



FALL 2010
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
December 2010
AAIR No. MWF-S3-2010*



**FALL 2010 MAKING ACHIEVEMENT POSSIBLE SURVEY
(MAP-WORKS)**

FIRST-YEAR STUDENT SUMMARY REPORT



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Office of Academic Assessment and Institutional Research
Ball State University
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EXECUTIVE SUMMARY

- *Making Achievement Possible (MAP-Works)* is an assessment system designed to reveal student strengths and talents, as well as to identify areas for further development. The survey is given to incoming first-year and transfer students during the early part of their first semester as a Ball State student. This report focuses on the responses of incoming first-year matriculates.
- Of the 3,599 incoming first-year matriculates who were invited to participate in the Fall 2010 survey, 3,105 completed it for an 86% response rate.
- Fewer respondents (64%) rated their math ability as better than average.
- In regard to 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, about 9 out of 10 respondents specified 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.

College Readiness and Preparation

- At least 4 out of 10 new student respondents reported that their parents or guardians have at least a bachelor's degree.
- About 9 out of 10 respondents indicated that they are extremely committed to completing their college degree, and about 57% are equally committed to doing so at Ball State.
- Nearly 10% of respondents stated that they received no financial aid despite having need. Almost 6 out of 10 respondents (59%) reported having about 50% or more of their financial aid needs met.
- About 94% of respondents stated 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

- More than 2 out of 3 respondents (68%) indicated that they are more than moderately certain they can do well in their hardest course.
- Nearly 69% of respondents more than moderately intend to attend student functions.
- Nearly 9 out of 10 respondents reported spending 5 hours or less in an average week working for pay.
- Slightly more than half of the respondents (51%) specified that they aspire to achieve a graduate level degree.

Personal Skills and Abilities

- About 3 out of 4 respondents rated their writing composition (74%) and reading comprehension skills (73%) as better than average.

Initial Academic Experiences and Adjustment

- More than 9 out of 10 respondents (94%) reported they are taking five or more courses this term, and 59% indicated they are struggling in at least one of them. Regarding the course with which they are struggling the most, only 11% indicated that to a more than moderate degree they have talked with their instructor about their difficulties.
- Six out of 10 respondents indicated that they have selected a specific major.
- About 1 out of 4 respondents reported that overall they are more than moderately experiencing stress related to being responsible for themselves (24%) or motivating themselves to get their work done on time (31%).

On-Campus Living Characteristics and Experiences

- Nearly 96% of respondents indicated they live on campus.
- About 86% of respondents who live on campus reported that they are adjusting more than moderately to living in on-campus housing.
- Fewer than 1 out of 10 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

- Approximately 5% of respondents indicated they live off campus.
- Of respondents who indicated they live off campus, about 1 out of 4 indicated that at least to a moderate degree family obligations interfere with their ability to complete coursework.
- Approximately 9 out of 10 respondents who live off campus specified they are at least moderately satisfied with their overall living environment.

Student Integration and University Evaluation

- About 8 out of 10 respondents stated that to a more than moderate degree overall they belong at Ball State (81%) 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 rated their experience at Ball State as very good, excellent, or exceptional overall.

Student Athlete Experiences

- Approximately 4% of respondents reported that they are a student athlete at Ball State.

Student Fraternity/Sorority Experiences

- Approximately 11% of respondents reported that they are an active fraternity or sorority member or are pledging this term.

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INTRODUCTION

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

This report is a summary of responses from all incoming first-year matriculates to the *MAP-Works* Fall 2010 survey.

Of the 3,599 first-year matriculates who were invited to complete the survey, 3,105 completed it for a response rate of 86%. For information regarding transfer student responses, please refer to the *Fall 2010 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 2010 semester and those who completed the survey.

Roughly 38% of respondents were male compared to 41% of all fall first-year matriculates. About 16% of all fall first-year matriculates and survey respondents who took the SAT had a verbal score of 600 or above, and at least 18% had a Math score as good. About half of all fall first-year matriculates and survey respondents had an ACT composite of at least 23.

The remainder of this report is a summary of responses from 2010 first-year matriculates who participated in *MAP-Works*.

TABLE 1
Demographic Characteristics

	Respondents	All First-Year Matriculates
	<i>Percentages</i>	
Gender*		
Female	62.3	59.2
Male	37.7	40.8
Ethnicity		
African American/Black	5.1	5.3
American Indian/Alaskan Native	0.1	0.1
Asian	0.6	0.6
Caucasian	87.3	86.9
Hispanic	3.2	3.2
Pacific Islander	0.0	0.0
Two or more races	2.8	2.8
Not specified	0.9	1.1

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

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

	Respondents	All Fall Incoming First-Years
	<i>Percentages</i>	
Enrollment Status		
Full-time	100.0	100.0
Part-time	0.0	0.0
High School Graduation Year		
Before 2009	0.4	0.8
2009	1.5	1.5
2010	98.1	97.7

**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	41	1.5	46	1.5
600 – 699	400	15.0	449	14.5
500 – 599	1251	47.1	1453	47.1
400 – 499	910	34.2	1074	34.8
Below 399	56	2.1	66	2.1
SAT Math				
700 and above	42	1.6	55	1.8
600 – 699	446	16.8	513	16.6
500 – 599	1273	47.9	1470	47.6
400 – 499	855	32.2	1000	32.4
Below 399	42	1.6	50	1.6
ACT Composite				
33 and above	9	0.7	9	0.6
28 – 32	157	11.4	173	11.1
23 – 27	524	38.0	575	36.8
18 – 22	641	46.5	745	47.7
Below 18	48	3.5	60	3.8

**TABLE 3
Native Language of Respondents**

Is English your first language?		
	<i>N</i>	<i>Percentages</i>
Yes	3031	98.7
No	39	1.3

COLLEGE READINESS AND PREPARATION

Summary Respondents were asked to respond to questions relating to their high school experiences as well as to assess their preparedness for and commitment to a college education. Eighty-three percent of respondents reported that they completed at least one advanced placement or college credit class in high school, and almost half (45%) indicated that their high school cumulative GPA was a 3.50 or higher.

More than 7 out of 10 respondents specified that Ball State was their first choice among the institutions that admitted them. About 73% of respondents indicated to an extreme degree that they intend to come back to Ball State for the next academic year.

Of those respondents who indicated it is unlikely they will return to Ball State, about 7 out of 10 stated that they did not intend to transfer when they entered Ball State; and nearly 9 out of 10 stated that if they transfer they will attend another 4-year institution.

Approximately 1 of 10 respondents indicated that they received no financial aid but are in need. At least 89% of the respondents are at least moderately confident they can pay for the next term's tuition and fees or monthly living expenses.

