

**Oregon State University**

**Cooperative Institutional Research Program**

**2002 Freshman Survey Results**

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**Oregon State University**  
**Cooperative Institutional Research Program**  
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**INTRODUCTION**

The Cooperative Institutional Research Program's Freshman Survey (CIRP) was introduced in 1966. It was given to entering students at colleges and universities across the country and was the longest standing research on student's attitudes, beliefs, and plans in the nation. This year 282,549 first year students were surveyed at 437 participating institutions. The CIRP was administered by the Higher Education Research Institute (HERI) at the University of California—Los Angeles with additional support from the American Council on Education. The CIRP Freshman Survey data was regarded as the most comprehensive source of information on college students and served as a resource for researchers in higher education around the globe (Sax, Lindholm, Astin, Korn, & Mahoney, 2002).

The CIRP Freshman Survey posed questions covering a broad array of issues relevant to colleges and universities and the students attending them. In addition to demographic characteristics, CIRP asked students questions concerning their college expectations, high school experiences, degree and career goals, finances and reasons for attending college, and beliefs, attitudes and values.

With over 30 years of research, the CIRP organization compiled national trends and also provided individual campuses with results compared to students in general as well as to like institutions. OSU's comparators on this instrument were "public universities—medium selectivity."

OSU first administered the CIRP to incoming first year students in 1967. No follow-up was conducted until 2001 when the survey was once again administered to OSU entering students. The current report examined the 2002 CIRP data and where results differed noticeably from the 2001 results, from other public medium-selective colleges and universities, or between sexes the differences were noted.

As with the reporting of the 2001 CIRP results, the 2002 CIRP report was "to present students' perspectives and experience, not to describe a specific course of action for the university (Student Affairs Assessment Committee, p. 12) ." It was hoped that CIRP data would foster conversation and thoughtful reflection regarding OSU first year students.

**METHODOLOGY**

The CIRP Freshmen Survey was sent to the OSU contact person from the Higher Education Research Institute at UCLA. The surveys were placed in folders that contained information for students who were attending OSU START in the summer of 2002. As students registered for the program, they received one of these packets and were asked to complete the enclosed survey and to return it to drop boxes at their head advising offices or at the registration and

information tables in the OSU Memorial Union and in Kerr Administration Building. Additionally, reminders to complete and return the survey were located on the checklist of things to do while at START. Those first year students who did not attend START were provided the survey during the OSU CONNECT program in the early fall. This methodology was quite different from the manner in which surveys were administered for the 2001 CIRP. For specific information regarding 2001 survey administration, please see the OSU CIRP 2001 Freshman Survey Results report.

Completed surveys were mailed to HERI for processing. Data files, frequency distributions and the data dictionary were provided to OSU along with summary data from all participating schools as well as other schools classified as medium selective public universities. While some comparisons between OSU and other medium selective public universities may be helpful, the CIRP Freshmen Survey is primarily descriptive of OSU's entering class of full-time, first-time, first year students. Some part-time and transfer students also completed the survey, however, the N for these groupings was not adequate for result generalization.

Approximately 2,600 students were surveyed with a return rate of 42.5%. Of those, 95.3% were first time, full time, first year students (ft-ft-fy) 46% of whom were male and 54% were female.

## RESULTS

Unless otherwise noted, the data presented pertained to full-time, first-time, first year students (ft-ft-fy). The number of part-time students and transfer students who responded to the survey was relatively small which limited the ability to generalize results. The results section of this report was organized according to the following categories: Demographic Information, Admission-Related Issues, Financing College, High School Activities, Academic and Career Plans and Expectations, Political and Social Views and, Student Opinions, Values, Behaviors, and Questions Specific to OSU.

### DEMOGRAPHIC INFORMATION

#### Students

OSU first-time full-time first year students (ft-ft-fy) reported that 98.6% graduated from high school in 2002. The remaining ft-ft-fy students graduated from high school prior to 2002. Only 0.5% graduated in 1999 or earlier. Nearly 98% were 18-20 years old with only 1.4% older than 20 years and 0.6% under 18 years of age.

The ethnic background of these students generally mirrored the OSU population and is illustrated below.

#### Ethnic Background of Students

Ethnic Background*	Percent
White/Caucasian	86.4
African American/Black	1.2
American Indian/Alaskan Native	1.5
Asian American/Asian	8.6
Native Hawaiian/Pacific Islander	1.0
Mexican American/Chicano	3.1
Puerto Rican	0.8

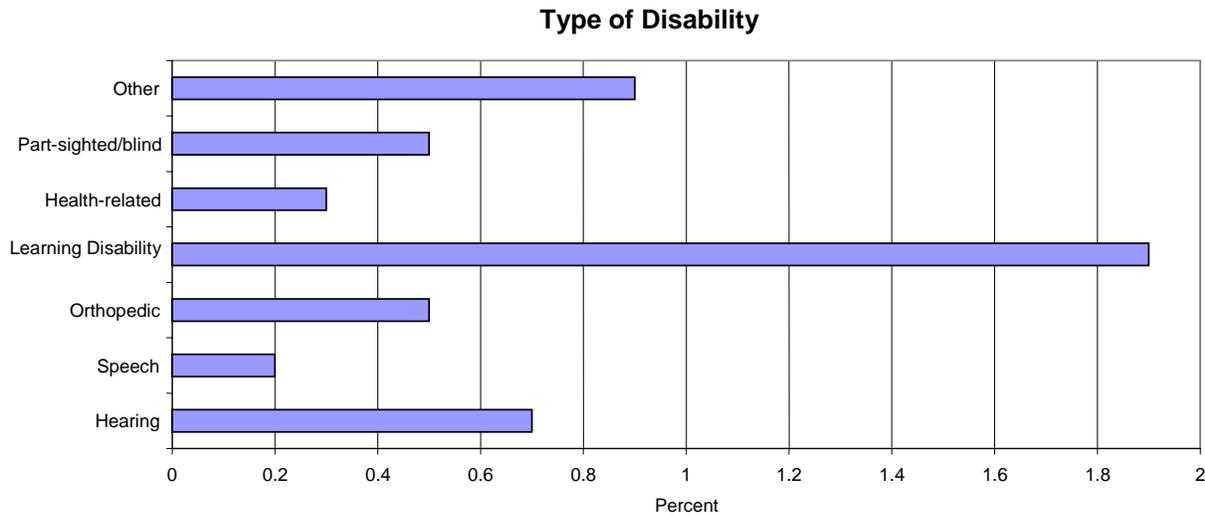
Other Latino	1.2
Other	2.0

\*Percentages will sum to more than 100.0 if any respondent marked more than one category.

Over 49% reported that they made an A+, A, or A- average while in high school with another 47% reported making a B+, B, or B- average. Only 2.9% indicated that they had made less than a B- average while in high school.

Most reported that they were U. S. citizens (97.4%) with only 2.2% reporting permanent resident (green card) status. 0.4% reported that they were neither a U. S. citizen nor a permanent resident. Additionally, 94% reported English as their native language however, 6% indicated that English was not their native language. Over half of OSU students reported living within 100 miles from home. Another 11% reported a permanent residence of 500 or more miles from OSU.

Roughly 5% reported that they had a disability. The breakdown by type was depicted below.



As expected, the largest portion of students reporting a disability indicated that it was a learning disability. This was also the largest proportion of disabled students reported by the OSU Services for Students with Disabilities Office.

Almost one-third of first-year students reported that they had no religious preference. In the national sample, the religious preference of “none” for students was most closely aligned with the religious preference of the father. OSU’s results certainly seemed to support these results (note Parent Religious Preference in subsequent section).

**Religious Preference of Students**

Religious Preference	Percent
None	32.5
Other Christian	22.9
Roman Catholic	15.8
Baptist	6.0
Lutheran	5.0

Presbyterian	4.0
Other Religion	4.0
Methodist	2.4
Episcopal	1.7
United Church of Christ	1.4
Buddhist	0.9
LDS (Mormon)	0.9
Seventh Day Adventist	0.8
Jewish	0.7
Eastern Orthodox	0.6
Quaker	0.2
Islamic	0.1

## Parents

According to the report of ft-ft-fy students, 69.6% of their parents were alive and lived with each other. Another 27.2% reported that their parents were alive but lived apart and 3.2% indicated that one or both parents were deceased. These results were significantly different ( $p < .05$ ) from the 2001 CIRP results where more parents were reported living with each other (75.6%) and fewer parents were reported as divorced or living apart (21.5%).

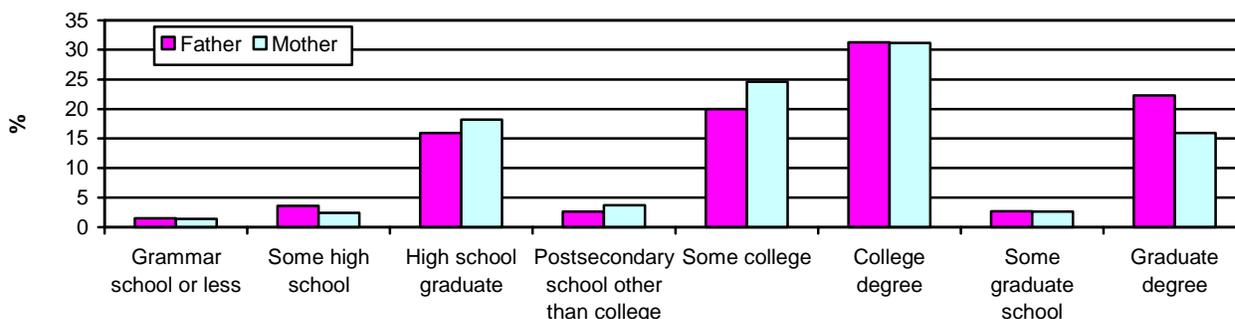
The ethnic background of the parents of the ft-ft-fy students was illustrated below.

