

**OREGON STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS**

2003 YOUR FIRST COLLEGE YEAR SURVEY RESULTS

PRESENTED BY

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STUDENT AFFAIRS RESEARCH AND EVALUATION

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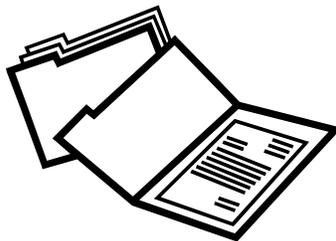


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OREGON STATE UNIVERSITY

2003 YOUR FIRST COLLEGE YEAR SURVEY RESULTS

EXECUTIVE SUMMARY

Rebecca A. Sanderson, Ph.D.

The purpose of this project was to begin to understand the effect that the first year of college had on OSU students. The *Your First College Year* survey was selected as the initial method to begin to gather institutional data that could help to inform conversations directed to program planning and the development of services. Another purpose was to begin to understand whether our current efforts to influence students were having intended results..

Survey subjects were first-time, full-time, first-year students (ft-ft-fy) enrolled in the 2003 Spring Term in the following classes: HHS 231, HDFS 240, HDFS 201, and WR 121. The sample was 50% of the population. Sample characteristics and the population characteristics did not appear to differ substantially.

Assuming that all first year students were present in the selected courses on the day of the administration, the return rate was 40%. Unfortunately from the report of faculty, not all students who were enrolled in the courses were present during the class administrations. Thus, it was likely that the return rate was actually higher but there was not a way in which to make that determination.

Unless otherwise noted, the data presented pertained to first-time, full-time, first-year students (ft-ft-fy). The number of part-time students and transfer students who responded to the survey was relatively small which limited the ability to generalize results. Additionally, some items were repeated from the 2002 CIRP Freshmen Survey that 153 of these students had completed just prior to entering OSU.

Adjustment to the University

Students faced many challenges as they adjusted to the university. Almost half (45%) reported feeling lonely or homesick even though almost 3/4 reported having daily contact with friends at OSU. Most (92%) reported feeling at least somewhat successful at making friends yet about 8% indicated a complete lack of success in this regard. The percentage of students who had reported feeling depressed at some time during their senior year in high school increased to over 10% for students during their first college year. This may be related to 94% of ft-ft-fy students' report of feeling overwhelmed at least occasionally by "all they had to do." This also was an increase from their report of feeling overwhelmed in high school.

While OSU students reported feeling safer on campus than comparators, about 1/4 reported experiencing discrimination or bias since coming to OSU. The most frequently cited experience (10%) was based upon sex/gender.

For most students (> 65%) interaction with university personnel (faculty, academic advisor, and other university personnel) beyond the classroom occurred between 1 and 2 times per term. While there were a few students who had more regular contact, the number of students who reported never having had contact with college personnel was substantial (range from 7%--

academic advisor to 44%--faculty outside of class or office hours). OSU students tended to interact less with faculty, academic advisors, and other university personnel than comparators.

Nearly 28% reported being intimidated by professors. Yet, 97% reported being at least somewhat successful in understanding what professors expect and 63% indicated that they felt at least some success in getting to know faculty.

Male students reported less success than female students at developing effective study skills, adjusting to the academic demands of college, managing time effectively, and using campus resources. Yet they tended to rate themselves higher than female students on several ability questions: computer skills, leadership, mathematical ability, physical health, popularity, risk-taking, self-confidence-intellectual, self-confidence-social, and self-understanding. OSU students generally rated themselves lower on their skills and abilities than did the comparators.

Financing their college education remained a significant stressor for some students. Students who had reported major concern about financing their college education just prior to entering OSU reported increased concern by the end of the first year.

Academic, Career, and Social Experiences

While formal lectures were the dominate class experience reported by students, they also indicated that OSU classes used research projects, field experiences/internship, laboratory experience, group projects, and required on-line interactions with professors/classmates more frequently than comparators. OSU students also reported feeling bored in class more frequently during their first college year than they had reported for their last year in high school. Additionally nearly 1/3 of ft-ft-fy students reported changing their major at some time during the first year.

Most students reported spending 15 hours or less per week studying (86%) regardless of grade point average. Approximately 45% reported a GPA of A, A-, B+; 41% B, B-, C+; and 13.4% C or less. As might be expected, students reported a decrease in A, A-, B+ grades and an increase in grades of B, B-, C+, C, or less from their high school grades to their grades in the first year of college.

Overall, students reported increased time spent from high school to college in studying, homework, and socializing with friends and a decrease in time spent exercising, participating in student clubs or groups, household/childcare duties, and reading for pleasure. OSU men reported devoting more time per week than women students to socializing with friends, exercising, partying, commuting, playing video games, surfing the net, and watching TV. OSU men tended to participate in intramural sports more frequently than women and OSU students tended to be more involved in this activity than were comparators. Additionally, a larger percentage of OSU first year students were involved in social fraternities and sororities than comparators.

Self-Assessed Academic and Personal Development

Men tended to rate themselves as developing more in use of analytical and problem solving skills than did women. OSU comparators reported more growth than OSU students in knowledge of people from different races/cultures, understanding national issues, and understanding global issues. Overall, OSU students reported more development in the areas of library and research skills than did comparators.

Generally, OSU students reported feeling either the same or more confident in their writing ability than when they began at OSU. Most students had likely taken Writing 121 or were in the final three weeks of the class when this survey was administered. Most students (59%) used their writing instructor for help and feedback on writing.

Student Opinions/Values/Behaviors

Generally, OSU students increased their expectations for the future from those reported at the beginning of the first year. Specifically, increases occurred in the following areas: achieve in a performing art, influence social values, raise a family, have administrative responsibility, help others in difficulty, create original works, create artistic work, be involved in environmental clean-up, develop a meaningful philosophy of life, promote racial understanding, keep up with political affairs, be a community leader, and integrate spirituality into my life.

Women rated diversity as more important than did men. Likewise OSU women reported more importance than OSU men in improving their understanding of other countries and cultures.

Use of Alcohol and Other Drugs

Increased use of alcohol and other drugs by college students was a typical finding in much research on college students. OSU's results seemed to support those findings. Ft-ft-fy OSU male students reported more use of cigarettes, beer, and wine or liquor than did women students. In addition, OSU students reported more frequent use of beer and wine or liquor than did comparator students.

OSU ft-ft-fy male students reported more use of marijuana, alcohol and club drugs than did OSU women students. Since entering OSU, about 25% of OSU ft-ft-fy students had used marijuana; 70% had used alcohol; and, 2% had used club drugs at some time during their first year. Overall, OSU students reported an increase in the frequency of substance use from the beginning of the year to the end of the year.

Satisfaction

Even though OSU ft-ft-fy students reported less satisfaction with their decision to enroll at OSU than did comparators at public universities, they generally were planning on returning to OSU for the 2003 Fall term. Only about 9% were considering transferring to another institution with another 1% considering not attending any institution of higher education.

Generally comparators at public universities reported more satisfaction in the areas measured than did OSU students. Specifically, these areas included: relevance of coursework to everyday life, overall college experience, amount of contact with faculty, opportunities for community service, overall quality of instruction, and overall sense of community among students. Ft-ft-fy students at comparator institutions also rated academic advising, psychological counseling, orientation for new students, classroom facilities, student housing facilities, financial services and recreational facilities more favorably than did OSU students. The only areas OSU ft-ft-fy students rated more favorably than comparators were the library services and facilities.

Ft-ft-fy OSU male students rated satisfaction with computer facilities more favorably than did female students; however, women rated satisfaction with academic advising, orientation for new students and student housing facilities more favorably than men. OSU women tended to

report more satisfaction with the relevance of coursework to everyday life than did men. Yet, 68% of all ft-ft-fy students reported that their coursework inspired them to think in new ways.

Students' mean rating for the areas of assistance provided by academic advisor was between neutral and satisfied. Students seemed most satisfied with help in scheduling/registration procedures and most dissatisfied with the assistance academic advisors provided regarding life and career goals.

Summary

The implications for OSU and OSU students concerning the impact of the first year experience at OSU are substantial. This project was undertaken in order to stimulate further conversations about OSU's influences on students, intended influences on students, and how to better align intentions and outcomes.

Key questions that arose as the data was reviewed included:

1. How can this data and other existing data on first year students inform planning intervention strategies for preventing first year student attrition? What other information is needed?
2. Has OSU set a structure (e.g., large classes, quarters) that fosters academic disengagement of first year students?
3. What are the academic support programs that address the transitional and teaching/learning needs of first year students? How effective are the current programs and do we need others?
4. Does OSU have a philosophy and culture of student success and do we need one? If so, how do students know of this philosophy and can they see it in the culture at OSU?

Recommendations

1. Determine what, if any, of these area OSU may want to focus on for improvement.
2. Use results to inform planning of Academic Success Center and Faculty Teaching Excellence Center.
3. Use results to inform retention planning and strategies for first year students.
4. Provide results to offices, groups, and individuals who are most involved with first year students, their curriculum and their support programs.
5. Administer YFCY survey every two years; however, administration methodology may need to be altered

OREGON STATE UNIVERSITY
2003 YOUR FIRST COLLEGE YEAR SURVEY RESULTS

Rebecca A. Sanderson, Ph.D., Director, Student Affairs Research and Evaluation

INTRODUCTION

In 1999 the Higher Education Research Institute (HERI) at UCLA and the Policy Center on the First Year of College at Brevard College joined forces to develop an instrument to “. . . enhance local and national assessment of the first college year . . . (Sax, et al., 2002, p. 6).” Both of these agencies had been involved in studying college students and their experiences for many years. HERI had been studying college students since mid-1960 and the Brevard College group since the early 1980's. Yet, neither had developed an instrument to examine the experiences of students during their first college year.

The Your First College Year Survey (YFCY) was developed to measure curricular and co-curricular experiences during the first year and to follow-up on some items from the HERI Cooperative Institutional Research Program Freshman Survey (CIRP). The CIRP was given to students just prior to their entering college and provided a database of over 30 years of research. In this way, the YFCY was able to measure first year student experiences and to provide information about how students might have changed since they took the CIRP.

The initial financial support for the YFCY came from The Atlantic Philanthropies and The Pew Charitable Trusts. This allowed the group to do the survey development and also to pilot the survey from 1999-2001 with 65 colleges and universities. YFCY was released nationally in 2002, with 110 colleges and universities participating. To date, the YFCY is the only national survey instrument designed to measure the development of first year college students (Sax, et al., 2002). Further information about YFCY including the YFCY survey was available at: <http://www.gseis.ucla.edu/heri/yfcy>.

In the last few years OSU has worked to both recruit and retain students with major efforts (e.g., START, Connect, Odyssey, Academic Success classes, etc.) directed toward the retention of first year students. OSU participated in the annual Cooperative Institutional Research Program Freshman Survey (CIRP) during 2002 and 2003. The CIRP was given to incoming first year students during the summer START sessions. This provided data regarding the high school experiences of new students, their hopes and expectations for college, and their attitudes on a variety of subjects. (OSU results on the 2002 CIRP can be found at: http://oregonstate.edu/admin/student_affairs/research/res_introduction.html.)

Yet, there was not any broad-based assessment of OSU first year students' perceptions of their initial collegiate year. Certainly retention rates were examined as well as specific first year student program evaluations. Yet examination of the experiences of first year students at the conclusion of their first year at OSU was lacking. The Your First College Year Survey (YFCY) seemed to fill the need to examine what students were saying about that first year experience at OSU.

In partnership with Academic Programs, the Student Affairs Research and Evaluation Office coordinated the administration, reporting, and dissemination of the survey and the survey results. As with most university-wide efforts, the involvement of many people helped this project to come to fruition. First, without the funding from Academic Programs, the survey could not have been done. Second, the 3 faculty members who agreed to use class time for survey

administration were vital to the project success (i.e., Dr. Tony Wilcox, Dr. Kathy Greaves, Dr. Eric Hill). Third, graduate assistants worked with faculty and project personnel to insure that scheduling worked for both the course demands and the project timelines. Fourth, many Student Affairs volunteers took time from their schedules to assist with survey dissemination/collection over a three week period in May, 2003. In all, over 40 OSU staff members, faculty members, and graduate students invested their time, adjusted their schedules, and collaborated in order for this project to move forward.

METHODOLOGY

DESCRIPTION OF SURVEY

The YFCY Survey was designed in consultation with students, faculty, and administrators at both 2-year and 4-year colleges and universities around the country. The survey instrument asked questions in the following areas:

- Academic achievement
- Academic skills
- Classroom, residential, and employment experiences
- Interactions with peers and faculty
- Satisfaction with curricular and extracurricular experiences
- Patterns of behavior
- Self-confidence and feelings of personal success

In addition, OSU had the opportunity to add 21 questions to the survey. These questions focused on academic advising experiences, diversity, writing, financial concerns, and substance use.

Many of the questions were comparable to the questions on the 2002 CIRP survey which was administered to entering first year students during the summer START sessions. Thus, students' responses just prior to entering OSU were able to be compared to their responses at the end of the first year on several items.

SELECTION OF SURVEY SUBJECTS

Survey subjects were first time, first year students enrolled in the 2003 Spring Term. In order to maximize the response rate, the researchers decided to administer the survey in courses that had a predominance of first year students. From a list provided by the OSU Registrar's Office, the researchers first approached those faculty members teaching courses with 200 or more first year students. Using this approach only two faculty agreed to allow their classes to participate in the study, HHS 231 (sections 001, 002, 003), HDFS 240 (section 001), and HDFS 201 (section 001). In order to increase the sample size, the WR 121 classes were approached to also serve as a venue for survey administration. The following sections of WR 121 participated in the study: 003, 004, 005, 006, 008, 009, 010, 013, 016, 017, 023, 027, 098, 099. The HHS course and the WR 121 courses were alpha sectioned with HHS covering H-N and WR 121 including O-Z. The sample characteristics compared with the population of first time first year students was included in Appendix A.

While the sample was not selected randomly, the large number of participants and the size of the sample (50% of the population) were assumed to ameliorate a substantial amount of the sampling error. In addition, the sample characteristics and the population characteristics did not appear to differ significantly in those areas that were able to be compared.

ADMINISTRATION OF SURVEY

Survey administration occurred from May 1 to May 15, 2003. Students were asked to participate in the study and were provided with a paper survey as well as a web address, login, and password. Included in the paper survey were directions for using the web version as well as informed consent documents and the OSU-specific questions. They were free to choose either the paper method or the web method. The majority of students who chose to participate elected to answer the paper survey. When students had completed the survey, they were returned to the researchers who forwarded them to HERI for scoring.

The HERI scored the surveys and compiled the results. The raw data (without student identifiers) from the surveys was forwarded to OSU along with several reports (e.g., frequency distributions, report of means). In addition, on those items on the YFCY survey, which had been duplicated from the 2002 CIRP Freshman Survey, were compared to the responses on the CIRP for students who could be identified as completing both surveys.

Descriptive statistics for each item were determined including mean, standard deviation, frequency distribution, and percents. Independent T-tests were used to assess any differences between the responses of men and women or between OSU and the comparator group, Public Universities (see Appendix B for list of Public University comparators). OSU-specific questions were listed in Appendix C.

RESULTS

Unless otherwise noted, the data presented pertained to full-time, first-time, first year students (ft-ft-fy). The number of part-time students and transfer students who responded to the survey was relatively small which limited the ability to generalize results. The Results section of this report was organized according to the following categories: Survey Return Rate, Survey Respondent Characteristics, Adjustment to the University, Academic and Social Experiences, Self-Assessed Academic and Personal Development, Student Opinions/Values and Behaviors, Alcohol and other Drug Use, Satisfaction, and Comparison of 2002 CIRP Freshman Survey Results to Results on 2003 YFCY Survey.

Those items in bold-face on the following charts demonstrated significant differences in means either between men and women or between OSU and the comparator group. A summary of each section was provided in the Summary and Questions section of this report.

SURVEY RETURN RATE

Assuming that all first year students were present in the selected courses on the day of the administration, the return rate was 40%. Unfortunately, from the report of faculty, not all students who were enrolled in the courses were present during the class administrations. Thus, it is likely that the return rate was actually higher but there was not a way in which to make that determination.

