

**Cooperative Institutional Research Program
Fall 1998 Freshman Survey**

Oklahoma State University

**Office of the Vice President
for Student Affairs**

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Cooperative Institutional Research Program Fall 1998 Freshman Survey

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Reference:

Sax, L.J., Astin, A.W., Korn, W.S., & Mahoney, K.M. (1998) The American Freshman: National Norms for Fall 1998. Los Angeles: Higher Education Research Institute, UCLA.

Cooperative Institutional Research Program 1998 Freshman Survey

Description of the Project

The Freshman Survey is a project of the Cooperative Institutional Research Program (CIRP), sponsored by the American Council on Education (ACE) and the Graduate School of Education and Information Studies at the University of California, Los Angeles. The thirty-third annual report of national normative data on characteristics of students attending colleges and universities as first-time, full-time freshmen is presented in The American Freshman: National Norms for Fall 1998 (Sax, Astin, Korn & Mahoney, 1998).

The 1998 freshman norms are based on the responses of 275,811 students at 469 of the nation's two- and four-year colleges and universities. These data were statistically adjusted to represent the nation's total population of approximately 1.6 million first-time, full-time students entering college as freshmen in Fall 1998.

At OSU, the Freshman Survey was administered during the first week of the Fall semester in freshman orientation classes in all undergraduate colleges and University Academic Services.

The OSU profile is based on the responses of 1613 first-time, full-time OSU freshmen. The percentages of participants in the survey, by gender and college, are compared to actual enrollment figures below. As indicated in these figures, female students and students enrolled in arts and sciences, business administration and university academic services are over-represented in the survey, while students enrolled in engineering, architecture and technology, and agricultural and natural sciences are under-represented. Students in education and human environmental sciences are represented in percentages similar to their presence in the population.

	Survey Sample	Actual New
Freshmen		
Total	1613 (60%)	2645
Male	42%	50%
Female	58%	50%

Academic unit percent of sample and percent of actual new freshmen population:

Agricultural Sciences & Natural Resources	4.5%	10%
Arts & Sciences	46%	33%
Business Administration	23%	16%
Education	6%	6%
Engineering, Architecture & Technology	3%	19.5%
Human Environmental Sciences	3%	5%

University Academic Services

14%

10%

Comparison Of OSU Freshmen to National Norms

The following trends were reported in The American Freshman: National Norms for Fall 1998 (Sax, Astin, Korn, & Mahoney, 1998). Results from the survey of OSU freshmen are provided for comparison. The national trends reported by Sax, et al., are based on responses from freshmen at 469 participating institutions.

Highlights of OSU responses compared to reported national trends (details below):

- High Internet use among OSU students is similar to that reported nationwide.
- OSU students volunteered their time while in high school, and plan to do so in college, more often than their peers nationwide even though fewer OSU students attended high schools that required community service for graduation.
- OSU freshmen show higher levels of “academic disengagement” than that reported nationally. More often than their peers, OSU freshmen said they “felt bored in class,” or “came to class late” during their senior year in high school. OSU freshmen were much less likely than their peers nationally to have spent six or more hours a week studying or doing homework as high school seniors.

National Trends:

UCLA reports that use of the Internet as an educational and research tool is widespread among the nation’s college freshmen. This trend is also apparent among OSU freshmen. The survey included questions about Internet use for the first time in its 33-year history in recognition of the increasing importance of technology in higher education.

- Nationally, more than four out of five students (83%) report using the Internet for research or homework, with 66% saying that they communicate via e-mail. (OSU freshmen - 82% report using the Internet for research or homework, and 69% report communicating via e-mail)
- More than half of all freshmen (54%) said they participate in Internet chat rooms (OSU – 56%)
- Nearly three-quarters (73%) engage in “other Internet use.” (OSU – 73%)
- “Our findings show that the Internet has become a way of life for the majority of students,” said survey director Linda J. Sax. “What remains to be seen, however, is whether proficiency on the Internet enhances student learning during college.”
- When broken down by type of institution, however, the numbers appear to raise technology accessibility issues. A full 80% of freshmen attending private universities say they communicated via e-mail during their last year in high school. This compares with only 41% of students at public black colleges. And although the majority of freshmen at all types of institutions have used the Internet for research or homework, this figure ranges from a

high of 90% among students entering private universities to a relative low of 78% among freshmen attending public black colleges.

- “These findings suggest strongly that access to educational technology still is not equal for certain segments of the incoming student population,” said UCLA education Professor Alexander W. Astin, founding director of the nationwide freshman survey. “As they incorporate technology into instruction and campus life, colleges and universities should be aware of the differing levels of computing experience among incoming freshmen.”
- In a related question, 43% of freshmen agree that “material on the Internet should be regulated by the government.” (OSU – 43%). Female students were more likely to endorse this idea, with 53% supporting government regulation (OSU- 51%), compared with 32% of male students (OSU – 30%).

