



**FALL 2011**  
**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  
November 2011  
AAIR No. MWF-S2-2011*





**FALL 2011 MAKING ACHIEVEMENT POSSIBLE SURVEY  
(MAP-WORKS)**

**FIRST-YEAR STUDENT SUMMARY REPORT**



Amy Petts

Rebecca Costomiris

Office of Academic Assessment and Institutional Research  
Ball State University  
November 2011  
AAIR No. MWF-S2-2011



## EXECUTIVE SUMMARY

- *Making Achievement Possible (MAP-Works)* is an assessment system designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming first-year and transfer students during the early part of their first semester as a Ball State student. This report focuses on the responses of incoming first-year matriculates.
- Of the 3,864 incoming first-year matriculates who were invited to participate in the Fall 2011 survey, 3,384 completed it for an 88% response rate.

### College Readiness and Preparation

- About 7 out of 10 respondents reported that Ball State was their first choice among the institutions that admitted them.
- More than 8 out of 10 respondents indicated that they are extremely committed to completing their college degree, and at least 6 out of 10 are equally committed to doing so at Ball State.
- Nearly 1 out of 10 respondents reported receiving no financial aid despite having need. At least 6 out of 10 respondents reported having about 50% or more of their financial aid needs met.

### Personal Skills and Abilities

- More than 7 out of 10 respondents rated their writing composition (71%) and reading comprehension (73%)

skills as better than average, but only about 6 out of 10 rated their math ability as highly.

- Regarding core academic behaviors, nearly all respondents reported that at least half of the time they are the kind of person who attends class, takes good notes in class, or turns in required homework assignments.
- In regard to more advanced academic behaviors, at least 86% of respondents stated that at least half of the time they are the kind of person who participates in class, studies in a place where they can avoid distractions, or works on large projects well in advance of the due date.
- About 96% of respondents reported that in thinking about their role as a college student they at least moderately know what is expected of them in their classes to be successful.

### Goals, Behaviors, and Expectations

- At least 6 out of 10 respondents (62%) reported being more than moderately certain they can do well in their hardest course.
- Nearly 7 out of 10 respondents (68%) stated to a more than moderate degree that they are interested in attending student functions.
- Nearly 9 out of 10 respondents (88%) reported spending 5 hours or less in an average week working for pay.

### **Initial Academic Experiences and Adjustment**

- More than 9 out of 10 respondents (92%) reported they are taking five or more courses this term, and roughly 57% of respondents indicated they are struggling in at least one of their courses. Of respondents who are struggling, only about 11% indicated to a more than moderate degree that they have talked with the instructor of their most difficult course about their difficulties.
- Nearly 9 out of 10 respondents (88%) indicated they have decided what their major/program is or will likely be.
- At least 1 out of 4 respondents reported to a more than moderate degree overall experiencing stress related to being responsible for themselves (25%) or motivating themselves to get their work done on time (29%).

### **On-Campus Living Characteristics and Experiences**

- Nearly 97% of survey respondents live on campus. Of those who do, about 82% reported to a more than moderate degree that they are adjusting to living in on-campus housing.
- Only about 1 out of 20 respondents who live on campus (with at least one roommate) indicated having more than moderate problems overall with their roommate(s).

### **Off-Campus Living Characteristics and Experiences**

- Of the roughly 3% of respondents who live off campus, about 1 out of 3 (34%) reported to at least a moderate degree that the lack of reliable transportation is interfering with their ability to attend class or arrive on time to class.
- Approximately 9 out of 10 respondents (92%) who live off campus reported being at least moderately satisfied with their overall living environment.

### **Student Integration and University Evaluation**

- About 8 out of 10 respondents stated to a more than moderate degree overall that they belong at Ball State or are fitting in.
- Only about 53% of respondents reported that more than half of the time they exercise the amount of time to remain physically healthy.
- Nearly 8 out of 10 respondents (78%) rated their experience at Ball State as very good, excellent, or exceptional overall.

### **Student Athlete Experiences**

- Fewer than 1 out of 20 respondents (4%) reported being a student athlete at Ball State.

### **Student Fraternity/Sorority Experiences**

- Slightly more than 1 out of 10 respondents (11%) reported being an active fraternity/sorority member or are pledging this term.

# TABLE OF CONTENTS

	<u>Page</u>
<u>INTRODUCTION</u> .....	1
<u>COLLEGE READINESS AND PREPARATION</u> .....	3
<u>PERSONAL SKILLS AND ABILITIES</u> .....	7
<u>GOALS, BEHAVIORS, AND EXPECTATIONS</u> .....	11
<u>INITIAL ACADEMIC EXPERIENCES AND ADJUSTMENT</u> .....	15
<u>ON-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES</u> .....	21
<u>OFF-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES</u> .....	23
<u>STUDENT INTEGRATION AND UNIVERSITY EVALUATION</u> .....	25
<u>STUDENT ATHLETE EXPERIENCES</u> .....	29
<u>STUDENT FRATERNITY/SORORITY EXPERIENCES</u> .....	33
<u>CAREER SERVICES EXPERIENCES AND EXPECTATIONS</u> .....	35
<u>APPENDIX: OPEN-ENDED ITEMS</u> .....	37





## LIST OF TABLES

	<u>Page</u>
TABLE 1 – Demographic Characteristics .....	1
TABLE 2 – Academic Characteristics .....	2
TABLE 3 – High School Grades .....	3
TABLE 4 – Commitment to College.....	4
TABLE 5 – Transfer Intentions.....	5
TABLE 6 – Financial Means.....	6
TABLE 7 – Financial Expectations.....	6
TABLE 8 – Academic Skills.....	7
TABLE 9 – Core Academic and Adaptation Behaviors .....	8
TABLE 10 – Advanced Academic Behaviors.....	9
TABLE 11 – Self-Management.....	9
TABLE 12 – College Student Role .....	10
TABLE 13 – Academic Self-Efficacy.....	11
TABLE 14 – Study Time .....	12
TABLE 15 – Student Activities and Involvement .....	13
TABLE 16 – Daily Behaviors .....	13
TABLE 17 – Weekly Behaviors.....	13
TABLE 18 – Current Courses .....	15
TABLE 19 – Class Attendance .....	15
TABLE 20 – Recognizing and Correcting Course Struggles.....	16
TABLE 21 – Characteristics of Most Difficult Course.....	17
TABLE 22 – Commitment to Major .....	17
TABLE 23 – Academic Major Program .....	17
TABLE 24 – Satisfaction with Academic Major Program .....	18
TABLE 25 – Academic Adjustment .....	19
TABLE 26 – Test Anxiety .....	19
TABLE 27 – Current Residence.....	21
TABLE 28 – On-Campus Living Experience.....	22
TABLE 29 – Number of Roommates.....	22
TABLE 30 – Roommate Issues.....	22

	<u>Page</u>
TABLE 31 – Severity of Roommate Issues.....	22
TABLE 32 – Off-Campus Living Experience.....	23
TABLE 33 – Time Spent on Campus .....	24
TABLE 34 – Interference With Class Attendance .....	24
TABLE 35 – Communication With Parents/Guardians.....	25
TABLE 36 – Homesickness.....	26
TABLE 37 – Sense of Belonging .....	26
TABLE 38 – Meeting Others.....	27
TABLE 39 – Self-Evaluation.....	27
TABLE 40 – Choice of Ball State .....	27
TABLE 41 – Student Athlete Characteristics.....	30
TABLE 42 – Student Athletics – Effect on Academics .....	31
TABLE 43 – Fraternity/Sorority Characteristics.....	33
TABLE 44 – Fraternity/Sorority Affiliation – Effect on Academics .....	34
TABLE 45 – Career Services Assistance .....	35

## LIST OF FIGURES

	<u>Page</u>
Figure 1 – Among the institutions that admitted you, was this institution your: .....	4
Figure 2 – What grades do you think you'll earn this term? .....	11
Figure 3 – Regarding the course you're having the most difficulty with, to what degree are you struggling? .....	16
Figure 4 – Overall, please rate your experience at this institution. ....	28
Figure 5 – Have you interacted with Career Services? .....	35



## INTRODUCTION

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

This report is a summary of responses from all incoming first-year matriculates to the *MAP-Works* Fall 2011 survey.

Of the 3,864 first-year matriculates who were invited to complete the survey, 3,384 completed it for a response rate of 88%. For information regarding transfer student responses, please refer to the *Fall 2011 Making Achievement Possible Survey (MAP-Works) Transfer Student Summary Report*.

Tables 1 and 2 contain the demographic and high school academic characteristics of all first-year matriculates who began their studies at Ball State during the Fall 2011 semester and those who completed the survey.