SURVEY RESPONDENT CHARACTERISTICS

A comparison of the population characteristics and sample characteristics was provided in Appendix A. Survey respondents were self-identified first time, first year, full time students (FTFYFT). The following were the characteristics of the respondents:

Characteristics of Respondents (N = 447)

Characteristic		% of Respondents
Gender	Male	41%
	Female	59%
Type of Survey Returned	Paper	99.6%
	Web	0.4%
Race/Ethnicity ¹	African American	2.5%
	American Indian/Native Alaskan	1.1%
	Asian American/Pacific Islander	12.2%
	Caucasian/White	82.4%
	Hispanic, Latino, Chicano	5.4%
	Other	2.0%
Current GPA	A (3.75-4.00)	19%
	A- B+ (3.25-3.74)	27%
	B (2.75-3.24)	27%
	B- C+ (2.25-2.74)	14%
	C or less (2.24 or below)	13%
Academic Cluster	Ag Sciences or Forestry	7.4%
	Business or Engineering	31.3%
	HHS or Education	22.0%
	Liberal Arts or Science	27.5%
	Other	11.8%
Self-Identified Disability	Yes	6.2%
	No	92.7%
	No response	1.1%
Native English Speaker	Yes	93.6%
	No	6.4%
Primary Residence	College residence hall, suite, or other campus housing	79.8%
	Private home or apartment	13.1%
	Other	7.1%
Experience in University residence hall or cooperative house	Have lived in but live elsewhere now	9.9%

	Currently live in	75.9%
	Have never lived in	11.6%
	No answer	2.6%

¹Percentages will sum to more than 100.0 if any respondents marked more than one race/ethnic group.

1. ADJUSTMENT TO THE UNIVERSITY

First year students underwent a variety of challenges as they transitioned into the University and subsequently adjusted to the academic environment. Thinking was challenged; systems were new; diversity was either overwhelming or non-existent; and OSU and Corvallis were very large, very small or someplace in-between. The range of experiences that students brought to OSU were quite varied and yet, there were several common concerns and challenges.

1.1 Finding a “Fit”

The following items reflected areas of challenge for ft-ft-fy students as they integrated and adjusted to their first year at OSU.

1.1 a. Personal Challenges During the First Year

Since entering college how often have you felt:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently	% Not at all	All Mean
Lonely or homesick	**2.24	2.52	2.41	9.4	14.0	2.46
Worried about meeting new people	*2.16	2.34	2.27	7.3	20.9	2.34
Isolated from campus life	2.02	2.10	2.06	6.7	30.6	2.15
Unsafe on this campus	**1.31	1.70	1.54	1.1	55.3	**1.63
Worried about your health	**1.76	2.12	1.97	3.2	31.4	1.99
1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently						
Depressed	1.74	1.80	1.78	10.7	33.0	1.81
1 = Not at all, 2= Occasionally, 3= Frequently						

** Differences between means were significant at the 99% confidence level.

* Differences between means were significant at the 95% confidence level.

Men reported feeling less concern than women in the following areas: (differences in means at least at the 95% confidence level)

- Lonely or homesick
- Unsafe on this campus
- Less concerned about their health
- Worried about meeting new people

Additionally when compared to other Public Universities that participated in the YFCY Survey, OSU students reported feeling safer on campus than students at the comparator institutions. Differences in means were significant at the 99% confidence level.

Students came to OSU from a variety of backgrounds, ethnicities, sexual orientations, religious beliefs, etc. Students not only worked to manage the demands of adjusting to the academic environment but also reported having to deal with incidents of discrimination or bias.

1.1b Experienced Discrimination or Bias

Have experienced discrimination or bias during 2002-2003	
7.6%	race/ethnicity
9.7%	sex/gender
0.9%	sexual orientation
6.3%	religious beliefs
75.5%	have not experienced

Of those who reported experiencing discrimination or bias during 2002-2003 sex/gender was the most frequently endorsed category with race/ethnicity and religious beliefs following closely.

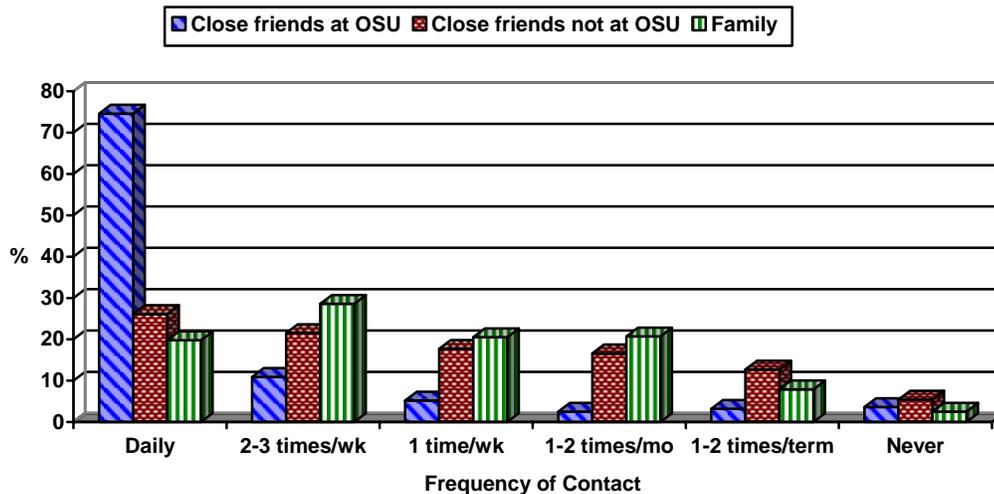
1.2 Interactions with Support Networks

Staying connected to family and friends while also adjusting to a new environment remained important for students. As was expected, most students (91%) maintained closer contact (at least once per week) with friends at OSU but connection with friends not at OSU and connection with family were clearly also important, 65% and 69% respectively.

1.2a Frequency of Interaction with Friends and Family

Since entering college, how often have you interacted with (email, phone, in person):	Close friends at OSU %	Close friends not at OSU %	Family %
Daily	74.6	26.1	19.8
2-3 times per week	10.9	21.5	28.6
Once a week	5.2	17.7	20.5
1-2 times per month	2.5	16.6	20.7
1-2 times per term	3.2	12.7	7.9
Never	3.6	5.4	2.5

1.2b Interaction with Friends and Family (Percent of FTFTFY students)



Female students tended to have more frequent contact with friends (at OSU and not at OSU)

and family than did male students. Differences between means were significant at the 95% confidence level. No discernable differences were noted between male students and female students on contact with faculty, advisors or other college personnel.

Interestingly, some students also felt the need to have some distance from family in order to successfully manage the transition. In fact, over 1/3 frequently or occasionally felt a need to break away from family.

1.2c Family

Since entering college how often have you felt:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently or Occasionally	% Not at all	All Mean
A need to break away from family in order to succeed	2.06	2.09	2.08	35.3	36.2	2.08
That your family responsibilities interfered with your schoolwork	1.54	1.66	1.61	13.4	54.8	1.65

1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently

Only 58% of students felt completely successful at developing close friendships with other students at OSU. Over 8.4% reported being unsuccessful in that regard.

1.2d Success with Making Friends (Percent of ft-ft-fy students)

Since entering college how successful have you felt at:	Completely successful	Somewhat successful	Unsuccessful
Developing close friendships with students	58.0	33.6	8.4

1.3 Involvement with Faculty and Other University Personnel

Research suggested that student interaction with faculty was one of the most potent influences in a student's motivation and persistence in college (Chickering & Gamson, 1987).

1.3a Frequency of Involvements

Since entering college how often have you felt:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently or occasionally	% Not at all	All Mean
Intimidated by your professors	**1.85	2.18	2.05	28.3	28.7	2.13
That your courses inspired you to think in new ways	2.72	2.85	2.80	68.8	6.0	2.85

1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Women tended to be more intimidated by professors. The difference between means for men and women students was significant at the 99% confidence level.

1.3b Frequency of Interaction with Faculty/College Personnel (Percent of FTFTFY students)

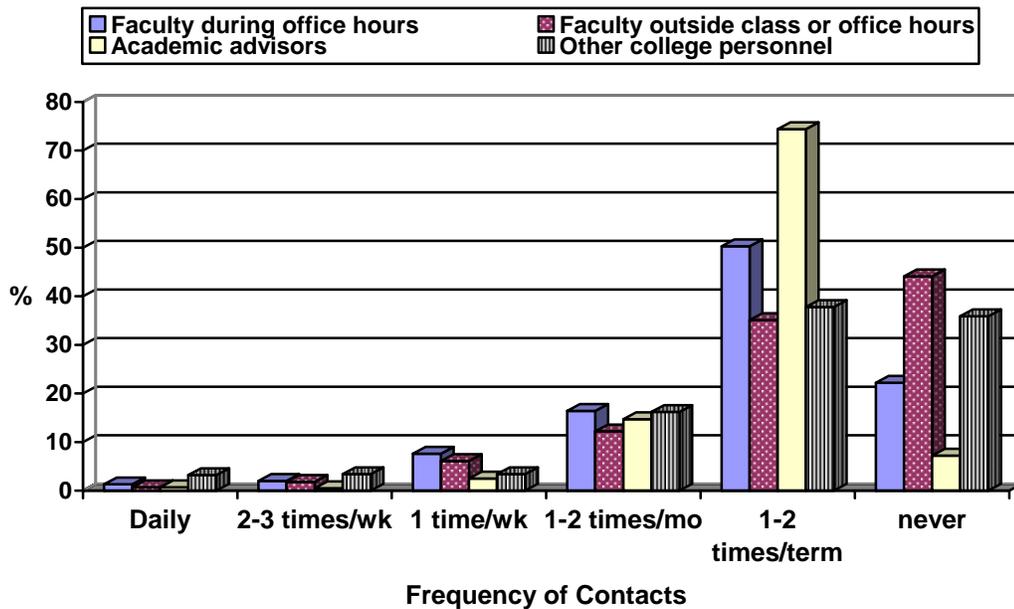
Since entering college, how often have you interacted with (email, phone, in person):	Faculty during office hours %	Faculty outside of class or office hours %	Academic advisors/counselors %	Other college personnel %
Daily	1.3	0.7	0.7	3.2
2-3 times per week	2.0	1.8	0.5	3.4
Once a week	7.6	6.1	2.5	3.4
1-2 times per month	16.4	12.2	14.7	16.2
1-2 times per term	50.3	35.1	74.4	37.8
Never	22.2	44.1	7.2	35.9
	Mean	Mean	Mean	Mean
OSU Means	**2.21	**1.88	*2.17	**2.10
Public Univ. Means	2.45	2.03	2.25	2.35

1=never, 2= 1-2 times per term, 3 = 1-2 times per month, 4 = Once a week, 5 = 2-3 times per week, 6 = daily

* = Difference between means is significant at 95% confidence level

** = Difference between means is significant at the 99% confidence level

1.3c Interaction with Faculty/College Personnel (Percent of FTFTFY students)



Clearly for most students, interaction with university personnel beyond the classroom occurred between 1 and 2 times per term. While there were a few students who had more regular

contact, the number of students who reported never having had contact with college personnel, even their academic advisor was substantial.

When compared to other public universities, OSU ft-ft-fy students tended to interact less with all categories listed above. Differences between means were significant at the 99% confidence level except for contact with academic advisors which was significant at the 95% confidence level.

1.3d Success at Getting to Know Faculty

Since entering college how successful have you felt at:	Completely successful	Somewhat successful	Unsuccessful
Getting to know faculty	8.7	54.4	36.9

Most students reported at least some success at “getting to know faculty,” yet, a little over one-third experienced no success. If, as Chickering and Gamson (1987) suggested, that interaction with faculty is key in student motivation, then having over 1/3 of the FTFTFY students feel unsuccessful in this area could influence first year student retention.

1.4 Concerns with Finances

Financial concerns and challenges for students continued to increase as state support for higher education decreased nationally. OSU students were questioned about their level of concern regarding financing their college education. Most ft-ft-fy students reported that they had some concern about financing their education while 23.4% reported major concern.

1.4a Concern About Finances

Concern about ability to finance college education
28.5% None (I am confident that I will have sufficient funds)
48.1% Some (but I probably will have enough funds)
23.4% Major (not sure I will have enough funds to complete college)

Again, most students reported that they had enough money to fund their first year (84.2%). However, 15.8% reported having a difficult time or not having adequate funds to return.

1.4b Adequacy of Funds

Adequacy of funds this year to fulfill academic plans
32.6% Yes, to a great extent
51.6% Yes, but I had to watch my money
14.3% No, had a difficult time but managed
1.5% No, don't have enough money to return

For those students who work in order to help pay their expenses, job responsibilities were reported to interfere with schoolwork for less than 1/4 of students.

1.4c Frequency of Work Interfering with School

Since entering college how often have you felt:	Frequently %	Occasionally %	Rarely %	Not at all %
That your job responsibilities interfered with your schoolwork	3.5	18.9	21.0	56.6

1.5 Management of Academic and Social Life

Most students reported less interference with schoolwork that could be attributed to job or family responsibilities than that attributed to their social lives. 55.8% of ft-ft-fy students reported that their social life “frequently” or “occasionally” interfered with their schoolwork.

1.5a Social and Affective Challenges

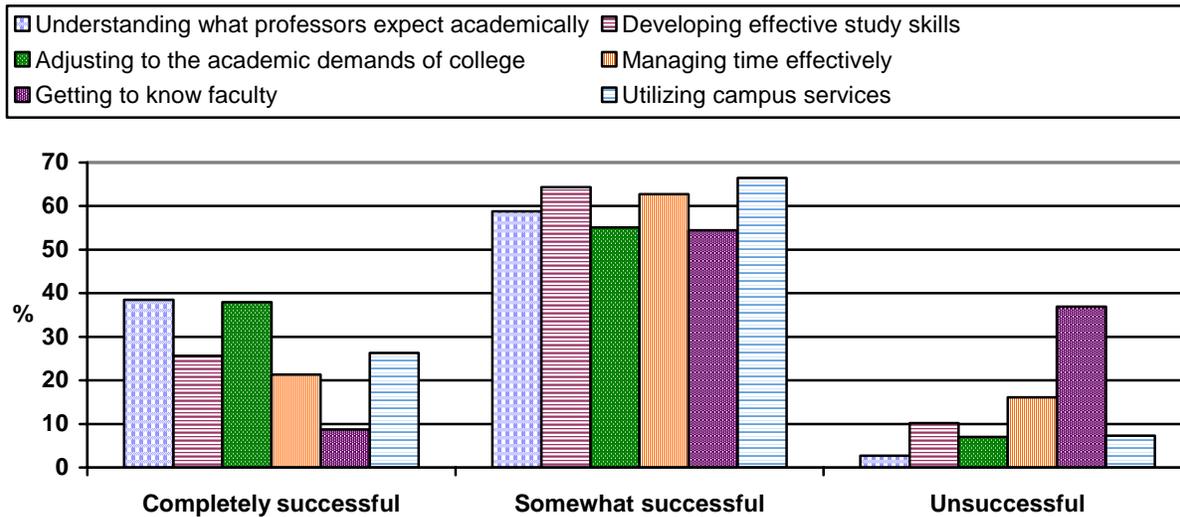
Since entering college how often have you felt:	Frequently %	Occasionally %	Rarely %	Not at all %
That your social life interfered with your schoolwork	14.2	41.6	29.7	14.4
Overwhelmed by all you had to do	39.8	54.3	-	5.9

Many first time first year students at OSU tended to underestimate the degree of academic rigor that they would experience in their first year (OSU 2002 CIRP Freshman Survey Report). The following items measured the degree to which students’ reported success in developing those skills necessary for academic success.

1.5b Self-Rating of Success

Since entering college how successful have you felt at:	Completely successful	Somewhat successful	Unsuccessful
Understanding what professors expect academically	38.5	58.8	2.7
Adjusting to the academic demands of college	37.9	55.1	7.0
Utilizing campus services	26.3	66.4	7.3
Developing effective study skills	25.6	64.3	10.2
Managing time effectively	21.3	62.7	16.1

1.5c Self-Rating of Success (Percent of FTFTFY students)



Most students reported at least some success in developing the skills necessary for success in an academic environment. Yet, over 10% of ft-ft-fy students reported being unsuccessful at developing effective study skills, 16.1% indicated that they were not managing time effectively, and 36.9% reported a lack of success in getting to know faculty.

Men reported less success than women at developing effective study skills, adjusting to the academic demands of college, managing time effectively, and using campus resources (Differences between means were at least significant at the 95% confidence level).

Additionally OSU ft-ft-fy students reported less success at “getting to know faculty” than did students at Public Universities. (Difference between means was significant at the 95% confidence level.)

