

Oregon State University

Cooperative Institutional Research Program

2005 Freshman Survey Results

(Student Affairs Research Report 03-06)

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Executive Summary April, 2006

Presented by
Rebecca A. Sanderson, PhD

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. 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. The OSU return rate on the 2005 CIRP was 89% (n = 2080) out of a possible 2341 participants.

Generally, OSU's results on the CIRP have remained fairly consistent over the last five years. This was not surprising since OSU has made few changes in recent years in admissions requirements, marketing regions, etc. While it was anticipated that there might be some changes with the advent of the insight resume, no striking differences were seen at this time. Note however, it is likely that major differences in the results on the CIRP would not be present for several years.

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 2005. Most lived within 100 miles of OSU and had an average grade point of A+, A, or A-.

Specific Findings

- Nearly one-third of entering students subscribed to a music service like Napster or iTunes. Computer gaming was reported by 43.2% of entering students. While over 70% reported having downloaded music or movies using file sharing software, only about 33% subscribed to a music service.
- Students reported that about 32% of parents had a college degree with about 20% having some graduate school or a graduate degree. Fewer than 5% of parents were reported as having less than a high school diploma. About 20% of parents had no higher education experience which suggested that their students were first generation college students and thus comprised an at risk population of students.
- While only 2.6% of entering students reported taking courses for credit at OSU, about 15.7% did take courses at other higher education institutions. Thus, while OSU seemed not to be a strong choice for pre-college coursework, other higher education institutions were. Part of this could be related to distance from OSU since many OSU students come from areas that are far from the main campus. Thus, community colleges or distance classes may have been more feasible for these students.
- The top four reasons for attending college for first time, full time, first year (FT-FT-FT) students has remained consistent over the last five years. They included:
 - To learn more about things that interest me
 - To get training for a specific career
 - To be able to get a better job
 - To be able to make more money.
- The five most important factors for entering students in their decision-making about OSU included:
 - This college has a very good academic reputation
 - The college's graduates get good grades
 - A visit to campus
 - This college has a good reputation for its social activities
 - Men—The cost of attending this college
 - Women—I wanted to go to a school about the size of this college.
- Over half of OSU FT-FT-FT students reported they had at least some concern about having enough money to finance their college education. Another 12% indicated that they had major concerns about having enough money to complete school. Over the last five years the percentage of student who reported major financial concerns steadily declined. The reasons for this are unclear; however, it may be that with the rising costs of education and the declining amounts of aid, fewer financially strapped individuals are even trying to attend a four year university.
- Most students regardless of GPA tended to study less than six hours per week during their last year of high school. Those that reported a GPA of C+ almost exclusively reported studying two hours or less per week. Over 70% of students with a B average reported

studying less than 6 hours while about 57% of those with an A average reported studying 6 hours or less also. This supports the hypothesis that first year students likely are ill-prepared for the amount of studying expected by college professors.

- Over the last five years student ranking of activities in which they were frequently involved has remained consistent. The top four activities included:
 - Using a personal computer (86.2%)
 - Used internet for research/homework (81.9%)
 - Frequently socialized with someone from a different ethnic/racial group (67.5%)
 - Was bored in class (43.7%).
- When students were asked specifically about their use of alcohol in a typical month during their last year of high school most students (47.7%) reported that they never used alcohol. Of those who did use alcohol, most admitted to using on one or two occasions; however, about 5% indicated that they used on 10 or more occasions.
- Of those who reported drinking in high school, 13.8% of men and 3.9% of women reported having 9 or more drinks per drinking occasion.
- Nearly one quarter of students entered OSU considering engineering as their major of choice with many more men than women selecting this major. Health professions which were the third most selected area for a major showed many more women selecting this area than men. Business was the second most selected major area with about equal numbers of men and women making this selection.
- Since 2001, the percentage of students who indicated that there was a very good chance that they would socialize with someone of another racial/ethnic group has steadily declined. In 2001 about one fourth of the students reported that there was a very good chance of their socializing with someone of another racial/ethnic group while in 2005 that number had declined to only 57%.
- Most students reported that they expected to:
 - Socialize with someone of another racial/ethnic group (57.2%)
 - Get a job to help; pay for college expenses (52.1%)
 - Make at least a "B" average (55.5%)
 - Be satisfied with their college (50.2%).
- About 5% of first year students reported that they had had some sort of special tutoring or remedial work in high school. Students' expectations for remedial work or special tutoring in college courses reflected the subject areas in which students had already received some special assistance while in high school. However, many more students expected to need remedial work in college than had received this help in high school. As expected, the area most students chose to need help with was mathematics.
- The top four student expectations for their future have remained consistent over the last five years. They included:
 - Raise a family
 - Be very well off financially
 - Help others in difficulty
 - Become an authority in my field.

- Students reported a fairly high estimation of their academic ability, drive to achieve, cooperativeness, and understanding of others. Over 70% of students rated their abilities in these areas as above average or in the highest 10%. Interestingly, these students rated themselves higher on mathematical ability than they did on writing or public speaking ability; yet, many more students indicated a need for remedial or special tutorial help in mathematics.
- 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.”
- Students’ level of agreement or disagreement with specific social or political issues indicated the following:
 - Strongly disagree/Disagree some with:
 - Death penalty should be abolished
 - It is 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
 - Activities of married women are best confined to the home and family.
 - Agree some/Agree strongly with:
 - Through hard work, everybody can succeed in American society.

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. Post report on the Student Affairs Research and Evaluation web page and provide URL to university community.
2. Present data to faculty and staff groups and engage in discussion about implications of the data.
3. Continue to participate in the annual CIRP Freshman Survey in summer 2006, though move to once every 3-4 years thereafter.
4. Consider using the pre-college instrument developed by NSSE as a pre-test. This could be used only on those years when NSSE is to be administered.

Oregon State University
Cooperative Institutional Research Program
2005 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.

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.

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 2005 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 entering OSU students. As with the 2001, 2002, 2003, and 2004 CIRP results, the 2005 CIRP report attempted "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 was anticipated that CIRP data would foster conversation and thoughtful reflection regarding the 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.

Completed surveys were collected at the conclusion of the session and forwarded to the Higher Education Research Institute at UCLA (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 (med-sel).

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-FT). 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 were not reported in this document.

DATA ANALYSIS

Data provided by the HERI for the 2005 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

During the Summer START sessions, 2,341 entering first year students who were 18 years old or older were asked to complete the CIRP Freshman Survey. From that group 2,080 returned surveys for a return rate of 89%. This was somewhat lower than in 2004 where the return rate was at 91.9%. Nevertheless a return of 89% was exceptional.

The results section of this report was organized according to the following categories: Demographic Information, Admission-Related Issues, Financing College, High School Activities, Academic and Career Plans and Expectations, and Student Opinions, Values, and Behaviors. For the purposes of this report, comparison groups were identified as: Med-Sel = Medium Selective Public Universities; All Pub = All Public Colleges and Universities.

DEMOGRAPHIC INFORMATION

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

Student Information

Students who responded to the survey corresponded to the "traditional" OSU first year student. They also compared similarly to Med-Sel and All Public respondents.

More women than men responded to the survey, which was typical of other surveys administered to OSU students. First year respondents were predominately 18-20 years old, had graduated from a public high school, were native English speakers, and had average high school grades of A+, A, A-. Most lived within 100 miles of OSU and were born in the United States. The most cited religious preference of this group was “none,” (31%) with the next most cited being “Roman Catholic” (18%) and “Other Christian” (19%).

About 10% reported that they believed they had a disability, however only 14% of those indicated that they had documentation of their disability with such items as school records, doctor reports, etc. In order for students to receive reasonable accommodations for their disability, they must have the disability appropriately documented or be able to get the documentation.

Nineteen percent of entering students indicated that they had received personal counseling at some time prior to their coming to OSU. Additionally, nearly 10% reported that they had taken some kind of psychoactive medication for depression, anxiety, or other emotional condition.

Table 1 below contains information on respondent demographic characteristics at OSU, as well as med-sel public universities and all public colleges and universities.

Table 1

Respondent Characteristics

		OSU %	Med-Sel %	All Public %
Sex	Male	53	48	47
	Female	47	52	53
Age	≤ 17	<1	1	2
	18-20	99	99	98
	21 or older	<1	<1	<1
Race/Ethnicity* *(Percentages will add to more than 100% if any student marked more than one category)	White/Caucasian	88	89	73
	African American/Black	2	5	9
	American Indian/Alaska Native	3	2	2
	Asian American/Asian	9	4	13
	Native Hawaiian/Pacific Islander	1	<1	1
	Mexican American/Chicano	1	<1	<1
	Puerto Rican	1	1	2
	Other Latino	2	2	3
	Other			
Year Graduated from H.S.	2005	99	99	99
	2004	<1	<1	<1
	2003	<1	<1	<1
	Other	<1	<1	<1
Average High School Grades	A+, A, A-	53	52	55
	B+, B, B-	45	46	42
	C+ and below	2	2	4

Table 1 (continued)

Respondent Characteristics

Characteristic		OSU %	Med-SEL %	All Public %
Miles University is from home	≤ 10	7	7	9
	11-50	19	15	26
	51-100	42	24	20
	101-500	27	44	36
	> 500	6	10	8
English Native Language	Yes	95	97	90
	No	5	3	10
Religious Preference	Baptist	6	17	12
	Buddhist	2	<1	2
	Church of Christ	6	4	3
	Eastern Orthodox	<1	<1	<1
	Episcopalian	1	2	2
	Hindu	<1	<1	2
	Islamic	<1	<1	1
	Jewish	1	1	3
	LDS (Mormon)	1	<1	<1
	Lutheran	4	6	5
	Methodist	2	10	7
	Presbyterian	4	5	5
	Quaker	<1	<1	<1
	Roman Catholic	18	22	25
	Seventh Day Adventist	<1	<1	<1
	Unitarian/Universalist	<1	<1	<1
	United Church of Christ/Congregational	<1	1	1
	Other Christian	19	12	11
Other Religion	3	2	2	
None	31	16	19	
Graduated From Which Type of High School	Public School (not charter or magnet)	88	83	83
	Public Charter School	<1	1	1
	Public Magnet School	2	2	3
	Private Religious/Parochial School	8	9	9
	Private Independent College-prep School	2	5	4
	Home School	<1	<1	<1
Came to US	Born in USA	96	96	92
	Came to US before age 6	2	2	4
	Came to US between ages 6 - 12	1	1	3
	Came to US after age 12	1	1	2

Table 1 (continued)

Respondent Characteristics

Characteristic		OSU %	Med-Sel %	All Public %
Citizenship Status	US Citizen	98.7	98.2	96.1
	Permanent resident (green card)	1.2	0.9	2.9
	Neither	0	0.9	0.9
High School Required Community Service	Yes	27.6	21.2	28.2
	No	72.4	78.8	71.8
Disability	Yes	9.7	NA	NA
	No	90.3		
If Yes on Disability, is it documented?	Yes	13.8	NA	NA
	No	77.4		
Received personal counseling or therapy?	Yes	19.0	NA	NA
	No	81.0		
Taken medications for depression, anxiety, or other emotional stress in the past?	Yes	9.0	NA	NA
	No	91.0		

Nearly one-third of entering students subscribed to a music service like Napster or iTunes where they listened to music or downloaded it to a computer. Interestingly women outpaced men in this. While over 70% of entering students reported having downloaded music or movies using file sharing software, only about 33% subscribed to a music service. Table 2 below, contains data on use of these on-line tools.

Table 2

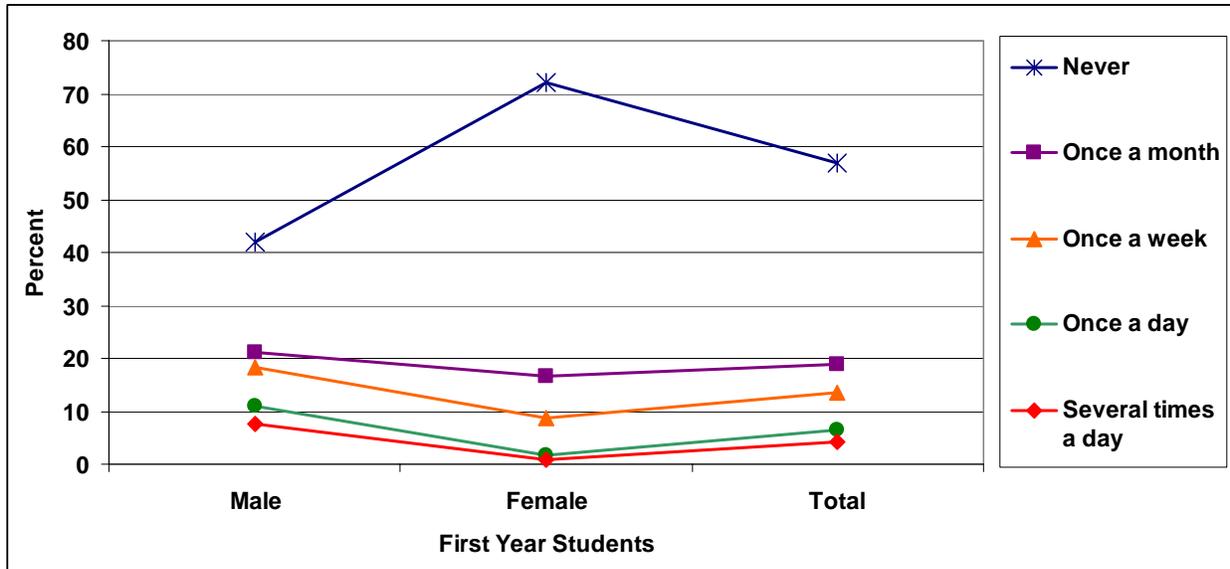
First Year Students Use of Internet Music, File Sharing, and On-line Gaming Prior to Coming to OSU

	Men % Yes	Women % Yes	Total % Yes
Subscribe to a music service like Napster or iTunes?	15.6%	17.2%	32.7%
Play "on-line gaming" using your computer?	29.5%	13.7%	43.2%
Has downloaded music or movies using file sharing software?	40.8%	31%	71.8%

Computer on-line gaming was reported by 43.2% of entering first year students. Most students reported that they did not play "on-line gaming" on their computer. However, almost 10% of men did report that they played several times a day in a typical week with almost 20% saying that they played at least once per week. Not unexpectedly, men reported playing on-line games more frequently than women.

