



Office of Institutional Effectiveness

**FALL 2012
MAKING ACHIEVEMENT POSSIBLE SURVEY
(MAP-WORKS)
FIRST-YEAR STUDENT**

SUMMARY REPORT

VISION

*We seek to become recognized for providing bright and curious students
a holistic learning experience that occurs both in and out of the classroom;
for being relentlessly focused on learning outcomes;
for embracing and solving today's greatest educational challenges;
and for bringing fresh and pragmatic thinking to the problems
facing communities, businesses, and governments in Indiana and beyond.*

OIE

Office of Institutional Effectiveness
November 2012
OIE No. MWF-S2-2012



**FALL 2012 MAKING ACHIEVEMENT POSSIBLE SURVEY
(MAP-WORKS)**

FIRST-YEAR STUDENT SUMMARY REPORT



Amy Petts

Rebecca Costomiris
(Editor)

Office of Institutional Effectiveness
Ball State University
November 2012
OIE No. MWF-S2-2012

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 3,494 incoming first-year matriculates who were invited to participate in the Fall 2012 survey, 3,173 completed it for a 91% 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 (83%) indicated that they are extremely committed to completing their college degree, and at least 6 out of 10 (63%) 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 needs met through financial aid.

Personal Skills and Abilities

- About 7 out of 10 respondents rated their writing composition and reading comprehension skills as better than

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

- Regarding core academic and adaptation 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, about 9 out of 10 respondents stated that at least half of the time they are the kind of person who participates in class or works on large projects well in advance of the due date.
- Nearly all respondents (98%) 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

- Two out of 3 respondents reported being more than moderately certain they can do well in their hardest course.
- More than half of respondents (55%) stated to a more than moderate degree that they are interested in participating in a student organization.
- Nearly 9 out of 10 respondents (89%) reported that they spend 5 hours or less in an average week working for pay.

Initial Academic Experiences and Adjustment

- About 9 out of 10 respondents reported that they are taking five or more courses this term, and nearly 6 out of 10 respondents (57%) indicated they are struggling in at least one of their courses. Of respondents who are struggling, only about 14% 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 (87%) indicated 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 overall experiencing stress related to being responsible for themselves (22%) or motivating themselves to get their work done on time (26%).

On-Campus Living Characteristics and Experiences

- Nearly all survey respondents (95%) live on campus. Of those who do, about 85% reported to a more than moderate degree that they are adjusting to living in on-campus housing.
- Of respondents who live on campus (with at least one roommate), only about 1 out of 20 indicated having more than moderate problems overall with their roommate(s).

Off-Campus Living Characteristics and Experiences

- Of the roughly 5% of respondents who live off campus, about 2 out of 10 (22%) reported that the lack of reliable transportation to at least a moderate degree is interfering with their ability to attend class or arrive on time to class.
- Nearly all respondents (95%) 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 overall to a more than moderate degree that they belong at Ball State (82%) or are fitting in (80%).
- Only about 55% 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 (79%) 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.

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>APPENDIX: OPEN-ENDED ITEMS</u>	33

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.....	8
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	14
TABLE 17 – Weekly Behaviors.....	14
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 – Major Selection.....	17
TABLE 23 – Commitment to Major/Program	18
TABLE 24 – Academic Adjustment	19
TABLE 25 – Test Anxiety	19
TABLE 26 – Current Residence.....	21
TABLE 27 – On-Campus Living Experience.....	22
TABLE 28 – Number of Roommates.....	22
TABLE 29 – Roommate Issues	22

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

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 – What is the highest level of education you aspire to achieve?	13
Figure 4 – Regarding the course you’re having the most difficulty with, to what degree are you struggling?	16
Figure 5 – Overall, please rate your experience at this institution.	28

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 Institutional Effectiveness, 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 2012 survey.

Of the 3,494 first-year matriculates who were invited to complete the survey, 3,173 completed it for a response rate of 91%. For information regarding transfer student responses, please refer to the *Fall 2012 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 2012 semester and those who completed the survey.

Roughly 4 out of 10 respondents were male compared to about 41% of all fall first-year matriculates. About 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 half had a writing score as good. Nearly 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 2012 first-year matriculates who participated in *MAP-Works*.

TABLE 1
Demographic Characteristics

	Respondents	All Fall Incoming First-Years
	<i>Percentages</i>	
Gender*		
Female	60.4	58.9
Male	39.6	41.1
Ethnicity		
African American/Black	7.3	7.2
American Indian/Alaskan Native	0.2	0.3
Asian	0.9	0.9
Caucasian	84.4	84.3
Hispanic	3.3	3.4
Pacific Islander	0.1	0.1
Two or more races	2.6	2.7
Non-resident alien	0.3	0.4
Not specified	0.8	0.8

TABLE 1 (cont.)
Demographic Characteristics

	Respondents	All Fall Incoming First-Years
	<i>Percentages</i>	
Enrollment Status		
Full-time	99.6	99.3
Part-time	0.4	0.7
High School Graduation Year		
Before 2011	0.7	1.1
2011	0.8	0.9
2012	98.5	98.1

TABLE 2
Academic Characteristics

	Respondents		All Fall Incoming First-Years	
	<i>N</i>	<i>Percentages</i>	<i>N</i>	<i>Percentages</i>
SAT Verbal				
700 and above	46	1.8	50	1.7
600 – 699	350	13.4	379	13.2
500 – 599	1142	43.7	1257	43.6
400 – 499	1020	39.1	1135	39.4
Below 399	53	2.0	59	2.0
SAT Math				
700 and above	36	1.4	40	1.4
600 – 699	394	15.1	430	14.9
500 – 599	1171	44.8	1292	44.9
400 – 499	938	35.9	1038	36.0
Below 399	72	2.8	80	2.8
SAT Writing				
700 and above	21	0.8	23	0.8
600 – 699	288	11.0	308	10.7
500 – 599	1049	40.2	1147	39.8
400 – 499	1143	43.8	1281	44.5
Below 399	109	4.2	120	4.2
ACT Composite				
33 and above	6	0.4	7	0.4
28 – 32	186	11.8	197	11.6
23 – 27	563	35.8	601	35.3
18 – 22	759	48.2	827	48.6
Below 18	60	3.8	69	4.1

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.