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- Eighty-three percent of respondents indicated that they completed at least one advanced placement or college credit class in high school, and 15% specified that they completed five or more. (Table 4)
 - At least 87% of respondents reported that they earned mostly B's or better in high school. (Table 5)
 - Approximately 42% of respondents indicated the highest level of education their parents or guardians achieved was at least a bachelor's degree. (Table 6)

TABLE 4
High School Academic Completion

During high school (grades 9 to 12): how many...	None	1 class	2 classes	3 classes	4 classes	5 or more classes	
	<i>N</i>			<i>Percentages</i>			
advanced placement or college credits did you complete?	3105	17.0	14.3	24.4	17.6	11.8	14.9

TABLE 5
High School Grades

Your cumulative GPA:	<i>N</i>	<i>Percentages</i>
Mostly A's (GPA of 3.50 or higher)	1398	45.2
Mostly B's (GPA of 3.00 to 3.49)	1302	42.1
Mostly B's and C's (GPA of 2.50 to 2.99)	384	12.4
Mostly C's (GPA of 2.00 to 2.49)	10	0.3
Lower than C's (Less than 2.00 GPA)	1	0.0

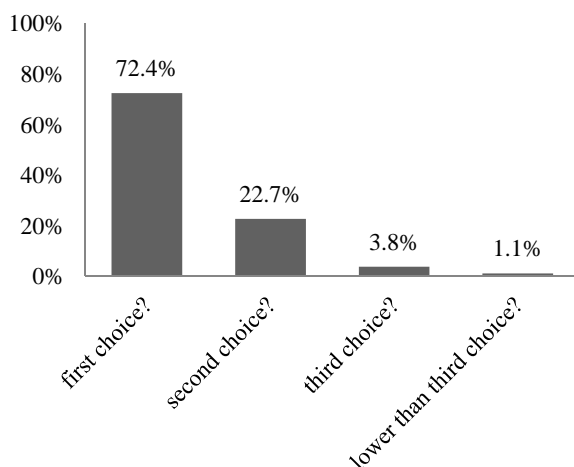
TABLE 6
Parent/Guardian Educational Level

	N	Percentages
Which best describes your mother's/female guardian's highest level of education?*		
High school diploma or less	785	25.8
Some college	654	21.5
Completed an associate's degree	332	10.9
Completed a bachelor's degree	910	30.0
Completed a graduate or professional degree	357	11.8
Which best describes your father's/male guardian's highest level of education?*		
High school diploma or less	910	30.6
Some college	537	18.1
Completed an associate's degree	274	9.2
Completed a bachelor's degree	830	27.9
Completed a graduate or professional degree	423	14.2

*Excludes respondents who responded "don't know or not applicable"

- More than 7 out of 10 respondents indicated that Ball State was their first choice among the institutions that admitted them, and approximately 23% reported it was their second choice. (Figure 1)

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



- Approximately 9 out of 10 respondents indicated they are extremely committed to completing their college degree. (Table 7)
- Approximately 87% of respondents indicated to an extreme degree that they intend to come back to Ball State for spring term and 73% for the next academic year. About 57% reported they are extremely committed to completing their degree at Ball State. (Table 7)
- Of respondents who indicated it is unlikely they will return to Ball State, 89% stated that if they do leave, they plan to transfer to another 4-year institution; 3% plan to transfer to a 2-year institution. Only 4% indicated that they do not plan to attend any college or university. (Table 8)
- Of respondents who stated they plan to transfer to a 2-year or 4-year institution, about 3 out of 10 indicated that they intended to transfer when they entered Ball State. (Table 8)

- Approximately 27% of respondents who indicated they plan to transfer to a 2-year or 4-year institution specified that if they decide to transfer the most likely cause would be that they wanted a different location and 20% that they wanted a different social environment. (Table 8)

TABLE 7
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	0.1	0.1	0.3	1.0	1.3	6.7	90.5
are you committed to completing your college degree at this institution?	3057	0.8	1.4	2.2	9.9	10.9	18.0	56.9
do you intend to come back to this institution for Spring term?	3093	0.4	0.3	0.4	2.3	2.5	7.4	86.8
do you intend to come back to this institution for the next academic year?	3087	1.0	1.2	1.9	5.6	5.4	12.2	72.6

*Excludes respondents who selected N/A

TABLE 8
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.	19	3.9
I plan to take some time off and come back to this institution in the future.	21	4.3
I plan to transfer to another 4-year institution.	435	88.6
I plan to transfer to a 2-year institution.	16	3.3
Did you intend to transfer when you entered this institution?***		
Yes	129	29.1
No	315	70.9
If you decide to transfer to another institution, what would be the most likely cause?***		
Wanted a different location	120	27.1
Wanted a different academic program (changed majors, [my] major isn't offered here, etc.)	54	12.2
Financial issues (too expensive, get more financial aid somewhere else)	54	12.2
Wanted a different academic environment (smaller classes, easier classes, more difficult classes)	51	11.5
Wanted a different social environment (don't fit in here, ...)	89	20.1
Pursue a degree not offered at my institution (e.g., master's degree, bachelor's degree, associate's degree)	21	4.7
Other reasons	54	12.2

*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 a 2-year or 4-year institution

- Nearly 6 out of 10 respondents (59%) indicated that at least half of their financial need is being met through financial aid. Nearly 10% indicated that none of theirs is being met. (Table 9)
- Approximately 7 out of 10 respondents (71%) reported they are more than moderately confident that they can pay for the next term’s tuition and fees. (Table 10)
- Seventy-two percent of respondents reported that they are more than moderately confident they can pay for monthly living expenses such as room, board, utilities, and rent. (Table 10)
- Fewer respondents (54%) specified they are more than moderately confident they can pay for social activities with their friends such as eating out and going to the movies. (Table 10)

TABLE 9
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	373	12.1
Not receiving financial aid but need financial aid	298	9.7
About 25%	597	19.4
About 50%	511	16.6
About 75% or more	1299	42.2

TABLE 10
Financial Expectations*

To what degree are you confident that you can pay for:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all		Moderately			Extremely	
	<i>N</i>	<i>Percentages</i>						
next term’s tuition and fees?	3042	3.0	3.3	4.5	17.9	15.7	22.9	32.8
monthly living expenses? ¹	3002	2.2	3.6	4.7	17.4	16.8	23.9	31.3
social activities? ²	3049	3.7	8.6	10.4	23.8	17.3	15.9	20.3

*Excludes respondents who selected N/A

¹ For example: room, board, utilities, rent

² For example: eating out, going to movies

PERSONAL SKILLS AND ABILITIES

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

Approximately 3 out of 4 respondents rated their writing composition and reading comprehension skills as better than average. Fewer respondents (64%) rated their math ability as better than average.

Almost 3 out of 4 respondents indicated that they are always the kind of person who attends class, and almost 2 out of 3 responded that they are always the kind of person who turns in required homework assignments.

Thinking about their role as a college student, 78% of respondents reported that to a more than moderate degree they know what is expected of them in their classes to be successful. About 69% of respondents indicated that to a more than moderate degree they know how to allocate the correct amount of time to meet each of their obligations.

