

Oregon State University

Cooperative Institutional Research Program

2004 Freshman Survey Results

(Student Affairs Research Report 02-05)

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The Cooperative Institutional Research Program's Freshman Survey (CIRP) project was undertaken at OSU in order to:

- Increase institutional knowledge about the students entering OSU for the first time;
- Foster awareness and promote conversations about OSU's entering first year students;
- Inform the institution about changes in and needs of OSU's entering first year students; and,
- Assess change in first year students by establishing baseline data on entering students.

Since 1966, the Higher Education Research Institute (HERI) at the University of California—Los Angeles has annually administered the Cooperative Institutional Research Program's Freshman Survey (CIRP) nationally. The CIRP Freshman Survey data is regarded as the most comprehensive source of information on college students and serves as a resource for researchers in higher education around the globe (Sax, Astin, Lindholm, Korn, Saenz, & Mahoney, 2003). Given to entering students at colleges and universities across the country the CIRP is the longest standing research in the nation on student's attitudes, beliefs, and plans. This year, 289,452 first year students were surveyed at 440 participating institutions.

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 questions concerning students' college expectations, high school experiences, degree and career goals, finances, reasons for attending college, and beliefs, attitudes and values.

Incoming first year students who attended the summer START (advising and registration) program at OSU were asked to participate in the survey this year. The survey administrative procedures were changed in an attempt to obtain a higher response rate. Students were provided with a specific session for CIRP at the beginning of the START experience. This administration method has been used at other institutions who reported much higher response rates than when students were expected to complete the survey on their own in a non-monitored session. As a result of this change in methodology, the OSU return rate on the 2004 CIRP was 91.9% (n = 1,784) out of a possible 1,941 participants.

Generally, OSU's results on the 2004 CIRP have remained fairly consistent over the last four years. This was not surprising since OSU has made few changes in recent years in admissions requirements, marking regions, etc. While it was anticipated that there might be some changes with the advent of the new admissions procedures (e.g., insight resume), no striking differences were seen at this point.

The students who responded to the survey corresponded to the traditional OSU first year student. More women than men responded to the survey which is not atypical of survey respondents. First year respondents were predominately 18-20 years old, white, native English

speakers who graduated from a public high school in 2004. Most lived within 100 miles of OSU and had an average grade point of A+, A, or A-. The most frequently cited religious preference of this group was “none,” with 21% reporting that they were “born again Christian.”

Specific Findings

- Most students reported that their parents had at least some college experience with nearly half reporting that their parents had at least a bachelor’s degree. Almost one quarter of the students indicated that their parents had a high school degree or less. Astin and Osequera (2002) found that the educational level of a student’s father was a contributing factor to the student’s retention and eventual graduation from college. Thus, OSU’s data suggests that nearly 25% of OSU first year students are potentially “at risk” for not being retained or graduated.
- OSU tended to lag behind both Doctoral Research-Extensive (Doc-Ex) and Medium-Selective (Med-Sel) University comparators with regard to first year students taking courses for credit at their home institution prior to their first year enrollment. Only 2% of OSU first year students reported taking a course for credit at OSU prior to their first year enrollment while Doc-Ex comparators reported over 4% and Med-Sel comparators reported over 6%. The impact of this on potential enrollment of first year students may be an area to be examined further.
- Over 80% of first year students ranked OSU as their first choice school with another 10% ranking OSU as second. Over the last four years the top four factors that students reported as very important in their decision to attend OSU included (in order of importance):
 - Good academic reputation;
 - Graduates get good jobs;
 - A visit to campus; and,
 - Good reputation for social activities.
- Factors that students have reported over the last four years as very important in their decision to attend any college included:
 - To learn more about things that interest me;
 - To get training for a specific career;
 - To be able to get a better job; and,
 - To be able to make more money.
- OSU first year students indicated that about 48% are planning on funding their education with a combination of their money, their parent’s money, and financial aid/scholarships. Only 4% expected to pay for their education with their own money with another 21% depending entirely on their parent’s money.
- Most students (54.5%) expressed concern about financing their college education, while nearly one-third indicated that they had no concern about financing college. Note however that a little over 13% reported major concern. This is a little less than in previous years which is difficult to interpret at this point. It could be that fewer students with major concerns are enrolling or that many more students with little or no concern have enrolled. Nevertheless, the students with major concern will pose retention concerns if adequate funding is not found.

- Most students regardless of GPA tended to study less than six hours per week during their last year in high school. This supports the hypothesis that first year students likely are ill-prepared for the amount of studying expected by college professors.
- When students were asked specifically about their use of alcohol in a typical month during their last year of high school, most students (45%) reported that they never used alcohol. Of those who did use alcohol, most admitted to using on one or two occasions however, about 7% indicated that they used on 10 or more occasions. Upon comparing means, there was no significant difference between men and women in terms of their use of alcohol in a typical month. However, when men and women were asked the number of drinks per drinking occasion, men and women did differ in their use. Men consumed significantly more ($p < .001$) drinks per drinking occasion than did women. The average number of drinks for both groups was between 3 and 6 drinks.
- OSU entering first year students reported less involvement in summer research programs than did Doc-Ex comparators though there was little difference between OSU's results and Med-Sel comparators.
- There are still major differences in the majors selected by men and women. Nearly 40% of men have chosen engineering while only about 6% of women made that same selection. Women have tended to select the health professions, biological sciences, education, fine arts, and social sciences more frequently than their male counterparts.
- Most first year students reported that they expected that they would:
 - Socialize with someone of another racial/ethnic group;
 - Get a job to help pay for college expenses;
 - Make at least a "B" average; and,
 - Be satisfied with their college.
- The top four student expectations for the future have remained consistent over the last four years:
 - Raise a family;
 - Be very well off financially;
 - Help others in difficulty; and,
 - Become an authority in my field.
- OSU first year students ranked themselves in terms of their skills and abilities.
 - The top five skills or abilities according to the students included:
 - Drive to achieve;
 - Academic ability;
 - Kindness;
 - Cooperativeness; and
 - Compassion.
 - The bottom five included:
 - Time management;
 - Public Speaking;
 - Spirituality;
 - Artistic ability; and,
 - Religiousness.

- Overall, women rated the personal importance of diversity as more important to them than did the men. Over 67% of first year women rated diversity as essential or very important; whereas, only 47% of men responded likewise. Only about 4% of women and 11% of men reported that diversity was not personally important to them.
- The majority of OSU first year students rated themselves as politically middle-of-the-road. The percentages of far left, liberal, middle-of-the-road, conservative and far right when graphed depicted a close approximation of the “normal curve.”
- When specific social or political issues were listed, however, men and women differed significantly on their agreement/disagreement with the items. For example women reported significantly more agreement with the following statements than did men:
 - Death penalty should be abolished;
 - Federal government should do more to control the sale of handguns;
 - Colleges should prohibit racist/sexist speech on campus; and,
 - Same sex couples should have the right to legal marital status.

Men reported significantly more agreement with the following statements than did women:

- Too much concern in courts for the rights of criminals;
- Marijuana should be legalized;
- Important to have laws prohibiting homosexual relationships;
- Racial discrimination is no longer a major problem in America;
- An individual can do little to bring about change in our society;
- Affirmative action in college admissions should be abolished;
- Activities of married women are best confined to the home and family;
- Federal military spending should be increased; and,
- Sex is okay if people like each other.

Discussion and Recommendations

The intention of this report was to provide information to the OSU community about our incoming first year students. As the membership of the university community considers this information, it will aid in understanding, discussing, and implementing programs, and other strategies both within the classroom and throughout support services that positively impact these students.

Specific recommendations arising from this data include:

1. Use data from the CIRP combined with other input variables available to OSU to predict retention and graduation rates that can be compared to actual OSU performance. This could provide a baseline from which OSU could measure the effectiveness of various university initiatives (i.e., are we over-performing, under-performing or performing as would be expected given the characteristics of our students and university).
2. Post report on the Student Affairs Research and Evaluation web page and provide URL to university community.
3. Present data to faculty and staff groups and engage in discussion about implications of the data.

4. Continue to participate in the annual CIRP Freshman Survey in summer 2005 though move to once every 3-4 years thereafter. Coordinate the use of the CIRP with the use of the YFCY or CSS as follow-ups to CIRP.

Oregon State University
Cooperative Institutional Research Program
2004 Freshman Survey Results

INTRODUCTION

The Cooperative Institutional Research Program's Freshman Survey (CIRP) project was undertaken at OSU in order to:

- Increase institutional knowledge about the students entering OSU for the first time;
- Foster awareness and promote conversations about OSU's entering first year students;
- Inform the institution about changes in and needs of OSU's entering first year students; and,
- Assess change in first year students by establishing baseline data on entering students.

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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 questions concerning students' college expectations, high school experiences, degree and career goals, finances, reasons for attending college, and beliefs, attitudes and values.

With over 30 years of research, the CIRP organization has compiled national trends and has 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." In the context of this report medium selectivity was defined as the average composite SAT score for the entering class of students. For the 2004 CIRP testing medium selectivity was an SAT score of 1085-1139 (or the converted SAT math and verbal equivalents from the American College Test composite score). Nevertheless, while some comparison might be useful, the data are primarily meant to be descriptive of OSU's entering class of full-time, first-time, first year students.

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. As with the reporting of the 2001, 2002, and 2003 CIRP results, the 2004 CIRP report attempts "to present students' perspectives and experiences, not to describe a specific course of action for the university (Student Affairs Assessment Committee, 2001, p. 12)." Rather, it is anticipated that CIRP data will foster conversation and thoughtful reflection regarding the always changing OSU first year student.

METHODOLOGY

The CIRP Freshman Survey was administered to entering first year students who were 18 years old or older at the time of the administration. The administration occurred as the beginning event during the summer START program during the months of June, July, and August. Students were escorted to a classroom setting and asked to participate in the research via a set protocol. Students who opted not to complete the survey were asked to sit quietly until others had finished.

This survey methodology was different from that used in the last three administrations. An issue that had arisen with the previous administrations was the relatively small return rate when students were asked to complete the survey while at START but given no structured time in which to do so. The use of a monitored classroom setting with ample time to complete the survey made a great deal of difference in the return rate.

Completed surveys were collected at the conclusion of the session and forwarded to the 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. In addition, OSU requested comparison data from schools that had participated in the 2004 administration and that were classified as Carnegie Doctoral Research Extensive Universities. This information was also provided and was used for comparison purposes.

While some comparisons between OSU and other universities may be helpful, the CIRP Freshman Survey is primarily descriptive of OSU's entering class of full-time, first-time, first year students (ft-ft-fy). Some part-time and transfer students also completed the survey, however, the number of participants for these groupings (n = 41) was not adequate to generalize results and thus are not reported in this document.

DATA ANALYSIS

Data provided by the Higher Education Research Institute for the 2004 CIRP included frequency distributions for each question with sub-distributions for men, women, and total. In addition the raw data for OSU's results were provided so that additional analyses could be conducted. Primarily these analyses consisted of descriptive analysis and for some items, comparisons of differences in means.

RESULTS

A total of 1,941 surveys were distributed to in-coming first year students who were 18 or older at the summer START sessions with a 91.9% return rate (n = 1,784 participants). The total number of START participants in the summer program was 2,291. Those that were eliminated from the survey were under 18 years of age. Thus, 507 entering students were not provided with an opportunity to participate based upon their age. This omission allowed the researchers not to gather parental consent for the research involving their minor child (< 18 years of age). In previous years the return rate varied from about 28%-33%. It is likely that the change in administration methodology greatly influenced the rate of return and participation in the study.

The results section of this report is organized according to the following categories: Respondent Demographic Information, Admission-Related Issues, Financing College, High

School Activities, Academic and Career Plans and Expectations, Political and Social Views, and Student Opinions, Values, and Behaviors. For the purposes of this report, comparison groups are identified as:

Doc-Ex = Doctoral Research Extensive Universities (see Appendix A) and Med-Sel = Medium Selective Universities (see Appendix B).

DEMOGRAPHIC INFORMATION

Information in this section refers to the student respondents and to student perceptions and beliefs about their parents. Thus, parental information that is reported may not reflect how parents might actually have responded to questions.

Student Information

The students who responded to the survey corresponded to the traditional OSU first year student. More women than men responded to the survey which is not atypical of survey respondents. First year respondents were predominately 18-20 years old, white, native English speakers who graduated from a public high school in 2004. Most lived within 100 miles of OSU and had an average high school grade point of A+, A, or A-. The most frequently cited religious preference of this group was “none,” with 21% reporting that they were “born again Christian.”

OSU’s respondent characteristics were comparable to both Doctoral Extensive universities and Medium Selective universities.

Table 1

Respondent Characteristics

Characteristic		OSU %	Doc-Ex %	Med-Sel %
Sex	Male	49	51	48
	Female	51	49	52
Age	≤ 17	1	1	2
	18-20	99	98	97
	21 or older	0	1	1
Race/Ethnicity	White/Caucasian	89	81	90
	African American/Black	1	4	3
	American Indian/Alaska Native	3	3	2
	Asian American/Asian	9	10	5
	Native Hawaiian/Pacific Islander	2	1	<1
	Mexican American/Chicano	2	3	2
	Puerto Rican	<1	1	<1
	Other Latino	1	2	1
	Other	2	2	2
Year Graduated from H.S.	2004	99	98	98
	2003	1	1	1
	other	0	1	1
Average High School Grades	A+, A, A-	52	56	55
	B+, B, B-	46	42	43
	C+ and below	2	2	2

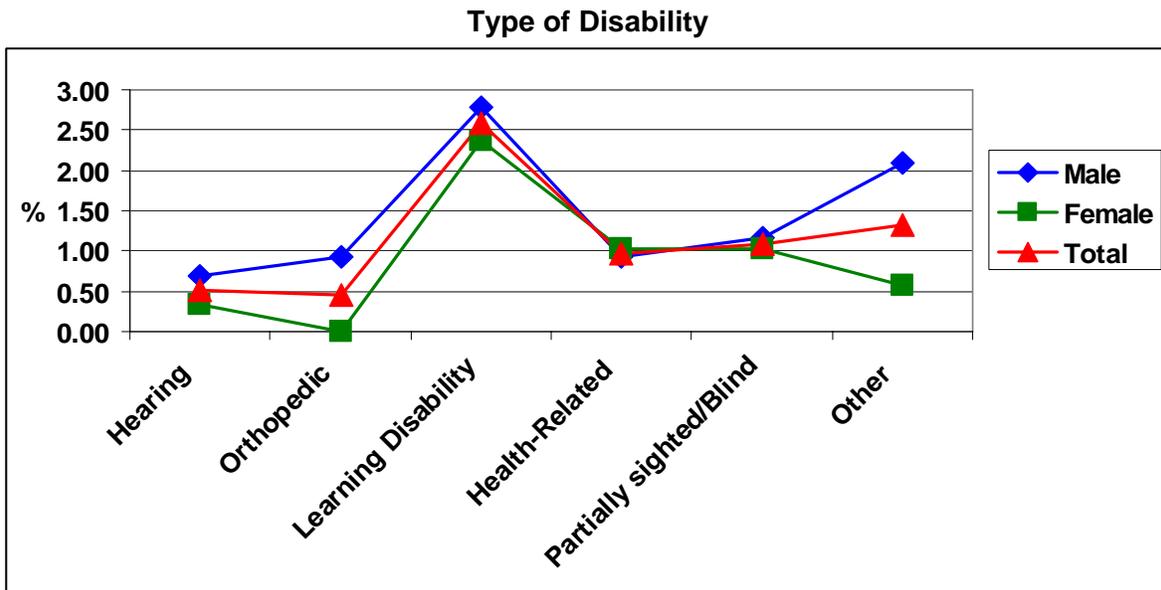
(Table 1 continued)

Characteristic		OSU %	Doc-Ex %	Med-Sel %
Miles University is from home	≤ 10	5	10	10
	11-50	17	10	22
	51-100	41	23	20
	101-500	30	47	39
	> 500	7	10	9
English Native Language	Yes	95	96	88
	No	5	4	12
Religious Preference	Baptist	6	9	9
	Buddhist	2	1	1
	Church of Christ	7	4	3
	Eastern Orthodox	<1	1	<1
	Episcopalian	2	1	1
	Hindu	<1	1	1
	Islamic	<1	1	1
	Jewish	1	3	1
	LDS (Mormon)	1	1	15
	Lutheran	4	6	9
	Methodist	3	8	7
	Presbyterian	4	4	3
	Quaker	<1	<1	<1
	Roman Catholic	15	26	21
	Seventh Day Adventist	<1	<1	<1
	Unitarian/Universalist	<1	<1	<1
	United Church of Christ/Congregational	1	1	1
Other Christian	19	12	12	
Other Religion	3	2	2	
None	32	18	14	
Born Again Christian	Yes	21	24	19
	No	79	76	81
Graduated From Which Type of High School	Public School (not charter or magnet)	89	87	84
	Public Charter School	<1	1	1
	Public Magnet School	1	1	3
	Private Religious/Parochial School	7	8	9
	Private Independent College-prep School	3	3	4
	School			
	Home School	<1	<1	<1

(Note that some categories may add to more than 100 percent if any student marked more than one category)

Of students who reported a disability, the most frequent disability cited was Learning Disability. Figure 1 below contains the graphic representation of disabilities that entering first year students acknowledged at the time of the survey administration. Women generally reported fewer disabilities than did male students which is in line with reports from the OSU Office of Services for Students with Disabilities.