Roughly 38% of respondents were male compared to nearly 40% of all fall first-year matriculates. At least 6 out of 10 fall first-year matriculates and survey respondents who took the SAT had a verbal or math score of 500 or above, and at least 54% had a writing score as good. About half of all fall first-year matriculates and survey respondents who took the ACT had at least a 23 Composite.

The remainder of this report is a summary of responses from 2011 first-year matriculates who participated in *MAP-Works*.

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

	Respondents	All First-Year Matriculates
	<i>Percentages</i>	
<b>Gender*</b>		
Female	61.9	60.5
Male	38.1	39.5
<b>Ethnicity</b>		
African American/Black	5.6	5.9
American Indian/Alaskan Native	0.2	0.2
Asian	0.8	0.9
Caucasian	85.2	84.8
Hispanic	4.0	3.9
Pacific Islander	0.1	0.1
Two or more races	3.0	2.8
Non-resident alien	0.2	0.4
Not specified	0.8	0.9

\*Statistically significant differences exist between respondents and non-respondents.

**TABLE 1 (cont.)**  
**Demographic Characteristics**

	Respondents		All Fall Incoming First-Years	
	<i>Percentages</i>			
<b>Enrollment Status</b>				
Full-time	100.0		100.0	
Part-time	0.0		0.0	
<b>High School Graduation Year</b>				
Before 2010	0.2		0.4	
2010	2.2		2.3	
2011	97.8		97.2	

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

	Respondents		All Fall Incoming First-Years	
	<i>N</i>	<i>Percentages</i>	<i>N</i>	<i>Percentages</i>
<b>SAT Verbal</b>				
700 and above	60	2.1	63	1.9
600 – 699	440	15.3	479	14.7
500 – 599	1269	44.2	1447	44.3
400 – 499	1050	36.5	1218	37.3
Below 399	54	1.9	62	1.9
<b>SAT Math</b>				
700 and above	39	1.4	41	1.3
600 – 699	481	16.7	523	16.0
500 – 599	1279	44.5	1460	44.7
400 – 499	1013	35.3	1172	35.9
Below 399	61	2.1	73	2.2
<b>SAT Writing</b>				
700 and above	39	1.4	40	1.2
600 – 699	318	11.1	343	10.5
500 – 599	1226	42.7	1390	42.5
400 – 499	1195	41.6	1385	42.4
Below 399	95	3.3	111	3.4
<b>ACT Composite</b>				
33 and above	9	0.6	10	0.6
28 – 32	186	11.8	198	11.1
23 – 27	608	38.6	686	38.4
18 – 22	720	45.7	835	46.7
Below 18	54	3.4	58	3.2

## COLLEGE READINESS AND PREPARATION

*Summary* Respondents were asked to respond to questions relating to their high school experiences, their preparedness for and commitment to a college education, and their confidence regarding finances.

Less than half of the respondents (45%) indicated that their high school cumulative GPA was a 3.5 or higher. About 7 out of 10 respondents reported that Ball State was their first choice among the institutions that admitted them.

At least 3 out of 4 respondents indicated to an extreme degree that they intend to come back to Ball State for the next academic year. Of respondents who stated it is unlikely they will return for the next term or academic year, nearly 3 out of 4 reported that they plan to transfer to another institution if they do leave Ball State. Of respondents who indicated they plan to transfer to another institution, more than 8 out of 10 (83%) stated that they did not intend to transfer when they entered Ball State.

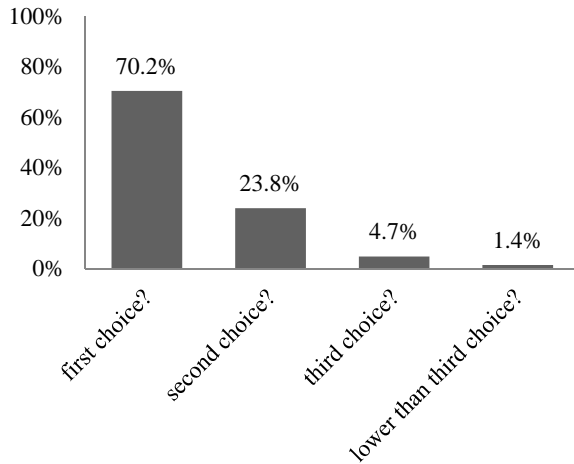
Approximately 1 of 10 respondents reported not receiving financial aid but being in need. Nearly 9 out of 10 respondents (87%) are at least moderately confident they can pay for the next term's tuition and fees or monthly living expenses.

- 
- Roughly 45% of respondents reported that they earned mostly A's in high school, and approximately 41% earned mostly B's. (Table 3)
  - About 7 out of 10 respondents stated that Ball State was their first choice among the institutions that admitted them, and approximately 1 out of 4 (24%) reported it was their second choice. (Figure 1)

**TABLE 3**  
**High School Grades**

<b>Your cumulative GPA:</b>	<i>N</i>	<i>Percentages</i>
Mostly A's (GPA of 3.50 or higher)	1503	44.5
Mostly B's (GPA of 3.00 to 3.49)	1397	41.4
Mostly B's and C's (GPA of 2.50 to 2.99)	451	13.4
Mostly C's (GPA of 2.00 to 2.49)	21	0.6
Lower than C's (Less than 2.00 GPA)	2	0.1

**Figure 1**  
**Among the institutions that admitted you,**  
**was this institution your:**



- At least 8 out of 10 respondents (82%) indicated they are extremely committed to completing their college degree. (Table 4)
- Approximately 88% of respondents indicated to an extreme degree that they intend to come back to Ball State for spring term and 76% for the next

academic year. About 61% reported they are extremely committed to completing their degree at Ball State. (Table 4)

- Of respondents who reported it is unlikely they will return to Ball State for the next term or academic year, about 75% stated that if they do leave they plan to transfer to another institution; roughly 9% plan to do a study abroad opportunity or co-op internship away from Ball State. Only about 2% indicated that they do not plan to attend any college or university. (Table 5)
- Of respondents who stated they plan to transfer to another institution, only about 17% indicated that they intended to transfer when they entered Ball State. (Table 5)
- Approximately 48% of respondents who indicated they plan to transfer to another institution stated that if they decide to do so the most likely cause would be that they wanted a different location, and for about 15% it would be because of financial issues. (Table 5)

**TABLE 4**  
**Commitment to College\***

To what degree:	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		Percentages						
are you committed to completing your college degree?	3320	0.3	0.2	0.3	3.3	2.7	11.3	81.9
are you committed to completing your college degree at this institution?	3327	0.7	1.0	1.4	9.0	10.0	17.4	60.5
do you intend to come back to this institution for Spring term?	3289	0.5	0.3	0.6	2.2	1.7	7.2	87.5
do you intend to come back to this institution for the next academic year?	3284	0.9	1.2	1.3	4.8	5.3	10.9	75.6

\*Excludes respondents who selected N/A



**TABLE 5**  
**Transfer Intentions**

	N	Percentages
<b>If you do leave this institution, which of the following best describes your plan?*</b>		
I do not plan to attend any college or university.	3	1.9
I plan to take some time off and come back to this institution in the future.	9	5.6
I plan to transfer to another institution.	121	74.7
I plan to do a study abroad opportunity or co-op internship away from this institution.	15	9.3
I plan to graduate with a certificate/licensure.	14	8.6
<b>Did you intend to transfer when you entered this institution?***</b>		
Yes	20	16.9
No	98	83.1
<b>If you decide to transfer to another institution, what would be the most likely cause?***</b>		
Wanted a different location	56	47.9
Wanted a different academic program (changed majors, [my] major isn't offered here, etc.)	9	7.7
Financial issues (too expensive, get more financial aid somewhere else)	17	14.5
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	11	9.4
Wanted a different social environment (don't fit in here, ...)	14	12.0
Pursue a degree not offered at my institution (e.g., master's degree, bachelor's degree, associate's degree)	4	3.4
Other reasons	6	5.1

\*Of respondents who indicated it is unlikely they will return to Ball State for the next term or academic year

\*\*Of respondents who indicated they plan to transfer to another institution

- More than 6 out of 10 respondents (61%) indicated that at least half of their financial need is being met through financial aid. Nearly 1 out of 10 reported that none of theirs is being met but they have need. (Table 6)
- About 7 out of 10 respondents reported being more than moderately confident that they can pay for the next term's tuition and fees or their monthly living expenses such as room, board, utilities, and rent. (Table 7)
- Only about half of respondents (52%) reported being more than moderately confident they can pay for social activities such as eating out and going to the movies. (Table 7)

**TABLE 6**  
**Financial Means**

<b>What percentage of your financial need is being met through financial aid (loans, grants, scholarships)?</b>		
	<i>N</i>	<i>Percentages</i>
Not receiving financial aid and don't need financial aid	316	12.2
Not receiving financial aid but need financial aid	253	9.8
About 25%	434	16.8
About 50%	350	13.5
About 75%	443	17.1
All or nearly all	794	30.7

**TABLE 7**  
**Financial Expectations\***

<b>To what degree are you confident that you can pay for:</b>	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		<b>Not at all</b>			<b>Moderately</b>			<b>Extremely</b>
		<i>Percentages</i>						
next term's tuition and fees?	3311	3.6	3.6	5.5	17.7	15.2	24.2	30.3
monthly living expenses? <sup>1</sup>	3272	3.2	3.4	6.1	17.9	15.3	25.1	29.1
social activities? <sup>2</sup>	3301	4.9	8.3	11.9	22.4	15.9	16.9	19.6

\*Excludes respondents who selected N/A

<sup>1</sup>For example: room, board, utilities, rent

<sup>2</sup>For example: eating out, going to movies

## PERSONAL SKILLS AND ABILITIES

*Summary* Respondents were asked to answer questions regarding their academic abilities and behaviors, as well as their role as a college student.