Fewer than half of respondents (44%) 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.

Slightly fewer than 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 7 out of 10 reported that if they do leave Ball State they plan to transfer to another institution. Of respondents who indicated they plan to transfer to another institution, about 3 out of 4 stated that they did not intend to transfer when they entered Ball State.

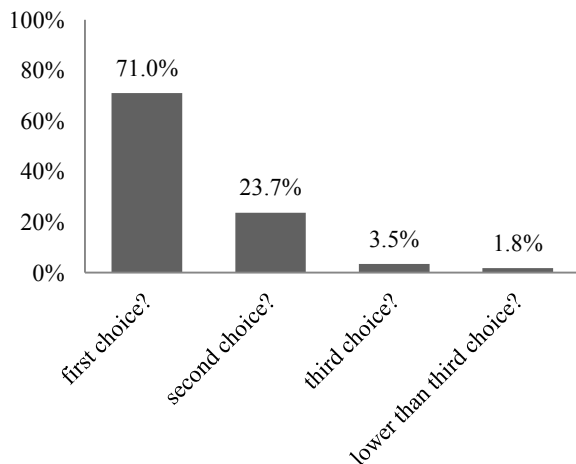
Approximately 1 of 10 respondents reported not receiving financial aid but being in need. Nearly 9 out of 10 respondents (88%) are at least moderately confident they can pay for the next term's tuition and fees or monthly living expenses.

-
- Roughly 44% of respondents reported that they earned mostly A's in high school, and approximately 42% earned mostly B's. (Table 3)
 - About 7 out of 10 respondents (71%) 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

Your cumulative GPA:	<i>N</i>	<i>Percentages</i>
Mostly A's (GPA of 3.50 or higher)	1375	43.6
Mostly B's (GPA of 3.00 to 3.49)	1321	41.8
Mostly B's and C's (GPA of 2.50 to 2.99)	440	13.9
Mostly C's (GPA of 2.00 to 2.49)	19	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 (83%) 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 about 74% for the next academic year. About 63% 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 68% stated that if they do leave they plan to transfer to another institution; roughly 4% plan to do a study abroad opportunity or co-op internship away from Ball State. Fewer than 1 out of 20 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, nearly a quarter indicated that they intended to transfer when they entered Ball State. (Table 5)
- Of respondents who indicated they plan to transfer to another institution, approximately 39% stated that if they decide to do so the most likely cause would be that they wanted a different location, and for 18% it would be because they wanted a different social environment. (Table 5)

TABLE 4
Commitment to College*

To what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
are you committed to completing your college degree?	3081	0.6	0.1	0.3	3.2	3.1	10.2	82.5
are you committed to completing your college degree at this institution?	3129	0.9	0.5	1.2	8.2	8.8	17.1	63.4
do you intend to come back to this institution for Spring term?	3155	0.5	0.3	0.7	2.4	2.3	6.1	87.6
do you intend to come back to this institution for the next academic year?	3103	1.2	0.5	1.4	6.1	5.8	11.2	73.8

*Excludes respondents who selected N/A

TABLE 5
Transfer Intentions

	N	Percentages
If you do leave this institution, which of the following best describes your plan?*		
I do not plan to attend any college or university.	7	3.7
I plan to take some time off and come back to this institution in the future.	18	9.5
I plan to transfer to another institution.	130	68.4
I plan to do a study abroad opportunity or co-op internship away from this institution.	7	3.7
I plan to graduate with a certificate/licensure.	21	11.1
Other	7	3.7
Did you intend to transfer when you entered this institution?***		
Yes	32	24.8
No	97	75.2
If you decide to transfer to another institution, what would be the most likely cause?***		
Wanted a different location	50	39.1
Wanted a different academic program (changed majors, [my] major isn't offered here, etc.)	14	10.9
Financial issues (too expensive, get more financial aid somewhere else)	19	14.8
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	8	6.3
Wanted a different social environment (don't fit in here, ...)	23	18.0
Pursue a degree not offered at my institution (e.g., master's degree, bachelor's degree, associate degree)	3	2.3
Other reasons	11	8.6

*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 (63%) indicated that at least half of their financial need is being met through financial aid, and 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)
- More than half of respondents (55%) 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

What percentage of your financial need is being met through financial aid (loans, grants, scholarships)?		
	<i>N</i>	<i>Percentages</i>
Not receiving financial aid and don't need financial aid	286	12.4
Not receiving financial aid but need financial aid	218	9.5
About 25%	357	15.5
About 50%	297	12.9
About 75%	321	14.0
All or nearly all	821	35.7

TABLE 7
Financial Expectations*

To what degree are you confident that you can pay for:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
next term's tuition and fees?	3126	2.9	3.8	5.3	18.9	16.6	20.9	31.5
monthly living expenses? ¹	3076	2.7	3.5	5.9	17.6	17.1	22.8	30.4
social activities? ²	3120	4.2	7.0	11.3	22.4	17.4	16.9	20.9

*Excludes respondents who selected N/A

¹For example: room, board, utilities, rent

²For 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 (61%) rated their math ability that highly.

Roughly 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 (79%) stated that more than half of the time they are the kind of person who participates in class; more than half of respondents (56%) indicated they are the kind of person who communicates with instructors outside of class that often.

More than 8 out of 10 respondents (84%) reported to a more than moderate degree that they are the kind of person who is self-disciplined, and about 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, nearly 9 out of 10 respondents (86%) indicated to a more than moderate degree that they know what is expected of them in their classes to be successful; and about 8 out of 10 respondents (79%) reported to a more than moderate degree that they know how to allocate the correct amount of time to assignments.