Figure 1



Student-Reported Parent Information

This section of the report contains information about the parents of entering first year students. Note however, that students responded to questions and therefore the information may not be the same as parents might have provided.

Table 2

Student-Reported Parent Living Status

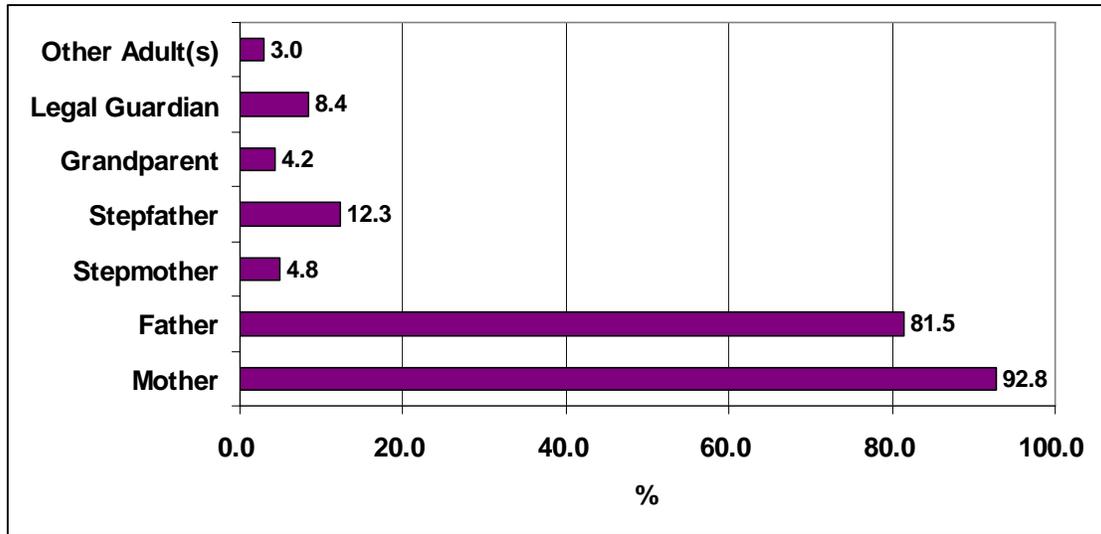
Characteristics		Percent
Living/Status	Both alive and living with each other	73
	Both alive and divorced or living apart	23
	One or both deceased	4

Most students reported that their parents were alive and living with each other. A little less than one quarter reported that while both of their parents were alive, they were divorced or living apart. Only 4 percent indicated that one or both of their parents were deceased.

Figure 2 below shows that most students lived with their mother or father during the student's last year in high school. The next most frequently reported situation was living with a stepfather (12.3%) and then a legal guardian (8.4%).

Figure 2

Student-Reported Proportion of Time in Last Year of High School Living With . . .



As with students, the most frequently reported religious preference of parents was “none.” If however, faiths that would be classified as Christian are combined, then Christianity was the most frequently cited religious preference of parents. The same was true of first year students.

Table 3

Student-Reported Religious Preference of Parents

Father Percent	Religious Preference	Mother Percent
5	Baptist	6
2	Buddhist	2
7	Church of Christ	7
<1	Eastern Orthodox	<1
2	Episcopalian	2
<1	Hindu	<1
1	Islamic	1
1	Jewish	1
1	LDS (Mormon)	1
5	Lutheran	5
2	Methodist	2
5	Presbyterian	5
<1	Quaker	<1
18	Roman Catholic	18
1	Seventh Day Adventist	1
0	Unitarian/Universalist	0
1	United Church of Christ/Congregational	1
16	Other Christian	16
2	Other Religion	2
28	None	28

Most students reported that their parents had at least some college experience with nearly half reporting that their parents had at least a bachelor's degree. Almost one quarter of the students indicated that their parents had a high school degree or less. This suggests that nearly 25% of OSU first year students are first generation college students.

Table 4

Student-Reported Education of Parents

Father			Level of Education	Mother		
Med-Sel %	Doc-Ex %	OSU %		OSU %	Doc-Ex %	Med-Sel %
2	2	2	Grammar school or less	2	2	1
3	3	3	Some high school	3	2	2
18	16	18	High school graduate	17	17	18
4	3	2	Postsecondary school other than college	3	4	4
15	13	20	Some college	24	16	20
33	32	32	College degree	32	36	37
2	2	2	Some graduate school	2	3	2
24	28	23	Graduate degree	16	20	16

Table 5 below contains the student-reported occupation of their parents. Over the last three years these results have remained fairly consistent. Fathers tended to be in business or engineering occupations while mothers tended to be in business, elementary education, or full-time homemaker. Students reported another 2% of fathers and 5% of mothers that were unemployed.

Table 5

Student-Reported Occupation of Parents

Father Percent			Occupational Category	Mother Percent		
2002	2003	2004		2004	2003	2002
1	<1	1	Artist	2	2	2
29	31	29	Business	19	18	19
1	<1	1	Business (clerical)	5	5	9
<1	1	1	Clergy	<1	1	0
1	1	1	College teacher	<1	<1	1
2	3	2	Doctor (MD or DDS)	2	2	1
3	2	3	Education (secondary)	5	6	6
1	<1	1	Education (elementary)	10	10	8
11	12	11	Engineer	1	1	1
5	5	3	Farmer or forester	1	1	1
2	1	2	Health professional	3	3	4
<1	0	<1	Homemaker (full-time)	10	11	10
2	1	1	Lawyer	<1	1	1
1	1	1	Military (career)	<1	<1	0
1	<1	<1	Nurse	7	8	8

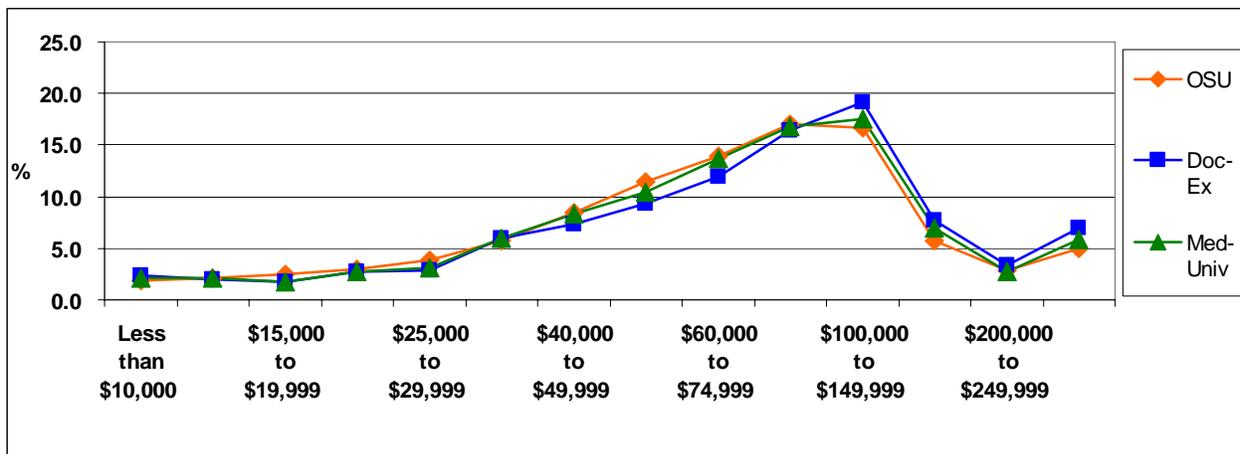
Table 5 (continued)

Father Percent			Occupational Category	Mother Percent		
2002	2003	2004		2004	2003	2002
1	0	1	Research scientist	1	1	<1
<1	1	<1	Social/welfare/rec worker	1	1	1
9	6	8	Skilled worker	1	2	2
2	4	4	Semi-skilled worker	2	2	2
3	2	2	Unskilled worker	2	1	1
1	3	2	Unemployed	5	5	3
23	27	26	Other	23	19	21

Figure 3 below graphically represents the student-reported parental income of OSU first year students and first year students from Doc-Ex comparators and Med-Sel comparators. There was little difference among the three groups. However, the graph does illustrate the need for continuous financial assistance in order to make a university education accessible.

Figure 3

Student-Reported Parent Income



(Note research has shown that students do not have an accurate picture of parental income figures, thus this data should be used cautiously and cross-checked against more reliable information.)

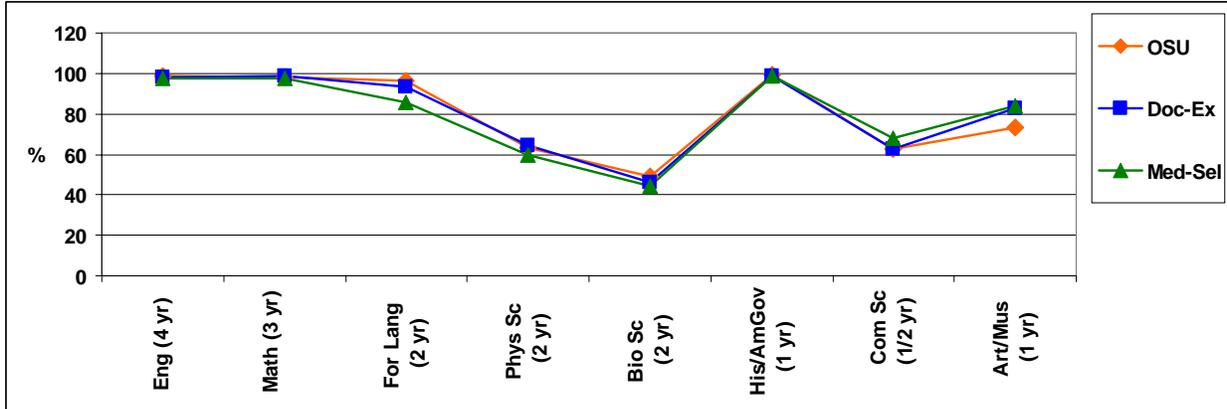
ADMISSION-RELATED ISSUES

Factors related to the decision to go to college and the subsequent decisions about which college to attend were varied. The next section of the report summarizes some specific questions to which students were asked to respond which related to their decision-making regarding college attendance as well as their preparation.

Figure 4 below graphically depicts the percent of respondents who met or exceeded the years of study per subject areas listed. Generally, OSU first year students compared favorably with Doc-Ex and Med-Sel comparators in terms of coursework completed prior to college attendance.

Figure 4

Number of Years of Study of Selected Topics in High School
(OSU compared to Doc-Ex and Med-Sel Universities)

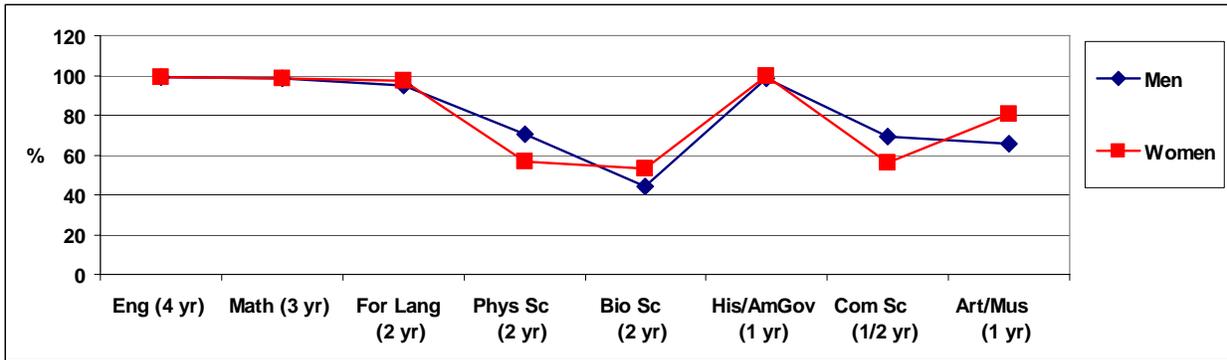


(Percent equals the percent of students who met or exceeded the years of study per subject area on the X axis)

Men and women tended to be comparably prepared for college with few differences in courses taken. Note in Figure 5 below that more men tended to take physical science and computer science than did women. Yet, women tended to take more biological science and art/music coursework than did men.

Figure 5

Number of Years of Study of Selected Topics in High School

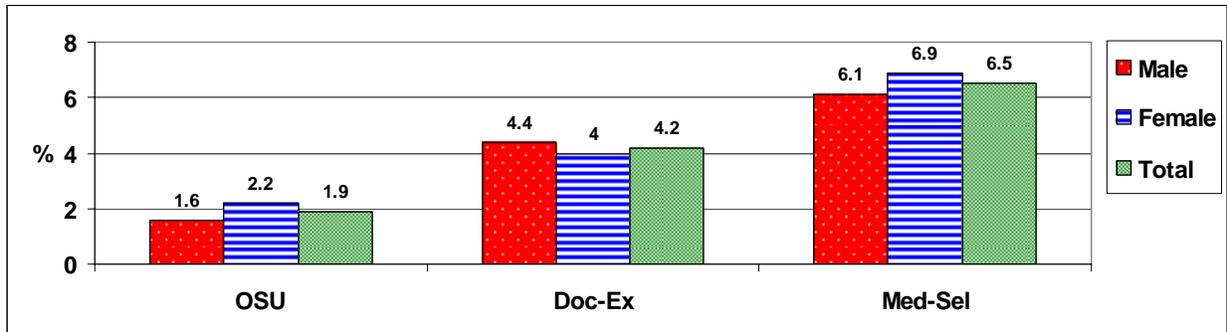


(Percent equals the percent of students who met or exceeded the years of study per subject area on the X axis)

OSU tends to lag behind both Doc-Ex comparators and Med-Sel comparators with regard to first year students taking courses for credit at their home institution prior to their first year. Only 2% of OSU first year students reported taking a course for credit at OSU prior to their first year enrollment while Doc-Ex comparators reported over 4% and Med-Sel comparators reported over 6%. The impact of this on potential enrollment of first year students may be an area to be further examined.

Figure 6

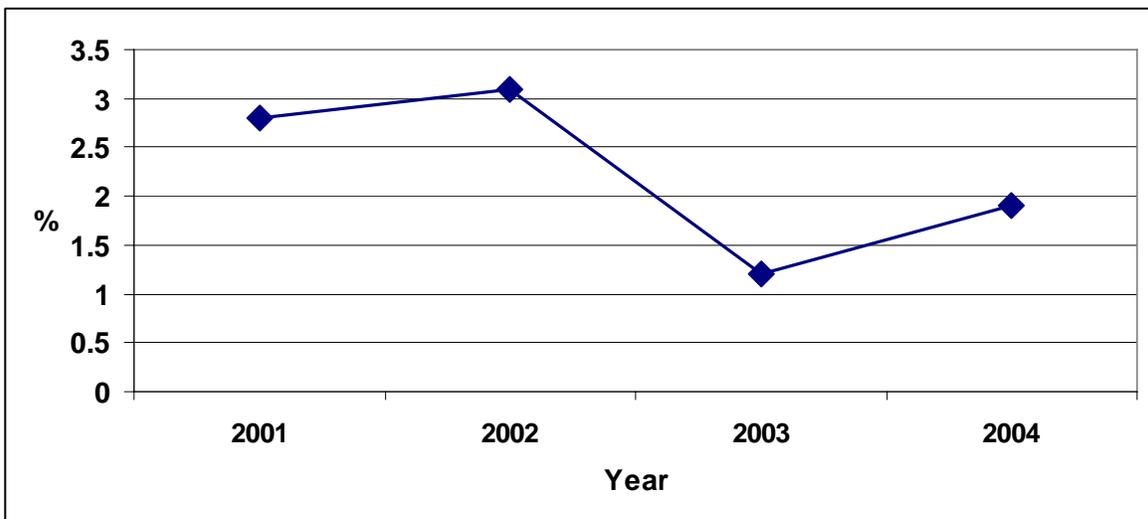
Have Previously Taken Courses for Credit at this Institution?
(OSU compared to Doc-Ex and Med-Sel)



The previous year's records in terms of first year students having previously taken courses for credit at OSU showed a sharp drop in 2003 with some recovery in 2004. If familiarity with the campus and successful course experiences foster further enrollment at a college or university then OSU may want to further examine this practice as a potential recruitment as well as retention strategy.