Approximately 74% of respondents specified that more than half of the time they are the kind of person who participates in class. About 57% indicated they are the kind of person who studies on a regular schedule that often.

About 82% of respondents reported that to a more than moderate degree they are the kind of person who is self-disciplined, and nearly 90% indicated that to the same degree they are the kind of person who follows through with what they say they are going to do.

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- Approximately 3 out of 4 respondents rated their writing composition (74%) or reading comprehension (73%) skills as better than average. (Table 11)
 - Fewer respondents (64%) rated their math ability as better than average. (Table 11)
 - Approximately 79% of respondents rated their problem-solving skills as above average. (Table 11)

TABLE 11
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	3092	0.5	1.8	5.3	18.2	34.5	30.5	9.2
Reading comprehension	3088	0.1	1.4	5.8	19.2	29.0	29.2	15.1
Math ability	3087	0.9	4.0	10.0	21.1	25.0	26.3	12.7
Problem-solving skills	3084	0.2	1.1	4.1	15.4	31.4	33.9	14.0

*Excludes respondents who selected N/A

- Approximately 74% of respondents reported that they are always the kind of person who attends class; almost everyone reported being that kind of person at least half of the time. (Table 12)
- Roughly 36% of respondents reported they are always the kind of person who takes good notes in class; nearly 99% indicated they are that kind of person at least half of the time. (Table 12)

- Sixty-five percent of respondents specified that they are always the kind of person who turns in required homework assignments; about 99% indicated they are at least half of the time. (Table 12)
- Approximately 39% of respondents indicated they are always the kind of person who records their assignments and tests in a calendar. About 89% specified that they are that kind of person at least half of the time. (Table 12)
- About 19% of respondents indicated they are always the kind of person who spends sufficient study time to earn good grades; 95% indicated that they are that kind of person at least half of the time. (Table 12)

TABLE 12
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?	3083	0.2	0.1	0.1	1.5	3.0	21.6	73.5
takes good notes in class?	3087	0.2	0.4	0.6	5.6	16.4	41.2	35.5
turns in required homework assignments?	3080	0.1	0.2	0.2	2.6	6.4	25.4	65.0
records your assignments and tests in a calendar?	3082	3.9	2.9	4.3	11.0	14.5	24.7	38.7
spends sufficient study time to earn good grades?	3075	0.5	1.2	3.8	14.2	25.4	36.4	18.6

*Excludes respondents who selected N/A

- Fewer than 2 out of 10 respondents stated that their non-academic activities more than moderately conflict with their role as a student (13%) or that they feel unable to keep up with all of their obligations (18%). (Table 13)
- Approximately 52% of respondents reported that to a more than moderate degree they feel they are able to balance major commitments in their lives. (Table 13)
- About 3 out of 10 respondents specified that to a more than moderate degree they feel there is not enough time during the regular school week to do everything that is expected of them. (Table 13)
- Seventy-eight percent of respondents reported that to a more than moderate degree they know what is expected of them in their classes to be successful. (Table 13)
- Nearly 69% of respondents indicated that to a more than moderate degree they know how to allocate the correct amount of time to meet each of their obligations. (Table 13)

TABLE 13
College Student Role*

Thinking about your role as a college student, to what degree:		(1) Not at all	(2)	(3)	(4) Moderately	(5)	(6)	(7) Extremely
	<i>N</i>	<i>Percentages</i>						
do your non-academic activities ¹ conflict with your role as a student?	3030	19.4	28.3	18.5	21.1	8.2	3.0	1.5
do you feel you are able to balance major commitments in your life? ²	3062	4.3	10.4	11.6	21.4	15.2	25.8	11.4
do you feel there is not enough time during the regular school week to do everything that is expected of you?	3062	9.2	19.4	16.0	24.9	13.5	10.2	6.7
do you feel unable to keep up with all of your obligations? ³	3035	13.2	25.9	21.3	21.3	10.2	5.3	2.8
do you know what is expected of you in your classes to be successful?	3063	0.4	2.0	3.5	16.2	21.4	36.1	20.5
do you know how to allocate the correct amount of time to meet each of your obligations? ³	3038	0.4	1.9	5.9	23.2	25.1	30.0	13.4

*Excludes respondents who selected N/A

¹ For example: social life, work life, family, student organization involvement

² For example: studying, social life, relationships, working, etc.

³ For example: social life, work life, family, student organizations, coursework

- Nearly 3 out of 4 respondents (74%) stated that more than half of the time they are the kind of person who participates in class. (Table 14)
- Fewer respondents (51%) indicated that more than half of the time they are the kind of person who communicates with instructors outside of class. (Table 14)
- Approximately 57% of respondents reported that more than half of the time they are the kind of person who studies on a regular schedule. (Table 14)
- Slightly more than 2 out of 3 respondents (67%) specified that more than half of the time they are the kind of person who reads the assigned readings within a day before class. (Table 14)
- 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 or studies in a place where they can avoid distractions. (Table 14)

TABLE 14
Advanced Academic 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>			
participates in class?	3081	0.6	2.7	5.9	17.0	22.6	30.9	20.3
communicates with instructors outside of class?	3075	5.7	8.8	14.0	20.0	21.3	18.8	11.3
studies in a place where you can avoid distractions?	3079	1.3	3.1	5.9	18.4	21.2	31.1	19.1
studies on a regular schedule?	3072	3.5	5.1	11.1	22.9	22.8	21.4	13.2
reads the assigned readings within a day before class?	3059	1.3	4.2	6.8	20.4	21.6	28.3	17.4
works on large projects well in advance of the due date?	3059	0.9	3.1	6.8	19.6	23.0	28.4	18.3

*Excludes respondents who selected N/A

- More than 8 out of 10 respondents (82%) reported that they are more than moderately the kind of person who is self-disciplined. (Table 15)
- About 9 out of 10 respondents indicated that they are more than moderately the kind of person who shows up on time (91%) or follows through with what they say they are going to do (90%). (Table 15)
- Approximately 95% of respondents reported that they are more than moderately the kind of person who is dependable. (Table 15)
- At least 3 out of 4 respondents indicated that they are more than moderately the kind of person who plans out their time. (Table 15)
- Approximately 63% of respondents reported that they are more than moderately the kind of person who makes “to-do lists.” (Table 15)
- Nearly 8 out of 10 respondents stated that they are more than moderately the kind of person who balances time between classes and other activities. (Table 15)

TABLE 15
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?	3094	0.3	1.3	2.4	14.4	22.8	35.9	23.0
follows through with what you say you're going to do?	3094	0.1	0.5	1.6	8.1	18.2	44.2	27.3
is dependable?	3085	0.2	0.3	0.7	3.8	10.3	41.9	42.9
shows up on time?	3080	0.1	0.7	1.8	6.4	12.2	36.0	42.8
plans out your time?	3081	0.9	1.7	6.1	15.5	22.1	30.1	23.7
makes “to-do lists”?	3062	4.9	6.9	8.9	16.2	15.7	20.4	27.1
balances time between classes and other activities? ¹	3059	0.2	1.0	4.1	14.9	23.3	36.5	19.9

*Excludes respondents who selected N/A

¹ For example: work, student activities, 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.