Figure 1

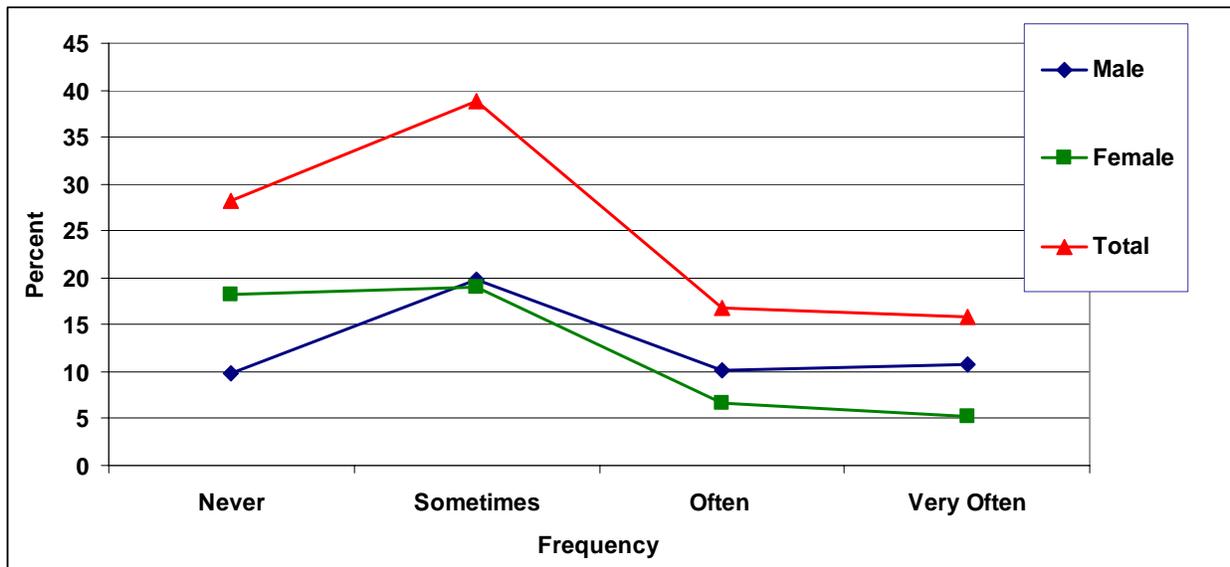
Frequency of Playing “On Line Gaming” Using Your Computer



Overall about 15% of incoming first year students reported that they very often downloaded music or movies using file sharing software. Again as expected, more men than women reported that they very often downloaded music or movies. Only about 28% reported that they had never downloaded music or movies using file sharing software. Figure 2 below provides graphic comparisons of the frequency of file sharing by entering students.

Figure 2

Frequency of Downloading Music or Movies Using File Sharing Software



Student-Reported Parent Information

This section contains information about the parents of first year students. Note, however, that students responded to this set of questions, therefore the answers may not reflect the actual way in which the parents might have responded.

About three-fourths of entering first year students reported that their parents were both alive and living with each other. Another 23%, though alive, were divorced or living apart. Only 3% reported that one or both parents were deceased.

Table 3

Student-Reported Parental Status

Characteristics		Percent	
		2005	2004
Living/Status	Both alive and living with each other	74	73
	Both alive and divorced or living apart	23	23
	One or both deceased	3	4

Parents' religious preference did not change appreciably from 2004 to 2005. About 25% of students reported that their father had no religious preference while only 20% of students reported likewise for mothers. Students who did report other than "none" for parental religious preference reported Roman Catholic and Other Christian most frequently.

Table 4 below contains the percentage of parents reported by students in each religious preference category for 2004 and 2005.

Table 4

Student-Reported Religious Preference of Parents

Father Percent		Religious Preference	Mother Percent	
2004	2005		2005	2004
5	6	Baptist	7	6
2	3	Buddhist	3	2
7	6	Church of Christ	7	7
<1	<1	Eastern Orthodox	<1	<1
2	1	Episcopalian	2	2
<1	<1	Hindu	<1	<1
1	<1	Islamic	<1	1
1	1	Jewish	1	1
1	1	LDS (Mormon)	2	1
5	5	Lutheran	6	5
2	2	Methodist	2	2

Table 4 (continued)

Student-Reported Religious Preference of Parents

Father Percent		Religious Preference	Mother Percent	
2004	2005		2005	2004
5	5	Presbyterian	5	5
<1	<1	Quaker	<1	<1
18	20	Roman Catholic	21	18
1	<1	Seventh Day Adventist	1	1
0	<1	Unitarian/Universalist	<1	0
1	1	United Church of Christ/Congregational	1	1
16	18	Other Christian	19	16
2	2	Other Religion	2	2
28	26	None	20	28

Students reported that about 32% of parents had a college degree with about 20% having some graduate school or a graduate degree. Overall, fathers had more education than mothers; however, the percentage difference was quite small (about 1%). Fewer than 5% of parents were reported as having less than a high school diploma.

Information about parent's level of education suggested that about one-fifth of OSU incoming first-time first year students were first generation which makes them an at risk population of students. Table 4 below contains a comparison of educational level of OSU parents and parents of students at med-sel universities and all public colleges and universities.

Table 5

Student-Reported Educational Level of Parents

Father			Level of Education	Mother		
All %	Med-Sel %	OSU %		OSU %	Med-Sel %	All %
2	1	1	Grammar school or less	1	1	2
4	2	4	Some high school	3	2	3
17	17	16	High school graduate	17	18	18
3	4	2	Postsecondary school other than college	3	4	4
14	15	22	Some college	26	17	17
33	32	32	College degree	32	37	35
2	2	2	Some graduate school	2	3	3
26	25	22	Graduate degree	17	18	19

The employment of parents did not change appreciably in the last four years. Table 6 below contains data on the occupational category of fathers and mothers of first year students.

For fathers the predominate occupational categories were Business and Engineering. For mothers Business, Elementary Education, and Homemaker predominated. However for both parents, the category, Other, accounted for about 25% of parental occupations.

Table 6

Student-Reported Occupation of Parents

Father Percent				Occupational Category	Mother Percent			
2002	2003	2004	2005		2005	2004	2003	2002
1	<1	1	1	Artist	2	2	2	2
29	31	29	30	Business	19	19	18	19
1	<1	1	1	Business (clerical)	5	5	5	9
<1	1	1	<1	Clergy	<1	<1	1	0
1	1	1	1	College teacher	<1	<1	<1	1
2	3	2	3	Doctor (MD or DDS)	2	2	2	1
3	2	3	3	Education (secondary)	5	5	6	6
1	<1	1	1	Education (elementary)	10	10	10	8
11	12	11	11	Engineer	1	1	1	1
5	5	3	3	Farmer or forester	1	1	1	1
2	1	2	2	Health professional	4	3	3	4
<1	0	<1	<1	Homemaker (full-time)	10	10	11	10
2	1	1	1	Lawyer	1	<1	1	1
1	1	1	1	Military (career)	<1	<1	<1	0
1	<1	<1	<1	Nurse	8	7	8	8
1	0	1	1	Research scientist	<1	1	1	<1
<1	1	<1	<1	Social/welfare/rec worker	2	1	1	1
9	6	8	7	Skilled worker (trades)	2	1	2	2
2	4	4	4	Semi-skilled worker (laborer)	2	2	2	2
3	2	2	2	Unskilled worker	1	2	1	1
1	3	2	2	Unemployed	4	5	5	3
23	27	26	26	Other	22	23	19	21

ADMISSION-RELATED ISSUES

This section of the report contains information related to students' decision to attend college in general and OSU in particular. It also contains those items that related to influences on the decision to attend college, such as parental or teacher guidance, university features, and student beliefs about the value of a college education.

Table 7 below contains the percentage of students who have taken courses for credit at OSU prior to their enrollment as full-time students at OSU. When compared to like students at other medium selective universities or students at all public colleges and universities, OSU students had less experience taking classes for credit at OSU than did the comparator students.

While only 2.6% of entering students reported taking courses for credit at OSU, about 15.7 % did take courses at other higher education institutions. Thus, while OSU seemed not to be a strong choice for pre-college coursework, other higher education institutions were. Part of this could be related to distance from OSU since many students come from areas that are far from the OSU home campus. Thus, community colleges or distance classes may have been more feasible for these students.

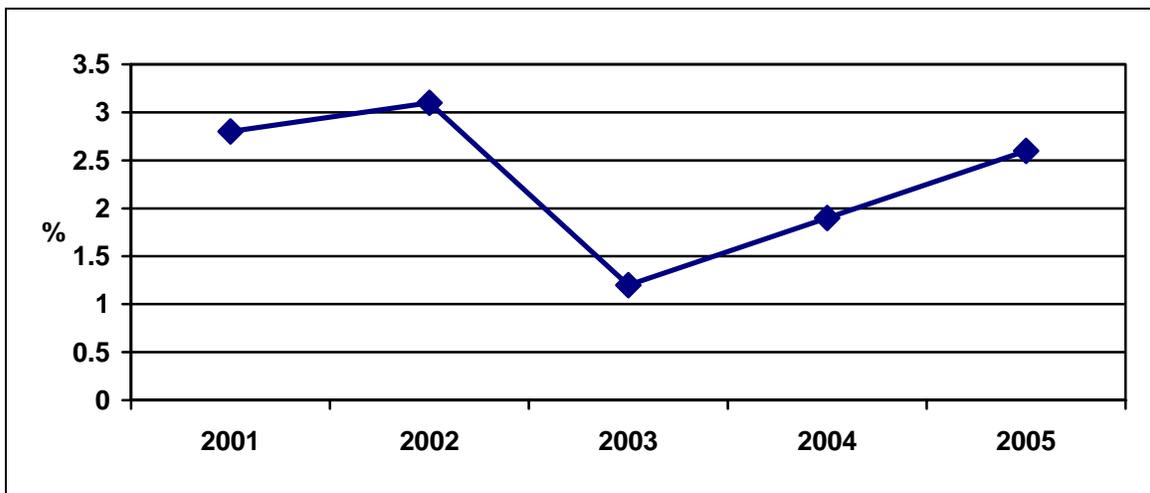
Table 7

Prior University-level Course Experience

Since leaving high school have you?	2005 %	2004 %	2003 %	2002 %	2001 %
Taken courses for credit at OSU	2.6	1.9	1.2	3.1	2.8
Ever taken courses at any other institution of higher education	15.7	NA	NA	NA	NA

Figure 3

Have Previously Taken Courses for Credit at this Institution?



As in past years the primary reason that OSU FT-FT-FT students reported for deciding to attend college was “to learn more about things that interest me.” The top four reasons for attending college have remained consistent over the last five years. They included:

- a. To learn more about things that interest me
- b. To get training for a specific career
- c. To be able to get a better job
- d. To be able to make more money

Even though the exact order of these reasons varied from year to year, students consistently kept “to learn more about things that interest me” at the top. Table 8 below contains the factors that students reported for the past five years, as “very important” in their decision to go to college.

Table 8

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

Reason	2005	2004	2003	2002	2001
	%	%	%	%	%
To learn more about things that interest me	80.3	82.8	78.1	80.4	77.5
To get training for a specific career	71.9	78.1	71.6	72.4	74.6
To be able to get a better job	75.1	75.9	72.3	72.4	75.4
To be able to make more money	72.4	72.5	71.6	71.0	70.5
To gain a general education and appreciation of ideas	59.8	62.2	60.3	63.3	59.3
To prepare myself for graduate or professional school	52.8	52.6	51.6	51.0	54.5
To find my purpose in life	44.9	47.3	NA	NA	NA
To make me a more cultured person	35.3	34.5	39.0	34.1	35.8
To improve my reading and study skills	NA	NA	36.4	35.3	32.0
My parents wanted me to go	37.8	37.4	31.5	31.5	32.9
Wanted to get away from home	21.6	21.0	21.7	21.0	23.6
A mentor/role model encouraged me to go	12.7	NA	11.9	10.1	12.1
There was nothing better to do	4.3	3.5	4.9	3.0	5.3
I could not find a job	4.8	4.0	3.7	4.8	3.8

Men and women differed in the importance they placed on each factor. Tables 9 below contains the percent and mean emphasis that men and women placed on each factor in their decision to attend college. Note also that men and women differed significantly on many of the items. Of the top 4 factors that had the most influence on students’ decision to attend college, men and women differed significantly in the mean importance assigned to each reason. This was the case in previous years as well.

Table 9

Factors Reported in Students’ Decision to Go to College

Factors	Men % Very Important	Women % Very Important	Men Mean	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	75	86	2.73	2.84	.000
To get training for a specific career	68	76	2.59	2.70	.000
To be able to get a better job	77	73	2.68	2.62	.029
To be able to make more money	76	69	2.72	2.63	.000

Table 9 (continued)

Factors Reported in Students' Decision to Go to College

Factors	Men % Very Important	Women % Very Important	Men Mean	Women Mean	Sig. (difference in means)
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important</i>					
To gain a general education and appreciation of ideas	55	66	2.49	2.62	.000
To prepare myself for graduate or professional school	46	61	2.25	2.49	.000
To find my purpose in life	40	51	2.17	2.34	.000
My parents wanted me to go	36	40	2.11	2.22	.002
To make me a more cultured person	27	44	2.00	2.32	.000
Wanted to get away from home	21	22	1.90	1.92	.548
I could not find a job	5	5	1.18	1.18	.933
There was nothing better to do	4	4	1.26	1.20	.010
Mentor or role model encouraged me	12	13	1.61	1.67	.085

The reasons that influenced students to attend OSU in particular are contained in Table 10 below. Students' impression of the academic reputation of OSU was seen by both men and women as a primary factor in their decision to attend OSU. Notice too, that a visit to campus had more influence on women's decision-making than on the men's' as did the influence of information on the web.

Table 10

Factors Reported as "Very Important" in Students' Decision to Attend OSU

Factors	2005 % Men	2005 % Women	2005 %	2004 %	2003 %	2002 %
This college has a very good academic reputation	42.5	46.3	44.3	43.9	41.1	37.9
This college's graduates get good jobs	33.8	36.5	35.1	34.4	NA	NA
A visit to the campus	26.7	34.9	30.7	31.6	28.4	NA
This college has a good reputation for its social activities	26.8	32.1	29.3	28.3	24.8	20.8
The cost of attending this college	25.6	30.6	28.0	26.7	NA	NA
I wanted to go to a school about the size of this college	21.2	28.8	24.9	24.9	21.7	19.3
I was offered financial assistance	21.9	26.5	24.1	20.9	24.9	22.7
This college's graduates gain admission to top graduate/professional schools	12.0	20.3	16.0	15.7	NA	NA
I wanted to live near home	11.5	18.4	14.8	14.5	16.6	13.6

Table 10 (continued)

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

Factors	2005 % Men	2005 % Women	2005 %	2004 %	2003 %	2002 %
I was admitted through an Early Action or Early Decision program	6.6	11.1	8.8	8.0	10.7	8.6
My relatives wanted me to come here	7.3	8.9	8.1	7.4	5.8	6.4
Information from a website	5.6	11.5	8.5	7.0	8.8	5.4
Not offered aid by first choice	3.7	6.3	5.0	4.3	5.9	5.6
Rankings in national magazines	6.8	5.8	6.3	4.2	5.9	3.1
High school counselor advised me	4.6	3.3	4.0	3.8	NA	NA
My teacher advised me	3.1	3.4	3.4	2.3	3.1	2.2
I was attracted by the religious affiliation/orientation of the college	1.4	1.7	1.5	1.7	1.3	0.8
Private college counselor advised me	1.0	0.9	1.0	0.5	2.4	0.3

Generally, the five most important factors for women in their decision-making about OSU included:

- a. This college has a very good academic reputation
- b. The college’s graduates get good jobs
- c. A visit to campus
- d. This college has a good reputation for its social activities
- e. I wanted to go to a school about the size of this college

For men however, the five most important factors in their decision-making about OSU were:

- a. This college has a very good academic reputation
- b. This college’s graduates get good jobs
- c. This college has a good reputation for its social activities
- d. A visit to the campus
- e. The cost of attending this college

Thus, while most of the primary factors were the same for men and women, there was a significant difference in means between men and women regarding the importance of “a visit to campus” and “this college has a good reputation for its social activities” with women placing more emphasis on these factors than men.