Figure 7

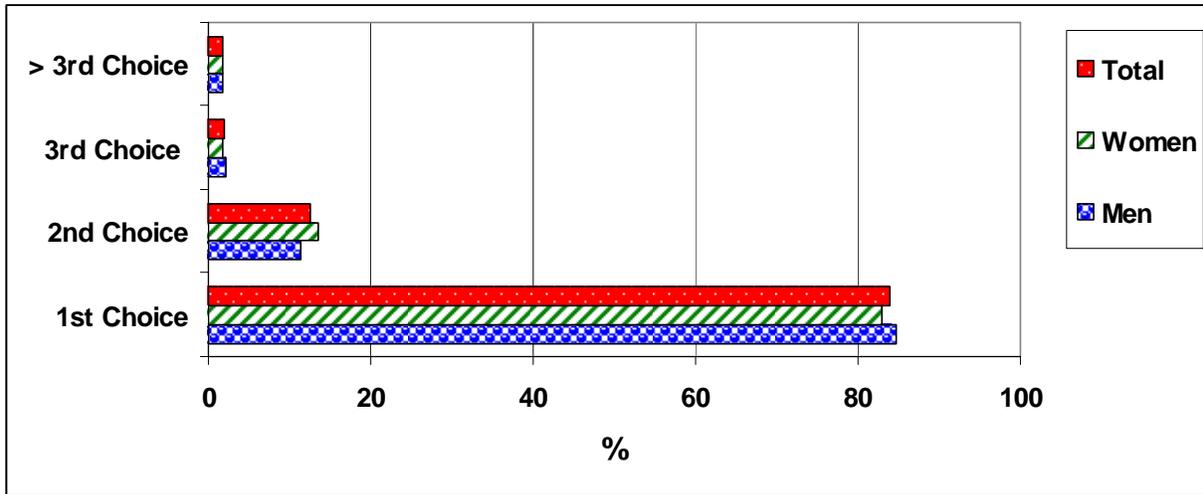
Have Previously Taken Courses for Credit at this Institution?



Over 80% of first year students who enrolled at OSU ranked OSU as their first choice school. Another 10% ranked OSU as second. Only about 10% ranked OSU as less than a second choice school. The reasons for the differences in rating were not examined in this study but may be of interest for enrollment management.

Figure 8

Student Ranking of OSU



Most OSU students applied to only one or two schools, yet a little more than 5% applied to five or more schools. The pattern of number of applications for Doc-Ex and Med-Sel students was comparable to OSU student's application pattern in Figure 9 below.

Figure 9

Number of Schools to Which Students Applied Other than OSU

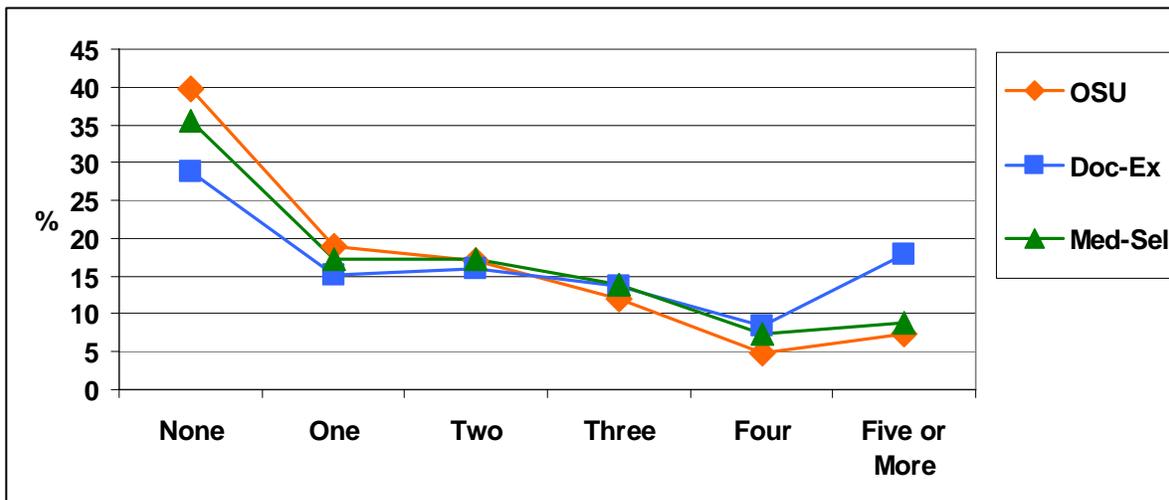


Table 6 below contains data regarding the mean level of importance of various factors in deciding to go to college (any college) as well as the percent of students who endorsed each factor as "very important" in their decision-making. The first item, "To learn more about things that interest me," has been the most frequently cited reason for attending college each year OSU has given the survey since 2001.

When mean rating of importance was compared between men and women students, women placed significantly more ($p < .001$) importance on:

- To learn more about things that interest me;
- To get training for a specific career;
- To gain a general education and appreciation of ideas;
- To prepare myself for graduate or professional school;
- To find my purpose in life; and
- To make me a more cultured person.

Men placed significantly more emphasis than women on:

- To be able to get a better job ($p < .05$); and
- To be able to make more money ($p < .001$).

Table 6

Factors Reported in Students' Decision to Go to College

Factors	Men % Very Important	Men Mean	Women % Very Important	Women Mean	Sig. (difference in means)
<i>1 = Not important, 2 = Somewhat important, 3 = Very important</i>					
To learn more about things that interest me	80.3	2.78	85.2	2.84	.001
To get training for a specific career	72.2	2.66	83.7	2.80	.001
To be able to get a better job	78.3	2.71	73.5	2.62	.005
To be able to make more money	76.5	2.73	68.6	2.62	.001
To gain a general education and appreciation of ideas	56.4	2.51	67.8	2.64	.001
To prepare myself for graduate or professional school	43.8	2.22	61.0	2.50	.001
To find my purpose in life [2]	40.0	2.18	54.3	2.43	.001
My parents wanted me to go	35.6	2.13	39.0	2.19	--
To make me a more cultured person	25.8	2.00	42.7	2.31	.001
Wanted to get away from home	21.3	1.92	20.8	1.93	--
I could not find a job	3.8	1.16	4.2	1.18	--
There was nothing better to do	4.9	1.26	2.2	1.16	--

[2] first time asked in 2004

The first five factors listed in Table 7 below have remained the top five factors rated as “very important” in students’ decision making regarding college attendance each year since 2001. While the order of the top five has fluctuated, the number one choice has consistently been “To learn more about things that interest me.”

Table 7

Factors Reported as “Very Important” in Students’ Decision to Go to College

Reason	2004	2003	2002	2001
	%	%	%	%
To learn more about things that interest me	82.8	78.1	80.4	77.5
To get training for a specific career	78.1	71.6	72.4	74.6
To be able to get a better job	75.9	72.3	72.4	75.4
To be able to make more money	72.5	71.6	71.0	70.5
To gain a general education and appreciation of ideas	62.2	60.3	63.3	59.3
To prepare myself for graduate or professional school	52.6	51.6	51.0	54.5
To find my purpose in life	47.3	Not asked	Not asked	Not asked
To make me a more cultured person	34.5	39.0	34.1	35.8
To improve my reading and study skills	Not asked	36.4	35.3	32.0
My parents wanted me to go	37.4	31.5	31.5	32.9
Wanted to get away from home	21.0	21.7	21.0	23.6
A mentor/role model encouraged me to go	Not asked	11.9	10.1	12.1
There was nothing better to do	3.5	4.9	3.0	5.3
I could not find a job	4.0	3.7	4.8	3.8

A student’s decision to attend college was heavily influenced by learning as well as an interest in future profitable employment. Students’ decisions specifically to attend OSU seemed to vary a bit more. Consistently over the last 3 years students have indicated that OSU’s academic reputation has played a large part in their decision-making, however, their perception of the job success of OSU graduates also paralleled their reasons for going to any college.

Table 8

Factors Reported as “Very Important” in Students’ Decision to Attend OSU

Factors	2004 % Men	2004 % Women	2004 %	2003 %	2002 %
This college has a very good academic reputation	40.4	47.2	43.9	41.1	37.9
This college's graduates get good jobs	33.0	35.7	34.4	NA	NA
A visit to the campus	23.7	39.1	31.6	28.4	NA
This college has a good reputation for its social activities	25.4	31.1	28.3	24.8	20.8
The cost of attending this college	24.9	28.4	26.7	NA	NA
I wanted to go to a school about the size of this college	18.3	31.2	24.9	21.7	19.3
I was offered financial assistance	18.0	23.8	20.9	24.9	22.7
This college's graduates gain admission to top graduate/professional schools	11.3	19.8	15.7	NA	NA
I wanted to live near home	11.4	17.4	14.5	16.6	13.6

Table 8 (continued)

Factors	2004 % Men	2004 % Women	2004 %	2003 %	2002 %
I was admitted through an Early Action or Early Decision program	5.2	10.6	8.0	10.7	8.6
My relatives wanted me to come here	6.8	8.0	7.4	5.8	6.4
Information from a website	4.3	9.6	7.0	8.8	5.4
Not offered aid by first choice	3.8	4.8	4.3	5.9	5.6
Rankings in national magazines	4.8	3.7	4.2	5.9	3.1
High school counselor advised me	3.5	4.0	3.8	NA	NA
My teacher advised me	3.5	1.2	2.3	3.1	2.2
I was attracted by the religious affiliation/orientation of the college	1.5	2.0	1.7	1.3	0.8
Private college counselor advised me	0.5	0.6	0.5	2.4	0.3

(NA = Not Asked)

Men and women differed on the importance of various factors in their decision-making however. Table 9 below contains the means and level of difference in means between men and women. From this data, the following factors were more important ($p < .001$) to women than to men in their decision to come to OSU:

- Very good academic reputation;
- A visit to the campus;
- Good reputation for its social activities;
- Size of OSU;
- Offer of financial assistance;
- Graduates gain admission to top graduate/professional schools;
- Wanted to live near home;
- Admitted through an Early Action or Early Decision program; and
- Information from a website.

Table 9

Factors Important in Decision to Attend OSU

Factors	Men Mean	Women Mean	Sig. (difference in means)	Total Mean
<i>1 = Not important, 2 = Somewhat important, 3 = Very important</i>				
This college has a very good academic reputation	2.29	2.40	.001	2.35
This college's graduates get good jobs	2.11	2.15	--	2.13
A visit to the campus	1.92	2.19	.001	2.06
This college has a good reputation for its social activities	2.00	2.12	.001	2.06
The cost of attending this college	1.96	2.02	--	1.99
I wanted to go to a school about the size of this college	1.86	2.08	.001	1.97
I was offered financial assistance	1.65	1.79	.001	1.72

Table 9 (continued)

Factors	Men Mean	Women Mean	Sig. (difference in means)	Total Mean
This college's graduates gain admission to top graduate/professional schools	1.61	1.77	.001	1.70
I wanted to live near home	1.63	1.76	.001	1.69
I was admitted through an Early Action or Early Decision program	1.25	1.35	.001	1.30
My relatives wanted me to come here	1.40	1.45	--	1.42
Information from a website	1.39	1.60	.001	1.50
Not offered aid by first choice	1.17	1.18	--	1.17
Rankings in national magazines	1.35	1.35	--	1.35
High school counselor advised me	1.32	1.32	--	1.32
My teacher advised me	1.29	1.25	--	1.27
I was attracted by the religious affiliation/orientation of the college	1.12	1.15	--	1.13
Private college counselor advised me	1.09	1.08	--	1.08

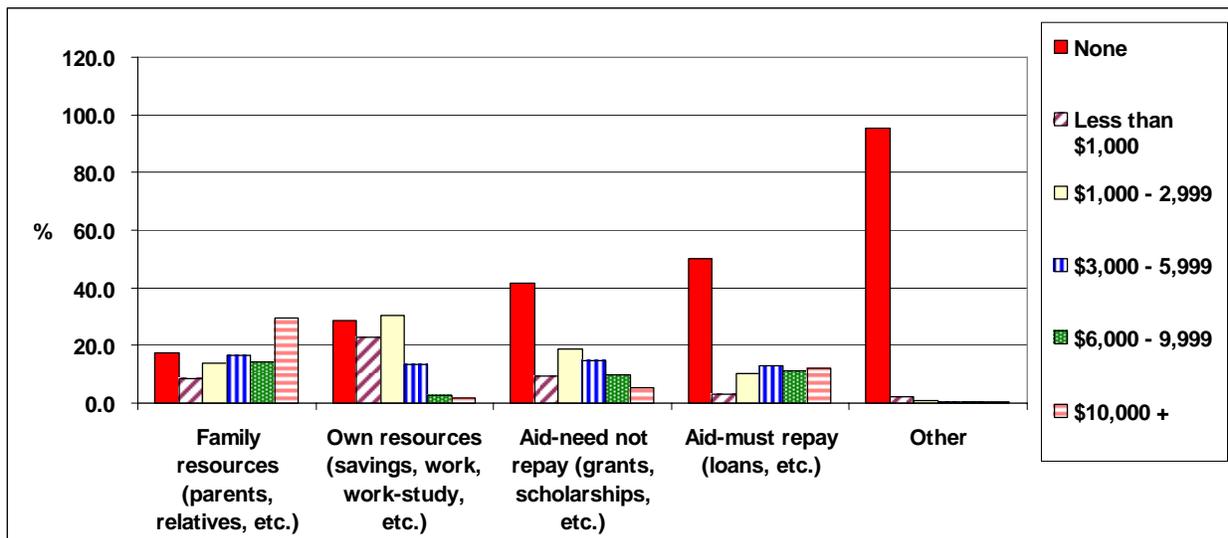
FINANCING COLLEGE

Having the money to finance one's education is a significant factor in both a student's ability to enroll as well as to persist in college. Yet, the ability to finance one's college education has become increasingly difficult for many students at OSU.

Nearly 30% of OSU students expected to receive \$10,000 or more from family resources while approximately 17% expected to receive no financial help from family to support their educational expenses. It is likely that these two sets of students will have very different experiences at OSU. Note also that about 50% of students expected to receive some sort of aid (either to be repaid or not repaid).

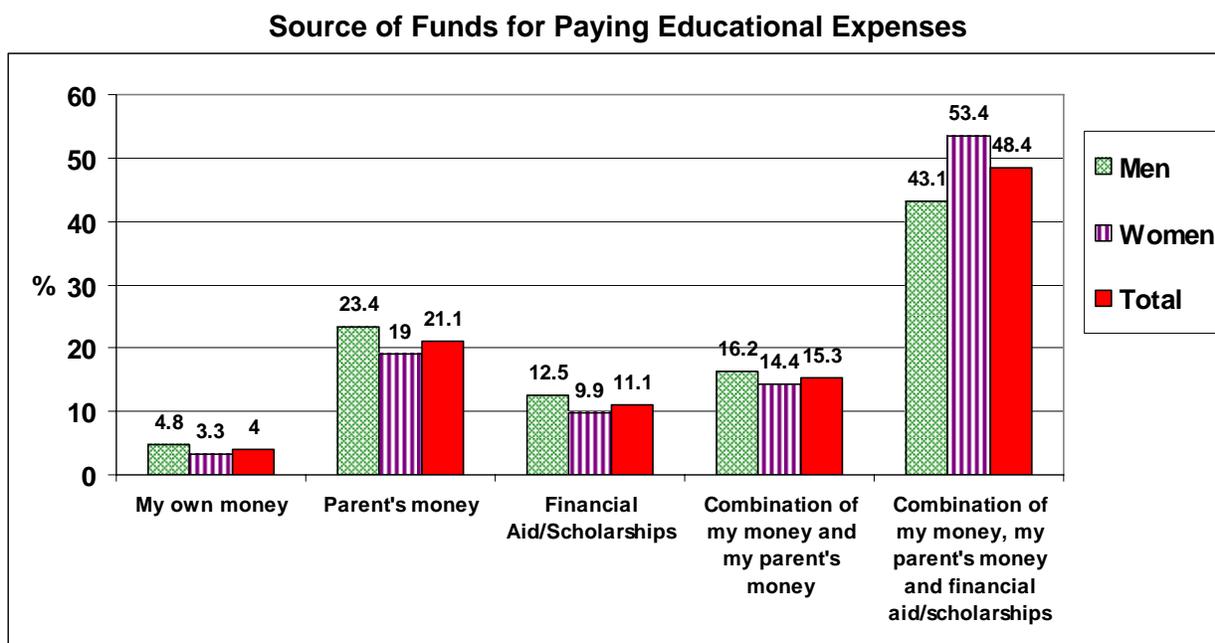
Figure 10

Expected Sources of Financial Assistance



When asked in a somewhat different manner and excluding amounts of funding, OSU first year students indicated that about 48% are planning on funding their education with a combination of their money, their parent's money, and financial aid/scholarships. Only 4% expected to pay for their education with their own money with another 21% depending entirely on their parent's money.