Nearly 7 out of 10 respondents (68%) indicated that they are more than moderately certain they can do well in their hardest course. About half of respondents (51%) reported aspiring to achieve a graduate level degree.

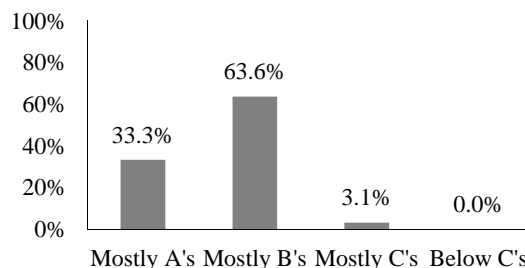
Approximately 9% of respondents reported that they spent 2.5 hours or more studying for a test in high school, and about 51% reported that they expect to spend that amount of time studying for a test in college.

Nearly 7 of 10 respondents (69%) indicated that they more than moderately intend to attend student functions such as sporting events, plays, and art exhibits. About 48% of respondents reported that they more than moderately intend to participate in a student organization.

Only about 18% of respondents reported sleeping on average 8 hours or more on nights before classes, and 54% reported sleeping 6.5 to 8 hours. Approximately 32% of respondents indicated that they spend more than 10 hours in an average week studying or doing out-of-class school work.

- One out of 3 respondents reported that they think they will earn mostly A's this term, and 64% think they will earn mostly B's. (Figure 2)

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



- Approximately 83% of respondents reported that they are more than moderately certain they can do well on all problems and tasks assigned in their courses. (Table 16)
- Approximately 68% of respondents specified they are more than moderately certain they can do well in their hardest course. (Table 16)
- About 8 out of 10 respondents (82%) indicated that they are more than moderately certain they can persevere on class projects even when there are challenges. (Table 16)

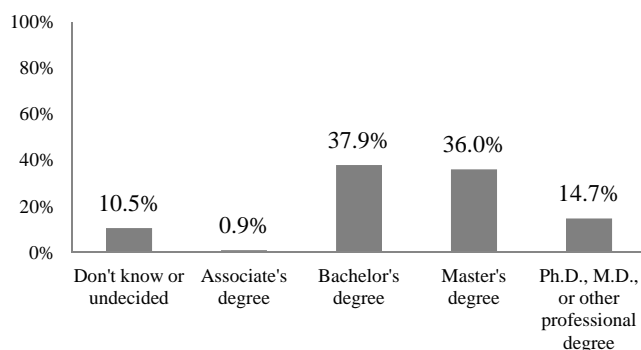
TABLE 16
Academic Self-Efficacy*

To what degree are you certain that you can:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all certain			Moderately certain			Absolutely certain
					<i>Percentages</i>			
do well on all problems and tasks assigned in your courses?	3080	0.3	0.5	1.8	14.3	25.5	44.1	13.5
do well in your hardest course?	3074	0.9	1.4	7.0	22.5	31.3	28.4	8.4
persevere on class projects even when there are challenges?	3047	0.2	0.4	2.6	14.7	24.9	39.8	17.4

*Excludes respondents who selected N/A

- About 4 out of 10 respondents (38%) reported that the highest level of education they aspire to achieve is a bachelor's degree; 36% a master's degree; and 15% a Ph.D., M.D., or other professional degree. (Figure 3)

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



- Roughly 56% of respondents reported that they spent an hour or more on average studying for a test in high school, while 98% reported they expect to spend that amount of time studying for a test in college. (Table 17)

- Approximately 28% of respondents indicated that they more than moderately intend to play intramural sports. (Table 18)
- Nearly 69% of respondents specified that they more than moderately intend to attend student functions such as sporting events, plays, and art exhibits. (Table 18)
- Approximately 48% of respondents reported that they more than moderately intend to participate in a student organization. (Table 18)
- More than 4 out of 10 respondents specified that they more than moderately intend to volunteer their time to a cause or issue. (Table 18)
- Nearly a quarter of respondents (23%) stated that they more than moderately intend to hold a leadership position in a college/university student organization. (Table 18)

TABLE 17
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?	3099	14.5	29.2	26.0	21.4	8.9
do you expect to spend studying for a test in college?	3090	0.3	1.8	10.8	36.3	50.8

TABLE 18
Student Activities and Involvement*

To what degree do you intend to:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately		Extremely	
	<i>N</i>				<i>Percentages</i>			
play intramural sports?	3047	39.5	8.8	8.0	15.9	8.9	9.1	9.7
attend student functions? ¹	3071	3.5	3.0	5.0	19.6	18.3	29.6	21.0
participate in a student organization?	3062	13.5	7.4	9.5	21.4	15.2	17.7	15.4
volunteer your time to a cause/issue?	3043	15.9	10.2	11.4	21.8	15.9	14.8	10.1
hold a leadership position in a college/university student organization?	3025	36.1	13.2	11.4	16.0	9.3	8.5	5.5

*Excludes respondents who selected N/A

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

- At least 18% of respondents indicated that on average they sleep 8 hours or more on nights before classes. About 54% specified that they sleep 6.5 to 8 hours, and approximately 22% reported that they sleep 5 to 6.5 hours. (Table 19)
- Roughly 35% of respondents reported that in an average day they spend 5 or more hours relaxing or socializing. (Table 19)
- About 32% of respondents indicated that in an average week they spend more than 10 hours studying or doing out-of-class school work. (Table 20)
- Approximately 2 out of 3 respondents reported spending 5 hours or less per week exercising or playing sports, and about 89% reported spending that amount of time working for pay. (Table 20)

TABLE 19
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?	3085	1.0	0.9	3.9	22.4	53.5	18.1
relaxing or socializing?	2988	9.5	26.8	29.3	17.7	6.7	10.2

TABLE 20
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	3046	36.1	32.2	16.0	7.1	8.6
working for pay?	3063	89.1	5.0	3.1	1.5	1.1
exercising or playing sports?	3035	66.4	24.4	5.3	2.4	1.5

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, their commitment to their major, as well as how well overall they are adjusting academically.

More than 9 out of 10 respondents (94%) stated that they are taking five or more courses this term, and 59% indicated they are struggling in one or more them. Nearly 7 out of 10 respondents reported that they have attended all of their scheduled classes this term.

Nearly 9 out of 10 respondents (89%) who are struggling in at least one course stated they have more than moderately turned in assigned homework in the course with which they are having the most difficulty.

Six out of 10 respondents indicated that they have selected a specific major, and about 3 out of 10 indicated that they have selected a general or more specific area. Approximately 9 out of 10 respondents reported that they are learning to a more than moderate degree overall.