### **Parents Ethnic Background as Reported by Student**

<b>Mother</b>	<b>Ethnic Background</b>	<b>Father</b>
<i>Percent</i>		<i>Percent</i>
87.0	White/Caucasian	87.2
0.8	African American/Black	1.1
1.5	American Indian/Alaskan Native	1.0
7.6	Asian American/Asian	6.1
0.8	Native Hawaiian/Pacific Islander	0.8
1.8	Mexican American/Chicano	2.3
0.8	Puerto Rican	0.5
1.0	Other Latino	1.0
0.9	Other	1.5

The educational background of the parents of OSU ft-ft-fy students was quite varied. An average of 46% of OSU ft-ft-fy students reported one or both of their parents had not completed a college degree. Another 38% of OSU ft-ft-fy students reported one or both parents completed a graduate degree. The educational background of parents was reported below.

### Educational Background of Parents



Students also reported the general occupational category for both parents. Overall, most parents were involved in a business occupation; however, there were some significant sex differences in occupational categories. Additionally, there were significantly more ( $p < .05$ ) mothers reported in the occupational category of Education (elementary) in 2001 than in 2002. Categories indicated with an “\*” below demonstrated a significant difference ( $p < .05$ ) between the mother’s occupation and the father’s occupation as reported on the 2002 CIRP survey.

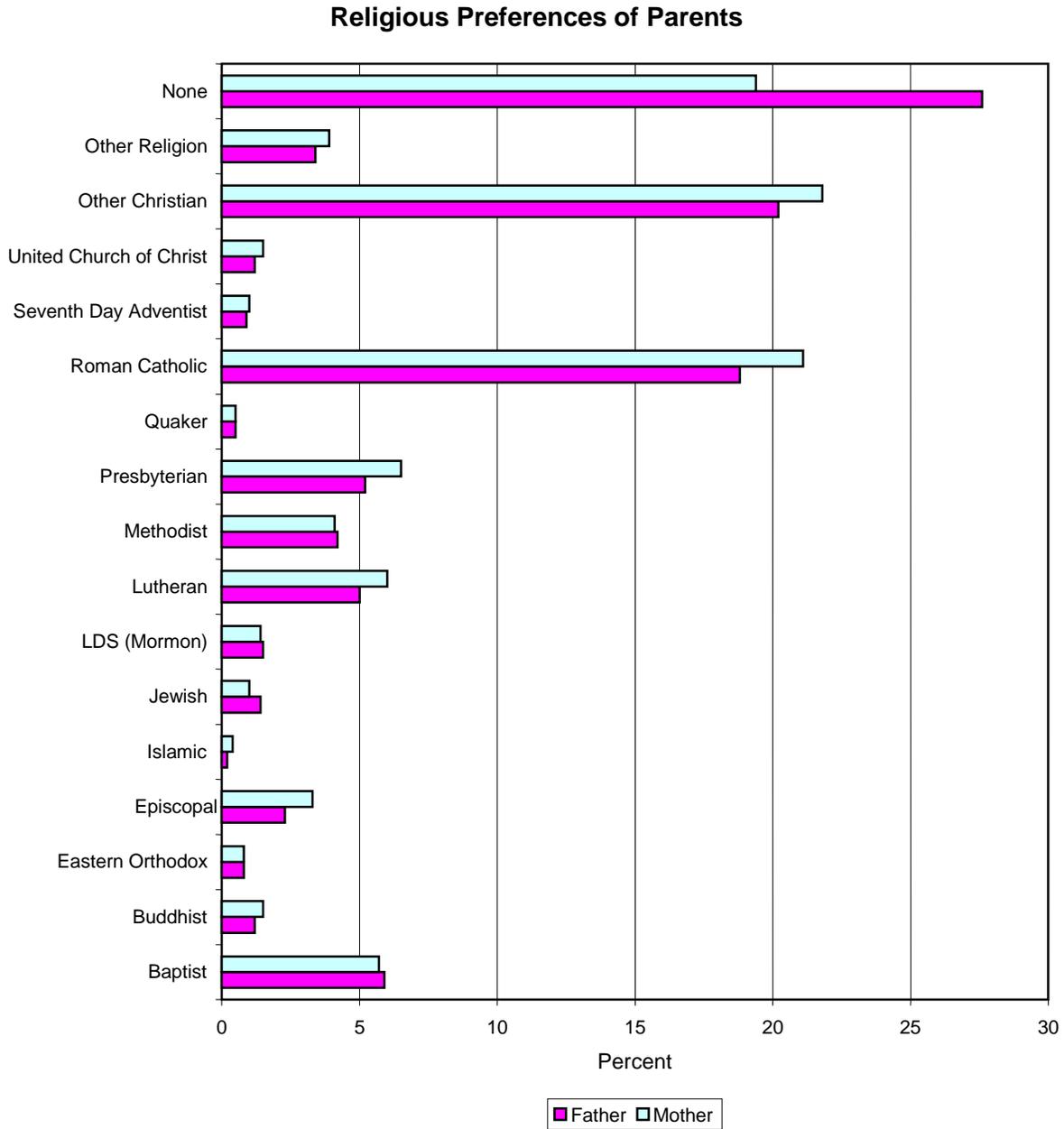
### Occupational Category of Parents

(\*  $p < .05$ )

Mother Percent	Occupational Category	Father Percent
2.3	Artist*	0.5
19.2	Business*	29.2
8.7	Business (clerical)*	1.2
0	Clergy	0.1
0.5	College Teacher	0.9
0.6	Doctor (MD or DDS)*	2.4
5.7	Education (secondary)*	2.7
8.4	Education (elementary)*	1.0
0.7	Engineer*	10.7
1.1	Farmer or forester*	5.0
4.0	Health professional*	1.6
10.4	Homemaker (full-time)*	0.4
0.7	Lawyer*	2.2
0	Military (career)*	0.8
7.6	Nurse*	0.6
0.4	Research scientist	1.4
1.3	Social/welfare/rec worker	0.3
1.6	Skilled worker*	8.7
1.7	Semi-skilled worker	2.3
1.3	Unskilled worker*	3.4
3.1	Unemployed*	1.2
20.5	Other	23.4

Given the economic conditions across the country it was interesting to note that the student report that one or both of their parents was unemployed changed only slightly from 2001. Students reported that 3.3 percent of their mothers and 1.8 percent of their fathers were unemployed in 2001.

The religious preferences of parents as reported by their student also varied widely with the predominance of parents categorized as a Christian religious faith. Students tended to report “no religious preference” more often for their fathers than they did for their mothers. The following chart depicted the parental religious preferences.



**ADMISSION-RELATED ISSUES**

Factors related to the decision to go to college and the subsequent decisions about which college to attend were varied. This next section of the report examined some specific questions that students were asked to respond to which were related to their decision-making regarding college attendance and their selection of OSU.

### Reasons Noted as Very Important in Deciding to go to College

Generally OSU ft-ft-fy students reported career-oriented reasons for attending college (e.g., to get a better job, to make more money, to get training for a specific career). Yet, a large percentage of students also indicated that they “wanted to learn more about things that interested them” and they “wanted to gain a general education and appreciation of ideas.” Male students tended to select “make more money” more frequently than did female students while female students selected “to prepare myself for graduate or professional school more often than their male counterparts. In this particular section, respondents could select as many reasons as they desired; thus, the categories were not mutually exclusive.

### **Reasons Noted As Very Important In Deciding To Go To College**

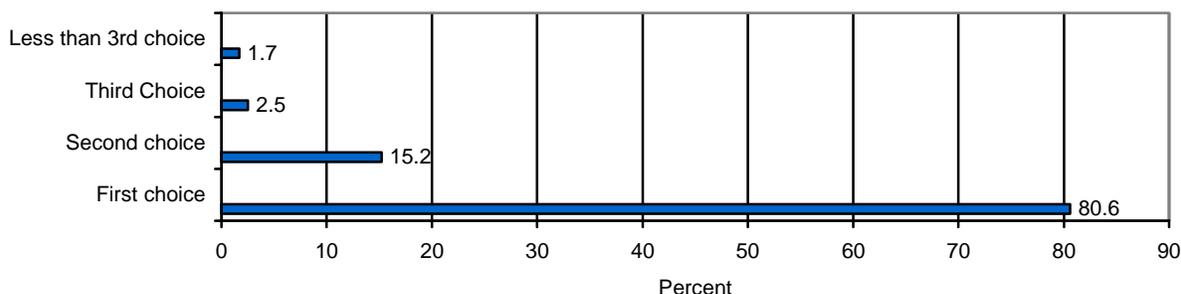
<b>Reason*</b>	<b>Total</b>	<b>Men</b>	<b>Women</b>
	Percent	Percent	Percent
To learn more about things that interest me	80.4	78.6	82.0
To get training for a specific career	72.4	69.2	75.1
To be able to get a better job	72.4	73.6	71.4
To be able to make more money	71.0	76.5	66.5
To gain a general education and appreciation of ideas	63.3	61.1	65.1
To prepare myself for graduate or professional school	51.0	43.5	57.4
To improve my reading and study skills	35.3	35.0	35.6
To make me a more cultured person	34.1	27.3	39.8
My parents wanted me to go	31.5	30.1	32.7
Wanted to get away from home	21.0	20.5	21.4
A mentor/role model encouraged me to go	10.1	9.2	10.8
I could not find a job	4.8	5.3	4.3
There was nothing better to do	3.0	3.9	2.2

\*Note reasons were not mutually exclusive.