Nationally, freshman interest in politics continues to drop; trend not as clear among OSU freshmen.

- A record low 26% of freshmen believe that “keeping up to date with political affairs” is a very important or essential life goal, compared to 27% a year ago and a high of 58% in 1966. (OSU – 31% this year, up from 28% in 1997)
- Only 14% of freshmen say they frequently discuss politics, compared to a high of 30% in 1968. (OSU – 17%, less than 1 percentage point change over previous four years.)
- Interest in legal careers declined this year; a record low 3% of students aspire to be lawyers, compared to a high of 5% in 1989. (OSU – 4%, no change from 1997)
- “Students’ disinterest in politics and the law may well have been exacerbated by the current political climate of turmoil, extreme partisanship and gridlock,” Professor Astin said.

Volunteerism continues to increase nationally, percentages are even higher at OSU.

- A record number of freshmen, 74%, compared with 73% last year and a low of 62% in 1989, report giving of their time during the last year in high school. (OSU – 82%, up from 80% in 1997)
- Volunteering on a regular basis also is up, with 42% of freshmen donating at least one hour a week of their time, compared to 40% a year ago, and 27% when this question was first asked in 1987 (OSU – 47%, up from 44% in 1997). A record high one in five students (21%) volunteers at least three hours a week (OSU – 20%).
- More and more students are volunteering, even though only 21% of them attended high schools that required community service for graduation. (OSU – 9%)
- However, only 19% of students expect to continue their community service while in college (OSU – 27%; 19% of males and 33% of females)
- “This news is particularly discouraging given the evidence from our research showing that participating in community service benefits students both personally and academically,” Astin said.

Academic disengagement continues.

- A record high 38% of new freshmen say they frequently felt “bored in class” during their last year of high school, compared to 36% a year ago and a low of 26% in 1985. (OSU freshmen – 39% this year; 37% last year)
- An all-time high 60% of students “came to class late” frequently or occasionally compared to a low of 49% in 1966. (OSU – 62%)
- A record low 33% say they studied or did homework six or more hours a week during their high school senior year, compared with 34% in 1997 and 44% when this question was first asked in 1987. (OSU – 24% this year; 29% in 1997)
- This apparent disengagement from academics may help to explain the top reasons freshmen give for attending college. The UCLA survey found that more students are going to college “to be able to get a better job” (77%) (OSU – 74%) and “to be able to make more money” (75%) (OSU – 75%) than “to gain a general education and appreciation of ideas” (62%) (OSU – 61%).
- “These findings suggest that students increasingly view college as a means to an end rather than as an opportunity for intrinsic learning,” said Sax.

Nationally, beer drinking is at record low; slight increase among OSU freshmen.

- Freshmen starting college this past fall report the lowest levels of beer drinking in the survey’s 33-year history. Slightly more than half (52%) say they drink beer frequently or occasionally, compared with 53% last year (OSU – 53% this year, up from 52% last year) and a high of 75% in 1981. While the degree of decline was similar for men and women, men continue to drink beer at higher rates than women do (58% compared with 46% -- OSU 58% of men; 49% of women).
- Consumption of wine or liquor has remained steady over the past few years, with the current rate, 55% (OSU – 57%, up from 54% last year), far below the 67% rate reported when this question was first asked in 1987.
- “Although it’s good news that increasing numbers of students are abstaining from alcohol, there’s no question that binge drinking remains a serious problem on some college campuses,” Sax acknowledged.

Support for abortion, casual sex at all-time low.

- Freshmen support for keeping abortion legal declined for the sixth straight year to a record low of 51%. This compares with 54% in 1997 and a high of 65% in 1990. (OSU – 42%, down from 44% last year)
- Acceptance of casual sex also is down, with a record low 40% of freshmen agreeing that “if two people really like each other, it’s all right for them to have sex even if they’ve known each other for a very short time.” This compares with 42% in 1997 and a high of 52% in 1987. (OSU-26%, no change from 1997)
- “The changing attitude toward casual sex quite possibly is a reflection of students’ concern about AIDS and other sexually transmitted diseases,” Sax said.

Comparisons to Public Universities at Varying Selectivity Levels

Normative data were reported separately by Sax et al., for men and women, and for different institutional groupings. Selected survey items are presented below with comparisons of OSU freshmen to freshmen from three categories of public universities, based on composite ACT score of the entering class: low selectivity (ACT < 22.5); medium selectivity (ACT 22.5 – 25); and high selectivity (ACT > 25). Based on these admission criteria, OSU falls into the “low selectivity” category.