Figure 11



Men and women differed somewhat with regard to how they preferred to handle their financial affairs in college. Men were twice as likely as women to want to manage their finances electronically with a web interface. Yet with regard to the other choices provided, men and women responded very similarly with women preferring some combination of electronic and in person a little more than men. This may have some implications for how services are delivered to these two groups.

Table 10

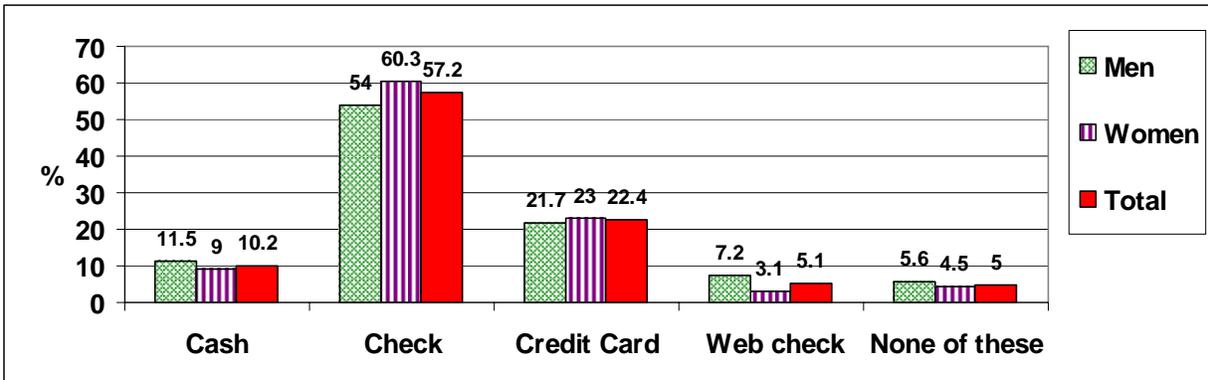
Preference to Handle Financial Affairs

	% Electronically with a web interface	% In person at an office	% Some combination of electronic and in person	% None of these
Men	24.7	14.7	58.2	2.4
Women	12.4	15.0	69.5	3.0
Total	18.4	14.9	63.9	2.7

Figure 12 below contains information about first year student's preferred method of payment for their educational expenses. Most first year students prefer to pay by check with credit card coming in second and cash third. Only about 5% of students indicated a desire to use a web check for bill payment.

Figure 12

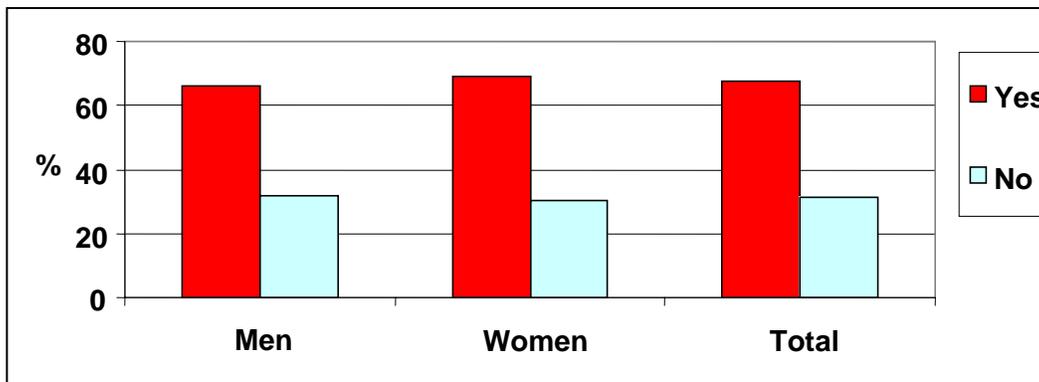
Preferred Method of Payment



Over two-thirds of OSU students preferred to allow a third party to access their account information electronically. This was consistent between men and women as well.

Figure 13

Desire to Have 3rd Party Access to OSU Student's Account Information



Most students (54.5%) expressed some concern about financing their college education, while nearly one-third indicated that they had no concern about financing college. Note however that a little over 13% reported major concern. This is a little less than in previous years which is difficult to interpret at this point. It could be that fewer students with major concerns are enrolling or that many more students with little or no concern have enrolled. Nevertheless, the students with major concern will pose retention concerns if adequate funding is not found.

Table 11

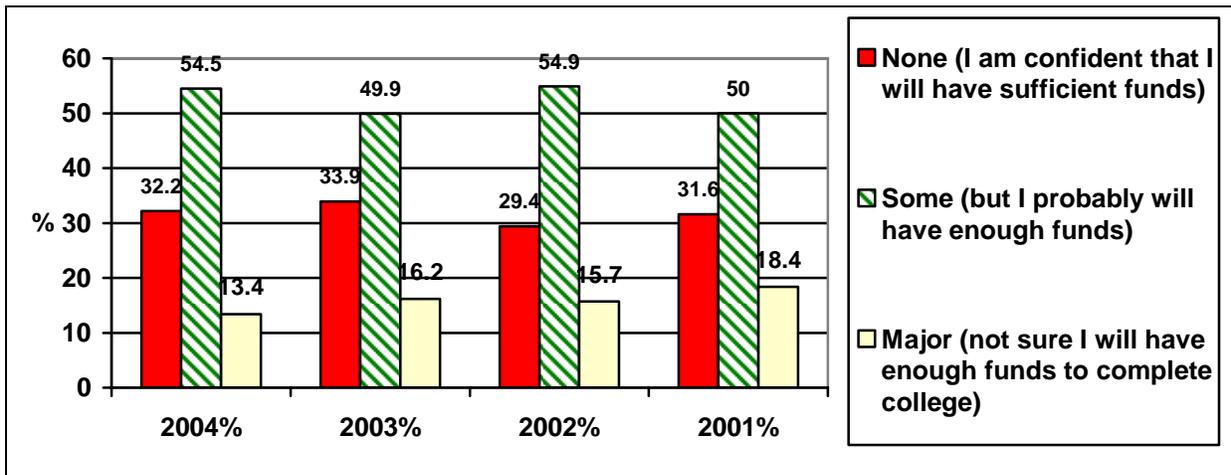
Concern About Financing College

	2004 %	2003 %	2002 %	2001 %
None (I am confident that I will have sufficient funds)	32.2	33.9	29.4	31.6
Some (but I probably will have enough funds)	54.5	49.9	54.9	50.0
Major (not sure I will have enough funds to complete college)	13.4	16.2	15.7	18.4

Overall, the degree of concern expressed by students regarding their financial circumstances has remained fairly consistent over the last four years even though the cost of education has risen and the amount of student aid has decline.

Figure 14

Concern About Financing College



Women expressed more concern about financing college than did men. This was the case across all categories in Table 12 and has been consistently reported over the last three years.

Table 12

Concern About Financing College

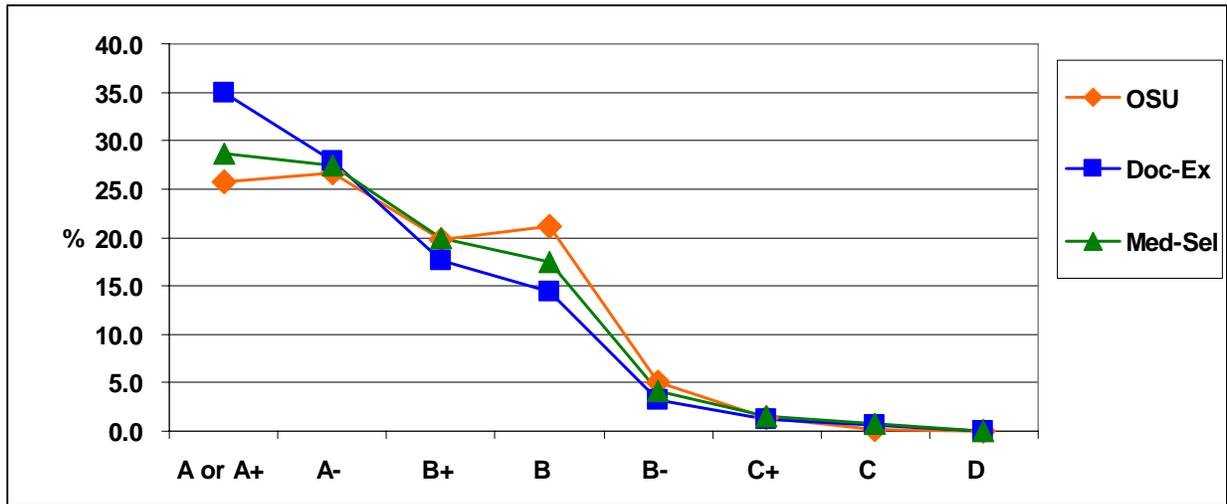
	None (I am confident that I will have sufficient funds) %	Some (but I probably will have enough funds) %	Major (not sure I will have enough funds to complete college) %
Men	38.3	51.0	10.7
Women	26.3	57.8	15.9

HIGH SCHOOL ACTIVITIES

Items in this section of the report refer to high school grades, amount of time involved in specific activities, and frequency of participation in various activities. OSU first year students tended to enter OSU with fairly high grade point averages. In Figure 15 below, both Doc-Ex and Med-Sel comparators reported a higher percentage of first year students with a GPA of A+ or A than did OSU. OSU reported a higher percentage of B students than either of the comparator groups. With regard to lower grades, OSU and comparators were very comparable.

Figure 15

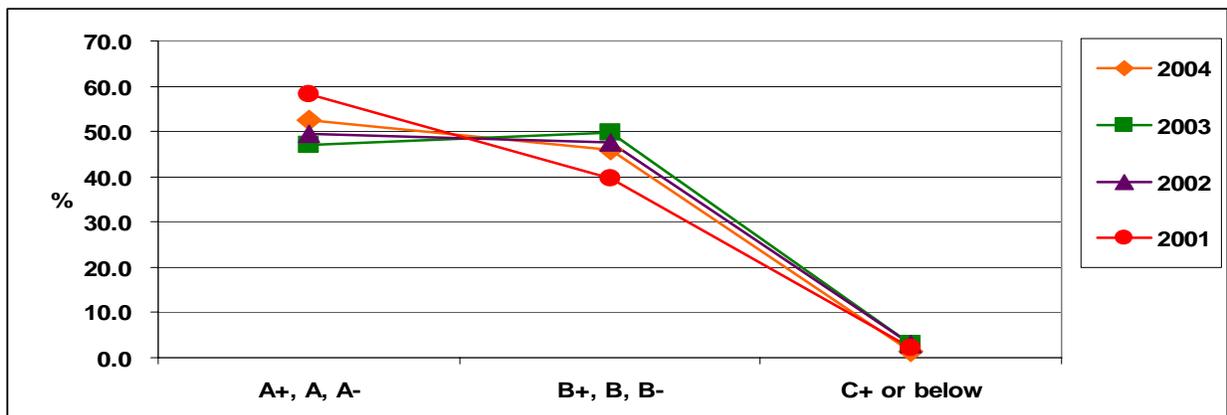
High School GPA



OSU enrolled about the same percent of A and B students each year with the possible exception of 2001 where more A students were enrolled. Otherwise as Figure 16 shows the percent of A to B students enrolled is about even across years.

Figure 16

High School GPA



A greater percentage of women students entered OSU with a grade point average of A+, A, or A- and fewer average grades of C+ or below than did men. When means were compared, women had significantly higher ($p < .001$) grade point averages than men.

Table 13

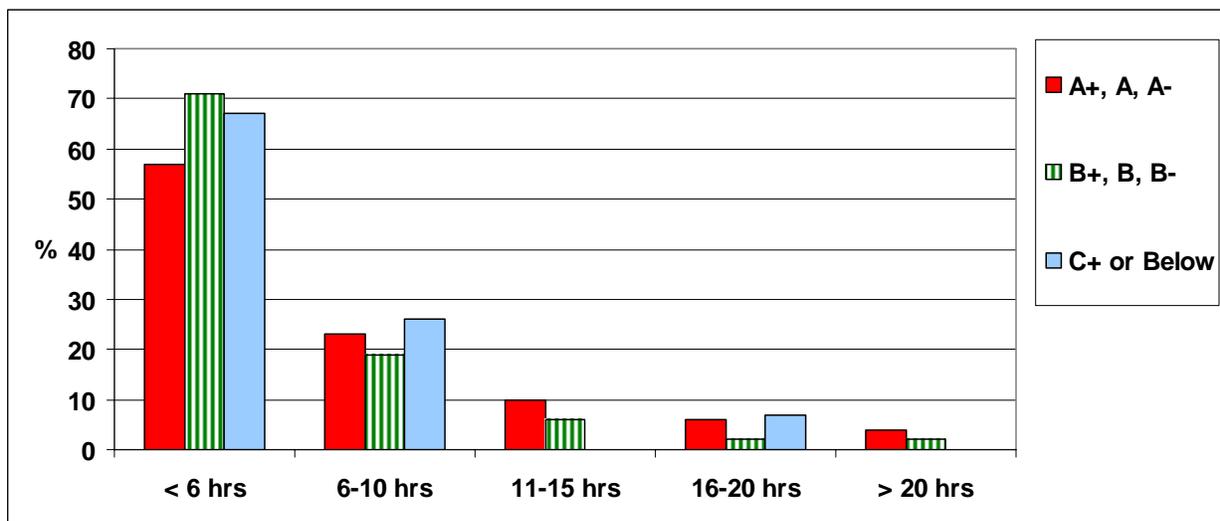
High School GPA by Gender

	A+, A, A- %	B+, B, B- %	C+ or below %
Men	47.3	50.9	1.9
Women	57.3	41.4	1.2
Total	52.4	46.0	1.5

Most students regardless of GPA tended to study less than six hours per week during their last year in high school. As Figure 17 depicts, regardless of GPA, few students studied more than 10 hours per week. This supports the hypothesis that first year students likely are ill-prepared for the amount of studying expected by college professors.

Figure 17

Number of Hours Studying by GPA



The number of hours that students reported studying over the last three years has not changed substantially. Consistently, more students reported studying five hours or less per week regardless of their average grades.

Table 14

GPA and Number of Hours Studying by Year

	High School GPA of A or A+			High School GPA of B			High School GPA of C		
	2004	2003	2002	2004	2003	2002	2004	2003	2002
% 5 hours or less per week studying	57%	65%	64%	71%	73%	69%	67%	78%	67%
% 16 hours or more per week studying	10%	7%	3%	4%	5%	3%	7%	6%	none

Table 15 below contains the mean number of hours students reported devoting to specific activities during their last year of high school. In addition, for the 2004 results, the percentage of students devoting five or fewer hours or 16 or more hours to the activities were also listed.

As might be expected, socializing with friends had the highest mean level of time spent followed by exercising or sports, working for pay, and studying respectively. These rankings have remained constant and in the same order for the last four years.

Table 15

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

Activity	2001 Mean	2002 Mean	2003 Mean	2004 Mean	2004 % 5 hrs or less	2004 % 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	5.37	5.53	27.0	27.9
Exercising or sports	4.80	4.67	4.68	4.87	42.5	20.2
Working for pay	4.46	4.30	4.19	4.13	50.6	25.0
Studying or homework	4.11	4.13	3.93	4.13	63.7	6.9
Watching TV	3.69	3.56	3.57	3.61	75.7	4.1
Partying	2.87	2.63	2.74	2.85	83.0	3.5
Household/childcare duties	2.80	2.69	2.64	2.70	92.6	0.9
Volunteer work	2.60	2.61	2.82	2.61	92.1	1.6
Reading for pleasure	2.64	2.65	2.64	2.55	90.9	1.4
Talking with teacher outside of class	2.57	2.60	2.57	2.51	96.8	0.4
Student clubs or groups	2.74	2.59	2.74	2.49	90.0	2.2
Playing video/computer games	2.50	2.42	2.46	2.42	89.2	3.4
Prayer/meditation	2.04	1.83	1.91	1.83	97.9	0.6

Men and women differed on the mean amount of time they spent on various activities. Generally, women tended to devote more time to all of the activities than did men. There were however some instances where men devoted significantly more time to an activity than did women. These included:

- Exercising or sports ($p < .001$),
- Watching TV ($p < .05$),
- Partying ($p < .001$), and
- Playing video/computer games ($p < .001$).

