

Oregon State University

Cooperative Institutional Research Program

2006 Freshman Survey Results

(Student Affairs Research Report 02-07)

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April, 2007

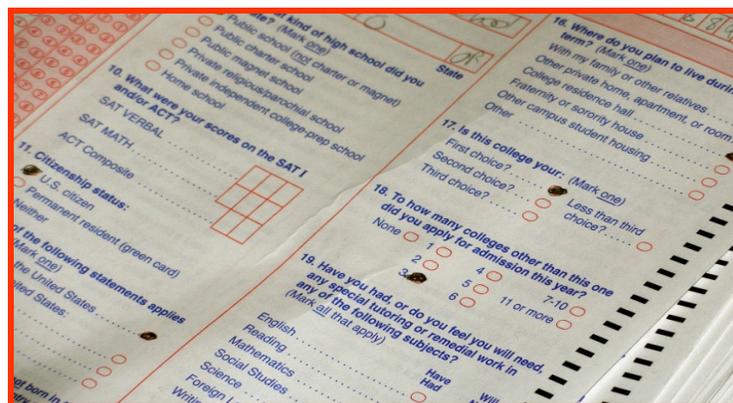


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Oregon State University 2005 CIRP Freshman Survey Results

Executive Summary April, 2006

Presented by
Rebecca A. Sanderson, PhD

The Cooperative Institutional Research Program's Freshman Survey (CIRP) has been administered at OSU since 2001. This project was undertaken 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.

The CIRP has been administered by the Higher Education Research Institute (HERI) since 1966 and is the longest standing research of this nature in the United States. This year, 392,544 first year students were surveyed at 614 participating institutions nationwide.

The survey was a paper-pencil instrument and was administered during the annual START event during June, July, and August. Only students 18 years or older were asked to complete the survey. Data was provided to HERI from the scoring agency with summary data and the raw data being forwarded to OSU. Only responses from first time, first year, full time students were used in any of the analyses.

The response rate for OSU was 91.5% or 2,121 out of a sample of 2,319.

The following sections of the executive summary correspond to the Results Sub-sections of the full report. For a full explanation of the key findings, please consult the complete report.

Key findings included:

Demographic Information

- 98.5% of first year students were between 18-20 years old, white/Caucasian (88.8%), native English speakers (94.4), who graduated from high school in 2006 (98.2%)
- 11.3% reported having a disability with 6.3% reporting that it was documented by medical/school records.
- About 11% had received personal counseling prior to entering OSU with another 1.5% having taken psychotropic medication for their problems. An additional 7.5% reported having had both personal counseling and psychotropic medication.
- 77.7% attended a mostly or all white high school
- 84.8% lived in a mostly white or all white neighborhood
- About 17% spent 4 or more hours per week in an on-line community like MySpace or Facebook and 67% reported they used this medium to keep in touch with others.

Admission-Related Information

- Only 2.4% of OSU incoming students had taken courses for credit at OSU while 14.5% had taken courses at another higher education institution.

- As students reported in previous years, the most frequently reported reasons to attend college were:
 - To learn more about things that interest me (78.4%)
 - To be able to get a better job. (75.3%).
 - To be able to make more money (71.2%).
 - To get training for a specific career (70.7%)
- Men and Women differed significantly on how they ranked the reasons to attend college.
- The five most cited factors in a student's decision to attend OSU included:
 - This college has a very good academic reputation.
 - This college's graduates get good jobs.
 - The cost of attending this college.
 - This college has a good reputation for its social activities.
 - A visit to campus.
- About 81% of students reported that OSU had been their first choice school. Another 14.4% reported that OSU was their second choice school.
- About one-quarter of entering students reported that one or both of their parents had attended OSU.
- 39.1% reported that they had applied only to OSU.
- Roughly 13% reported that they might want to take courses through the OSU Degree Partnership Program (DPP) program while another 21% reported that they had never heard of the DPP program.

Financing College

- The percentage of students reporting major concern about financing college has steadily decreased since 2001. This year only 11.5% reported a major concern while in 2001, 18.4% had major concern.
- When asked the type of financial help needed, 26% reported they needed help figuring out how to pay for college. Only 8.6% reported that they would need help understanding their financial aid.
- About 51% of students reported that there were four or more individuals in their parent's household who were dependent on parental income.
- 75% of students expected to receive some sort of financial help from parents, though the level of that help varied widely.

High School Activities

- 51.3% of students reported a high school grade point average (GPA) of A+, A, or A- and another 46.8% reported a high school GPA of B+, B, B-. Only 1.9% of students reported a C+ or below high school GPA.
- Of those students with an "A" average 47% of them reported studying 5 hours or less per week. Of those with a "B" average 71% reported studying 5 hours or less per week.
- The four activities students reported spending the most time doing their last year of high school included: socializing with friends, exercising and sports, working for pay, studying or homework. This has been consistent over the last 5 years.
- Only 48% of entering students reported that they had taken 2 years of biological sciences in high school. 98.1% reported taking 3 years of mathematics in high school.
- 63.5% of entering students reported that they had frequently socialized with someone from a different ethnic group during their last year of high school.
- About one-third of entering students reported reading a newspaper for local news and information. 23.4% read a newspaper for national/global news and 19% read a newspaper for school work.

- Men reported drinking alcohol more frequently than did women and also drinking more per drinking occasion than did women.

Academic and Career Plans and Expectations

- 78.6 % of first year, first time, full time students expected to live in a college residence hall in the fall term.
- Only about 61% of students expected to get a bachelor’s degree from OSU. Another 25% expected to attain a master’s degree from OSU. About 40% of entering students expected to get a master’s degree but not necessarily from OSU.
- Engineering was the college most selected as the primary college with Science a close second.
- About 20% of entering students reported that engineering was their probable career choice. Undecided was the second-most selected career choice with 11.8% of students selecting that.
- 43% of students reported that they expected to need help to find an internship, field experience, or other experiential learning opportunity.
- Nearly 60% reported that they had a very good chance of making at least a “B” average in college; 48% expected to get a job to help pay for college expenses; and, nearly 60% expected to socialize with someone of another racial/ethnic group.
- Nearly 27% expect that they will participate in a study abroad program while at OSU.
- The four most selected expectations for their future have remained constant over that last 5 years and include: raise a family, be very well off financially, help others in difficulty, and become an authority in my field.

Student Opinions, Values, and Behaviors

- The three areas most selected by incoming students in terms of their skills and abilities included: cooperativeness (76.6%), drive to achieve (69.3%), and academic ability (74.5%).
- Only 36% of students rated their public speaking ability in the highest 10% or above average when compared to their peers.
- 70% of students reported that it was important or very important for them personally to experience diversity (ideas, people, races, philosophies, lifestyles, abilities, age, etc.)
- Several questions concerning student beliefs about what constitutes cheating or academic dishonesty were added this year. Results are in the table below:

Table 1

Student Opinions on Whether Situations Involve Cheating and/or Academic Dishonesty

Situation	% yes-is cheating/ academic dishonesty	% no-not cheating/ academic dishonesty	% don ‘t know
Cutting and pasting from the internet into papers without citing source.	91.8	3.4	4.7
Turning in the same paper for two different classes.	32.2	42.1	24.9
Representing the words or ideas of another person as your own in a paper or report.	78.3	10.4	10.3
Changing your lab results to reflect what you know they should have been rather than what you got.	71.0	11.9	16.2

- About 44% of students reported that they were politically middle-of-the-road. Another 29.9% reported that they were conservative or far right with another 26.1% reporting that they were liberal or far left in political orientation.
- More women reported being liberal than did men.
- In terms of social and political beliefs, the following are the 12 issues that students agreed with most.
 - Through hard work, everybody can succeed in American society (83.1%),
 - The federal government is not doing enough to control environmental pollution (73.4%),
 - The chief benefit of a college education is increase in one's earning power (67.5%),
 - A national health care plan is needed to cover everybody's medical cost (66.2%),
 - Only volunteers should serve in the armed forces (59.6%),
 - Same sex couples should have the right to legal marital status (58.2%),
 - Dissent is a critical component of the political process (61.5%),
 - Abortion should be legal (59.8%),
 - Federal government should do more to control the sale of handguns (62.3%),
 - Too much concern in courts for rights of criminals (59.2%),
 - Wealthy people should pay a larger share of taxes than they do now (56.1%), and
 - Undocumented immigrants should be denied access to public education (48.1%).

Questions Raised by this Project

1. What challenges to OSU's diversity initiative are posed by the predominance of students who have attended high school and lived in neighborhoods that are predominately white? And how can OSU address these challenges?
2. With the decline of students reporting major concern about funding their college education, does this mean that fewer low-income students are even able to consider coming to OSU?
3. What impact do the few hours of studying per week in high school have on the study skills needed for success in college? Or, does it impact college academic success?
4. Students do not rate their skills and abilities in public speaking very high when compared to other skills that they possess. How does OSU's inability to offer reasonable access to speech classes impact the level of communication skills that OSU students attain? Other survey data suggested that OSU senior students do not believe that their OSU education did very much to improve their public speaking abilities.
5. If students are not clear about what behaviors constitute academic dishonesty, then how can they be taught appropriate academic ethics in a more systematic and effective way?
6. Is the information obtained by this survey of value to OSU in planning, understanding incoming students? Or, is there another survey that might provide different information that is also needed?

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 information include:

1. Post report on the Student Affairs Research and Evaluation web page and disseminate report information.
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; though, move to only once every 3-4 years.
4. Use the pre-college instrument developed by NSSE to coincide with years that NSSE is also to be administered to OSU students.
5. Develop an OSU survey of first year students to be administered on years when the new NSSE instrument or the CIRP are not being administered at OSU.

Oregon State University

Cooperative Institutional Research Program 2006 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, 392,544 first year students were surveyed at 614 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 nearly 40 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 students at 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 2006 CIRP testing, universities with medium selectivity had an average 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.

As with previous administrations of the CIRP, the 2006 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 part of the beginning event during the summer START program during the months of June, July, and August. Students were divided into small groups and were 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 was 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 was not adequate to generalize results and thus were not reported in this document.

DATA ANALYSIS

Data provided by the HERI for the 2006 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, 2,319 entering first year students who were 18 years old or older were asked to complete the CIRP Freshman Survey. From that group 2,121 returned surveys for a return rate of 91.5%.

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

Table 1 below contains demographic information on the OSU respondents as well as the respondents from medium selective public universities and all public universities. Unlike the two comparators, OSU's respondents are somewhat over-represented by male students. While OSU's student population overall has more men than women, these results are somewhat unusual since typically more women complete surveys than do men.

As expected, most (98.5) of the students participating in this survey were between 18-20 years old, white/Caucasian (88.8%), native English speakers (94.4), who graduated from high school in 2006 (98.2%). Of the 11.3% of students who reported having a disability, 6.3% indicated that it was documented by medical/school records. Nevertheless there were still 5% who reported that their disability was not documented and therefore in order to receive services from the

Office of Services for Students with Disabilities, they would need to obtain relevant documentation that could include medical, psychological, and/or academic records.

Table 1

Respondent Characteristics

		OSU %	Med-Sel %	All Public %
Sex	Male	52	49	45
	Female	48	51	55
Age	≤ 17	1.1	1.2	1.8
	18-20	98.5	98.6	97.9
	21 or older	0.4	0.2	0.3
Race/Ethnicity* *(Percentages will add to more than 100% if any student marked more than one category)	White/Caucasian	88.8	87.4	72.8
	African American/Black	2.2	5.3	7.3
	American Indian/Alaska Native	3.3	2.4	2.4
	Asian American/Asian	8.1	5.8	13.0
	Native Hawaiian/Pacific Islander	1.6	0.9	1.5
	Mexican American/Chicano	3.3	2.3	4.8
	Puerto Rican	0.4	0.9	1.2
	Other Latino	1.0	1.6	3.9
	Other	2.8	2.8	3.9
Year Graduated from H.S.	2006	98.2	99.0	98.9
	2005	1.2	0.7	0.7
	2004	0.3	0.2	0.1
	Other	0.4	0.1	0.2
Average High School Grades	A+, A, A-	51.3	50.6	52.0
	B+, B, B-	46.8	47.8	45.8
	C+ and below	1.9	1.5	2.3
Miles University is from home	≤ 10	6.2	5.1	7.3
	11-50	18.9	10.7	20.6
	51-100	39.6	30.1	23.1
	101-500	30.4	41.0	39.2
	> 500	4.9	13.1	9.8
Citizenship Status	US Citizen	98.1	97.2	95.7
	Permanent resident (green card)	1.6	1.1	3.2
	Neither	0.3	1.6	1.2
Disability	No	88.1		
	Yes, and it is documented	6.3	--	--
	Yes, and it is not documented	5.0		
English Native Language	Yes	94.4	95.6	88.8
	No	5.6	4.4	11.2

About 30% of student respondents reported that their religious preference was none. The next most frequently endorsed religion was other Christian with 24.3% followed by Roman Catholic with 14.8%. These three religious preferences were also the three most frequently endorsed by the comparator samples as well (see Table 2)

Table 2

Religious Preference of Respondents

		OSU %	Med-Sel %	All Public %
Religious Preference	Baptist	5.4	8.2	8.1
	Buddhist	1.3	0.8	2.0
	Church of Christ	5.9	3.6	3.3
	Eastern Orthodox	0.2	0.5	0.7
	Episcopalian	0.9	1.7	1.5
	Hindu	0.4	1.0	1.4
	Islamic	0.2	0.4	1.1
	Jewish	0.6	1.4	2.9
	LDS (Mormon)	0.8	0.5	0.5
	Lutheran	4.6	4.9	4.0
	Methodist	1.8	7.8	5.3
	Presbyterian	3.6	4.7	3.8
	Quaker	0.4	0.3	0.2
	Roman Catholic	14.8	24.7	25.7
	Seventh Day Adventist	0.5	0.1	0.3
	United Church of Christ/Congregational	0.9	0.9	0.8
	Other Christian	24.3	15.9	13.2
Other Religion	2.7	2.9	3.1	
None	30.7	19.9	22.2	

University counseling centers are reporting increasing numbers of students who are seeking services while in college and who are experiencing significant mental health concerns. Table 3 below contains information on the percentage of incoming first time full time first year students who received counseling or therapy, took medications for depression, etc. or both. Students could select only one option, thus about 20% of incoming first year students have had some sort of treatment for mental health issues prior to arriving on the campus.

Table 3

Received Counseling, Took Psychotropic Medication, or Both in the Last Year

Question	Response	Percent
Received personal counseling or therapy?	Yes	11.0
Taken medications for depression, anxiety, or other emotional stress in the past?	Yes	1.5
Received personal counseling <u>and</u> have taken medications for depression, anxiety, etc.)	Yes	7.5

Figure 1 below contains the results of two new questions this year for the CIRP. Students were asked about the racial composition of their neighborhood as well as the racial composition of the last high school they attended.

As was expected, most of the students at OSU attended high schools and lived in neighborhoods that were mostly white or completely white. Very few OSU incoming students

lived in neighborhoods or attended high schools with significant numbers of non-white peers. This is particularly important when considering how best to help students relate to, be effective in, and understand a multicultural environment and world.