-
- Nearly 8 out of 10 respondents (79%) rated their problem-solving skills as above average. (Table 8)
 - Roughly 7 out of 10 respondents rated their writing composition or reading comprehension skills as better than average. (Table 8)
 - Fewer respondents (61%) 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	3147	0.4	2.0	7.1	20.2	34.8	25.4	10.2
Reading comprehension	3130	0.4	2.2	7.0	19.8	29.4	27.4	13.7
Math ability	3133	0.9	4.4	10.8	22.5	26.5	24.0	10.9
Problem-solving skills	3134	0.2	0.7	3.8	16.4	31.5	31.9	15.4

*Excludes respondents who selected N/A

- Approximately 3 out of 4 respondents reported that they are always the kind of person who attends class; almost all respondents (99%) 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)
- About 1 out of 4 respondents (23%) reported always being the kind of person who spends sufficient study time to earn good grades; more than 9 out of 10 respondents (94%) 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) Not at all	(2)	(3)	(4) Half of the time	(5)	(6)	(7) Always
	<i>N</i>				<i>Percentages</i>			
attends class?	3161	0.1	0.1	0.3	1.2	2.1	21.4	74.7
takes good notes in class?	3155	0.3	0.5	1.2	5.2	16.0	35.8	41.0
turns in required homework assignments?	3138	0.1	0.1	0.5	1.9	5.0	23.8	68.5
spends sufficient study time to earn good grades?	3157	0.5	1.5	3.6	11.8	26.4	33.4	22.8

*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)
- At least 7 out of 10 respondents (72%) 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)
- Nearly 6 out of 10 respondents (56%) stated that more than half of the time they are the kind of person who communicates with instructors outside of class. (Table 10)

TABLE 10
Advanced Academic Behaviors*

To what degree are you the kind of person who:		(1) Not at all	(2)	(3)	(4) Half of the time	(5)	(6)	(7) Always
	<i>N</i>				<i>Percentages</i>			
participates in class?	3146	0.7	2.8	5.4	12.7	22.3	31.1	25.1
communicates with instructors outside of class?	3144	3.9	8.3	13.2	18.8	21.1	20.2	14.5
works on large projects well in advance of the due date?	3145	0.8	2.6	7.5	16.9	23.2	28.2	20.9

*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 (91%) or follows through with what they say they are going to do (90%). (Table 11)

- More than 8 out of 10 respondents reported to a more than moderate degree that they are the kind of person who is self-disciplined (84%) or the kind of person who balances time between classes and other activities (82%). (Table 11)
- At least 3 out of 4 respondents (77%) indicated to a more than moderate degree that they are the kind of person who plans out their time. (Table 11)
- Nearly 2 out of 3 respondents (64%) 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*

To what degree are you the kind of person who:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
is self-disciplined?	3159	0.3	0.9	2.6	12.5	23.1	35.9	24.8
follows through with what you say you're going to do?	3143	0.0	0.3	1.5	7.8	19.3	41.1	30.0
is dependable?	3149	0.1	0.3	0.9	3.7	11.4	39.6	44.1
shows up on time?	3134	0.2	0.6	1.7	6.3	11.1	33.9	46.2
plans out your time?	3145	0.6	1.7	5.9	14.9	21.6	28.6	26.7
makes “to-do lists”?	3125	5.1	5.6	10.0	15.6	15.6	19.6	28.5
balances time between classes and other activities? ¹	3140	0.3	1.1	3.7	13.4	20.7	35.1	25.8

*Excludes respondents who selected N/A

- Nearly 9 out of 10 respondents (86%) reported to a more than moderate degree that they know what is expected of them in their classes to be successful. (Table 12)
- Approximately 8 out of 10 respondents (79%) indicated to a more than moderate degree that they know how to allocate the correct amount of time to assignments. (Table 12)
- Fewer than 2 out of 10 respondents (17%) 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 1 out of 10 respondents indicated to a more than moderate degree that family obligations (11%) or work obligations (10%) interfere with completing homework or they feel they are unable to balance major commitments in their lives (14%). (Table 12)

TABLE 12
College Student Role*

Thinking about your role as a college student, to what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
do family obligations interfere with completing homework?	3098	56.6	18.2	5.6	9.0	3.6	4.2	2.9
do work obligations interfere with completing homework?	2815	71.2	9.4	3.7	6.2	3.0	2.8	3.7
do you feel you are unable to balance major commitments in your life? ¹	3134	15.8	31.1	20.7	18.9	7.3	4.6	1.6
do you feel there is not enough time during the regular school week to do everything that is expected of you?	3104	15.7	27.3	19.8	19.8	8.8	5.4	3.1
do you know what is expected of you in your classes to be successful?	3142	0.5	0.4	1.3	11.5	18.7	39.1	28.5
do you know how to allocate the correct amount of time to assignments?	3113	0.4	1.2	2.9	16.7	25.0	34.3	19.4

*Excludes respondents who selected N/A

¹For example: studying, social life, relationships, working, etc.

GOALS, BEHAVIORS, AND EXPECTATIONS

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

Sixty-seven percent of respondents indicated they are more than moderately certain they can do well in their hardest course.

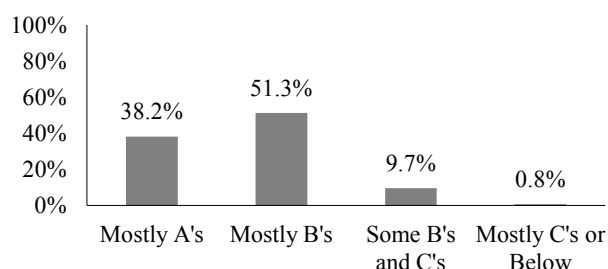
Approximately 1 out of 10 respondents (12%) reported spending 2.5 hours or more studying for a test in high school, but nearly 6 out of 10 respondents (57%) reported they expect to spend that amount of time studying for a test in college.

More than half of respondents (55%) indicated to a more than moderate degree that they are interested in participating in a student organization, but fewer than half (44%) indicated they are interested in major/ academic field organizations to that same degree.

Only about one fifth of the respondents (17%) 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. Only about 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.