Women devoted significantly more hours per week to the following than did men:

- Studying or homework ($p < .001$),
- Household/childcare duties ($p < .001$),
- Volunteer work ($p < .001$),
- Reading for pleasure ($p < .001$),
- Talking with teachers outside of class ($p < .001$),
- Student clubs or groups ($p < .001$), and
- Prayer/meditation ($p < .001$).

Table 16

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

Activity	Men Mean	Women Mean	Sig. (differences in means)
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			
Socializing with friends	5.54	5.51	.625
Exercising or sports	5.09	4.65	.001
Working for pay	4.04	4.27	.071
Studying or homework	3.92	4.33	.001
Watching TV	3.71	3.50	.004
Partying	3.04	2.66	.001
Household/childcare duties	2.46	2.93	.001
Volunteer work	2.31	2.87	.001
Reading for pleasure	2.36	2.75	.001
Talking with teacher outside of class	2.43	2.58	.001
Student clubs or groups	2.25	2.70	.001
Playing video/computer games	3.32	1.55	.001
Prayer/meditation	1.73	1.93	.001

The difference between the percent of students who reported frequent involvement over the years in the various activities has remained fairly consistent. The first four items in Table 17 below have remained the most frequent activities in which students have been involved for the last four years. The use of a personal computer and the internet appears to be a common experience for today's first year student. Nearly 70% also report frequent socializing with someone of a different ethnic group.

Table 17

Activities Involved in During Past Year

Activity	2004 % Frequently Involved	2003 % Frequently Involved	2002 % Frequently Involved	2001 % Frequently Involved
Used a personal computer	87.8	84.8	87.1	90.8
Used internet for research/homework	79.2	79.4	83.2	81.8
Socialized with different ethnic group	68.5	66.0	70.1	72.3
Was bored in class	47.2	42.2	36.5	53.6
Maintained a healthy diet	38.9	NA	NA	NA
Attended religious services	31.7	37.1	33.0	37.7
Studied with other students	31.2	29.3	33.2	36.6
Performed volunteer work	29.3	35.7	30.7	32.0
Discussed politics	28.1	24.6	22.2	25.7
Discussed religion	--	32.9	31.3	35.7
With friends	26.5	NA	NA	NA
With family	23.5	NA	NA	NA
In class	18.7	NA	NA	NA
Felt overwhelmed	26.4	24.7	22.6	30.5
Voted in student election	24.2	25.1	25.7	28.7
Asked teacher for advice after class	23.6	25.5	24.5	23.6
Played a musical instrument	19.1	19.1	21.6	21.0
Did community service as part of a class	18.7	23.7	22.6	19.9
Came late to class	14.3	14.5	11.2	13.7
Stayed up all night	12.9	NA	NA	NA
Drank beer	9.3	7.6	4.9	11.6
Participated in organized demonstrations	8.9	12.5	8.0	8.8
Drank wine or liquor	8.7	7.0	3.5	9.4
Tutored another student	7.3	6.1	8.9	10.8
Felt depressed	5.1	5.3	4.4	9.8
Missed school because of an illness	3.7	NA	NA	NA
Was guest in a teacher's home	2.6	3.1	3.8	5.7
Smoked cigarettes	2.3	2.8	2.2	3.7
Worked on a political campaign	1.0	NA	NA	NA

(NA = Not Asked)

Men and women differed on their involvement in various activities. Table 18 contains the mean level of involvement for both men and women as well as the level of significant differences between means.

As might be expected, men were involved significantly more than women in the following activities:

- Played a musical instrument ($p < .05$);
- Stayed up all night ($p < .001$);

- Discussed politics ($p < .001$);
- Drank beer ($p < .001$);
- Smoked cigarettes ($p < .05$).

Women reported significantly more involvement than men in the following activities:

- Used internet for research/homework ($p < .001$);
- Attended religious services ($p < .001$);
- Studied with other students ($p < .001$);
- Performed volunteer work ($p < .001$);
- Discussed religion with friends ($p < .001$);
- Felt overwhelmed ($p < .001$);
- Asked teacher for advice after class ($p < .05$);
- Did community service as part of a class ($p < .001$);
- Participated in organized demonstrations ($p < .001$).

Of the top five items in terms of frequency of activity, men and women different significantly on only one item, “used internet for research/homework.” Other items indicated that men and women were in agreement in terms of the frequency with which they “used a personal computer,” “socialized with someone from a different ethnic group,” “were bored in class,” and “maintained a healthy diet.”

Table 18

Activities Involved in During Past Year

Activity	Men Mean	Women Mean	Sig. (difference in means)
<i>1 = Not at all, 2 = Occasionally, 3 = Frequently</i>			
Used a personal computer	2.87	2.84	--
Used internet for research/homework	2.74	2.82	.001
Socialized with different ethnic group	2.63	2.67	--
Was bored in class	2.43	2.44	--
Maintained a healthy diet	2.33	2.29	--
Attended religious services	1.95	2.09	.001
Studied with other students	2.12	2.29	.001
Performed volunteer work	1.99	2.28	.001
Discussed politics	2.15	2.03	.001
Discussed religion	--	--	--
With friends	2.03	2.14	.001
With family	1.94	1.99	--
In class	1.82	1.85	--
Felt overwhelmed	1.91	2.30	.001
Voted in student election	1.98	2.02	--
Asked teacher for advice after class	2.04	2.11	.031
Played a musical instrument	1.65	1.54	.004
Did community service as part of a class	1.70	1.85	.001
Came late to class	1.85	1.87	--
Stayed up all night	1.94	1.85	.001

Table 18 (continued)

Activity	Men Mean	Women Mean	Sig. (difference in means)
<i>1 = Not at all, 2 = Occasionally, 3 = Frequently</i>			
Drank beer	1.63	1.53	.001
Participated in organized demonstrations	1.45	1.59	.001
Drank wine or liquor	1.60	1.59	--
Tutored another student	1.57	1.62	--
Felt depressed	1.48	1.63	.001
Missed school because of an illness	1.61	1.77	.001
Was guest in a teacher's home	1.28	1.28	--
Smoked cigarettes	1.21	1.17	.040
Worked on a political campaign	1.06	1.08	--

When students were asked specifically about their use of alcohol in a typical month during their last year of high school, most students (45%) reported that they never used alcohol in a typical month. Of those who did use alcohol, most admitted to using on one or two occasions however, about 7% indicated that they used on 10 or more occasions. Upon comparing means, there was no significant difference between men and women in terms of their use of alcohol in a typical month.

Table 19

Frequency of Alcohol Use (beer, wine, liquor) in a Typical Month During Last Year in High School

	Frequency in Percent					2004 Mean	2003 Mean
	Never (1)	1-2 occasions (2)	3-5 occasions (3)	6-9 occasions (4)	10 or more occasions (5)		
Men	44.7	26.4	13.7	7.1	8.1	2.08	1.96
Women	44.5	29.4	15.9	4.2	6.0	1.98	1.98
Total	44.6	28.0	14.8	5.6	7.0	2.03	1.97

However, when men and women were asked the number of drinks per drinking occasion, men and women did differ in their use. Men consumed significantly more ($p < .001$) drinks per drinking occasion than did women. The average number of drinks for both groups was between 3 and 6 drinks.

Table 20

Number of Drinks per Drinking Occasion

	Frequency in Percent					2004 Mean	2003 Mean
	1-2 drinks (1)	3-4 drinks (2)	5-6 drinks (3)	7-8 drinks (4)	9 or more drinks (5)		
Men	24.4	16.4	24.0	20.5	14.6	2.85	2.67
Women	34.3	32.3	22.3	5.6	5.6	2.16	2.16
Total	29.5	24.6	23.1	12.8	9.9	2.50	2.40

The predominance of entering first year students reported that they had never used tobacco (69%). Nevertheless about 18% of men and 11% of women admitted to using tobacco in the previous 30 days.

Table 21

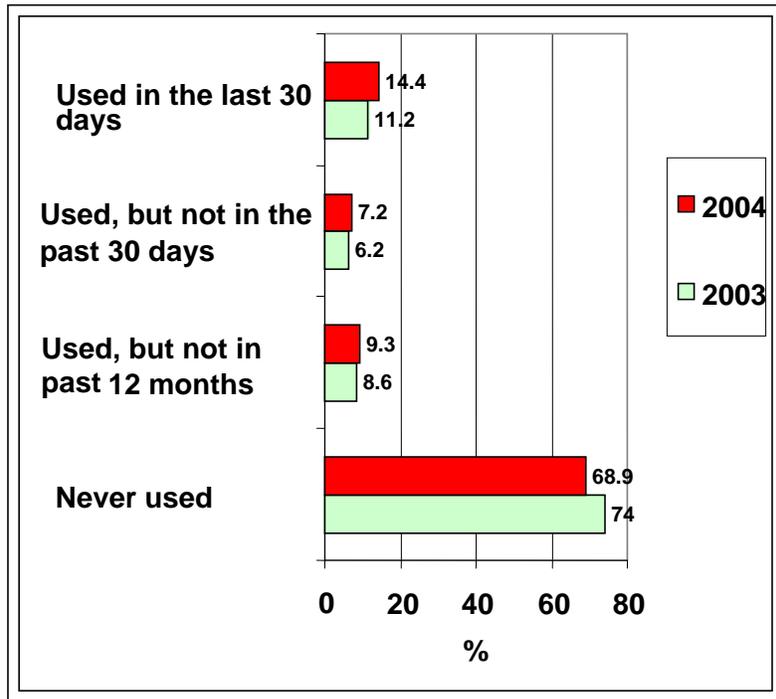
Frequency of Tobacco Use

	Frequency in Percent			
	Never Used	Used, but not in the last 12 months	Used, but not in the last 30 days	Used in the last 30 days
Men	62.6	10.3	8.7	18.3
Women	74.8	8.5	5.9	10.7
Total	68.9	9.3	7.2	14.4

This question has been asked for two years. While there is little difference year to year, Figure 18 does suggest some slight increase in the use of tobacco by first year students.

Figure 18

Frequency of Tobacco Use



Most first year students (86%) reported not smoking cigarettes with only a small percentage indicating that they did smoke. Note that the previous question asked about tobacco use and not specifically about cigarettes. These results suggested that some students were using other forms of tobacco.

Table 22

Cigarette Use Per Day

	Frequency in Percent				
	None	< 1 cigarette	< half a pack	About half a pack	> half a pack
Men	79.9	11.1	5.8	1.9	1.3
Women	86.8	7.6	4.0	1.0	0.6
Total	85.5	9.3	4.9	1.4	0.9

Figure 19 depicts the number of cigarettes used per day in 2003 and 2004. There appears to be little difference in the smoking habits of students during these two years.

Figure 19

Cigarette Use Per Day

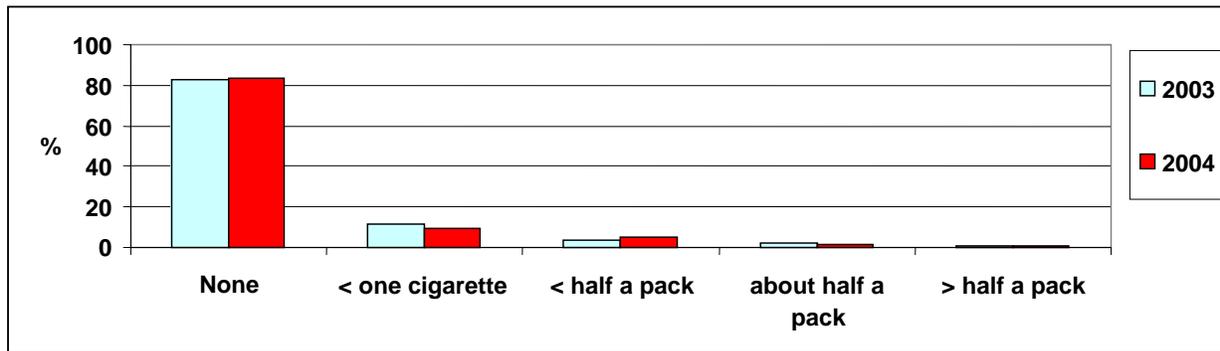
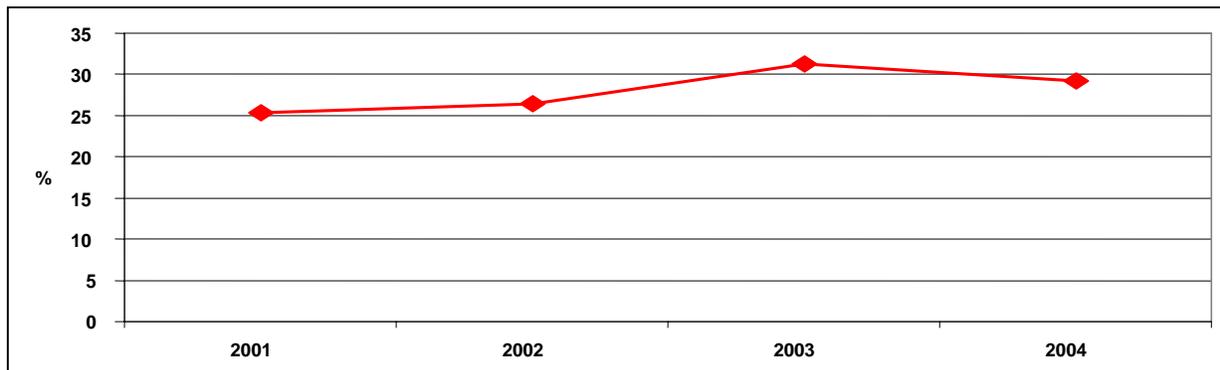


Figure 20 below illustrates the percent of students who reported that their high school required community service as a graduation requirement. Note that this percent has increased somewhat since 2001. This mirrors the national trend reported in *The American Freshman: National norms for Fall 2003* (Sax et al., 2003).

Figure 20

High School Required Community Service for Graduation



Only 6% of OSU incoming first year students reported that they had not been involved in any community service or volunteer activities while 8% and 10% of Doc-Ex and Med-Sel students respectively reported likewise. Of specific community service/volunteer activities that were listed, OSU students were most involved in tutoring/teaching, child care, environmental activities community improvement/construction and service to a religious community. These were also the most frequently selected by the comparators listed in Table 23.

Table 23

Student-Reported Involvement in Community Service/Volunteer Activities

Activity	OSU %	Doc-Ex %	Med-Sel %
Other community service	50.3	47.2	43.6
Tutoring/teaching	44.3	50.0	43.9
Child care	33.2	29.8	31.4
Environmental activities	32.1	28.2	25.7
Community improvement/construction	31.6	30.9	29.6
Service to my religious community	28.4	36.0	42.9
Services to the homeless	23.4	22.3	19.5
Counseling/mentoring	22.1	19.4	17.6
Elder care	18.1	17.7	18.5
Hospital work	10.4	11.1	9.2
Other health education	6.9	3.8	4.1
None	6.4	7.6	9.6
Substance abuse education	5.4	5.2	5.2
Conflict mediation	3.6	4.7	4.1

In terms of the percentage of entering students who were involved in various community service/volunteer activities, women students were clearly more involved than their male counterparts. Table 24 contains the percentage of men and women who reported involvement in the various activities listed below. Men tended to be more involved in “community improvement/construction” more frequently than women.

Table 24

OSU Male-Female Involvement in Community Service/Volunteer Activities

Activity	Men %	Women %	Difference M - W
Other community service	45.2	55.3	-10.1
Tutoring/teaching	39.5	48.9	-9.4
Child care	18.8	47.1	-28.3
Environmental activities	30.5	33.7	-3.2
Service to my religious community	23.8	32.8	-9
Community improvement/construction	33.7	29.4	4.3
Services to the homeless	18.8	27.9	-9.1
Counseling/mentoring	16.6	27.5	-10.9
Elder care	14.9	21.2	-6.3
Hospital work	5.5	15.2	-9.7

Table 24 (continued)

Activity	Men %	Women %	Difference M - W
Other health education	4.7	9.1	-4.4
Substance abuse education	4.1	6.7	-2.6
Conflict mediation	3.1	4.0	-0.9
None	11.0	1.9	9.1

OSU entering students reported less involvement in summer research programs than did Doc-Ex comparators though there was little difference between OSU's results and Med-Sel comparator results. The results for participation in a health science research program varied little from group to group.

Table 25

Participated in Summer Research Program

Program	OSU %	Doc-Ex %	Med-Sel %
Summer Research Program	4.5	6.8	4.6
Health Science Research Program sponsored by a University	2.3	2.7	2.1

ACADEMIC AND CAREER PLANS AND EXPECTATIONS

Student 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 section describes both a student's history in certain areas as well as their expectations for their futures.