At least 7 out of 10 respondents rated their writing composition and reading comprehension skills as better than average, while about 6 out of 10 rated their math ability that highly.

More than 3 out of 4 respondents indicated that they are always the kind of person who attends class, and nearly 7 out of 10 reported always being the kind of person who turns in required homework assignments. Nearly 8 out of 10 respondents stated that more than half of the time they are the kind of person who participates in class; about half of respondents indicated they are the kind of person who studies on a regular schedule that often.

About 8 out of 10 respondents reported to a more than moderate degree that they are the kind of person who is self-disciplined, and nearly 9 out of 10

respondents indicated to the same degree that they are the kind of person who follows through with what they say they are going to do.

Thinking about their role as a college student, at least 8 out of 10 respondents indicated to a more than moderate degree that they know what is expected of them in their classes to be successful; and at least 7 out of 10 respondents reported to a more than moderate degree that they know how to allocate the correct amount of time to assignments.

- 
- At least 3 out of 4 respondents (77%) rated their problem-solving skills as above average. (Table 8)
  - More than 7 out of 10 respondents rated their writing composition (71%) or reading comprehension (73%) skills as better than average. (Table 8)
  - Fewer respondents (60%) rated their math ability as highly. (Table 8)

**TABLE 8**  
**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	3368	0.4	2.2	6.9	19.9	32.9	27.8	10.0
Reading comprehension	3362	0.3	1.5	6.5	19.3	28.9	28.8	14.8
Math ability	3366	1.3	4.4	11.1	22.9	24.9	23.9	11.6
Problem-solving skills	3363	0.3	0.8	4.2	17.4	30.8	32.1	14.3

\*Excludes respondents who selected N/A

- More than 3 out of 4 respondents (77%) reported that they are always the kind of person who attends class; almost all respondents reported being that kind of person at least half of the time. (Table 9)
- Roughly 4 out of 10 respondents (41%) reported they are always the kind of person who takes good notes in class; nearly all respondents (98%) indicated they are that kind of person at least half of the time. (Table 9)

- Approximately 7 out of 10 respondents (69%) stated that they are always the kind of person who turns in required homework assignments; nearly all respondents (99%) indicated they are that kind of person at least half of the time. (Table 9)
- Nearly 3 out of 10 respondents reported they are always the kind of person who records their assignments and tests in a calendar; 81% of respondents stated that they are that kind of person at least half of the time. (Table 9)
- About 1 out of 4 respondents (24%) reported always being the kind of person who spends sufficient study time to earn good grades; nearly all respondents (95%) reported they are that kind of person at least half of the time. (Table 9)

**TABLE 9**  
**Core Academic and Adaptation Behaviors\***

To what degree are you the kind of person who:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Half of the time			Always
	<i>N</i>	<i>Percentages</i>						
attends class?	3373	0.2	0.0	0.1	0.9	2.8	19.0	77.0
takes good notes in class?	3372	0.4	0.5	1.0	5.0	15.7	36.7	40.8
turns in required homework assignments?	3359	0.1	0.1	0.3	1.4	5.7	23.7	68.6
records your assignments and tests in a calendar?	3357	6.7	5.4	6.8	16.4	14.4	20.3	29.9
spends sufficient study time to earn good grades?	3366	0.4	1.0	3.2	12.5	24.9	34.3	23.7

\*Excludes respondents who selected N/A

- Nearly 8 out 10 respondents (79%) stated that more than half of the time they are the kind of person who participates in class. (Table 10)
- About 7 out of 10 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. (Table 10)
- Approximately 2 out of 3 respondents (65%) stated that more than half of the time they are the kind of person who studies in a place where they can avoid distractions. (Table 10)
- About 6 out of 10 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 (59%) or communicates with instructors outside of class (58%). (Table 10)
- Approximately half of respondents (49%) reported that more than half of the time they are the kind of person who studies on a regular schedule. (Table 10)

**TABLE 10**  
**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?	3362	0.8	1.7	5.0	13.6	21.0	32.5	25.4
communicates with instructors outside of class?	3355	3.2	6.6	13.6	18.9	20.3	22.6	14.8
studies in a place where you can avoid distractions?	3356	1.8	3.8	8.1	21.4	22.2	24.7	18.0
studies on a regular schedule?	3339	4.0	8.7	13.0	25.5	20.4	16.8	11.6
reads the assigned readings within a day before class?	3355	2.3	6.2	9.0	24.0	21.0	23.0	14.6
works on large projects well in advance of the due date?	3355	1.0	3.2	6.8	18.6	23.2	25.7	21.3

\*Excludes respondents who selected N/A

- More than 9 out of 10 respondents (95%) reported to a more than moderate degree that they are the kind of person who is dependable. (Table 11)
- Approximately 9 out of 10 respondents indicated to a more than moderate degree that they are the kind of person who shows up on time (90%) or follows through with what they say they are going to do (89%). (Table 11)
- About 8 out of 10 respondents reported to a more than moderate degree that they are the kind of person who is self-disciplined (80%) or the kind of person who balances time between classes and other activities (79%). (Table 11)
- At least 3 out of 4 respondents (76%) indicated to a more than moderate degree that they are the kind of person who plans out their time. (Table 11)
- More than 6 out of 10 respondents (63%) reported to a more than moderate degree that they are the kind of person who makes “to-do lists.” (Table 11)

**TABLE 11**  
**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?	3370	0.4	1.0	3.4	15.0	22.3	34.0	23.9
follows through with what you say you're going to do?	3363	0.1	0.3	1.6	8.4	19.5	40.4	29.5
is dependable?	3365	0.1	0.3	0.4	4.0	11.5	39.4	44.3
shows up on time?	3361	0.2	0.5	1.2	7.7	11.8	32.9	45.7
plans out your time?	3356	0.6	1.9	5.4	16.3	22.2	28.1	25.5
makes “to-do lists”?	3351	3.9	6.3	10.3	16.4	14.4	19.8	28.9
balances time between classes and other activities? <sup>1</sup>	3348	0.4	1.2	3.5	15.7	23.4	34.1	21.7

\*Excludes respondents who selected N/A

- More than 8 out of 10 respondents (82%) reported to a more than moderate degree that they know what is expected of them in their classes to be successful. (Table 12)
- At least 7 out of 10 respondents (72%) indicated to a more than moderate degree that they know how to allocate the correct amount of time to assignments. (Table 12)
- More than half of respondents (54%) stated to a more than moderate degree that they feel there is not enough time during the regular school week to do everything that is expected of them. (Table 12)
- About 2 out of 10 respondents (19%) reported to a more than moderate degree that they feel they are unable to balance major commitments in their lives (e.g., studying, social life, relationships, and working). (Table 12)
- Only about 1 out of 10 respondents stated that family obligations (10%) or work obligations (9%) interfere to a more than moderate degree with completing homework. (Table 12)

**TABLE 12**  
**College Student Role\***

<b>Thinking about your role as a college student, 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 family obligations interfere with completing homework?	3287	57.1	17.0	6.4	9.2	3.7	4.0	2.5
do work obligations interfere with completing homework?	2902	72.8	8.9	3.7	5.9	2.9	3.0	2.8
do you feel you are unable to balance major commitments in your life? <sup>1</sup>	3327	12.7	23.9	19.9	24.6	10.0	6.3	2.7
do you feel there is not enough time during the regular school week to do everything that is expected of you?	3283	4.2	7.4	10.1	24.6	19.6	21.4	12.7
do you know what is expected of you in your classes to be successful?	3332	0.6	1.0	2.3	14.1	19.4	35.3	27.3
do you know how to allocate the correct amount of time to assignments?	3311	1.0	1.9	5.4	20.2	26.2	28.5	16.8

\*Excludes respondents who selected N/A

<sup>1</sup>For example: studying, social life, relationships, working, etc.

