro to Philosophy
- intro to religion
- Intro to Religion & Culture
- Intro to Religion and Culture 160
- Intro to Theatre 100
- Introduction to Construction
- isom

*Please identify the course in which you are having the most difficulty. (cont.)*

- ISOM 125
- ISOM 135 [mentioned on 4 surveys]
- ISOM 136
- ISOM125
- ITEDU 108
- J101
- Japanese 101 [mentioned on 2 surveys]
- Japanese 201
- Jazz Improv
- Journalism 101
- Journ 101 [mentioned 3 surveys]
- Journalism [mentioned on 2 surveys]
- Journalism 101 [mentioned on 5 surveys]
- lat 201
- Latin 101 [mentioned on 3 surveys]
- Latin 201 [mentioned on 2 surveys]
- latin101
- Life Science Lab
- ma125
- Math [mentioned on 4 surveys]
- math `08
- math `136
- Math 108 [mentioned on 59 surveys]
- math 108 already dropped it
- math 108 and history 150
- Math 108, Anthropolgy 111,
- MATH 108, EGLISH 103
- math 108/ music
- MATH 111 [mentioned on 22 surveys]
- Math 111 and Chem 111
- math 111 and spanish 102
- math 111, english103
- Math 111, History 150
- Math 112 [mentioned on 3 surveys]
- math 116
- Math 125 [mentioned on 85 surveys]
- math 125 & spanish 101
- Math 125 because I can't understand her and history 150 because i never know what to write down
- math 125 spanish 102
- Math 125, Sociology
- Math 125.
- math 125-109

*Please identify the course in which you are having the most difficulty. (cont.)*

- Math 125H
- Math 136 [mentioned on 9 surveys]
- Math 136-[instructor's name]
- math 151
- Math 159
- Math 161 [mentioned on 11 surveys]
- Math 165 [mentioned on 6 surveys]
- Math 166
- Math 166 - Calculus 2 or Spanish 201
- math 166, music 100, history 201
- Math 201 [mentioned on 2 surveys]
- Math Application
- Math for Business 136
- Math H125
- math in general
- Math Software 159
- math, english
- Math103
- math108 [mentioned on 2 surveys]
- math111
- math112
- Math125 [mentioned on 3 surveys]
- math125, anatomy
- math125, cc101
- math136
- mathematics125
- Maths 108 [mentioned on 20 surveys]
- Maths 108, and speced 201
- MATHS 111 [mentioned on 14 surveys]
- Maths 111, PC-Trig
- Maths 112
- Maths 125 [mentioned on 9 surveys]
- MATHS 136 [mentioned on 7 surveys]
- Maths 136 (Business Maths)
- MATHS 159 [mentioned on 3 surveys]
- Maths 161 [mentioned on 11 surveys]
- Maths 165 [mentioned on 6 surveys]
- MATHS 166
- MATHS 201 [mentioned on 2 surveys]
- MATHS 251 [mentioned on 2 surveys]
- Maths108
- maths111
- MATHS161

*Please identify the course in which you are having the most difficulty. (cont.)*

- Maths165
- matt 111
- maybe psych 100
- MUHIS100 [mentioned on 4 surveys]
- mus ed 265
- MUSCH (MARching band)
- Mused100
- Mused101
- mushis
- Music
- music 100 and hist 150
- music 100,
- Music History [mentioned on 7 surveys]
- Music History 100 [mentioned on 5 surveys]
- Music History 101
- Music Theory [mentioned on 2 surveys]
- Music Theory 101 [mentioned on 6 surveys]
- Music Theory 111 [mentioned on 4 surveys]
- music theory: sight and ear
- MUSTH 101 [mentioned on 5 surveys]
- MUSTH 111 [mentioned on 2 surveys]
- MUSTH101 [mentioned on 4 surveys]
- Mythologies
- Mythology
- n/a [mentioned on 2 surveys]
- No
- Non Western Civ
- none
- none, really
- Non-Western civ 101
- not sure, just homework in
- nothing
- NREM
- NREM 002
- NREM 100
- NREM 101 [mentioned on 10 surveys]
- nrem 110
- nrem101 [mentioned on 2 surveys]
- NREM101S003), HIST150
- NUR 101
- PC-Trig
- pe
- People Chemstry

*Please identify the course in which you are having the most difficulty. (cont.)*