Figure 1

Racial Composition of Neighborhood and Last High School Attended

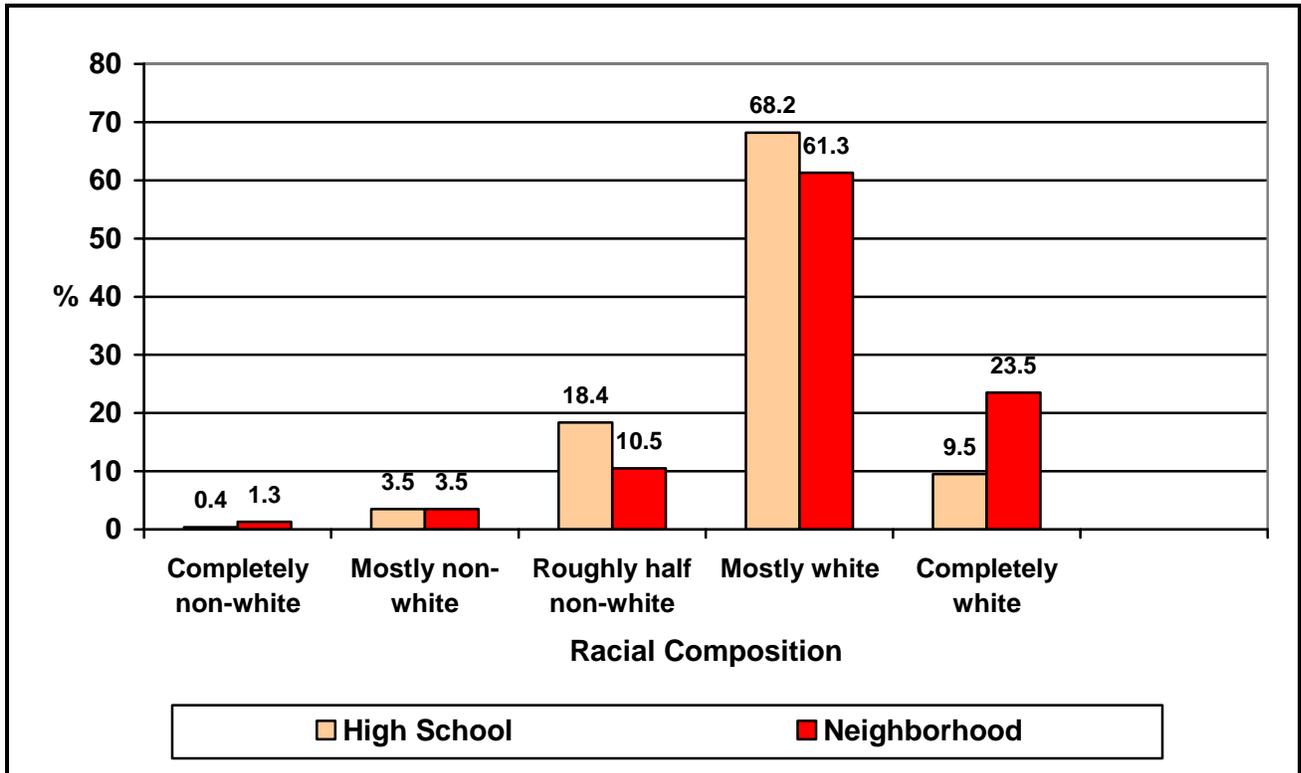


Table 4 contains information about student use of on-line communities like MySpace or Facebook. Nearly 50% of incoming students reported that they used these on-line communities for 2 or more hours per week. A little over one quarter indicated that they never used these kinds of communities. Information in Table 5 below suggested that students primarily used these on-line communities to keep in touch with others. Though, there were a small percentage of students who used them to find friends and dates.

Table 4

In a typical week, how much time do you spend in an on-line community website like MySpace or Facebook?

	Men %	Women %	Total %
None	34.3	18.0	26.4
An Hour or Less	27.2	26.9	27.0
2-3 Hours	25.9	34.4	30.0
4-6 Hours	10.1	14.1	12.1
7 or more Hours	2.6	6.6	4.5

Table 5

What is the MAIN reason you use on-line communities?

Reason	Men %	Women %	Total %
To find friends and dates	8.2	5.0	6.6
To find people to study with	0.8	0.2	0.5
To find out who is using on-line communities	2.5	1.0	1.7
To keep in touch with others	55.8	78.9	67.1
Don't use on-line communities	32.8	14.9	24.1

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 73% of students reported that their parents were both alive and living with each other. Another 24% indicated that their parents were both alive but were divorced or living apart. Only about 3% reported that one or both of their parents were deceased.

Table 6

Student-Reported Parental Status

Characteristics		Percent		
		2006	2005	2004
Living/Status	Both alive and living with each other	73	74	73
	Both alive and divorced or living apart	24	23	23
	One or both deceased	3	3	4

The reported religious preference of parents mirrored that of the religious preferences of students. The three most frequently selected religious preferences for parents were none, other Christian, and Roman Catholic. (see Table 7 below)

Table 7

Student-Reported Religious Preference of Parents

Father Percent			Religious Preference	Mother Percent		
2004	2005	2006		2006	2005	2004
5	6	5	Baptist	6	7	6
2	3	2	Buddhist	2	3	2
7	6	6	Church of Christ	7	7	7
<1	<1	<1	Eastern Orthodox	<1	<1	<1
2	1	1	Episcopalian	2	2	2
<1	<1	<1	Hindu	<1	<1	<1
1	<1	<1	Islamic	<1	<1	1
1	1	1	Jewish	1	1	1
1	1	1	LDS (Mormon)	1	2	1

Table 7 (continued)

Student-Reported Religious Preference of Parents

Father Percent			Religious Preference	Mother Percent		
2004	2005	2006		2006	2005	2004
5	5	6	Lutheran	6	6	5
2	2	2	Methodist	3	2	2
5	5	4	Presbyterian	4	5	5
<1	<1	<1	Quaker	<1	<1	<1
18	20	17	Roman Catholic	20	21	18
1	<1	<1	Seventh Day Adventist	<1	1	1
0	<1	--	Unitarian/Universalist	--	<1	0
1	1	1	United Church of Christ/Congregational	1	1	1
16	18	21	Other Christian	23	19	16
2	2	3	Other Religion	3	2	2
28	26	28	None	19	20	28

Most incoming students reported that their parents had at least some college (~75%). Table 8 below contains the student reported educational level of parents. Not unexpectedly more women had attained undergraduate degrees with more men attaining graduate degrees. Students reported that about 5% of parents had not graduated from high school with about 16% having a high school diploma.

Table 8

Student-Reported Educational Level of Parents

Father			Level of Education	Mother		
All %	Med-Sel %	OSU %		OSU %	Med-Sel %	All %
3.7	2.4	2.6	Grammar school or less	1.9	1.8	3.4
4.0	2.3	3.2	Some high school	2.4	1.6	3.2
16.9	16.5	16.2	High school graduate	16.3	17.8	17.7
3.3	3.3	2.2	Postsecondary school other than college	3.9	4.0	3.8
14.3	13.7	19.5	Some college	22.8	15.5	16.5
30.4	34.0	30.5	College degree	32.7	37.1	33.8
2.3	2.4	1.8	Some graduate school	2.7	3.1	3.1
25.0	25.5	24.0	Graduate degree	17.4	19.2	18.6

Table 9 below contains the student-reported occupation of parents. For both father's and mother's business was the most frequently selected occupational category. Men tended to predominate in engineering while women predominated in elementary education, homemaker, and nurse. Other categories were more evenly matched in terms of the occupational categories for men and women.

Table 9

Student-Reported Occupation of Parents

Father Percent					Occupational Category	Mother Percent				
2002	2003	2004	2005	2006		2006	2005	2004	2003	2002
1	<1	1	1	1	Artist	2	2	2	2	2
29	31	29	30	29	Business	19	19	19	18	19
1	<1	1	1	1	Business (clerical)	5	5	5	5	9
<1	1	1	<1	1	Clergy	<1	<1	<1	1	0
1	1	1	1	1	College teacher	<1	<1	<1	<1	1
2	3	2	3	2	Doctor (MD or DDS)	2	2	2	2	1
3	2	3	3	3	Education (secondary)	5	5	5	6	6
1	<1	1	1	1	Education (elementary)	9	10	10	10	8
11	12	11	11	11	Engineer	1	1	1	1	1
5	5	3	3	3	Farmer or forester	1	1	1	1	1
2	1	2	2	2	Health professional	4	4	3	3	4
<1	0	<1	<1	<1	Homemaker (full-time)	8	10	10	11	10
2	1	1	1	2	Lawyer	1	1	<1	1	1
1	1	1	1	1	Military (career)	<1	<1	<1	<1	0
1	<1	<1	<1	1	Nurse	8	8	7	8	8
1	0	1	1	1	Research scientist	<1	<1	1	1	<1
<1	1	<1	<1	1	Social/welfare/rec worker	2	2	1	1	1
9	6	8	7	7	Skilled worker (trades)	1	2	1	2	2
2	4	4	4	3	Semi-skilled worker (laborer)	2	2	2	2	2
3	2	2	2	3	Unskilled worker	2	1	2	1	1
1	3	2	2	1	Unemployed	5	4	5	5	3
23	27	26	26	26	Other	25	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 10 below contains information on prior university level course experiences of entering first year students. While about 14.5% of students reported that they had taken courses at another higher education institution, only 2.4% had taken courses for credit at OSU. Since the question did not specify the type of higher education institution, these students might have taken courses at local community colleges. This would make sense given that about 35% of incoming OSU students live over 100 miles from Corvallis.

Table 10

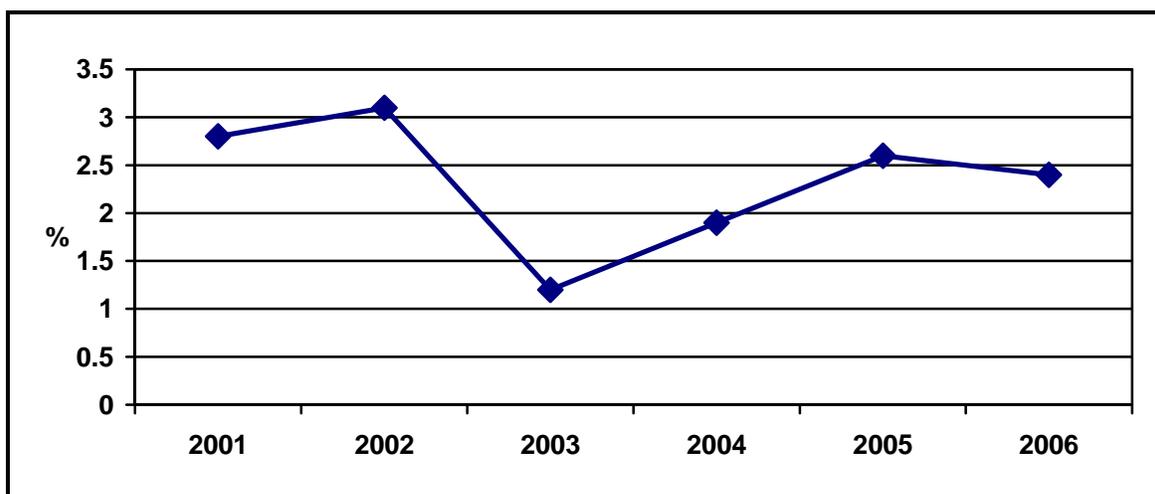
Prior University-level Course Experience

Since leaving high school have you?	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Taken courses for credit at OSU	2.4	2.6	1.9	1.2	3.1	2.8
Ever taken courses at any other institution of higher education	14.5	15.7	--	--	--	--

Figure 2 contains a graphic representation of the yearly data for courses taken for credit at OSU by incoming first year students. The most frequent number of students who took courses at OSU occurred in 2001 and 2002. After a low in 2003, there has been some recovery however percentages remained below that of 2002.

Figure 2

Have Previously Taken Courses for Credit at this Institution?



As in previous years the most frequently reported reasons for a students' decision to attend college remained consistent for OSU first year students overall:

1. To learn more about things that interest me. (78.4%)
2. To be able to get a better job. (75.3%)
3. To be able to make more money. (71.2)
4. To get training for a specific career (70.7%)

Men and women differed somewhat in terms of the rank order of these four items.

Men

1. To be able to make more money.
2. To learn more about things that interest me.
3. To be able to make more money.
4. To get training for a specific career.

Women

1. To learn more about things that interest me.
2. To be able to get a better job.
3. To get training for a specific career.
4. To be able to make more money

Table 11

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

Reason	2006	2005	2004	2003	2002	2001
	%	%	%	%	%	%
To learn more about things that interest me	78.4	80.3	82.8	78.1	80.4	77.5
To get training for a specific career	70.7	71.9	78.1	71.6	72.4	74.6
To be able to get a better job	75.3	75.1	75.9	72.3	72.4	75.4
To be able to make more money	71.2	72.4	72.5	71.6	71.0	70.5
To gain a general education and appreciation of ideas	59.5	59.8	62.2	60.3	63.3	59.3
To prepare myself for graduate or professional school	50.2	52.8	52.6	51.6	51.0	54.5
To find my purpose in life	--	44.9	47.3	--	--	--
To make me a more cultured person	33.3	35.3	34.5	39.0	34.1	35.8
To improve my reading and study skills	--	--	--	36.4	35.3	32.0
My parents wanted me to go	42.7	37.8	37.4	31.5	31.5	32.9
Wanted to get away from home	21.9	21.6	21.0	21.7	21.0	23.6
A mentor/role model encouraged me to go	14.7	12.7	--	11.9	10.1	12.1
There was nothing better to do	3.7	4.3	3.5	4.9	3.0	5.3
I could not find a job	4.0	4.8	4.0	3.7	4.8	3.8

Men and women differed significantly on the importance of several of the options listed as factors in the student’s decision to go to college. Women rated the following items significantly higher than did men in terms of the importance in their decision to attend college:

Women > Men

- To learn more about things that interest me,
- To get training for a specific career,
- To gain a general education and appreciation of ideas,
- To prepare myself for graduate or professional school,
- My parents wanted me to go, and
- To make me a more cultured person.

Men rated the following significantly higher than women concerning factors that were very important in the decision to attend college:

Men > Women

- To be able to get a better job,
- To be able to make more money, and
- There was nothing better to do.

Table 12 below contains the means for men and women as well as the level of significance for each of the items.

Table 12

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	74.4	82.8	2.71	2.82	.000
To get training for a specific career	67.1	74.7	2.59	2.69	.000
To be able to get a better job	75.5	75.1	2.67	2.64	.321
To be able to make more money	68.9	71.2	2.69	2.62	.007
To gain a general education and appreciation of ideas	53.5	65.9	2.46	2.63	.000
To prepare myself for graduate or professional school	43.9	56.9	2.25	2.44	.000
To find my purpose in life	--	--	--	--	--
My parents wanted me to go	39.2	46.5	2.16	2.30	.000
To make me a more cultured person	27.2	39.8	2.02	2.26	.000
Wanted to get away from home	22.3	21.4	1.92	1.92	.943
I could not find a job	3.7	4.4	1.16	1.16	.944
There was nothing better to do	4.9	2.4	1.28	1.15	.000
Mentor or role model encouraged me	13.3	16.2	1.68	1.69	.722

Table 13 below contains information on the importance that students placed on specific factors in their decision to attend OSU. The five most cited factors included:

1. This college has a very good academic reputation,
2. This college's graduates get good jobs,
3. The cost of attending this college
4. This college has a good reputation for its social activities,
5. A visit to campus.

Men and women differed somewhat in the relative importance that each assigned to specific factors (Table 14). Women assigned significantly more importance to the following factors than did men:

Women > Men

1. This college has a good reputation for its social activities,
2. The cost of attending this college,
3. The size of this college,
4. A visit to campus,
5. College's graduates gain admission to top graduate/professional schools,
6. Wanted to live near home,
7. Offered financial assistance,
8. Information from a web site, and
9. Relatives wanted me to come.