2. ACADEMIC, CAREER, AND SOCIAL EXPERIENCES

According to Chickering and Gamson (1987) and Pascarella and Terenzini (1991), students learned more when they were engaged in their education and when they were asked to think about and collaborate with others to solve problems or master difficult material. Students were asked their perceptions of the frequency of various teaching methodologies used in their classes. Pedagogical strategies listed varied from those that required little student engagement to those that actively engaged students in the learning process.

2.1 Class, Career, and Enrollment Experiences

This section reported the results of students’ responses to frequency of specific teaching activities used in their classes and their level of participation in educational activities. Further, they were asked about their experiences in career and enrollment activities at OSU.

2.1a Teaching Methodologies Used in Classes

How often has each of these been included in your courses at OSU?	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently or occasionally	% Not at all	All Mean
Formal lectures	3.35	3.56	3.48	84.2	4.9	3.54
Laboratory component	2.84	2.93	2.90	68.3	12.5	**2.54
Multiple drafts of written work	2.87	2.73	2.79	69.9	8.5	2.77
Group discussions	2.75	2.76	2.76	63.6	4.6	**3.00
Required on-line interaction /w professors and/or classmates	2.40	2.43	2.42	50.2	22.2	*2.32
Group projects	*2.64	2.46	2.53	52.1	11.6	*2.44
Research projects	2.60	2.53	2.56	54.5	10.2	**2.43
Weekly essay assignments	2.35	2.27	2.30	40.9	22.1	2.33
Student-selected topics	2.04	2.02	2.03	31.6	32.0	1.97
Field experience or internship	1.62	1.50	1.55	13.3	61.3	**1.44
Student presentations or performances	2.21	2.23	2.22	33.5	17.9	**2.37
Student evaluations of each other's work	2.31	2.25	2.28	38.7	16.8	**2.39
Community service linked to coursework	1.51	1.49	1.50	12.6	65.3	*1.40

1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Formal lectures dominated the class experiences that students reported (84.2% frequently or occasionally). Students reported that the teaching methodologies which OSU tended to utilize more frequently in classes than the comparator group, Public Universities, included: (Differences in means was significant at the 95% confidence level)

- Research projects
- Field experiences or internship
- Laboratory component
- Group projects
- Community service linked to coursework
- Required on-line interaction with professors and/or classmates.

Teaching methodologies comparators, Public Universities, tended to utilize more frequently in classes than OSU included: (Differences in means was significant at the 99% confidence level)

- Group discussions
- Student presentations or performances
- Student evaluations of each other's work

2.1b Student Participation in Class

Since entering OSU, how often have you:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently or occasionally	% Not at all	All Mean
Used the internet for research or homework	2.81	2.83	2.83	99.6	0.5	2.81
Felt bored in class	**2.61	2.48	2.53	99.5	0.5	2.49
Studied with other students	2.34	2.32	2.33	93.6	6.4	**2.21
Come late to class	1.89	1.79	1.83	72.6	27.4	1.81
1 = Not at all, 2= Occasionally, 3= Frequently						
Spoke up in class	**2.69	2.47	2.56	53.3	8.3	**2.76
Skipped class	2.41	2.34	2.36	40.0	12.2	2.39
Discussed course content with students outside of class	3.12	3.12	3.12	85.4	1.4	**3.21
Turned in course assignments that did not reflect your best work	**2.59	2.23	2.37	40.4	7.6	2.36
Turned in course assignments late	**1.87	1.48	1.63	11.3	51.2	1.59
Received tutoring	1.68	1.61	1.64	15.1	54.7	**1.86
Worked with a professor on a research project	1.35	1.27	1.30	4.2	75.1	1.31
1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently						

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU ft-ft-fy male students were more likely than women students to report: (Differences in means was significant at the 99% confidence level)

- Feeling bored in class
- Turning in course assignments late
- Speaking up in classes
- Turning in coursework that did not reflect their best work
- Having classes that used group projects.

When compared to other Public Universities, OSU students reported that they tended to study more with other students and to receive tutoring less frequently than their counterparts. Differences in means were significant at the 99% confidence level.

2.1c Career and Enrollment Experiences
(Percent of ft-ft-fy students)

Since entering OSU have you:	OSU %	Public Univ. %
Declared your major	56.6	49.9
Taken a course or seminar specifically designed to help first-year students adjust to college	43.6	42.4
Changed your career choice	31.5	33.8
Decided to pursue a different major	31.5	35.1
Enrolled in a remedial/developmental course	6.3	4.5
Enrolled in a formal program where a group of students takes two or more courses together	5.4	9.7
Transferred from another institution	4.0	2.0
Enrolled in an honors course	3.8	16.4

A smaller percentage of OSU students tended to be enrolled in learning communities and honors courses than comparators. Nearly 1/3 of OSU first year students reported changing their major in the first year.

In addition to academic and career experiences, students also reported the frequency of their involvement in other campus or interpersonal activities.

2.1d Frequency of Specific Activities

Since entering OSU, how often have you:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently or occasionally	% Not at all	All Mean
Participated in intramural sports	**2.34	1.59	1.89	33.3	53.9	*1.76
Had difficulty getting along with your roommates/housemates	1.85	1.97	1.92	27.2	42.7	2.02
Gone on a date	2.42	2.33	2.36	49.2	31.3	2.40
Sought personal counseling	1.24	1.20	1.22	5.9	86.5	1.24
1 = Not at all, 2= Rarely, 3= Occasionally, 4= Frequently						
Attended a religious service	1.66	1.72	1.70	50.4	49.5	**1.83
Participated in an organized demonstration	1.34	1.35	1.35	31.4	68.6	1.38
Participated in volunteer or community service work	*1.55	1.70	1.64	51.8	48.2	1.70
Discussed politics	1.89	1.80	1.84	69.8	30.2	**1.98
Socialized with someone of another racial/ethnic group	2.52	2.45	2.48	95.2	4.8	**2.59
Discussed religion	1.98	1.92	1.95	74.1	25.9	**2.03
1 = Not at all, 2= Occasionally, 3= Frequently						

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Men participated in intramural sports more frequently than women and OSU students tended to be more involved in this activity than were comparators. Differences in means were significant at the 99% confidence level and the 95% confidence level, respectively.

Comparators attended religious services, discussed politics, socialized with someone of another racial/ethnic group, and discussed religion more frequently than did OSU students. Differences in means were significant at the 99% confidence level.

2.1e Greek Participation and Athletic Participation (Percent of ft-ft-fy students)

Since entering OSU have you:	OSU %	Public Univ. %
Joined a social fraternity or sorority	16.1	11.0
Participated in varsity/intercollegiate athletics	12.3	10.6

A larger percentage of OSU first year students reported being involved in social fraternities, sororities and intercollegiate athletics than first year students at comparator institutions.

2.2 Use of Time

In order to gauge how students spent their time on various activities in their first year of college, students were asked to estimate the number of hours spent (in a typical week) in a variety of activities. The following chart provided the means for men--women, and for OSU--comparators.

2.2a Hours per Week in Various Activities

Since entering OSU, how many hours per week have you:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% 16 hrs or more	% 5 hrs or less	All Mean
Attending classes/labs	6.20	6.35	6.29	49.2	9.2	6.33
Studying/homework	5.02	5.14	5.09	13.7	34.5	5.05
Socializing with friends	**6.32	5.80	6.01	38.3	20.4	*5.83
Exercising or sports	**4.63	3.85	4.16	8.5	65.8	**3.84
Partying	**3.55	2.75	3.07	5.7	23.4	3.11
Working for pay on campus	1.66	1.74	1.71	1.9	87.4	1.78
Working for pay off campus	1.69	1.58	1.63	3.9	91.4	**1.86
Participating in student clubs/groups	1.98	2.16	2.09	2.5	93.8	**2.45
Watching TV	*3.64	3.27	3.42	4.2	77.3	**3.64
Household/childcare duties	1.88	1.67	1.76	1.6	96.8	1.72
Reading for pleasure	2.01	1.94	1.97	1.2	95.9	2.04
Commuting	**2.28	1.80	2.00	1.7	94.9	1.90
Playing video/computer games	**3.32	1.52	2.25	2.7	91.3	2.28
Prayer/meditation	1.89	1.68	1.77	0.9	97.4	**2.00
Surfing the internet	**3.76	2.96	3.38	4.6	76.1	**3.76
Communicating via e-mail, instant messenger, etc.	3.86	3.77	3.81	7.9	85.1	**4.36
1=none, 2= < 1 hr, 3 = 1-2 hrs, 4 = 3-5 hrs, 5 = 6-10 hrs, 6 = 11-15 hrs, 7 = 16-20 hrs, 8 = 21-30, 9 = over 30						

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU men reported devoting more time to the following activities than did OSU women:

(Differences in means were significant at the 99% confidence level.)

- Socializing with friends,
- Exercising or playing sports,
- Partying,
- Commuting,
- Playing video/computer games, and
- Surfing the internet.

Men also reported spending more time than women watching television. (Difference in means was significant at the 95% confidence level.)

OSU students also reported spending more time than comparators: (Difference in means was significant at the 95% and 99% confidence levels respectively.)

- Socializing with friends, and
- Exercising or playing sports.

OSU Comparators however reported more time in a week spent on the following than did OSU students: (Differences in means were significant at the 99% confidence level.)

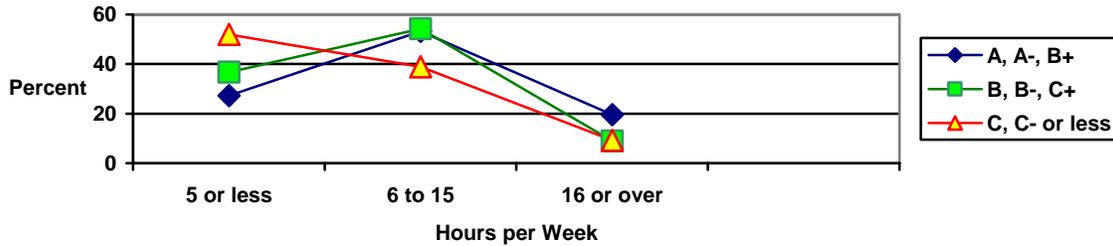
- Working for pay off campus,
- Participating in student clubs and groups
- Watching TV,
- Praying or meditating
- Surfing the internet

2.2b Relationship Between Grades and Time Engaged in Study/Homework

Amount of time Studying (expressed in percent)	Reported Grades			Totals
	A, A-, B+	B, B-, C+	C, C-, or less	
5 hours or less per week	27.2	36.7	51.9	34.4
6-15 hours per week	53.2	54.3	38.9	51.7
16 or more hours per week	19.6	9.0	9.2	13.9
Totals	45.5	41.1	13.4	100

Most students reported spending 15 hours or less per week studying (86.1%). Of those students who reported an A, A-, or B+ GPA, 19.6% studied 16 hours or more. Interestingly, for students reporting B, B-, C+ and C, C- or less about 9% reported studying 16 or more hours per week.

2.2c Hours Per Week Studying vs. Grade Point Average



Over 45% of students reported a GPA of A, A-, B+ with another 41% reporting a GPA of B, B-, C+. Only 13.4% of FTFTFY students reported a C, C- or less GPA.

3. SELF-ASSESSED ACADEMIC AND PERSONAL DEVELOPMENT

Students were asked to rate their gains/losses in academic and personal areas since coming to OSU. The following provided the ratings for students' estimations of their development during this first year of college. Note that this information is a very rough gauge of development since not all students began at the same place in every area.

3.1a Self-Assessed Academic and Personal Development

Compared with when you entered OSU, how would you now describe your:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% much stronger or stronger	% much weaker or weaker	All Mean
General knowledge	4.05	4.01	4.03	88.6	1.2	4.05
Analytical and problem-solving skills	*3.84	3.69	3.75	66.2	1.4	3.78
Knowledge of a particular field or discipline	4.04	3.99	4.01	83.9	1.4	4.07
Critical thinking skills	3.81	3.72	3.75	68.6	1.7	3.80
Knowledge of people from different races/cultures	3.65	3.67	3.67	56.9	1.6	*3.74
Religious beliefs and convictions	*3.23	3.40	3.33	32.6	7.9	3.35
Ability to get along with others	3.69	3.72	3.71	60.3	1.4	3.72
Library/research skills	3.67	3.66	3.65	55.6	1.9	**3.52
Ability to work as part of a team	3.54	3.43	3.48	43.4	1.5	3.48
Understanding of the problems facing your community	3.31	3.41	3.37	38.8	5.3	3.42
Understanding of national issues	3.43	3.51	3.48	50.2	7.9	**3.66
Understanding of global issues	3.47	3.51	3.49	51.4	8.7	**3.65

5=much stronger, 4= stronger, 3 = no change, 2 = weaker, 1 = much weaker

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Men rated themselves as developing more in analytical skills and problem solving than did women. Yet, women rated themselves as growing more in terms of religious beliefs and convictions than men. (Differences in means were significant at the 95% confidence level.)

OSU comparators reported more growth than OSU students in: (Differences in means were significant at the 95% confidence level.)

- Knowledge of people from different races/cultures
- Understanding national issues
- Understanding global issues

OSU students reported more development in the areas of library and research skills than did comparators. (Differences in means were significant at the 99% confidence level.)

3.1b Rating of Writing Ability after Your First Year at OSU

OSU %	Self-Rating
9.5	Feel less confident in my ability to write college-level papers than I did when I began.
51.2	Feel the same about my ability to write college-level papers as I did when I began.
38.2	Feel more confident in my ability to write college-level papers than I did when I began.
1.1	No Answer

Generally OSU students reported feeling either the same or more confident in their writing ability than when they began at OSU. Most students had likely taken writing 121 or were in the final 3 weeks of the class when this survey was administered. Interestingly 9.5% reported that they felt less confident in their ability to write college-level papers than when they began.

3.1c Sources of Feedback on Writing During the First Year

% Used	Sources of Feedback
59.4	Writing course instructor
14.7	The Writing Center
8.3	Instructor in a field other than English
1.1	Private tutoring
16.5	Other

Most students (59.4%) reported using their writing course instructor for help and feedback on their writing. Some used the Writing Center, another instructor, private tutoring, and other.

4. STUDENT OPINIONS/VALUES/BEHAVIORS

4.1 Students' Self-Rated Skills and Abilities

Students were asked to rate their skills and abilities as compared to the average person their age. Those items in bold-face on the following chart demonstrated significant differences in means either between men and women or between OSU and the comparator group.

This set of questions was also asked on the 2002 CIRP. Comparison of the CIRP responses and the YFCY responses were reported later in this report.

4.1a Students' Self-Rated Skills and Abilities

Rate yourself on the following traits as compared to the average person your age.	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Highest 10%	% Lowest 10%	All Mean
Academic ability	3.76	3.69	3.72	15.0	0.5	**3.85
Artistic ability	2.90	2.88	2.89	5.2	6.3	2.96
Computer skills	**3.51	3.14	3.29	6.6	1.1	**3.44
Cooperativeness	3.85	3.97	3.92	21.0	0.5	*4.00
Creativity	3.67	3.52	3.58	12.2	0.5	3.64
Drive to achieve	3.75	3.86	3.81	21.9	0.5	**3.94
Emotional health	3.69	3.52	3.59	17.0	1.1	*3.68
Leadership ability	*3.76	3.56	3.64	18.3	0.9	*3.74
Mathematical ability	**3.54	3.18	3.33	11.4	3.6	*3.43
Physical health	**3.80	3.46	3.60	14.1	0.5	3.62
Persistence	3.71	3.63	3.66	12.9	0.2	**3.84
Popularity	*3.31	3.11	3.19	5.7	2.7	3.21
Public speaking ability	3.10	3.05	3.07	7.3	4.3	*3.17
Religiousness	2.65	2.78	2.73	8.9	21.0	**2.99
Risk-taking	**3.56	3.09	3.50	9.1	1.4	3.33
Self-confidence (intellectual)	**3.81	3.53	3.64	14.1	0.2	*3.73
Self-confidence (social)	*3.63	3.46	3.53	14.7	0.5	3.46
Self-understanding	*3.75	3.59	3.66	15.4	0.5	*3.75
Spirituality	*3.01	3.26	3.16	10.3	8.4	**3.32
Understanding of others	3.68	3.80	3.75	15.5	0.2	**3.89
Writing ability	3.23	3.38	3.32	7.1	1.4	**3.56

1=Lowest 10%, 2= Below average, 3 = Average, 4 = Above average, 5 = Highest 10%

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Generally, men tended to rate their abilities higher than women. Particularly, men rated their abilities in the following areas higher than women: (Differences in means were at least significant at the 95% confidence level.)