## GOALS, BEHAVIORS, AND EXPECTATIONS

*Summary* Respondents were asked to report on their expectations about their courses, grades, educational goals and commitments, and academic and non-academic behaviors.

At least 6 out of 10 respondents (62%) indicated to a more than moderate degree that they are certain they can do well in their hardest course.

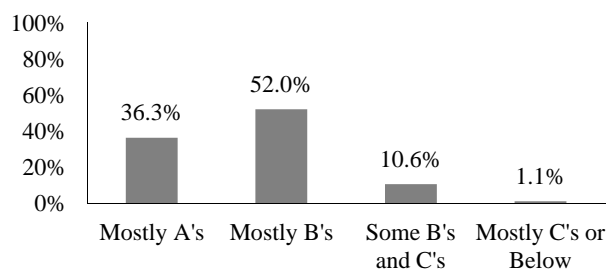
Approximately 1 out of 10 respondents (9%) reported spending 2.5 hours or more studying for a test in high school, but more than half of respondents (53%) reported they expect to spend that amount of time studying for a test in college.

Nearly 7 out of 10 respondents (68%) indicated to a more than moderate degree that they are interested in attending student functions such as sporting events, plays, and art exhibits. About half of respondents reported being interested in participating in a student organization to that degree.

Only about one fifth of the respondents (18%) reported sleeping on average 8 hours or more on nights before classes, and more than half of respondents (54%) reported sleeping 6.5 to 8 hours. Approximately one third of respondents (34%) indicated that they spend more than 10 hours in an average week studying or doing out-of-class school work.

- More than one third of respondents (36%) reported that they think they will earn mostly A's this term, and at least half of respondents (52%) think they will earn mostly B's. (Figure 2)

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



- At least 3 out of 4 respondents (77%) reported to a more than moderate degree that they are certain they can do well on all problems and tasks assigned in their courses or persevere on class projects even when there are challenges. (Table 13)
- Approximately 6 out of 10 respondents (62%) reported to a more than moderate degree that they are certain they can do well in their hardest course. (Table 13)

**TABLE 13**  
**Academic Self-Efficacy\***

To what degree are you certain that you can:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all certain			Moderately certain			Absolutely certain
	<i>N</i>	<i>Percentages</i>						
do well on all problems and tasks assigned in your courses?	3356	0.4	1.0	2.7	19.0	26.2	37.3	13.5
do well in your hardest course?	3349	1.2	2.6	8.6	26.0	26.7	25.6	9.2
persevere on class projects even when there are challenges?	3315	0.2	1.3	3.4	18.0	23.3	37.2	16.6

\*Excludes respondents who selected N/A

- Roughly 58% of respondents reported that they spent an hour or more on average studying for a test in high school, while about 98% of respondents reported they expect to spend that amount of time studying for a test in college. (Table 14)
- At least 7 out of 10 respondents (72%) reported being more than moderately interested in internships, co-ops, or practica. (Table 15)
- Nearly 7 out of 10 respondents (68%) stated to a more than moderate degree that they are interested in attending student functions such as sporting events, plays, and art exhibits. (Table 15)
- About half of respondents reported to a more than moderate degree that they are interested in participating in a student organization (50%) or study abroad (47%). (Table 15)
- Four out of 10 respondents indicated to a more than moderate degree that they are interested in volunteering their time to a cause or issue. (Table 15)
- At least 1 out of 3 respondents reported being more than moderately interested in researching with a faculty member (35%) or mentoring other students (34%); but fewer respondents reported being as interested in tutoring other students (28%). (Table 15)
- About 3 out of 10 respondents indicated to a more than moderate degree that they are interested in playing intramural sports. (Table 15)
- Only about 1 out of 5 respondents (18%) reported to a more than moderate degree being interested in holding a leadership position in a college or university student organization. (Table 15)

**TABLE 14**  
**Study Time**

<b>How many hours, on average:</b>		<b>None</b>	<b>30 min</b>	<b>1 hr</b>	<b>1.5 to 2 hrs</b>	<b>2.5 hours or more</b>
	<i>N</i>			<i>Percentages</i>		
did you spend studying for a test in high school?	3380	13.2	28.5	27.5	22.1	8.7
do you expect to spend studying for a test in college?	3379	0.5	2.0	11.2	33.7	52.6



**TABLE 15**  
**Student Activities and Involvement\***

To what degree do you intend to or are you interested in:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
playing intramural sports?	3272	34.7	10.3	8.6	16.2	9.9	9.1	11.2
attending student functions? <sup>1</sup>	3287	3.7	3.7	5.6	18.9	17.2	26.7	24.4
participating in a student organization?	3336	10.9	7.9	9.7	21.8	15.6	15.8	18.3
volunteering your time to a cause/issue?	3277	10.2	10.6	14.0	24.9	16.2	14.1	9.9
holding a leadership position in a college/university student organization?	3300	34.0	16.4	14.2	17.2	7.6	5.6	4.9
studying abroad?	3355	20.5	8.6	6.6	17.4	9.3	11.0	26.7
mentoring other students?	3346	15.8	11.9	13.7	24.9	14.5	12.3	7.0
tutoring other students?	3334	19.1	13.5	15.6	23.7	13.2	9.5	5.4
internships/co-ops/practica?	3323	5.0	2.9	4.4	15.4	13.4	24.2	34.6
researching with a faculty member?	3352	15.2	10.3	13.7	25.6	15.9	12.4	6.9

\*Excludes respondents who selected N/A

<sup>1</sup>For example: sporting events, plays, art exhibits, etc.

- Approximately 18% of respondents indicated that on average they sleep 8 hours or more on nights before classes. About 54% stated that they sleep 6.5 to 8 hours, and nearly 23% reported sleeping 5 to 6.5 hours. (Table 16)
- Roughly one third of respondents (34%) reported that in an average day they spend 5 or more hours relaxing or socializing. (Table 16)
- About one third of respondents (34%) indicated that in an average week they spend more than 10 hours studying or doing out-of-class school work. (Table 17)
- Approximately 2 out of 3 respondents (65%) reported spending 5 hours or less in an average week exercising or playing sports, and about 9 out of 10 (88%) reported spending that amount of time working for pay. (Table 17)

**TABLE 16**  
**Daily Behaviors**

In an average day, how many hours do you spend:		2 hrs or less	2.0-3.5 hrs	3.5-5.0 hrs	5.0-6.5 hrs	6.5-8.0 hrs	8.0 hrs or more
	<i>N</i>	<i>Percentages</i>					
sleeping on nights before classes?	3372	0.7	0.8	3.9	22.8	54.1	17.7
relaxing or socializing?	3238	9.0	28.8	28.6	18.0	7.3	8.3

**TABLE 17**  
**Weekly Behaviors**

In an average week, how many hours do you spend:		5 or fewer hrs	6-10 hrs	11-15 hrs	16-20 hrs	More than 20 hrs
	<i>N</i>	<i>Percentages</i>				
studying/[doing] out-of-class school work? <sup>1</sup>	3335	35.3	30.5	16.0	8.9	9.3
working for pay?	3345	88.2	4.6	2.8	2.3	2.0
exercising or playing sports?	3035	64.8	24.8	6.1	2.6	1.7

<sup>1</sup>For example: homework, practice time, lab time, studying



## INITIAL ACADEMIC EXPERIENCES AND ADJUSTMENT

*Summary* Respondents were asked to report the degree to which they are struggling with courses, their behaviors regarding these courses, and their commitment to their major/program, in addition to how well they are adjusting academically overall.

More than 9 out of 10 respondents (92%) indicated that they are taking five or more courses this term, and about 57% of respondents reported struggling in one or more of their courses. About 7 out of 10 respondents stated that they have attended all of their scheduled classes this term.

Nearly 9 out of 10 respondents (87%) who are struggling in at least one course stated to a more than moderate degree that they have turned in assigned homework in the course with which they are having the most difficulty. About 9 out of 10 respondents (89%) reported to a more than moderate degree overall that they are learning. Roughly as many respondents (88%) indicated that they have decided what their major/program is or will likely be.

About 1 out of 4 respondents reported to a more than moderate degree experiencing stress related to being responsible for themselves and nearly 3 out of 10 (29%) in regard to motivating themselves to get their work done on time.