Table 13

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

Factors	2006 % Men	2006 % Women	2006 %	2005 %	2004 %	2003 %	2002 %
This college has a very good academic reputation	40.1	43.0	41.5	44.3	43.9	41.1	37.9
This college’s graduates get good jobs	34.9	36.6	35.7	35.1	34.4	--	--
The cost of attending this college	23.0	29.1	26.0	28.0	26.7	--	--
This college has a good reputation for its social activities	21.1	30.9	25.9	29.3	28.3	24.8	20.8
A visit to the campus	22.2	29.1	25.6	30.7	31.6	28.4	--
I wanted to go to a school about the size of this college	20.2	28.7	24.4	24.9	24.9	21.7	19.3
I was offered financial assistance	16.3	27.9	22.0	24.1	20.9	24.9	22.7
This college’s graduates gain admission to top graduate/professional schools	14.4	20.5	17.4	16.0	15.7	--	--
I wanted to live near home	11.1	19.2	15.1	14.8	14.5	16.6	13.6
I was admitted through an Early Action or Early Decision program	9.4	11.8	10.6	8.8	8.0	10.7	8.6
Could not afford first choice	8.8	10.7	9.7	--	--	--	--
Information from a website	5.7	11.9	8.8	8.5	7.0	8.8	5.4
My relatives wanted me to come here	6.4	9.6	8.0	8.1	7.4	5.8	6.4
Rankings in national magazines	6.5	6.9	6.7	6.3	4.2	5.9	3.1
Not offered aid by first choice	4.2	4.9	4.6	5.0	4.3	5.9	5.6
High school counselor advised me	3.3	4.8	4.1	4.0	3.8	NA	NA
My teacher advised me	4.3	3.2	3.8	3.4	2.3	3.1	2.2
Athletic Department recruited me	3.6	4.1	3.8	--	--	--	--
I was attracted by the religious affiliation/orientation of the college	1.5	1.3	1.4	1.5	1.7	1.3	0.8
Private college counselor advised me	1.3	0.8	1.1	1.0	0.5	2.4	0.3

Table 14

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	2.28	2.34	.084	2.31
This college’s graduates get good jobs	2.12	2.16	.435	2.14
This college has a good reputation for its social activities	1.96	2.13	.000	2.04

Table 14 (continued)

Factors Important in Decision to Attend OSU

Factors	Men Mean	Women Mean	Sig. (difference in means)	Total Mean
The cost of attending this college	1.91	2.02	.004	1.96
I wanted to go to a school about the size of this college	1.86	2.05	.000	1.95
A visit to the campus	1.84	2.04	.000	1.93
This college's graduates gain admission to top graduate/professional schools	1.67	1.81	.000	1.73
I wanted to live near home	1.64	1.78	.000	1.71
I was offered financial assistance	1.58	1.83	.000	1.70
Information from a website	1.43	1.62	.000	1.52
My relatives wanted me to come here	1.41	1.50	.008	1.45
Rankings in national magazines	1.43	1.41	.561	1.42
I was admitted through an Early Action or Early Decision program	1.32	1.38	.051	1.35
High school counselor advised me	1.31	1.34	.216	1.32
My teacher advised me	1.31	1.31	.848	1.31
Could not afford First Choice	1.27	1.30	.336	1.29
Not offered aid by first choice	1.18	1.18	.885	1.18
I was attracted by the religious affiliation/orientation of the college	1.13	1.16	.154	1.15
Athletic department recruited me	1.14	1.14	.878	1.14
Private college counselor advised me	1.10	1.10	.757	1.10

Most incoming first year students reported that OSU was their first choice college. Of those (~20%) who did not select OSU as their first choice but who were attending OSU START, 62.9% reported that they had been accepted by their first choice college. As reported by the OSU Office of Enrollment Management, students are increasingly attending more than one college/university summer advising and orientation session and then deciding which university to attend based upon the classes they get and the experience of the summer orientation. With most students who selected OSU as a second choice getting accepted by their first choice school, the potential for students to cancel their registration after the summer orientations may be high.

Table 15

Is This College Your. . . ?

	2006 Men %	2006 Women %	2006 Total %
First Choice	82.4	80.0	81.3
Second Choice	13.2	15.7	14.4
Third Choice	2.8	3.4	3.1
Less than 3 rd Choice	1.6	0.9	1.3

Interestingly most students reported that their parents had not attended OSU. Only about 10% of students reported that both their mother and father had attended OSU. Another 14% indicated that either their mother or father had attended OSU.

Table 16

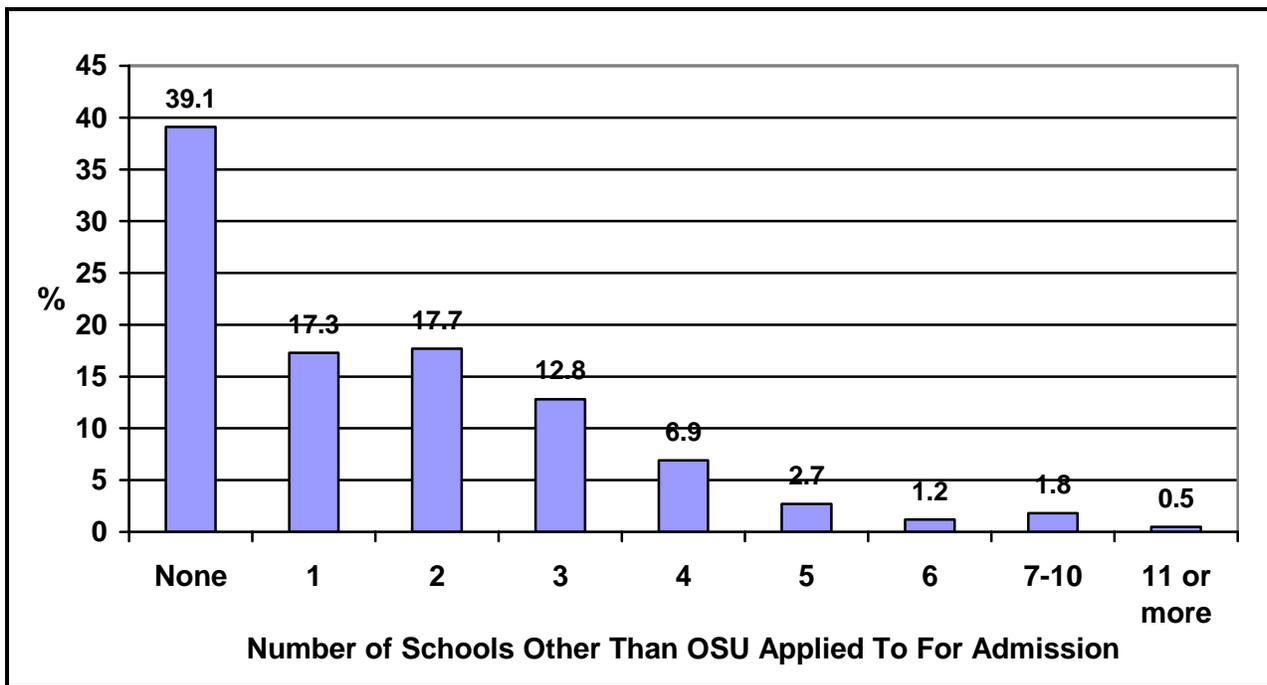
Parents or Legal Guardians Attended OSU?

Neither	Mother	Father	Both
75.7%	5.6%	8.6%	10.1%

Figure 3 below contains information on the number of schools students applied to other than OSU. Clearly most students did apply to more than one college or university. Only about 40% applied only to OSU.

Figure 3

Number of Schools Applied To Other Than OSU



OSU's degree partnership program (DPP) has been operating for several years and contains a significant number of community colleges that are engaged with OSU in this endeavor. About 13% of students indicated that they might be willing to take classes through DPP. Another 21% reported being unaware of the program.

Table 17

Plans for Participating in Degree Partnership Program

	Yes	No	Wasn't Aware of the Program
Male	12.6	64.4	21.0
Female	14.5	62.8	22.4
Total	13.6	63.6	21.7

The use of on-line classes has increased as more and more universities have begun to offer these types of course alternatives. OSU first year students generally indicated that they did not

have any intention of taking on-line courses. Only about 6.7% reported planning on taking on-line courses. However, there was another 44.9% who indicated that they were not sure whether or not they would take courses on-line.

Table 18

Plans to Take On-Line Courses at OSU or at Another College

	Yes	No	Not Sure
Male	6.6	50.9	40.3
Female	6.8	42.5	49.8
Total	6.7	46.8	44.9

FINANCING COLLEGE

A student's ability to finance his/her education is one of many factors related to whether or not that student will be retained at the university. As tuition and fees have risen in response to decreasing state support, the percentage of students enrolling at OSU who reported major concern about having sufficient funds to complete college has gradually decreased. This suggests that students for whom financing a college education is problematic may not even try to attend college. The percentage of students who reported no concern about financing their education remained fairly constant over the last several years however.

Table 19

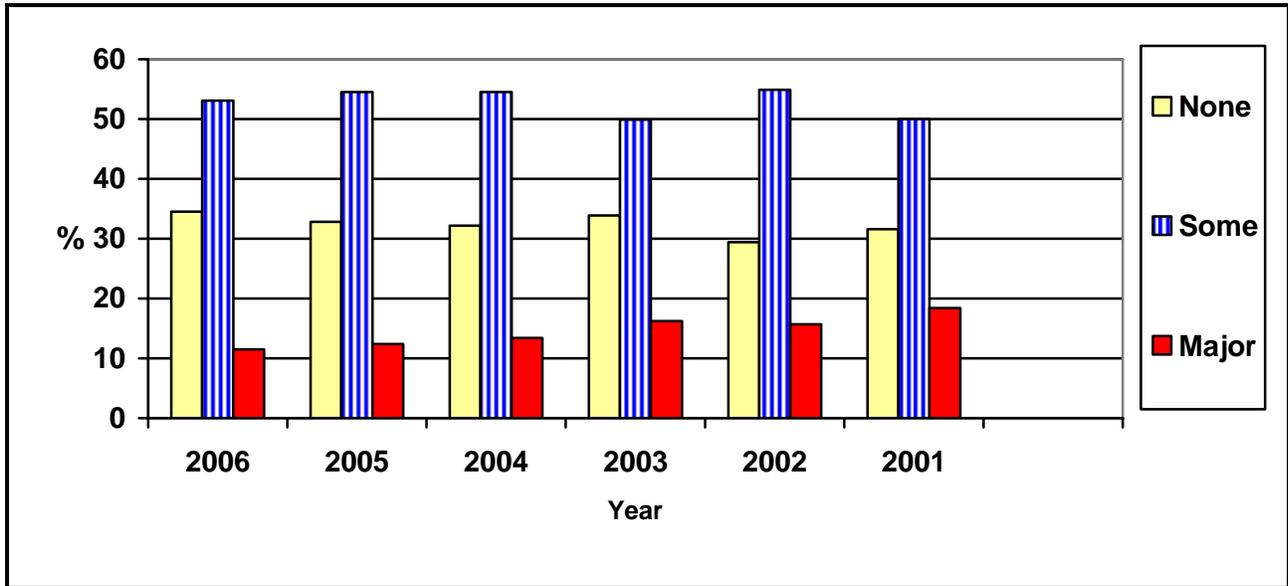
Concern about Financing College

	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
None (I am confident that I will have sufficient funds)	34.5	32.8	32.2	33.9	29.4	31.6
Some (but I probably will have enough funds)	53.1	54.5	54.5	49.9	54.9	50.0
Major (not sure I will have enough funds to complete college)	11.5	12.4	13.4	16.2	15.7	18.4

Figure 4 below graphically depicts the trends in terms of the concern about financing college from three perspectives, no concern, some concern and major concern. Again, the percentages of no concern and some concern have stayed relatively consistent in the last 6 years; however the percentage of students with major financial concerns has continued to decline.

Figure 4

Concern about Financing College



Generally, women students reported more concern about financing their education. Only 29.7% reported that they had no concern about financing college while a little over 40% of men reported likewise. See Table 20 below for further comparisons.

Table 20

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	40.6	50.8	8.6
Women	29.7	55.6	14.5

Table 21 below contains information on the kind of help that students indicated they needed concerning finances. Generally students were somewhat split among figuring out how to pay for college, not needing help concerning finances, budgeting money, and finding a job on campus. Only 8.6% of students indicated that they needed help understanding their financial aid.

Table 21

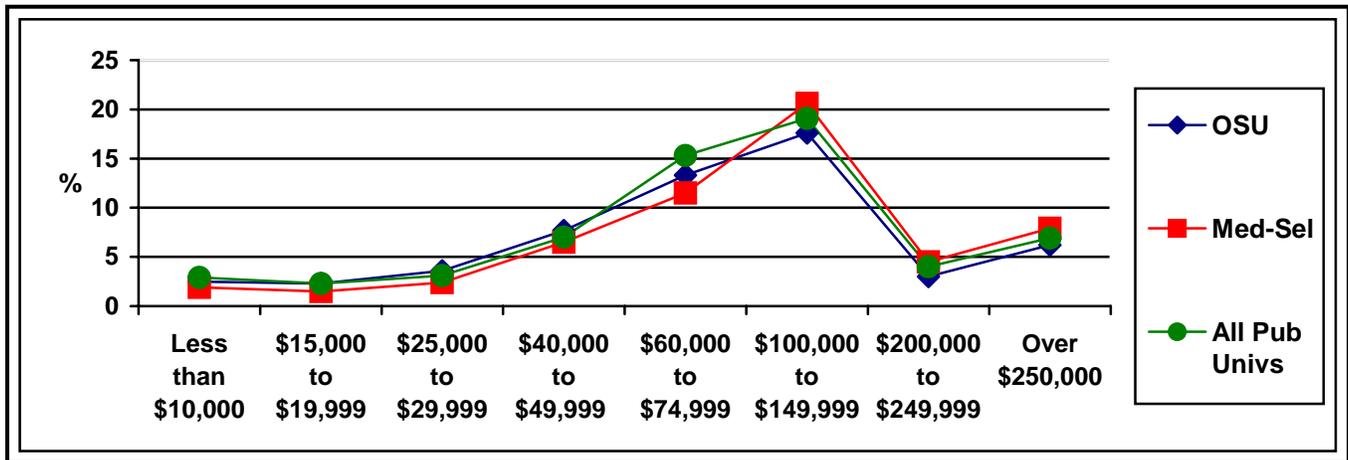
Kind of Financial Help That Student May Need

	Male %	Female %	Total %
Figuring out how to pay for college	22.6	29.8	26.1
Will not need help concerning my finances	27.0	18.6	23.0
Budgeting my money	23.5	20.7	22.2
Finding a job on campus	18.7	21.7	20.1
Understanding my financial aid	8.1	9.1	8.6

Figure 5 below contains student-reported information about parental income. The income range most frequently reported by OSU students was \$100,000 to \$149,000. OSU student-reported parent income was similar to that reported by both med-sel and all pub universities. Interestingly, OSU students with parent income less than \$30,000 was about comparable to those whose parent income was over \$250,000. Yet, these two groups of students likely will have a very different collegiate experience given the potential differences in resources.

Figure 5

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.)

Over 30% of students reported that four individuals in their parents' home were dependent on the parents' income. A little more than 50% of students reported four or more dependents in the household. Figure 6 below contains the range of dependents in parents' household.