Table 11

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	2.31	2.38	.024	2.34
This college's graduates get good jobs	2.12	2.15	.372	2.13
A visit to the campus	1.97	2.12	.000	2.04
This college has a good reputation for its social activities	2.04	2.15	.001	2.10
The cost of attending this college	1.97	2.04	.065	2.00
I wanted to go to a school about the size of this college	1.90	2.05	.000	1.97
I was offered financial assistance	1.71	1.81	.018	1.76
This college's graduates gain admission to top graduate/professional schools	1.61	1.81	.000	1.70
I wanted to live near home	1.64	1.78	.000	1.71
I was admitted through an Early Action or Early Decision program	1.28	1.37	.005	1.32
My relatives wanted me to come here	1.45	1.48	.306	1.46
Information from a website	1.45	1.62	.000	1.53
Not offered aid by first choice	1.20	1.22	.321	1.21
Rankings in national magazines	1.42	1.40	.496	1.41
High school counselor advised me	1.32	1.30	.510	1.31
My teacher advised me	1.30	1.26	.129	1.28
I was attracted by the religious affiliation/orientation of the college	1.13	1.14	.443	1.14
Private college counselor advised me	1.10	1.06	.010	1.08

As in past years more than 80% of FT-FT-FT students who enroll at OSU reported selecting OSU as their first choice college. This was true of both men and women as Figure 4 below suggests. Notice that a few more women than men ranked OSU as their second choice, and likewise for those who ranked OSU as a third choice

Figure 4

Rank of OSU in College Choice

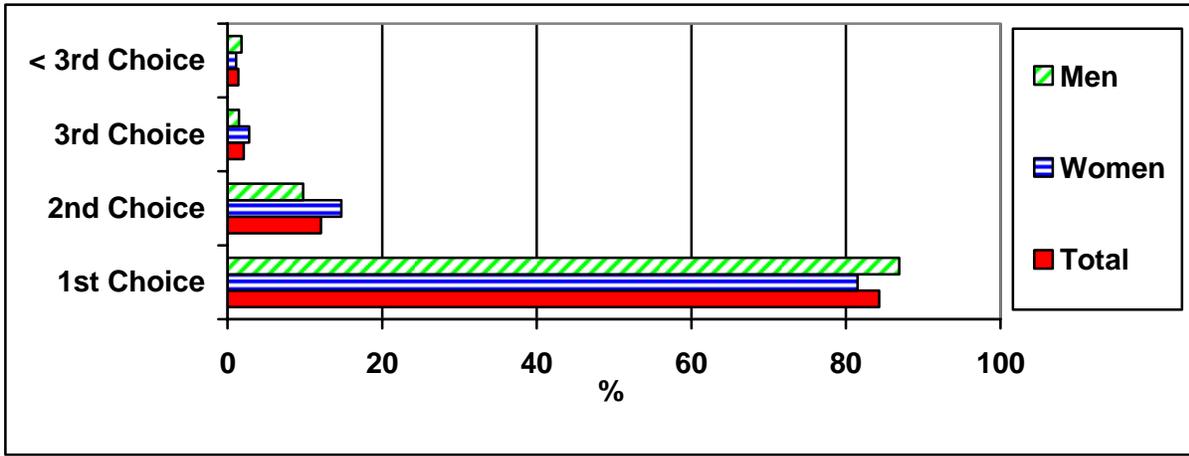
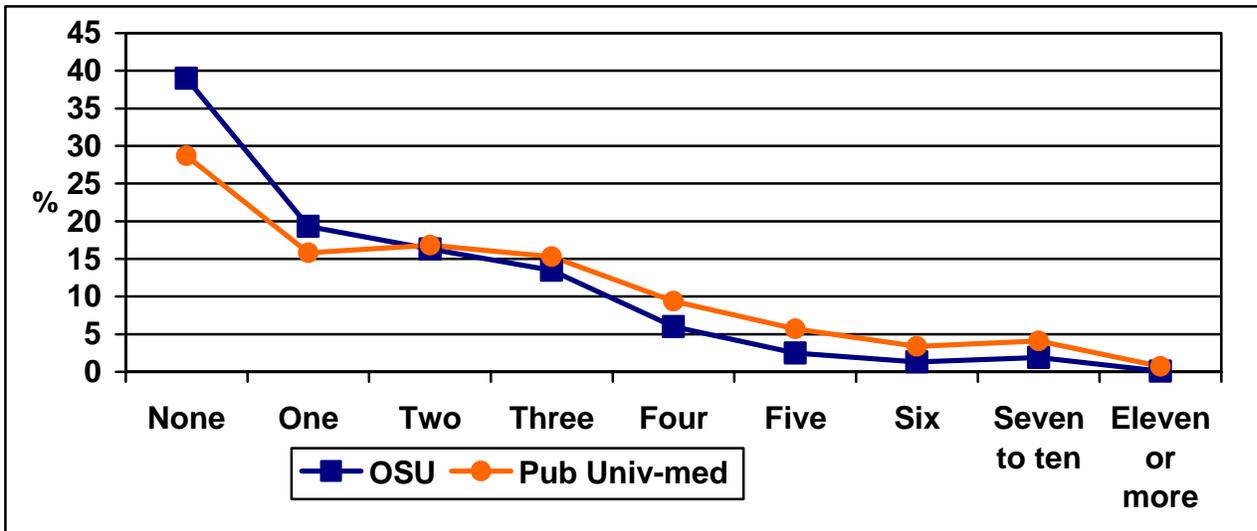


Figure 5 below contains the percent of students who applied to schools other than OSU. Note that about 40% applied only to OSU with another 20% applying to only one other school. This was a change with more students applying to more schools than just OSU over the years. The practice of applying to several schools and attending more than one summer orientation, and then deciding which school to attend has become a trend nationally (personal communication, Kate Peterson, 2006).

Figure 5

Number of Schools to Which Students Applied Other than OSU



FINANCING COLLEGE

Having sufficient funds to pay for educational and living expenses while in college is crucial for student success and retention. Over half of OSU FT-FT-FT students indicated that they had at least some concern about having enough money. Another 12% indicated that they had major concerns about having enough money to complete school. Interestingly over the last 5 years, the percentage of students who reported major financial concerns steadily declined. The reasons for this are unclear however. It may be that with the rising costs of education and the declining amounts of aid, fewer financially strapped individuals are even trying to attend college.

Table 12

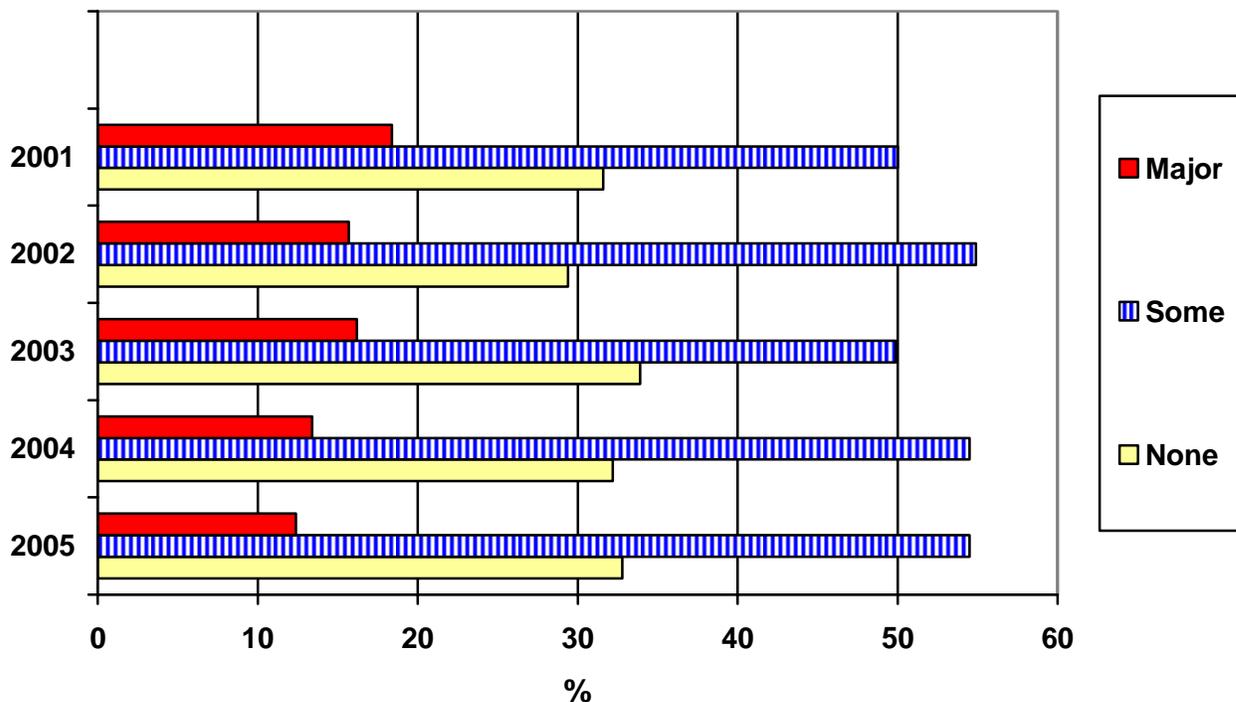
Concern About Financing College

	2005 %	2004 %	2003 %	2002 %	2001 %
None (I am confident that I will have sufficient funds)	32.8	32.2	33.9	29.4	31.6
Some (but I probably will have enough funds)	54.5	54.5	49.9	54.9	50.0
Major (not sure I will have enough funds to complete college)	12.4	13.4	16.2	15.7	18.4

The trend toward fewer and fewer students indicating major concern about finances is evident in Figure 6 below.

Figure 6

Concern About Financing College



Overall, women reported more concern about financing college than did men. This finding has been the case for the past 5 years. The reasons for this difference between men and women were not assessed and may be worth investigating further.

Table 13

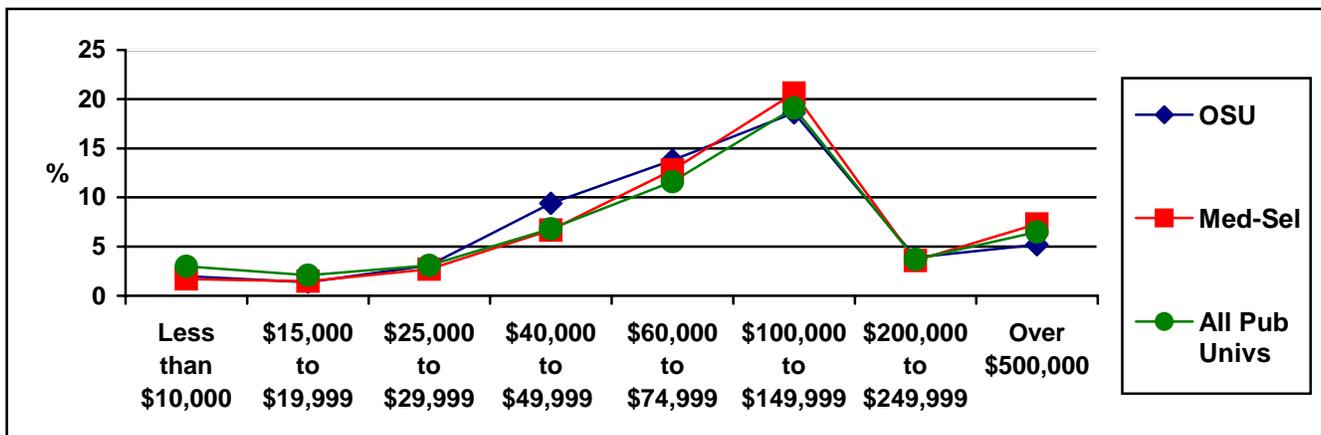
Concern About Financing College

	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	38.2	52.3	9.5
Women	26.9	57.4	15.7

In Figure 7 below, the student-reported parent income for all three groups followed the same graphic line. OSU students reported a few more parents with incomes in the \$40,000-\$49,000 category than either the Med-Sel (public medium selectivity) or All Pub Univs (all public colleges and universities). Though these student estimations are interesting, they should be interpreted with caution as research has shown that students do not have an accurate picture of parental income figures.

Figure 7

Student-Reported Parent Income

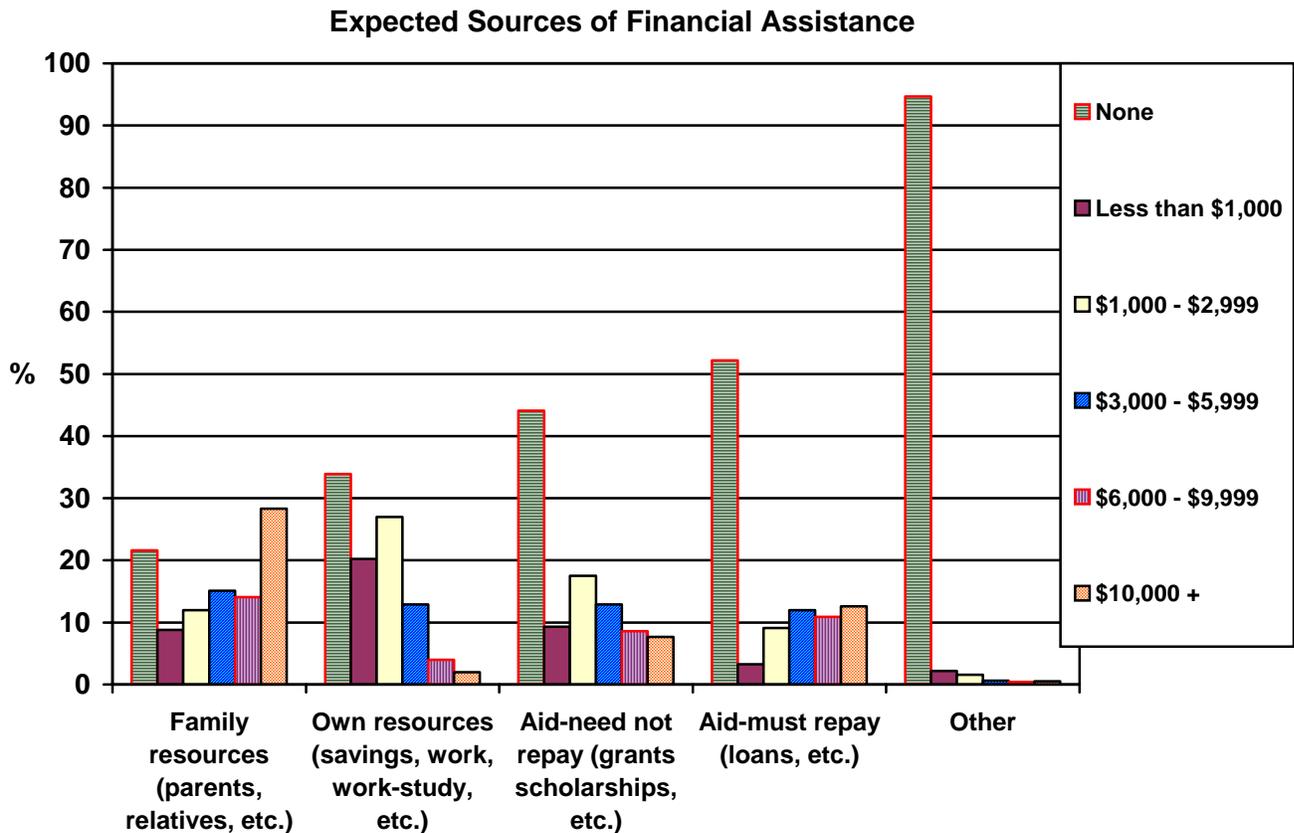


(Note research has shown that students do not have an accurate picture of parental income figures, thus this data should be used cautiously and cross-checked against more reliable information.)

The following figure depicts expected sources of financial assistance reported by students. Generally, most students in each category, except “family resources (parents, relatives, etc.),” indicated that they did not expect to receive any financial support from the choices listed.

For those who did expect to receive financial assistance from “family resources” the most frequently cited amount was \$10,000 or more with only about 28% reporting that amount. Most other students indicated that they expected to receive some money from “family resources,” but not as much as \$10,000. The data in Figure 8 suggests that students may not have had a very realistic perception of the costs of higher education and/or may not have considered how to acquire the needed finances.