- PEP 161 [mentioned on 3 surveys]
- Prefer not to answer
- phil 100 [mentioned on 2 surveys]
- Philology
- Philosophy [mentioned on 2 surveys]
- Philosophy 100 [mentioned on 6 surveys]
- Philosophy 100, Maths 108
- philosophy intro
- Physc 100 Chemistry 101
- Physical Science
- Physics [mentioned on 2 surveys]
- Physics 100 [mentioned on 2 surveys]
- physics 101 and history 101
- Physics 101 section 004
- Physics 120 [mentioned on 3 surveys]
- Physics 120 and Calc 165
- Physivs 101\_004
- Piano Lab [mentioned on 2 surveys]
- Political Science 293
- POLS 130 [mentioned on 3 surveys]
- pols 280
- POLS 432
- Pals130
- Prefer Not to Answer [mentioned on 2 surveys]
- Psychology 100 [mentioned on 2 surveys]
- Psyc 100 [mentioned on 2 surveys]
- psyc 100 and math 125
- psyc. 101
- psych [mentioned on 4 surveys]
- Psych 100 [mentioned on 23 surveys]
- psych 100 and NREM 101
- psych 101 [mentioned on 2 surveys]
- psych, geo, social work
- psych100 [mentioned on 2 surveys]
- PSYCH100 & ENG103
- Psychology [mentioned on 11 surveys]
- psychology 100 [mentioned on 29 surveys]
- psychology 100 & History 15
- Psychology 101 [mentioned on 2 surveys]
- psychology and math 125
- Psychology and Religious Studies
- psychology/english
- psycs,soc

*Please identify the course in which you are having the most difficulty. (cont.)*

- PSYSC 100 [mentioned on 16 surveys]
- psysc 101 [mentioned on 3 surveys]
- psyscology
- pysch 100
- Psychology [mentioned on 2 surveys]
- Pyschology 100
- RELGS 117
- Religion [mentioned on 4 surveys]
- Religion and Coping
- religion and culteral studies and history 150
- Religion and Culture
- religion and culture 160
- Religion Culture
- religion in culture
- Religion in Culture "Gods and the Good Life"
- Religion Studies
- Religious and Cultural Studies
- Religious Studies
- Religious Studies 160 [mentioned on 3 surveys]
- Religious Studies and West
- reliigion history 160
- relligion studies and cultur
- RELST 160 [mentioned on 5 surveys]
- RELST 160 and MATHS 111
- RLST
- RPM 235, West World 150
- School just started, I don't know what I'm going to struggle with yet
- SCI 150
- Science 150
- Sight and Ear [mentioned on 2 surveys]
- sight ear 101
- Sight Singing
- sight/ear training
- Sight/Ear Training - Music
- Sight-Ear 100
- Sight-Ear training 111
- Sign Language 251
- soc
- SOC 100 [mentioned on 8 surveys]
- Soc 100; Hist 201
- SOC 101 [mentioned on 3 surveys]
- SOC100 [mentioned on 2 surveys]
- sociology 242

*Please identify the course in which you are having the most difficulty. (cont.)*

- Sociology [mentioned on 3 surveys]
- Sociology (100-02)
- Sociology 100 [mentioned on 21 surveys]
- Sociology 101 [mentioned on 4 surveys]
- sociology 102, math 125
- sp 102
- SP 201
- sp102
- SPAA 161
- SPAN 102
- Spanis 150
- Spanish 101 [mentioned on 3 surveys]
- Spanish 101, Honors 189, En
- Spanish 102 [mentioned on 22 surveys]
- spanish 102, history 150
- Spanish 104
- Spanish 201 [mentioned on 7 surveys]
- Spanish 202 [mentioned on 5 surveys]
- Spanish 301 [mentioned on 4 surveys]
- Spanish 360
- spanish 360 and honors201
- spanish102 [mentioned on 2 surveys]
- SPCED 201 [mentioned on 3 surveys]
- speech
- The lab in world geo.
- theat 100
- Theat 103
- Theater 103
- Theater 299E
- theatre 100 [mentioned on 2 surveys]
- theatre 100 and french 102
- Theature 100
- Theory 111
- Trig
- us history 1877
- west history 150
- west in the world
- West World [mentioned on 2 surveys]
- West World 150
- west world history
- West World History - Hist.
- Western Civiization
- Western Civilization [mentioned on 2 surveys]

*Please identify the course in which you are having the most difficulty. (cont.)*

- Western Civilization 100
- Western World 160
- Western World History 150
- Wind Ensemble
- Word Origins
- World Civilations
- world civilization
- World Origins

*Please specify other factors that interfere with attendance.*

- Class before overlaps
- family
- I can foresee weather factors might affect my commute to class during the winter
- I guess the weather might play a factor later on but nothing right now...
- I only missed one morning because I wrecked on the way, other than that I am always there.
- Illness
- Its hard to find a place to park sometimes
- no problems with attendance
- none
- not enough sleep
- Nothing
- Parking
- PARKING!!!!
- riding the mits bus
- Sick child
- Sleep
- time management, traffic
- tired, sick
- transportation
- waking up late