Figure 6

Number of Individuals in Household Dependent on Parents

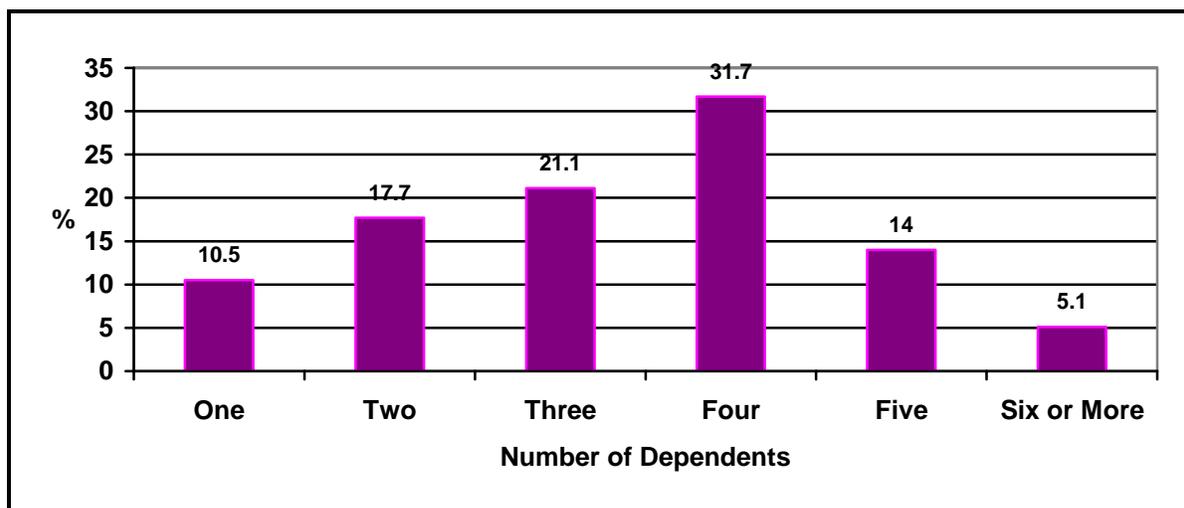


Table 22 below contains the expected sources of financial assistance and the level of assistance for each source. Most students (75%) expect to receive some funding from parents.

The level of that funding assistance however varied widely. The second most reported type of funding was savings from summer work and the third was from other savings.

Other types of assistance that accounted for at least 20% of the source was part-time on campus job, part-time off campus job, and college grant/scholarship other than specific ones listed. This was a new question format for 2006 and provided more detailed information about how students were expecting to finance their college education.

Table 22

**Expected Sources of Financial Assistance
In Percent**

Funding Source	None	Less than \$1,000	\$1,000 to \$2,999	\$3,000 to \$5,999	\$6,000 to \$9,999	Over \$10,000	Total (excluding none)
Parents, other relatives or friends	24.0	8.7	9.8	12.5	13.9	31.0	75.9
Spouse	98.8	0.5	0.4	0.2	0.0	0.1	1.2
Savings from summer work	41.5	24.1	23.2	8.7	1.9	0.7	58.6
Other savings	59.8	19.2	11.5	4.9	2.4	2.2	40.2
Part-time job on campus	70.5	11.4	15.4	2.3	0.2	0.2	29.5
Part-time job off campus	76.2	10.5	9.9	2.7	0.5	0.3	23.9
Full-time job while in college	95.9	1.0	1.1	1.3	0.4	0.3	4.1
Pell Grant	86.7	2.0	5.7	4.6	0.7	0.2	13.2
Supplemental Educational Opportunity Grant	93.3	1.9	3.8	0.7	0.2	0.2	6.8
State Scholarship or Grant: Merit-based	85.8	3.5	6.5	2.0	1.4	0.8	14.2
State Scholarship or Grant: Need-based	92.5	2.4	2.9	1.0	0.8	0.4	7.5
College Work-Study Grant	87.3	2.6	8.8	0.8	0.2	0.2	12.6
College Grant/Scholarship (other than above)	76.8	3.5	11.3	4.0	2.9	1.5	23.2
Other private grant	90.9	2.9	3.6	1.5	0.6	0.6	9.2
GI military benefits	99.2	0.1	0.2	0.0	0.2	0.2	0.7
ROTC	98.5	0.1	0.1	0.1	0.3	0.9	1.5
Other Government Aid	97.0	0.7	1.2	0.6	0.4	0.1	3.0
Stafford Loan (GSL)	92.5	0.9	3.4	1.8	0.5	1.0	7.6
Perkins Loan	90.0	1.8	5.3	1.8	0.7	0.4	10.0
Other College Loan	85.0	1.4	4.6	2.9	2.3	3.8	15.0
Other Loan	91.3	1.2	1.9	1.9	1.9	1.9	8.8
Other Than Above	95.6	0.8	1.3	1.0	0.6	0.8	4.5

HIGH SCHOOL ACTIVITIES

This section of the report contains information on the grades, activities, and experiences of incoming students while they were in high school.

Most incoming full time first year students were entering OSU with an A or B average. Only 1.9% had a high school grade point average of C+ or lower. Women reported higher grades in high school than did men.

Table 23

OSU Students' High School GPA by Gender

	A+, A, A- %	B+, B, B- %	C+ or below %
Men	48.1	49.8	2.1
Women	54.8	43.5	1.6
Total	51.3	46.8	1.9

Figure 7 below contains information on the amount of time spent studying in their last year of high school and their grade point average. Approximately 60% of students who reported a grade point average of A also reported studying 5 hours or less per week. Only 17.5% of A students reported studying 11 hours or more per week. In comparison, for those students who reported a C or lower grade point average, about 71% reported studying 5 hours or less per week. Likewise for students who reported a C or below grade point average, only about 11% reported studying 11 or more hours.

The information in this figure suggested that generally, entering students did not demonstrate the study habits expected of them by faculty at OSU. Yet, given the grades that students attained in high school (98.1% GPA of B or better), studying 5 hours or less per week was all that was needed for academic success as measured by high school grades.

Figure 7

Number of Hours Studying by GPA

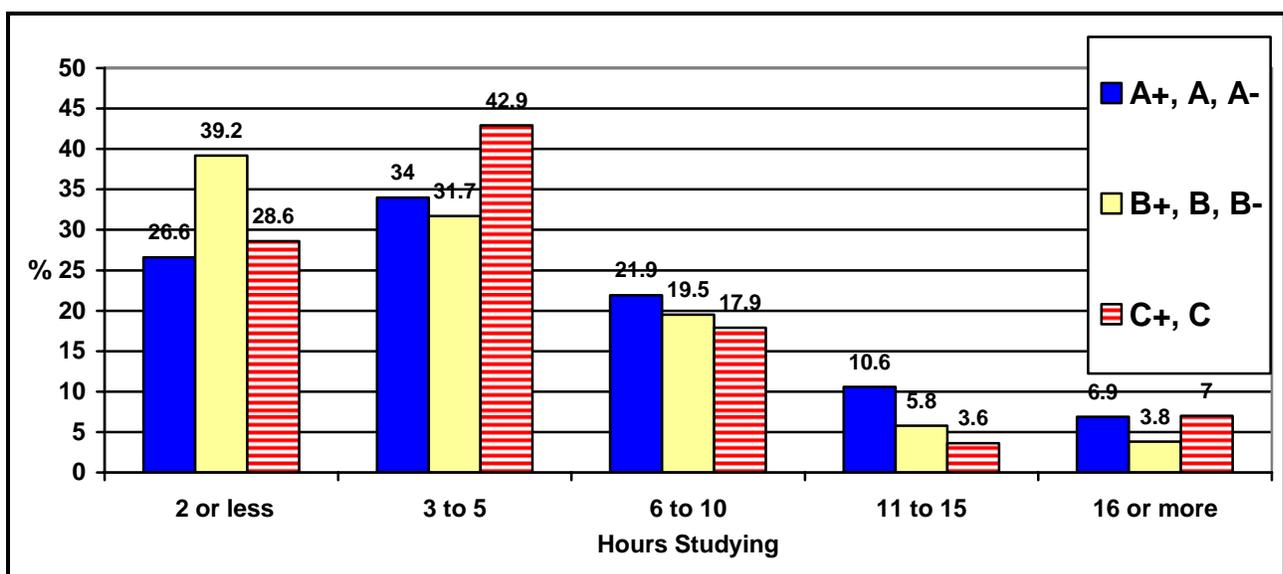


Table 24 contains the grade point average (GPA) and the number of hours studying by year. In general, the greatest variation in amount of time studying appeared in the group reporting a high school GPA of A or A+. Over the last 5 years the percent of “A” students studying 16 hours or more per week ranged from a low of 3% to a high of 10%. For other “A” students who reported studying 5 hours or less the range was from a low of 47% in 2006 to a high of 64% in 2002. The study time patterns for students reporting a “B” or “C” average remained fairly consistent over the last 5 years.

Table 24

GPA and Number of Hours Studying by Year

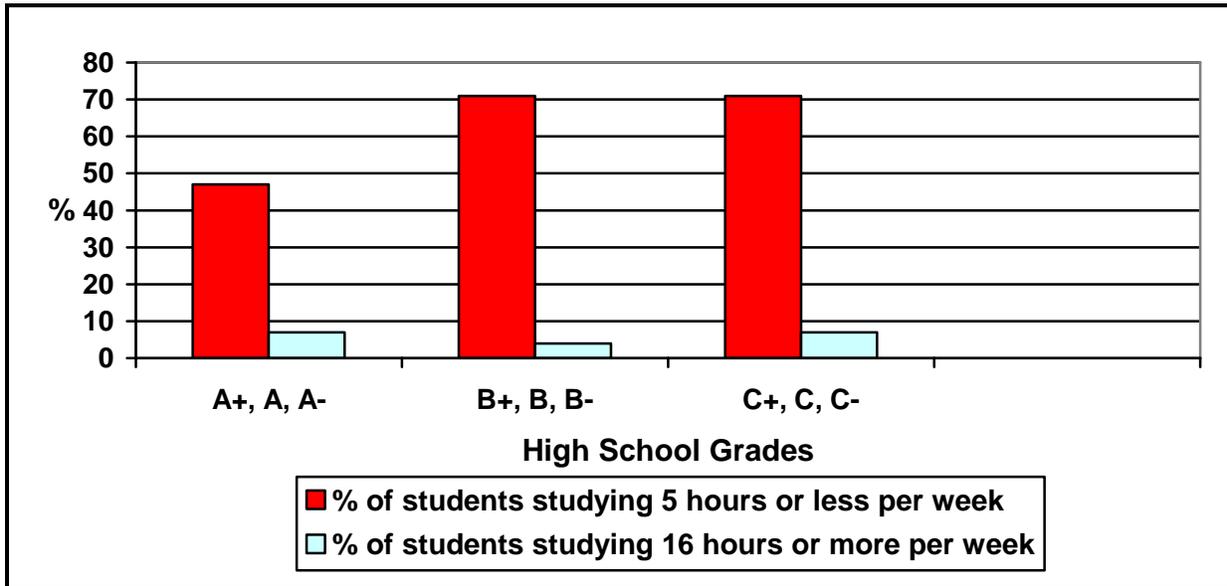
		% of students studying 5 hrs or less	% of students studying 16 hours or more per week
High School Grades	Year		
High School GPA of A or A+	2006	47	7
	2005	58	9
	2004	57	10
	2003	63	7
	2002	64	3
High School GPA of B	2006	71	4
	2005	73	4
	2004	71	4
	2003	73	5
	2002	69	3
High School GPA of C	2006	71	7
	2005	75	6
	2004	67	7
	2003	78	6
	2002	67	none

As the information in Figure 8 below suggests, most high school seniors regardless of their GPA studied 5 hours or less per week in their last year of high school. A small percentage of students studied 16 hours or more in a week, regardless of grades.

This has implications when students enter the university and are expected to devote considerably more time to academic pursuits, yet have not had to engage in good study habits prior to college.

Figure 8

GPA and Number of Hours Studying



In Table 25 below the student-reported use of time in their last year of high school in terms of means has not varied substantially over the last 5 years. Students reported spending the most time socializing with friends, then exercising or sports, then working for pay and then studying or homework as the top 4 activities from those listed.

Table 25

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

Activity	2006 % 5 hrs or less	2006 % 16 hrs or more	2006 Mean	2005 Mean	2004 Mean	2003 Mean	2002 Mean
<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	29.9	24.2	5.38	5.47	5.53	5.37	5.46
Exercising or sports	42.6	20.8	4.91	4.98	4.87	4.68	4.67
Working for pay	47.4	29.5	4.30	4.20	4.13	4.19	4.30
Studying or homework	65.5	5.6	4.09	4.07	4.13	3.93	4.13
Watching TV	80.9	3.1	3.47	3.56	3.61	3.57	3.56
Partying	86.5	2.2	2.64	2.71	2.85	2.74	2.63
Household/childcare duties	92.1	1.3	2.76	2.66	2.70	2.64	2.69
Volunteer work	92.1	2.4	2.57	2.61	2.61	2.82	2.61
Reading for pleasure	91.4	1.4	2.59	2.58	2.55	2.64	2.65
Talking with teacher outside of class	96.7	0.2	2.54	2.49	2.51	2.57	2.60
Student clubs or groups	87.9	3.4	2.56	2.60	2.49	2.74	2.59
Playing video/computer games	86.3	3.9	2.57	2.55	2.42	2.46	2.42
Prayer/meditation	--	--	--	1.79	1.83	1.91	1.83

Men and women reported several differences in how they used time during their last year of high school (see Table 26 below). Men reported spending significantly more time than women on:

Men > Women

- Exercising or sports,
- Partying, and
- Playing video/computer games.

Women reported spending significantly more time than men on:

Women > Men

- Working for pay,
- Studying or homework,
- Household/childcare duties,
- Volunteer work,
- Reading for pleasure,
- Talking with a teacher outside of class, and
- Participating in student clubs or groups.

Table 26

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	5.39	5.36	.649
Exercising or sports	5.12	4.70	.000
Working for pay	4.09	4.53	.001
Studying or homework	3.91	4.30	.000
Watching TV	3.53	3.41	.097
Partying	2.77	2.50	.001
Household/childcare duties	2.53	3.02	.000
Volunteer work	2.29	2.87	.000
Reading for pleasure	2.41	2.78	.000
Talking with teacher outside of class	2.43	2.65	.000
Student clubs or groups	2.30	2.83	.000
Playing video/computer games	3.47	1.60	.000
Prayer/meditation	--	--	--

This year the CIRP Freshman Survey added a question about how many years of specific coursework recommended by the national Commission on Excellence in Education that incoming first year students had actually taken. Table 27 below contains the percentages of OSU students who completed the recommended number of years of study for each subject area.

Overall, most students had completed the recommended years of study in English, Mathematics, Foreign Language, and History/American Government. Areas in which students were somewhat deficient included:

- Biological Sciences (2 years),
- Physical Sciences (2 years),
- Computer Science (1/2 year), and
- Arts and/or Music (1 year).

Because most OSU first year students are from Oregon and have thus typically attended an Oregon high school, they may not have had the same required or recommended length of study for the areas listed in Table 27. Additionally, Oregon State University requirements for admission do not necessarily conform to the recommendations for high school years of study of areas listed below.