- Nearly 4 out of 10 respondents (38%) reported that they think they will earn mostly A's this term, and at least half of respondents (51%) think they will earn mostly B's. (Figure 2)

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



- At least 8 out of 10 respondents reported to a more than moderate degree that they are certain they can do well on all problems and tasks assigned in their courses (81%) or persevere on class projects even when there are challenges (82%). (Table 13)
- Two out of 3 respondents 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?	3145	0.3	0.6	2.1	16.3	26.6	40.0	14.0
do well in your hardest course?	3133	1.1	2.1	6.9	22.9	30.5	27.2	9.3
persevere on class projects even when there are challenges?	3117	0.4	0.5	2.6	14.9	24.8	37.6	19.3

*Excludes respondents who selected N/A

- Roughly 55% of respondents reported that they spent an hour or more on average studying for a test in high school, while nearly all respondents (96%) reported they expect to spend that amount of time studying for a test in college. (Table 14)
- The majority of respondents (74%) reported that the highest level of education they aspire to achieve is either a bachelor's (39%) or a master's degree (35%). (Figure 3)
- More than half of respondents (55%) are more than moderately interested in participating in a student organization. (Table 15)
- At least 44% of respondents indicated to a more than moderate degree that they are interested in a campus or community service organization (47%) or major/academic field organizations (44%). (Table 15)
- About 1 out of 3 respondents (34%) reported being more than moderately interested in intramural athletics. (Table 15)
- Approximately 3 out of 10 respondents indicated to a more than moderate degree that they are interested in religious (27%) or special interest organizations (30%). (Table 15)
- A quarter of respondents indicated they are more than moderately interested in holding a leadership position in a college/university student organization. (Table 15)
- About 2 out of 10 respondents reported more than moderate interest in music, drama, and arts organizations (22%) or student media (18%). (Table 15)
- About 1 out of 10 respondents reported being more than moderately interested in student government (10%), political organizations (9%), or racial/ethnic organizations (8%). (Table 15)

TABLE 14
Study Time

How many hours, on average:		None	30 min	1 hr	1.5 to 2 hrs	2.5 hours or more
	<i>N</i>			<i>Percentages</i>		
did you spend studying for a test in high school?*	1117	17.6	27.1	21.9	21.1	12.3
do you expect to spend studying for a test in college?*	1116	1.3	2.6	9.9	29.3	57.0

*Because of glitches to the *MAP-Works* system this administration, not all students received these questions.

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

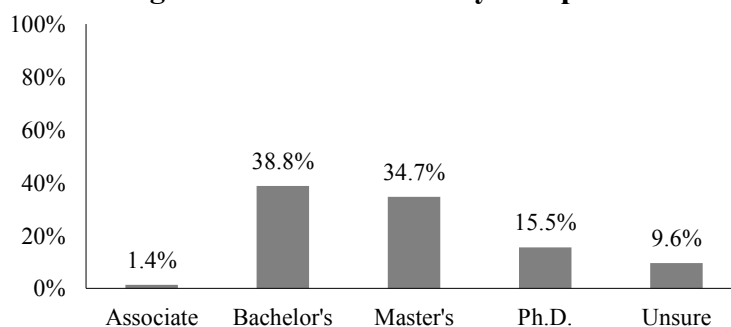


TABLE 15
Student Activities and Involvement*

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>						
participating in a student organization?	3130	6.5	7.1	6.9	24.6	14.9	16.4	23.6
holding a leadership position in a college/university student organization?	3105	22.2	15.9	15.6	21.0	10.2	7.7	7.3
campus or community service organizations?	3142	8.9	9.3	9.4	25.6	16.4	15.3	15.1
intramural athletics?	3132	26.5	10.9	9.8	18.7	10.4	11.7	12.0
major/academic field organizations?	3102	11.5	8.8	9.6	25.8	15.4	15.1	13.7
music, drama, and arts organizations?	3129	39.5	14.4	9.7	14.9	6.6	5.6	9.3
political organizations?	3119	56.2	16.5	7.5	10.8	3.8	2.9	2.2
racial or ethnic organizations?	3118	60.6	13.8	6.4	10.7	2.7	2.7	3.0
religious organizations?	3110	39.6	10.3	7.3	15.9	7.2	8.7	11.0
special interest organizations?	3108	26.1	11.0	9.7	23.5	10.8	11.3	7.5
student government?	3113	51.8	15.8	9.7	12.4	4.0	3.8	2.5
student media?	3126	47.9	13.7	8.3	12.5	5.5	4.9	7.1

*Excludes respondents who selected N/A

¹For example: sporting events, plays, art exhibits, etc.

- Approximately 17% 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 23% reported sleeping 5 to 6.5 hours. (Table 16)
- Roughly 3 out of 10 respondents (31%) reported that in an average day they spend 5 or more hours relaxing or socializing. (Table 16)
- At least 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 or fewer hours in an average week exercising or playing sports, and about 9 out of 10 (89%) 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?	3162	1.0	0.8	4.2	23.0	54.3	16.7
relaxing or socializing?	3132	11.7	28.6	28.3	16.6	6.7	8.1

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? ¹	3131	32.4	34.1	16.0	8.6	8.9
working for pay?	3155	89.3	4.2	2.4	1.9	2.1
exercising or playing sports?	3119	64.6	25.7	5.4	2.7	1.6

¹For 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.

Approximately 9 out of 10 respondents indicated that they are taking five or more courses this term, and about 6 out of 10 respondents (57%) reported struggling in one or more of their courses. About two thirds of 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 (87%) reported to a more than moderate degree overall that they are learning. As many respondents (87%) indicated that they have decided what their major/program is or will likely be.

About 1 out of 4 respondents (22%) reported to a more than moderate degree experiencing stress related to being responsible for themselves or motivating themselves to get their work done on time (26%).

At least 8 out of 10 respondents (81%) reported being more than moderately satisfied with their academic life on campus.