### Student Ranking of OSU

Most of the students completing this survey reported that OSU was their first choice for higher education; however not all students made this selection and many applied to more colleges and universities than OSU.

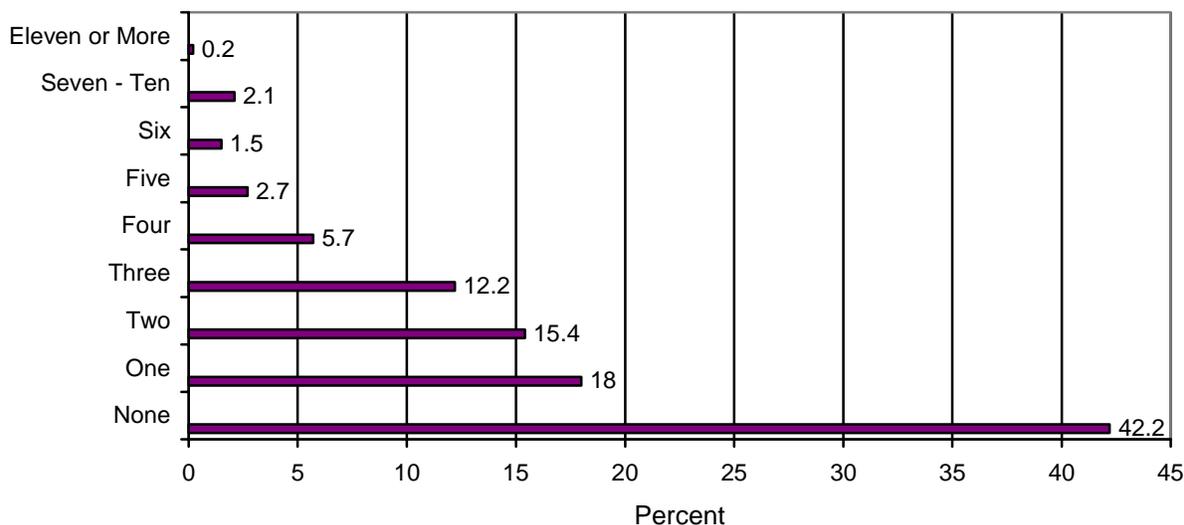
### **Student Ranking of OSU**



### Number of Schools Applied to Other than OSU

Generally, respondents at other Public-Medium Selective universities tended to apply to more schools than OSU respondents. The difference in the number of schools applied to was significant ( $p < .05$ ) for all levels except 1, 2, 7-10, and 11+. This suggested that OSU students tended to focus their applications for admission more so than applicants at other comparable institutions.

**Number of Colleges Applied To Other Than OSU**



### Very Important Factors in Decision to Attend OSU

The factors that students reported being very important in effecting their decision to go to OSU seemed to cluster primarily around perceived attributes of the institution (e.g., academic and social reputation, offer of financial assistance, cost, location, and size). There were some significant differences between men and women's choices however. Reasons listed with an asterisk (\*) demonstrated significant differences ( $p < .05$ ).

**Factors Reported as Very Important in Their Decision to Attend OSU**

(\*  $p < .05$ )

Reason	Total <i>Percent</i>	Men <i>Percent</i>	Women <i>Percent</i>
This college has a very good academic reputation	37.9	35.4	40.1
<b>*I was offered financial assistance</b>	22.7	17.0	27.5
<b>*This college has a good reputation for its social activities</b>	20.8	16.0	24.8
<b>*I wanted to go to a school about the size of this college</b>	19.3	14.2	23.6
This college has low tuition	19.1	18.4	19.7
<b>*This college offers special educational programs</b>	18.2	14.3	21.4
<b>*I wanted to live near home</b>	13.6	11.0	15.9
I was admitted through an Early Action or Early Decision program	8.6	7.6	9.4
My relatives wanted me to come here	6.4	5.8	7.0
Not offered aid by first choice	5.6	4.5	6.6
Information from a website	5.4	4.5	6.1

<b>*Reputation for campus safety</b>	4.4	2.7	5.7
High school guidance counselor advised me	3.6	3.8	3.4
The athletic department recruited me	3.2	3.2	3.3
<b>*Rankings in national magazines</b>	3.1	4.3	2.1
My teacher advised me	2.2	1.3	3.0
<b>*I was attracted by the religious affiliation/orientation of the college</b>	0.8	0.2	1.3
Private college counselor advised me	0.3	0	0.6

The top 7 reasons reported in 2001 were the same as those in 2002. The relative ranking was the same for only the first two reasons for attending OSU in 2001 and 2002.

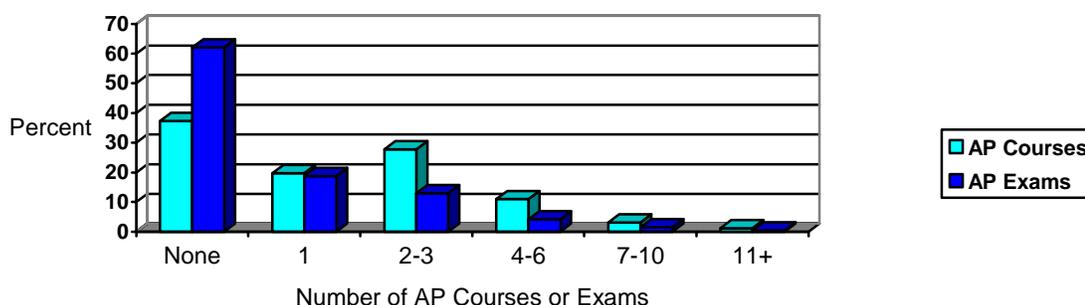
### Residence in First Year

Part of the decision-making process also involved deciding where to live during the first college term. Most ft-ft-fy students (82.5%) reported that they planned to live in a college residence hall. In all 89.2 % indicated that they planned to live in some university-organized group living situation (e.g., residence hall, fraternity/sorority house, other university housing). Only 4% planned to live with family or relatives and another 6.1% planned to live in a private home, apartment or room. These results were significantly different ( $p < .05$ ) from those reported in 2001 with significantly more students planning to live in a college residence hall and significantly less planning to live in a private home/apartment or with family.

### Advanced Placement Courses and Advanced Placement Exams

A relatively substantial percentage of ft-ft-fy students reported taking advanced placement exams prior to entering OSU. Approximately 38% of ft-ft-fy students took at least one AP exam. Involvement in at least one AP course was reported by approximately 63% of ft-ft-fy students.

**Percent Frequency of AP Courses and AP Exams**



Since OSU draws a significant number of students from surrounding areas, it was interesting to note that 97% of ft-ft-fy students reported that they had not taken a course for credit at OSU prior to their matriculation at OSU.

### **FINANCING COLLEGE**

The ability to finance one's college education was one factor effecting a student's decision to attend college. The following items related directly to students' perceptions of their ability to finance college and how they intended to do so.

**Estimated Income of Parents**

Ft-ft-fy students reported the following income levels for their parents. Note that 28.7% of students reported their parents' income as less than \$50,000. Roughly the same percentage (28.3%) of students reported their parents' income was more than \$100,000.

**Student Estimate of Parents' Income**

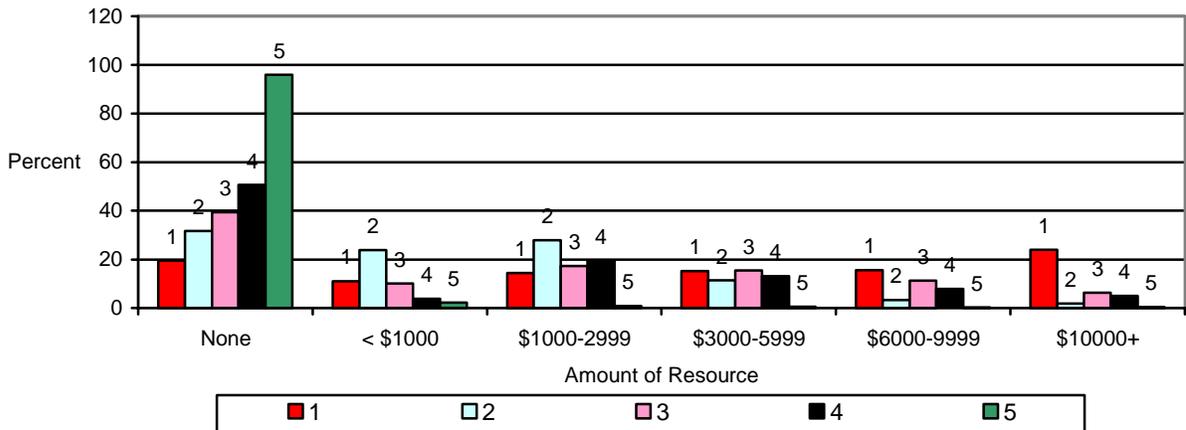
Income Range	Percent
Less than \$10,000	2.4
\$10,000--\$24,999	8.2
\$25,000—\$49,999	18.1
\$50,000—\$74,999	25.6
\$75,000--\$99,999	17.6
\$100,000—\$149,999	17.8
\$150,000--\$199,999	3.8
\$200,000--\$249,000	2.7
\$250,000 or more	4.0

**Expected Sources of Financial Assistance**

Students reported various sources of financial support that they expected to assist with their first year educational expenses (room, board, tuition and fees). Women reported expecting to receive aid that “need not be repaid” significantly more ( $p < .05$ ) than men. They further expected to have “other resources” not listed on the survey significantly more ( $p < .05$ ) than their male counterparts. There were no other significant differences regarding financing their college education between male and female students.