Table 27

Years Studied Each of the Following (Grades 9-12)

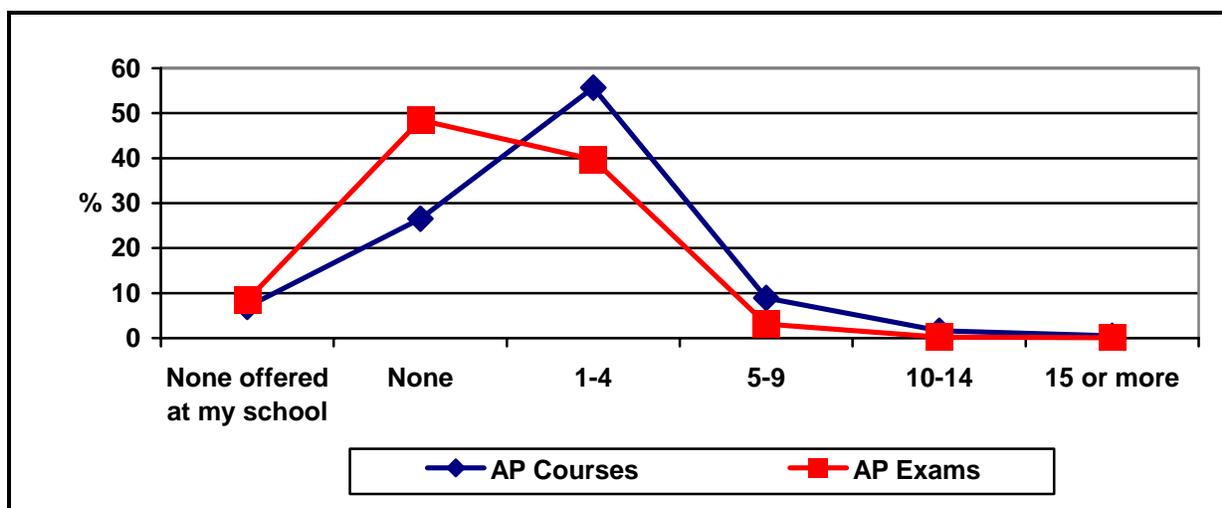
Subject Areas (1)	Men %	Women %	Total %
English (4 years)	98.2	98.0	98.1
Mathematics (3 years)	98.5	97.6	98.1
Foreign Language (2 years)	96.8	96.7	96.8
Physical Science (2 years)	66.8	58.5	62.8
Biological Science (2 years)	45.4	52.6	48.8
History/American Government (1 year)	99.6	99.2	99.4
Computer Science (1/2 year)	72.1	55.3	64.1
Arts and/or Music (1 year)	66.3	80.4	73.1

(1) Based on the recommendations of the National Commission on Excellence in Education

Figure 8 below contains information on the percentage of students who took AP courses and/or AP exams while in high school. Clearly more students were enrolled in AP courses than took AP exams. Most students took between 1-4 AP Classes and took no AP exams if offered at their school.

Figure 9

Advanced Placement Courses and Advanced Placement Exams Taken in High School



As in previous years the activity that students reported engaging in most frequently was using the internet for research/homework. Socializing with someone from a different ethnic group was second in frequency with being bored in class third on the list. These three activities have consistently been the activities that students report being involved in most during the past year.

For the 2006 testing, several new activities were added. Two of which had to do with how students used the internet. About 36% used the internet frequently to read news sites while about 27% frequently used the internet to read blogs.

Three additional new questions had to do with reading a newspaper. About one-third of the students reported that they frequently read a newspaper for local news and information. Nearly one-quarter reported frequently reading a newspaper for national/global news, and approximately 19% reported frequently reading a newspaper for school work.

Table 28

Activities Frequently Involved in During Past Year

Activity	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Used internet for research/homework	74.0	81.9	79.2	79.4	83.2	81.8
Socialized with different ethnic group	63.5	67.5	68.5	66.0	70.1	72.3
Was bored in class	41.3	43.7	47.2	42.2	36.5	53.6
Used the internet to read news sites	36.2	--	--	--	--	--
Discussed politics	35.6		28.1	24.6	22.2	25.7
With friends	--	31.2	--	--	--	--
With family	--	30.4	--	--	--	--
In class	--	49.9	--	--	--	--
Read a newspaper for local news and information	33.1	--	--	--	--	--
Attended religious services	32.3	31.1	31.7	37.1	33.0	37.7
Discussed religion	28.6	33.6	--	32.9	31.3	35.7
With friends	--	--	26.5	--	--	--
With family	--	--	23.5	--	--	--
In class	--	--	18.7	--	--	--
Asked teacher for advice after class	27.5	24.8	23.6	25.5	24.5	23.6
Used the internet to read blogs	27.4	--	--	--	--	--
Studied with other students	27.3	33.3	31.2	29.3	33.2	36.6
Performed volunteer work	26.8	30.4	29.3	35.7	30.7	32.0
Felt overwhelmed	26.3	24.6	26.4	24.7	22.6	30.5
Voted in student election	25.9	28.0	24.2	25.1	25.7	28.7
Read a newspaper for national/global news	23.4	--	--	--	--	--
Played a musical instrument	20.1	20.5	19.1	19.1	21.6	21.0
Read a newspaper for school work	19.0	--	--	--	--	--

Table 28 (continued)

Activities Frequently Involved in During Past Year

Activity	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Did community service as part of a class	15.4	21.4	18.7	23.7	22.6	19.9
Came late to class	13.0	14.5	14.3	14.5	11.2	13.7
Participated in organized demonstrations	9.8	9.7	8.9	12.5	8.0	8.8
Drank beer	7.5	7.7	9.3	7.6	4.9	11.6
Tutored another student	7.2	7.7	7.3	6.1	8.9	10.8
Drank wine or liquor	7.1	6.4	8.7	7.0	3.5	9.4
Felt depressed	5.4	4.6	5.1	5.3	4.4	9.8
Was guest in a teacher's home	3.7	2.3	2.6	3.1	3.8	5.7
Smoked cigarettes	2.7	3.2	2.3	2.8	2.2	3.7
Used a personal computer	--	86.2	87.8	84.8	87.1	90.8
Maintained a healthy diet	--	--	38.9	--	--	--
Stayed up all night	--	--	12.9	--	--	--
Missed school because of an illness	--	--	3.7	--	--	--
Worked on a political campaign	--	1.3	1.0	--	--	--

Men and women differed significantly on the frequency in which they engaged in many of the activities listed in Table 29 below. Men reported significantly more involvement in the following activities than did women:

Men > Women

- Used internet to read news sites,
- Discussed politics,
- Played a musical instrument, and
- Drank beer.

Women reported significantly more involvement than men in the following:

Women > Men

- Using the internet for research/homework,
- Reading a newspaper for local news and information,
- Attending a religious service,
- Discussing religion,
- Using the internet to read blogs,
- Asking a teacher for advice after class
- Voting in a student election,
- Studying with other students,
- Performing volunteer work,
- Feeling overwhelmed,
- Reading a newspaper for school work,

- Doing community service as part of a class,
- Participating in organized demonstrations, and
- Feeling depressed.

Table 29

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 internet for research/homework	68.5	79.8	2.67	2.79	.000
Socialized with different ethnic group	65.6	61.2	2.62	2.58	.080
Was bored in class	42.4	40.2	2.37	2.38	.897
Used the internet to read news sites	38.8	33.6	2.22	2.15	.022
Discussed politics	38.0	33.1	2.28	2.22	.034
Read a newspaper for local news and information	30.7	35.6	2.15	2.25	.001
Attended religious services	28.8	36.0	1.93	2.09	.000
Discussed religion	26.6	30.8	2.08	2.17	.002
Read a newspaper for national/global news	25.4	21.4	2.03	1.98	.119
Used the internet to read blogs	25.0	29.9	1.82	1.96	.000
Played a musical instrument	24.9	14.9	1.68	1.51	.000
Asked teacher for advice after class	24.2	31.1	2.09	2.21	.000
Voted in student election	23.8	28.2	1.99	2.09	.001
Studied with other students	23.1	31.8	2.10	2.24	.000
Performed volunteer work	19.4	34.7	2.00	2.24	.000
Felt overwhelmed	14.8	38.6	1.94	2.33	.000
Read a newspaper for school work	14.5	23.7	1.82	2.00	.000
Came late to class	12.8	13.2	1.82	1.82	.945
Did community service as part of a class	11.3	19.7	1.63	1.82	.000
Drank beer	9.5	5.3	1.53	1.42	.000
Drank wine or liquor	7.5	6.6	1.53	1.52	.617
Participated in organized demonstrations	7.3	12.4	1.45	1.60	.000
Tutored another student	6.4	8.1	1.55	1.57	.526
Was guest in a teacher's home	4.2	3.0	1.31	1.28	.381
Felt depressed	4.1	6.8	1.44	1.58	.000
Smoked cigarettes	2.3	2.5	1.18	1.15	.201

Students were asked to report the frequency of alcohol use in a typical month during their last year of high school. Most students (54.7%) reported that they had never used alcohol in high

school. A little over 3% reported using alcohol 10 or more times in a month. The mean use of alcohol has declined somewhat from previous years from a high of 2.03 in 2004 to a low of 1.79 for 2006.

Table 30

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

	Frequency in Percent					2006 Mean	2005 Mean	2004 Mean	2003 Mean
	Never (1)	1-2 times (2)	3-5 times (3)	6-9 times (4)	10 or more times (5)				
Men	54.5	23.9	10.0	7.7	3.9	1.83	1.95	2.08	1.96
Women	54.8	26.1	11.1	5.6	2.4	1.75	1.91	1.98	1.98
Total	54.7	24.9	10.5	6.7	3.2	1.79	1.93	2.03	1.97

Figure 10 graphically depicts the alcohol use of first time full time entering first year students during their last year of high school. Generally, female students reported less use than male students.

Figure 10

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

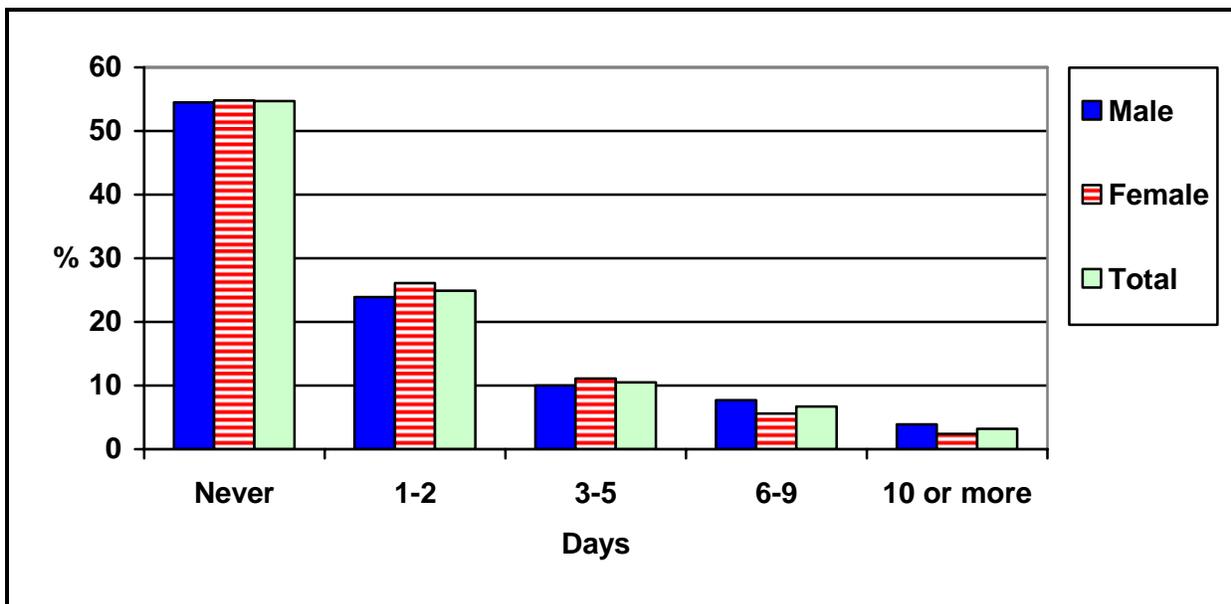


Table 31 below contains information about the number of drinks consumed per drinking occasion in a typical month. Overall men reported consuming more drinks per drinking occasion than did women. Nearly three times as many men consumed 7 or more drinks per drinking occasion than did women. Women tended to drink more in the 1-2 or 3-4 categories while more men reported drinking in the 5-6 or 7 or more categories.

Table 31

Number of Drinks per Drinking Occasion

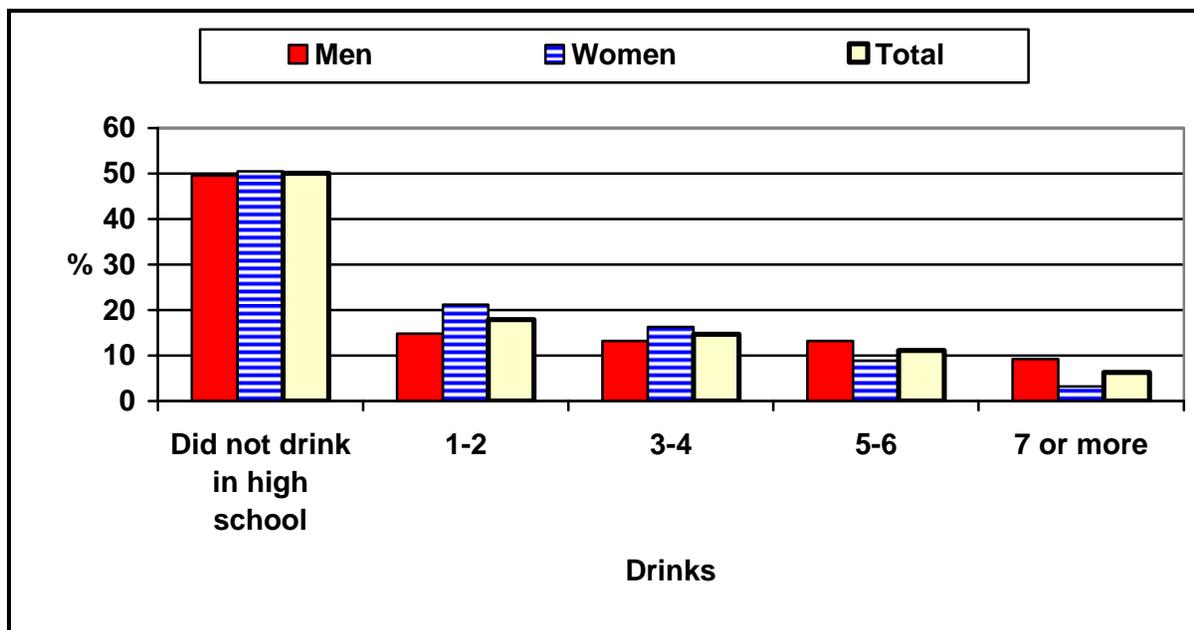
	Frequency in Percent				2006 Mean*	2005 Mean	2004 Mean	2003 Mean
	1-2 drinks (1)	3-4 drinks (2)	5-6 drinks (3)	7 or more drinks (4)				
Men	29.4	26.1	26.1	18.2	2.28	2.63	2.85	2.67
Women	42.8	32.8	17.9	6.5	1.88	2.05	2.16	2.16
Total	35.9	29.4	22.2	12.5	2.11	2.35	2.50	2.40

(Scale has changed with this administration with a range of 1-4 while previous scales ranged from 1-5. Mean calculated only on those who reported drinking in high school.)

As Figure 11 illustrates, for those students who drank in high school, women tended to drink less per drinking occasion than did men.

Figure 11

Number of Drinks Consumed per Drinking Occasion



ACADEMIC AND CAREER PLANS AND EXPECTATIONS

This section contains information on the plans and expectations that students have for their collegiate experience. In addition, student plans for their future beyond college are also contained in this section of the report.