-
- Approximately 9 out of 10 respondents 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)
 - About 9 out of 10 respondents (89%) stated that they have missed at most one of their scheduled classes this term. (Table 19)

TABLE 18
Current Courses

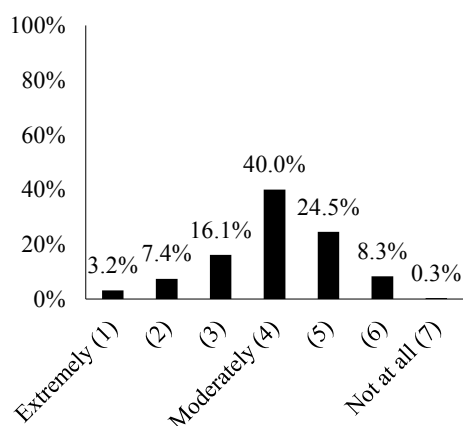
		0	1	2	3	4	5	More than 5
	<i>N</i>	<i>Percentages</i>						
How many courses are you taking?	3165	0.1	0.0	0.0	0.2	9.3	59.6	30.7
Of those, how many courses are you struggling in?	3163	42.9	35.4	17.6	3.1	0.5	0.3	0.1

TABLE 19
Class Attendance

How many of your scheduled classes have you attended this term?	<i>N</i>	<i>Percentages</i>
I attended all my classes.	2031	66.0
I missed one class.	693	22.5
I missed a few classes.	343	11.1
I miss class frequently.	11	0.4
I miss class most of the time.	0	0.0

- Respondents (40%) who indicated they are struggling in at least one course most frequently reported struggling to a moderate degree in the course with which they are having the most difficulty. (Figure 4)

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



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

- Of respondents who indicated they are struggling in at least one course, only about 1 out of 10 (14%) 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)
- Roughly 7 out of 10 respondents (72%) 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)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all		Moderately			Extremely	
	<i>N</i>	<i>Percentages</i>						
have you talked with your instructor regarding your difficulties?	1790	46.3	14.2	11.5	14.2	7.5	4.1	2.2
have you turned in assigned homework?	1743	1.6	1.6	2.6	6.9	6.8	20.4	60.1
have you done the required readings?	1759	2.3	3.8	6.1	15.3	18.9	23.0	30.5

*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, fewer than 1 out of 10 (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 4 out of 10 indicated theirs would be a B (38%) or a C (41%). (Table 21)
- About half 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 (87%) indicated that they have decided what their major/program is or will likely be. (Table 22)

TABLE 21
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	105	7.3
B	548	38.1
C	586	40.8
D	134	9.3
F	65	4.5
what type of course is it?		
Course is in your major.	746	41.3
Course is not in your major.	906	50.1
You have not selected a major.	155	8.6

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

TABLE 22
Major Selection

Have you decided what your major/program is or will likely be?		
	<i>N</i>	<i>Percentages</i>
Yes	2460	87.4
No	354	12.6

- Of respondents who indicated they have decided what their major/program is or will likely be, about 3 out of 10 (31%) reported having completed at least one credit hour in their major/program. (Table 23)
- Of respondents who have decided what their major/program is or will likely be, at least 4 out of 10 (43%) indicated that they need to be accepted by their college/school to complete a degree in their major/program. Of these students, nearly 1 out of 4 (23%) stated that if they were not accepted they would reapply for the next term. (Table 23)
- Of those respondents who indicated they have not yet selected a major/program, more than 1 out of 3 (36%) is experiencing extreme levels of stress doing so. (Table 23)
- Only about 2 out of 10 respondents reported having interacted with Career Services (21%). (Table 23)

TABLE 23
Commitment to Major/Program

	<i>N</i>	<i>Percentages</i>
How many credit hours have you completed in your major/program?*		
None	1492	69.3
1 to 5 hours	294	13.7
6 to 10 hours	68	3.2
11 to 15 hours	140	6.5
16 or more hours	159	7.4
Do you have to be accepted by your college/school to complete a degree in your major/program?*		
Yes	1197	42.5
No	1622	57.5
What would likely happen if you were not accepted into your major/program?*		
Don't need to be accepted/already accepted	904	39.5
Reapply for next term	521	22.8
Change majors but stay at Ball State	142	6.2
Transfer to another institution	204	8.9
Don't know	518	22.6
If you have not yet selected a major/program, to what degree are you experiencing stress doing so?***		
Extremely (6,7)	121	35.7
Moderately (3,4,5)	179	52.8
Not at all (1,2)	39	11.5
Have you interacted with Career Services?		
Yes	653	20.6
No	2510	79.4

*Of respondents who have decided what their major/program is or will likely be

** Of respondents who have not yet selected a major/program

- Nearly 9 out of 10 respondents (87%) reported to a more than moderate degree overall that they are keeping current with their academic work or are learning. (Table 24)
- More than 8 out of 10 respondents indicated to a more than moderate degree overall that they are motivated to complete their academic work (82%) or are satisfied with their academic life on campus (81%). (Table 24)
- At least 1 out of 4 respondents (26%) reported to a more than moderate degree overall experiencing stress related to motivating themselves to get their work done on time. (Table 24)
- Roughly 2 out of 10 respondents (22%) reported to a more than moderate degree overall experiencing stress regarding being responsible for themselves. (Table 24)

TABLE 24
Academic Adjustment*

Overall, to what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
keeping current with your academic work?	3150	0.2	0.3	1.7	10.4	14.9	39.9	32.6
motivated to complete your academic work?	3143	0.8	1.0	3.4	13.1	19.7	33.9	28.1
learning?	3131	0.3	0.4	1.7	10.8	17.5	37.3	32.0
satisfied with your academic life on campus?	3114	0.9	1.2	2.7	14.0	17.8	35.2	28.2
experiencing stress regarding being responsible for yourself?	3139	17.6	23.8	15.9	21.1	9.3	7.6	4.8
experiencing stress related to motivating yourself to get your work done on time?	3112	12.5	22.4	18.1	21.6	11.2	9.4	4.9

*Excludes respondents who selected N/A

- About 6 out of 10 respondents reported at least to a moderate degree that they have an uneasy, upset feeling before taking an examination (58%) or feel anxious about an exam even when they are well prepared (61%). (Table 25)
- Fewer respondents (48%) reported at least to a moderate degree that they perform worse on exams because they are worrying that they'll do badly. (Table 25)