OSU freshmen are more often 19 years old, fewer are 18 years old:

	OSU	Low	Med	High
18 years old	53%	68%	70%	78%
19 years old	43%	29%	27%	19%

OSU freshmen are more often white; percentage of American Indian students is higher at OSU than at any category of institution reported by Sax, et al.

	OSU	Low	Med	High
White/Caucasian	91%	85%	89%	69%
African American/Black	3%	10%	5%	6%
American Indian	12%	2%	2%	2%
Mexican American/Chicano	1%	1%	1%	3%

(students may check more than one category; some categories are not reported here)

OSU freshmen report grades of “A-, A or A+” at rates higher than any category of institution reported.

	OSU	Low	Med	High
Average high school grade				
A- or higher	62%	40%	38%	60%

OSU freshmen indicate expectations of earning at least a “B” average at rates higher than their peers at any category of institution:

	OSU	Low	Med	High
estimate “very good” chances he/she	62%	55%	52%	59%
will make at least “B” average				

OSU freshmen report spending less time on schoolwork during the previous year, as compared to their peers at other institutions.

	OSU	Low	Med	High
spent 6 or more hours weekly studying or doing homework	24%	33%	36%	49%

Estimated parental income:

	OSU	Low	Med	High
\$39,999 or less	28%	27%	25%	23%
\$40,000 - \$74,999	36%	39%	38%	31%
\$75,000 or more	37%	34%	37%	46%

Comparison of freshmen who worked for pay 6 or more hours weekly during the previous year:

	OSU	Low	Med	High
	62%	67%	67%	54%

OSU freshmen are less likely than their peers at other institutions to have savings or to expect to have a part-time or college work-study job to help cover their educational expenses their first year. Following are percentages who expect to use these resources for first-year educational expenses:

	OSU	Low	Med	High
parental or family aid	79%	81%	84%	87%
savings from summer work	43%	58%	61%	52%
other savings	26%	35%	39%	34%
part-time job	28%	48%	46%	42%
Pell Grant	18%	17%	15%	16%
college work-study	5%	8%	13%	13%
Stafford/guaranteed loan	12%	15%	27%	18%
Perkins loan	5%	8%	11%	9%
other college loan	12%	12%	12%	11%

OSU freshmen more often viewed receiving financial assistance as a very important reason for selecting their college.

Reported to be “very important” reasons in selecting college attended:

	OSU	Low	Med	High
offered financial assistance	44%	30%	24%	21%
low tuition	29%	26%	26%	33%

Most OSU freshmen are enrolled at their first choice colleges; almost half of OSU freshmen applied to no other institution.

	OSU	Low	Med	High
Enrolled at first choice institution	87%	77%	76%	66%
Applied only at institution enrolled	49%	33%	29%	12%

The top three reasons selected by OSU freshmen as “very important” reasons in deciding to go to college were also important to their peers at other institutions:

	OSU	Low	Med	High	
make more money	75%	75%	74%	71%	
get a better job	74%	76%	77%	74%	
gain general education		61%	63%	63%	70%

Top three reasons cited by OSU freshmen as very important in selecting their college, compared to their peers at other institutions.

	OSU	Low	Med	High
good academic reputation	59%	50%	56%	72%
graduates get good jobs	49%	46%	52%	61%
offered financial assistance	44%	30%	24%	21%

OSU Freshmen: 1993-1998

Detailed data on selected items from the survey over the last six years is reported below.

Participation in Survey:

	1993	1994	1995	1996	1997	1998
Survey year:						
Surveys completed:	1119	1293	1638	1675	1356*	1613
New freshmen enrollment:	2188	2177	2470	2442	2377	2676
Percent surveyed:	51%	59%	66%	69%	57%	60%

* Signed consent form was required to participate; this requirement was dropped in 1998.

Race:	1993	1994	1995	1996	1997	1998	
White/Caucasian	92.0	90.2	89.4	89.1	91.2	91.0	
African American/Black	2.4	2.4	3.8	3.4	3.6	3.1	
American Indian	9.1	11.0	10.8	11.1	12.4	12.0	
Asian American/Asian		1.6	2.0	2.4	2.8	.7	2.5
Mexican American/Chicano	.8	1.5	.9	1.1	2.2	1.1	

(students may check more than one category; additional categories not reported here)

Average High School Grades:	1993	1994	1995	1996	1997	1998
A	52.7	53.9	58.2	58.1	64.0	61.6
B	40.5	41.5	36.9	37.7	33.4	34.3
C	6.2	4.5	4.9	4.1	2.7	3.9
D	.5	.2	.1	.2	0.0	0.1