Most students, both male and female, reported planning to live in a college residence when they entered OSU. Men however did tend to select off-campus locations more frequently than did women students which was expected.

Table 26

Plans for Fall Residence

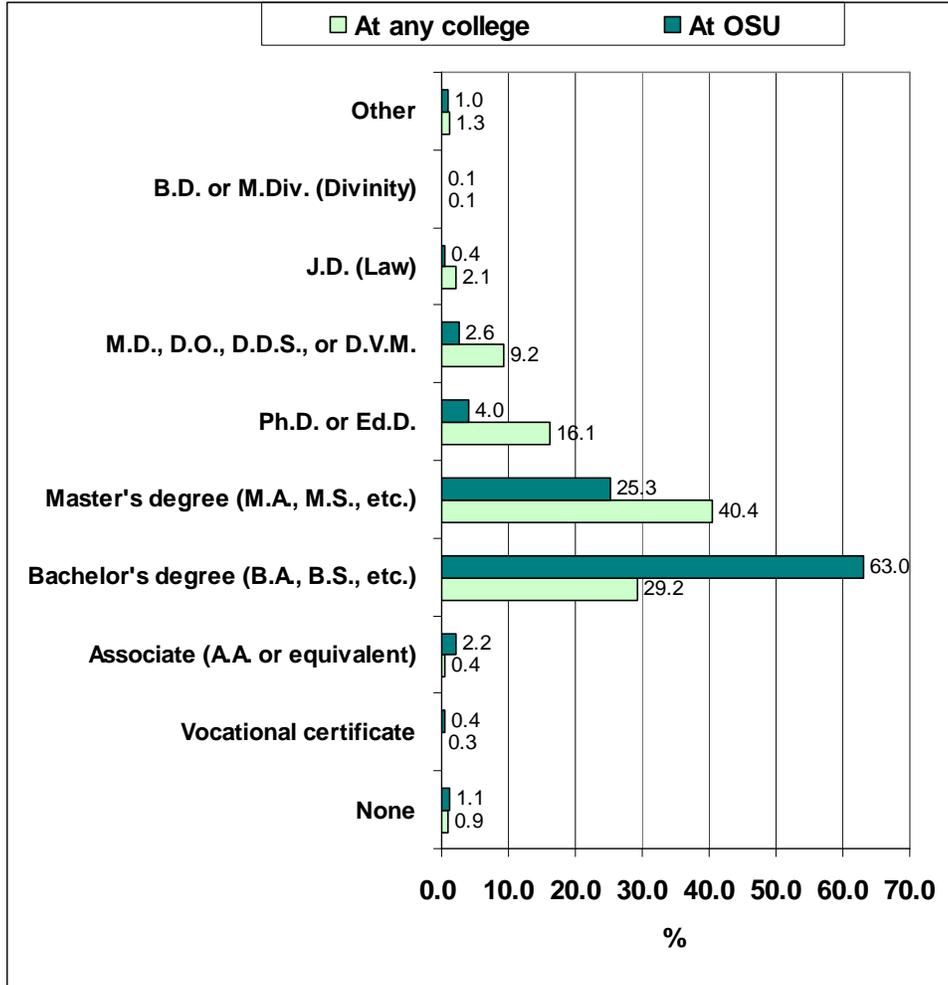
Fall Residence Plans	Men %	Women %	Total %
College residence hall	75.1	79.9	77.6
Other private home, apartment or room	10.2	9.9	10.0
Other campus student housing	3.8	5.1	4.4
Fraternity or sorority house	6.7	1.4	4.0
With my family or other relatives	3.2	3.3	3.2
Other	1.1	0.5	0.7

Approximately 63% of entering students expected to receive their bachelor's degree from OSU with another 25% anticipating receiving a master's degree at OSU. Almost 30% of entering first year students expected to get a bachelor's degree from some college but not necessarily OSU

with another 40% expecting to get a master's degree from some college other than OSU. Another 16% expected to receive a Ph.D. from some college with only 4% intending it to be from OSU.

Figure 21

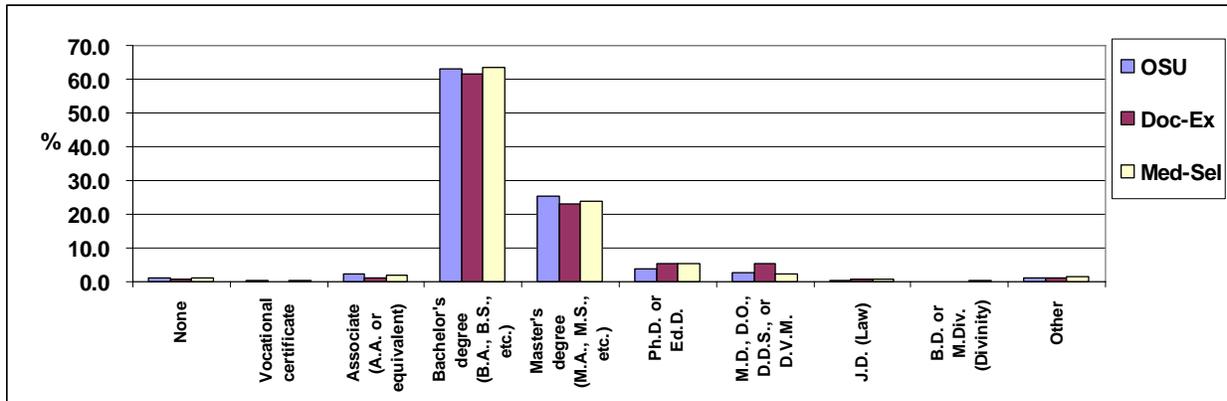
Highest Academic Degree Student Expects to Obtain



When compared to the Doc-Ex and Med-Sel comparators, OSU students reported similarly regarding the degree (s) expected from their home institution. As with the comparators, most OSU students expected to get a bachelor's degree with a fewer number expecting to get a master's degree at their home institution. Figure 22 below illustrates the percent comparisons of the three groups.

Figure 22

Highest Academic Degree Expected at Home Institution



As in past years engineering was the major most frequently selected by entering first year students with business being second. Notice that over the last 4 years the percent of students selecting business, health professions, and biological science has gradually increased. The top five probable majors have remained the same for the last 4 years. Notice that “undecided” continues to be included in the top 5 potential majors for OSU entering first year students. This underscores the need for comprehensive advising and career services directed toward these students.

There are still major differences in the majors selected by men and women. Notice that nearly 40% of men have chosen engineering while only about 6% of women made that same selection. Women have tended to select the health professions, biological sciences, education, fine arts, and social sciences more frequently than their male counterparts.

Table 27

Probable Major

	Men %	Women %	2004 Total %	'03 Total %	'02 Total %	'01 Total %
Engineering	37.7	5.5	21.4	19.2	21.4	19.1
Business	20.0	12.4	16.1	15.4	13.1	12.9
Health Professions	8.1	22.8	15.6	14.8	13.4	14.2
Biological Science	6.4	11.7	9.1	8.3	8.1	7.9
Undecided	6.2	8.7	7.5	8.0	10.6	6.3
Education	1.9	7.7	4.9	4.2	6.1	6.9
Agriculture	4.8	3.8	4.3	4.9	2.7	3.6
Social Sc	1.5	6.4	4.0	4.6	3.7	5.2
Other	2.0	5.4	3.8	5.1	5.8	5.9
Fine Arts	1.5	4.6	3.1	3.2	2.5	3.3
Physical Sc	3.2	2.8	3.0	2.8	3.0	1.9
History/Political Sc	2.9	1.7	2.3	2.8	2.9	2.6
Other Technical	2.3	1.8	2.1	3.0	3.7	6.2
Humanities	0.5	3.1	1.8	1.9	1.2	1.6
English	0.2	1.3	0.8	1.1	0.8	1.2
Math/Stat	0.4	0.1	0.5	0.6	0.8	1.1

The top three probable career choices for entering male students were engineering, business executive, and undecided. For women the three most highly endorsed career choices included: undecided, other, and physician. Women were almost twice as likely to select health professions (e.g., physician, nurse, pharmacist, veterinarian, and therapist) than men were. Men tended to select technical fields (e.g., business, computer analyst, engineer) more often than women.

Table 28

Probable Career Choice
(Top 16 in terms of percent endorsed)

Men 2001	Men 2002	Men 2003	Men 2004	Probable Career	Women 2004	Women 2003	Women 2002	Women 2001
1.1	0.7	1.1	1.2	Artist	2.3	2.8	1.3	2.2
8.8	8.0	8.9	9.0	Business Executive (management)	5.1	7.4	6.3	6.8
3.7	2.7	4.6	5.7	Business owner	3.5	1.8	1.1	2.3
9.2	6.9	5.7	5.4	Computer Programmer/Analyst	0	0	0.4	1.1
26.9	32.3	28.1	29.8	Engineer	4.4	3.2	5.6	6.1
3.3	1.8	1.8	0.9	Lawyer (attorney)/ Judge	2.4	3.2	3.3	2.2
0.4	0.0	0.4	0.4	Nurse	5.8	6.0	3.9	3.8
6.8	5.3	7.5	5.8	Other	9.4	11.3	8.7	10.3
2.0	2.2	4.3	3.3	Pharmacist	5.7	3.9	4.8	3.4
3.1	4.9	1.8	3.2	Physician	6.3	3.9	5.6	8.6
2.2	3.8	2.1	2.6	Scientific Researcher	4.4	4.2	4.3	4.1
0.4	0.4	0.4	0.6	Teacher/administrator (elementary)	4.8	6.0	6.1	6.3
4.2	1.3	1.1	2.1	Teacher/Administrator (secondary)	3.7	1.4	1.9	3.8
0.4	0.9	1.8	1.1	Therapist (physical, occupational, speech)	4.9	2.1	4.1	2.3
10.9	16.8	14.6	10.6	Undecided	12.9	15.5	16.3	10.4
0.4	0.4	1.1	0.6	Veterinarian	6.1	5.3	4.3	6.1

Of the top 16 likely career choices of students over the last 4 years, the top four have remained constant (i.e., engineer, undecided, other, business executive). Table 29 contains the percent of endorsement per year for the 16 most frequently selected careers since 2001.

Table 29

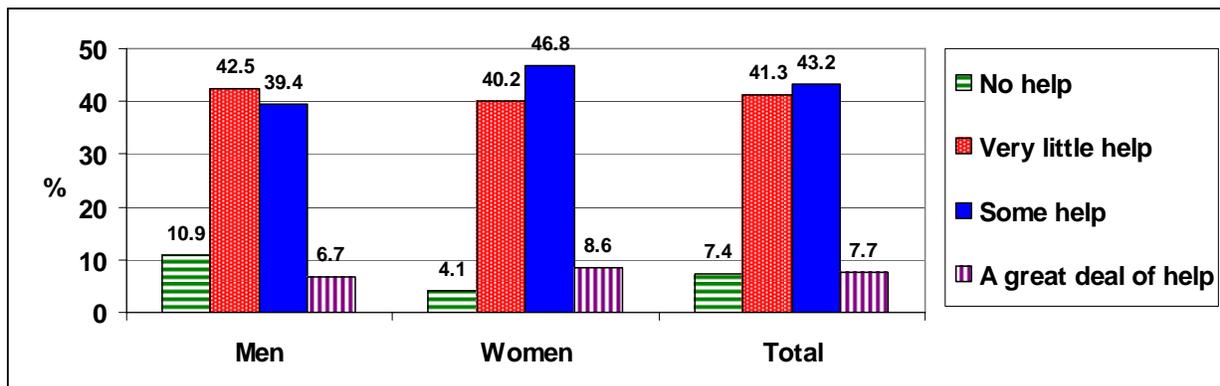
Probable Career Choice
(Top 16 in terms of percent endorsed)

Probable Career	2004 %	2003 %	2002 %	2001 %
Engineer	16.9	15.6	17.8	15.5
Undecided	11.8	15.1	16.5	10.7
Other	7.6	9.4	7.2	8.7
Business Executive (management)	7.0	8.2	7.1	7.7
Physician	4.8	2.8	5.2	6.1
Business owner	4.5	3.2	1.8	3.0
Pharmacist	4.5	4.1	3.6	2.8
Scientific Researcher	3.5	3.2	4.0	3.3
Veterinarian	3.4	3.2	2.5	3.6
Nurse	3.1	3.2	2.1	2.3
Therapist (physical, occupational, speech)	3.0	2.0	2.6	1.5
Teacher/Administrator (secondary)	2.9	1.2	1.6	3.9
Computer Programmer/Analyst	2.7	2.8	3.3	4.7
Teacher/administrator (elementary)	2.7	3.2	3.5	3.7
Artist	1.8	1.0	1.0	1.7
Lawyer (attorney)/ Judge	1.6	2.5	2.6	2.7

Over 70% of first year students reported that they had never conducted research in a university library. Yet, about 50% indicated that they would need very little or no help in effectively using the library. Women indicated that they would need more help than men however.

Figure 23

Student-Reported Degree of Help Needed to Effectively Use the University Library

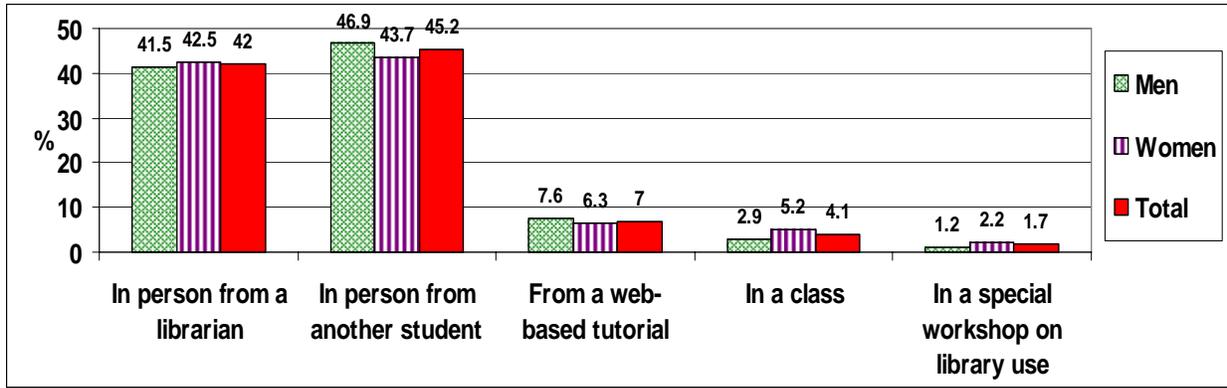


When students reported that they needed help with using the library, they typically preferred to receive that help in person from either another student or a librarian. This was true of both men and women students. Likely this is an extension of the idea of “just in time service” where students prefer to get help when they want it rather than planning for help using venues like

classes or workshops. Table 24 below depicts the source of help most desired by first year students.

Figure 24

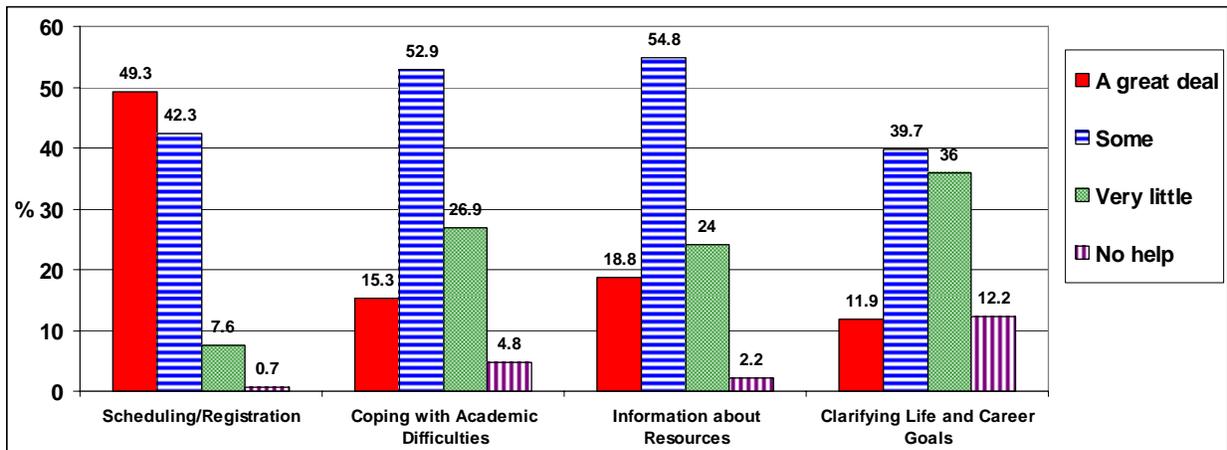
Student-Reported Preference for Receiving Help with Library Use



Generally, students expected the most help from advisors in the area of class scheduling and registration. This may be related to their high school experiences and expectations of advisors in that environment. Though over half of first year students did expect at least some help in coping with academic difficulties and information about resources. The least endorsed source of help from advisors was around clarifying life and career goals.