TABLE 25
Test Anxiety*

When you have a test, to what degree do you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>				<i>Percentages</i>			
have an uneasy, upset feeling before taking an examination?	3136	9.2	16.5	16.7	25.4	12.6	10.3	9.2
feel anxious about an exam even when you're well prepared?	3123	9.6	14.6	14.8	24.0	14.3	12.2	10.5
perform worse on exams because you're worrying that you'll do badly?	3126	15.4	21.0	15.4	19.9	11.5	8.9	7.9

*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 (95%) 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 (85%) or sleep in their room (86%). Of respondents who have at least one roommate, more than 9 out of 10 (94%) reported to a more than moderate degree that their roommate(s) respects their property. 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 95% of respondents live on campus. (Table 26)

TABLE 26
Current Residence

Do you live on campus?	<i>N</i>	<i>Percentages</i>
Yes	3022	95.2
No	151	4.8

- About 7 out of 10 respondents (69%) who live on campus indicated to a more than moderate degree that they are hanging out with other residents. (Table 27)

- Slightly fewer respondents who live on campus reported to a more than moderate degree that they are making friends with others in the hall/building (65%) or are satisfied with the social activities there (64%). (Table 27)
- More than 8 out of 10 respondents who live on campus specified to a more than moderate degree that they are adjusting to living in on-campus housing (85%), are able to study in their room/hall (85%), or sleep in their room (86%). (Table 27)
- Most frequently respondents (91%) who live on campus reported there are two people assigned to live in their bedroom including themselves. (Table 28)
- At least 9 out of 10 respondents (94%) who live on campus and have at least one roommate reported to a more than moderate degree that their roommate(s) respects their property. (Table 29)
- 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 30)

TABLE 27
On-Campus Living Experience*

To what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
hanging out with other residents?	2992	2.9	5.8	6.5	15.5	16.2	25.2	27.8
making friends with others in the hall/building?	2985	3.1	6.9	7.9	17.1	15.5	23.3	26.2
satisfied with the social activities in your hall/building?	2956	2.8	5.3	6.7	21.7	18.8	25.1	19.6
adjusting to living in on-campus housing?	2980	0.9	1.4	2.1	10.5	12.5	33.0	39.7
able to study in your room/hall?	2976	1.1	1.5	2.4	10.5	12.9	33.3	38.4
able to sleep in your room?	2961	0.7	1.9	2.3	9.1	8.9	29.3	47.9

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

TABLE 28
Number of Roommates*

How many people are assigned to live in your bedroom including yourself?		
	<i>N</i>	<i>Percentages</i>
One	256	8.6
Two	2720	91.1
Three	9	0.3
More than three	1	0.0

*Of respondents who are currently living on campus

TABLE 29
Roommate Issues*

To what degree do your roommate(s):		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
respect your property?	2679	0.4	0.7	1.0	3.5	4.3	17.9	72.2

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

TABLE 30
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	22	0.8
(2)	44	1.6
(3)	64	2.3
(4) Moderate problems	142	5.2
(5)	156	5.7
(6)	507	18.6
(7) No problems	1794	65.7

*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 (84%) who live off campus reported to a more than moderate degree that they are able to sleep in their room/home, and 78% reported to that degree that they are able to study there. Fewer (70%) stated to a more than moderate degree that they are able to find parking on campus. Most commonly, respondents (74%) living off campus reported being on campus predominantly days before 5 p.m.

Nearly all respondents (95%) who live off campus reported being at least moderately satisfied with their overall living environment.

-
- Approximately 8 out of 10 respondents who live off campus reported to a more than moderate degree that they are able to study in their room/home (78%) or sleep there (84%). (Table 31)

- Fewer respondents (70%) who live off campus stated to a more than moderate degree that they are able to find parking on campus. (Table 31)
- Nearly all respondents (95%) who live off campus reported being at least moderately satisfied with their overall living environment. (Table 31)
- Approximately 3 out of 4 respondents (74%) who live off campus stated that they are predominantly on campus days before 5 p.m., and the remaining respondents (26%) reported being on campus both days and evenings. (Table 32)
- At least 9 out of 10 respondents (91%) who live off campus stated that there is a convenient place for them to relax on campus between classes. (Table 32)
- Almost half of respondents (45%) who live off campus indicated that a lack of reliable transportation is not at all interfering with their ability to attend or arrive on time to class. (Table 33)

TABLE 31
Off-Campus Living Experience*

To what degree are you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
able to study in your room/home?	150	1.3	1.3	2.0	17.3	14.7	27.3	36.0
able to sleep in your room/home?	151	0.7	0.7	1.3	13.2	9.3	25.2	49.7
able to find parking on campus?	138	1.4	5.1	6.5	16.7	13.8	22.5	34.1
satisfied with your overall living environment?	147	2.7	2.0	0.0	13.6	10.9	35.4	35.4

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

TABLE 32
Time Spent on Campus*

	<i>N</i>	<i>Percentages</i>
When are you predominantly on campus?		
Days before 5 p.m.	106	74.1
Both days and evenings	37	25.9
Evenings after 5 p.m.	0	0.0
Never or rarely – I take courses online.	0	0.0
Is there a convenient place for you to relax on campus between classes?		
Yes	135	91.2
No	13	8.8

*Of respondents who are currently living off campus

TABLE 33
Interference With Class Attendance*

To what degree is the following factor interfering with your ability to attend class or arrive on time to class?								
	(1) Extremely	(2)	(3)	(4) Moderately	(5)	(6)	(7) Not at all	
	<i>N</i>	<i>Percentages</i>						
Lack of reliable transportation	149	3.4	2.7	3.4	12.1	16.1	17.4	45.0

*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.

At least 1 out of 4 respondents (28%) 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 (42%) who live away from home stated to a more than moderate degree that they miss their family back home, and at least half (52%) 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 (82%) or are fitting in (80%). 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 nearly 9 out of 10 respondents (88%) would to that degree recommend Ball State to someone who wants to attend college. Nearly 8 out of 10 respondents (79%) rated their experience at Ball State as very good, excellent, or exceptional overall.