Most students (78.6) planned to live in a residence hall for the fall term of their first year which was comparable to plans expressed by entering students in 2005 as well. About 10% of entering students reported that they would live in a private home, apartment, or room for fall term. The remaining students indicated that they would live in other campus housing, a

fraternity or sorority house or with family or other relatives. Table 32 below also contains information on the difference in selections between men and women.

Table 32

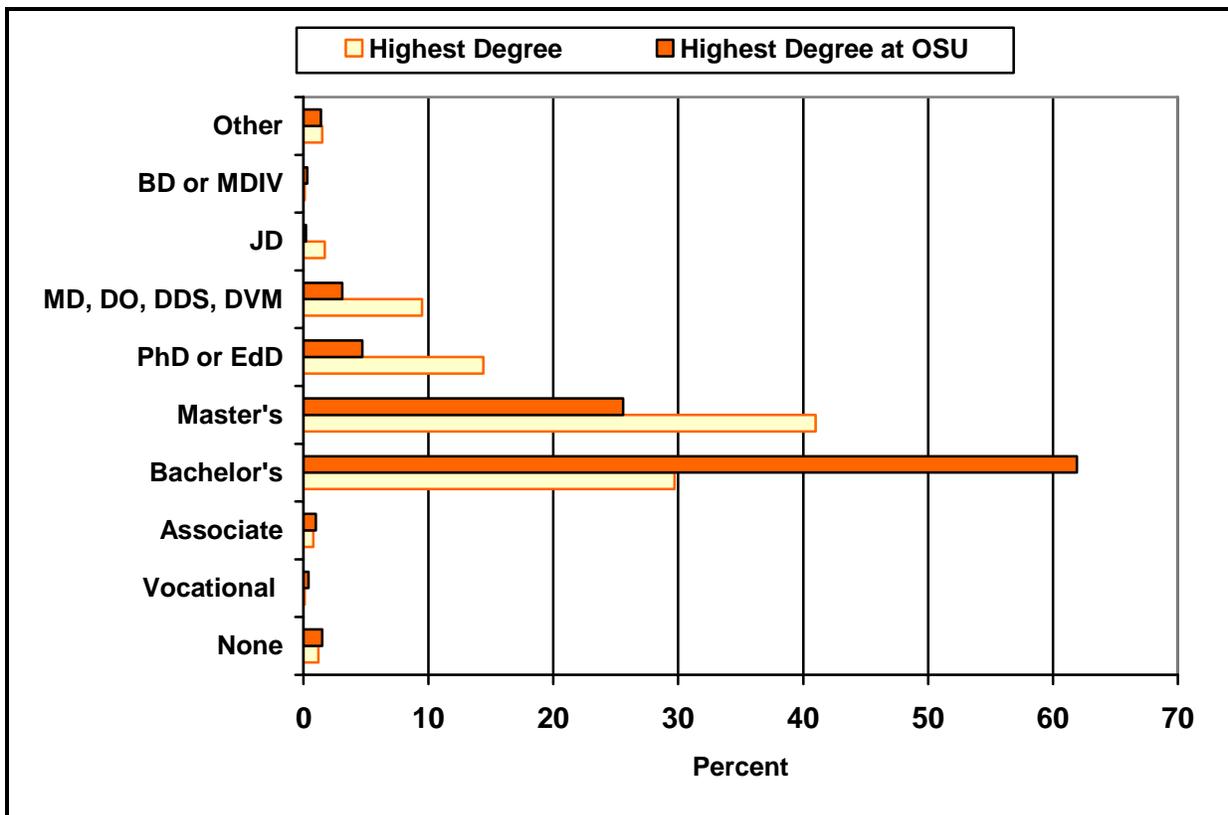
Plans for Fall Residence

Fall Residence Plans	Men %	Women %	06 Total %	05 Total %
College residence hall	75.7	81.7	78.6	78.4
Other private home, apartment or room	10.8	9.2	10.0	9.8
Other campus student housing	4.5	5.6	5.0	4.4
Fraternity or sorority house	4.4	0.5	2.5	3.3
With my family or other relatives	3.8	2.4	3.1	3.3
Other	0.9	0.6	0.8	0.7

Figure 12 graphically depicts the student expectations for the highest degree they will obtain. Most students reported that they expected to obtain a master's degree, though, not necessarily from OSU. Only about 61% expected to get a bachelor's degree from OSU. Another 25% expected to attain a master's degree from OSU.

Figure 12

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



As expected most students reported that their intended OSU College was engineering. About 40% of men and 9% of women selected Engineering as their primary college. Science was the second most selected however the ratio of men to women was close to equal.

Health and human sciences was the college most selected by female students with science a close second. For men the most selected college was engineering with science as the second most reported selection.

Table 33

Probable OSU Primary College

College	% FY students in college who took survey		
	% Men	% Women	Total %
Engineering	40.2	9.1	25.2
Science	21.4	22.9	22.0
Health and Human Sciences	9.7	26.2	17.9
Business	17.8	14.3	16.1
Liberal Arts	9.9	15.6	12.7
University Exploratory Studies	6.3	9.7	8.0
Agricultural Sciences	6.2	9.3	7.7
Forestry	4.8	0.2	2.5

Student majors were coded and aggregated from student write-in responses. As expected for men, engineering was the predominate probable major with Business as number two. Women however selected business as first and health professions as second. The relative ranking of majors has remained fairly consistent over the last six years as Table 34 illustrates.

Table 34

**Probable Major
(Aggregated)**

	Men %	Women %	'06	'05	'04	'03	'02	'01
			Total %	Total %	Total %	Total %	Total %	Total %
Engineering	41.4	8.1	25.1	24.0	21.4	19.2	21.4	19.1
Business	15.6	15.9	15.8	17.6	16.1	15.4	13.1	12.9
Health Professions	8.3	19.4	13.7	15.1	15.6	14.8	13.4	14.2
Biological Science	9.6	12.5	11.0	9.3	9.1	8.3	8.1	7.9
Undecided	4.2	7.4	5.7	5.5	7.5	8.0	10.6	6.3
Education	2.0	7.1	4.4	4.5	4.9	4.2	6.1	6.9
Agriculture	3.7	4.0	3.9	3.5	4.3	4.9	2.7	3.6
Social Sc	1.5	5.7	3.6	3.2	4.0	4.6	3.7	5.2
Other	2.5	7.1	4.7	5.1	3.8	5.1	5.8	5.9
Fine Arts	1.8	3.2	2.5	2.5	3.1	3.2	2.5	3.3
Physical Sc	2.5	1.5	2.0	2.0	3.0	2.8	3.0	1.9
History/Political Sc	1.7	1.8	1.7	2.0	2.3	2.8	2.9	2.6
Other Technical	3.7	1.5	2.6	2.5	2.1	3.0	3.7	6.2
Humanities	0.4	3.4	1.9	1.4	1.8	1.9	1.2	1.6
English	0.3	1.0	0.6	0.7	0.8	1.1	0.8	1.2
Math/Stat	0.8	0.6	0.7	0.7	0.5	0.6	0.8	1.1

Table 35 below contains information on the 20 most selected career choices by incoming students. The relative ranking of each of these top 20 has remained consistent over the last six years. While about 20% of students indicated that they wanted to be an engineer almost 12% reported that they were undecided in terms of career choice.

Table 35

Probable Career Choice
(Top 20 in terms of percent endorsed)

Probable Career	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Engineer	20.0	19.5	16.9	15.6	17.8	15.5
Undecided	11.8	12.0	11.8	15.1	16.5	10.7
Other	8.3	7.1	7.6	9.4	7.2	8.7
Business Executive (management)	7.4	6.9	7.0	8.2	7.1	7.7
Physician	5.0	5.3	4.8	2.8	5.2	6.1
Business owner	3.8	5.2	4.5	3.2	1.8	3.0
Veterinarian	3.6	3.3	3.4	3.2	2.5	3.6
Pharmacist	3.5	4.3	4.5	4.1	3.6	2.8
Teacher/administrator (elementary)	3.0	2.6	2.7	3.2	3.5	3.7
Therapist (physical, occupational, speech)	2.8	3.6	3.0	2.0	2.6	1.5
Scientific Researcher	2.8	2.5	3.5	3.2	4.0	3.3
Nurse	2.5	2.9	3.1	3.2	2.1	2.3
Computer Programmer/Analyst	2.5	2.0	2.7	2.8	3.3	4.7
Teacher/Administrator (secondary)	2.4	2.2	2.9	1.2	1.6	3.9
Business salesperson/buyer	1.8	--	--	--	--	--
Interior Decoration/Design	1.6	1.7	--	--	--	--
Accountant /Actuary	1.6	--	--	--	--	--
Dentist	1.4	1.8	--	--	--	--
Artist	1.4	1.1	1.8	1.0	1.0	1.7
Lawyer (attorney)/ Judge	0.9	1.1	1.6	2.5	2.6	2.7

Men and women differed in terms of their reported probable career choice. Men were more likely than women to select engineering while women were more likely to select undecided or other. Interestingly, while it was clear that the preferred career for most men was engineering, there really was not a career that was dominate in the same way (30% or more selecting a specific career) for women. It appears as if about one-third of men come to OSU with the idea of becoming engineers. For women the career possibilities look more diverse. Table 36 below contains information on male and female selection of probable career.

Table 36

Probable Career Choice
(Top 20 in terms of percent endorsed)

Men						Probable Career	Women					
'01	'02	'03	'04	'05	'06		'06	'05	'04	'03	'02	'01
-	-	-	-	-	1.3	<i>Accountant/ Actuary</i>	1.9	-	-	-	-	-
1.1	0.7	1.1	1.2	0.5	.07	<i>Artist</i>	2.2	1.7	2.3	2.8	1.3	2.2
8.8	8.0	8.9	9.0	8.0	7.2	<i>Business Executive (management)</i>	7.6	5.7	5.1	7.4	6.3	6.8
3.7	2.7	4.6	5.7	6.0	4.8	<i>Business Owner</i>	2.7	4.4	3.5	1.8	1.1	2.3
-	-	-	-	-	1.6	<i>Business Salesperson/ Buyer</i>	2.0	-	-	-	-	-
9.2	6.9	5.7	5.4	3.4	4.6	<i>Computer Programmer/ Analyst</i>	0.2	0.5	0	0	0.4	1.1
-	-	-	-	1.7	1.6	<i>Dentist</i>	1.2	1.9	-	-	-	-
26.9	32.3	28.1	29.8	31.7	32.3	<i>Engineer</i>	6.7	5.9	4.4	3.2	5.6	6.1
-	-	-	-	0	0	<i>Interior Decorator/ Design</i>	3.3	3.6	-	-	-	-
3.3	1.8	1.8	0.9	0.8	0.9	<i>Lawyer (attorney)/ Judge</i>	0.8	1.4	2.4	3.2	3.3	2.2
0.4	0.0	0.4	0.4	0.2	0.1	<i>Nurse</i>	5.1	5.9	5.8	6.0	3.9	3.8
6.8	5.3	7.5	5.8	6.1	6.1	<i>Other</i>	10.6	8.2	9.4	11.3	8.7	10.3
2.0	2.2	4.3	3.3	3.1	3.1	<i>Pharmacist</i>	3.8	5.6	5.7	3.9	4.8	3.4
3.1	4.9	1.8	3.2	3.5	4.5	<i>Physician</i>	5.6	7.3	6.3	3.9	5.6	8.6
2.2	3.8	2.1	2.6	2.6	2.7	<i>Scientific Researcher</i>	3.0	2.4	4.4	4.2	4.3	4.1
0.4	0.4	0.4	0.6	0.8	0.8	<i>Teacher/ Administrator (elementary)</i>	5.4	4.6	4.8	6.0	6.1	6.3
4.2	1.3	1.1	2.1	1.3	2.5	<i>Teacher/ Administrator (secondary)</i>	2.4	3.2	3.7	1.4	1.9	3.8
0.4	0.9	1.8	1.1	1.5	1.4	<i>Therapist (physical, occupational, speech)</i>	4.3	5.8	4.9	2.1	4.1	2.3
10.9	16.8	14.6	10.6	12.3	11.0	<i>Undecided</i>	12.5	11.7	12.9	15.5	16.3	10.4
0.4	0.4	1.1	0.6	0.8	1.0	<i>Veterinarian</i>	6.3	6.1	6.1	5.3	4.3	6.1

Students were asked to report from a pre-determined list, what sort of help they believed they would most need from Career Services. As in the previous year, students primarily reported that they would need help from career services to find an internship, field experience, or other experiential learning opportunity. Second on their list was deciding on a major and third was finding a job. Table 37 below contains information on the services that students believed they

needed most from Career Services as well as the percentage in frequency between men and women for the different items.

Table 37

Help that Will Be Needed Most from Career Services

Areas for Career Help	Men %	Women %	'06 Total%	'05 Total%
Deciding on a major or career	25.7	27.4	26.6	27.1
Finding a job	18.9	13.1	16.1	14.1
Finding an internship, field experience, or other experiential learning opportunity	37.1	43.4	40.2	43.0
Using career resources on the internet or in print	3.0	3.8	3.4	--
Developing a good resume and interviewing skills	15.3	12.2	13.8	--

The top four items that students have consistently reported that they have a very good chance of doing have remained consistent over the last six years. They included:

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

Table 38

Very Good Chance That Student Will . . .

Chances Very Good That Student Will:	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Socialize with someone of another racial/ethnic group	59.2	57.2	62.2	64.2	71.1	73.9
Make at least “B” average	53.3	55.5	53.6	51.7	53.8	53.4
Be satisfied with your college	48.3	50.2	51.2	47.6	48.5	46.3
Get a job to help pay for college expenses	48.2	52.1	54.6	47.0	51.0	47.7
Participate in student clubs/groups	36.3	35.0	35.1	40.4	32.6	37.4
Participate in a study abroad program	26.9	24.2	21.7	18.0	20.1	--
Communicate regularly with your Professors	25.3	22.4	22.7	30.0	30.6	12.8
Participate in volunteer or community service work	18.6	20.1	19.8	24.4	19.7	26.7
Change major field	16.9	15.9	16.0	14.1	15.6	15.8
Change career choice	16.0	5.7	15.3	12.7	13.0	14.5
Join a social fraternity or sorority	11.4	10.2	12.4	11.4	11.9	13.4
Play varsity/intercollegiate athletics	11.1	11.9	11.1	9.3	8.1	9.9
Need extra time to complete my degree	7.9	--	--	--	--	--
Transfer to another college before graduating	6.6	6.5	6.0	8.3	6.4	9.3
Work full-time while attending college	6.3	5.5	5.8	5.3	3.5	4.2

Table 38 (continued)

Very Good Chance That Student Will . . .

Chances Very Good That Student Will:	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
Seek personal counseling	5.9	6.1	5.3	5.0	5.4	4.2
Participate in student government	4.6	5.2	4.5	7.5	5.3	5.6
Participate in student protests or demonstrations	3.4	4.8	4.2	5.5	2.4	4.4
Strengthen religious beliefs/convictions	--	19.5	19.5	21.8	22.0	--
Get a bachelor's degree (B.A., B.S., etc.)	--	--	--	80.0	79.9	81.5
Develop close friendships with other students	--	--	--	70.8	75.3	75.9
Drop out of college	--	--	--	0.4	0.3	0.5

Male and female students differed significantly on several items regarding the chance that they would engage in specific activities as listed in Table 39 below. Women reported that they had a very good chance of participating in the following activities at a level significantly higher than men:

Women > Men

- Socializing with someone of another racial/ethnic group,
- Being satisfied with their college,
- Getting a job to help pay for college expenses,
- Participating in student clubs/groups,
- Communicating regularly with professors,
- Participating in study abroad,
- Participating in volunteer or community service work,
- Transferring to another college before graduating,
- Seeking personal counseling,
- Working full-time while attending college, and
- Participating in student government..