- Leadership ability
- Popularity
- Self-confidence (social)
- Self-understanding
- Computer skills
- Mathematics ability
- Physical health
- Risk-taking
- Self-confidence (intellectual)

Women rated themselves higher than men on Spirituality with the difference between means significant at the 95% confidence level.

OSU ft-ft-fy students generally rated themselves lower on their skills and abilities than did the comparators. The following were areas in which the difference in means was significant at the 95% confidence level:

- Emotional health
- Leadership ability
- Mathematics ability
- Public speaking ability
- Self-confidence (intellectual)
- Self-understanding.

Areas in which the difference in means was significant at the 99% confidence level included:

- Academic ability
- Computer skills
- Drive to achieve
- Persistence
- Religiousness
- Spirituality
- Understanding others
- Writing skills.

OSU ft-ft-fy students reported only one area in which they rated themselves as more skilled than comparators: Cooperativeness. (Difference between means was significant at the 95% confidence level.)

4.2 Personal Importance of Diversity

An important part of the educational mission of Oregon State University was to provide students with the opportunity to experience diversity. First year students were asked about the importance of diversity to them personally.

4.2a Importance of Diversity

	Oregon State University				
How important is diversity to you personally?	Men Mean	Women Mean	All Mean	% Very important or essential	% Not important
	*2.35	2.58	2.49	41.8	10.0
1 = Not important, 2 = Somewhat important, 3 = Very important, 4 = Essential					

Women reported more importance to diversity than did men. Difference between means in importance of diversity for women and men was significant at the 95% confidence level.

4.3 Expectations for Future

Expectations for the future were asked on the 2002 CIRP as well. The comparisons between YFCY and CIRP responses were reported in a later section of this document.

4.3a Expectations for Future

Indicate the importance to you personally of:	Oregon State University					Public Univ, All Mean
	Men Mean	Women Mean	All Mean	% Essential or very important	% Not important	
Achieve in a performing art	1.65	1.65	1.65	15.2	54.9	*1.75
Become an authority in my field	*2.71	2.51	2.59	53.8	9.9	**2.82
Obtain recognition from colleagues	**2.61	2.38	2.47	47.8	11.1	**2.66
Influence political structure	1.80	1.66	1.72	14.1	45.9	**1.86
Influence social values	2.24	2.34	2.30	37.9	15.7	**2.47
Raise a family	3.18	3.23	3.21	78.2	5.3	3.28
Have administrative responsibility	*2.43	2.23	2.31	40.1	20.0	*2.42
Be very well off financially	*3.05	2.83	2.92	68.0	10.5	2.98
Help others in difficulty	**2.77	2.98	2.89	69.4	1.6	**3.01
Make theoretical contribution to science	**1.90	1.61	1.73	16.8	47.4	1.77
Write original works	1.63	1.54	1.57	13.3	66.7	**1.69
Create artistic work	1.73	1.82	1.78	22.3	57.9	1.75
Be successful in own business	**2.59	2.28	2.41	46.4	25.3	2.34
Be involved in environmental clean-up	1.97	2.04	2.01	20.8	24.7	2.04
Develop meaningful philosophy of life	2.50	2.46	2.48	48.7	18.5	2.56
Take part in community action program	**1.91	2.13	2.04	23.6	24.2	**2.15
Promote racial understanding	2.19	2.32	2.27	38.2	20.1	2.32
Keep up with political affairs	2.24	2.20	2.22	33.9	19.9	**2.45
Be a community leader	2.18	2.11	2.13	29.3	25.4	**2.27
Integrate spirituality into my life	2.35	2.49	2.44	46.4	22.6	**2.64
Improve my understanding of other countries and cultures	*2.38	2.60	2.51	45.9	9.0	**2.64

1=Not important, 2= Somewhat important, 3 = Very important, 4 = Essential

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU men reported more importance than OSU women to the following future aspirations:
(Differences in means were at least significant at the 95% confidence level.)

- Become an authority in my field
- Have administrative responsibility
- Be well off financially
- Obtain recognition from colleagues
- Make theoretical contribution to science
- Be successful in my own business

OSU women reported more importance than OSU men to the following future aspirations:
(Differences in means were significant at the 95% confidence level.)

- Improve my understanding of other countries and cultures

Ft-ft-fy students at the comparator institutions tended to place more importance on the following items than did OSU ft-ft-fy students: (Differences in means were at least significant at the 95% confidence level.)

- Achieve in a performing art
- Have administrative responsibility
- Become an authority in my field
- Obtain recognition from colleagues
- Influence political structures
- Influence social values
- Help others in difficulty
- Write original works
- Take part in a community action projects
- Keep up with political affairs
- Be a community leader
- Integrate spirituality into my life
- Improve my understanding of other countries and cultures.

4.3b College Plans for Fall, 2003

	Oregon State University			Public Univ.
	Men Mean	Women Mean	All Mean	All Mean
What do you think you will be doing in Fall, 2003				
Attending OSU	89.6	89.6	89.6	94.6
Attending another institution	8.5	9.6	9.2	4.9
Not attending any institution	1.8	0.8	1.2	0.6

Ft-ft-fy OSU students generally were planning on returning to OSU for the 2003 Fall term. Only about 9% were considering transferring to another institution with another 1% considering not attending any institution of higher education.

5. USE OF ALCOHOL AND OTHER DRUGS

In order to gauge the substance use of students during their first year, students were asked the frequency with which they used cigarettes, beer, and wine or liquor. In addition, OSU asked specific questions concerning use of marijuana, alcohol, and club drugs. These results were reported below.

5.1a Use of Alcohol and Other Drugs

	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Frequently	% Not at all	All Mean
Since entering college how often have you?						
Smoked cigarettes	**1.37	1.22	1.28	7.0	79.1	1.30
Drank beer	**2.01	1.70	1.82	20.9	38.6	*1.75
Drank wine or liquor	**1.99	1.77	1.86	19.3	33.6	*1.78
1 = Not at all, 2 = Occasionally, 3 = Frequently						

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU Specific question	Oregon State University				
Since entering college how often, if every, have you used?	% Men Used in last 30 days	% Women Used in last 30 days	% All Used in last 30 days	% Used but not in the past 12 months	% Never used
Marijuana	20.5	12.4	15.5	12.6	62.6
Alcohol	55.6	46.7	50.1	5.5	26.7
Club Drugs (e.g., Ecstasy, GHB, etc.)	3.0	0.5	1.5	4.7	93.0

Ft-ft-fy OSU male students reported more use of cigarettes, beer, and wine or liquor than did women students. (Differences in means were significant at the 99% confidence level.) In addition, OSU students reported more frequent use of beer and wine or liquor than did comparator students. (Differences in means were significant at the 95% confidence level.)

Regarding the OSU-specific questions, OSU ft-ft-fy male students reported more use of marijuana, alcohol and club drugs than did OSU women students. Since entering OSU, about 25% of OSU ft-ft-fy students had used marijuana; 70% had used alcohol; and, 2% had used club drugs at some time during their first year.

6. SATISFACTION

Student satisfaction with services, facilities, and various aspects of campus life were elements that were measured in this next section.

6.1a Satisfaction with Services and Facilities

Rate satisfaction with each of the following at your institution: ¹	Oregon State University						Pub Univ.
	Men Mean	Women Mean	All Mean	% Satisfied or Very satisfied	% Dissatisfied or Very dissatisfied	% No exp/ Not avail	All Mean
Classroom facilities	4.46	4.47	4.46	52.7	7.9	0.5	**4.79
Computer facilities	*5.11	4.97	5.03	73.0	2.7	9.0	5.03
Library facilities and services	5.38	5.28	5.38	87.4	2.5	1.1	**5.17
Tutoring or other academic assistance	4.59	4.65	4.63	34.1	3.8	37.0	4.69
Academic advising	*4.36	4.60	4.50	63.0	15.1	3.8	*4.62
Student housing facilities	**3.75	4.12	3.97	31.8	28.3	9.9	**4.39
Financial aid services	4.21	4.24	4.23	31.1	15.2	20.9	**4.40
Student health center/services	4.54	4.70	4.64	49.7	8.9	19.7	4.65
Psychological counseling services	4.27	4.40	4.34	8.8	2.1	72.9	*4.51
Recreational facilities	4.84	4.84	4.84	67.0	7.7	7.7	**5.23
Orientation for new students	**4.51	4.70	4.65	51.8	7.1	10.2	*4.73
2 = Very dissatisfied, 3 = Dissatisfied, 4 = Neutral, 5 = Satisfied, 6 = Very satisfied							

¹ Students reporting "no experience/not available" not included in calculating these means.

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

Ft-ft-fy OSU male students rated satisfaction with computer facilities more favorably than did female students. (Differences in means were significant at the 95% confidence level.) Women rated satisfaction with academic advising, orientation for new students and student housing facilities more favorably than men. (Differences in means for academic advising were significant at the 95% confidence level. Differences in means for orientation for new students and student housing facilities were significant at the 99% confidence level.)

The only area OSU ft-ft-fy students rated more favorably than comparators was the library services and facilities. (Difference in means was at the 99% confidence level.) Ft-ft-fy students at comparator institutions rated the following areas more favorably than did OSU students: (Differences in means were significant at the 95% confidence level.)

- Academic advising
- Psychological counseling
- Orientation for new students
- Classroom facilities
- Student housing facilities
- Financial aid services
- Recreational facilities.

6.1b Satisfaction with Aspects of Academic Life

Rate satisfaction with each of the following at your institution:	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Satisfied or Very satisfied	% Dissatisfied or very dissatisfied	All Mean
Amount of contact with faculty	3.29	3.30	3.30	41.9	13.4	**3.45
Opportunities for community service	3.16	3.29	3.24	32.8	11.4	**3.45
Relevance of coursework to everyday life	*3.03	3.22	3.14	35.6	20.4	*3.25
Relevance of coursework to future career plans	3.44	3.52	3.49	54.6	11.5	3.54
Overall quality of instruction	3.53	3.58	3.56	57.8	8.5	**3.77
Overall sense of community among students	3.56	3.52	3.54	55.0	7.6	**3.70
Overall college experience	3.92	3.95	3.94	68.9	3.5	*4.02
1 = Very dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, 5 = Very satisfied						

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU women tended to report more satisfaction with the relevance of coursework to everyday life than did men. (Difference in means was significant at the 95% confidence level.)

Comparators at public universities reported more satisfaction with the following items than did OSU students: (Differences in means were at least significant at the 95% confidence level.)

- Relevance of coursework to everyday life
- Overall college experience
- Amount of contact with faculty
- Opportunities for community services
- Overall quality of instruction
- Overall sense of community among students

6.2 Relationship Between Perceived Success at Academic/Personal Developmental Tasks and Overall College Satisfaction

It was hypothesized that there was a relationship between success at academic/personal developmental tasks and overall college satisfaction. The following chart compared this data.

6.2a Relationship Between Perceived Success at: and Satisfaction with College

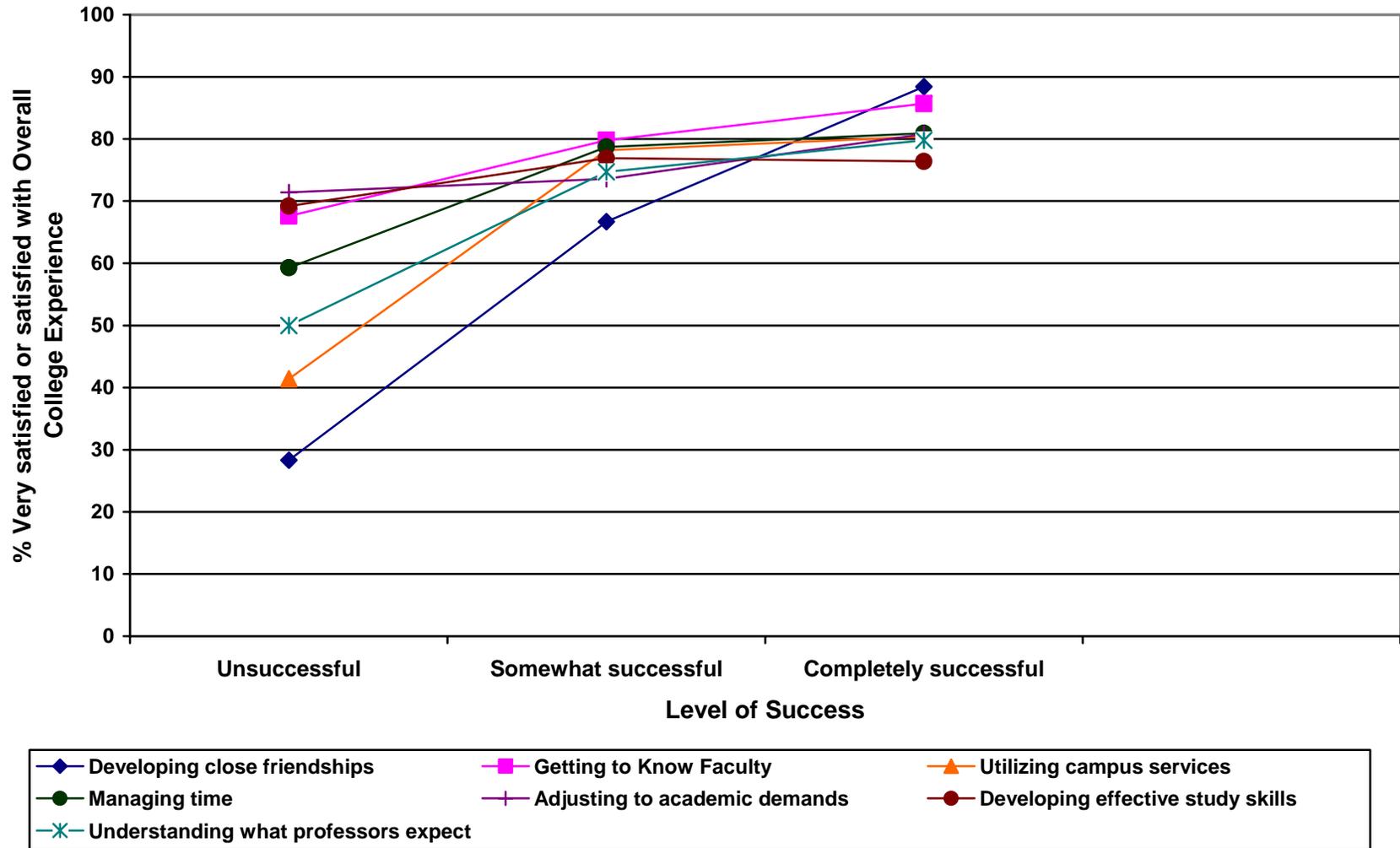
Perceived Success At:	Level of Satisfaction with College		
	% Very Dissatisfied or Dissatisfied	% Neutral	% Very satisfied or Satisfied
Developing close friendships			
Unsuccessful	30.3	42.4	28.3
Somewhat successful	2.2	31.1	66.7
Completely successful	0.4	11.2	88.4
Getting to know faculty			
Unsuccessful	7.6	24.8	67.6
Somewhat successful	1.4	18.8	79.8
Completely successful	0	14.3	85.7
Utilizing campus services			
Unsuccessful	17.2	41.4	41.4
Somewhat successful	2.7	19.2	78.2
Completely successful	1.9	17.8	80.4
Managing time			
Unsuccessful	6.3	34.4	59.3
Somewhat successful	3.2	18.1	78.7
Completely successful	2.2	16.9	80.9
Adjusting to Academic Demands			
Unsuccessful	7.2	21.4	71.4
Somewhat successful	3.7	22.7	73.6
Completely successful	2.6	16.7	80.8
Developing effective study skills			
Unsuccessful	7.7	23.1	69.2
Somewhat successful	3.5	19.5	76.9
Completely successful	1.8	21.7	76.4
Understanding what professors expect			
Unsuccessful	40.0	10.0	50.0
Somewhat successful	2.9	22.4	74.7
Completely successful	1.9	18.2	79.8

The following graph depicted the relationship between perceived success at several first year student tasks and overall satisfaction with the college experience. Areas which appear to have the greatest relationship include:

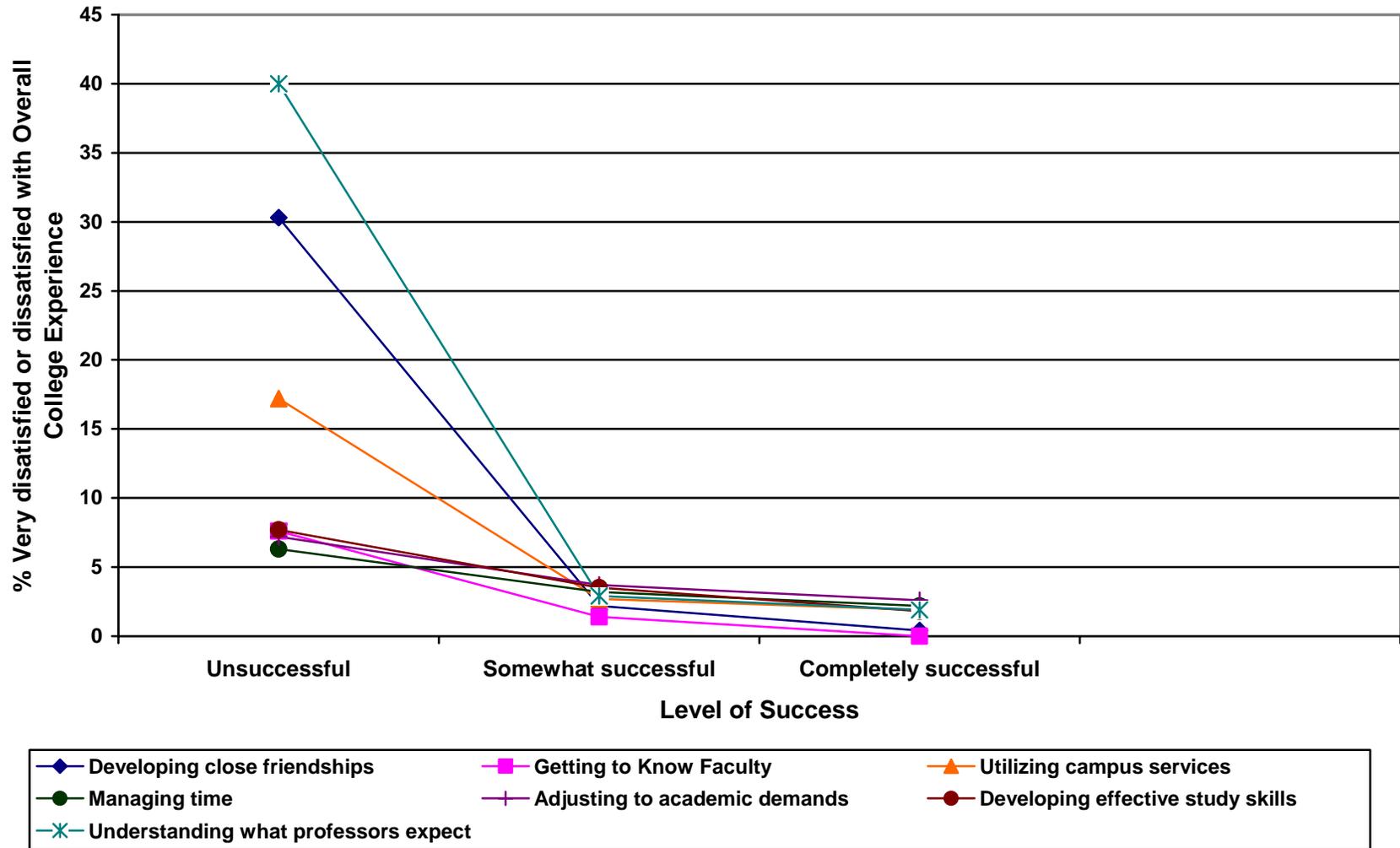
- Developing close friendships
- Utilizing campus services
- Understanding what professors expect.

Those three areas also appeared to have a relationship between overall dissatisfaction with the collegiate experience as well. This was depicted in the second graph.

6.2b Relationship Between Level of Success and Satisfaction with College Experience



6.2c Relationship Between Level of Success and Satisfaction with College Experience



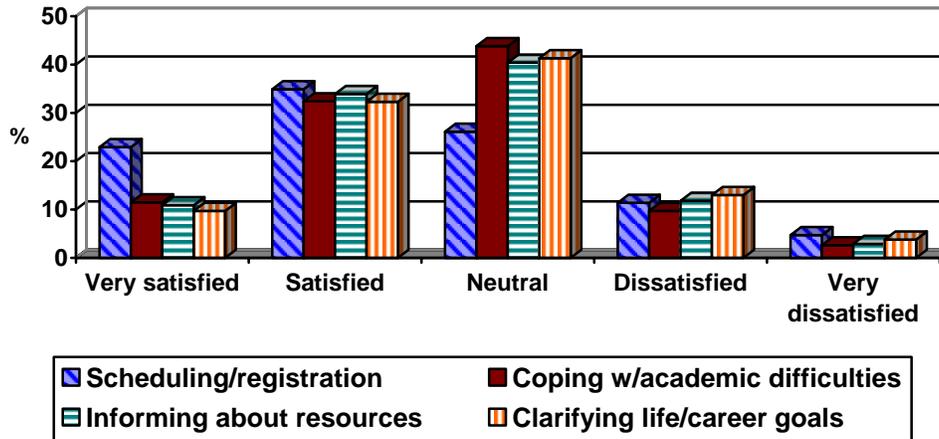
6.2d Satisfaction with Assistance Provided by Academic Advisor

OSU specific question	Oregon State University				
	Men Mean	Women Mean	All Mean	% Satisfied or Very satisfied	% Dissatisfied or very dissatisfied
Rate satisfaction with assistance your academic advisor provided for each of the following:					
Scheduling/registration procedures	2.48	2.35	2.40	57.8	16.1
Coping with academic difficulties	2.59	2.60	2.60	43.9	12.3
Informing you of resources on campus for academic support	2.71	2.56	2.62	44.8	14.7
Clarifying your life and career goals	2.69	2.69	2.69	41.9	16.8

1 = Very satisfied, 2 = Satisfied, 3 = Neutral, 4 = Dissatisfied, 5 = Very dissatisfied

Students mean rating for all areas of assistance was between neutral and satisfied. Means suggested that students seemed most dissatisfied with the assistance academic advisors provided regarding life and career goals. Students seemed most satisfied with help in scheduling/registration procedures.

6.2e Satisfaction with Assistance Provided by Academic Advisor



6.2f Satisfaction with Decision to Attend OSU

	Oregon State University					Public Univ.
	Men Mean	Women Mean	All Mean	% Definitely or probably yes	% Definitely or probably not	All Mean
If you could make your college choice over, would you still choose to enroll at OSU?						
	3.89	4.08	4.00	81.1	13.3	**4.20

1 = Definitely no, 2 = Probably not, 3 = Don't know, 4 = Probably would, 5 = Definitely yes

** Differences between means are significant at the 99% confidence level.

* Differences between means are significant at the 95% confidence level.

OSU ft-ft-fy students reported less satisfaction with their decision to enroll at OSU than did comparators at public universities. (Differences in means were significant at the 99% confidence level.) The overall mean for satisfaction on this item was rated as a 4, probably would enroll again at OSU.

7. COMPARISON OF 2002 CIRP FRESHMEN SURVEY RESULTS TO RESULTS ON 2003 YOUR FIRST COLLEGE YEAR SURVEY

Several questions on the 2002 CIRP were repeated on the 2003 YFCY. A total of 153 ft-ft-fy students were identified as having taken both the 2002 CIRP and the 2003 YFCY. There could have been more but the students would have had to supply an ID number upon which to match the responses. In this case only 153 students reported a student ID number. Where possible these results were also compared to public universities.

This section of the report provided information about:

- Student Self-rating of Abilities
- Involvement in Various Activities
- Concern about Financing College
- Expectation for the Future
- High School GPA and Current First Year GPA
- Use of Time.

7.1 Student Self-Rating of Abilities

Students were asked to rate their abilities just prior to entering OSU and again near the end of their first year at OSU. The following provided the percent rating their abilities as “above average or highest 10%.” The difference between the 2002 CIRP rating and the 2003 YFCY rating was also noted.

7.1a Student Self-rating of Abilities Just Before Entering OSU and At the End of the First Year

Student Self-rating of Ability (% “above average” or “highest 10%”)	Sex	OSU				Public Universities			
		N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
		153	153	153		3960	3960	3960	
Academic ability	M	49	79.2	58.3	-20.9	1434	89.0	78.3	-10.7
	F	104	72.8	64.1	-8.7	2526	83.7	68.8	-14.9
	Total		74.8	62.3	-12.5		85.6	72.2	-13.4
Artistic ability	M		31.2	37.5	6.3		29.2	30.9	1.7
	F		22.3	24.3	2.0		30.9	32.2	1.3
	Total		25.2	28.5	3.3		30.3	31.7	1.4
Computer skills	M		56.2	56.2	0.0		63.8	64.2	0.4
	F		26.2	29.1	2.9		32.5	35.6	3.1
	Total		35.8	37.7	1.9		43.8	45.9	2.1
Cooperativeness	M		80.9	85.1	4.2		72.6	78.8	6.2
	F		84.0	78.0	-6.0		73.7	79.0	5.3
	Total		83.0	80.3	-2.7		73.3	78.9	5.6
Creativity	M		75.0	66.7	-8.3		56.0	58.4	2.4
	F		50.5	54.4	3.9		54.4	56.2	1.8
	Total		58.3	58.3	0.0		55.0	57.0	2.0

Drive to achieve	M		70.8	66.7	-4.1		74.2	69.3	-4.9
	F		73.8	67.0	-6.8		79.4	75.5	-3.9
	Total		72.8	66.9	-5.9		77.5	73.3	-4.2
Emotional health	M		54.2	56.2	2.0		63.0	64.3	1.3
	F		61.2	59.2	-2.0		49.9	54.7	4.8
	Total		58.9	58.3	-0.6		54.7	58.1	3.4
Leadership ability	M		62.5	62.5	0.0		64.2	66.4	2.2
	F		60.2	53.4	-6.8		58.3	57.4	-1.9
	Total		60.9	56.3	-4.6		61.1	60.6	-0.5
Mathematical ability	M		58.7	54.3	-4.4		71.4	63.3	-8.1
	F		40.2	37.3	-2.9		53.4	45.8	-7.6
	Total		45.9	42.6	-3.3		59.9	52.1	-7.8
Physical health	M		68.1	61.7	-6.4		65.0	63.2	-1.8
	F		49.5	40.8	-8.7		47.7	48.1	0.4
	Total		55.3	47.3	-8.0		53.9	53.5	-0.4
Persistence	M		74.5	68.1	-6.4		70.6	70.4	-0.2
	F		64.1	53.4	-10.7		67.3	66.9	-0.4
	Total		67.3	58.0	-9.3		68.4	68.1	-0.3
Popularity	M		53.2	44.7	-8.5		40.5	35.3	-5.2
	F		33.3	38.4	-4.9		31.5	30.1	-1.4
	Total		39.6	33.6	-6.0		34.8	32.0	-2.8
Public speaking ability	M		40.5	31.9	-8.5		41.5	42.0	0.5
	F		36.9	25.2	-11.7		33.6	32.5	-1.1
	Total		38.0	27.3	-10.7		36.4	35.9	-0.5
Religiousness	M		25.5	29.8	4.3		32.2	33.7	1.5
	F		34.3	27.5	-6.8		35.4	35.1	-0.3
	Total		31.5	28.2	3.3		34.3	34.6	0.3
Risk-taking	M		57.4	51.1	-6.3		45.0	48.4	3.4
	F		29.4	24.5	-4.9		32.1	34.0	1.9
	Total		38.3	32.9	-5.4		36.7	39.2	2.5
Self-confidence (intellectual)	M		72.3	68.1	-4.2		76.4	74.6	-1.8
	F		53.4	52.4	-1.0		59.1	56.6	-2.5
	Total		59.3	57.3	-2.0		65.3	63.1	-2.2
Self-confidence (social)	M		55.3	55.3	0.0		50.0	49.7	-0.3
	F		49.0	48.0	-1.0		44.9	46.0	1.1
	Total		51.0	50.3	-0.7		46.7	47.3	0.6
Self-understanding	M		66.0	61.7	-4.3		63.6	66.2	2.6
	F		50.0	58.8	8.8		53.9	60.0	6.1
	Total		55.0	59.7	4.7		57.4	62.2	4.8
Spirituality	M		34.0	29.8	-4.2		42.1	42.3	0.2
	F		46.1	44.1	-2.0		43.0	45.1	2.1
	Total		42.3	39.6	-2.7		42.6	44.1	1.5
Understanding others	M		59.6	63.8	4.2		66.4	68.8	2.4
	F		60.2	64.1	3.9		67.5	73.1	5.6
	Total		60.0	64.0	4.0		67.1	71.6	4.5
Writing ability	M		42.6	40.4	-2.2		48.7	56.5	7.8
	F		45.6	42.7	-2.9		49.3	53.3	4.0
	Total		44.7	42.0	-2.7		49.1	54.5	5.4

Generally, the percent of students rating their skills and abilities “above average” or “highest 10%” declined from the 2002 CIRP to the 2003 YFCY. Items which showed a decrease in rating included: (* denotes those items on which comparators also showed a decline in rating also)

- Academic ability*
- Cooperativeness
- Drive to achieve*
- Emotional health
- Leadership ability*
- Mathematical ability*
- Physical health*
- Persistence*
- Popularity*
- Public speaking ability*
- Risk-taking
- Self-confidence (intellectual)*
- Self-confidence (social)
- Spirituality
- Writing ability

A series of paired t-tests were used to determine if there was any significant difference between the means on the 2002 CIRP Freshman survey and the means on the YFCY Survey. This information was contained in the following chart.

7.1b Results of Paired T-Test for Differences in Means Between 2002 CIRP and 2003 YFCY

<i>Ability</i>	<i>2002 CIRP Mean</i>	<i>2003 YFCY Mean</i>	<i>Difference</i>	<i>Sig (2-tailed)</i>
1 = Lowest 10%, 2 = Below average, 3 = Average, 4 = Above average, 5 = Highest 10%				
Academic Ability	3.95	3.70	-.25	.000
Artistic Ability	2.88	2.95	.07	.280
Computer Skills	3.32	3.35	.03	.560
Cooperativeness	3.99	4.03	.05	.394
Creativity	3.68	3.62	-.06	.300
Drive to Achieve	4.00	3.85	-.15	.034
Emotional Health	3.70	3.64	-.06	.407
Leadership Ability	3.73	3.66	-.07	.328
Mathematical Ability	3.48	3.30	-.18	.001
Physical Health	3.71	3.54	-.17	.005
Persistence	3.88	3.68	-.20	.004
Popularity	3.44	3.18	-.26	.000
Public Speaking	3.17	2.99	-.17	.010
Religiousness	2.82	2.76	-.06	.395
Risk-Taking	3.26	3.23	-.03	.624
Self-Confidence (intellectual)	3.72	3.72	.00	1.000
Self-Confidence (social)	3.57	3.54	-.03	.719
Self-Understanding	3.65	3.73	.08	.245
Spirituality	3.26	3.26	.00	1.000
Understanding Others	3.71	3.75	.04	.558
Writing Ability	3.38	3.33	-.05	.500

Bold-face print denoted means that differed significantly.

Areas in which the mean responses on items differed significantly from the CIRP to the YFCY included:

- Academic ability
- Drive to achieve
- Mathematical ability
- Physical health
- Persistence
- Popularity
- Public speaking ability

In all cases, the mean rating declined from the CIRP to the YFCY. Thus, students appeared to rate themselves lower on the above abilities after attending OSU for one year.

7.2 Involvement in Various Activities

It was well known that students changed some of their activities once they entered the university. The following section provided some insight into some of those changes for first year students.