Note that while many students (23%) expect that their family resources will contribute \$10,000 or more to their first year college expenses, another 20.9% expect no financial assistance from their families.

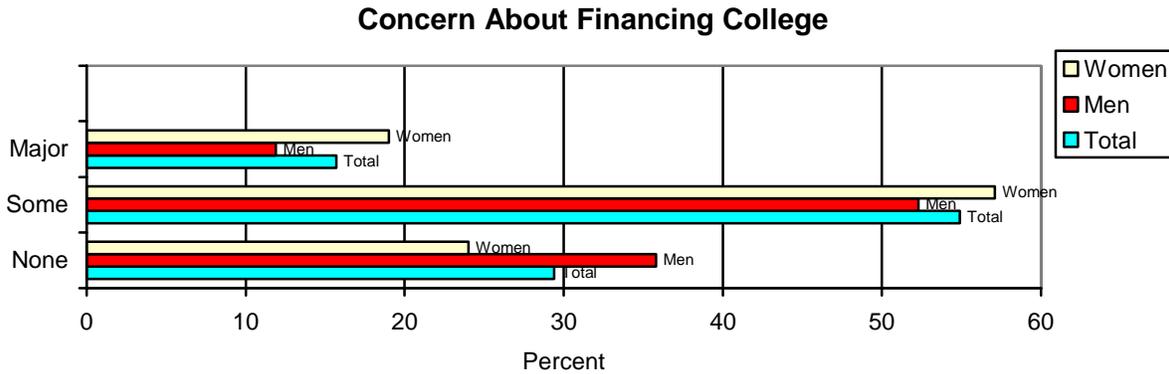
**Expected Sources of Financial Assistance for College Expenses**



1=Family resource, 2= Own resource, 3= Aid-not repay, 4 = Aid-must repay, 5 = Other

**Concern About Financing College**

At this point in their academic planning, ft-ft-fy students generally showed some to no concern (84.3%) about their ability to finance their college education. Only 15.7% reported major concern about finances which could impair their ability to complete college. Women reported significantly more ( $p < .05$ ) concern about their ability to finance college than did men. The chart below illustrated both the concern expressed by men and women as well as the combined concern.



**HIGH SCHOOL ACTIVITIES**

Ft-ft-fy students reported being frequently involved in a variety of activities during their last year of high school. Some significant differences between 2002 and 2001 involvements were noted.

**Activities Involved in During Past Year**

(\* significantly different,  $p < .05$ )

Activity	2002 Percent Frequently Involved	2001 Percent Frequently Involved
Used a personal computer	87.1	90.8
Used internet for research/homework	83.2	81.8
Socialized with different ethnic group	70.1	72.3
<b>*Communicated via e-mail</b>	66.3	81.9
<b>*Other internet use</b>	56.9	64.0
<b>*Was bored in class</b>	36.5	53.6
Studied with other students	33.2	36.6
Attended religious services	33.0	37.7
Discussed religion	31.3	35.7
Performed volunteer work	30.7	32.0
Voted in student election	25.7	28.7
Asked teacher for advice after class	24.5	23.6
<b>*Felt overwhelmed</b>	22.6	30.5
Did community service as part of a class	22.6	19.9
Discussed politics	22.2	25.7
Played a musical instrument	21.6	21.0
Attended public recital/concert	17.6	18.3
<b>*Participated in internet chat rooms</b>	12.9	17.7
Came late to class	11.2	13.7

Tutored another student	8.9	10.8
Participated in organized demonstrations	8.0	8.8
Visited art gallery or museum	5.4	4.9
<b>*Drank beer</b>	4.9	11.6
<b>*Felt depressed</b>	4.4	9.8
Was guest in a teacher's home	3.8	5.7
<b>*Drank wine or liquor</b>	3.5	9.4
<b>*Overslept &amp; missed class</b>	2.4	5.9
Smoked cigarettes	2.2	3.7

Female students reported significantly more ( $p < .05$ ) involvement in the following activities than did male students:

- Studied with other students
- Felt overwhelmed
- Felt depressed
- Performed volunteer work
- Asked teacher for advice after class
- Attended public recital or concert
- Communicated via email
- Did community service as a part of a class

Male students reported significantly more ( $p < .05$ ) involvement than female students in the following:

- Discussed politics
- Participated in internet chat rooms
- Other internet use

There were no significant differences reported between men and women on other items in this section of the survey.

Some of the items were able to be compared to other public-medium selective universities. The following items showed significant differences between OSU and other public medium-selective universities.

- OSU ft-ft-fy students reported using the internet for research and homework significantly more ( $p < .05$ ) than comparators.
- OSU ft-ft-fy students reported significantly less involvement than comparators in the following: other internet use, was bored in class, felt overwhelmed, participated in internet chat rooms, felt depressed, and smoked cigarettes.

Most (73.6%) ft-ft-fy students reported that they were not required to do community service as a graduation requirement which was roughly the same as that reported in the 2001 CIRP survey.

### **Use of Time in High School**

In order to gauge how students spent their time on various activities in high school, students were asked to estimate the number of hours spent in a variety of activities in a typical week. The following chart provided the 2001 mean, 2002 mean, and 2002 percent for two categories of responses for ft-ft-fy students.

**FT-FY Student Reported Use of Time in Their Last Year of High School**  
(reported in hours per week)

Activity	2001 Mean	2002 Mean	2002 % 5 hrs or less	2002 % 16 hrs or more
<i>1 = none, 2 = less than one hr, 3 = 1 to 2 hr, 4 = 3 to 5 hr, 5 = 6 to 10 hr, 6 = 11 to 15 hr, 7 = 16 to 20 hr, 8 = over 20hr</i>				
Socializing with friends	5.79	5.46	30.0%	27.0%
Exercising or sports	4.80	4.67	48.6%	16.4%
Working for pay	4.46	4.30	46.6%	26.4%
Studying or homework	4.11	4.13	63.5%	6.0%
Watching TV	3.69	3.56	76.8%	3.4%
Household/childcare duties	2.80	2.69	60.2%	1.2%
Reading for pleasure	2.64	2.65	91.5%	1.1%
Partying	2.87	2.63	86.1%	2.2%
Volunteer work	2.60	2.61	91.1%	2.8%
Talking with teacher outside of class	2.57	2.60	96.6%	0.3%
Student clubs or groups	2.74	2.59	88.4%	2.6%
Playing video/computer games	2.50	2.42	88.9%	2.7%
Prayer/meditation	2.04	1.83	98.4%	2.7%

From the students' report socializing with friends generally consumes the major portion of time for most with exercising or sports and working for pay following close behind. Studying or doing homework was reported as the fourth most frequent activity in terms of time spent. Most students (63.5%) indicated that they spent 5 hours or less per week in academic preparation. These results were very similar to those reported in the 2001 CIRP.

**Comparison of Time Spent Studying or on Homework with Reported High School GPA**

	High School GPA of A or A+	High School GPA of B	High School GPA of C
% 5 hours or less per week studying	63.7	69.3	66.7
% 16 hours or more per week studying	3.2	3.3	none

The results of this table indicated that students generally were unfamiliar with having to invest significant amounts of time in academic preparation regardless of high school grade point average. Even OSU's best prepared in terms of high school grade point average were unaccustomed for the degree of academic engagement and study many college-level courses required.

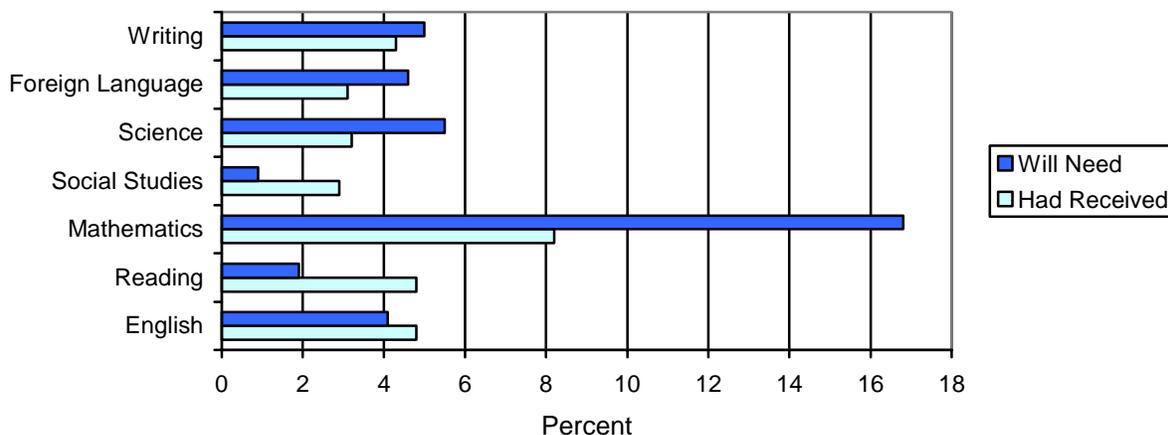
**ACADEMIC AND CAREER PLANS AND EXPECTATIONS**

Students expectations for their college years and their career plans are influenced by a number of factors. Previous experience has been shown to be one of the factors in setting expectations. The following sections described both a student's history in certain areas as well as their expectations.