Nearly 1 out of 4 respondents (24%) reported to a more than moderate degree experiencing stress related to being responsible for themselves and about 3 out of 10 to motivating themselves to get their work done on time. About 28% of respondents specified that to a more than moderate degree they perform worse on exams because they are worrying that they will do badly.

-
- More than 9 out of 10 respondents (94%) reported that they are taking at least five courses this term, and less than 1% reported taking fewer than four. (Table 21)
 - Fifty-nine percent of respondents reported that they are struggling in at least one of their courses. (Table 21)
 - About 9 out of 10 respondents specified that they have missed at most one of their scheduled classes this term. (Table 22)

TABLE 21
Current Courses

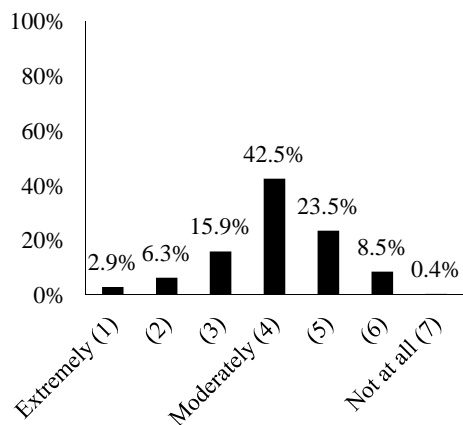
		0	1	2	3	4	5	More than 5
	<i>N</i>	<i>Percentages</i>						
How many courses are you taking?	3087	0.0	0.1	0.1	0.4	5.8	53.4	40.2
Of those, how many courses are you struggling in?	3093	41.0	33.6	21.0	3.5	0.4	0.4	0.2

TABLE 22
Class Attendance

How many of your scheduled classes have you attended this term?	<i>N</i>	<i>Percentages</i>
I attended all my classes.	2143	69.6
I missed one class.	641	20.8
I missed a few classes.	284	9.2
I miss class frequently.	8	0.3
I miss class most of the time.	2	0.1

- Regarding the course they are having the most difficulty with, respondents most frequently (43%) reported struggling to a moderate degree. (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, about 11% specified that to a more than moderate degree they have talked to the instructor of the course they are having

the most difficulty with regarding their difficulties. (Table 23)

- Of respondents who are struggling in at least one course, about 89% indicated that to a more than moderate degree they have turned in assigned homework in their most difficult course. (Table 23)
- Approximately 71% of respondents who are struggling in at least one course indicated that to a more than moderate degree they have done the required readings in their most difficult course. (Table 23)
- Of respondents who are struggling in at least one course, about 6% 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 35% indicated theirs would be a B; and nearly 42% reported theirs would be a C. (Table 24)
- About 53% of respondents who are struggling in at least one course specified that the course they are having the most difficulty with is not in their major. (Table 24)

TABLE 23
Recognizing and Correcting Course Struggles*

Regarding the course you're having the most difficulty with, to what degree:	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all	Moderately			Extremely		
		Percentages						
have you talked with your instructor regarding your difficulties?	1804	51.7	13.3	10.3	13.4	5.0	4.3	2.0
have you turned in assigned homework?	1729	1.4	1.4	2.1	6.2	7.3	17.5	64.1
have you done the required readings?	1775	2.0	3.9	6.3	16.7	17.0	21.8	32.3

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

TABLE 24
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	117	6.4
B	630	34.7
C	758	41.7
D	138	7.6
F	39	2.1
Don't know	136	7.5
what type of course is it?		
Course is in your major.	700	38.5
Course is not in your major.	969	53.3
You have not selected a major.	148	8.1

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

- Sixty-percent of respondents indicated that they have selected a specific major. Approximately 29% have selected a general or more specific area. About 11% are undecided. (Table 25)
- Almost 9 out of 10 respondents reported that they are keeping more than moderately current with their academic work overall. (Table 26)
- At least 84% of respondents indicated that they are more than moderately motivated overall to complete their academic work or are satisfied with their academic life on campus. (Table 26)
- Almost 9 out of 10 respondents indicated that they are learning to a more than moderate degree overall. (Table 26)
- Roughly 24% of respondents reported that to a more than moderate degree they are experiencing stress regarding being responsible for themselves. (Table 26)
- More respondents reported that to a more than moderate degree they are experiencing stress related to motivating themselves to get their work done on time (31%) or balancing everything that they have to get done (34%). (Table 26)

TABLE 25
Commitment to Major

Have you chosen a major?		
	<i>N</i>	<i>Percentages</i>
I am undecided.	332	10.7
I have selected a general area but haven't chose a specific major. ¹	365	11.8
I have selected a more specific area but haven't chosen a specific major. ²	539	17.4
I have selected a specific major. ³	1856	60.0

¹ For example: science, business, social sciences, etc.

² For example: biology, finance, history, etc.

³ For example: marine biology, corporate finance, early American history, etc.

TABLE 26
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?	3082	0.3	0.4	0.9	9.1	15.3	43.7	30.2
motivated to complete your academic work?	3080	0.4	0.7	2.1	11.2	18.0	37.4	30.1
learning?	3064	0.3	0.4	1.2	8.9	19.1	41.1	29.0
satisfied with your academic life on campus?	3057	0.5	1.0	2.6	11.7	17.2	40.3	26.6
experiencing stress regarding being responsible for yourself?	3069	16.7	22.8	15.7	21.1	9.9	7.7	6.1
experiencing stress related to motivating yourself to get your work done on time?	3068	9.9	19.4	17.3	22.8	13.9	9.6	7.1
experiencing stress related to balancing everything that you have to get done?	3055	7.4	17.1	16.3	25.2	14.1	11.6	8.3

*Excludes respondents who selected N/A

- At least 45% of respondents specified that they at least moderately have an uneasy or upset feeling before taking an examination or perform worse on exams because they are worrying that they will do badly. (Table 27)
- About 34% of respondents reported feeling at least moderately sick to their stomach when they have a test. (Table 27)
- Almost 6 out of 10 respondents reported feeling at least moderately anxious about an exam even when they are well prepared. (Table 27)
- At least to a moderate degree, more than half of respondents indicated that they continue to worry about the exam after it is completed. (Table 27)

TABLE 27
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>			
feel sick to your stomach?	3055	31.6	21.2	12.7	17.5	8.2	5.5	3.2
have an uneasy, upset feeling before taking an examination?	3060	20.4	19.8	14.8	21.0	11.1	8.0	4.9
continue to worry about the exam after it's completed?	3045	16.8	17.6	14.3	21.8	11.9	10.8	6.7
feel anxious about an exam even when you're well prepared?	3053	13.7	14.5	13.3	22.8	14.2	12.6	8.9
perform worse on exams because you're worrying that you'll do badly?	3035	21.0	19.1	14.0	18.1	11.1	9.7	6.9

*Excludes respondents who selected N/A

ON-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

Summary Respondents 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 and do homework in their living environment.