7.2a Involvement in Various Activities (High School vs. First College Year)

<i>During the past year, students: (% occasionally or frequently)</i>	Sex	OSU				Public Universities			
		N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
		153	153	153		3960	3960	3960	
Attended a religious service	M	49	67.4	47.8	-19.6		78.8	54.3	-24.5
	F	104	74.5	64.7	-9.8		82.2	59.4	-22.8
	Total		72.3	59.5	-12.8		81.0	56.7	-23.4
Felt bored in class ¹	M		38.3	63.8	25.5		44.0	52.2	8.2
	F		33.0	52.4	19.4		40.0	47.8	7.8
	Total		34.7	56.0	21.3		41.4	49.4	8.0
Participated in organized demonstrations	M		46.7	24.4	-22.3		36.5	27.8	-8.7
	F		35.7	35.7	0.0		42.7	32.0	-10.7
	Total		39.2	32.2	-7.0		40.5	30.5	-10.0
Studied with other students	M		93.5	95.7	2.2		87.4	89.5	2.1
	F		90.3	94.3	3.9		92.4	91.8	-0.6
	Total		91.3	94.6	3.3		90.6	91.0	0.4
Smoked cigarettes ¹	M		4.3	10.6	6.3		3.8	6.5	2.7
	F		0.0	2.0	2.0		4.3	5.9	1.6
	Total		1.3	4.7	3.4		4.1	6.1	2.0
Drank Beer	M		37.0	67.4	30.4		39.4	57.3	17.9
	F		32.3	54.5	22.2		33.3	46.8	13.5
	Total		33.8	58.6	24.8		35.5	50.6	15.1
Drank Wine or Liquor	M		41.3	67.4	26.1		43.3	56.3	13.0
	F		36.0	64.0	28.0		47.0	59.1	12.1
	Total		37.7	65.1	27.4		45.7	58.1	12.4
Felt overwhelmed by all you had to do ¹	M		13.0	43.5	30.5		18.8	30.1	11.3
	F		34.7	43.6	8.9		38.4	46.8	8.4
	Total		27.9	43.5	15.6		31.3	40.8	9.5
Felt depressed ¹	M		6.5	15.2	8.7		6.4	10.3	3.9
	F		6.0	10.0	4.0		9.7	14.4	4.7
	Total		6.2	11.6	5.4		8.5	12.9	4.4
Discussed politics ¹	M		24.4	20.0	-4.4		27.4	26.3	-1.1
	F		14.1	13.1	-1.0		18.4	15.6	-2.8
	Total		17.4	15.6	-2.1		21.7	19.5	-2.2
Socialized with someone of another race/ethnic group ¹	M		67.4	65.2	-2.2		74.7	64.6	-10.1
	F		69.9	46.6	-23.3		77.4	64.6	-12.8
	Total		69.1	52.3	-16.8		76.5	64.6	-11.9
Came late to class	M		69.6	78.3	8.7		56.0	72.0	16.0
	F		66.0	71.8	5.8		57.1	67.5	10.4
	Total		67.1	73.8	6.7		56.7	69.1	12.4
Discussed religion ¹	M		21.3	27.7	6.4		32.4	21.7	-10.7
	F		31.1	22.3	-8.8		36.4	24.2	-12.2

	Total		28.0	24.0	-4.0		35.0	23.3	-11.7
Used the Internet for research or homework¹	M		87.2	87.2	0.0		80.3	81.4	1.1
	F		85.3	87.3	2.0		84.8	82.5	-2.3
	Total		85.9	87.2	1.3		83.2	82.1	-1.1

¹ Percentage marking "Frequently" only. All other results in this section represent the percentage marking "Frequently" or "Occasionally."

Areas in which students reported a **decline** in activity from the beginning of their first year to the end of the first year included: (* denotes those areas in which comparators also showed a decline in activity)

- Attended a religious service*
- Participated in an organized demonstration*
- Discussed politics*
- Socialized with someone of another race/ethnic group
- Discussed religion*

Areas in which students reported an **increase** in activity from the beginning of their first year to the end of the first year included: (* denotes those areas in which comparators also showed an increase in activity)

- Felt bored in class*
- Studied with other students*
- Smoked cigarettes*
- Drank beer*
- Drank wine or liquor*
- Felt overwhelmed by all I had to do*
- Felt depressed*
- Came late to class*
- Used the internet for research or homework

7.2b Results of Paired T-Test for Various Activities (high school vs. first college year)

Activity	2002 CIRP Mean	2003 YFCY Mean	Difference	Sig (2-tailed)
1 = Not at all, 2 = Occasionally, 3 = Frequently				
Attended a religious service	2.07	1.79	-.28	.000
Felt bored in class	2.31	2.55	.24	.000
Participated in organized demonstrations	1.46	1.35	-.11	.070
Studied with other students	2.26	2.36	.10	.108
Smoked cigarettes	1.10	1.19	.09	.003
Drank beer	1.37	1.78	.41	.000
Drank wine or liquor	1.40	1.81	.41	.000
Felt overwhelmed by all you had to do	2.17	2.39	.22	.000
Felt depressed	1.59	1.80	.21	.000
Discussed politics	1.91	1.85	-.06	.319

Socialized with someone of another race/ethnic group	2.58	2.49	-.19	.000
Came to class late	1.79	1.85	.07	.246
Discussed religion	2.15	1.99	-.17	.001
Used the Internet for research or homework	2.86	2.87	.01	.707

Areas in which students reported a significant **increase** in activity from the CIRP to the YFCY included:

- Felt bored in class
- Smoked cigarettes
- Drank beer
- Drank wine or liquor
- Felt overwhelmed by all I had to do
- Felt depressed.

Areas in which students reported a significant **decrease** in activity from the CIRP to the YFCY included:

- Attended a religious service
- Socialized with someone of a different race/ethnicity
- Discussed religion

7.3 Concern about Financing College

A student's ability to attend college and return for subsequent years was related, in part, to that student's ability to finance the experience. With the increasing costs of education, the concern about the ability to pay could potentially restrict from higher education some otherwise qualified students. The following provided information about the degree to which students were concerned about their ability to pay.

7.3a Concern about Financing College

Student Concern about Ability to Finance College Education	Sex	OSU				Public			
		N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
		153	153	153		3960	3960	3960	
None (I am confident that I will have sufficient funds)	M	49	34.9	25.6	-9.3		39.6	38.3	-1.3
	F	104	26.6	30.9	4.3		28.7	30.6	1.9
	Total		29.2	29.2	0.0		32.6	33.4	0.8
Some (but I probably will have enough funds)	M		51.2	46.5	-4.7		49.8	48.0	-1.8
	F		54.3	47.9	-6.4		57.7	52.7	-5.0
	Total		53.3	47.4	-5.9		54.8	51.0	-3.8
Major (not sure I will have enough funds to complete college)	M		14.0	27.9	13.9		10.6	13.7	3.1
	F		19.1	21.3	2.2		13.7	16.7	3.0
	Total		17.5	23.4	5.9		12.6	15.6	3.0

For those who expressed major concern on the 2002 CIRP, this concern increased by the end of the first year. For those who reported none or some concern, they reported either no change or less concern, respectively.

7.4 Expectations for Future

Students were asked to rate the importance to them of various future or life objectives. As might be expected, students' life objectives or expectations at the end of the first year at OSU had changed somewhat from their ratings just prior to entering OSU. The following chart presented this data as well as comparisons to other Public Universities.

7.4a Expectations for Future

Life objectives noted as "very important" or "essential"	Sex	OSU				Public			
		N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
		153	153	153		3960	3960	3960	
Achieve in a performing art	M	49	9.3	11.6	2.3		11.0	16.5	5.5
	F	104	11.3	11.3	0.0		14.0	19.8	5.8
	Total		10.7	11.4	0.7		12.9	18.6	5.7
Become an authority in my field	M		53.3	64.4	11.1		63.3	66.5	3.2
	F		51.0	51.0	0.0		59.6	66.0	6.4
	Total		51.7	55.2	3.5		60.9	66.2	5.3
Obtain recognition from colleagues	M		51.2	62.8	11.6		55.2	57.2	2.0
	F		41.7	35.4	-6.3		51.7	55.4	3.7
	Total		44.6	43.8	-0.7		53.0	56.0	3.0
Influence political structure	M		9.3	20.9	11.6		18.5	24.2	5.7
	F		10.4	9.4	-1.0		15.9	15.3	-0.6
	Total		10.1	12.9	2.8		16.9	18.5	1.6
Influence social values	M		16.3	30.2	13.9		31.4	42.8	11.4
	F		23.2	36.8	13.6		36.4	49.1	12.7
	Total		21.0	34.8	13.8		34.6	46.8	12.2
Raise a family	M		68.2	75.0	6.8		75.7	79.9	4.2
	F		62.2	77.6	15.4		74.9	81.6	6.7
	Total		64.1	76.8	12.7		75.2	81.0	5.8
Have administrative responsibility	M		45.2	69.0	23.8		41.1	48.1	7.0
	F		28.1	33.3	5.2		35.2	41.8	6.6
	Total		33.3	44.2	10.9		37.4	44.1	6.7
Be very well off financially	M		75.0	79.5	4.5		77.8	71.5	-6.3
	F		56.2	59.4	3.2		70.2	66.9	-3.3
	Total		62.1	65.7	3.6		72.9	68.6	-4.3
Help others in difficulty	M		48.8	65.1	16.3		54.3	68.2	13.9
	F		62.9	71.1	8.2		68.7	78.2	9.5
	Total		58.6	69.3	10.7		63.5	74.6	11.1
Make theoretical contribution to science	M		23.3	27.9	4.6		23.5	24.8	1.3
	F		14.4	14.4	0.0		17.6	16.3	-1.3
	Total		17.1	18.6	1.5		19.7	19.4	-0.3
Write original works	M		4.7	18.6	13.9		10.8	17.8	7.0
	F		9.2	14.3	5.1		12.2	16.4	4.2

	Total		7.8	15.6	7.8		11.7	16.9	5.2
Create artistic work	M		7.0	20.9	13.9		10.1	15.7	536
	F		12.6	26.3	13.7		14.7	21.1	6.4
	Total		10.9	24.6	13.7		13.0	19.1	6.1
Be successful in own business	M		39.5	60.5	21.0		40.0	43.8	3.8
	F		39.6	40.6	1.0		34.1	36.9	2.8
	Total		39.6	46.8	7.2		36.2	39.3	3.1
Be involved in environmental clean-up	M		9.3	18.6	9.3		16.5	22.5	6.0
	F		19.6	21.6	2.0		18.9	22.9	4.0
	Total		16.4	20.7	4.3		18.1	22.7	4.6
Develop meaningful philosophy of life	M		30.2	46.5	16.3		44.0	56.2	12.2
	F		35.1	50.5	15.4		40.8	51.0	10.2
	Total		33.6	49.3	15.7		41.9	52.9	11.0
Take part in community action program	M		11.6	25.6	14.0		18.2	24.3	6.1
	F		27.8	24.7	-3.1		25.6	32.9	7.3
	Total		22.9	25.0	2.1		22.9	29.9	6.9
Promote racial understanding	M		18.6	39.5	20.9		27.8	36.3	8.5
	F		26.8	37.1	10.3		29.2	41.3	12.1
	Total		24.3	37.9	13.6		28.7	39.5	10.8
Keep up with political affairs	M		23.3	34.9	11.6		38.4	53.2	14.8
	F		24.5	27.6	3.1		31.6	40.1	8.5
	Total		24.1	29.8	5.7		34.0	44.8	10.8
Be a community leader	M		23.3	41.9	18.6		32.6	38.3	5.7
	F		28.9	25.8	-3.1		31.2	36.0	4.8
	Total		27.1	30.7	3.6		31.7	36.8	5.1
Integrate spirituality into my life	M		1836	41.9	23.3		41.3	48.3	7.0
	F		47.4	51.5	4.1		48.5	56.2	7.7
	Total		38.6	48.6	10.0		45.9	53.4	7.5
Improve my understanding of other countries and cultures	M		23.3	37.2	13.9		40.2	53.8	13.6
	F		49.5	50.5	1.0		47.1	58.4	11.3
	Total		41.4	46.4	5.0		44.6	56.7	12.1

Only one area, obtaining recognition from colleagues, showed a decrease in expectation for OSU students from the beginning of the first year to the end of the first year. All other areas showed an increase in expectation from the beginning of the first year to the end of the first year. There were however some differences in expectation from OSU ft-ft-fy students and comparators. OSU students showed an increase in expectation to:

- be well off financially, and
- make a theoretical contribution to science.

Comparators reported a decrease in these two areas.

7.4b Paired T-test Results for Expectations for Future Between 2002 CIRP and 2003 YFCY

Expectation	2002 CIRP Mean	2003 YFCY Mean	Difference	Sig (2-tailed)
1 = Not important, 2 = Somewhat important, 3 = Very important, 4 = Essential				
Achieve in a performing art	1.44	1.61	.17	.025
Become an authority in my field	2.58	2.59	.01	.934
Obtain recognition from colleagues	2.40	2.45	.04	.609
Influence political structure	1.60	1.70	.09	.188
Influence social values	1.96	2.25	.29	.000
Raise a family	2.87	3.19	.32	.000
Have administrative responsibility	2.18	2.35	.17	.029
Be very well off financially	2.79	2.86	.06	.342
Help others in difficulty	2.72	2.94	.21	.002
Make theoretical contribution to science	1.71	1.76	.05	.484
Write original works	1.36	1.60	.24	.001
Create artistic work	1.51	1.80	.29	.000
Be successful in own business	2.27	2.37	.10	.199
Be involved in environmental clean-up	1.84	2.06	.22	.001
Develop meaningful philosophy of life	2.19	2.50	.31	.000
Take part in a community action program	1.99	2.12	.13	.101
Promote racial understanding	1.98	2.32	.34	.000
Keep up with political affairs	2.04	2.22	.18	.008
Be a community leader	2.00	2.19	.19	.011
Integrate spirituality into my life	2.26	2.46	.20	.015
Improve my understanding of other countries and cultures	2.44	2.56	.12	.088

Bold-face print denoted significant differences in means.

Generally, students' expectations for the future increased from the 2002 CIRP to the 2003 YFCY. Specific items which showed a significant increase included:

- Achieve in a performing art
- Influence social values
- Raise a family
- Have administrative responsibility
- Help others in difficulty
- Write original works
- Create artistic work
- Be involved in environmental clean-up
- Develop a meaningful philosophy of life

- Promote racial understanding
- Keep up with political affairs
- Be a community leader
- Integrate spirituality into my life.

7.5 High School GPA and Current First Year GPA

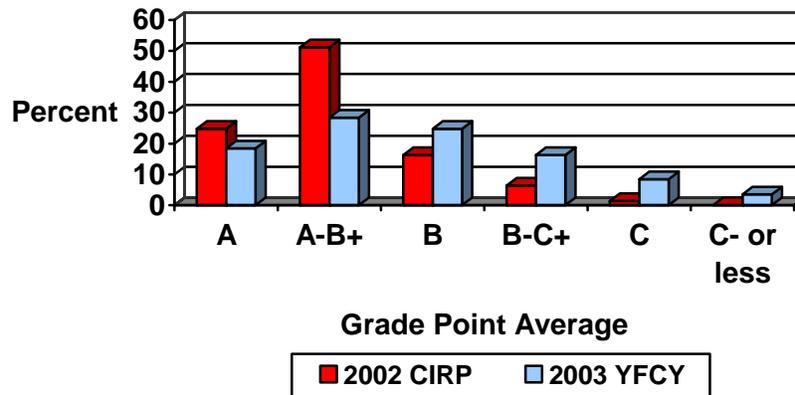
Part of the general folklore of a campus pertained to the decrease in grade point average (GPA) from high school grades to college grades. Students were asked to report their high school grades on the 2002 CIRP and then asked to report their college grades on the 2003 YFCY. As expected, students' grades were generally less at the end of their first year at OSU than they had been in high school. The following charts depicted that change.

7.5a High School GPA and Current First Year GPA

High School/current college GPA	Sex	OSU				Public			
		N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
		153	153	153		3960	3960	3960	
A (3.75-4.00)	M	49	17.8	13.3	-4.5		39.3	16.0	-23.3
	F	104	28.1	20.8	-7.3		46.4	19.0	-27.4
	Total		24.8	18.4	-6.4		43.8	17.9	-25.9
A-, B+ (3.25-3.74)	M		40.0	20.0	-20.0		43.5	27.7	-15.8
	F		56.2	32.3	-23.9		42.6	31.3	-11.3
	Total		51.1	28.4	-22.7		42.9	30.0	-12.9
B (2.75-3.24)	M		20.0	24.4	4.4		11.6	29.4	17.8
	F		14.6	25.0	10.4		8.4	27.0	18.6
	Total		16.3	24.8	8.5		9.6	27.9	18.3
B-, C+ (2.25-2.74)	M		17.8	24.4	6.6		4.9	14.6	9.7
	F		1.0	12.5	11.5		2.5	14.2	11.7
	Total		6.4	16.3	9.9		3.3	14.4	11.1
C (1.75-2.24)	M		4.4	11.1	6.7		0.7	8.5	7.8
	F		0.0	7.3	7.3		0.1	6.0	5.9
	Total		1.4	8.5	7.1		0.3	6.9	6.6
C- or less (below 1.75)	M		0.0	6.7	6.7		0.0	3.8	3.8
	F		0.0	2.1	2.1		0.0	2.5	2.5
	Total		0.0	3.5	3.5		0.0	3.0	3.0

Generally, students both at OSU and at comparator institutions reported a decrease in A, A-, B+ grades and an increase in grades of B, B-, C+, C or less.