About 8 out of 10 respondents (82%) reported being more than moderately satisfied with their academic life on campus.

- 
- More than 9 out of 10 respondents (92%) reported that they are taking at least five courses this term, and less than 1% of respondents reported taking fewer than four. (Table 18)
  - Nearly 6 out of 10 respondents (57%) reported they are struggling in at least one of their courses. (Table 18)
  - Approximately 9 out of 10 respondents stated that they have missed at most one of their scheduled classes this term. (Table 19)

**TABLE 18**  
**Current Courses**

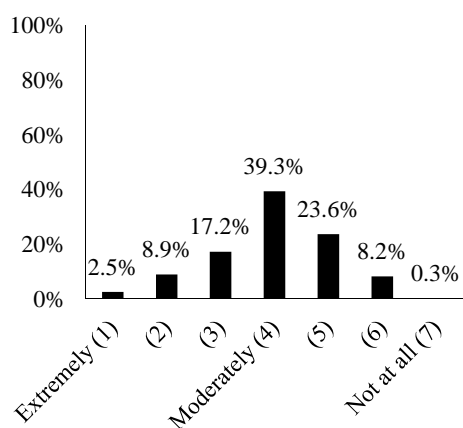
		0	1	2	3	4	5	More than 5
	<i>N</i>	<i>Percentages</i>						
How many courses are you taking?	3375	0.1	0.1	0.1	0.1	7.3	53.5	38.8
Of those, how many courses are you struggling in?	3367	42.9	33.8	18.8	3.5	0.6	0.3	0.2

**TABLE 19**  
**Class Attendance**

<b>How many of your scheduled classes have you attended this term?</b>	<i>N</i>	<i>Percentages</i>
I attended all my classes.	2348	69.7
I missed one class.	668	19.8
I missed a few classes.	337	10.0
I miss class frequently.	15	0.4
I miss class most of the time.	2	0.1

- Respondents who indicated they are struggling in at least one course most frequently reported struggling to a moderate degree (39%) in the course with which they are having the most difficulty. (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, excluding respondents who selected N/A

- Of respondents who indicated they are struggling in at least one course, only about 1 out of 10 (11%) reported to a more than moderate degree having talked with the instructor of the course they are having the most difficulty with regarding their difficulties. (Table 20)
- Of respondents who are struggling in at least one course, about 9 out of 10 (87%) indicated to a more than moderate degree that they have turned in assigned homework in their most difficult course. (Table 20)
- Nearly 7 out of 10 respondents (69%) who are struggling in at least one course indicated to a more than moderate degree that they have done the required readings in their most difficult course. (Table 20)

**TABLE 20**  
**Recognizing and Correcting Course Struggles\***

Regarding the course you're having the most difficulty with, to what degree:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>				<i>Percentages</i>			
have you talked with your instructor regarding your difficulties?	1890	49.8	13.1	11.7	14.2	6.2	2.9	2.1
have you turned in assigned homework?	1836	1.4	1.5	2.1	8.0	7.5	19.6	60.0
have you done the required readings?	1866	2.3	3.7	7.0	18.0	16.0	23.1	30.0

\*Of respondents who indicated they are struggling in at least one course, excluding respondents who selected N/A

- Of respondents who are struggling in at least one course, about 7% reported that based on their current performance their grade would be an A in the course with which they are having the most difficulty; about 36% indicated theirs would be a B; and 45% reported theirs would be a C. (Table 21)
- About 53% of respondents who are struggling in at least one course reported that the course they are having the most difficulty with is not in their major. (Table 21)
- Nearly 9 out of 10 respondents (88%) indicated that they have decided what their major/program is or will likely be. (Table 22)

**TABLE 21**  
**Characteristics of Most Difficult Course\***

<b>Regarding the course you're having the most difficulty with:</b>		
	<i>N</i>	<i>Percentages</i>
based on your current performance, what would your grade be?		
A	111	6.7
B	591	35.7
C	746	45.0
D	162	9.8
F	47	2.8
what type of course is it?		
Course is in your major.	708	37.1
Course is not in your major.	1016	53.2
You have not selected a major.	185	9.7

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

**TABLE 22**  
**Commitment to Major**

<b>Have you decided what your major/program is or will likely be?</b>		
	<i>N</i>	<i>Percentages</i>
Yes	2968	88.0
No	405	12.0

- Of respondents who indicated they have decided what their major/program is or will likely be, about 9 out of 10 reported to a more than moderate degree that they are committed to it. (Table 23)
- Of those respondents who have decided what their major/program is or will likely be, more than 6 out of 10 (63%) stated to a more than moderate degree that they are making connections with other students in their major/program. (Table 23)
- Of those respondents who have decided what their major/program is or will likely be, more than 6 out of 10 (63%) stated to a more than moderate degree that they are making connections with faculty members in their major/program. (Table 23)

**TABLE 23**  
**Academic Major Program\***

<b>To what degree are you:</b>	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		<b>Not at all</b>			<b>Moderately</b>			<b>Extremely</b>
		<i>Percentages</i>						
committed to your major/program?	769	0.4	0.7	1.3	8.1	9.8	28.0	51.9
making connections with other students in your major/program?	762	3.7	4.2	6.8	14.3	17.2	25.6	28.2
making connections with faculty in your major/program?	763	5.0	6.9	6.2	18.6	19.3	22.1	21.9

\*Of those students who indicated they have decided what their major/program is or will likely be, excluding respondents who selected N/A

- Of respondents who indicated they have decided what their major/program is or will likely be, about 3 out of 10 reported they are very satisfied with the availability of major courses (28%), with their grades reflecting their level of performance in major classes (29%), or with the accessibility of instructors outside of class in their major or major program (29%). (Table 24)
- Of respondents who have decided what their major/program is or will likely be, about 1 out of 3 reported being very satisfied with the quality of teaching in major/program. (Table 24)
- Of respondents who have decided what their major/program is or will likely be, roughly 1 out of 4 indicated being very satisfied with feedback on assignments in major classes. (Table 24)

**TABLE 24**  
**Satisfaction with Academic Major Program\***

<b>How satisfied are you with:</b>		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>
		<b>Very</b>			<b>Neutral</b>			<b>Very</b>
		<b>dissatisfied</b>						<b>satisfied</b>
	<i>N</i>				<i>Percentages</i>			
the availability of major courses?	750	1.6	3.1	2.5	14.3	13.5	37.5	27.6
with your grades reflecting your level of performance in major classes?	728	0.3	0.1	3.0	17.9	16.8	32.8	29.1
accessibility of instructors outside of class in major or major/program?	728	0.3	0.1	3.0	17.9	16.8	32.8	29.1
quality of teaching in major/program?	738	0.4	1.1	2.7	13.6	14.2	35.0	33.1
feedback on assignments in major classes?	693	0.6	2.3	3.2	19.9	16.6	32.6	24.8

\*Of those students who indicated they have decided what their major/program is or will likely be, excluding respondents who selected N/A

- Nearly 9 out of 10 respondents (89%) reported to a more than moderate degree that overall they are keeping current with their academic work or are learning. (Table 25)
- More than 8 out of 10 respondents indicated to a more than moderate degree that overall they are motivated to complete their academic work (84%) or are satisfied with their academic life on campus (82%). (Table 25)
- About 3 out of 10 respondents (29%) reported to a more than moderate degree overall experiencing stress related to motivating themselves to get their work done on time. (Table 25)
- One out of 4 respondents reported to a more than moderate degree overall experiencing stress regarding being responsible for themselves. (Table 25)

**TABLE 25**  
**Academic Adjustment\***

<b>Overall, 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>
	<i>N</i>	<b>Not at all</b>			<b>Moderately</b>			<b>Extremely</b>
					<i>Percentages</i>			
keeping current with your academic work?	3364	0.3	0.6	1.2	9.1	14.9	42.6	31.4
motivated to complete your academic work?	3359	0.6	0.9	2.8	12.0	18.5	35.4	29.8
learning?	3352	0.3	0.5	1.5	9.1	18.1	41.2	29.4
satisfied with your academic life on campus?	3329	0.6	1.2	3.0	13.3	18.2	37.6	26.0
experiencing stress regarding being responsible for yourself?	3333	15.5	21.2	14.9	23.2	10.9	7.9	6.5
experiencing stress related to motivating yourself to get your work done on time?	3299	10.2	18.9	18.9	22.9	12.9	9.5	6.8

\*Excludes respondents who selected N/A

- More than half of respondents reported at least to a moderate degree that they have an uneasy, upset feeling before taking an examination (61%) or they perform worse on exams because they are worrying that they will do badly (53%). (Table 26)
- Nearly 2 out of 3 respondents (64%) reported at least to a moderate degree that they feel anxious about an exam even when they are well prepared. (Table 26)

**TABLE 26**  
**Test Anxiety\***

<b>When you have a test, 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>
	<i>N</i>	<b>Not at all</b>			<b>Moderately</b>			<b>Extremely</b>
					<i>Percentages</i>			
have an uneasy, upset feeling before taking an examination?	3315	8.1	15.3	16.2	25.5	12.7	11.3	11.0
feel anxious about an exam even when you're well prepared?	3310	8.2	13.7	14.2	23.7	14.7	13.1	12.4
perform worse on exams because you're worrying that you'll do badly?	3300	13.7	18.7	15.0	20.3	12.2	9.9	10.2

\*Excludes respondents who selected N/A





## ON-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

*Summary* Respondents who live on campus were asked to give information related to their current *on-campus* residence including their overall experiences, relationships with residents living with/near them, and ability to study in their living environment.