About 96% of the respondents specified that they live on campus. Of those who do, about 9 out of 10 reported they are more than moderately able to sleep in their room or study in their room/hall. At least 92% reported that their roommate(s) more than moderately respect their sleep time or property. Approximately 68% indicated they are having no problems at all with their roommate(s); about 5% reported having more than moderate problems.

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- Approximately 96% of respondents indicated that they live on campus. (Table 28)

TABLE 28
Current Residence

Do you live on campus?	<i>N</i>	<i>Percentages</i>
Yes	2945	95.5
No	140	4.5

- At least 7 out of 10 respondents who live on campus indicated that they are hanging out with other residents to a more than moderate degree. (Table 29)
- Nearly 2 out of 3 respondents who live on campus reported that to a more than moderate degree they are making friends with others in the hall/building or are satisfied with the social activities in their hall/building. (Table 29)

- Approximately 86% of respondents who live on campus specified that to a more than moderate degree they are adjusting to living in on-campus housing. (Table 29)
- Nearly 89% of respondents who live on campus reported that to a more than moderate degree they are able to study in their room/hall. (Table 29)
- Approximately 9 out of 10 respondents who live on campus reported that to a more than moderate degree they are able to sleep in their room. (Table 29)
- Most frequently (93%) respondents who live on campus reported living in a bedroom with two people including themselves. (Table 30)
- More than 9 out of 10 respondents (93%) who live on campus and have at least one roommate indicated that to a more than moderate degree their roommate(s) are respecting their sleep time. (Table 31)
- Approximately 95% of respondents who live on campus and have at least one roommate indicated that to a more than moderate degree their roommate(s) are respecting their property. (Table 31)
- Only 5% of respondents who live on campus and have at least one roommate reported that they are having more than moderate problems overall with the people living with/near them. (Table 32)

TABLE 29
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?	2932	2.5	4.9	5.8	15.4	17.5	25.7	28.1
making friends with others in the hall/building?	2932	3.1	7.1	6.9	17.2	17.5	23.4	24.9
satisfied with the social activities in your hall/building?	2904	2.9	4.5	7.9	19.5	19.5	25.5	20.1
adjusting to living in on-campus housing?	2922	0.8	2.0	2.2	9.4	13.3	32.7	39.5
able to study in your room/hall?	2914	0.6	0.9	1.5	8.4	14.7	36.3	37.5
able to sleep in your room?	2902	0.6	1.6	1.9	6.3	10.6	30.2	48.9

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

TABLE 30
Number of Roommates*

How many people are assigned to live in your bedroom including yourself?		<i>N</i>	<i>Percentages</i>
One		191	6.5
Two		2715	92.6
Three		20	0.7
Three or more		5	0.2

*Of respondents who indicated they are currently living on campus

TABLE 31
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?	2718	0.7	1.0	1.2	4.4	6.8	22.0	63.8
respect your property?	2701	0.6	0.3	0.4	3.3	4.1	17.0	74.3

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

TABLE 32
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		29	1.1
(2)		56	2.1
(3)		52	1.9
(4) Moderate Problems		133	4.9
(5)		157	5.8
(6)		451	16.5
(7) No Problems		1848	67.8

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

OFF-CAMPUS LIVING CHARACTERISTICS AND EXPERIENCES

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

Of respondents who indicated that they live off campus, most frequently they reported that they are single, divorced, or widowed (96%) or have no dependents they have responsibility for living in their home (88%).

Most respondents (91%) who live off campus indicated they are more than moderately able to sleep in their room/home, and about 86% specified they are more than moderately able to study there. Most commonly, respondents living off campus reported being on campus days before 5 p.m. (68%).

Approximately 9 out of 10 respondents who live off campus indicated that they are at least moderately satisfied with their overall living environment.

-
- Approximately 9 out of 10 respondents who indicated they live off campus reported that they live with their parents or guardians. (Table 33)
 - Nearly 4 out of 10 respondents (39%) who live off campus (but not with their parents) indicated that their parents or guardians claim them as a dependent for tax purposes. (Table 33)

- Only 4% of respondents who live off campus indicated they are married or have a life partner. (Table 33)
- Approximately 88% of respondents who live off campus reported that they do not have any dependents (for whom they have responsibility) living in their home. (Table 33)
- About 99% of respondents who live off campus indicated that they entered Ball State immediately from high school or that it has been 5 years or less since they were in an educational setting. (Table 33)
- About 86% of respondents who live off campus reported that they are more than moderately able to study in their room/home, and nearly 91% indicated that they are more than moderately able to sleep there. (Table 34)
- Approximately 9 out of 10 respondents who live off campus indicated that they are at least moderately satisfied with their overall living environment. (Table 34)
- Nearly 7 out of 10 respondents who live off campus indicated that they are predominantly on campus during the day before 5 p.m., and 3 out of 10 indicated they are on campus evenings after 5 p.m. (Table 35)

TABLE 33
Off-Campus Living Characteristics*

	N	Percentages
Do you live with your parents/guardians?		
Yes	123	90.4
No	13	9.6
Do your parents/guardians claim you as a dependent for tax purposes?***		
Yes	5	38.5
No	8	61.5
Your marital status:		
Single, divorced, widowed	134	95.7
Married, life partners	6	4.3
How many dependents (children 18 years or younger for whom you have responsibility) live in your home?		
None	122	87.8
One or more	17	12.2
How many years has it been since you were in an educational setting (high school, technical school, or college)?		
Entered this school immediately from high school	128	93.4
1 to 5 years	7	5.1
More than 5 years	2	1.5

*Of respondents who indicated they are currently living off campus

**Of respondents who indicated they do not currently live with their parents/guardians

TABLE 34
Off-Campus Living Experience*

To what degree are you:	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all		Moderately			Extremely	
		Percentages						
able to study in your room/home?	139	0.0	2.2	1.4	10.1	13.7	35.3	37.4
able to sleep in your room/home?	139	0.0	2.2	1.4	5.8	6.5	25.9	58.3
satisfied with your overall living environment?	138	4.3	3.6	2.2	8.7	11.6	24.6	44.9

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

TABLE 35
Time Spent on Campus*

When are you predominantly on campus?		N	Percentages
Days before 5 p.m.		95	67.9
Both days and evenings		2	1.4
Evenings after 5 p.m.		42	30.0
Never or rarely – I take courses online.		1	0.7

*Of respondents who indicated they are currently living off campus

- Nearly 73% of respondents 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 36)
- Almost 85% of respondents who live off campus stated that a lack of reliable child care is not at all interfering with their ability to attend or arrive on time to class. (Table 36)
- Nearly 7 out of 10 respondents (68%) who live off campus reported that work schedule conflicts are not at all interfering with their ability to attend or arrive on time to class. (Table 36)
- Approximately half of respondents who live off campus reported that family obligations are not at all interfering with their ability to complete coursework. (Table 37)
- Roughly 57% of respondents who live off campus stated that work obligations are not at all interfering with their ability to complete coursework. (Table 37)

TABLE 36
Interference with Class Attendance*

To what degree are the following factors interfering with your ability to attend class or arrive on time to class?	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
		<i>Percentages</i>						
Lack of reliable transportation	138	2.2	2.9	3.6	6.5	3.6	8.7	72.5
Lack of reliable child care	110	4.5	0.9	1.8	2.7	0.0	5.5	84.5
Work schedule conflicts	123	4.1	0.8	2.4	4.9	4.9	14.6	68.3

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

TABLE 37
Interference with Coursework*

To what degree are the following factors interfering with your ability to complete coursework (e.g., studying, homework, practice)?	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Extremely			Moderately			Not at all
		<i>Percentages</i>						
Family obligations	138	2.9	3.6	5.8	13.0	8.0	17.4	49.3
Work obligations	124	5.6	3.2	2.4	14.5	4.0	12.9	57.3

*Of respondents who indicated they 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 meeting people, and to give their overall evaluation of the university.