7.5b 2002 CIRP (HS) GPA vs. 2003 YFCY (College) GPA



7.6 Use of Time

Students were asked to estimate the amount of time per week that they were engaged in various activities. The chart below provided comparisons with OSU men and women as well as other Public Universities. Charts of this data were contained in Appendix D.

7.6a Use of Time

<i>During the past year, how much time did you spend during a typical week doing:¹</i>	OSU				Public Universities			
	N	2002 CIRP %	2003 YFCY %	CHG	N	2002 CIRP %	2003 YFCY %	CHG
	153	153	153		3960	3960	3960	
Studying/homework								
< 1 hour		8.9	0.0	-8.9		11.0	10.2	-9.8
1-5		52.6	29.6	-23.0		46.4	33.7	-12.7
6-10		20.7	37.8	17.1		22.2	32.3	10.1
11-15		11.9	16.3	4.4		10.4	16.5	6.1
over 15		5.9	16.3	10.4		10.0	16.4	6.4
Socializing with friends								
< 1 hour		1.5	1.5	0.0		1.6	2.2	0.6
1-5		30.9	16.9	-14.0		28.4	22.9	-5.5
6-10		27.9	30.9	3.0		28.2	28.8	0.6
11-15		16.2	16.9	0.7		18.9	16.5	-2.4
over 15		23.5	33.8	10.3		22.9	29.8	6.9
Exercising or sports								
< 1 hour		12.3	15.2	2.9		17.3	20.6	3.3
1-5		42.7	55.1	12.4		38.9	53.0	14.1
6-10		16.7	18.8	2.1		18.8	17.8	-1.0
11-15		10.9	5.8	-5.1		12.3	4.8	-7.5
over 15		17.4	5.0	-12.4		12.9	3.8	-9.1

Partying		58.5	43.8	-14.7		46.6	45.5	-1.1
< 1 hour		28.9	43.7	14.8		37.5	36.0	-1.5
1-5		8.1	8.9	0.8		9.5	11.8	2.3
6-10		1.5	1.5	0.0		3.9	3.6	-0.3
11-15		3.0	2.2	-0.8		2.5	3.1	0.6
over 15								
Participating in student clubs/groups								
< 1 hour		50.3	66.6	16.3		35.5	55.0	19.5
1-5		32.6	28.2	-4.4		49.6	34.5	-15.1
6-10		12.6	3.7	-8.9		8.5	6.6	-1.9
11-15		2.2	0.0	-2.2		3.3	2.0	-1.3
over 15		2.2	1.4	-0.8		3.2	1.9	-1.3
Watching TV								
< 1 hour		27.4	26.7	-0.7		23.3	25.4	2.7
1-5		54.0	54.8	0.8		51.9	50.4	-1.5
6-10		11.1	14.1	3.0		15.1	15.0	-0.1
11-15		4.4	2.2	-2.2		5.7	4.8	-0.9
over 15		3.0	2.2	-0.8		4.0	4.7	0.7
Household/childcare duties								
< 1 hour		50.0	80.9	30.9		43.6	77.4	33.8
1-5		41.9	16.2	-25.7		49.5	20.5	-29.0
6-10		5.9	0.7	-5.2		4.6	1.3	-3.3
11-15		0.7	0.7	0.0		1.3	0.3	-1.0
over 15		1.4	1.4	0.0		0.9	0.5	-0.4
Reading for pleasure								
< 1 hour		55.0	65.6	10.6		53.9	68.3	14.4
1-5		33.5	29.0	-4.5		37.6	28.0	-9.6
6-10		9.2	3.8	-5.4		5.7	2.5	-3.2
11-15		0.8	0.0	-0.8		1.4	0.5	-0.9
over 15		1.6	1.5	-0.1		1.3	0.6	-0.7
Playing video/computer games								
< 1 hour								
1-5		70.0	72.9	2.9		66.9	65.9	-1.0
6-10		21.0	20.3	-0.7		24.5	25.6	1.1
11-15		3.8	3.0	-0.8		4.5	5.2	0.7
over 15		3.0	0.8	-2.2		2.0	1.9	-0.1
		2.3	3.0	0.7		2.1	1.4	-0.7
Prayer/meditation								
< 1 hour		79.1	82.8	3.7		68.0	73.0	5.0
1-5		20.1	15.7	-4.4		29.0	24.5	-4.5
6-10		0.0	0.0	0.0		1.5	1.9	0.4
11-15		0.7	0.0	-0.7		0.7	0.3	-0.4
over 15		0.0	1.4	1.4		0.8	0.4	-0.4

¹Some categories were collapsed from original question categories.

Generally, students were reporting increases in time spent:

- Studying and homework
- Socializing with friends.

Decreases overall were seen in time spent:

- Exercising or sports
- Participating in student clubs or groups
- Household/childcare duties
- Reading for pleasure.

Results appeared to be mixed for the following areas:

- Partying: Increase in partying 1-10 hrs/week and a decrease in partying <1 hr and over 15 hrs/week.
- Watching TV: Increase in watching TV 1-10 hrs/week and a decrease in watching TV <1 hr or over 11 hrs/week.
- Playing video/computer games: Increase in <1 hr and over 15 hrs/week and a decrease in 1-15 hrs/week.
- Prayer/meditation: Increase in < 1 hr and over 15 hrs/week and a decrease in 1-5 and 11-15 hrs/week.

SUMMARY AND QUESTIONS

The purpose of this project was to begin to understand the effect that the first year of college has on OSU students. Using the Your First College Year survey was selected as the initial method to begin to gather institutional data that could help to inform conversations directed to program planning and the development of services. Another purpose was to begin to understand whether our current efforts to influence students were actually in the intended direction.

There were however several limitations to this study. (a) The survey sample was not selected randomly thus some unintended bias could be present. Yet, the large sample size (50% of the population) and the 40% return rate likely ameliorated any selection bias other than attendance in class. (b) Collegiate experiences might not be the only influence on differences between 2002 CIRP and 2003 YFCY results. (c) Accurate recollections and self-report of subjects was required. Nevertheless, good practices in survey development and administration were followed in order to minimize response error.

The following summary provided information on key points in the report.

Summary: 1. Adjustment to the University

Most...(75-100%)

- Understood what professors expected
- Felt successful in adjusting to the academic demands of college
- Utilized campus services, study and manage time successfully
- Interacted with an academic advisor/counselor 1-2 times a term
- Interacted with faculty outside of class 1-2 times a term
- Frequently or occasionally felt overwhelmed by all they have to do

Many...(50-74.9%)

- Had daily contact with close friends and felt successful in developing close friendships with other students
- Interacted with college personnel and faculty in office hours
- Were inspired in courses to think in new ways
- Reported success in getting to know faculty
- Reported that their social life frequently or occasionally interfered with schoolwork
- Felt depressed

Quite a few...(25-49.9%)

- Were lonely or homesick, worried about meeting new people or felt isolated from campus life

- Were intimidated by professors
- Maintained daily contact with close friends not from OSU
- Worried about their health
- Felt a need to break away from family in order to succeed at OSU

Some...(0-24.9%)

- Reported experiencing discrimination or bias
- Were concerned about their ability to finance their college education
- Felt that their job or family responsibilities interfered with schoolwork
- Had daily contact with family
- Felt unsafe on campus

Generally

- OSU women students tended to have more frequent contact with friends and family than did male students.
- OSU students tended to interact less with faculty, academic advisors, and other university personnel less than comparators, Public Universities.
- Less than 5% reported no contact with friends at OSU, friends not at OSU, or family.
- Generally OSU male students reported less concern about personal challenges than did women students.

Summary: 2. Academic, Career, and Social Experiences

Most...(75-100%)

- Experienced formal lectures in class
- Felt bored in class
- Used internet for research/homework
- Studied with other students and discussed course content outside of class
- Socialized with someone of a different racial or ethnic group
- Work five hours or less either on-campus or off-campus

Many...(50-74.9%)

- Had a laboratory component to class, were required to write multiple drafts of papers, and participated in group discussions
- Were required to do research, group projects, and to interact on-line with professors and classmates
- Came to class late
- Spoke up in class
- Declared their major
- Discussed religion and politics
- Participated in community service work
- Attended a religious service
- Studied 6-15 hours per week

Quite a few...(25-49.9%)

- Had weekly essay assignments, student selected class topics, presentations/performances, and evaluations of each others work in classes
- Skipped class
- Turned in course assignments that did not reflect their best work

- Took a college transition course
- Changed career or major
- Went on a date
- Had difficulty getting along with roommates
- Studied five hours or less per week
- Reported a GPA of A, A-, B+ or B, B-, C+

Some...(0-24.9%)

- Had field experience, internship experience, or community service linked to a class
- Turned in course assignments late
- Received tutoring
- Enrolled in a remedial course
- Enrolled in a learning community
- Enrolled in an honors course
- Joined a fraternity/sorority
- Participated in intercollegiate athletics
- Worked on a research project with a professor
- Studied 16 hours or more per week
- Reported a GPA of C, C- or less

Generally

- OSU used the following teaching methodologies more frequently than comparators, Public Universities: research projects, field experiences and internship, laboratory components, group projects, community service linked to coursework and required on-line interaction with faculty and classmates.
- OSU male students were more likely than female students to report feeling bored in class, turning in course assignments late and that did not reflect their best work, and having classes that used group projects.
- When compared to other Public Universities, OSU students reported that they tended to study more with other students and to receive tutoring less frequently than their counterparts.
- The top 5 consumers of time for OSU students included: attending class, socializing with friends, studying, exercising or sports, and communicating via email.

Summary: 3. Self-Assessed Academic and Personal Development

Most...(75-100%)

- Rated their general knowledge and knowledge of particular field as much stronger or stronger than when they entered OSU

Many...(50-74.9%)

- Rated their analytical and problem-solving skills, critical thinking skills, knowledge of people from other cultures, ability to get along with others, library research skills, and understanding national and global issues as stronger or much stronger than when they entered OSU
- Felt the same about their ability to write college-level papers

Quite a few...(25-49.9%)

- Rated their religious beliefs and convictions, ability to work as part of a team, and understanding problems facing their community as stronger or much stronger than when they entered OSU

- Felt more confident in their ability to write college-level papers

Some...(0-24.9%)

- Felt less confident in their ability to write college-level papers

Generally

- OSU men tended to rate themselves higher in their development of analytical skills and problem-solving skills than OSU women students.
- OSU students reported more development in the areas of library and research skills than did comparators, Public Universities.

Summary: 4. Student Opinions/Values/Behaviors

Most...(75-100%)

- Rated raising a family as essential or very important
- Planned to return to OSU in fall, 2003

Many...(50-74.9%)

- Rated as essential or very important becoming an authority in their field, being very well off financially, and helping others in difficulty

Quite a few...(25-49.9%)

- Reported diversity as being very important or essential to them personally
- Reported the following as being very important or essential: Obtain recognition from colleagues, influence social values, have administrative responsibility, be successful in own business, develop a meaningful philosophy of life, promote racial understanding, keep up with political affairs, be a community leader, integrate spirituality into their lives, improve their understanding of other countries and cultures

Some...(0-24.9%)

- Reported diversity was not important to them personally
- Reported the following as essential or very important: Achieve in a performing art, influence political structure, make theoretical contribution to science, write original works, create artistic work, be involved in environmental clean-up, and take part in community action
- Planned to attend another institution in fall, 2003
- Planned not to attend any higher education institution in fall, 2003

Generally

- OSU men tended to rate their abilities higher than women, particularly in the areas of: leadership, popularity, social self-confidence, self-understanding, computer skills, mathematical ability, physical health, risk-taking, and intellectual self-confidence.
- OSU students generally rated their abilities lower than comparators, Public Universities, specifically in: emotional health, leadership, mathematic ability, public speaking, intellectual self-confidence, self-understanding, academic ability, computer skills, drive to achieve, persistence, religiousness, spirituality, understanding others, and writing skills.

Summary: 5. Use of Alcohol and Other Drugs

Generally

- OSU male students reported more use of cigarettes, beer and wine or liquor than did women students.
- OSU students reported more frequent use of beer and wine/liquor than did comparators, Public Universities.
- Since entering OSU, about 25% of first year students had used marijuana; 70% alcohol: and, 2% club drugs.

Summary: 6. Satisfaction

Most...(75-100%)

- Definitely or probably would choose OSU again if they could make the choice over

Rating satisfied or very satisfied:

- With library facilities and services

Many...(50-74.9%)

Rating satisfied or very satisfied:

- With computer facilities, classroom facilities, academic advising, recreational facilities, and orientation for new students
- With relevance of coursework to future career plans
- With overall quality of instruction
- With overall sense of community among students
- With overall college experience
- With assistance academic advisor provided with scheduling/registration procedures

Quite a few...(25-49.9%)

Rating satisfied or very satisfied:

- With tutoring or other academic assistance, student housing facilities, financial aid services, and student health services
- With amount of contact with faculty
- With opportunities for community service
- With relevance of coursework to everyday life
- With assistance academic advisors provided with coping with academic difficulties, clarifying life and career goals, and information about campus resources

Some...(0-24.9%)

Rating satisfied or very satisfied:

- Were satisfied or very satisfied with psychological counseling services (note: over 70% of students had not had contact with psychological counseling services on campus)

Generally

- OSU students rated library services and facilities more favorably than comparators, Public Universities.
- Comparators rated the following more favorably than did OSU students: academic advising, psychological counseling, orientation for new students, classroom facilities, student housing facilities, financial aid services, and recreational facilities.

- Comparators at public universities reported more satisfaction than OSU students with: relevance of coursework to everyday life, overall college experience, amount of contact with faculty, opportunities for community service, overall quality of instruction, and overall sense of community among students.
- A positive relationship exists between overall student satisfaction and student perceived success at developing close friendships, utilizing campus services, and understanding what professors expect.

Many questions arose regarding the implications of this information for OSU and OSU students. The following questions were posed in order to further stimulate conversations about OSU's influences on students, the intended influences on students, and how to better align intentions and outcomes.

1. What is the implication of having over 1/3 of first year students believe that they have been unsuccessful in getting to know faculty?
2. What might be the implications of 22% of our first year students never having interaction with faculty during office hours; 44.1% never having interaction with faculty outside of class or office hours; 7.2% never seeing an academic advisor; 35.9% never interacting with other college personnel?
3. What, if anything, does it mean that students rated their abilities lower at the end of the first year than at the beginning?
4. To what can we attribute the substantial increase in smoking and drinking? How should we be directing our prevention efforts?
5. How can this data and other existing data on first year students inform planning intervention strategies for preventing first year student attrition? What other information is needed?
6. What are the academic support programs that address the transitional and teaching/learning needs of first year students? How effective are the current programs and do we need others?
7. Does OSU have a philosophy and culture of student success and do we need one? If so, how do students know of this philosophy and can they see it in the culture at OSU?

RECOMMENDATIONS

1. Determine what, if any, of these areas OSU may want to focus on for improvement.
2. Use results to inform retention strategies for first year students.
3. Use results to inform planning of Teaching Excellence Center.
4. Use results to inform planning of Academic Success Center.
5. Make report available via the web.
6. Provide results to faculty/committees involved in bac core development.

7. Provide results to offices/people who are most heavily involved with first year programs/students to better inform their practice.
8. In subsequent administrations, use random sample—mail out survey or email survey. It was nearly impossible to access classes for administration of the survey. Thus, the need for another method.
9. Alternate using the YFCY and NSSE as they sample the same cohorts of students at roughly the same time in the year.