Figure 25

Student-Reported Expectation of Help from Advisor



Of all the activities listed in Table 30 below, most first year students believe that there is a very good chance that they will:

- Socialize with someone of another racial/ethnic group;
- Get a job to help pay for college expenses;
- Make at least a “B” average; and
- Be satisfied with their college.

Note that three questions that were asked in 2001, 2002, and 2003 were not asked for 2004. Two of those questions, “develop close friendships with other students” and “get a bachelor’s degree” were the top two questions selected during those three years.

Table 30

Very Good Chance That Student Will . . .

Chances Very Good That Student Will:	2004 %	2003 %	2002 %	2001 %
Socialize with someone of another racial/ethnic group	62.2	64.2	71.1	73.9
Get a job to help pay for college expenses	54.6	47.0	51.0	47.7
Make at least “B” average	53.6	51.7	53.8	53.4
Be satisfied with your college	51.2	47.6	48.5	46.3
Participate in student clubs/groups	35.1	40.4	32.6	37.4
Communicate regularly with your professors	22.7	30.0	30.6	12.8
Participate in a study abroad program	21.7	18.0	20.1	NA
Participate in volunteer or community service work	19.8	24.4	19.7	26.7
Strengthen religious beliefs/convictions	19.5	21.8	22.0	NA
Change major field	16.0	14.1	15.6	15.8
Change career choice	15.3	12.7	13.0	14.5
Join a social fraternity or sorority	12.4	11.4	11.9	13.4
Play varsity/intercollegiate athletics	11.1	9.3	8.1	9.9
Transfer to another college before graduating	6.0	8.3	6.4	9.3
Work full-time while attending college	5.8	5.3	3.5	4.2
Seek personal counseling	5.3	5.0	5.4	4.2
Participate in student government	4.5	7.5	5.3	5.6
Participate in student protests or demonstrations	4.2	5.5	2.4	4.4
Get a bachelor’s degree (B.A., B.S., etc.)	NA	80.0	79.9	81.5
Develop close friendships with other students	NA	70.8	75.3	75.9
Drop out of college	NA	0.4	0.3	0.5

(NA = Not Asked)

There were however some differences in means between men and women regarding their projections of activities in which they would participate. In nearly all of the activities listed, men and women differed significantly on degree to which they would participate. Of the items where men and women differed, men reported that they expected to play varsity/intercollegiate athletics significantly more frequently than did women ($p < .001$). Women however expected to participate more than men in:

- Socialize with someone of another racial/ethnic group;
- Get a job to help pay for college expenses;
- Be satisfied with your college;
- Participate in student clubs/groups;
- Communicate regularly with your professors;
- Participate in a study abroad program;
- Participate in volunteer or community service work;
- Strengthen religious beliefs/convictions;
- Transfer to another college before graduating;

- Work full-time while attending college;
- Seek personal counseling; and
- Participate in student government.

Table 31

Chances That Student Will . . .

Chances That Student Will: (1 = no chance, 2 = very little chance, 3 = some chance, 4 = very good chance)	Men		Women		Sig. (difference in means)
	% Very Good Chance	Mean	% Very Good Chance	Mean	
Socialize with someone of another racial/ethnic group	55.2	3.46	68.6	3.64	.000
Get a job to help pay for college expenses	47.8	3.26	61.8	3.48	.000
Make at least "B" average	54.1	3.51	53.7	3.49	.511
Be satisfied with your college	45.9	3.42	56.6	3.53	.000
Participate in student clubs/groups	28.6	2.99	41.3	3.22	.000
Communicate regularly with your professors	19.0	2.92	26.4	3.09	.000
Participate in a study abroad program	10.5	2.28	32.1	2.84	.000
Participate in volunteer or community service work	11.0	2.48	27.9	2.96	.000
Strengthen religious beliefs/convictions	16.7	2.30	22.7	2.56	.000
Change major field	14.8	2.58	17.1	2.60	.613
Change career choice	14.1	2.61	16.1	2.64	.514
Join a social fraternity or sorority	11.6	2.15	12.8	2.14	.817
Play varsity/intercollegiate athletics	12.0	2.13	10.5	1.95	.000
Transfer to another college before graduating	3.5	1.93	8.2	2.09	.000
Work full-time while attending college	5.2	2.01	6.5	2.14	.002
Seek personal counseling	4.8	2.05	6.1	2.21	.000
Participate in student government	3.6	1.95	5.4	2.07	.003
Participate in student protests or demonstrations	3.8	1.90	4.5	1.96	.133

The top four student expectations for the future have remained consistent over the last four years:

- Raise a family;
- Be very well off financially;
- Help others in difficulty; and
- Become an authority in my field.

While the rank of these four items has varied, "raise a family" has consistently been the highest ranked item on the list. Table 32 below contains the mean level endorsement for each of the items over the last four years. Note that in general OSU first year students did not endorse many items as "very important" or "essential" for their future. It is somewhat puzzling to know how to interpret these results other than to suggest that they have remained consistent over time.

Table 32

Student Expectations for Future

Expectations	2004 Mean	2003 Mean	2002 Mean	2001 Mean
1= Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential				
Achieve in a performing art	1.4	1.5	1.5	1.5
Become an authority in my field	2.5	2.7	2.6	2.6
Obtain recognition from Colleagues	2.4	2.5	2.4	2.3
Influence political structure	1.7	1.8	1.7	1.7
Influence social values	2.1	2.2	2.0	2.0
Raise a family	3.0	3.0	2.9	3.1
Have administrative responsibility	2.2	2.3	2.1	2.2
Be very well off financially	3.0	3.0	2.9	2.9
Help others in difficulty	2.6	2.8	2.6	2.7
Make theoretical contribution to science	1.8	1.9	1.8	1.7
Write original works	1.4	1.5	1.4	1.5
Create artistic work	1.5	1.6	1.5	1.6
Be successful in own business	2.2	2.4	2.2	2.1
Be involved in environmental clean-up	1.8	1.9	1.8	1.8
Develop meaningful philosophy of life	2.2	2.2	2.2	2.3
Take part in community action program	1.7	2.0	1.8	1.9
Promote racial understanding	1.9	2.0	1.9	2.0
Keep up with political affairs	2.1	2.1	2.1	2.2
Be a community leader	1.9	2.1	1.9	2.0
Integrate spirituality into my life	2.1	2.2	2.1	2.3
Improve my understanding of other countries and cultures	2.3	2.4	2.4	NA

NA = Not asked

Table 33 below contains information on the means for male and female students as well as the level of significance of the difference between means. Additionally, the percent of those who rated each item as “essential” or “not important.”

For men the ranking of the **top four items** was:

1. Be very well off financially
2. Raise a family
3. Be an authority in my field
4. Help others in difficulty.

For women the ranking of the **top four items** was:

1. Raise a family
2. Be very well off financially
3. Help others in difficulty
4. Be an authority in my field.

These differences between men and women in the mean ranking have been consistent over the last two years.

Again, men and women differed significantly on several items with women tending to place significantly more importance on the items than men. These differences included: ($p < .05$).

- Achieve in a performing art,
- Influence social values,
- Raise a family,
- Help others in difficulty,
- Create artistic work,
- Be involved in environmental clean-up,
- Take part in community action program,
- Promote racial understanding,
- Integrate spirituality into my life,
- Improve my understanding of other countries and cultures,
- Work to find a cure to a health problem.

Men however placed significantly more emphasis than women on: ($p < .05$)

- Influence political structure,
- Make theoretical contribution to science,
- Be successful in own business.

Table 33

Student Expectations for Future

Expectation	Sex	2004 Mean	Sig. Level	% Essential	% Not Important
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>					
Achieve in a performing art	M	1.3	.001	2.1	76.4
	F	1.5		3.9	66.8
Become an authority in my field	M	2.6	.320	16.8	12.7
	F	2.5		14.5	11.4
Obtain recognition from Colleagues	M	2.4	.873	10.9	15.9
	F	2.4		9.1	13.7
Influence political structure	M	1.7	.028	4.2	47.0
	F	1.6		3.0	50.0
Influence social values	M	2.0	.000	5.6	33.0
	F	2.2		5.4	19.7
Raise a family	M	2.9	.013	32.0	8.8
	F	3.1		39.8	7.7
Have administrative responsibility	M	2.2	.393	8.6	22.5
	F	2.2		6.2	22.5
Be very well off financially	M	3.0	.227	32.3	4.6
	F	3.0		29.7	3.8
Help others in difficulty	M	2.4	.000	10.8	11.8
	F	2.8		18.8	3.3

Table 33 (continued)

Expectation	Sex	2004 Mean	Sig. Level	% Essential	% Not Important
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>					
Make theoretical contribution to science	M	1.8	.003	5.0	42.4
	F	1.7		3.9	50.7
Write original works	M	1.4	.571	2.6	75.1
	F	1.4		3.4	73.6
Create artistic work	M	1.4	.000	2.7	75.6
	F	1.6		7.0	62.7
Be successful in own business	M	2.3	.003	17.3	27.9
	F	2.1		13.7	34.7
Be involved in environmental clean-up	M	1.7	.003	3.4	44.9
	F	1.8		3.9	38.1
Develop meaningful philosophy of life	M	2.2	.357	11.6	31.3
	F	2.2		11.4	27.4
Take part in community action program	M	1.6	.000	2.6	49.6
	F	1.8		3.1	38.1
Promote racial understanding	M	1.8	.000	3.7	42.6
	F	2.0		4.5	30.6
Keep up with political affairs	M	2.1	.646	8.7	28.5
	F	2.1		6.6	27.4
Be a community leader	M	1.9	.212	4.9	37.5
	F	1.9		4.0	33.0
Integrate spirituality into my life	M	2.0	.000	12.2	44.0
	F	2.1		13.2	31.5
Improve my understanding of other countries and cultures	M	2.1	.000	7.1	27.3
	F	2.4		10.5	14.6
Work to find a cure to a health problem	M	1.6	.000	5.3	56.9
	F	1.9		6.5	42.6

STUDENT OPINIONS, VALUES, AND BEHAVIORS

Items in this section of the report involved student opinions about their skills and abilities, the importance of diversity, and their political orientation. Additionally, students were asked their opinions on a variety of social and political issues.

Students were asked to compare their skills and abilities to typical students like themselves. Table 34 below contains the self-ratings of OSU students as well as of the Doc-Ex and Med-Sel comparators. For comparators, students ranked their skills and abilities regarding spirituality and religiousness higher than OSU entering students. Other items followed the OSU ranking but these two were quite noticeable in their differences from OSU.

Note too that OSU students reported a high level of confidence in their mathematical skills than they did in their writing skills. Time management and public speaking ability were ranked close to the bottom of the list. Given the struggles that students sometimes have with imposing structure on their relatively unstructured life, assistance with time management may be a consistent and constant message. Students tended to admit that public speaking was not a strength of theirs thus, this is an area in which OSU may want to insure that students have adequate opportunities for learning.

Table 34

Student Rating of Skills or Abilities
(Percent Rating Themselves in the *Highest 10% or Above Average*)

Skill or Ability	OSU Men %	OSU Women %	OSU Total %	Doc-Ex %	Med-Sel %
Academic ability	79.0	69.7	74.2	80.3	76.0
Kindness	70.0	75.9	73.0	75.1	74.4
Drive to achieve	66.1	77.4	71.9	75.5	71.6
Cooperativeness	70.6	68.6	69.6	69.4	68.3
Compassion	57.6	73.3	65.6	66.5	65.6
Generosity	60.4	66.5	63.5	65.4	65.2
Understanding of others	57.1	64.8	61.0	63.7	61.4
Forgiveness	59.4	57.8	58.5	57.6	58.5
Leadership ability	60.6	56.2	58.3	62.9	60.1
Physical health	69.9	46.0	57.7	56.4	54.5
Self-confidence (intellectual)	66.1	48.5	57.1	62.9	60.4
Courage	63.3	45.3	54.1	54.8	53.4
Creativity	53.2	53.5	53.3	55.2	54.1
Emotional health	59.5	47.0	53.2	53.7	53.5
Self-understanding	53.7	49.3	51.4	53.0	50.7
Mathematical ability	62.5	38.9	50.5	57.8	51.9
Self-confidence (social)	53.3	46.5	49.8	49.5	48.3
Writing ability	44.0	46.9	45.5	47.1	45.1
Computer skills	56.7	22.0	39.0	39.6	37.9
Time management	32.5	42.4	37.5	40.4	37.9
Public speaking ability	34.9	31.6	33.2	37.4	34.5
Spirituality	29.5	35.0	32.3	38.0	44.1
Artistic ability	27.1	30.1	28.6	29.9	29.3
Religiousness	24.0	28.7	26.4	33.2	40.8

Table 35 below contains the mean rating for OSU first year students in general as well as the means and level of significant difference between means for men and women students. Overall, OSU first year students ranked the following characteristics in terms of skill or ability as:

The **top five items** in terms of means:

1. Drive to achieve,
2. Academic Ability,
3. Kindness,
4. Cooperativeness, and
5. Compassion

The **bottom five items** in terms of means:

1. Time management,
2. Public speaking ability
3. Spirituality,
4. Artistic ability, and
5. Religiousness

Men and women differed in terms of their rating of their skills or abilities. Table 35 below contains the OSU mean rating as well as the means for men and women. The significance level pertains to the significant difference between male and female means.

Men rated their skills and abilities in the following areas significantly higher than did women:

- Academic ability ($p < .001$),
- Physical health ($p < .001$),
- Self-confidence (intellectual) ($p < .001$),
- Emotional health ($p < .001$),
- Courage ($p < .001$),
- Self-understanding ($p < .05$),
- Self-confidence (social) ($p < .05$),
- Mathematical ability ($p < .001$), and
- Computer skills ($p < .001$).

Women rated their skills and abilities significantly higher than did men in the following areas:

- Drive to achieve ($p < .001$),
- Kindness ($p < .05$),
- Compassion ($p < .001$),
- Generosity ($p < .05$),
- Understanding others ($p < .05$),
- Time management ($p < .001$),
- Spirituality ($p < .001$),
- Religiousness ($p < .001$), and
- Artistic ability ($p < .05$).

Table 35

Student Rating of Skills or Abilities

Skill or Ability	OSU Mean	OSU Male Mean	OSU Female Mean	Sig Level (difference in men and women means)
1 = Lowest 10%, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Highest 10%				
Drive to achieve	3.96	3.84	4.07	.000
Academic ability	3.95	4.04	3.85	.000
Kindness	3.91	3.87	3.96	.013
Cooperativeness	3.82	3.83	3.81	--
Compassion	3.78	3.65	3.91	.000
Generosity	3.77	3.72	3.81	.008
Understanding of others	3.72	3.66	3.77	.003
Forgiveness	3.68	3.70	3.66	--
Leadership ability	3.67	3.71	3.64	--
Physical health	3.66	3.87	3.45	.000

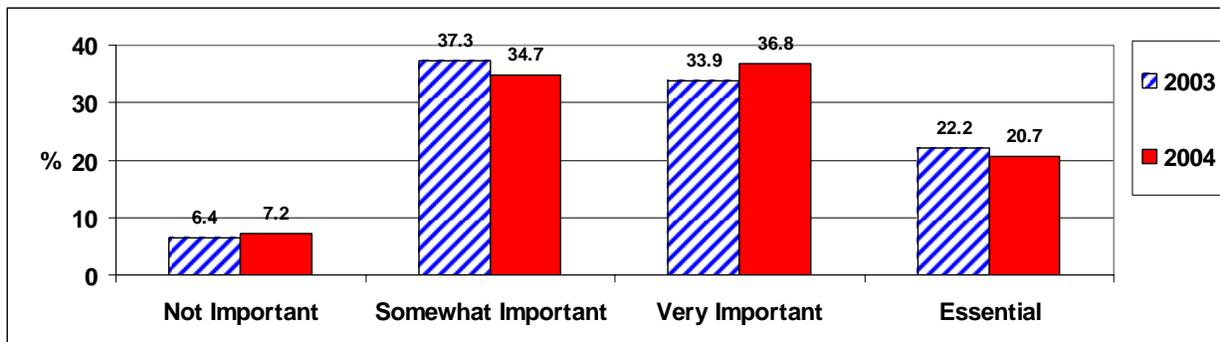
Table 35 (continued)

Skill or Ability	OSU Mean	OSU Male Mean	OSU Female Mean	Sig Level (difference in men and women means)
1 = Lowest 10%, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Highest 10%				
Self-confidence (intellectual)	3.65	3.80	3.50	.000
Emotional health	3.61	3.70	3.52	.000
Courage	3.60	3.75	3.45	.000
Self-understanding	3.57	3.61	3.53	.029
Creativity	3.56	3.56	3.56	--
Self-confidence (social)	3.47	3.52	3.42	.016
Mathematical ability	3.44	3.71	3.18	.000
Writing ability	3.41	3.38	3.45	--
Computer skills	3.33	3.61	3.05	.000
Time management	3.27	3.15	3.38	.000
Public speaking ability	3.08	3.10	3.06	--
Spirituality	3.02	2.92	3.12	.000
Artistic ability	2.86	2.79	2.94	.003
Religiousness	2.64	2.52	2.76	.000

Overall, both in 2003 and 2004 most first year students rated diversity as essential or very important to them personally. As the figure below demonstrates only a small minority of students indicated that diversity was not at all important to them.