Figure 8



HIGH SCHOOL ACTIVITIES

This section of the report contains information on students' high school activities. Prior experiences with educationally relevant activities can impact student adjustment and success. Table 14 below contains students' high school grades by gender. Overall, women reported higher grades than did men, though almost all students reported at least a B- grade point average. Only about 1.8% of admitted students reported a grade point average of C+ or below.

Table 14

OSU Students' High School GPA by Gender

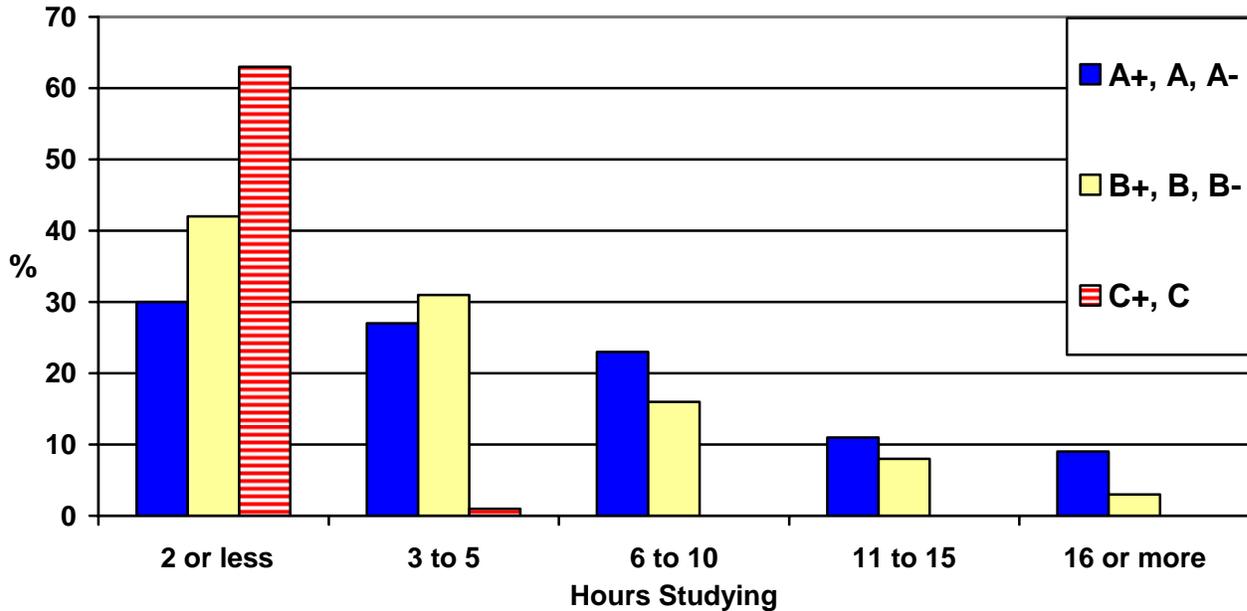
	A+, A, A- %	B+, B, B- %	C+ or below %
Men	49.8	47.5	2.7
Women	55.8	43.4	0.7
Total	52.7	45.5	1.8

Overall, the number of hours students studied was, for most of the students, less than 11 hours per week during the last year of high school, regardless of the grades that students reported. Those who reported a C+ grade point average almost exclusively reported studying 2 hours or less per week. Over 70% of students with a B average reported studying less than 6 hours, while about 57% of those with a grade point average of A reported studying less than 6 hours

also. Thus, it would seem that OSU first year students had little experience in studying more than 6 hours per week.

Figure 9

Number of Hours Studying by GPA



From the information reported by students, most students study 5 hours or less per week regardless of their grade point average. While those with an A average reported studying a little bit more, over half still reported only studying 5 hours or less per week. This percentage has not changed appreciably over the last 5 years.

Nearly three-fourths of students with a high school grade point average of B reported studying 5 hours or less per week. This percentage increased in the last few years while the percent of students in the category that study 16 hours or more per week stayed steady.

About 75% of students reporting a grade point average of C indicated that they studied 5 hours or less per week. Of those who studied 16 or more hours per week, the percentages remained fairly constant.

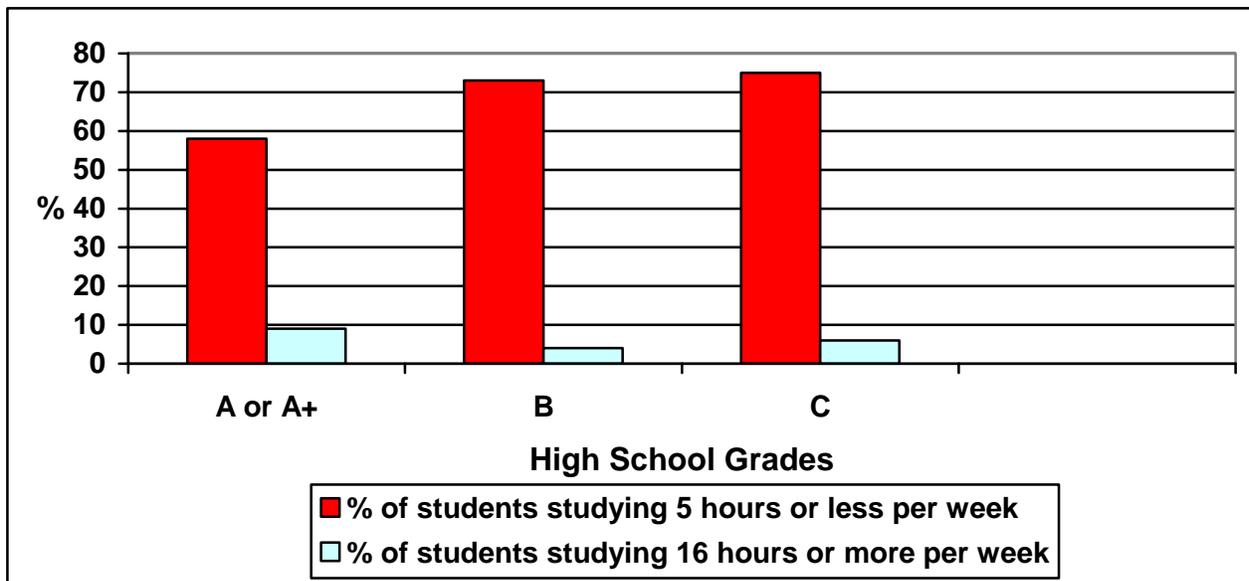
Table 15

GPA and Number of Hours Studying by Year

		% of students studying 5 hrs or less	% of students studying 16 hours or more per week
High School Grades	Year		
High School GPA of A or A+	2005	58	9
	2004	57	10
	2003	63	7
	2002	64	3
High School GPA of B	2005	73	4
	2004	71	4
	2003	73	5
	2002	69	3
High School GPA of C	2005	75	6
	2004	67	7
	2003	78	6
	2002	67	none

Figure 10

GPA and Number of Hours Studying



The amount of time that students spend in educationally purposeful activity is related to their level of engagement in school and thus to their potential level of engagement in college. Table 16 below contains the mean amount of time students reported spending in each category as well as those activities in which students spent 5 hours or less or 16 hours or more per week.

Overall, students devoted more time to socializing with friends than they did in any other activity listed. Sports and exercise were second with working for pay third, in order of the amount of time devoted to specific activities. The top four activities in terms of amount of time spent have remained constant for the last several years. Studying or homework was ranked fourth regarding amount of time spent in that activity per week.

Table 16

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

Activity	2002 Mean	2003 Mean	2004 Mean	2005 Mean	2005 % 5 hrs or less	2005 % 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	5.46	5.37	5.53	5.47	28.0	25.6
Exercising or sports	4.67	4.68	4.87	4.98	40.7	21.9
Working for pay	4.30	4.19	4.13	4.20	49.8	27.9
Studying or homework	4.13	3.93	4.13	4.07	64.9	6.2
Watching TV	3.56	3.57	3.61	3.56	76.8	3.8
Partying	2.63	2.74	2.85	2.71	85.3	2.4
Household/childcare duties	2.69	2.64	2.70	2.66	92.7	1.5
Volunteer work	2.61	2.82	2.61	2.61	90.7	2.1
Reading for pleasure	2.65	2.64	2.55	2.58	91.5	1.5
Talking with teacher outside of class	2.60	2.57	2.51	2.49	97.1	<1
Student clubs or groups	2.59	2.74	2.49	2.60	87.4	3.6
Playing video/computer games	2.42	2.46	2.42	2.55	86.1	3.7
Prayer/meditation	1.83	1.91	1.83	1.79	98.2	0.3

Men and women generally differed on how they spent their time in high school. Table 17 below provides the mean amount of time for each activity by gender as well as a measure of the difference in means. Note that in all but one activity (i.e., socializing with friends) the difference in means between men and women for each activity was significant.

Women devoted significantly more time to the following activities than did men:

- Working for pay
- Studying or homework
- Household/childcare duties
- Volunteer work
- Reading for pleasure
- Talking with teachers outside of class
- Student clubs or groups

- Prayer/meditation

Men however devoted significantly more time than women in:

- Exercising or sports
- Watching TV
- Partying
- Playing video/computer games

Table 17

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

Activity	Men Mean	Women Mean	Sig. (difference 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 = 11-15 hr, 7 = 16-20 hr, 8 = over 2- hr			
Socializing with friends	5.52	5.42	.155
Exercising or sports	5.16	4.79	.000
Working for pay	4.06	4.35	.024
Studying or homework	3.83	4.34	.000
Watching TV	3.71	3.41	.000
Partying	2.89	2.53	.000
Household/childcare duties	2.51	2.82	.000
Volunteer work	2.44	2.81	.000
Reading for pleasure	2.45	2.71	.000
Talking with teacher outside of class	2.40	2.58	.000
Student clubs or groups	2.37	2.85	.000
Playing video/computer games	3.43	1.58	.000
Prayer/meditation	1.74	1.85	.026

Over the last five years, student ranking of activities in which they were frequently involved has remained consistent. Since 2001, the top four activities remained the top four. The most common activity that students reported being frequently involved with was using a personal computer; using the internet for research /homework was a close second. Additionally about 67% indicated that they frequently socialized with someone from a different ethnic group. Boredom in class was the fourth ranked activity. A little over 40% reported that they were frequently bored in class during the last year of high school.

Table 18

Activities Involved in During Past Year

Activity	2005 % Frequently Involved	2004 % Frequently Involved	2003 % Frequently Involved	2002 % Frequently Involved	2001 % Frequently Involved
Used a personal computer	86.2	87.8	84.8	87.1	90.8
Used internet for research/homework	81.9	79.2	79.4	83.2	81.8
Socialized with different ethnic group	67.5	68.5	66.0	70.1	72.3

Table 18 (continued)

Activities Involved in During Past Year

Activity	2005 % Frequently Involved	2004 % Frequently Involved	2003 % Frequently Involved	2002 % Frequently Involved	2001 % Frequently Involved
Was bored in class	43.7	47.2	42.2	36.5	53.6
Maintained a healthy diet	NA	38.9	NA	NA	NA
Attended religious services	31.1	31.7	37.1	33.0	37.7
Studied with other students	33.3	31.2	29.3	33.2	36.6
Performed volunteer work	30.4	29.3	35.7	30.7	32.0
Discussed politics		28.1	24.6	22.2	25.7
With friends	31.2	NA	NA	NA	NA
With family	30.4	NA	NA	NA	NA
In class	49.9	NA	NA	NA	NA
Discussed religion	33.6	--	32.9	31.3	35.7
With friends	NA	26.5	NA	NA	NA
With family	NA	23.5	NA	NA	NA
In class	NA	18.7	NA	NA	NA
Felt overwhelmed	24.6	26.4	24.7	22.6	30.5
Voted in student election	28.0	24.2	25.1	25.7	28.7
Asked teacher for advice after class	24.8	23.6	25.5	24.5	23.6
Played a musical instrument	20.5	19.1	19.1	21.6	21.0
Did community service as part of a class	21.4	18.7	23.7	22.6	19.9
Came late to class	14.5	14.3	14.5	11.2	13.7
Stayed up all night	NA	12.9	NA	NA	NA
Drank beer	7.7	9.3	7.6	4.9	11.6
Participated in organized demonstrations	9.7	8.9	12.5	8.0	8.8
Drank wine or liquor	6.4	8.7	7.0	3.5	9.4
Tutored another student	7.7	7.3	6.1	8.9	10.8
Felt depressed	4.6	5.1	5.3	4.4	9.8
Missed school because of an illness	NA	3.7	NA	NA	NA
Was guest in a teacher's home	2.3	2.6	3.1	3.8	5.7
Smoked cigarettes	3.2	2.3	2.8	2.2	3.7
Worked on a political campaign	1.3	1.0	NA	NA	NA

(NA = Not Asked)

Of the top four activities in terms of mean frequency of involvement, men and women differed significantly on only one item: Used internet for research/homework. Women reported this significantly more than did men (refer to Table 19 below).

Areas in which women reported being significantly more involved than men included:

- Used internet for research/homework
- Attended religious services
- Studied with other students
- Performed volunteer work
- Felt overwhelmed
- Voted in a student election
- Asked teacher for advice after class
- Did community service as part of a class
- Participated in organized demonstrations
- Felt depressed.

Areas in which men reported being significantly more involved than women included:

- Discussed politics with friends
- Played a musical instrument
- Drank beer.

Table 19

Activities Involved in During Past Year

Activity	% Men Frequently	% Women Frequently	Men Mean	Women Mean	Sig. (difference in means)
<i>1 = Not at all, 2 = occasionally, 3 = Frequently</i>					
Used a personal computer	86.0	86.4	2.83	2.84	.517
Used internet for research/homework	78.9	85.4	2.78	2.85	.000
Socialized with different ethnic group	66.7	68.4	2.64	2.66	.252
Was bored in class	43.5	43.9	2.41	2.41	.805
Attended religious services	29.0	33.4	1.96	2.05	.015
Studied with other students	27.7	39.5	2.16	2.32	.000
Performed volunteer work	23.2	38.3	2.08	2.29	.000
Discussed religion	30.7	36.7	2.15	2.25	.001
Discussed politics					
With friends	33.3	29.0	2.21	2.14	.020
With family	30.9	29.9	2.16	2.13	.492
In class	48.0	52.2	2.43	2.48	.052
Felt overwhelmed	12.9	37.7	1.92	2.32	.000
Voted in student election	25.5	30.9	2.07	2.14	.009
Asked teacher for advice after class	21.8	28.1	2.05	2.16	.000

Table 19 (continued)

Activities Involved in During Past Year

Activity	% Men Frequently	% Women Frequently	Men Mean	Women Mean	Sig. (difference in means)
<i>1 = Not at all, 2 = occasionally, 3 = Frequently</i>					
Played a musical instrument	23.7	17.1	1.68	1.56	.001
Did community service as part of a class	17.2	26.1	1.75	1.95	.000
Came late to class	14.4	14.5	1.86	1.86	.999
Drank beer	9.1	6.2	1.58	1.46	.000
Participated in organized demonstrations	9.1	10.2	1.51	1.61	.001
Drank wine or liquor	6.3	6.5	1.55	1.56	.723
Tutored another student	6.4	9.0	1.57	1.63	.056
Felt depressed	3.3	6.2	1.45	1.58	.000
Was guest in a teacher's home	2.1	2.4	1.27	1.28	.782
Smoked cigarettes	3.1	3.3	1.17	1.16	.437
Worked on a political campaign	1.1	1.6	1.10	1.12	.246

Table 20 contains information on the frequency of alcohol use in a typical month during the last year of high school. As might be expected, men reported use of alcohol more frequently than did women. Though, nearly half of the men and half of the women reported that they never used alcohol.