### **Special Tutoring or Remedial Work**

Students were asked to indicate whether or not they had had any special tutoring or remedial work in various subject areas and whether or not they anticipated needing further special tutoring or remedial work while in college. As was expected, the area in which students reported either having had special tutoring or remedial work and the area in which most students believed that they would need special work was in the area of mathematics.

#### **History of Special Tutoring or Remedial Work and Need for Continued Assistance**



This was an area in which there were substantial differences between men and women. About three times as many women as men reported a history of special assistance with mathematics while in high school. In terms of expectations for mathematics assistance in college, about 1.5 times as many women as men reported this expectation. This difference between male students and female students and their expectation of needing additional assistance in mathematics was statistically significant ( $p < .001$ ). Male students expected to need additional assistance with English to a significantly greater ( $p < .05$ ) degree than women students. Generally, male students reported more expectation of needing additional assistance in writing and English while female students reported needing greater assistance in mathematics and science.

### **Probable Career Choice**

Students' expectation concerning the type of degree(s) they intended to earn at any college was fairly evenly distributed with fewer indicating a doctoral or professional degree. 29.7% of incoming ft-ft-fy students reported that they intended to get at least a bachelor's degree, 43.3% a Master's degree, and 25.3% a doctoral or professional degree (.e.g., law, medicine). Women were twice as likely as men to report that they intended to get a professional degree in medicine (i.e., MD, DO, DDS, DVM). Most students expected to earn their bachelor's (68.7%) degree from OSU. 23.1% intended to earn their master's degree from OSU.

**Probable Career Choices for Students**  
(top 10 in terms of percent endorsed )

\*p < .05 between men and women

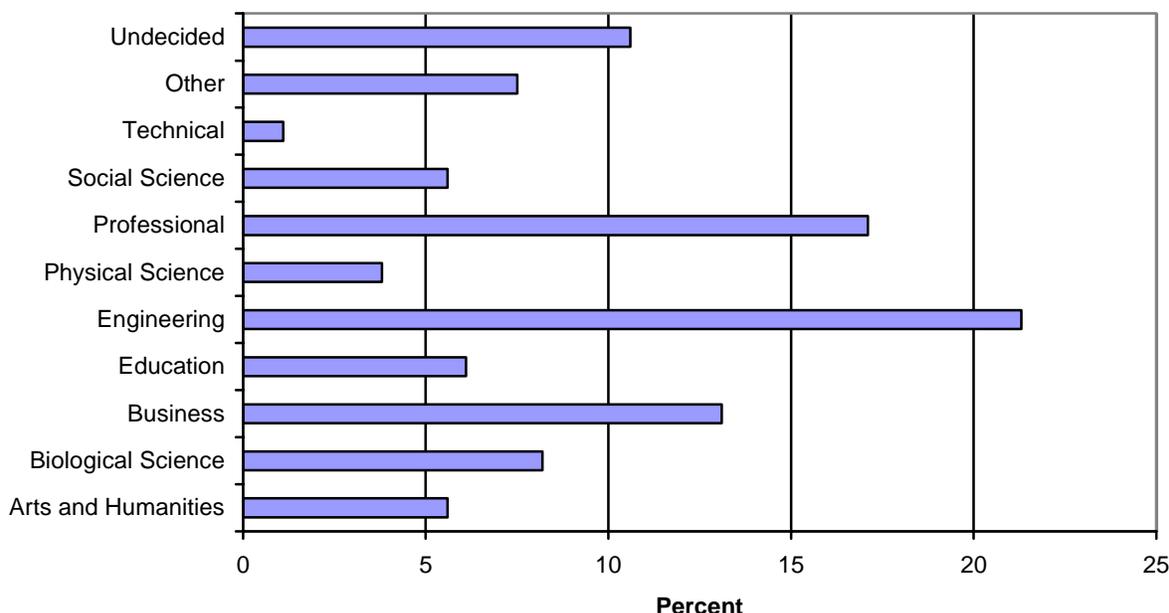
Probable Career	% Men	% Women	%Total
<b>*Engineer</b>	32.3	5.6	17.8
Undecided	16.8	16.3	16.5
Business Executive (management)	8.0	6.3	7.1
Physician	4.9	5.6	5.2
Scientific Researcher	3.8	4.3	4.0
<b>*Pharmacist</b>	2.2	4.8	3.6
<b>*Teacher/administrator (elementary)</b>	0.4	6.1	3.5
<b>*Computer Programmer/Analyst</b>	6.9	0.4	3.3
<b>*Therapist (physical, occupational, speech)</b>	0.9	4.1	2.6
Lawyer (attorney)/Judge	1.8	3.3	2.6

Several occupational categories indicated substantial sex differences in choices including engineering, pharmacy, elementary teaching/administrator, computer programmer/analyst, therapist (physical, occupational, speech) with the most notable being engineering. A complete listing of probable career choices for students is contained Appendix A.

**Probable Choice of Major**

Students indicated the following choice of areas in which to major. A complete list of choices was contained in Appendix B. Note that the areas below did not reflect OSU colleges in all instances.

**Student Choice of Probable Major Area**



Note that the category, Professional, contained the areas of medicine, dentistry, veterinary medicine, and pharmacy. The category, "Other," contained agriculture, forestry, military science and radio/TV communications.

## Collegiate Activities in Which Students Expect to be Engaged

Students entered the university with a myriad of expectations about the nature of their collegiate experience. The following reflected the percentage of students rating the chances very good that they would engage in the activity.

### Very Good Expectation That Student Will Engage in Activity

(\* p < .05)

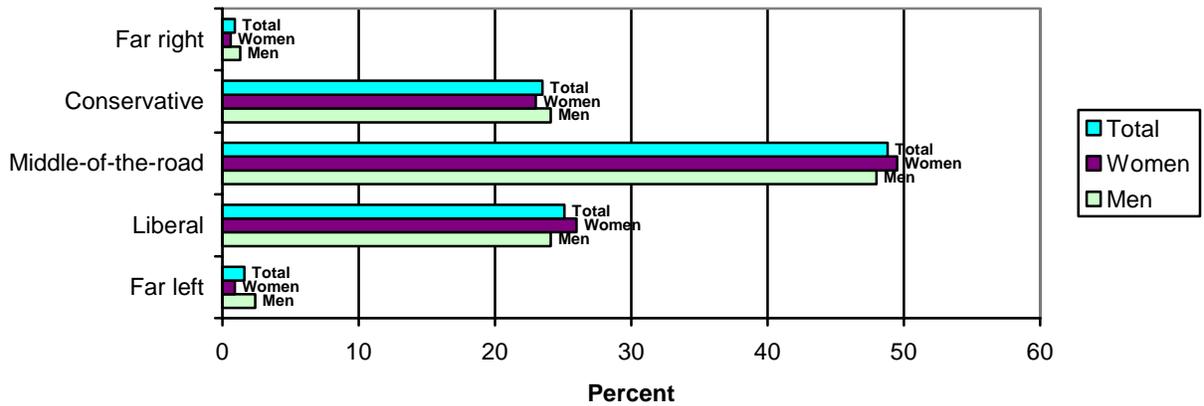
Chances Very Good I Will:	2002 Percent	2001 Percent
Get a bachelor's degree (B.A., B.S., etc.)	79.9	81.5
Develop close friendships with other students	75.3	75.9
Socialize with someone of another racial/ethnic group	71.1	73.9
Make at least "B" average	53.8	53.4
Get a job to help pay for college expenses	51.0	47.7
Be satisfied with your college	48.5	46.3
Participate in student clubs/groups	32.6	37.4
<b>*Communicate regularly with your professors</b>	30.6	12.8
Strengthen religious beliefs/convictions (not asked in 2001)	22.0	
Participate in a study abroad program (not asked in 2001)	20.1	
<b>*Participate in volunteer or community service work</b>	19.7	26.7
Change major field	15.6	15.8
Change career choice	13.0	14.5
Join a social fraternity or sorority	11.9	13.4
Play varsity/intercollegiate athletics	8.1	9.9
Transfer to another college before graduating	6.4	9.3
Seek personal counseling	5.4	4.2
Participate in student government	5.3	5.6
Work full-time while attending college	3.5	4.2
Participate in student protests or demonstrations	2.4	4.4
Drop out of college	0.3	0.5

Most students were very optimistic concerning their completion of a bachelor's degree (i.e., 79.9%). Involvement with other students was also an area of great expectation (75.3%). It was interesting to note that roughly 30% of students expected to communicate regularly with professors. Given the relatively infrequent contact outside of class that they had with faculty in high school, this finding suggested that students may hold a different expectation for student-faculty interaction at the college level. The 2002 CIRP results on this item are significantly different from those reported in 2001. Yet, in 2001 students reported an expectation of being involved in volunteer or community service work significantly more than the 2002 respondents.