Men however, reported a significantly better chance that they would play varsity/intercollegiate athletics than did women.

Table 39

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	54.5	3.45	64.0	3.58	.001
Make at least "B" average	53.4	3.49	53.1	3.49	.946
Be satisfied with your college	43.4	3.37	53.4	3.51	.000
Get a job to help pay for college expenses	41.2	3.17	55.4	3.35	.000
Participate in student clubs/groups	30.5	2.98	42.3	3.22	.000
Communicate regularly with your professors	22.7	2.98	28.0	3.11	.002

Table 39 (continued)

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	
Participate in a study abroad program	19.0	2.52	34.9	2.91	.000
Change major field	14.6	2.61	19.2	2.65	.390
Change career choice	12.8	2.62	19.3	2.69	.178
Play varsity/intercollegiate athletics	11.0	2.10	11.1	1.94	.008
Participate in volunteer or community service work	10.4	2.47	27.3	2.96	.000
Join a social fraternity or sorority	8.7	2.11	14.2	2.17	.285
Need extra time to complete my degree	7.7	2.48	8.2	2.44	.287
Transfer to another college before graduating	5.3	1.98	7.9	2.10	.021
Seek personal counseling	4.7	2.12	7.2	2.24	.012
Work full-time while attending college	4.6	1.97	7.9	2.09	.035
Participate in student government	4.1	1.96	5.1	2.06	.037
Participate in student protests or demonstrations	3.2	1.85	3.7	1.90	.313
Strengthen religious beliefs/convictions	--	--	--	--	--

Student expectations for the future are contained in Table 40 below. For the last 5 years OSU incoming students remained consistent in terms of the four future expectations that they rated highest. These included in rank order:

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

Table 40

Student Expectations for the Future

Expectations	2006 Mean	2005 Mean	2004 Mean	2003 Mean	2002 Mean	2001 Mean
<i>1 = Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>						
Raise a family	3.0	3.0	3.0	3.0	2.9	3.1
Be very well off financially	3.0	3.0	3.0	3.0	2.9	2.9
Help others in difficulty	2.7	2.7	2.6	2.8	2.6	2.7
Become an authority in my field	2.5	2.5	2.5	2.7	2.6	2.6
Obtain recognition from colleagues	2.4	2.4	2.4	2.5	2.4	2.3
Improve my understanding of other countries and cultures	2.4	2.3	2.3	2.4	2.4	--
Be successful in own business	2.3	2.3	2.2	2.4	2.2	2.1
Have administrative responsibility	2.3	2.2	2.2	2.3	2.1	2.2
Develop meaningful philosophy of life	2.3	2.2	2.2	2.2	2.2	2.3

Table 40

Student Expectations for the Future

Expectations	2006 Mean	2005 Mean	2004 Mean	2003 Mean	2002 Mean	2001 Mean
<i>1= Not Important, 2 = Somewhat Important, 3 = Very Important, 4 = Essential</i>						
Influence social values	2.1	2.2	2.1	2.2	2.0	2.0
Keep up with political affairs	2.1	2.1	2.1	2.1	2.1	2.2
Be a community leader	2.0	2.0	1.9	2.1	1.9	2.0
Promote racial understanding	2.0	1.9	1.9	2.0	1.9	2.0
Make theoretical contribution to science	1.9	1.9	1.8	1.9	1.8	1.7
Take part in community action program	1.9	1.9	1.7	2.0	1.8	1.9
Be involved in environmental clean-up	1.9	1.8	1.8	1.9	1.8	1.8
Influence political structure	1.7	1.7	1.7	1.8	1.7	1.7
Create artistic work	1.5	1.5	1.5	1.6	1.5	1.6
Achieve in a performing art	1.4	1.5	1.4	1.5	1.5	1.5
Write original works	1.4	1.4	1.4	1.5	1.4	1.5
Participating in an organization like Peace Corps or AmeriCorps/VISTA	1.4	--	--	--	--	--
Integrate spirituality into my life	--	2.0	2.1	2.2	2.1	2.3

Men and women differed significantly on their expectations for several items as can be observed in Table 41 below. In terms of the four most cited expectations for their future, women reported significantly more importance to helping others in difficulty than did men.

Other areas in which men and women differed significantly included:

Women > Men

- Achieve in a performing art,
- Influence social values,
- Create artistic work,
- Be involved in environmental clean-up,
- Take part in community action,
- Promote racial understanding,
- Be a community leader,
- Improve my understanding of other countries and cultures, and
- Participate in an organization like Peace Corps or AmeriCorps/VISTA.

Men > Women

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

Table 41

Student Expectations for the Future

Expectation	Sex	2006 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	1.35	.013	6.7	73.9
	F	1.45		9.9	68.8
Become an authority in my field	M	2.53	.700	50.4	12.6
	F	2.51		49.6	14.1
Obtain recognition from colleagues	M	2.40	.886	45.8	17.2
	F	2.39		42.0	12.6
Influence political structure	M	1.78	.047	16.2	43.8
	F	1.69		13.5	47.1
Influence social values	M	2.01	.000	26.3	32.1
	F	2.23		34.7	20.5
Raise a family	M	2.99	.241	72.4	8.7
	F	3.05		73.2	7.5
Have administrative responsibility	M	2.25	.573	35.7	20.9
	F	2.28		36.7	18.3
Be very well off financially	M	3.06	.247	75.6	3.7
	F	3.01		71.8	2.8
Help others in difficulty	M	2.54	.000	49.1	8.8
	F	2.83		65.8	4.1
Make theoretical contribution to science	M	1.98	.000	25.4	34.6
	F	1.74		17.7	48.2
Write original works	M	1.37	.945	7.8	73.4
	F	1.37		7.9	73.2
Create artistic work	M	1.37	.000	8.0	74.1
	F	1.60		15.3	62.5
Be successful in own business	M	2.33	.047	42.6	26.3
	F	2.21		38.1	32.1
Be involved in environmental clean-up	M	1.81	.028	17.5	41.3
	F	1.92		21.1	35.8
Develop meaningful philosophy of life	M	2.30	.659	41.4	26.6
	F	2.27		39.3	24.9
Take part in community action program	M	1.74	.000	14.7	44.0
	F	2.04		24.0	26.3
Promote racial understanding	M	1.88	.000	22.1	40.1
	F	2.07		27.2	26.2
Keep up with political affairs	M	2.14	.409	32.1	27.0
	F	2.09		28.7	26.8
Be a community leader	M	1.99	.034	26.9	34.5
	F	2.10		29.2	28.0
Integrate spirituality into my life	M	--	--	--	--
	F	--		--	--
Improve my understanding of other countries and cultures	M	2.23	.000	37.2	24.6
	F	2.49		47.1	14.7
Participating in an organization like Peace Corps or AmeriCorps/VISTA	M	1.38	.011	6.5	70.1
	F	1.49		11.3	65.1

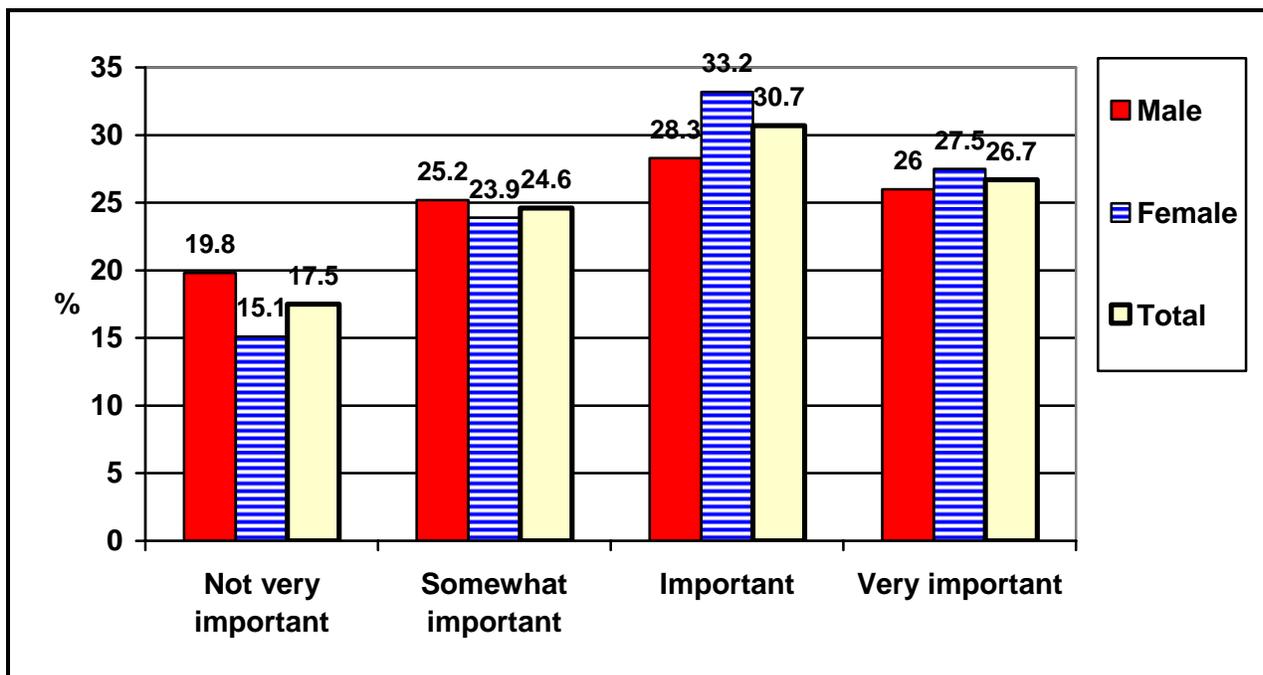
STUDENT OPINIONS, VALUES, AND BEHAVIORS

The section contains information about student-reported beliefs, self-ratings of skills and abilities, beliefs about cheating and diversity, as well as their opinions on political and social issues.

Most students (57.4%) reported that they believed that living on campus was important to very important to their adjustment and transition to OSU. About 18% reported that they did not believe that living on campus was important to adjusting to OSU. Women tended to endorse that value of living on campus more so than did men (see Figure 13 below).

Figure 13

Importance of Living On-Campus to Adjustment and Transition to OSU



Generally, most students rated themselves as being in the highest 10% or above average when compared to their peers. Areas in which OSU incoming students rated themselves less skilled (i.e., < 50% rated themselves in the highest 10% or above average) included: Mathematical ability, Writing ability, Computer skills, Public speaking ability, Spirituality, Artistic ability and Religiousness.

Overall, men tended to rate themselves higher than women on most areas; however, more women than men rated their drive to achieve and their understanding of others in the highest 10% or above average. Table 42 below contains the percentage of students who rated themselves in the highest 10% or above average on the skills and abilities listed.

Table 42

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 %
Cooperativeness	76.0	77.2	76.6	74.5
Drive to achieve	69.9	78.3	73.9	69.3
Academic ability	77.2	67.0	72.2	74.5
Understanding of others	61.6	67.3	64.4	65.5
Self-confidence (intellectual)	72.2	50.9	61.9	62.0
Emotional health	68.0	53.9	61.2	57.6
Leadership ability	63.3	58.7	61.1	63.7
Physical health	70.4	49.5	60.2	58.7
Self-understanding	63.7	53.4	58.8	57.9
Self-confidence (social)	57.6	52.7	55.2	54.3
Creativity	56.8	52.1	54.5	56.4
Mathematical ability	61.3	36.6	49.3	50.9
Writing ability	44.9	48.2	46.5	48.1
Computer skills	54.1	27.1	41.0	40.2
Public speaking ability	39.3	32.5	36.0	38.0
Spirituality	33.6	37.8	35.6	37.1
Artistic ability	24.9	31.5	28.1	29.0
Religiousness	24.4	28.0	26.2	30.0

Table 43 contains the mean rating of skills and abilities overall and the mean rating by men and women as well as the level of significant difference in means. Women rated themselves significantly higher than men on the following items:

Women > Men

- Drive to achieve,
- Understanding of others,
- Writing ability,
- Spirituality,
- Artistic ability, and
- Religiousness.

Men rated themselves significantly higher than women on:

Men > Women

- Academic ability,
- Physical health,
- Self-confidence (intellectual),
- Emotional health,
- Leadership ability,
- Self-understanding,
- Mathematical ability,
- Computer skills, and
- Public speaking.

Table 43

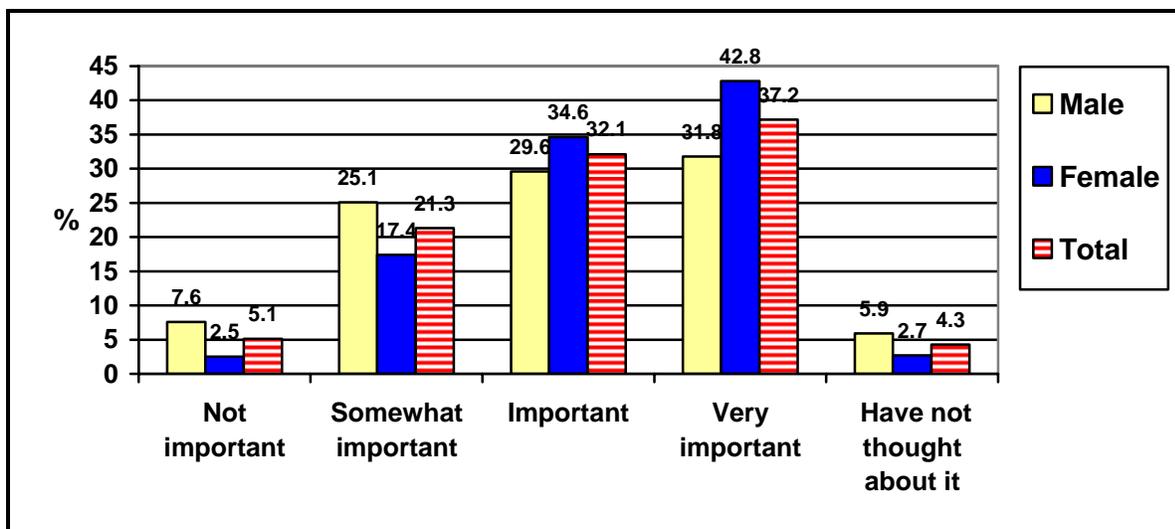
Student Rating of Skills or Abilities

Skill or Ability	OSU Mean	OSU Male Mean	OSU Female Mean	Sig Level (difference in men and women means)
<i>1 = Lowest 10%, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Highest 10%</i>				
Drive to achieve	3.99	3.94	4.06	.001
Academic ability	3.90	3.99	3.81	.000
Cooperativeness	3.94	3.93	3.94	.788
Physical health	3.74	3.92	3.55	.000
Self-confidence (intellectual)	3.73	3.89	3.55	.000
Understanding of others	3.78	3.73	3.83	.003
Emotional health	3.75	3.88	3.61	.000
Leadership ability	3.73	3.77	3.68	.016
Self-understanding	3.71	3.80	3.60	.000
Creativity	3.58	3.61	3.56	.159
Self-confidence (social)	3.59	3.62	3.55	.056
Mathematical ability	3.46	3.74	3.17	.000
Writing ability	3.43	3.37	3.49	.002
Computer skills	3.39	3.62	3.14	.000
Public speaking ability	3.18	3.23	3.11	.011
Spirituality	3.10	3.03	3.18	.002
Artistic ability	2.88	2.78	2.98	.000
Religiousness	2.66	2.57	2.76	.001

In Figure 14 below, approximately 70% of students rated experiencing diversity as important or very important to them personally. Female students rated this experience higher than did male students. Only about 5% of students reported that it was not important with another 4% reporting that they had not thought about it.