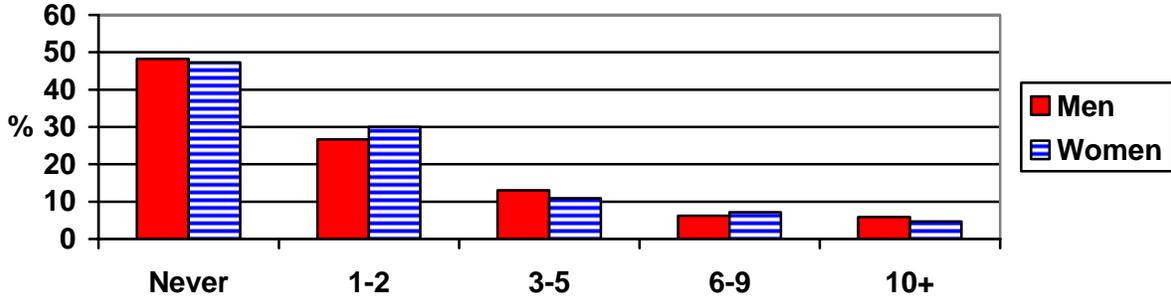
Table 20

Frequency of Alcohol Use (Beer, Wine, Liquor) in a Typical Month
During the Last Year of High School

	Frequency in Percent					2005 Mean	2004 Mean	2003 Mean
	Never (1)	1-2 occasions (2)	3-5 occasions (3)	6-9 occasions (4)	10 or more occasions (5)			
Men	48.2	26.7	13.0	6.2	5.9	1.95	2.08	1.96
Women	47.3	30.0	10.9	7.2	4.7	1.91	1.98	1.98
Total	47.7	28.3	12.0	6.7	5.3	1.93	2.03	1.97

Figure 11

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



Of those who did report using alcohol, men reported drinking more per drinking occasion than did women. More women than men reported drinking 1-4 drinks per drinking occasion while more men than women reported drinking 5-9 or more drinks per drinking occasion (refer to Table 21 and Figure 12 below).

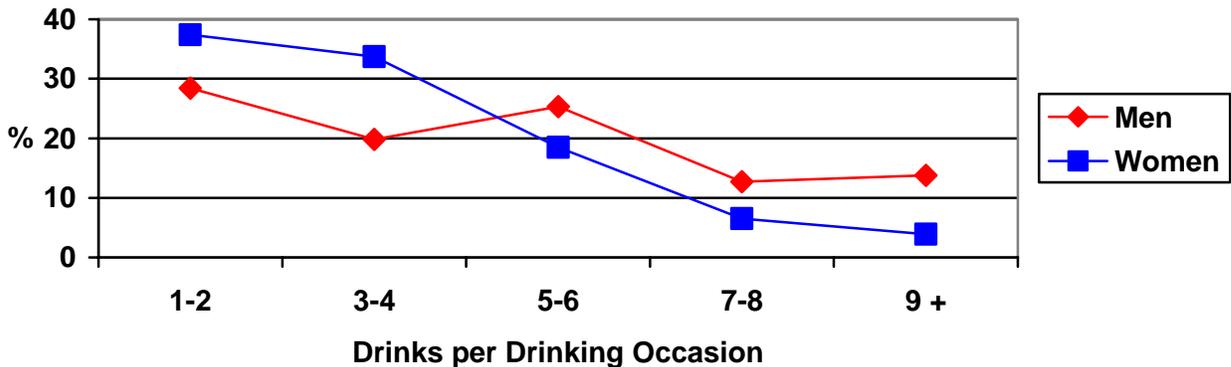
Table 21

Number of Drinks per Drinking Occasion

	Frequency in Percent					2005 Mean	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	28.4	19.8	25.3	12.7	13.8	2.63	2.85	2.67
Women	37.4	33.7	18.5	6.5	3.9	2.05	2.16	2.16
Total	32.8	26.7	22.0	9.6	8.9	2.35	2.50	2.40

Figure 12

Number of Drinks per Drinking Occasion



ACADEMIC AND CAREER PLANS AND EXPECTATIONS

Knowing incoming students' plans and expectations can help to better align services and experiences with expectations. Additionally, as some students may bring very low expectations, interventions can be developed to help students expand the possibilities for themselves—a clear purpose for higher education. The following section provides some information about various kinds of plans and expectations students have upon entering OSU as first time students.

Most students expected to live in a campus residence hall during the first term at OSU. While some expected to live there only during the first term, over half of the first year students surveyed intended to live in a college residence hall for all three academic terms. Additionally, about one-fourth intend to live in a residence hall for more than one academic year.

As might be expected, more women than men intended to reside on campus in a residence hall for at least the first academic year. Tables 22 and 23 below contain information regarding the housing plans of entering first year students.

Table 22

Plans for Fall Residence

Fall Residence Plans	Men %	Women %	Total %
College residence hall	77.8	79.2	78.4
Other private home, apartment or room	9.1	10.5	9.8
Other campus student housing	3.8	5.1	4.4
Fraternity or sorority house	5.5	0.8	3.3
With my family or other relatives	2.8	3.9	3.3
Other	0.9	0.5	0.7

Table 23

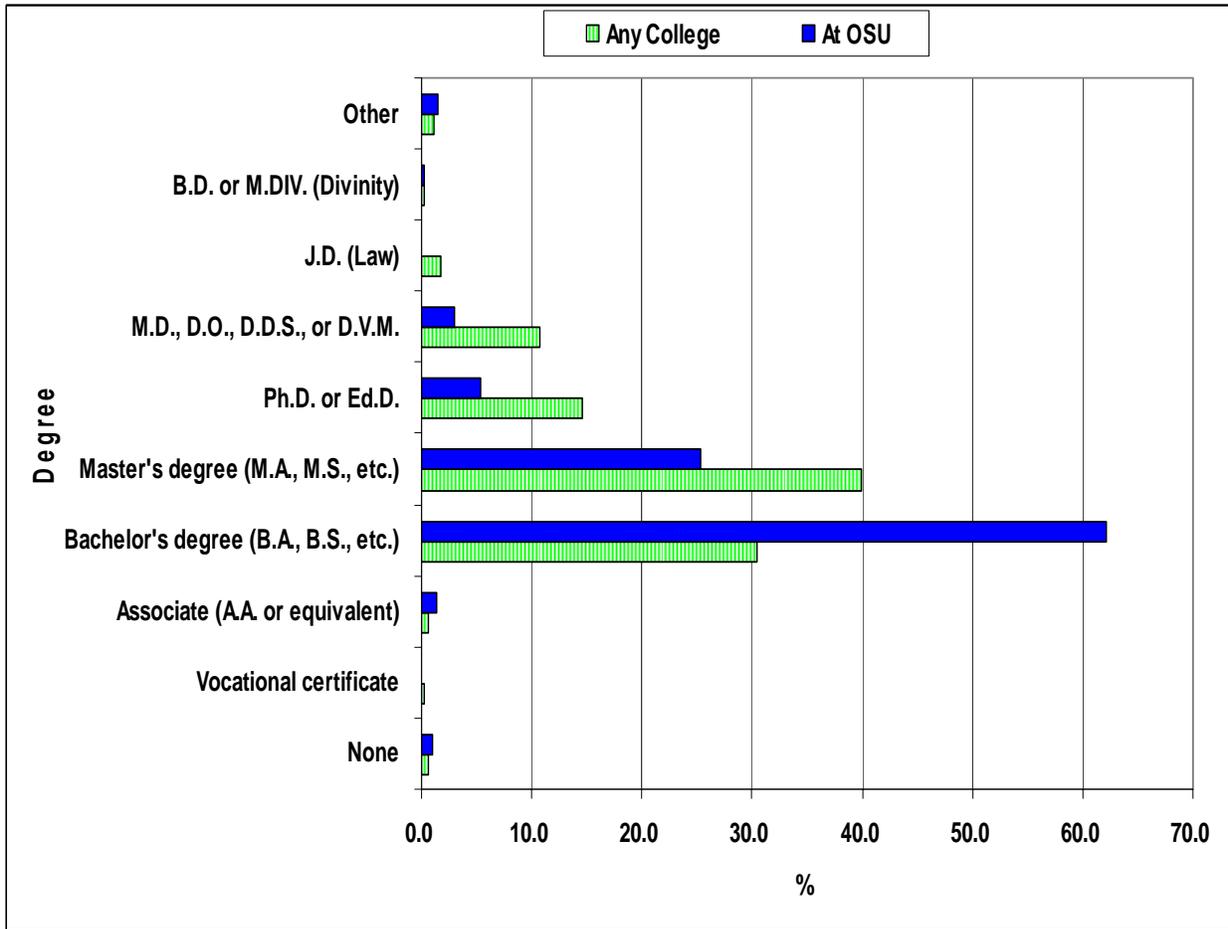
Plans for Length of Time Living in Residence Hall

	Men %	Women %	Total %
For Fall Term Only	3.7	1.6	2.6
For Fall and Winter Terms	4.9	2.8	3.9
For Fall, Winter, and Spring Terms	53.8	58.0	55.9
For more than one academic year	24.0	23.7	23.8
Never	13.6	14.0	13.8

Overall, students entering OSU for the first time had high expectations for academic success in degree attainment. Figure 13 below contains graphic representation of the degree expectations of these students. Notice that most students expected to at least get a bachelor's degree and most of those expected to get it at OSU. Note however that, nearly 30% of the first year class expected to get their bachelor's degree from any college—not necessarily from OSU. Regarding degrees beyond the bachelors, students did not necessarily expect to get that higher degree from OSU.

Figure 13

**Highest Academic Degree Student Expects to Obtain
At Any College or At OSU**



The top 16 probable majors have remained the same for the last five years. Nearly one quarter of first year students enter OSU considering Engineering as their major. As in past years there were substantially more men selecting Engineering than women. Just the reverse was true of the Health Professions with substantially more women than men selecting this area for a major. Table 24 below provides the percent of men and women endorsing the various major areas as well as the totals for each year since 2001.

Table 24

Probable Major
(Top 16 of those that answered this question)

	Men %	Women %	2005 Total %	'04 Total %	'03 Total %	'02 Total %	'01 Total %
Engineering	85.5	14.5	24.0	21.4	19.2	21.4	19.1
Business	56.5	43.5	17.6	16.1	15.4	13.1	12.9
Health Professions	26.3	73.7	15.1	15.6	14.8	13.4	14.2

Table 24 (continued)

Probable Major
(Top 16 of those that answered this question)

	Men %	Women %	2005 Total %	'04 Total %	'03 Total %	'02 Total %	'01 Total %
Biological Science	37.9	62.1	9.3	9.1	8.3	8.1	7.9
Undecided	47.4	52.6	5.5	7.5	8.0	10.6	6.3
Education	26.9	73.1	4.5	4.9	4.2	6.1	6.9
Agriculture	54.1	45.9	3.5	4.3	4.9	2.7	3.6
Social Sc	41.8	58.2	3.2	4.0	4.6	3.7	5.2
Other	33.0	67.0	5.1	3.8	5.1	5.8	5.9
Fine Arts	30.2	69.8	2.5	3.1	3.2	2.5	3.3
Physical Sc	67.6	32.4	2.0	3.0	2.8	3.0	1.9
History/Political Sc	67.6	32.4	2.0	2.3	2.8	2.9	2.6
Other Technical	45.2	54.8	2.5	2.1	3.0	3.7	6.2
Humanities	24.0	76.0	1.4	1.8	1.9	1.2	1.6
English	33.3	66.7	0.7	0.8	1.1	0.8	1.2
Math/Stat	41.7	58.3	0.7	0.5	0.6	0.8	1.1

Students' probable career choices mirrored the areas of their probable majors with engineering being the most frequently selected. Interestingly, Undecided for a career came in with the second highest rating. This suggests that students may not have considered their career beyond trying to decide on a major—or may not know what careers are possible given a specific major.

Table 25 below provides information on the top probable career choices for the last 5 years. Notice that “Dentist” and “Interior Decoration/Design” were added to the table this year. The percentage of students indicating these two fields rose higher this year than others that had been included in the top group in previous years.

Table 25

Probable Career Choice
(Top 18 in terms of percent endorsed)

Probable Career	2005 %	2004 %	2003 %	2002 %	2001 %
Engineer	19.5	16.9	15.6	17.8	15.5
Undecided	12.0	11.8	15.1	16.5	10.7
Other	7.1	7.6	9.4	7.2	8.7
Business Executive (management)	6.9	7.0	8.2	7.1	7.7
Physician	5.3	4.8	2.8	5.2	6.1
Business owner	5.2	4.5	3.2	1.8	3.0
Pharmacist	4.3	4.5	4.1	3.6	2.8
Therapist (physical, occupational, speech)	3.6	3.0	2.0	2.6	1.5
Veterinarian	3.3	3.4	3.2	2.5	3.6
Nurse	2.9	3.1	3.2	2.1	2.3

Table 25 (continued)

Probable Career Choice
(Top 18 in terms of percent endorsed)

Probable Career	2005 %	2004 %	2003 %	2002 %	2001 %
Teacher/administrator (elementary)	2.6	2.7	3.2	3.5	3.7
Scientific Researcher	2.5	3.5	3.2	4.0	3.3
Teacher/Administrator (secondary)	2.2	2.9	1.2	1.6	3.9
Computer Programmer/Analyst	2.0	2.7	2.8	3.3	4.7
Dentist*	1.8	-	-	-	-
Interior Decoration/Design*	1.7	-	-	-	-
Artist	1.1	1.8	1.0	1.0	1.7
Lawyer (attorney)/ Judge	1.1	1.6	2.5	2.6	2.7

*Added this year to the Top group as numbers have grown over past year's.

Table 26 provides information on the probable career choice by gender for the last five years. The data did not suggest any substantial changes even with the addition of "Dentist" and "Interior Decorator/Design" categories in the top group.