## POLITICAL AND SOCIAL VIEWS

Students' political views were characterized from far left to far right with most students choosing a middle-of-the-road stance. This finding was consistent with the 2001 results as well.

### Students Political Views



Nationally, the trend over the last several years has been toward a more liberal first year class of students. This trend was supported not only by students' characterizing themselves as liberal or conservative but also by their stance on social and political issues. At OSU, there was a slight shift to the left in terms of students' self-reported political views. In the table below, note that on many of the issues, there were significant differences between the views of men and the views of women.

### Student Opinions on Social and Political Issues

Issue	Sex	Mean	Sig. Level	% Strongly Disagree	% Strongly Agree
<i>1 = Disagree strongly, 2 = Disagree some, 3 = Agree some, 4 = Agree strongly</i>					
Too much concern in courts for rights of criminals	M	2.81	.098	3.3	14.1
	F	2.74		4.6	10.1
Abortion should be legal	M	2.68	.902	21.6	26.0
	F	2.69		24.5	31.2
<b>Death penalty should be abolished</b>	M	1.93	.001	35.9	6.9
	F	2.11		27.8	7.9
<b>Marijuana should be legalized</b>	M	2.25	.004	29.5	11.5
	F	2.07		33.1	6.8
<b>Important to have laws prohibiting homosexual relationships</b>	M	2.04	.000	36.6	11.6
	F	1.65		56.8	4.9
<b>Federal government should do more to control the sale of handguns</b>	M	2.71	.000	11.5	20.2
	F	3.10		6.8	37.9
<b>Racial discrimination is no longer a major problem in America</b>	M	2.08	.000	22.6	3.1
	F	1.85		31.7	1.3
<b>An individual can do little to bring about change in our society</b>	M	2.14	.000	21.5	4.0
	F	1.96		28.2	1.5
Wealthy people should pay a larger share of taxes than they do now	M	2.46	.285	16.0	14.8
	F	2.52		11.1	10.1
<b>Colleges should prohibit racist/sexist speech on campus</b>	M	2.59	.006	13.8	17.9
	F	2.76		10.1	26.0
<b>Same-sex couples should have the right to legal marital status</b>	M	2.46	.000	21.7	17.1
	F	2.85		15.1	31.9
<b>Affirmative action in college admissions should be abolished</b>	M	2.66	.000	5.3	18.0
	F	2.45		11.3	11.9

<b>Activities of married women are best confined to the home and family</b>	M	1.87	.000	42.1	4.8
	F	1.38		74.1	2.3
<b>People should not obey laws which violate their personal values</b>	M	2.31	.000	13.3	8.4
	F	2.01		25.4	4.3
<b>Federal military spending should be increased</b>	M	2.35	.002	14.3	6.5
	F	2.20		12.7	3.7
Federal government should do more to discourage energy consumption	M	2.92	.462	1.6	15.6
	F	2.95		3.2	17.8

The items that showed a significant sex difference in 2002 also showed a significant sex difference in the 2001 results. The last three items were not given in 2001 thus no comparisons could be made. In addition, in 2001 men and women showed a significant difference on the first item (i.e., Too much concern in courts for rights of criminals) which was not demonstrated in 2002.

## STUDENT OPINIONS / VALUES / BEHAVIORS

### Traits that Describe Students

A new series of questions was asked by the CIRP Freshmen Survey this year. These questions asked students to rate the extent to which a trait described them. The results suggested that of the traits provided, students described "being honest in their relationships" most frequently.

#### Traits that Describe Students

Trait	Sex	Mean	Sig. Level	% To a Great Extent	% Not At All
<i>1 = Not at all, 2 = To some extent, 3 = To a great extent</i>					
<b>Searching for mission/purpose in life</b>	M	2.00	.000	19.7	20.4
	F	2.14		22.9	10.0
Engaging in self-reflection	M	1.97	.071	18.2	21.7
	F	2.04		17.1	14.8
Appreciating the interconnectedness of everything	M	1.93	.722	17.6	25.7
	F	1.94		16.8	23.6
Believing in the sacredness of life	M	2.03	.054	22.5	21.4
	F	2.11		27.1	16.6
<b>Being honest in my relationships with others</b>	M	2.65	.008	67.8	3.1
	F	2.74		75.1	1.1

In addition, two areas showed significant differences in responses between men and women: "Searching for meaning and purpose in life" and "Being honest in my relationships with others." Women students tended to select these two items as being very descriptive of them to a greater extent than did the male students.

### Expectations for Future

As students entered college, they came with expectations of accomplishing or working toward a variety of objectives. As with other questions, there were significant sex differences in responses. Items in bold print showed a significant difference in responses between men and women.

### Student Expectations for Future

Objective	Sex	Mean	Sig. Level	% Essential	% Not Important
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>					
<b>Achieve in a performing art</b>	M	1.37	.000	2.3	72.8
	F	1.54		2.9	61.6
Become an authority in my field	M	2.60	.298	16.2	12.8
	F	2.54		14.6	10.8
Obtain recognition from Colleagues	M	2.35	.843	9.0	16.4
	F	2.36		9.0	13.1
Influence political structure	M	1.69	.934	3.7	49.4
	F	1.68		2.7	46.2
<b>Influence social values</b>	M	1.91	.000	3.9	34.6
	F	2.16		6.6	20.2
Raise a family	M	2.87	.899	29.6	8.9
	F	2.88		32.7	11.5
Have administrative responsibility	M	2.17	.154	7.2	22.6
	F	2.10		5.2	21.7
<b>Be very well off financially</b>	M	3.02	.000	30.0	4.6
	F	2.82		24.5	4.6
<b>Help others in difficulty</b>	M	2.47	.000	11.0	9.9
	F	2.77		20.0	3.3
<b>Make theoretical contribution to science</b>	M	1.87	.001	4.9	41.1
	F	1.69		2.3	49.9
Write original works	M	1.39	.180	1.4	70.9
	F	1.45		2.1	68.0
<b>Create artistic work</b>	M	1.42	.000	2.3	68.4
	F	1.61		4.8	59.9
<b>Be successful in own business</b>	M	2.30	.000	13.5	23.3
	F	2.08		9.1	33.6
<b>Be involved in environmental clean-up</b>	M	1.73	.003	1.9	41.1
	F	1.88		3.5	34.2
Develop meaningful philosophy of life	M	2.07	.075	8.1	32.0
	F	2.17		8.0	24.5
<b>Take part in community action program</b>	M	1.66	.000	1.2	46.4
	F	1.97		4.1	28.2
<b>Promote racial understanding</b>	M	1.86	.001	3.3	35.9
	F	2.03		4.7	26.8
Keep up with political affairs	M	2.10	.374	7.4	26.4
	F	2.05		4.4	25.1
<b>Be a community leader</b>	M	1.86	.009	2.6	38.7
	F	2.00		5.6	30.9
<b>Integrate spirituality into my life</b>	M	2.01	.001	9.5	37.9
	F	2.23		17.5	31.5
<b>Improve my understanding of other countries and cultures</b>	M	2.21	.000	7.9	23.6
	F	2.49		11.3	11.0

Sex differences in responses differed on some items between the 2001 administration and the 2002 administration. The 2001 results that reported no significant sex differences where the 2002 results did show a significant sex difference included the following items:

- Achieve in a performing art
- Create artistic work
- Be involved in environmental clean-up
- Promote racial understanding
- Be a community leader

The items that showed a significant sex difference in 2001 but not in 2002 included the items listed below:

- Influence political structure
- Write original works
- Develop a meaningful philosophy of life
- Keep up with political affairs

Generally, women students tended to expect to be engaged in activities that involved working together to improve life situations. Men by contrast tended to emphasize career objectives that were focused on financial achievement.

### **Student Rating of Skills and Abilities**

Students were asked to rate their skills and abilities as compared to other students. Items in bold print on the following chart demonstrated significant sex differences between men and women in their ratings of skills and abilities.

#### **Student Rating of Their Skills and Abilities**

<b>Objective</b>	<b>Sex</b>	<b>Mean</b>	<b>Sig. Level</b>	<b>% Highest 10%</b>	<b>% Lowest 10%</b>
<i>1 = Lowest 10%, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Highest 10%</i>					
<b>Academic ability</b>	M	4.01	.007	22.6	0
	F	3.90		20.3	0
Artistic ability	M	2.79	.121	6.5	9.7
	F	2.88		4.1	8.4
<b>Computer skills</b>	M	3.68	.000	15.2	0.2
	F	3.15		2.2	0.9
Cooperativeness	M	3.86	.371	14.4	0.2
	F	3.90		18.3	0
Creativity	M	3.67	.117	14.8	0.2
	F	3.59		12.7	0.4
<b>Drive to achieve</b>	M	3.87	.003	24.9	0.4
	F	4.01		27.1	0
<b>Emotional health</b>	M	3.83	.000	23.9	0.4
	F	3.62		13.8	0.2
Leadership ability	M	3.71	.216	18.4	0.2
	F	3.64		15.2	0.7
<b>Mathematical ability</b>	M	3.79	.000	25.0	0.4
	F	3.19		9.0	2.5
<b>Physical health</b>	M	3.90	.000	29.0	0
	F	3.55		12.0	0

Persistence	M	3.80	.380	18.9	0
	F	3.76		14.2	0
Popularity	M	3.31	.140	8.0	1.5
	F	3.24		4.9	1.3
Public speaking ability	M	3.18	.692	26.9	3.2
	F	3.15		26.6	3.4
<b>Religiousness</b>	M	2.58	.043	7.4	26.9
	F	2.73		7.9	18.1
<b>Risk-taking</b>	M	3.51	.000	9.7	1.1
	F	3.16		4.5	0.7
<b>Self-confidence (intellectual)</b>	M	3.84	.000	19.1	0
	F	3.56		11.5	0.2
<b>Self-confidence (social)</b>	M	3.55	.022	14.0	1.1
	F	3.43		10.4	0.5
<b>Self-understanding</b>	M	3.74	.002	15.6	0.6
	F	3.59		10.8	0.2
<b>Spirituality</b>	M	2.95	.000	6.6	14.0
	F	3.23		11.3	5.7
Understanding of others	M	3.69	.214	14.0	0
	F	3.75		12.6	0.4
<b>Writing ability</b>	M	3.40	.003	9.5	0.6
	F	3.54		8.6	0.2

Several items showed significant sex differences in the 2001 administration which did not show that same difference in 2002. Those items included:

- Leadership ability
- Public speaking ability
- Persistence

Likewise, several items showed significant sex differences in 2002 and not in 2001. Those items included:

- Self-confidence (social)
- Writing ability

Generally men tended to rate themselves higher than women in most items. Women however, rated themselves significantly higher than men in “drive to achieve,” “religiousness,” “spirituality,” and “writing ability.”