Nearly all survey respondents (97%) live on campus. Of those who do, at least 8 out of 10 reported to a more than moderate degree that they are able to study in their room/hall (83%) or sleep in their room (87%). About 9 out of 10 reported to a more than moderate degree that their roommate(s) respects their sleep time (89%) or property (93%). Nearly 2 out of 3 indicated they are having no problems at all with their roommate(s); only about 1 out of 20 reported having more than moderate problems.

- 
- Approximately 97% of respondents live on campus. (Table 27)

**TABLE 27**  
**Current Residence**

Do you live on campus?	<i>N</i>	<i>Percentages</i>
Yes	3273	96.7
No	111	3.3

- About 7 out of 10 respondents who live on campus (69%) indicated to a more than moderate degree that they are hanging out with other residents. (Table 28)

- Fewer respondents who live on campus reported to a more than moderate degree that they are making friends with others in the hall/building (63%) or are satisfied with the social activities there (59%). (Table 28)
- At least 8 out of 10 respondents (82%) who live on campus specified to a more than moderate degree that they are adjusting to living in on-campus housing. (Table 28)
- More than 8 out of 10 respondents living on campus reported to a more than moderate degree that they are able to study in their room/hall (83%) or sleep in their room (87%). (Table 28)
- Most frequently respondents who live on campus (92%) reported there are two people assigned to live in their bedroom including themselves. (Table 29)
- About 9 out of 10 respondents who live on campus and have at least one roommate reported to a more than moderate degree that their roommate(s) respects their sleep time (89%) or property (93%). (Table 30)
- Of those who live on campus and have at least one roommate, only about 1 out of 20 reported having more than moderate problems overall with their roommate(s). (Table 31)

**TABLE 28**  
**On-Campus Living Experience\***

To what degree are you:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
hanging out with other residents?	3222	2.1	4.9	6.4	17.3	17.9	25.6	25.8
making friends with others in the hall/building?	3219	2.4	7.0	9.0	18.4	17.1	22.6	23.5
satisfied with the social activities in your hall/building?	3194	3.2	5.3	8.7	23.6	18.0	22.5	18.7
adjusting to living in on-campus housing?	3222	1.0	1.9	2.4	12.9	15.0	32.8	34.0
able to study in your room/hall?	3215	1.0	1.4	3.2	11.4	15.2	35.1	32.8
able to sleep in your room?	3183	0.7	1.5	2.6	8.3	10.3	31.4	45.1

\*Of respondents who are currently living on campus, excluding respondents who selected N/A

**TABLE 29**  
**Number of Roommates\***

How many people are assigned to live in your bedroom including yourself?		<i>N</i>	<i>Percentages</i>
One		217	6.7
Two		2964	91.7
Three		40	1.2
More than three		10	0.3

\*Of respondents who are currently living on campus

**TABLE 30**  
**Roommate Issues\***

To what degree do your roommate(s):	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
respect your sleep time?	2988	1.3	1.2	1.9	6.4	6.3	22.0	61.0
respect your property?	2967	0.9	0.6	1.1	4.1	4.8	18.3	70.2

\*Of respondents who are currently living on campus and have at least one roommate, excluding respondents who selected N/A

**TABLE 31**  
**Severity of Roommate Issues\***

Overall, to what degree are you having problems with your roommate(s)?		<i>N</i>	<i>Percentages</i>
(1) Serious problems		30	1.0
(2)		64	2.1
(3)		69	2.3
(4) Moderate problems		164	5.5
(5)		202	6.7
(6)		497	16.5
(7) No problems		1980	65.9

\*Of respondents who are currently living on campus and have at least one roommate

## OFF-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

*Summary* Respondents who live off campus were asked to give information related to their current *off-campus* residence including their overall experiences, their ability to study in their living environment, and their ability to find parking on campus.

Most respondents (88%) living off campus reported to a more than moderate degree that they are able to sleep in their room/home, and about 79% reported to that degree that they are able to study there. Fewer stated to a more than moderate degree that they are able to find parking on campus (62%). Most commonly, respondents living off campus (72%) reported being on campus predominantly days before 5 p.m.

Approximately 9 out of 10 respondents who live off campus (92%) reported being at least moderately satisfied with their overall living environment.

- 
- About 79% of respondents who live off campus reported to a more than moderate degree that they are able to study in their room/home, and nearly 88% indicated to that degree that they are able to sleep there. (Table 32)

- Fewer respondents (62%) who live off campus stated to a more than moderate degree that they are able to find parking on campus. (Table 32)
- Approximately 9 out of 10 respondents (92%) who live off campus reported being at least moderately satisfied with their overall living environment. (Table 32)
- At least 7 out of 10 respondents (72%) who live off campus stated that they are predominantly on campus days before 5 p.m., and the remaining respondents (28%) reported being on campus both days and evenings. (Table 33)
- At least 8 out of 10 respondents (83%) who live off campus stated that there is a convenient place for them to relax on campus between classes. (Table 33)
- More than one third of respondents who live off campus (36%) indicated that a lack of reliable transportation is not at all interfering with their ability to attend or arrive on time to class. (Table 34)

**TABLE 32**  
**Off-Campus Living Experience\***

To what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Not at all				Moderately			
	<i>N</i>	<i>Percentages</i>						
able to study in your room/home?	110	3.6	0.9	4.5	11.8	9.1	27.3	42.7
able to sleep in your room/home?	111	0.9	0.0	1.8	9.0	6.3	23.4	58.6
able to find parking on campus?	105	7.6	7.6	6.7	16.2	10.5	18.1	33.3
satisfied with your overall living environment?	110	2.7	1.8	3.6	10.0	11.8	34.5	35.5

\*Of respondents who are currently living off campus, excluding respondents who selected N/A

**TABLE 33**  
**Time Spent on Campus\***

	<i>N</i>	<i>Percentages</i>
<b>When are you predominantly on campus?</b>		
Days before 5 p.m.	80	72.1
Both days and evenings	31	27.9
Evenings after 5 p.m.	0	0.0
Never or rarely – I take courses online.	0	0.0
<b>Is there a convenient place for you to relax on campus between classes?</b>		
Yes	90	82.6
No	19	17.4

\*Of respondents who are currently living off campus

**TABLE 34**  
**Interference With Class Attendance\***

<b>To what degree is the following factor interfering with your ability to attend class or arrive on time to class?</b>								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
	<b>Extremely</b>			<b>Moderately</b>			<b>Not at all</b>	
	<i>N</i>	<i>Percentages</i>						
Lack of reliable transportation	111	7.2	1.8	5.4	19.8	9.0	20.7	36.0

\*Of respondents who are currently living off campus, excluding respondents who selected N/A

## STUDENT INTEGRATION AND UNIVERSITY EVALUATION

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

Approximately 28% of respondents who reported living away from home stated that they have communicated with their parents or guardians more than 10 times within the past week.

At least 4 out of 10 respondents who live away from home (42%) stated to a more than moderate degree that they miss their family back home, and 1 out of 4 (26%) reported as strongly missing their old friends who are not at Ball State.

About 8 out of 10 respondents indicated overall to a more than moderate degree that they belong here or are fitting in. More than 8 out of 10 respondents (83%) indicated to a more than moderate degree overall that they would choose Ball State again if they had it to do over, and 9 out of 10 respondents would to that degree recommend Ball State to someone who wants to attend college. Nearly 8 out of 10 respondents (78%) rated their experience at Ball State as very good, excellent, or exceptional overall.