Table 26

Probable Career Choice
(Top 18 in terms of percent endorsed)

Men					Probable Career	Women				
2001	2002	2003	2004	2005		2005	2004	2003	2002	2001
1.1	0.7	1.1	1.2	0.5	Artist	1.7	2.3	2.8	1.3	2.2
8.8	8.0	8.9	9.0	8.0	Business Executive (management)	5.7	5.1	7.4	6.3	6.8
3.7	2.7	4.6	5.7	6.0	Business Owner	4.4	3.5	1.8	1.1	2.3
9.2	6.9	5.7	5.4	3.4	Computer Programmer/Analyst	0.5	0	0	0.4	1.1
-	-	-	-	1.7	Dentist*	1.9	-	-	-	-
26.9	32.3	28.1	29.8	31.7	Engineer	5.9	4.4	3.2	5.6	6.1
-	-	-	-	0	Interior Decorator/Design*	3.6	-	-	-	-
3.3	1.8	1.8	0.9	0.8	Lawyer (attorney)/ Judge	1.4	2.4	3.2	3.3	2.2
0.4	0.0	0.4	0.4	0.2	Nurse	5.9	5.8	6.0	3.9	3.8
6.8	5.3	7.5	5.8	6.1	Other	8.2	9.4	11.3	8.7	10.3
2.0	2.2	4.3	3.3	3.1	Pharmacist	5.6	5.7	3.9	4.8	3.4
3.1	4.9	1.8	3.2	3.5	Physician	7.3	6.3	3.9	5.6	8.6
2.2	3.8	2.1	2.6	2.6	Scientific Researcher	2.4	4.4	4.2	4.3	4.1
0.4	0.4	0.4	0.6	0.8	Teacher/Administrator (elementary)	4.6	4.8	6.0	6.1	6.3

Table 26 (continued)

Probable Career Choice
(Top 18 in terms of percent endorsed)

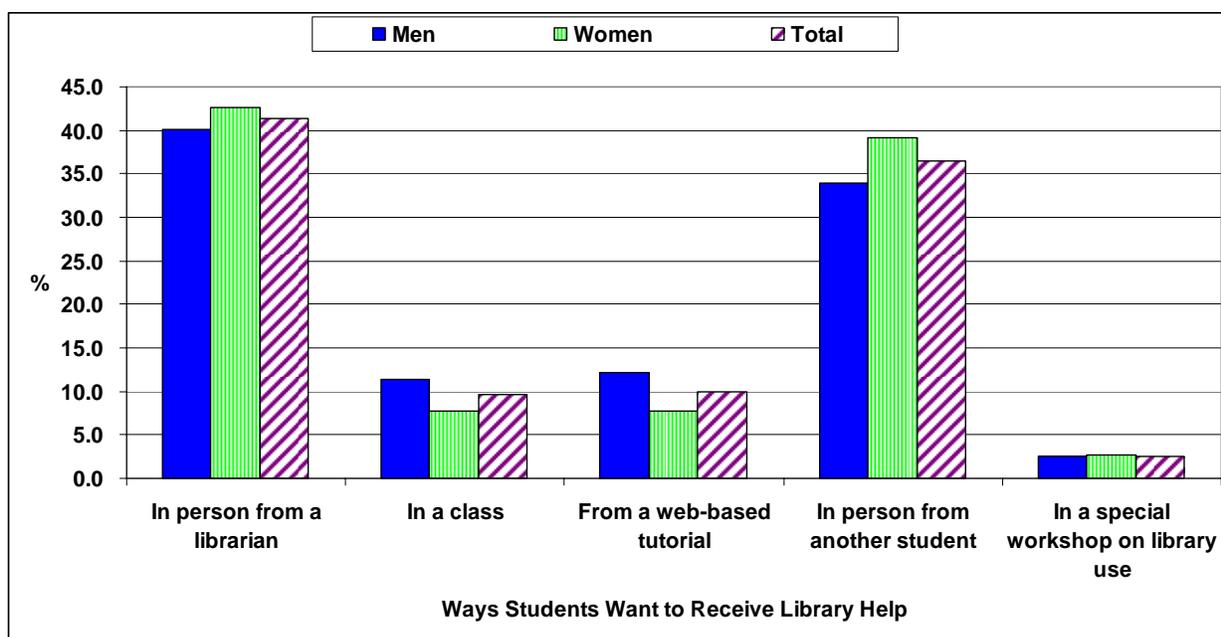
Men					Probable Career	Women				
2001	2002	2003	2004	2005		2005	2004	2003	2002	2001
4.2	1.3	1.1	2.1	1.3	<i>Teacher/Administrator (secondary)</i>	3.2	3.7	1.4	1.9	3.8
0.4	0.9	1.8	1.1	1.5	<i>Therapist (physical, occupational, speech)</i>	5.8	4.9	2.1	4.1	2.3
10.9	16.8	14.6	10.6	12.3	<i>Undecided</i>	11.7	12.9	15.5	16.3	10.4
0.4	0.4	1.1	0.6	0.8	<i>Veterinarian</i>	6.1	6.1	5.3	4.3	6.1

*Added to the Top group this year as numbers rose above others this year.

Most entering first year students have not had many opportunities (if any) to use a university library. Thus, it makes sense that students would need some kind of instruction on the many services and sources of information available to them. Figure 14 contains information on how students preferred to receive help so that they could effectively use the Library. Not unexpectedly, students prefer to receive that help in-person from a librarian, with their second choice being in-person from another student. Likely this also suggested that the help should occur at the time the students discover that they needed help. Notice that the least preferred method of receiving help was from a special workshop on library use.

Figure 14

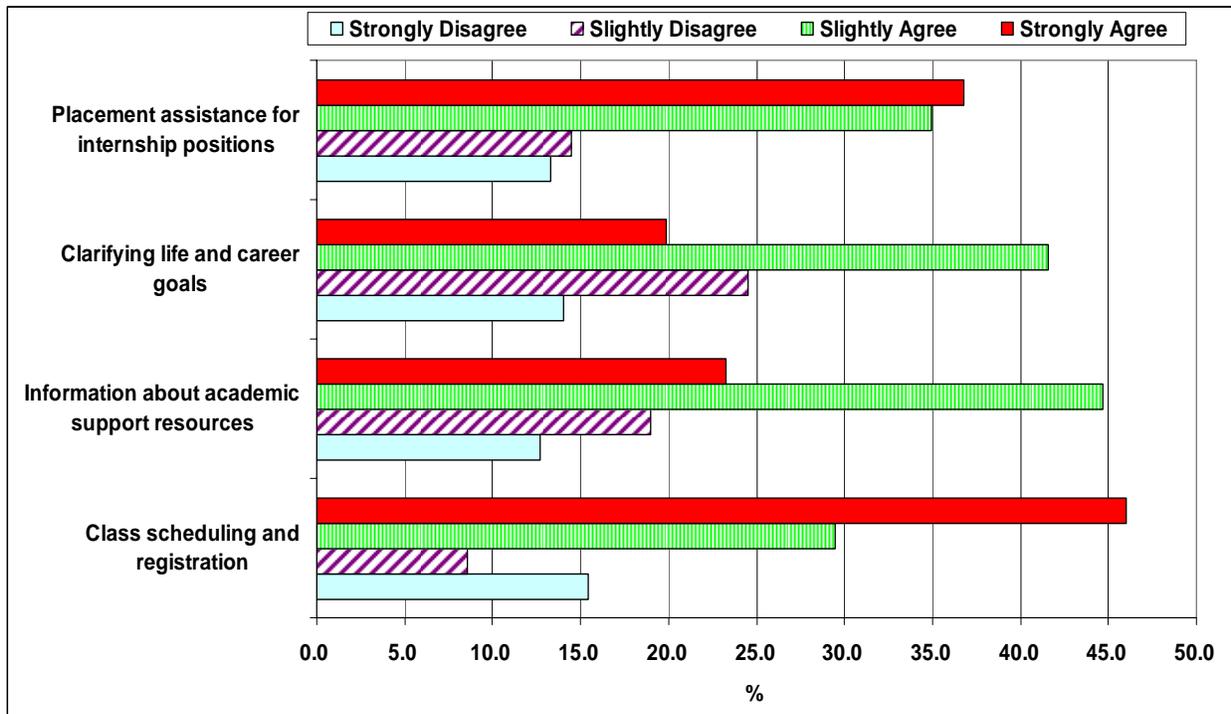
How Students Prefer to Receive Help to Effectively Use OSU Libraries



Students reported that they would seek help from their academic advisor for class scheduling and registration information. The second area was seeking advisor help with placement or internship positions. While many students agreed that they would seek help from an advisor in clarifying life and career goals or to get information about academic support services, these were more disparate in their endorsement.

Figure 15

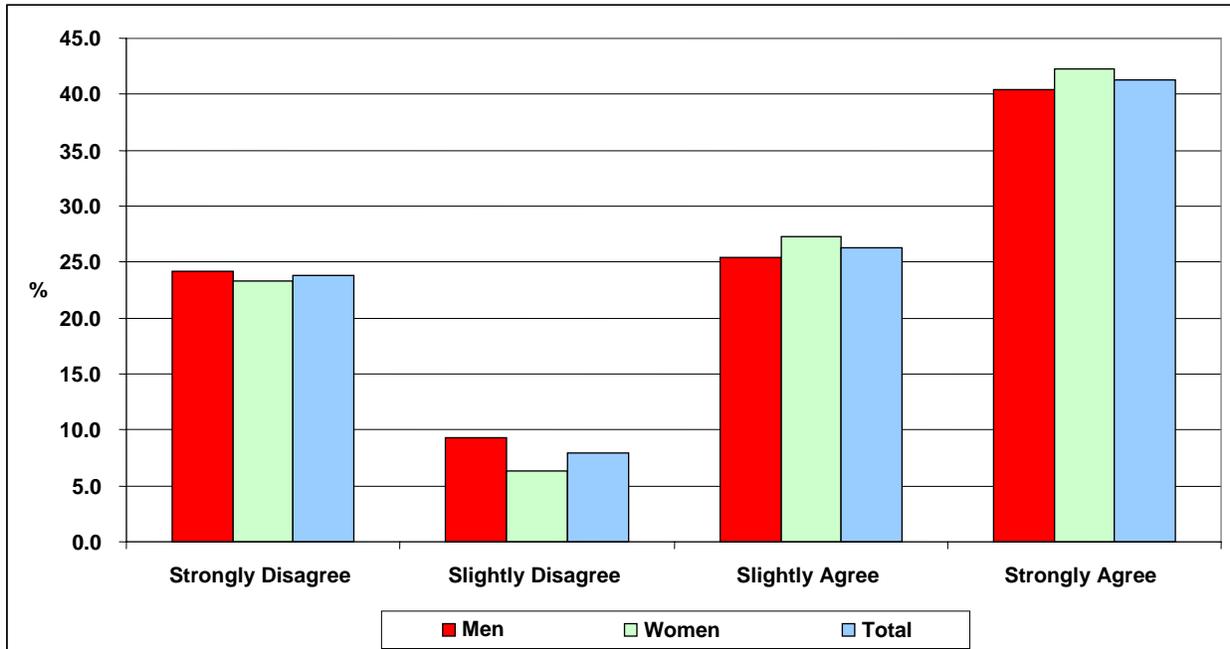
Degree to Which Students Say They Would Go to Their Academic Advisor For . . .



Most students agreed that they wanted to be able to review their progress toward their academic degree on the web. This was true of both men and women with women showing slightly more interest in this than men. Interestingly, almost 25% of students strongly disagreed and thus did not necessarily want to view their progress toward a degree from the web.

Figure 16

**Degree to Which Students Expect to Review Their Progress
Toward Their Academic Degree on the Web**



Students generally expected help from Career Services in the areas of deciding on a major or career or on finding an internship, field experience, or other experiential learning opportunity. Interestingly, few (< 15%) reported much anticipated need regarding finding a job, using career resources on the web or in print, or with developing good resume and interviewing skills. This may be because entering students see the need for those skills at the end of their academic career rather than at the beginning or perhaps they believed that they already possessed the needed skills.

Table 27

Help that Will Be Needed Most from Career Services

Areas for Career Help	Men %	Women %	Total %
Deciding on a major or career	27.1	27.0	27.1
Finding a job	17.1	11.0	14.1
Finding an internship, field experience, or other experiential learning opportunity	39.8	46.3	43.0
Using career resources on the internet or in print	2.0	3.6	2.8
Developing a good resume and interviewing skills	13.9	12.1	13.0

When given three areas that might be problematic during the first year in college, about 12% indicated that they knew they would need help in understanding people different from themselves. About twice that many or about one-quarter reported that they knew they would need help in meeting the expectations set by families. Only about 3% reported needing help

dealing with their sexuality. Addressing the impact of family expectations and understanding people who are different from themselves may have some implication for Connect and Odyssey programming as well as other services.

Table 28

During My First Year I Know I Will Need Help With . . .

	% Yes Men	% Yes Women	% Yes Total
Understanding people different from me	12.9	10.9	11.9
Dealing with my sexuality	3.1	3.4	3.2
Meeting the expectations my family has for me	22.0	27.7	24.8

Students were asked to rate the likelihood that they would engage in certain activities or behaviors in college. Table 29 below contains the percentage of students for the last five years who indicated that there was a very good chance that they would engage in that activity or behavior.

Since 2001, the percentage of students who indicated that there was a very good chance that they would socialize with someone of another racial/ethnic group has steadily declined. In 2001 about one fourth of the students indicated that there was a very good chance of them socializing with someone of another racial/ethnic group while in 2005 that number had declined to only about 57%.

About 16% of entering students reported that there was a very good chance that they would change their major. This percentage has not changed appreciably over the last five years. However, the percentage of students who reported that there was a very good chance of changing their career choice dropped this year to about 6%. Previous year percentages were in the 13-15% range. Table 29 contains additional areas and percentages of endorsement for all items.

Table 29

Very Good Chance That Student Will . . .

Chances Very Good That Student Will:	2005%	2004 %	2003 %	2002 %	2001 %
Socialize with someone of another racial/ethnic group	57.2	62.2	64.2	71.1	73.9
Get a job to help pay for college expenses	52.1	54.6	47.0	51.0	47.7
Make at least "B" average	55.5	53.6	51.7	53.8	53.4
Be satisfied with your college	50.2	51.2	47.6	48.5	46.3
Participate in student clubs/groups	35.0	35.1	40.4	32.6	37.4
Communicate regularly with your Professors	22.4	22.7	30.0	30.6	12.8
Participate in a study abroad program	24.2	21.7	18.0	20.1	NA
Participate in volunteer or community service work	20.1	19.8	24.4	19.7	26.7
Strengthen religious beliefs/convictions	19.5	19.5	21.8	22.0	NA

Table 29 (continued)

Very Good Chance That Student Will . . .

Chances Very Good That Student Will:	2005%	2004 %	2003 %	2002 %	2001 %
Change major field	15.9	16.0	14.1	15.6	15.8
Change career choice	5.7	15.3	12.7	13.0	14.5
Join a social fraternity or sorority	10.2	12.4	11.4	11.9	13.4
Play varsity/intercollegiate athletics	11.9	11.1	9.3	8.1	9.9
Transfer to another college before graduating	6.5	6.0	8.3	6.4	9.3
Work full-time while attending college	5.5	5.8	5.3	3.5	4.2
Seek personal counseling	6.1	5.3	5.0	5.4	4.2
Participate in student government	5.2	4.5	7.5	5.3	5.6
Participate in student protests or demonstrations	4.8	4.2	5.5	2.4	4.4
Get a bachelor's degree (B.A., B.S., etc.)	NA	NA	80.0	79.9	81.5
Develop close friendships with other students	NA	NA	70.8	75.3	75.9
Drop out of college	NA	NA	0.4	0.3	0.5

Table 30 below contains the percentages by gender as well as the mean endorsement by gender as well as the difference in means. Generally, women and men tended to differ significantly on most items in terms of the chances that a student would engage in the behaviors or activities listed.

Women reported that they were significantly more likely to:

- 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 professors
- Participate in study abroad
- Strengthen their religious beliefs
- Change career choice
- Transfer to another college before graduating
- Work full-time while in college
- Seek personal counseling
- Participate in student government.

Many of these experiences align with being engaged as a student (e.g., socialize with someone of another racial/ethnic group; participate in student clubs/groups; communicate regularly with professors, and; participate in student government).

Men reported that they were significantly more likely to play varsity/intercollegiate athletics than did women.

Table 30

Very Good Chance 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	50.2	3.40	64.6	3.59	.000
Get a job to help pay for college expenses	46.2	3.22	58.2	3.43	.000
Make at least "B" average	55.8	3.52	55.1	3.52	.987
Be satisfied with your college	45.5	3.39	55.3	3.53	.000
Participate in student clubs/groups	27.5	2.96	42.9	3.27	.000
Communicate regularly with your professors	17.1	2.91	28.0	3.11	.000
Participate in a study abroad program	14.0	2.42	35.2	2.93	.000
Participate in volunteer or community service work	12.9	2.58	27.8	3.00	.000
Strengthen religious beliefs/convictions	27.4	2.31	23.0	2.50	.000
Change major field	9.8	2.57	9.8	2.60	.537
Change career choice	12.3	2.58	19.2	2.68	.026
Join a social fraternity or sorority	8.6	2.11	13.2	2.09	.647
Play varsity/intercollegiate athletics	12.5	2.15	11.3	1.97	.000
Transfer to another college before graduating	3.9	1.94	9.3	2.11	.000
Work full-time while attending college	3.1	2.02	8.0	2.13	.015
Seek personal counseling	4.9	2.05	7.3	2.19	.001
Participate in student government	3.7	2.00	6.7	2.17	.000
Participate in student protests or demonstrations	4.1	1.90	5.6	1.97	.112

Approximately 5% of first year students reported that they had had some sort of special tutoring or remedial work in high school. Over 6% of the men reported remedial work in English, Writing, Reading, and Mathematics while over 10% of women reported remedial work in Mathematics. Less than 5% of women reported remedial work in English, Writing, or Reading.