Approximately 32% of respondents indicated that they have communicated with their parents or guardians more than 10 times within the past week.

Nearly 4 out of 10 respondents who indicated they are not currently living with family (39%) stated that they miss their family back home more than moderately, and more than half (54%) indicated that they miss their old friends who are not at Ball State to that degree.

About 8 out of 10 respondents indicated that overall to a more than moderate degree they belong here or are fitting in.

Eighty-three percent of respondents indicated that to a more than moderate degree overall they would choose Ball State again if they had it to do over, and more than 9 out of 10 that they would recommend Ball State to someone who wants to attend college. Nearly 8 out of 10 respondents rated their experience at Ball State as very good, excellent, or exceptional overall.

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- Approximately 68% of respondents reported that they have communicated with their parents or guardians 10 times or less within the 7 days prior to completing the survey. (Table 38)

TABLE 38
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	1169	40.3
6 to 10 times	797	27.5
11 to 15 times	358	12.3
16 to 20 times	243	8.4
21 to 25 times	98	3.4
More than 25 times	235	8.1

*Of respondents who indicated that they live on campus or live off campus and their parents claim them as a dependent for tax purposes

- Of respondents who indicated they are not currently living with family, about 39% reported that they miss their family back home to a more than moderate degree. (Table 39)
- Nearly 54% of respondents who are not currently living with family indicated that they more than moderately miss their old friends who are not at Ball State, and about 59% specified that they miss their boyfriend/girlfriend to that degree. (Table 39)

- At least 15% of respondents who are not currently living with family reported that they more than moderately feel upset because they want to go home or they think about going home all the time. (Table 39)
- Approximately 11% of respondents who are not currently living with family reported they more than moderately regret leaving home to go to school. (Table 39)
- About 14% of respondents specified that they more than moderately feel an obligation to be at home or feel they are deserting the people at home to go to college. (Table 39)
- Approximately 13% of respondents reported that they more than moderately feel that attending college is pulling them away from their community at home. (Table 39)
- Roughly 8 out of 10 respondents reported that overall to a more than moderate degree they belong at Ball State or are fitting in. (Table 40)
- More than 7 out of 10 respondents indicated that they are more than moderately satisfied overall with their social life on campus. (Table 40)

**TABLE 39
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?	2936	12.3	13.2	13.7	27.4	14.1	12.6	6.9
miss your old friends who are not at this school?	2935	19.8	17.1	16.7	20.1	11.0	9.8	5.4
miss your boyfriend/girlfriend who is not at this school?	1779	36.8	14.4	7.9	9.5	4.5	5.1	21.8
feel upset because you want to go home?	2929	5.1	5.6	7.6	13.1	12.1	22.4	34.1
regret leaving home to go to school?	2929	4.0	3.3	3.8	7.0	6.8	15.9	59.1
think about going home all the time?	2934	5.5	4.6	5.0	9.8	9.7	24.8	40.5
feel an obligation to be at home?	2925	4.4	4.3	5.2	10.5	8.8	20.3	46.4
feel you're deserting the people at home to go to college?	2927	4.1	4.7	5.1	9.2	6.8	17.5	52.8
feel that attending college is pulling you away from your community at home?	2907	4.3	4.3	4.5	10.2	7.4	17.1	52.1

*Of respondents who reported that they live on campus or live off campus and their parents claim them as a dependent for tax purposes, excluding respondents who selected N/A

TABLE 40
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?	3083	1.6	2.3	3.5	11.3	14.0	31.8	35.5
are you fitting in?	3077	1.5	2.8	4.4	12.0	15.0	30.8	33.7
are you satisfied with your social life on campus?	3065	3.7	5.0	6.3	13.6	15.0	26.9	29.6

*Excludes respondents who selected N/A

- At least 72% of respondents specified that to a more than moderate degree they are meeting people on the Ball State campus who share common interests with them or include them in their activities. (Table 41)
- Approximately 8 out of 10 respondents indicated that to a more than moderate degree they are meeting people on this campus who they like. (Table 41)
- At least 54% of respondents indicated that more than half of the time they sleep enough or exercise the amount of time to remain physically healthy. (Table 42)

TABLE 41
Meeting Others*

On this campus, to what degree are you meeting people:		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately		Extremely	
	<i>N</i>	<i>Percentages</i>						
who share common interests with you?	3084	1.9	3.3	5.0	17.4	18.7	27.3	26.3
who include you in their activities?	3075	3.0	3.7	5.2	15.1	16.5	28.6	27.9
you like?	3059	0.8	2.3	3.6	13.0	13.3	31.9	35.0

*Excludes respondents who selected N/A

TABLE 42
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)?	3091	2.6	5.1	8.7	27.7	28.2	22.1	5.6
exercise the amount of time to remain physically healthy?	3089	3.1	7.1	13.2	22.0	18.7	21.6	14.2

*Excludes respondents who selected N/A

- Eighty-three percent of respondents reported that overall to a more than moderate degree they would choose Ball State again if they had it to do over. (Table 43)
- At least 9 out of 10 respondents indicated that overall to a more than moderate degree they would recommend Ball State to someone who wants to attend college. (Table 43)

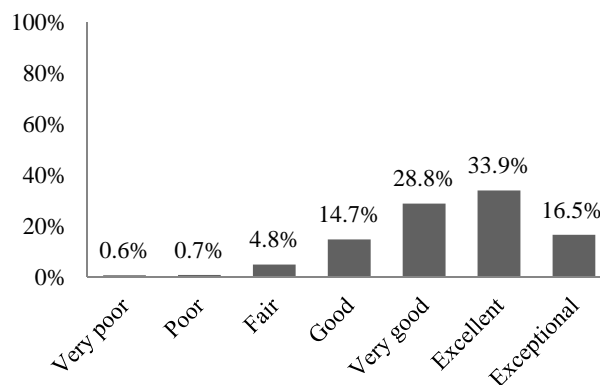
TABLE 43
Choice of Ball State

Overall, to what degree:	<i>N</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
		Not at all			Moderately			Extremely
		<i>Percentages</i>						
would you choose this institution again if you had it to do over?	3075	2.0	2.0	2.7	10.2	10.6	27.7	44.7
would you recommend this institution to someone who wants to attend college?	3040	0.7	0.5	1.3	7.2	9.5	28.9	51.9

*Excludes respondents who selected N/A

- Nearly 8 out of 10 respondents 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 were asked to report whether they are involved with Ball State athletics, when their sport is played, how much of their time they expect to spend on their sport, and what impact their sport has on their academics.