- 
- Of respondents who reported living away from home, approximately 72% indicated that they have communicated with their parents or guardians 10 times or less within the 7 days prior to completing the survey. (Table 35)

**TABLE 35**  
**Communication With Parents/Guardians\***

	N	Percentages
<b>How many times have you communicated with your parents/guardians (e.g., phone call, text message, email, etc.) within the past seven days?</b>		
5 times or less	1338	42.4
6 to 10 times	939	29.7
11 to 15 times	348	11.0
16 to 20 times	185	5.9
21 to 25 times	101	3.2
More than 25 times	247	7.8

\*Of respondents who reported that they live away from home

- Of respondents who reported living away from home, about 42% stated to a more than moderate degree that they miss their family back home. (Table 36)
- Nearly 26% of respondents who live away from home indicated to a more than moderate degree that they miss their old friends who are not at Ball State, and about 55% reported to that degree that they miss their boyfriend or girlfriend who is not here. (Table 36)

- About 16% of respondents who live away from home stated to a more than moderate degree that they think about going home all the time. (Table 36)
- Of respondents who live away from home, about 14% stated to a more

than moderate degree that they feel an obligation to be at home or feel that attending college is pulling them away from their community at home. Fewer (11%) indicated to that degree that they regret leaving home to go to school. (Table 36)

**TABLE 36  
Homesickness\***

To what degree do you:	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
		Percentages						
miss your family back home?	3216	13.4	14.1	14.2	27.1	12.9	12.8	5.5
miss your old friends who are not at this school?	3208	19.2	18.3	16.8	20.2	10.6	9.6	5.3
miss your boyfriend/girlfriend who is not at this school?	1959	34.5	13.0	7.2	9.3	4.0	5.7	26.3
regret leaving home to go to school?	3196	3.2	3.8	3.7	7.9	7.2	16.1	58.0
think about going home all the time?	3200	5.5	5.1	5.8	12.7	11.4	27.1	32.4
feel an obligation to be at home?	3191	4.6	4.7	4.7	12.3	9.8	19.2	44.8
feel that attending college is pulling you away from your community at home?	3164	4.4	4.2	5.1	10.1	8.4	18.0	49.7

\*Of respondents who reported that they live away from home, excluding respondents who selected N/A

- Roughly 8 out of 10 respondents stated to a more than moderate degree overall that they belong at Ball State or are fitting in. (Table 37)

- At least 7 out of 10 respondents reported being more than moderately satisfied overall with their social life on campus. (Table 37)

**TABLE 37  
Sense of Belonging\***

Overall, to what degree:	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		Percentages						
do you belong here?	3358	1.4	1.9	2.9	13.2	15.6	31.1	33.9
are you fitting in?	3352	1.2	2.4	4.3	12.2	16.9	31.7	31.2
are you satisfied with your social life on campus?	3338	2.6	4.6	6.5	15.5	15.5	27.0	28.3

\*Excludes respondents who selected N/A

- Approximately 3 out of 4 respondents reported to a more than moderate degree that they are connecting with people

on the Ball State campus who share common interests with them (75%) or include them in their activities (76%). (Table 38)

- Approximately 83% of respondents indicated to a more than moderate degree that they are connecting with people on this campus who they like. (Table 38)

- At least half of respondents stated that more than half of the time they sleep enough (56%) or exercise the amount of time to remain physically healthy (53%). (Table 39)

**TABLE 38**  
**Meeting Others\***

<b>On this campus, to what degree are you connecting with people:</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>						
who share common interests with you?	3364	1.4	2.4	4.3	17.2	16.2	28.7	29.8
who include you in their activities?	3353	1.6	2.8	5.2	14.0	14.9	30.2	31.1
you like?	3364	0.8	1.5	3.3	11.6	12.0	30.6	40.1

\*Excludes respondents who selected N/A

**TABLE 39**  
**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 at all</b>			<b>Half of the time</b>			<b>Always</b>
	<i>N</i>	<i>Percentages</i>						
sleep enough (i.e., not tired most days)?	3360	3.0	5.5	8.2	27.0	28.0	22.1	6.1
exercise the amount of time to remain physically healthy?	3339	3.2	7.7	13.2	22.7	18.5	19.9	14.8

\*Excludes respondents who selected N/A

- More than 8 out of 10 respondents (83%) reported overall to a more than moderate degree that they would choose Ball State again if they had it to do over. (Table 40)

- Nine out of 10 respondents indicated overall to a more than moderate degree that they would recommend Ball State to someone who wants to attend college. (Table 40)

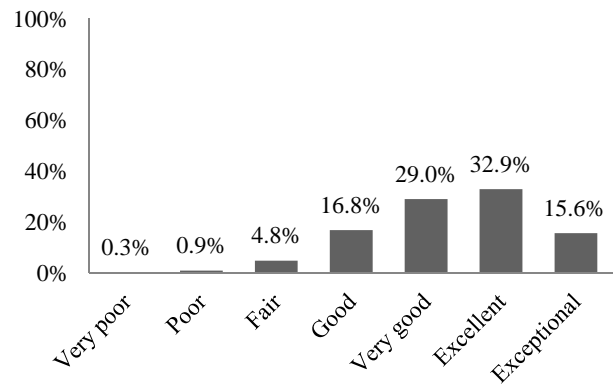
**TABLE 40**  
**Choice of Ball State**

<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 institution again if you had it to do over?	3334	1.9	1.8	2.5	11.0	11.2	28.3	43.2
would you recommend this institution to someone who wants to attend college?	3315	0.5	0.8	0.8	7.8	10.8	29.7	49.6

\*Excludes respondents who selected N/A

- Nearly 8 out of 10 respondents (78%) rated their experience at Ball State as very good, excellent, or exceptional overall. (Figure 4)

**Figure 4**  
**Overall, please rate your experience at this institution.**





## STUDENT ATHLETE EXPERIENCES

*Summary* Respondents who indicated they are student athletes were asked to report about their involvement with Ball State athletics, when their sport is played, how much of their time they expect to spend on their sport, and what impact they feel their sport will have on their academics.

Four percent of respondents indicated that they are student athletes at Ball State; of those, about 86% reported they are currently actively training for their sport.

More than half of the student athletes surveyed (58%) indicated that none of their tuition, fees, and living expenses is covered by an athletic scholarship.

Approximately 86% of student athlete respondents expect to spend more than 10 hours in an average week on their sport this term. About one fourth (24%) of surveyed student athletes indicated to a more than moderate degree that they feel they will have to miss class this term due to their student sport activities or they will have difficulty balancing their study time with the time spent on these activities.

- 
- About 1 out of 20 respondents (4%) reported being student athletes at Ball State. (Table 41)
  - Of those respondents, 9 out of 10 reported that this is their first term as a student athlete at Ball State; and roughly 86% reported that they are currently actively training for their sport. (Table 41)

- Of respondents who are student athletes, about half (52%) reported that their sport is played predominantly in the fall, roughly 19% in the winter, and nearly 29% in the spring. (Table 41)
- Nearly 6 out of 10 student athlete respondents (58%) indicated that none of their tuition, fees, or living expenses is covered by an athletic scholarship. (Table 41)
- Approximately 86% of student athlete respondents indicated that they expect to spend more than 10 hours on average per week on their sport during this term. (Table 41)
- More than three fourths of surveyed student athletes (78%) indicated that they would continue playing their sport at Ball State if they do not get sufficient playing time. (Table 41)
- More than one third of student athlete respondents (35%) reported wanting to play their sport professionally. Of those who do, approximately half (51%) are at least moderately confident that they will be drafted or offered the opportunity to play at the professional level. (Table 41)
- About one fourth of student athlete respondents (24%) indicated to a more than moderate degree that they feel they will miss class this term due to their student sport activities or they will have difficulty balancing their study time with the time spent on these activities. (Table 42)

**TABLE 41**  
**Student Athlete Characteristics**

	N	Percentages
<b>Are you a student athlete (i.e., on a college/university sponsored athletic team) at this institution?</b>		
Yes	135	4.0
No	3249	96.0
<b>Is this your first term as a student athlete at Ball State?*</b>		
Yes	122	90.4
No	13	9.6
<b>Are you actively training for your sport now?*</b>		
Yes	116	85.9
No	19	14.1
<b>Which term is your sport predominantly played?*</b>		
Fall	69	52.3
Winter	25	18.9
Spring	38	28.8
<b>What percentage of your tuition, fees, living expenses is covered by an athletic scholarship?*</b>		
None	78	58.2
About a quarter	13	9.7
About half	10	7.5
About three quarters	5	3.7
All or nearly all	28	20.9
<b>During this term, how many hours on average per week do you expect to spend on your sport (e.g., conditioning, training, traveling for games or events, playing your sport)?*</b>		
None	6	4.5
1 to 5 hours	13	9.8
6 to 10 hours	0	0.0
11 to 15 hours	35	26.3
16 to 20 hours	39	29.3
21 to 25 hours	25	18.8
More than 25 hours	15	11.3
<b>If you do not get sufficient playing time at Ball State, which of the following would likely happen?*</b>		
Continue playing the sport at this institution	101	77.7
Drop out of the sport but continue your education at Ball State	13	10.0
Transfer to another institution	16	12.3
<b>Do you want to play your sport professionally?*</b>		
Yes	46	35.4
No	54	41.5
My sport is not available at the professional level.	30	23.1
<b>To what degree are you confident that you'll be drafted or offered the opportunity to play at the professional level?***</b>		
Not at all (1)	12	19.7
(2 and 3)	18	29.5
Moderately (4)	16	26.2
(5 and 6)	10	16.4
Extremely (7)	5	8.2