Students' expectations for remedial work or special tutoring in college closely reflected the subject areas in which students had already received some special assistance in high school. Note however, that many more students expected to need remedial work in college than had received this help in high school. Figure 17 below contains the graphic representation of students' expectations for remedial assistance. Figure 18 provides the same information divided by gender. As expected, women reported more need for special tutoring or remedial work in Mathematics and Science while men reported the need for these services more in the English and Writing areas. However, both genders reported significant need for remedial work in Mathematics. This was far greater in terms of percentage of students expecting this and those expecting any other sort of remedial work or special tutoring.

Figure 17

Have Had or Will Need Special Tutoring or Remedial Work In . . .

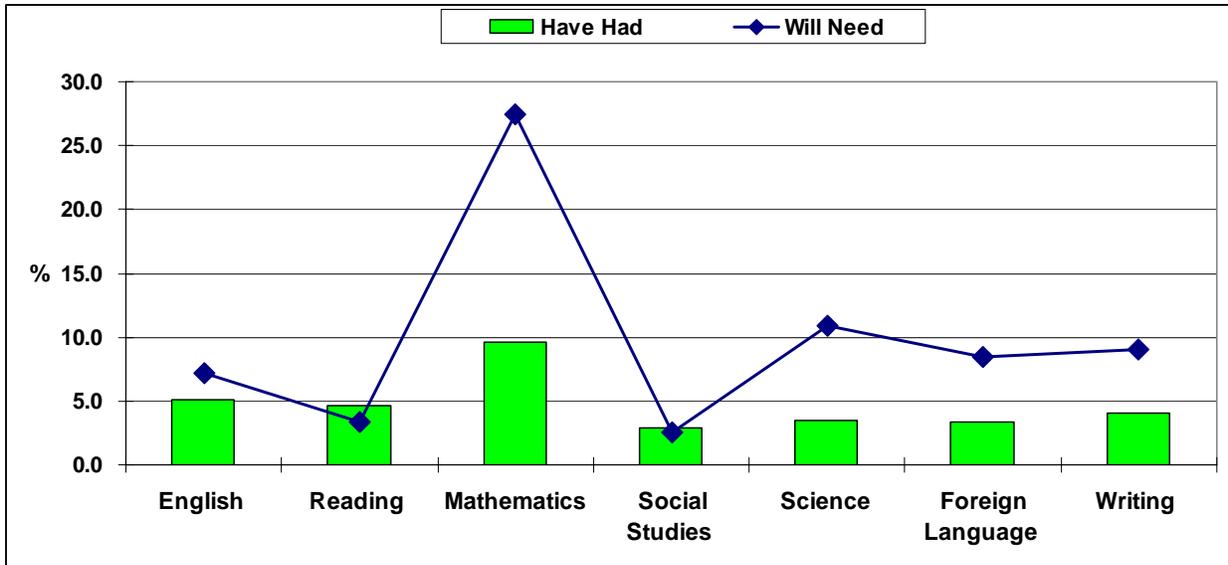
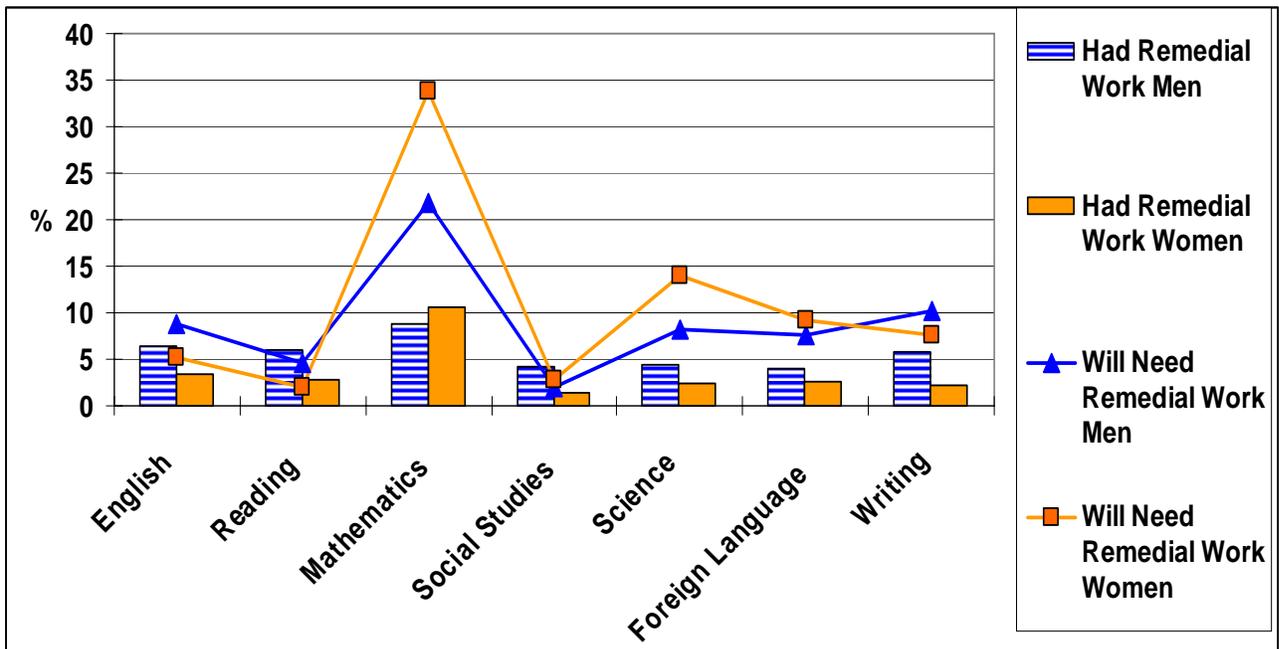


Figure 18

Have Had or Will Need Special Tutoring or Remedial Work In . . . (by gender)



The top four student expectations for their future have remained consistent over the last five years. They included:

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

While the rank order of these items varied annually, the top item was always “raise a family.” Generally, the ranking of these items remained fairly consistent throughout the list. Table 31 contains the mean ratings for each student expectation.

Table 31

Student Expectations for the Future

Expectations	2005 Mean	2004 Mean	2003 Mean	2002 Mean	2001 Mean
1= Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential					
Raise a family	3.0	3.0	3.0	2.9	3.1
Be very well off financially	3.0	3.0	3.0	2.9	2.9
Help others in difficulty	2.7	2.6	2.8	2.6	2.7
Become an authority in my field	2.5	2.5	2.7	2.6	2.6
Obtain recognition from Colleagues	2.4	2.4	2.5	2.4	2.3
Be successful in own business	2.3	2.2	2.4	2.2	2.1
Improve my understanding of other countries and cultures	2.3	2.3	2.4	2.4	NA
Influence social values	2.2	2.1	2.2	2.0	2.0
Have administrative responsibility	2.2	2.2	2.3	2.1	2.2
Develop meaningful philosophy of life	2.2	2.2	2.2	2.2	2.3
Keep up with political affairs	2.1	2.1	2.1	2.1	2.2
Be a community leader	2.0	1.9	2.1	1.9	2.0
Integrate spirituality into my life	2.0	2.1	2.2	2.1	2.3
Make theoretical contribution to science	1.9	1.8	1.9	1.8	1.7
Take part in community action program	1.9	1.7	2.0	1.8	1.9
Promote racial understanding	1.9	1.9	2.0	1.9	2.0
Be involved in environmental clean-up	1.8	1.8	1.9	1.8	1.8
Influence political structure	1.7	1.7	1.8	1.7	1.7
Achieve in a performing art	1.5	1.4	1.5	1.5	1.5
Create artistic work	1.5	1.5	1.6	1.5	1.6
Write original works	1.4	1.4	1.5	1.4	1.5

Generally, women reported higher expectations than did men. Table 32 below contains information regarding the mean by gender and the level of significant difference in the means. Women reported significantly higher expectations than men for:

- Achieving in a performing art
- Influencing social values
- Helping others in difficulty
- Creating artistic work

- Developing a meaningful philosophy of life
- Taking part in community action program
- Promoting racial understanding
- Integrating spirituality into my life
- Improving my understanding of other countries and cultures.

While men reported significantly higher expectations than women for:

- Influencing the political structure
- Being very well off financially
- Making theoretical contribution to science.

Table 32

Student Expectations for the Future

Expectation	Sex	2005 Mean	Sig. Level	% Essential/ Very Important	% Not Important
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>					
Achieve in a performing art	M	1.41	.035	9.6	90.4
	F	1.49		11.0	89.0
Become an authority in my field	M	2.54	.206	50.3	49.7
	F	2.49		48.6	51.4
Obtain recognition from Colleagues	M	2.45	.126	45.7	54.3
	F	2.38		42.7	57.3
Influence political structure	M	1.80	.001	16.5	83.5
	F	1.67		13.0	87.0
Influence social values	M	2.09	.005	29.9	70.1
	F	2.21		35.5	64.5
Raise a family	M	2.99	.118	72.4	27.6
	F	3.06		74.6	25.4
Have administrative responsibility	M	2.27	.120	37.7	62.3
	F	2.20		39.9	60.1
Be very well off financially	M	3.04	.013	73.1	26.9
	F	2.93		68.9	31.1
Help others in difficulty	M	2.55	.000	50.0	50.0
	F	2.86		66.0	34.0
Make theoretical contribution to science	M	1.93	.001	23.3	76.7
	F	1.78		20.6	79.4
Write original works	M	1.43	.182	9.8	90.2
	F	1.38		8.1	91.9
Create artistic work	M	1.43	.000	10.6	89.4
	F	1.61		15.9	84.1
Be successful in own business	M	2.36	.068	42.2	57.8
	F	2.26		39.8	60.2
Be involved in environmental clean-up	M	1.81	.098	18.3	81.7
	F	1.88		19.0	81.0
Develop meaningful philosophy of life	M	2.17	.024	34.2	65.8
	F	2.28		40.1	59.9
Take part in community action program	M	1.77	.000	15.2	84.8
	F	1.96		21.7	78.3
Promote racial understanding	M	1.88	.007	21.1	78.9
	F	2.00		24.9	75.1

Table 32 (continued)

Student Expectations for the Future

Expectation	Sex	2005 Mean	Sig. Level	% Essential/ Very Important	% Not Important
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>					
Keep up with political affairs	M	2.11	.560	30.6	69.4
	F	2.09		29.3	70.7
Be a community leader	M	2.01	.877	27.5	72.5
	F	2.02		26.5	73.5
Integrate spirituality into my life	M	2.02	.042	29.9	70.1
	F	2.13		34.1	65.9
Improve my understanding of other countries and cultures	M	2.20	.000	34.3	65.7
	F	2.49		47.6	52.4

STUDENT OPINIONS, VALUES, AND BEHAVIORS

Items in this section of the report involved student opinions about their skills and abilities, their opinions on various social and political issues and their political orientation.

Students were asked to compare their skills and abilities to students like themselves. Table 33 below contains information on the student ratings by gender as well as OSU's total compared to other medium selective public universities.

Overall, students reported a fairly high estimation of their academic ability, drive to achieve, cooperativeness, and understanding of others. Over 70% of students rated their abilities in these areas as above average or in the highest 10%. Note also that OSU students rated themselves higher on mathematical ability than they did on writing or public speaking ability; yet, many more students indicated a need for remedial or special tutorial help in mathematics (Figures 17 and 18).

Table 33

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 %	Public Universities-Med Selectivity %
Academic ability	79.8	71.7	75.9	75.6
Drive to achieve	69.7	79.3	74.3	72.9
Cooperativeness	71.7	75.4	73.1	72.5
Understanding of others	57.0	68.1	62.3	64.9
Leadership ability	62.1	58.4	60.3	63.3
Physical health	71.3	52.6	62.4	59.3
Self-confidence (intellectual)	69.1	53.7	61.8	61.9
Creativity	55.4	55.4	55.4	55.9
Emotional health	63.3	55.9	59.8	58.2
Self-understanding	58.5	54.3	56.5	55.8
Mathematical ability	60.2	37.5	49.5	50.1

Table 33

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 %	Public Universities-Med Selectivity %
Self-confidence (social)	53.4	50.7	52.1	53.8
Writing ability	44.2	48.3	46.1	47.0
Computer skills	56.5	27.1	42.6	39.6
Public speaking ability	34.3	32.4	33.4	37.1
Spirituality	29.1	37.7	33.2	39.4
Artistic ability	25.4	31.8	25.5	28.5
Religiousness	23.4	28.0	25.6	34.1

Table 34 below contains the OSU mean and the mean by gender for student ratings of their skills and abilities. Male and female students rated themselves differently on several items with women rating themselves significantly higher than men on:

- Drive to achieve
- Cooperativeness
- Writing ability
- Spirituality
- Artistic ability
- Understanding others
- Religiousness.

Men rated themselves significantly higher than women on:

- Academic ability
- Physical health
- Self-confidence (intellectual)
- Emotional health
- Mathematical ability
- Computer skills.

Interestingly, while men rated themselves higher in several areas of academic and intellectual ability, women reported higher grade point averages than did men during high school (Table 14). Thus, the ratings appear to be tied to factors other than high school grades in terms of student self-ratings of skills or abilities.

Table 34

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	4.00	3.91	4.10	.000
Academic ability	3.95	4.02	3.88	.000
Cooperativeness	3.91	3.87	3.96	.004
Physical health	3.77	3.91	3.60	.000
Self-confidence (intellectual)	3.74	3.86	3.61	.000
Understanding of others	3.74	3.66	3.83	.000
Emotional health	3.73	3.81	3.64	.000
Leadership ability	3.71	3.73	3.69	.337
Self-understanding	3.67	3.70	3.64	.082
Creativity	3.60	3.59	3.62	.390
Self-confidence (social)	3.57	3.59	3.56	.381
Mathematical ability	3.44	3.67	3.17	.000
Writing ability	3.42	3.36	3.50	.000
Computer skills	3.40	3.65	3.13	.000
Public speaking ability	3.12	3.13	3.11	.698
Spirituality	3.08	2.97	3.20	.000
Artistic ability	2.83	2.73	2.95	.000
Religiousness	2.62	2.54	2.71	.002

Students were asked to categorize themselves into particular political categories. Table 35 below contains the percentage of students placing themselves into the various categories for the last 5 years. As expected most students categorized themselves as middle-of-the-road with a fairly even distribution away from the middle category. Interestingly, there seemed to be a gradual shift from the middle to increasing percentages on both the far left category and the far right category. This is particularly evident in the last two years.