Approximately 4% of respondents indicated that they are student athletes at Ball State; of those, about 9 out of 10 reported that they are actively training for their sport.

Nearly 62% of student athletes surveyed indicated that none of their tuition, fees, and living expenses is covered by an athletic scholarship.

Nearly 7 out of 10 student athletes surveyed reported they expect to spend more than 10 hours in an average week on their sport the term they were surveyed. About 14% indicated that they feel to a more than moderate degree that they will have to miss class that term due to their student sport activities, and nearly 13% that they will have difficulty balancing their study time with their student sport activities.

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- Approximately 4% of respondents indicated that they are student athletes at Ball State. (Table 44)
 - Of respondents who indicated they are student athletes, 89% reported that this is their first term as a student athlete at Ball State; and 9 out of 10 reported that they are currently actively training for their sport. (Table 44)
 - Of respondents who indicated they are student athletes, 46% reported that their sport is predominantly played in the fall, 25% in the winter, and 29% the spring. (Table 44)

- Nearly 62% of the student athlete respondents indicated that none of their tuition, fees, or living expenses is covered by an athletic scholarship. (Table 44)
- Approximately 7 out of 10 student athlete respondents indicated that they expect to spend more than 10 hours in an average week on their sport. (Table 44)
- More than 3 out of 4 student athletes surveyed indicated that they would continue playing their sport at Ball State if they do not get sufficient playing time. (Table 44)
- Three out of 10 student athlete respondents indicated that they want to play their sport professionally. Of those who do, 74% are at least moderately confident they will be offered the opportunity to play at the professional level. (Table 44)
- Approximately 14% of student athlete respondents indicated that they more than moderately expect to miss class this semester due to their student sport activities. (Table 45)
- Nearly 13% of student athlete respondents reported that they will more than moderately have difficulty balancing their study time with time spent on their student sport activities. (Table 45)

TABLE 44
Student Athlete Characteristics

	N	Percentages
Are you a student athlete (i.e., on a college/university sponsored athletic team) at this institution?		
Yes	134	4.4
No	2929	95.6
Is this your first term as a student athlete at Ball State?*		
Yes	118	88.7
No	15	11.3
Are you actively training for your sport now?*		
Yes	119	90.2
No	13	9.8
Which term is your sport predominantly played?*		
Fall	60	46.2
Winter	33	25.4
Spring	37	28.5
What percentage of your tuition, fees, living expenses is covered by an athletic scholarship?*		
None	81	61.8
About a quarter	14	10.7
About half	12	9.2
About three quarters	4	3.1
All or nearly all	20	15.3
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	2	1.5
1 to 5 hours	11	8.4
6 to 10 hours	27	20.6
11 to 15 hours	19	14.5
16 to 20 hours	42	32.1
21 to 25 hours	17	13.0
More than 25 hours	13	9.9
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	75.8
Drop out of the sport but continue your education at Ball State	22	16.7
Transfer to another institution	10	7.6
Do you want to play your sport professionally?*		
Yes	39	30.0
No	67	51.5
My sport is not available at the professional level	24	18.5
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)	3	7.9
(2 and 3)	7	18.4
Moderately (4)	13	34.2
(5 and 6)	14	36.8
Extremely (7)	1	2.6

*Of respondents who indicated they are student athletes

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

TABLE 45
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	127	3.9	6.3	3.9	16.5	11.0	23.6	34.6
Have difficulty balancing your study time with the time spent on your student sport activities	129	0.8	7.0	4.7	24.8	15.5	27.1	20.2

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

STUDENT FRATERNITY/SORORITY EXPERIENCES

Summary Respondents were asked to report on their involvement with a Ball State fraternity or sorority, to specify how much time they spend on chapter-related activities, and to indicate what type of impact this affiliation has on their academics.

Approximately 11% of respondents indicated that they are an active member of or are pledging to a fraternity or sorority this term. Of those, half reported that they expect to spend on average less than 6 hours per week this term on chapter-related activities.

Nine percent noted that it is at least moderately likely they will miss class due to their organization's events. Almost 19% reported that they think it is at least moderately likely they will have difficulty

balancing their study time with the time spent on their organization's events.

-
- About 11% of respondents reported that they are an active fraternity or sorority member or are pledging this term. (Table 46)
 - Of these respondents, about 81% specified that they affiliated this term. (Table 46)
 - Half of 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 46)

TABLE 46
Fraternity/Sorority Characteristics

	N	Percentages
Are you an active fraternity/sorority member or pledging to a fraternity/sorority this term?		
Yes	333	10.8
No	2752	89.2
Did you affiliate (including new member activities) with your fraternity/sorority this term?*		
Yes	264	81.2
No	61	18.8
During this term, how many hours on average per week do you expect to spend on chapter-related activities?*		
None	37	11.4
1-5 hours	125	38.6
6 or more hours	162	50.0

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

- Nine percent of respondents who are affiliated with a sorority or fraternity reported that it is at least moderately likely they will miss class the term they completed the survey due to their organization's events. (Table 47)
- Almost 19% of sorority or fraternity respondents indicated it is at least moderately likely they will have difficulty balancing their study time with the time spent on their organization's events. (Table 47)

TABLE 47
Fraternity/Sorority Affiliation – Effect on Academics*

How likely do you think it is that you will do or experience each of the following during this term:		(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	309	52.8	29.4	8.7	4.2	1.9	2.6	0.3
Have difficulty balancing your study time with the time spent on your fraternity/sorority events	304	32.2	28.9	20.1	11.8	3.3	3.6	0.0

*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

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.

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

- Butler
- Indiana State University
- Indiana University
- Indiana University Purdue University Fort Wayne
- Indiana University Purdue University Indianapolis
- Ivy Tech
- New York University
- Purdue University
- Purdue University Calumet
- University of Illinois
- University of Southern Indiana
- The Ohio State University

*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).

- Anatomy
- Art/Art History
- Astronomy
- Biology
- Chemistry
- Communication Studies
- English
- Foreign Language
- History
- Math
- Music/Music History
- Psychology

*Resulting classes were compiled into the 12 course subjects with which students are having the most difficulty and are listed in alphabetical order.

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

- Commuting every day.
- Computer, and texting
- Currently trying to move on my own
- Driving
- Friends
- Having to be up early for such a long drive.
- Just lazy
- Lack of time due to travel distance
- Living 45 minutes away.
- Nothing it's my first priority
- Power outages, traffic, trains

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

- [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
- 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.