\*Of respondents who indicated they are student athletes

\*\*Of respondents who indicated they are student athletes and want to play their sport professionally

**TABLE 42**  
**Student Athletics - Effect on Academics\***

<b>To what degree do you feel the following will happen this term?</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 class due to your student sport activities	129	8.5	10.1	5.4	17.8	10.1	14.0	34.1
Have difficulty balancing your study time with the time spent on your student sport activities	129	4.7	7.0	12.4	25.6	17.1	11.6	21.7

\*Of respondents who indicated they are student athletes, excluding respondents who selected N/A



## STUDENT FRATERNITY/SORORITY EXPERIENCES

*Summary* Respondents who are in a fraternity or sorority were asked to report on their involvement with their organization, to specify how much time they expect to spend on chapter-related activities, and to indicate what impact this affiliation will have on their academics.

More than 1 out of 10 respondents (11%) reported being an active member of or pledging to a fraternity or sorority this term. Of those, less than half (40%) stated that they expect to spend on average less than 6 hours per week this term on chapter-related activities.

More than 1 out of 10 active or pledging fraternity or sorority members (14%) noted that it is at least moderately likely they will miss class this term due to

their organization's events, and roughly 1 out of 4 (24%) reported thinking it is at least moderately likely they will have difficulty balancing their study time with the time spent on their organization's events.

- 
- Approximately 11% of respondents reported that they are an active fraternity or sorority member or are pledging this term. Of those, about 82% stated that they affiliated this term. (Table 43)
  - Six out of 10 fraternity or sorority respondents indicated that they expect to spend on average 6 or more hours per week during this term on chapter-related activities. (Table 43)

**TABLE 43**  
**Fraternity/Sorority Characteristics**

	N	Percentages
<b>Are you an active fraternity/sorority member or pledging to a fraternity/sorority this term?</b>		
Yes	375	11.2
No	2972	88.8
<b>Did you affiliate (including new member activities) with your fraternity/sorority this term?*</b>		
Yes	303	82.1
No	66	17.9
<b>During this term, how many hours on average per week do you expect to spend on chapter-related activities?*</b>		
None	27	7.3
1-5 hours	121	32.8
6 or more hours	221	59.9

\*Of respondents who indicated they are an active member of or pledging to a fraternity or sorority this term

- About 14% of respondents who are affiliated with a sorority or fraternity reported that it is at least moderately likely they will miss class this term due to their organization's events. (Table 44)
- Approximately 24% of sorority or fraternity respondents indicated it is at least moderately likely they will have difficulty balancing their study time this term with the time spent on their organization's events. (Table 44)

**TABLE 44**  
**Fraternity/Sorority Affiliation – Effect on Academics\***

<b>How likely do you think it is that you will do or experience each of the following during this term:</b>		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
Miss class due to fraternity/sorority events	358	57.0	22.1	7.0	9.2	1.4	2.5	0.8
Have difficulty balancing your study time with the time spent on your fraternity/sorority events	352	31.8	26.7	17.3	16.5	4.8	2.0	0.9

\*Of respondents who indicated they are an active member of or are pledging to a fraternity or sorority this term, excluding respondents who selected N/A

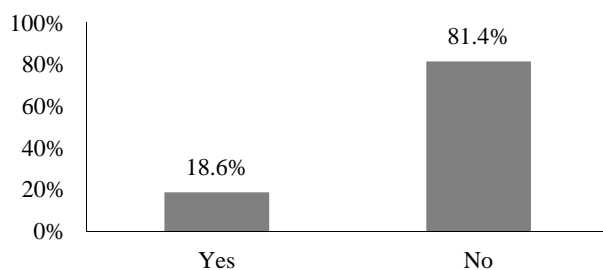
## CAREER SERVICES EXPERIENCES AND EXPECTATIONS

*Summary* Respondents were asked to report on their involvement with Career Services and to specify the degree to which they need assistance from that office.

Fewer than 2 out of 10 respondents indicated that they have interacted with Career Services; but about 4 out of 10 respondents reported to a more than moderate degree that they need assistance with exploring careers, about half of respondents with various aspects of the job search, and more than one third of respondents with searching for graduate schools.

- Fewer than 2 out of 10 respondents (19%) reported that they have interacted with Career Services. (Figure 5)
- About 4 out of 10 respondents reported to a more than moderate degree needing assistance with exploring careers and more than 1 out of 3 with searching for graduate schools (36%). (Table 45)
- Nearly 6 out of 10 respondents (57%) indicated to a more than moderate degree that they need assistance with searching for jobs, half of respondents (50%) with writing resumes and cover letters, and fewer (45%) with interview skills. (Table 45)

**Figure 5**  
**Have you interacted with Career Services?**



**TABLE 45**  
**Career Services Assistance\***

To what degree do you need assistance with:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Not at all				Moderately			
	<i>N</i>	<i>Percentages</i>						
exploring careers?	3338	15.9	9.6	11.0	23.7	14.6	14.6	10.5
writing resumes and cover letters?	3333	7.4	6.6	9.8	25.9	19.1	19.1	12.1
interview skills?	3326	8.6	9.0	10.7	26.4	18.6	16.7	10.0
searching for jobs?	3307	6.8	5.4	7.0	23.7	18.7	22.8	15.6
searching for graduate schools?	3121	20.3	11.5	9.9	22.3	13.1	13.3	9.6

\*Excludes respondents who selected N/A





## **APPENDIX**

### **Open-Ended Items**

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



**For what other reasons will you transfer to another institution?**

- Family
- Offered a full ride to wrestle
- Prefer a Christian college environment
- Smaller college, different in the way it is untraditional, not having a real campus, also smaller classes. It is just different.
- Wanted to play a sport a different institution
- Was not accepted into academic program of choice

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

- Indiana State University
- Indiana University
- Indiana University Purdue University Fort Wayne
- Indiana University Purdue University Indianapolis
- Purdue University
- Purdue University Calumet
- University of Indianapolis

\*Resulting institutions were compiled into the nine most commonly cited institutions and are listed in alphabetical order.

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

- English
- Math
- History
- Chemistry
- Psychology
- Anatomy
- Astronomy

\*Resulting classes were compiled into the course subjects ranked by at least 50 people as most difficult. They are listed in order of their frequency.

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

- 20-30 minutes driving each way
- Children
- Commuter parking!
- Distance and time it takes to get to one class
- Distance between each class in the amount of time.
- Distractions
- Fatigue
- I live at home and my sister has four kids so when the kids are sick sometimes she might need me to miss class to help her.

**Please specify other factors that interfere with attendance or completing your homework (cont.).**

- I never really understand what my homework is or how to study if the teacher doesn't tell me directly.
- I suffer from severe migraines.
- I'm unhappy with my major, and I want to change it.
- It is extremely tough to find a parking spot in commuter lots when you come any time after 9 a.m. which in turn makes me late to class.
- Lack of self-discipline
- Learning to balance all my class work
- Money to commute
- Often forget class times
- Other commitments from home or other sources
- Over booking in commuter lots
- Personal health issues
- [Program name] practicum is likely to cause me to have to quite my evening job if I don't work it out to be able to work from a touch
- Snow and ice
- The backpacks are really heavy if we were able to rent lockers like we rent parking passes that would be really helpful and make them overnight lockers. The library ones are weren't the quarters.
- Time/not knowing exactly what to study
- Traffic
- Weather, bus rerouting (Jackson St. Bridge will be closed and I am unaware of the route they will now take, throwing off time calculations until discovered)
- Weather, evening study groups
- Work
- Work not on campus
- Working so many hours a week, then driving home.
- Working two jobs
- Time
- Too much homework at once from different professors
- Transportation to campus
- Traveling for soccer games on weekends. That is the only time I miss class.