Figure 14

How personally important to you is the opportunity to experience Diversity? (ideas, people, races, philosophies, lifestyles, abilities, age, etc.)



Student beliefs about what constitutes cheating or academic dishonesty are contained in Table 44 below. Items 1 and 3 below are both examples of plagiarism and most students recognized them as cheating or academic dishonesty. However, about 10% of students did not believe that situation number 3 (Table 44 below) was academically dishonest.

The area that students seemed to be the most unsure about in terms of academic dishonesty had to do with situation number 2 (i.e., turning in the same paper for two different classes). Approximately 25% were not sure if this was cheating or not.

The results for number 4, changing lab results, seemed to be another area in which students reported some confusion about the honesty of this practice. While well over half did believe this to be cheating, another 16% were not sure and about 13% did not believe this practice constituted academic dishonesty.

Table 44

Student Beliefs about Cheating or Academic Dishonesty

Situation	Sex	% Yes, this is cheating or academic dishonesty	% No, this is not cheating or academic dishonesty	% Not sure if this is cheating or academic dishonesty
1. Cutting and pasting information from the internet into papers without citing your source	M	89.9	4.3	4.5
	F	93.9	2.5	3.6
2. Turning in the same paper for two different classes	M	28.7	48.0	22.2
	F	35.7	36.0	27.7
3. Representing the words or ideas of another person as your own in a paper or report	M	74.0	11.6	12.5
	F	82.2	9.1	8.0
4. Changing your lab results to reflect what you know they should have been rather than what you got	M	67.4	14.4	16.9
	F	74.6	9.3	15.4

As in previous years more students reported themselves to be politically middle-of-the road rather than either on the right or the left. In recent years, there has been a slight trend toward the right however, the percentages in each left or right category are very similar.

Table 45

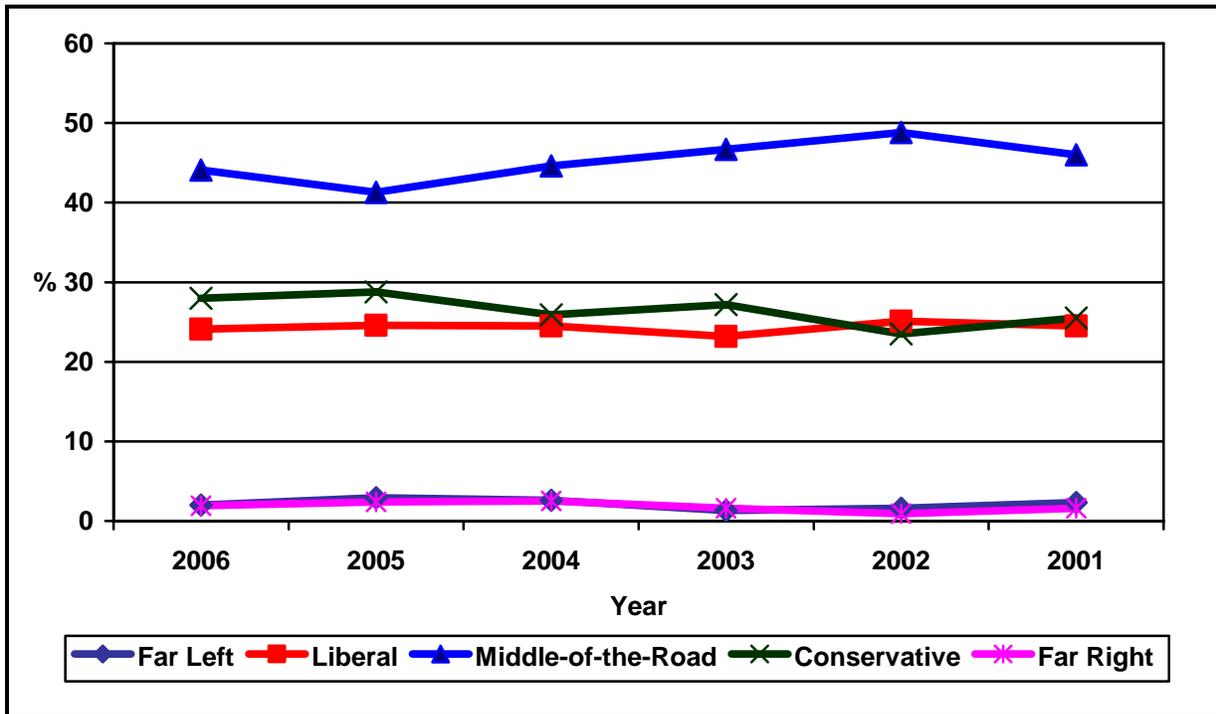
Student-Reported Political Views

	2006%	2005 %	2004 %	2003 %	2002 %	2001 %
Far Left	2.0	2.9	2.6	1.3	1.6	2.3
Liberal	24.1	24.6	24.5	23.2	25.1	24.5
Middle-of-the-Road	44.1	41.3	44.6	46.7	48.8	46.0
Conservative	28.0	28.8	25.9	27.2	23.5	25.5
Far Right	1.9	2.4	2.5	1.6	0.9	1.6

Figure 15 below graphically illustrates this trend. For most of the years represented students who rated themselves liberal represented more students than did those who reported themselves to be conservative. However, in the last two years this has changed somewhat.

Figure 15

Student-Reported Political Views by Year



Women students reported a more liberal political orientation than did men. This has consistently been the case for the last five years. Nevertheless most entering men and women reported that they were middle-of-the-road politically (See Figure 16 below).

Figure 16

Student-Reported Political Views by Gender

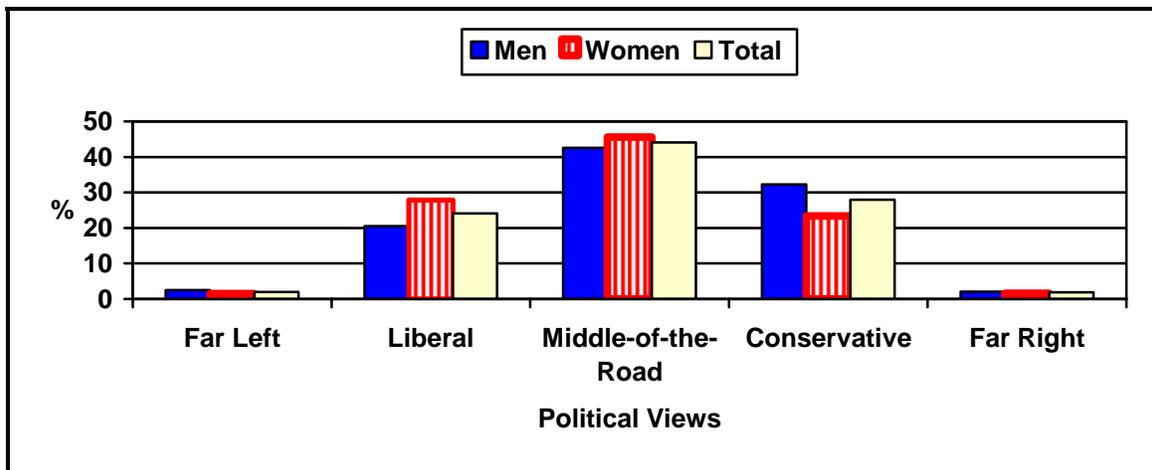


Table 46 below contains information on student opinions of various social and political issues by year. The 12 issues that students agreed with most included:

- Through hard work, everybody can succeed in American society (83.1%),
- The federal government is not doing enough to control environmental pollution (73.4%),
- The chief benefit of a college education is increase in one's earning power (67.5%),
- A national health care plan is needed to cover everybody's medical cost (66.2%),
- Only volunteers should serve in the armed forces (59.6%),
- Same sex couples should have the right to legal marital status (58.2%),
- Dissent is a critical component of the political process (61.5%),
- Abortion should be legal (59.8%),
- Federal government should do more to control the sale of handguns (62.3%),
- Too much concern in courts for rights of criminals (59.2%),
- Wealthy people should pay a larger share of taxes than they do now (56.1%), and
- Undocumented immigrants should be denied access to public education (48.1%).

Table 46

Student Opinions on Social and Political Issues by Year

Issue	2006 Mean	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	2.62	2.68	2.67	2.67	2.77	2.73
Abortion should be legal	2.68	2.17	2.71	2.60	2.66	2.71
Death penalty should be abolished	2.01	1.98	2.02	1.97	2.02	1.91
Marijuana should be legalized	2.11	2.15	2.17	2.23	2.13	2.21
Important to have laws prohibiting homosexual relationships	1.90	1.98	1.99	1.94	1.83	1.85
Racial discrimination is no longer a major problem in America	1.90	1.98	2.04	2.05	1.96	1.95
An individual can do little to bring about change in our society	1.99	1.98	2.02	2.03	2.04	2.07
Wealthy people should pay a larger share of taxes than they do now	2.59	2.56	2.55	2.54	2.50	2.48
Colleges have the right to ban extreme speakers from campus	2.29	--	--	--	--	--
Same-sex couples should have the right to legal marital status	2.71	2.65	2.64	2.65	2.66	2.65
Affirmative action in college admissions should be abolished	2.49	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	2.12	2.10	2.08	2.16	2.27	--
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	--	--	2.30
Federal government should do more to control the sale of handguns	2.67	2.87	2.92	2.80	2.93	2.98

Table 46 (continued)

Student Opinions on Social and Political Issues by Year

Issue	2006 Mean	2005 Mean	2004 Mean	2003 Mean	2002 Mean	2001 Mean
<i>1 = Disagree strongly, 2 = Disagree some, 3 = Agree some, 4 = Agree strongly</i>						
Only volunteers should serve in the armed forces	2.74	2.80	--	--	--	--
The federal government is not doing enough to control environmental pollution	2.98	2.96	--	--	--	--
A national health care plan is needed to cover everybody's medical cost	2.78	2.76	--	--	--	--
Grading in the high schools has become too easy	--	2.75	--	--	--	--
Undocumented immigrants should be denied access to public education	2.52	2.44	--	--	--	--
Through hard work, everybody can succeed in American society	3.23	3.20	--	--	--	--
Dissent is a critical component of the political process	2.71	2.70	--	--	--	--
The chief benefit of a college education is increase in one's earning power	2.79	--	--	--	--	--
The federal government should raise taxes to reduce the deficit	2.23	--	--	--	--	--

Male and female students disagreed significantly on many of the social and political issues listed. Men reported significantly more agreement than women on the following items:

Men > Women

- Too much concern in courts for the rights of criminals,
- Marijuana should be legalized,
- Important to have laws prohibiting homosexual relationships,
- Racial discrimination is no longer a problem in our society,
- Affirmative action in college admissions should be abolished,
- Federal military spending should be increased,
- Undocumented immigrants should be denied access to public education,
- Dissent is a critical component of the political process, and
- Federal government should raise taxes to reduce the deficit.

Women reported significantly more agreement than men on the following:

Women > Men

- The death penalty should be abolished,
- Same sex couples should have the right to legal marital status,
- Federal government is not doing enough to control environmental pollution, and
- A national health care plan is needed to cover everybody's medical costs.

Table 47 below contains further information on social and political opinions of male and female students.

Table 47

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	2.67	.021	13.3	7.9
	F	2.58		6.5	5.5
Abortion should be legal	M	2.67	.660	29.7	22.6
	F	2.70		33.5	23.6
Death penalty should be abolished	M	1.92	.000	7.9	39.0
	F	2.10		8.5	27.6
Marijuana should be legalized	M	2.21	.000	14.5	32.2
	F	2.01		6.0	37.1
Important to have laws prohibiting homosexual relationships	M	2.07	.000	16.6	41.2
	F	1.73		9.5	57.8
Racial discrimination is no longer a major problem in America	M	2.01	.000	2.8	26.5
	F	1.79		1.2	36.3
An individual can do little to bring about change in our society	M	2.06	.000	4.4	26.9
	F	1.91		3.0	35.0
Wealthy people should pay a larger share of taxes than they do now	M	2.58	.667	20.1	17.2
	F	2.60		15.5	12.6
Colleges have the right to ban extreme speakers from campus	M	2.33	.166	12.9	22.6
	F	2.26		8.1	20.3
Same-sex couples should have the right to legal marital status	M	2.54	.000	28.8	26.9
	F	2.89		43.0	17.9
Affirmative action in college admissions should be abolished	M	2.61	.000	19.4	6.8
	F	2.36		7.6	8.3
Activities of married women are best confined to the home and family	M	--	--	--	--
	F	--		--	--
Federal military spending should be increased	M	2.18	.001	4.7	20.1
	F	2.05		3.4	24.0
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	--	--	--	--
	F	--		--	--
Federal government should do more to control the sale of handguns	M	2.50	.000	11.8	13.9
	F	2.85		19.4	7.5
Only volunteers should serve in the armed forces	M	2.72	.478	24.9	10.2
	F	2.76		22.9	8.8
The federal government is not doing enough to control environmental pollution	M	2.89	.000	26.0	5.6
	F	3.08		32.3	2.4
A national health care plan is needed to cover everybody's medical cost	M	2.62	.000	17.9	14.1
	F	2.95		26.0	5.9
Grading in the high schools has become too easy	M	--	--	--	--
	F	--		--	--
Undocumented immigrants should be denied access to public education	M	2.65	.000	25.7	14.8
	F	2.38		16.1	20.4
Through hard work, everybody can succeed in American society	M	3.23	.826	43.1	3.2
	F	3.23		41.9	2.2

Table 47 (continued)

Student Opinions on Social and Political Issues by Gender

Issue	Sex	Mean	Sig. Level	% Strongly Agree	% Strongly Disagree
<i>1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, 4 = Agree Strongly</i>					
Dissent is a critical component of the political process	M	2.77	.001	15.0	2.5
	F	2.64		8.9	2.8
The chief benefit of a college education is increase in one's earning power	M	2.82	.057	18.6	5.8
	F	2.74		15.8	6.7
The federal government should raise taxes to reduce the deficit	M	2.27	.030	6.2	15.2
	F	2.19		2.0	11.8

QUESTIONS RAISED BY THIS PROJECT

1. What challenges to OSU's diversity initiative are posed by the predominance of students who have attended high school and lived in neighborhoods that are predominately white? And how can OSU address these challenges?
2. With the decline of students reporting major concern about funding their college education, does this mean that fewer low-income students are even able to consider coming to OSU?
3. What impact do the few hours of studying per week in high school have on the study skills needed for success in college? Or, does it impact college academic success?
4. Students do not rate their skills and abilities in public speaking very high when compared to other skills that they possess. How does OSU's inability to offer reasonable access to speech classes impact the level of communication skills that OSU students attain? Other survey data suggested that OSU senior students do not believe that their OSU education did very much to improve their public speaking abilities.
5. If students are not clear about what behaviors constitute academic dishonesty, then how can they be taught appropriate academic ethics in a more systematic and effective way?
6. Is the information obtained by this survey of value to OSU in planning, understanding incoming students? Alternatively, is there another survey that might provide different information that is also needed?

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 information include:

1. Post report on the Student Affairs Research and Evaluation web page and disseminate report information.
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; though, move to only once every 3-4 years.
4. Use the pre-college instrument developed by NSSE to coincide with years that NSSE is also to be administered to OSU students.
5. Develop an OSU survey of first year students to be administered on years when the new NSSE instrument or the CIRP are not being administered at OSU.

REFERENCES

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