-
- Of respondents who reported living away from home, approximately 3 out of 4 (73%) indicated they have communicated with their parents or guardians 10 times or less within the 7 days prior to completing the survey. (Table 34)

TABLE 34
Communication With Parents/Guardians*

	N	Percentages
How many times have you communicated with your parents/guardians (e.g., phone call, text message, email, etc.) within the past seven days?		
5 times or less	460	46.7
6 to 10 times	254	25.8
11 to 15 times	115	11.7
16 to 20 times	49	5.0
21 to 25 times	23	2.3
More than 25 times	84	8.5

*Of respondents who reported that they live away from home; because of glitches to the *MAP-Works* survey system this administration, not all students received this question.

- Of respondents who reported living away from home, about 4 out of 10 (42%) stated to a more than moderate degree that they miss their family back home. (Table 35)
- Roughly half 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 (52%) or their boyfriend or girlfriend who is not here (49%). (Table 35)

- About 15% of respondents who live away from home stated to a more than moderate degree that they think about going home all the time. (Table 35)
- 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 (10%) indicated to that degree that they regret leaving home to go to school. (Table 35)

**TABLE 35
Homesickness***

To what degree do you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately		Not at all	
	<i>N</i>	<i>Percentages</i>						
miss your family back home?	988	11.8	13.3	16.5	26.4	15.1	11.5	5.4
miss your old friends who are not at this school?	989	19.1	16.1	16.6	21.4	9.8	8.9	8.1
miss your boyfriend/girlfriend who is not at this school?	623	30.2	12.7	6.1	13.5	5.1	6.3	26.2
regret leaving home to go to school?	979	3.9	1.9	3.8	10.8	7.8	16.6	55.2
think about going home all the time?	984	5.1	4.2	6.1	15.0	14.1	24.8	30.7
feel an obligation to be at home?	977	4.8	3.4	5.9	12.1	9.8	24.7	39.3
feel that attending college is pulling you away from your community at home?	976	4.9	3.4	5.4	12.4	9.4	19.8	44.7

*Of respondents who reported that they live away from home, excluding respondents who selected N/A; because of glitches to the MAP-Works survey system this administration, not all students received these questions.

- At least 8 out of 10 respondents stated overall to a more than moderate degree that they belong at Ball State (82%) or are fitting in (80%). (Table 36)
- Nearly 3 out of 4 respondents (73%) reported overall being more than moderately satisfied with their social life on campus. (Table 36)

**TABLE 36
Sense of Belonging***

Overall, to what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately		Extremely	
	<i>N</i>	<i>Percentages</i>						
do you belong here?	3145	1.3	1.6	3.4	11.7	13.3	30.7	37.9
are you fitting in?	3132	1.2	2.4	4.3	11.8	13.7	31.7	34.9
are you satisfied with your social life on campus?	3127	3.0	4.3	5.8	14.2	14.7	27.2	30.8

*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 (72%) or include them in their activities (75%). (Table 37)
- At least 8 out of 10 respondents (81%) indicated to a more than moderate degree that they are connecting with people on this campus who they like. (Table 37)

- At least half of respondents stated that more than half of the time they sleep enough (57%) or exercise the amount of time to remain physically healthy (55%). (Table 38)
- 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 39)

- Approximately 9 out of 10 respondents (88%) indicated overall to a more than moderate degree that they would recommend Ball State to someone who wants to attend college. (Table 39)

TABLE 37
Meeting Others*

On this campus, to what degree are you connecting with people:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
who share common interests with you?	3148	1.7	3.3	5.1	17.7	17.2	29.0	26.0
who include you in their activities?	3146	2.4	3.5	4.8	14.5	16.9	30.9	27.1
you like?	3138	1.2	2.1	3.5	12.2	13.8	30.2	37.0

*Excludes respondents who selected N/A

TABLE 38
Self-Evaluation*

To what degree do you:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Half of the time			Always
	<i>N</i>	<i>Percentages</i>						
sleep enough (i.e., not tired most days)?	3150	2.4	4.8	10.1	25.6	31.0	20.7	5.4
exercise the amount of time to remain physically healthy?	3129	3.0	7.1	12.5	22.8	19.5	21.2	13.9

*Excludes respondents who selected N/A

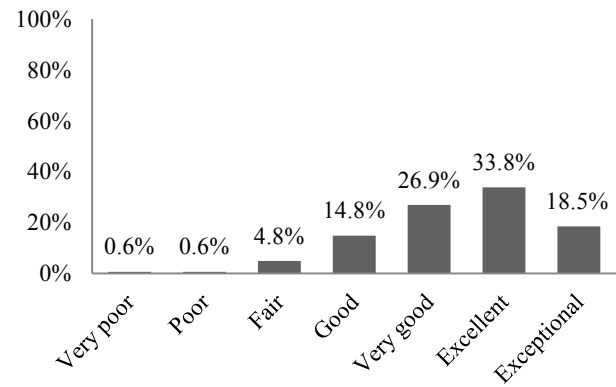
TABLE 39
Choice of Ball State

Overall, to what degree:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
	<i>N</i>	<i>Percentages</i>						
would you choose this institution again if you had it to do over?	3140	1.8	2.0	2.8	10.8	10.3	25.2	47.0
would you recommend this institution to someone who wants to attend college?	3106	0.8	0.8	1.5	8.9	9.3	26.2	52.6

*Excludes respondents who selected N/A

- Nearly 8 out of 10 respondents (79%) rated their experience at Ball State as very good, excellent, or exceptional overall. (Figure 5)

Figure 5
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.

Roughly 1 out of 20 respondents (4%) indicated they are student athletes at Ball State; of those, about 8 out of 10 (82%) reported they are currently actively training for their sport.

About 2 out of 3 student athletes surveyed indicated that none of their tuition, fees, and living expenses is covered by an athletic scholarship.