## OSU SPECIFIC QUESTIONS

CIRP provided each participating college or university to submit 21 questions of particular interest to that institution. For a complete listing of questions and response frequencies, see Appendix C. The following tables provided the specific questions, male/female response comparisons, and total percent on either end of the scale.

### Student Responses to OSU Specific Questions

#### Involvement with Staff and Coping with College

Questions	1= Agree strongly, 2=agree somewhat, 3=disagree somewhat, 4=disagree strongly				
	Male Mean	Female Mean	Sig. Level	% Agree Strongly	% Disagree Strongly
Indicate the degree to which you personally agree with each of the following					
a. I welcome the support of OSU staff to enhance my collegiate experience	1.31	1.24	.061	74.7	0.3
b. <b>I prefer to be independent and not be bothered with OSU staff in my collegiate experience</b>	3.14	3.39	.000	1.6	40.2
c. I feel prepared to cope with the change that college will bring	1.67	1.66	.715	40.4	0.4

These results suggested that students did have the expectation that university staff would work with them and they seemed to invite that involvement.

#### Student Traits

Questions	1=highest 10%, 2=above average, 3=average, 4=below average, 5=lowest 10%				
	Male Mean	Female Mean	Sig. Level	% Highest 10%	% Lowest 10%
Rate yourself on each of the following traits as compared with the average person your age.					
a. Ethical decision-making skills	1.91	1.84	.167	32.7	0.3
b. Willingness to work with small groups on class projects	1.98	1.95	.587	28.0	0.3

#### Use of Time

Questions	1=several times a week, 2= a few times a week, 3= about once a week, 4= less than once a week, 5= never				
	Men Mean	Women Mean	Sig. Level	% Several times a week	% Never
How much time do you anticipate:					
a. Partying	3.33	3.43	.146	3.7	15.8
b. <b>Getting involved on campus</b>	2.67	2.31	.000	13.6	1.1
c. Getting involved with a religious organization	3.80	3.63	.059	7.0	37.1
d. <b>Studying</b>	1.33	1.14	.000	81.3	0.1

Women reported the expectation of being involved on campus and studying significantly more than men.

#### Factor Influencing OSU Enrollment

Question	1= very important, 2= somewhat important, 3= not important				
	Men Mean	Women Mean	Sig. Level	% Very Important	% Not Important
Below is a reason that might have influenced your decision to attend OSU. How important was this reason in your decision-making?					
a. <b>Perception of personal safety</b>	2.12	1.77	.000	30.6	20.4

Women selected “perception of personal safety” significantly more than men in term of being a factor that influenced their decision to attend OSU.

**Chances that Student Will:**

Question	<i>1= very good chance, 2=some chance, 3=very little chance, 4= no chance</i>				
What is your best guess as to the chances that you will:	Men Mean	Women Mean	Sig. Level	%Very Good Chance	% No Chance
a. Seek academic support services if in academic trouble	1.67	1.42	.000	56.0	1.0
b. Seek career support services during your first year	2.13	1.88	.000	28.7	2.3
c. Party weekly	2.58	2.68	1.83	14.5	19.9
d. Study at least five days a week	1.49	1.36	.005	64.8	0.4
e. Develop ability to make informed, ethical choices	1.51	1.31	.000	64.8	0.4
f. Develop appropriate study skills, study strategies, and study habits	1.45	1.28	.000	68.1	0.8

These results suggested that women were significantly more likely than men to expect to seek assistance from various resources, to study more, and to develop specific skills.

**Substance Use**

Question	<i>1 = Never used, 2 = Used, but not in past 12 months, 3 = Used, but not in last 30 days, 4 = Used in the last 30 days</i>				
How often, if ever, have you used the drugs listed below?	Men Mean	Women Mean	Sig. Level	% Never used	% Used in the last 30 days
a. Marijuana	1.63	1.46	<b>.012</b>	72.8	5.9
b. Alcohol	2.28	2.31	.724	44.3	23.6
c. Club drugs (i.e., ecstasy, GHB, etc.)	1.20	1.08	<b>.008</b>	94.3	1.0
d. Cigarettes	1.51	1.54	.640	74.0	7.1

Of those reporting using substances, men were significantly more likely to use marijuana and club drugs than women. There was no significant sex difference in use of alcohol or cigarettes.

**Enrollment Status**

Questions	<i>1= yes, 2= no</i>				
	Men Mean	Women Mean	Sig. Level	% Yes	% No
Are you a dual enrolled student?	1.97	1.96	.560	4.9	94.0

**DISCUSSION**

The intention of this report was to provide information to the OSU community that would aid in understanding, discussing, and perhaps eventually decision-making concerning services, programs, and structures, and other systems that impact our students. With greater information, knowledge, and collaboration, we hoped that each of us would find ways to responsibly act on our knowledge (Student Affairs Assessment Committee, 2002).

## RECOMMENDATIONS

Post report on the Student Affairs Research and Evaluation web page and distribute URL to university community.

Present data to faculty and staff groups and engage in discussion about implications of the data.

Continue to participate in the annual CIRP Freshman Survey annually for 3-4 years and then move to every other year.

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Student Affairs Assessment Committee (2002). *Fall 2001 Freshman Survey Results*. Corvallis, OR: Division of Student Affairs, Oregon State University.

## APPENDICES

### Appendix A

#### Student's Probable Career

(reported as percent)

Student's probable career	N=991	Men	Women	Total
Accountant or actuary		0.4	0.7	0.6
Actor or entertainer		0.4	0.4	0.4
Architect or urban planner		0.7	0.0	0.3
Artist		0.7	1.3	1.0
Business (clerical)		0.2	0.9	0.6
Business executive (management, administrator)		8.0	6.3	7.1
Business owner or proprietor		2.7	1.1	1.8
Business salesperson or buyer		0.9	2.0	1.5
Clergy (minister, priest)		0.2	0.0	0.1
Clergy (other religious)		0.2	0.0	0.1
Clinical psychologist		0.4	1.5	1.0
College administrator/staff		0.0	0.0	0.0
College teacher		0.2	0.6	0.4
Computer programmer or analyst		6.9	0.4	3.3
Conservationist or forester		1.3	0.7	1.0
Dentist (including orthodontist)		0.9	1.1	1.0
Dietitian or home economist		0.0	1.1	0.6
Engineer		32.3	5.6	17.8
Farmer or rancher		0.4	0.2	0.3
Foreign service worker (including diplomat)		0.2	0.4	0.3
Homemaker (full-time)		0.0	0.2	0.1
Interior decorator (including designer)		0.0	3.2	1.7
Lab technician or hygienist		0.2	0.4	0.3
Law enforcement officer		0.2	0.4	0.3
Lawyer (attorney) or judge		1.8	3.3	2.6
Military service (career)		0.7	0.6	0.6
Musician (performer, composer)		0.4	0.6	0.5
Nurse		0.0	3.9	2.1
Optometrist		0.0	0.2	0.1
Pharmacist		2.2	4.8	3.6
Physician		4.9	5.6	5.2
Policymaker/Government		0.0	0.4	0.2
School counselor		0.0	0.6	0.3
School principal or superintendent		0.0	0.0	0.0
Scientific researcher		3.8	4.3	4.0
Social, welfare or recreation worker		0.2	1.1	0.7
Therapist (physical, occupational, speech)		0.9	4.1	2.6
Teacher or administrator (elementary)		0.4	6.1	3.5
Teacher or administrator (secondary)		1.3	1.9	1.6
Veterinarian		0.4	4.3	2.5
Writer or journalist		0.7	1.3	1.0
Skilled trades		0.2	0.2	0.2

Laborer (unskilled)	1.1	0.4	0.7
Semi-skilled worker	0.9	0.9	0.9
Unemployed	0.4	2.2	1.4
Other	5.3	8.7	7.2
Undecided	16.8	16.3	16.5

## Appendix B

### Student's Probable Major

(reported as percent)