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- Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin (March, 1987), 3-7.
- Sax, L. J., Keup, J. R., Gilmartin, S. K., Stolzenberg, E. B., Harper, C. (2002). Findings from the 2002 administration of your first college year (YFCY): National aggregates. University of California, Los Angeles: Higher Education Research Institute.

Appendix A
Population and Sample Characteristics
First Time First Year Full Time Students

POPULATION AND SAMPLE CHARACTERISTICS
FIRST TIME FULL TIME FIRST YEAR STUDENTS
SPRING, 2003

CHARACTERISTICS	SAMPLE	%	POPULATION	%
Mean Age	19.4		19.5	
Gender				
Male	519	46%	1116	49%
Female	606	54%	1145	51%
Mean GPA	2.80		2.80	
Primary College				
Ag Science	50	4%	108	5%
CLA	161	14%	345	15%
BUS	191	17%	333	15%
PHAR	26	2%	50	2%
Pre-Engineering	184	16%	397	18%
SCI	133	12%	334	15%
Forestry	11	1%	32	1%
UESP	186	17%	319	14%
HHS	183	16%	343	15%
Race/Ethnicity				
American Indian/Alaskan Native	7	0.6%	25	1%
Asian/Pacific Islander	109	10%	207	9%
Black/African American	22	2%	41	2%
Decline to Respond	14	1%	44	2%
Hispanic/Chicano/Latino	41	3%	98	4%
Multiple Ethnics	3	0.3%	8	0.4%
Not Applicable	4	0.4%	14	0.6%
Other—None of the Above	13	1%	22	1%
White, Euro-American	897	80%	1765	78%
Blank	15	2%	35	1%
Total Subjects	1125	50%	2261	

Appendix B
Public University Comparators

Bowie State University
Louisiana State University and A & M College
Morgan State University
North Carolina State University
Northern Illinois University
Ohio State University
Oregon State University
Texas A & M University
Texas Tech University
University of California—San Diego
University of North Texas
University of Southern Indiana
Wayne State University
West Virginia University

Appendix C

Your First College Year Survey OSU-Specific Questions

Oregon State University--Your First College Year 2003--Supplemental Questions

Please transfer your answers to the bubbles on the survey form starting with Question 25.
PLEASE DO NOT RECORD YOUR RESPONSES ON THIS PAGE

What is your primary academic college cluster? Mark only one cluster.

25. A = Ag Sciences or Forestry
B = Business or Engineering
C = Health & Human Sciences or Education
D = Liberal Arts or Science
E = Other

Since coming to OSU have you had or do you feel you will need special tutoring or remedial work in: (Mark all that Apply) (Question not scored because of format)

26. **English/Writing** A = Had at OSU C = Will need more
B = Did not have D = Will not need

27. **Mathematics** A = Had at OSU C = Will need more
B = Did not have D = Will not need

28. **Social Sciences** A = Had at OSU C = Will need more
B = Did not have D = Will not need

29. **Science** A = Had at OSU C = Will need more
B = Did not have D = Will not need

30. Do you have a disability?

- A = Yes B = No

31. If you have a disability is it: (mark all that apply) (Not scored because of format problems)

- A = Hearing/Speech D = Partially sighted or blind
B = Health-Related/Orthopedic E = Other
C = Learning Disability

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

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

33. During 2002-2003 have you lived in a residence hall or cooperative house or do you currently live in one?

- A = Have lived in a residence hall or cooperative house but
now I live elsewhere
B = Currently I reside in a residence hall or cooperative
house
C = I have never lived in a residence hall or cooperative
house

34. During 2002-2003 have you experienced discrimination or bias based upon:

- A = race/ethnicity D = religious beliefs
B = sex/gender E = have not experienced
C = sexual orientation

35. During 2002-2003, I funded my education from which of the following sources (mark all that apply). (Not scored because of format)

- A = Family resources D = Aid that must be repaid
B = My own resources E = Other
C = Aid that need not be repaid

36. During 2002-2003 my financial resources were enough for me to fulfill my academic plans for the year?

- A = Yes, to a great extent
B = Yes, but I had to watch my money
C = No, had a difficult time but managed
D = No, I don't have enough money to return

How often, if ever, have you used the substances listed below? Do not include anything used under your doctor's orders.

- 37. Marijuana** A = Never used
 B = Used, but not in the past 12 months
 C = Used, but not in the past 30 days
 D = Used in the last 30 days

- 38. Alcohol** A = Never used
 B = Used, but not in the past 12 months
 C = Used, but not in the past 30 days
 D = Used in the last 30 days

- 39. Club Drugs** (e.g., Ecstasy, GHB, etc.)
 A = Never used
 B = Used, but not in the past 12 months
 C = Used, but not in the past 30 days
 D = Used in the last 30 days

Indicate your level of satisfaction with the assistance your academic advisor has provided for each of the following:

- A** = very satisfied, **B** = satisfied, **C** = neutral,
D = dissatisfied, **E** = very dissatisfied

- 40.** Scheduling/registration procedures
41. Coping with academic difficulties
42. Informing you of resources on campus for academic support
43. Clarifying your life and career goals

44. How would you rate your writing ability after your first year at OSU?

- A = I feel **less confident** in my ability to write college-level papers than I did when I began
B = I feel **the same** about my ability to write college-level papers as I did when I began
C = I feel **more confident** in my ability to write college-level papers than I did when I began

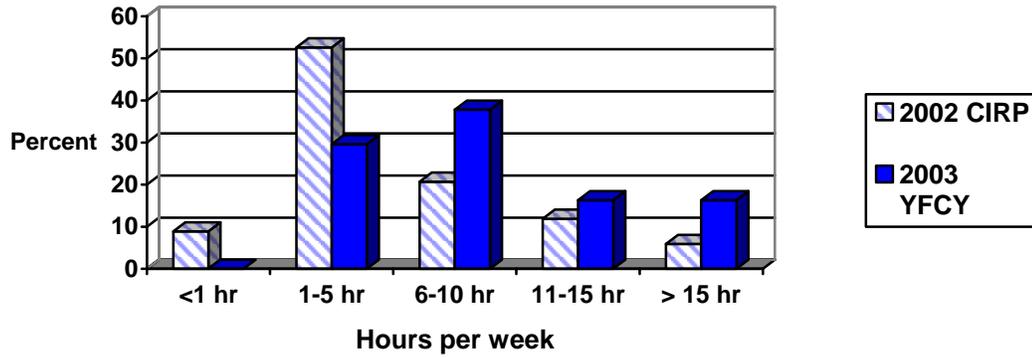
45. Where did you receive help or feedback on your writing during your first year at OSU?

- A = Writing course instructor
- B = The Writing Center
- C = Instructor in a field other than English
- D = Private tutoring
- E = Other

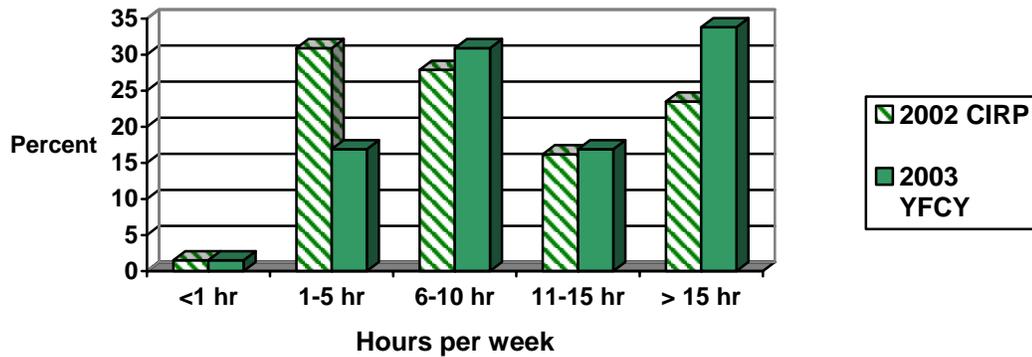
Thanks for your help!

Appendix D Graphs of Use of Time

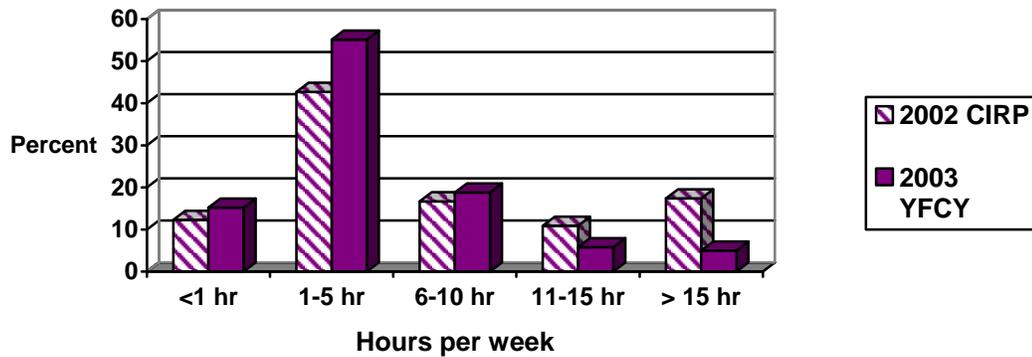
Use of Time: Studying/Homework



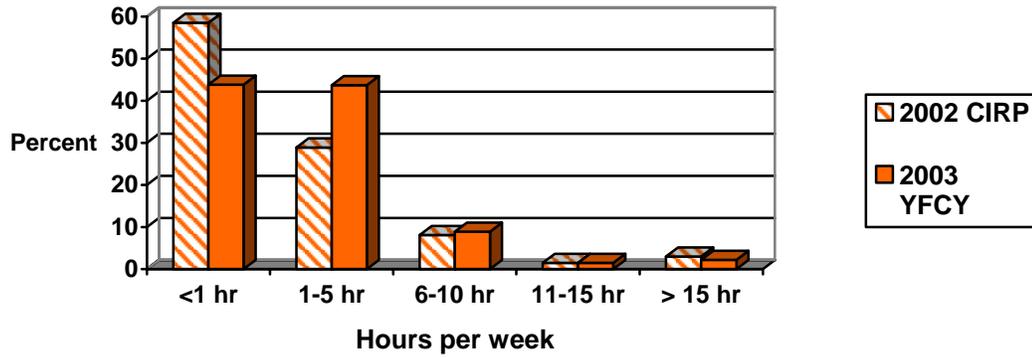
Use of Time: Socializing with Friends



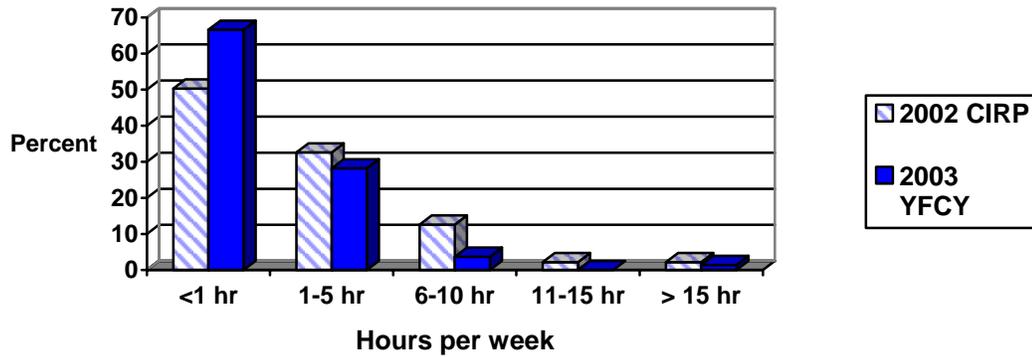
Use of Time: Exercising or Sports



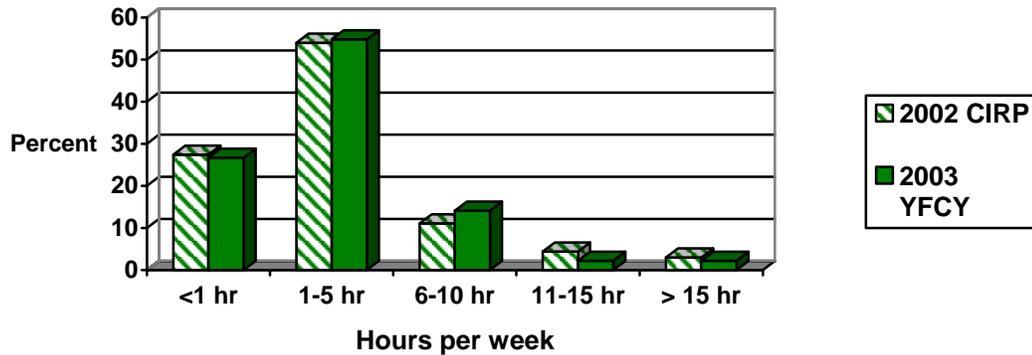
Use of Time: Partying



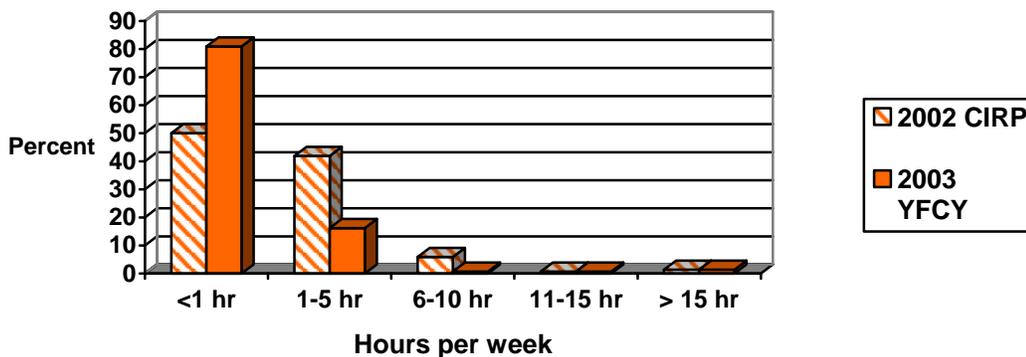
Use of Time: Participating in Student Clubs/Groups



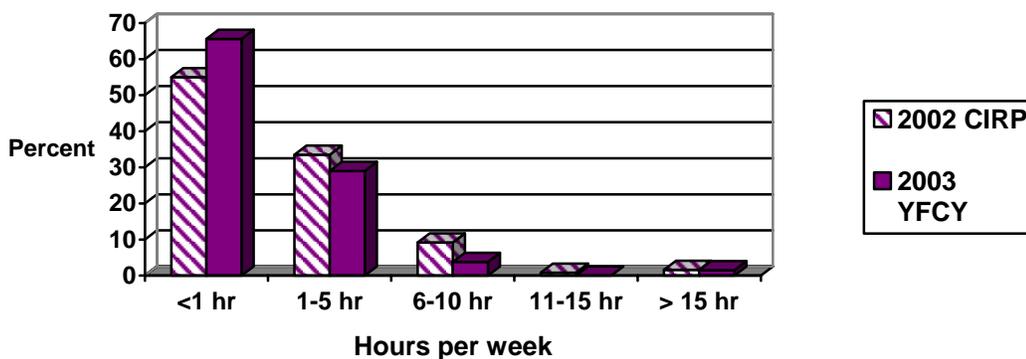
Use of Time: Watching TV



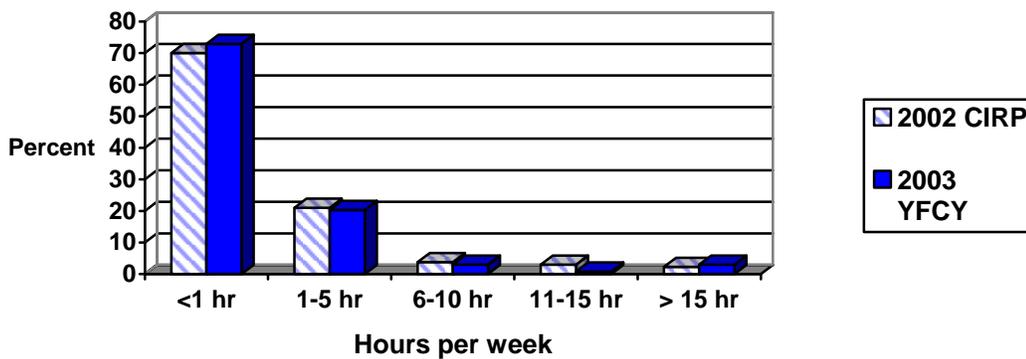
Use of Time: Household/childcare Duties



Use of Time: Reading for Pleasure



Use of Time: Playing Video/Computer Games



Use of Time: Prayer/Meditation