Table 35

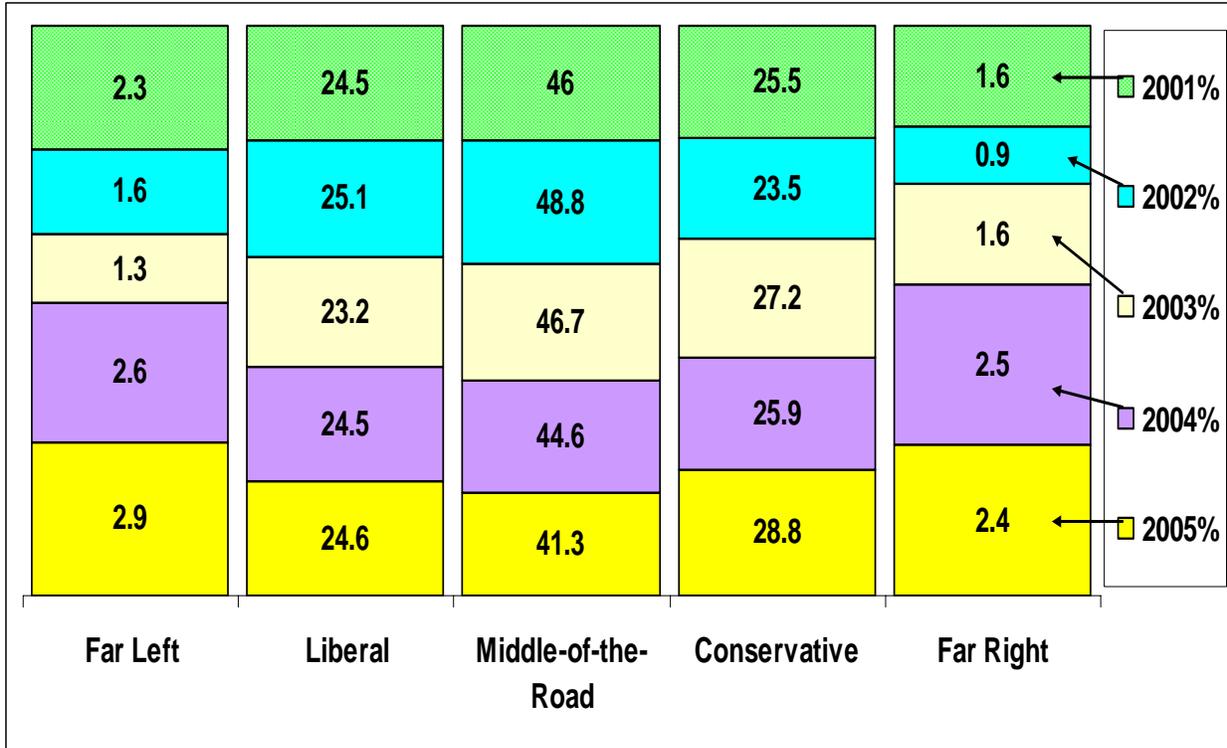
Student-Reported Political Views

	2005 %	2004 %	2003 %	2002 %	2001 %
Far Left	2.9	2.6	1.3	1.6	2.3
Liberal	24.6	24.5	23.2	25.1	24.5
Middle-of-the-Road	41.3	44.6	46.7	48.8	46.0
Conservative	28.8	25.9	27.2	23.5	25.5
Far Right	2.4	2.5	1.6	0.9	1.6

Figure 19 contains a graphic representation of the data contained in Table 35. The gradual shift in terms of students' reported political leanings can be seen particularly in the lower two bands in the figure. Whether these are actual trends remains to be determined but students do seem to be moving more to the ends of the political continuum.

Figure 19

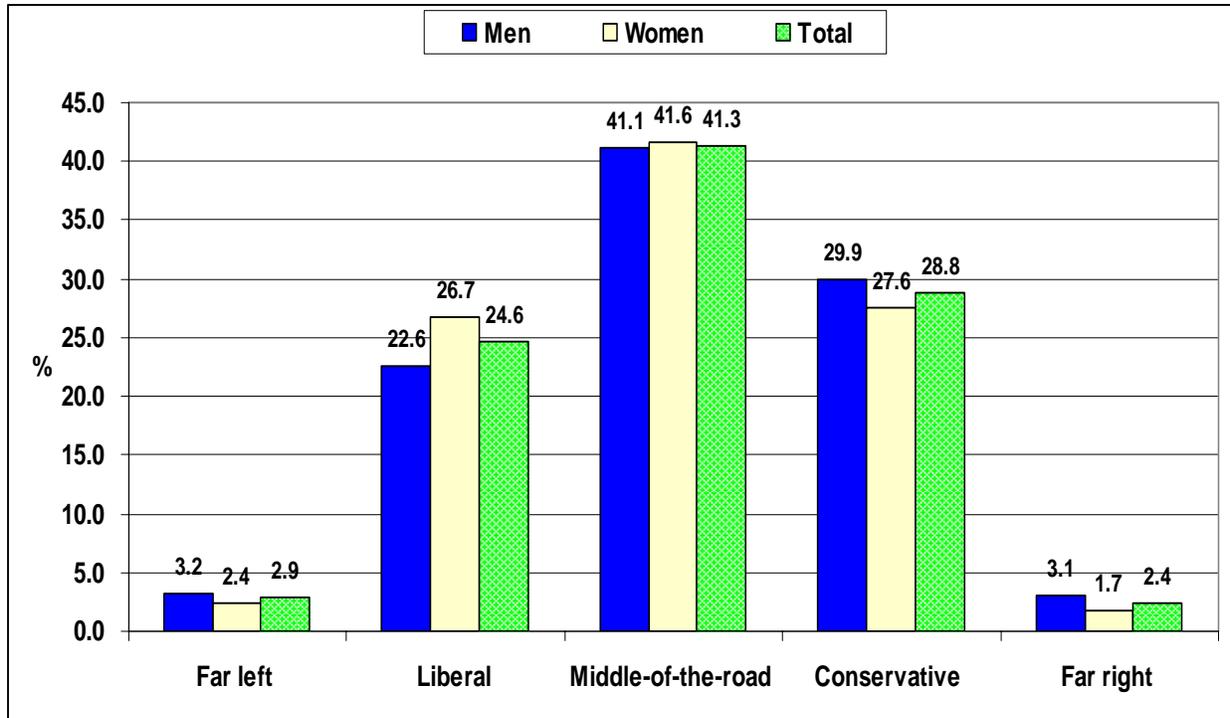
Student-Reported Political Views by Year



Generally, men reported a little more conservative political orientation than did women as Figure 20 below depicts. However the first year students overall reported a higher percentage of Conservative/Far Right than Liberal/Far Left in political orientation. Women were evenly divided between Liberal/Far Left and Conservative/Far Right.

Figure 20

Student-Reported Political Views by Gender



Students' opinions on various social and political issues are contained in Tables 36 and 37 below. Table 36 contains the mean rating of student opinion on the issues listed by year since 2001. Generally, very little change occurred from year to year in the mean level of agreement/disagreement with each statement.

Students' mean ratings indicated at least some disagreement (i.e., mean of < 2.00) with the following statements:

1. Death penalty should be abolished
2. It is important to have laws prohibiting homosexual relationships
3. Racial discrimination is no longer a major problem in America
4. An individual can do little to bring about change in our society
5. Activities of married women are best confined to the home and family.

Students' mean rating (i.e., mean \geq 3.00) only agreed to one item:

1. Through hard work, everybody can succeed in American society.

The mean for most of the items in the table below were between a "2" (disagree some) and "3" (agree some) which reflected the middle of the road kind of political orientation reported in Table 35 above.

Table 36

Student Opinions on Social and Political Issues by Year

Issue	2005 Mean	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	2.68	2.67	2.67	2.77	2.73
Abortion should be legal	2.17	2.71	2.60	2.66	2.71
Death penalty should be abolished	1.98	2.02	1.97	2.02	1.91
Marijuana should be legalized	2.15	2.17	2.23	2.13	2.21
Important to have laws prohibiting homosexual relationships	1.98	1.99	1.94	1.83	1.85
Racial discrimination is no longer a major problem in America	1.98	2.04	2.05	1.96	1.95
An individual can do little to bring about change in our society	1.98	2.02	2.03	2.04	2.07
Wealthy people should pay a larger share of taxes than they do now	2.56	2.55	2.54	2.50	2.48
Colleges should prohibit racist/sexist speech on campus	2.74	2.72	2.69	2.69	2.65
Same-sex couples should have the right to legal marital status	2.65	2.64	2.65	2.66	2.65
Affirmative action in college admissions should be abolished	2.52	2.56	2.63	2.54	2.61
Activities of married women are best confined to the home and family	1.68	1.64	1.74	1.60	1.61
Federal military spending should be increased	2.10	2.08	2.16	2.27	NA
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	2.35	2.37	NA	NA	2.30
Federal government should do more to control the sale of handguns	2.87	2.92	2.80	2.93	2.98
Only volunteers should serve in the armed forces	2.80	NA	NA	NA	NA
The federal government is not doing enough to control environmental pollution	2.96	NA	NA	NA	NA
A national health care plan is needed to cover everybody's medical cost	2.76	NA	NA	NA	NA
Grading in the high schools has become too easy	2.75	NA	NA	NA	NA
Undocumented immigrants should be denied access to public education	2.44	NA	NA	NA	NA
Through hard work, everybody can succeed in American society	3.20	NA	NA	NA	NA
Dissent is a critical component of the political process	2.70	NA	NA	NA	NA

Men and women reported differences in agreement with several of the statements of social and political issues. Table 37 contains the means and levels of significance along with the percentage that strongly agreed and strongly disagreed with each statement.

Men differed significantly from women in their level of agreement/disagreement with the following statements. In each of these, men agreed to a greater extent than did women.

1. Too much concern in courts for rights of criminals
2. Marijuana should be legalized
3. It is important to have laws prohibiting homosexual relationships
4. Racial discrimination is no longer a major problem in America
5. An individual can do little to bring about change in our society
6. Affirmative action in college admissions should be abolished
7. Activities of married women are best confined to the home and family
8. Federal military spending should be increased
9. If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
10. Undocumented immigrants should be denied access to public education
11. Dissent is a critical component of the political process.

The opinions of women students differed significantly from their male counterparts on the following items. In each case the women reported greater agreement with the statement than did the men.

1. Colleges should prohibit racist/sexist speech on campus
2. Same-sex couples should have the right to legal marital status
3. Federal government should do more to control the sale of handguns
4. The federal government is not doing enough to control environmental pollution
5. A national health care plan is needed to cover everybody's medical cost.

Table 37

Student Opinions on Social and Political Issues by Gender

Issue	Sex	Mean	Sig. Level	% Strongly Agree	% Strongly Disagree
1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, 4 = Agree Strongly					
Too much concern in courts for rights of criminals	M	2.73	.001	13.0	6.5
	F	2.62		8.7	5.3
Abortion should be legal	M	2.71	.982	27.4	20.3
	F	2.71		34.0	24.6
Death penalty should be abolished	M	1.94	.021	6.9	35.5
	F	2.03		6.3	29.2
Marijuana should be legalized	M	2.22	.002	11.6	30.2
	F	2.08		8.0	35.2
Important to have laws prohibiting homosexual relationships	M	2.12	.000	15.3	36.8
	F	1.82		11.9	53.3
Racial discrimination is no longer a major problem in America	M	2.10	.000	2.3	20.5
	F	1.85		1.5	32.2
An individual can do little to bring about change in our society	M	2.06	.000	4.0	25.4
	F	1.89		2.3	33.8

Table 37 (continued)

Student Opinions on Social and Political Issues by Gender

Issue	Sex	Mean	Sig. Level	% Strongly Agree	% Strongly Disagree
1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, 4 = Agree Strongly					
Wealthy people should pay a larger share of taxes than they do now	M	2.57	.591	17.4	14.9
	F	2.55		14.7	14.0
Colleges should prohibit racist/sexist speech on campus	M	2.65	.000	20.8	12.4
	F	2.83		28.2	10.8
Same-sex couples should have the right to legal marital status	M	2.48	.000	24.1	26.4
	F	2.84		40.9	20.2
Affirmative action in college admissions should be abolished	M	2.58	.001	17.1	6.7
	F	2.45		10.2	9.3
Activities of married women are best confined to the home and family	M	1.86	.000	4.0	41.6
	F	1.48		3.2	68.7
Federal military spending should be increased	M	2.17	.000	5.5	20.3
	F	2.01		2.8	25.8
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	M	2.57	.000	16.8	17.0
	F	2.11		7.2	31.0
Federal government should do more to control the sale of handguns	M	2.73	.000	17.6	9.1
	F	3.02		30.8	4.6
Only volunteers should serve in the armed forces	M	2.81	.705	25.7	8.0
	F	2.79		23.7	8.1
The federal government is not doing enough to control environmental pollution	M	2.91	.010	25.9	4.0
	F	3.01		27.7	2.6
A national health care plan is needed to cover everybody's medical cost	M	2.69	.000	16.2	9.3
	F	2.84		22.0	7.7
Grading in the high schools has become too easy	M	2.79	.027	19.4	5.7
	F	2.70		15.1	6.7
Undocumented immigrants should be denied access to public education	M	2.60	.000	21.3	13.1
	F	2.25		10.2	21.1
Through hard work, everybody can succeed in American society	M	3.22	.290	43.6	4.6
	F	3.18		38.3	2.5
Dissent is a critical component of the political process	M	2.78	.000	14.1	2.7
	F	2.60		9.0	3.5

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 support services that positively impact these students.

Specific recommendations arising from this data include:

1. Post report on the Student Affairs Research and Evaluation web page and provide URL to university community.
2. Present data to faculty and staff groups and engage in discussion about implications of the data.
3. Continue to participate in the annual CIRP Freshman Survey in summer 2006, though move to only once every 3-4 years thereafter.
4. Consider using the pre-college instrument developed by NSSE to replace the CIRP and to coincide with years that NSSE is also to be administered.

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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

OSU-Specific Questions

Oregon State University

CIRP 2005 Supplemental Questions

PLEASE DO NOT RECORD YOUR RESPONSES ON THIS PAGE

Please transfer your answers to the bubbles on the survey form starting with Question 41.

During my first year at OSU I know I will need help with:

A = Yes

B = No

41. Understanding people different from me

42. Dealing with my sexuality

43. Meeting the expectations my family has for me

44. I plan to live in a college residence hall or cooperative house:

A = For Fall Term only

B = For Fall and Winter Terms

C = For Fall, Winter, and Spring Terms

D = For more than one academic year

E = Never

45. Do you subscribe to a music service like Napster or ITUNES?

A = yes

B = No

46. Have you received personal counseling/therapy?

A = Yes

B = No

47. Have you taken any mediations for depression, anxiety, or other emotional stress in the past?

A = Yes

B = No

48. Do you believe that you have a disability? (ADD/ADHD, Psychological, Head Injury, Hearing, Orthopedic, Learning, Visual, Seizure, Speech, or Other)

A = Yes

B = No

49. If you answered Yes to the question above, is your disability documented (through school records, doctor reports, etc.)?

A = Yes

B = No

50. The help that I will need most from the Office of Career Services is:

A. Deciding on a major or career

B. Finding a job

C. Finding an internship, field experience, or other experiential learning opportunity

D. Using career resources on the internet or in print

E. Developing a good resume and interviewing skills.

51. Most students need some help to effectively use the university library. How would you prefer to receive that help?

A = In person from a librarian

B = In a class

C = From a web-based tutorial

D = In person from another student

E = In a special workshop on library use

52. I expect to be able to review my progress toward my academic degree on the Web.

A = Strongly disagree

B = Slightly disagree

C = Slightly agree

D = Strongly agree

53. How often do you play “on-line gaming” using your computer?

- A = Never
- B = Once a month
- C = Once a week
- D = Once a day
- E = Several times a day

54. Have you ever downloaded music or movies using file sharing software?

- A = Never
- B = Sometimes
- C = Often
- D = Very Often

To what degree would you go to your academic advisor for:

- A = Strongly disagree
- B = Slightly disagree
- C = Slightly agree
- D = Strongly agree

55. Class scheduling and registration information

56. Information about academic support resources on campus

57. Clarifying life and career goals

58. Placement assistance for internship positions

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

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

60. 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 drink

THANKS FOR YOUR HELP!