Approximately 7 out of 10 student athlete respondents (69%) expect to spend more than 10 hours in an average week on their sport this term. Fewer than 2 out of 10 (18%) 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 40)
 - Of those respondents, roughly 9 out of 10 (89%) reported that this is their first term as a student athlete at Ball State; and about 8 out of 10 (82%) reported that they are currently actively training for their sport. (Table 40)
 - Of respondents who are student athletes, half reported that their sport is played predominantly in the fall, roughly 20% in the winter, and about 30% in the spring. (Table 40)
 - About two thirds of student athlete respondents indicated that none of their tuition, fees, or living expenses is covered by an athletic scholarship. (Table 40)
 - Approximately 7 out of 10 student athlete respondents (69%) indicated that they expect to spend more than 10 hours on average per week on their sport during this term. (Table 40)
 - Nearly three fourths of surveyed student athletes (74%) indicated that they would continue playing their sport at Ball State if they do not get sufficient playing time. (Table 40)
 - More than one third of student athlete respondents (34%) reported wanting to play their sport professionally. Of those who do, approximately half (54%) are at least moderately confident that they will be drafted or offered the opportunity to play at the professional level. (Table 40)
 - Fewer than 2 out of 10 student athlete respondents (18%) 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 41)

TABLE 40
Student Athlete Characteristics

	N	Percentages
Are you a student athlete (i.e., on a college/university sponsored athletic team) at this institution?		
Yes	139	4.4
No	3034	95.6
Is this your first term as a student athlete at Ball State?*		
Yes	123	88.5
No	16	11.5
Are you actively training for your sport now?*		
Yes	114	82.0
No	25	18.0
Which term is your sport predominantly played?*		
Fall	69	50.0
Winter	27	19.6
Spring	42	30.4
What percentage of your tuition, fees, living expenses is covered by an athletic scholarship?*		
None	92	66.2
About a quarter	14	10.1
About half	7	5.0
About three quarters	4	2.9
All or nearly all	22	15.8
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)?*		
None	4	2.9
1 to 5 hours	14	10.1
6 to 10 hours	25	18.0
11 to 15 hours	24	17.3
16 to 20 hours	36	25.9
21 to 25 hours	26	18.7
More than 25 hours	10	7.2
If you do not get sufficient playing time at Ball State, which of the following would likely happen?*		
Continue playing the sport at this institution	100	73.5
Drop out of the sport but continue your education at Ball State	24	17.6
Transfer to another institution	12	8.8
Do you want to play your sport professionally?*		
Yes	46	33.6
No	64	46.7
My sport is not available at the professional level.	27	19.7
To what degree are you confident that you'll be drafted or offered the opportunity to play at the professional level?**		
Not at all (1)	20	29.0
(2 and 3)	12	17.4
Moderately (4)	13	18.8
(5 and 6)	18	26.0
Extremely (7)	6	8.7

*Of respondents who indicated they are student athletes

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

TABLE 41
Student Athletics - Effect on Academics*

To what degree do you feel the following will happen this term?		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
	<i>N</i>				<i>Percentages</i>			
Miss class due to your student sport activities	133	3.8	5.3	9.0	19.5	13.5	24.8	24.1
Have difficulty balancing your study time with the time spent on your student sport activities	135	3.0	3.0	11.9	19.3	21.5	27.4	14.1

*Of respondents who indicated they are student athletes, excluding 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?

- Ants in dorm, financial aid office mishap, car towed and ticketed all within the first week and half of school
- Closer to home
- Navy ROTC is not offered at Ball State but is offered at Purdue
- Wanted to go to a more reputable school for my degree and have a better overall college experience because i feel that I am not getting that here.

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

- Indiana University Bloomington
- Purdue University
- IUPUI
- IUPUIFW
- IU Kokomo
- IU East
- IUPUC
- Ohio State
- Miami University

*Resulting institutions were compiled into the most cited institution in order of frequency listed.

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.

Specify other factors that interfere with attendance or completing your homework.

- All the obligations I have at home like cleaning, cooking, laundry etc.
- Being fresh out of high school and now having to live on my own with a baby, pay bills, and do school work and work at a job.
- Big lectures are hard to follow as well as being able to understand professors
- Boring professors who talk off topic and not about the subject
- Classes being so far away from each other.
- I am currently working 25 hours a week, but have asked for my hours to be cut because I have not had much time to work on my course work.
- I commute so I arranged my classes to be on Monday, Wednesday, and Friday only, and every other day I work. So it's hard to find time to complete coursework.
- I do not fully understand what is being asked of me.
- I don't have much trouble. I just need to put more effort into it. I'm still trying to break bad habits from high school.

Specify other factors that interfere with attendance or completing your homework. (cont.)

- I have a daughter and sometimes she's sick and/or has a doctor's appointment, and sometimes when my family have other commitments and can't watch her I have a hard time balancing homework and interacting with my daughter.
- I have severe medical issues that at times make it hard for me to attend class or complete coursework. However, I intend to make sure they don't affect either of these as often as possible.
- I was having car problems and missed a few days of school because of that.
- I work and have different student activities that I try to fit in my schedule.
- I'm a commuter and in the winter if the roads get bad, I possibly could have issues.
- Lack of motivation sometimes due to stress and exhaustion from balancing school, work and family obligations.
- Parking for a commuter sucks! On the lot near the Student Center...there is never any spots...and the lot near the stadium is so far away.
- Personal/family issues
- Procrastinating
- Really nothing other than working the days I don't have classes so it limits my time to study.
- Sleep, eating, socializing, walking anywhere to or from the Cooper Science Building to another class in under ten minutes, and finding enough time to eat for the most part without packing a lunch or wasting money on campus food.
- Sleeping in.
- Something that makes me late to my class most is if my alarm is not going off and that ends with me waking up late, therefore being late to class.
- Surrounded by other students constantly exposes me to more illness which then prevents me from attending every class. Those which I do make an attempt to attend are only further infecting my peers with my illness.
- Very involved in politics.
- Weather
- Winter weather may cause me to have to miss class if the conditions are moderately severe.
- Work.