Figure 26

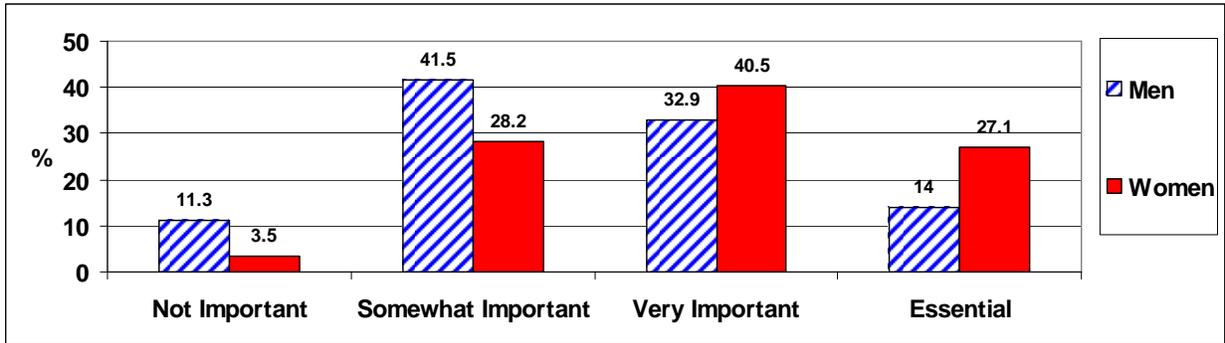
Personal Importance of Diversity



Overall, women rated the personal importance of diversity as more important to them than did the men. Over 67% of women rated diversity as essential or very important to them. Whereas only 47% of men responded likewise. Only about 4% of women and 11% of men reported that diversity was not at all personally important to them.

Figure 27

Personal Importance of Diversity



As was expected OSU students rated themselves as politically middle of the road more often than either left or right. There has however been somewhat of a shift more to the far right in the last year however, there has also been a small shift to the far left as well. This however may reflect the often discussed political polarization in the United States currently. Nevertheless, the political perspective of students has remained fairly stable over the last four years as Table 36 and Figure 28 demonstrate.

Table 36

Student-Reported Political Views

	2004 %	2003 %	2002 %	2001 %
Far Left	2.6	1.3	1.6	2.3
Liberal	24.5	23.2	25.1	24.5
Middle-of-the-Road	44.6	46.7	48.8	46.0
Conservative	25.9	27.2	23.5	25.5
Far Right	2.5	1.6	0.9	1.6

Figure 28

Student-Reported Political Views

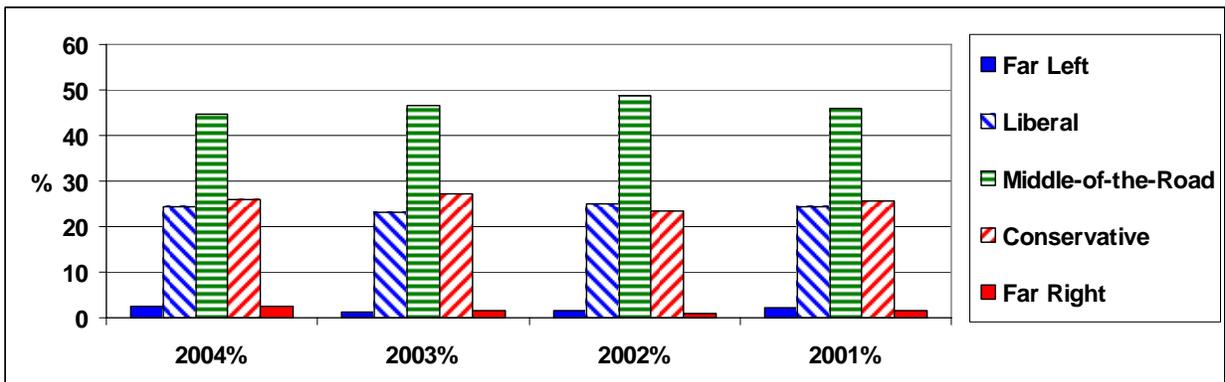
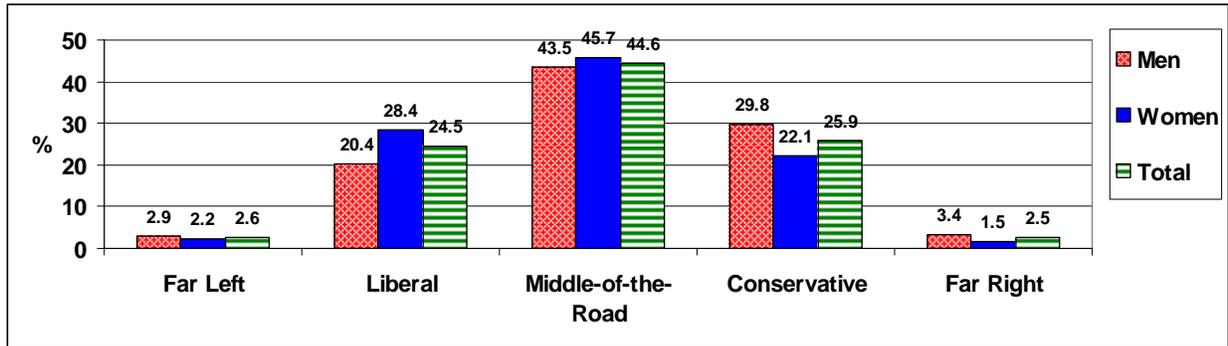


Figure 29 below contains data on the student reported political views of first year men and women students. The differences in means between men and women in their political perspectives were significant at the .001 level with women tending to be more liberal in their views than men.

Figure 29

Student-Reported Political Views



Over the last four years first year student opinions on various social and political issues has not varied widely. Table 37 below contains the mean for each item for each of the last four years. Note that not every item was asked every year. Generally, OSU first year students for most items tend to fall into the middle range of disagreeing some and agreeing some.

Table 37

Student Opinions on Social and Political Issues

Issue	2004 Mean	2003 Mean	2002 Mean	2001 Mean
<i>1 = Disagree strongly, 2 = Disagree some, 3 = Agree some, 4 = Agree strongly</i>				
Too much concern in courts for rights of criminals	2.67	2.67	2.77	2.73
Abortion should be legal	2.71	2.60	2.66	2.71
Death penalty should be abolished	2.02	1.97	2.02	1.91
Marijuana should be legalized	2.17	2.23	2.13	2.21
Important to have laws prohibiting homosexual relationships	1.99	1.94	1.83	1.85
Federal government should do more to control the sale of handguns	2.92	2.80	2.93	2.98
Racial discrimination is no longer a major problem in America	2.04	2.05	1.96	1.95
An individual can do little to bring about change in our society	2.02	2.03	2.04	2.07
Wealthy people should pay a larger share of taxes than they do now	2.55	2.54	2.50	2.48
Colleges should prohibit racist/sexist speech on campus	2.72	2.69	2.69	2.65

Table 37 (continued)

Issue	2004 Mean	2003 Mean	2002 Mean	2001 Mean
<i>1 = Disagree strongly, 2 = Disagree some, 3 = Agree some, 4 = Agree strongly</i>				
Same-sex couples should have the right to legal marital status	2.64	2.65	2.66	2.65
Affirmative action in college admissions should be abolished	2.56	2.63	2.54	2.61
Activities of married women are best confined to the home and family	1.64	1.74	1.60	1.61
People should not obey laws which violate their personal values	NA	2.12	2.15	NA
Federal military spending should be increased	2.08	2.16	2.27	NA
Federal government should do more to discourage energy consumption	NA	NA	2.92	NA
College has right to ban extreme speakers	2.35	NA	NA	NA
Sex okay if people like each other	2.37	NA	NA	2.30

(NA = Not asked)

Perhaps of more interest are the differences between men and women in their opinions regarding social and political issues. In review of this data the differences between male opinions and female opinions on these issues is evident for most of the items.

Women reported significantly more agreement with the following statement than did men:

- Death penalty should be abolished ($p < .05$);
- Federal government should do more to control the sale of handguns ($p < .001$);
- Colleges should prohibit racist/sexist speech on campus ($p < .05$);
- Same sex couples should have the right to legal marital status ($p < .001$).

Men reported significantly more agreement with the following statements than did women:

- Too much concern in courts for the rights of criminals ($p < .001$);
- Marijuana should be legalized ($p < .001$);
- Important to have laws prohibiting homosexual relationships ($p < .001$);
- Racial discrimination is no longer a major problem in America ($p < .001$);
- An individual can do little to bring about change in our society ($p < .001$);
- Affirmative action in college admissions should be abolished ($p < .001$);
- Activities of married women are best confined to the home and family ($p < .001$);
- Federal military spending should be increased ($p < .001$);
- Sex is okay if people like each other ($p < .001$).

There were only three items in which there were no differences in means between men and women:

- Abortion should be legal;
- Wealthy people should pay a larger share of taxes than they do now;
- Colleges have the right to ban extreme speakers.

This does not mean that students necessarily agree with these statements. It merely means that first year men and women were in agreement on these three areas.

Table 38

Student Opinions on Social and Political Issues

Issue	Sex	2004 % Strongly Disagree	2004 % Strongly Agree	2004 Mean	Sig. Level
<i>1 = Disagree strongly, 2 = Disagree some, 3 = Agree some, 4 = Agree strongly</i>					
Too much concern in courts for rights of criminals	M	6.4	14.5	2.74	.000
	F	5.1	7.5	2.61	
Abortion should be legal	M	21.9	27.5	2.66	--
	F	21.1	35.0	2.76	
Death penalty should be abolished	M	36.4	6.6	1.95	.002
	F	27.8	9.1	2.08	
Marijuana should be legalized	M	29.5	13.8	2.29	.000
	F	35.0	8.3	2.06	
Important to have laws prohibiting homosexual relationships	M	33.7	16.9	2.20	.000
	F	50.8	8.9	1.78	
Federal government should do more to control the sale of handguns	M	13.7	21.0	2.70	.000
	F	4.7	37.3	3.14	
Racial discrimination is no longer a major problem in America	M	19.0	3.9	2.18	.000
	F	28.5	1.9	1.91	
An individual can do little to bring about change in our society	M	22.5	2.8	2.09	.000
	F	30.2	2.7	1.94	
Wealthy people should pay a larger share of taxes than they do now	M	17.3	17.3	2.54	--
	F	12.6	14.7	2.55	
Colleges should prohibit racist/sexist speech on campus	M	12.7	21.4	2.66	.011
	F	10.9	26.1	2.78	
Same-sex couples should have the right to legal marital status	M	28.5	23.5	2.45	.000
	F	20.3	39.7	2.82	
Affirmative action in college admissions should be abolished	M	7.2	21.1	2.72	.000
	F	9.2	8.9	2.40	
Activities of married women are best confined to the home and family	M	42.1	4.7	1.85	.000
	F	72.3	2.8	1.43	
People should not obey laws which violate their personal values	M	NA	NA	NA	NA
	F	NA	NA	NA	
Federal military spending should be increased	M	20.3	5.4	2.17	.000
	F	25.1	2.0	2.00	
Federal government should do more to discourage energy consumption	M	NA	NA	NA	NA
	F	NA	NA	NA	
College has right to ban extreme speakers	M	19.4	9.9	2.36	--
	F	17.9	7.4	2.33	
Sex okay if people like each other	M	17.9	20.5	2.61	.000
	F	30.0	6.8	2.14	

(NA = Not asked)

DISCUSSION AND RECOMMENDATIONS

The intention of this report was to provide information to the OSU community about our incoming first year students. As the membership of the university community considers this information, it will hopefully aid in understanding, discussing, and implementing programs, and other strategies both within the classroom and throughout the support services that positively impact these students.

Specific recommendations arising from this data include:

1. Use data from the CIRP combined with other input variables available to OSU to predict retention and graduation rates that can be compared to actual OSU performance. This could provide a baseline from which OSU could measure the effectiveness of various university initiatives (i.e., are we over-performing, under-performing or performing as would be expected given the characteristics of our students and university).
2. Post report on the Student Affairs Research and Evaluation web page and provide URL to university community.
3. Present data to faculty and staff groups and engage in discussion about implications of the data.
4. Continue to participate in the annual CIRP Freshman Survey in summer 2005 though move to only once every 3-4 years thereafter. Coordinate the use of the CIRP with the use of the YFCY or CSS as follow-ups to CIRP.

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

APPENDIX A

Doctoral Research Extensive University Comparators

Colorado State University
Cornell University
Iowa State University
Louisiana State University
Ohio State University
Oklahoma State University
Purdue University
Texas A & M University
University of California-Davis
University of Idaho
University of Illinois-Chicago

Appendix B

Medium Selective University Comparators

Colorado State University
Mississippi State University
North Dakota State University
Ohio State University
Oregon State University
Purdue University
Texas Tech University
University of Alabama
University of Idaho
Utah State University

Appendix C

OSU-Specific Questions

Oregon State University

CIRP 2004 Supplemental Questions

DO NOT RECORD YOUR RESPONSES ON THIS PAGE

Please transfer your answers to the bubbles on the survey form starting with
Question 42

42. Providing students with the opportunity to experience diversity is an important part of the educational mission of Oregon State University. How important is diversity to you PERSONALLY?

A = Not important C = Very important
B = Somewhat important D = Essential

43. How would you prefer to handle your financial affairs (payments, checking on status of your account, loan disbursement, paycheck, etc.) at OSU?

A = Electronically with a web interface
B = In person at an office
C = Some combination of A and B
D = None of these

44. What will be your source of funds for paying for your educational expenses?

A = My own money
B = My parent's money
C = Financial Aid/Scholarships
D = A combination of A and B
E = A combination of A, B, and C

45. Will you want a third party, such as your parents, to have access to your account information? (note you are not giving permission by answering this question)

A = Yes B = No

46. What do you anticipate your primary method of payment to be?

A = Cash
B = Check
C = Credit Card
D = Webcheck
E = None of these

47. Have you ever conducted research in a university library?

A = Yes B = No

48. How much help do you believe you will need in order to learn to use effectively a university library?

A = A great deal of help
B = Some help
C = A little help
D = No help

49. How would you prefer to receive help in using the university library?

- A = In person from a librarian
- B = In person from another student
- C = From a web-based tutorial
- D = In a class
- E = In a special workshop on library use

How much help do you expect from your academic advisor in the following areas?

50. Scheduling/registration procedures

- A = A great deal of help
- B = Some help
- C = A little help
- D = No help

51. Coping with academic difficulties

- A = A great deal of help
- B = Some help
- C = A little help
- D = No help

52. Informing you of resources on campus for academic support

- A = A great deal of help
- B = Some help
- C = A little help
- D = No help

53. Clarifying your life and career goals

- A = A great deal of help
- B = Some help
- C = A little help
- D = No help

54. What is your tobacco use?

- A = Never used
- B = Used, but not in the past 12 months
- C = Used, but not in the past 30 days
- D = Used in the last 30 days (If yes, please answer the next question)

55. If you used tobacco in the last 30 days, how many cigarettes a day do you smoke on average?

- A = None
- B = Less than one cigarette
- C = Less than half a pack
- D = About half a pack
- E = More than half a pack

56. During your last year in high school how often did you drink alcohol (beer, wine, liquor) during a typical month?

- A = Never
- B = 1 to 2 occasions
- C = 3 to 5 occasions
- D = 6 to 9 occasions
- E = 10 or more occasions

57. If you drank alcohol during your last year in high school, how many drinks did you usually have? (A drink is a 12 oz. can or bottle of beer; a 4 oz. glass of wine; a 12 oz bottle or can of wine cooler; or a shot of liquor straight or in a mixed drink)

- A = 1-2 drinks
- B = 3-4 drinks
- C = 5-6 drinks
- D = 7-8 drinks
- E = 9 or more drinks

THANKS FOR YOUR HELP!