STUDENT'S PROBABLE MAJOR	N = 994	Men	Women	Total
<b>Arts and Humanities</b>				
Art, fine and applied		1.3	1.8	1.6
English (language & literature)		0.0	1.5	0.8
History		0.7	1.5	1.1
Journalism		0.4	0.4	0.4
Language and Literature (except English)		0.2	0.7	0.5
Music		0.4	0.6	0.5
Philosophy		0.2	0.0	0.1
Speech		0.0	0.0	0.0
Theater or Drama		0.0	0.2	0.1
Theology or Religion		0.0	0.0	0.0
Other Arts and Humanities		0.2	0.7	0.5
<b>Biological Science</b>				
Biology (general)		2.2	3.3	2.8
Biochemistry or Biophysics		0.7	1.3	1.0
Botany		0.2	0.0	0.1
Environmental Science		0.4	0.9	0.7
Marine (Life) Science		1.1	1.5	1.3
Microbiology or Bacteriology		0.7	0.4	0.5
Zoology		0.7	1.8	1.3
Other Biological Science		0.4	0.4	0.4
<b>Business</b>				
Accounting		0.9	1.3	1.1
Business Administration (general)		6.4	4.2	5.2
Finance		0.7	0.2	0.4
International Business		1.1	2.4	1.8
Marketing		1.6	2.8	2.2
Management		1.8	1.7	1.7
Secretarial Studies		0.0	0.0	0.0
Other Business		1.1	0.2	0.6
<b>Education</b>				
Business Education		0.2	0.4	0.3
Elementary Education		1.1	6.6	4.1
Music or Art Education		0.2	0.2	0.2
Physical Education or Recreation		0.2	0.0	0.1
Secondary Education		0.7	1.1	0.9
Special Education		0.0	0.4	0.2
Other Education		0.0	0.6	0.3
<b>Engineering</b>				
Aeronautical or Astronautical Eng.		0.4	0.2	0.3
Civil Engineering		6.7	0.6	3.3
Chemical Engineering		0.9	1.1	1.0

Computer Engineering [3]	6.7	0.7	3.4
Electrical or Electronic Engineering	7.8	1.1	4.1
Industrial Engineering	0.2	0.2	0.2
Mechanical Engineering	10.7	0.9	5.3
Other Engineering	6.0	1.8	3.7
<b>Physical Science</b>			
Astronomy	0.2	0.2	0.2
Atmospheric Science (incl. Meteorology)	0.0	0.2	0.1
Chemistry	1.3	1.7	1.5
Earth Science	0.0	0.2	0.1
Marine Science (incl. Oceanography)	0.2	0.6	0.4
Mathematics	1.1	0.6	0.8
Physics	0.4	0.0	0.2
Statistics	0.0	0.0	0.0
Other Physical Science	0.9	0.2	0.5
<b>Professional</b>			
Architecture or Urban Planning	0.4	0.4	0.4
Home Economics	0.0	3.5	1.9
Health Technology (medical, dental, laboratory)	0.7	0.9	0.8
Library or Archival Science	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian	3.1	6.6	5.0
Nursing	0.0	3.7	2.0
Pharmacy	2.0	5.0	3.6
Therapy (occupational, physical, speech)	1.3	3.9	2.7
Other Professional	0.0	1.1	0.6
<b>Social Science</b>			
Anthropology	0.2	0.4	0.3
Economics	0.2	0.2	0.2
Ethnic Studies	0.2	0.0	0.1
Geography	0.2	0.0	0.1
Political Science (gov't, int. relations)	1.3	2.2	1.8
Psychology	0.9	2.8	1.9
Social Work	0.0	0.6	0.3
Sociology	0.0	1.3	0.7
Women's Studies	0.0	0.0	0.0
Other Social Science	0.0	0.2	0.1
<b>Technical</b>			
Building Trades	0.0	0.0	0.0
Data Processing or Computer Programming	0.9	0.0	0.4
Drafting or Design	0.2	0.7	0.5
Electronics	0.0	0.0	0.0
Mechanics	0.2	0.0	0.1
Other Technical	0.0	0.0	0.0
<b>Other fields</b>			

Agriculture	1.1	2.0	1.6
Communications (radio, TV, etc)	0.4	0.4	0.4
Computer Science	4.0	0.2	1.9
Forestry	1.8	0.6	1.1
Kinesiology	0.7	0.7	0.7
Law Enforcement	0.2	0.2	0.2
Military Science	0.0	0.0	0.0
Other Field	0.7	2.4	1.6
Undecided	9.6	11.4	10.6

### Appendix C

#### Percent Response Frequencies for OSU Specific Questions

Questions	Response Frequencies (%)				
		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
a. I welcome the support of OSU staff to enhance my collegiate experience (n=814)	M	72.4	25.4	2.0	0.3
	F	76.7	22.6	0.5	0.2
	Total	74.7	23.8	1.2	0.3
b. I prefer to be independent and not be bothered with OSU staff in my collegiate experience (n=830)	M	2.2	17.5	46.3	32.1
	F	1.2	10.9	38.4	47.0
	Total	1.6	13.9	42.0	40.2
c. I feel prepared to cope with the change that college will bring (n=834)	M	39.8	53.0	6.6	0.6
	F	41.0	52.8	6.0	0.2
	Total	40.4	52.9	6.3	0.4

Questions	Response Frequencies (%)					
		Highest 10%	Above Average	Average	Below Average	Lowest 10%
a. Ethical decision-making skills (n=830)	M	28.2	53.0	18.2	0.6	0.0
	F	36.4	45.3	17.5	0.2	0.5
	Total	32.7	48.9	17.8	0.4	0.3
b. Willingness to work with small groups on class projects (n=831)	M	24.5	55.1	18.5	1.9	0.0
	F	31.0	47.8	18.6	2.1	0.5
	Total	28.0	51.1	18.6	2.0	0.3

Questions	Response Frequencies (%)					
		Several times a week	A few times a week	About once a week	Less than once a week	Never
a. Partying (n=826)	M	4.4	21.1	26.9	32.1	15.5
	F	3.1	15.1	32.2	33.6	16.0
	Total	3.7	17.8	29.8	33.0	15.8
b. Getting involved on campus (n=828)	M	9.1	38.0	31.3	19.7	1.9
	F	17.3	44.2	29.7	8.4	0.5
	Total	13.6	41.3	30.4	13.6	1.1
c. Getting involved with a religious organization (n=827)	M	5.0	12.4	19.6	24.6	38.4
	F	8.7	15.0	17.8	22.5	35.9
	Total	7.0	13.8	18.7	23.5	37.1
d. Studying (n=828)	M	73.7	20.5	5.3	0.3	0.3
	F	87.8	10.3	1.9	0.0	0.0
	Total	81.3	15.0	3.4	0.1	0.1

Question		Response Frequencies (%)		
		Very Important	Somewhat Important	Not Important
<b>Below is a reason that might have influenced your decision to attend OSU. How important was this reason in your decision-making?</b>				
a. Perception of personal safety (n=824)	M	20.3	50.6	27.8
	F	39.3	46.6	14.1
	Total	30.6	48.4	20.4

Question		Response Frequencies (%)			
		Very Good Chance	Some Chance	Very Little Chance	No Chance
<b>What is your best guess as to the chances that you will:</b>					
a. Seek academic support services if in academic trouble (n=826)	M	45.7	42.1	10.8	1.4
	F	64.8	29.8	4.7	0.7
	Total	56.0	35.5	7.5	1.0
b. Seek career support services during your first year (n=8222)	M	22.3	46.8	27.9	2.5
	F	34.1	48.2	15.1	2.1
	Total	28.7	47.6	20.9	2.3
c. Party weekly (n=820)	M	15.6	33.2	30.7	18.4
	F	13.4	32.1	30.0	21.2
	Total	14.5	32.6	30.3	19.9
d. Study at least five days a week (n=823)	M	59.3	33.7	6.1	0.3
	F	69.5	26.1	4.0	0.5
	Total	64.8	29.6	5.0	0.4
e. Develop ability to make informed, ethical choices (n=823)	M	57.7	35.7	5.6	0.8
	F	70.8	26.4	2.8	0.0
	Total	64.8	30.6	4.1	0.4
f. Develop appropriate study skills, study strategies, and study habits (n=819)	M	60.6	34.6	3.6	1.1
	F	74.4	24.2	0.9	0.5
	Total	68.1	29.0	2.2	0.8

Question		Response Frequencies (%)			
		Never used	Used, but not in past 12 months	Used, but not in the past 30 days	Used in the last 30 days
<b>How often, if ever, have you used the drugs listed below?</b>					
a. Marijuana (n=817)	M	68.4	13.3	9.9	7.1
	F	76.4	9.9	8.0	5.0
	Total	72.8	11.4	8.9	5.9
b. Alcohol (n=815)	M	46.0	10.7	18.4	23.2
	F	42.9	11.6	20.9	23.9
	Total	44.3	11.2	19.7	23.6
c. Club drugs (i.e., ecstasy,	M	91.8	2.5	2.0	1.4

GHB, etc.) (n=816)	F	96.5	1.7	0.5	0.7
	Total	94.3	2.1	1.2	1.0
d. Cigarettes (n=816)	M	76.0	11.3	3.7	7.3
	F	72.3	11.8	8.0	6.9
	Total	74.0	11.6	6.0	7.1

Questions		Response Frequencies (%)	
		Yes	No
Are you a dual enrolled student? (n=786)	M	4.7	93.5
	F	5.1	94.4
	Total	4.9	94.0