Miles from college to home:	1993	1994	1995	1996	1997	1998
100 or less	61.9	60.1	59.6	58.7	61.5	60.5
500 or less	92.5	95.4	93.8	93.1	94.3	92.8

Estimated Parental Income:	1993	1994	1995	1996	1997	1998
\$39,999 or less	32.1	33.8	30.5	31.5	26.2	27.8
\$40,000-74,999	42.3	42.8	39.4	39.2	41.6	35.5
\$75,000 or more	25.5	23.4	30.0	29.3	32.1	36.5

Expected sources of funds for first-year educational expenses:

	1993	1994	1995	1996	1997	1998
parental or family aid	82.9	82.4	83.9	83.5	79.3	79.0
savings from summer work	40.8	42.9	46.1	44.7	40.7	42.8
part-time job	24.6	26.4	29.2	28.2	28.6	27.8
Pell Grant	19.8	19.3	18.6	21.0	18.4	18.0
Stafford/Guaranteed Loan	25.3	24.2	24.1	12.2	14.4	11.6
other college loan (not Perkins, Stafford)	4.7	7.7	6.7	15.1	12.8	12.1
College Work Study	4.8	6.2	7.4	6.7	5.7	5.1
Perkins Loan	3.1	4.7	4.1	6.2	4.0	4.8
other loan	3.8	4.3	4.5	5.9	4.3	5.6
SEOG	2.2	3.3	2.2	3.0	2.6	3.3

Received \$1500 or more from:	1993	1994	1995	1996	1997	1998
other college grant	16.8	15.5	21.8	22.9	23.8	22.8
Stafford/Guaranteed Loan	14.5	12.3	13.4	6.3	8.9	6.6
other college loan (not Perkins, Stafford)	3.2	4.9	3.8	10.7	8.9	7.8
state scholarship or grant	4.7	3.9	5.0	5.6	6.0	6.5
Pell grant	6.0	5.4	5.9	5.6	5.8	8.4
other loan	2.5	2.6	3.2	3.9	2.8	3.4
Perkins Loan	1.6	2.2	1.6	2.5	2.0	1.9

Activities engaged in “frequently” or “occasionally” during the last year (some figures report “frequently” responses only):

	1993	1994	1995	1996	1997	1998
attended a religious service	92.3	92.5	92.4	92.5	92.5	90.1
was bored in class (frequently)	41.6	41.3	40.3	36.7	36.6	39.2
tutored another student	61.1	58.4	60.0	56.2	55.7	55.8
studied with other students	92.0	91.8	91.2	89.8	89.3	88.1
was a guest in a teacher’s home	40.8	41.2	41.3	40.0	43.4	40.5
asked teacher for advice (frequently)	21.0	20.7	22.3	24.2	24.5	24.6
smoked cigarettes (frequently)	10.5	12.1	9.6	13.4	13.5	12.6
drank beer	61.4	57.5	56.2	58.7	51.8	52.7
drank wine or liquor	60.3	56.5	54.4	56.7	54.0	56.7
felt overwhelmed by all I have to do (frequently)	30.3	32.5	31.2	32.9	34.4	32.3
performed volunteer work	74.8	75.6	78.0	77.3	80.4	81.6
worked in a political campaign	22.6	16.9	17.2	17.3	9.2	N/A

**Student rated self “above average”
or in “highest 10%”:**

	1993	1994	1995	1996	1997	1998
academic ability	68.3	66.0	71.4	68.9	69.9	70.0
competitiveness	63.1	59.1	62.7	59.5	58.5	56.7
cooperativeness	76.2	74.8	76.1	73.6	74.8	72.7
leadership ability	61.4	59.1	64.5	60.5	63.7	60.5
mathematical ability	39.9	39.2	42.0	42.1	43.1	44.2
popularity	49.4	41.0	46.0	45.4	43.3	43.1
self-confidence (intellectual)	61.4	55.6	61.9	60.8	62.3	62.1
self-confidence (social)	53.8	49.5	54.1	52.7	53.6	51.7
understanding of others	71.5	73.4	72.7	67.8	67.4	67.5
writing ability	44.3	41.5	43.9	42.8	46.4	44.6

	1993	1994	1995	1996	1997	1998
Applied only to OSU:	46.7	45.9	48.0	49.2	46.9	48.5
OSU was first college choice:	83.9	83.5	84.0	83.9	81.5	86.6

Highest Degree Planned

Anywhere:	1993	1994	1995	1996	1997	1998
Bachelor’s	26.5	25.4	24.2	24.9	23.9	24.5
Master’s	38.3	36.2	34.8	37.4	37.5	38.6
Ed.D./Ph.D.	13.9	18.2	16.6	14.6	16.8	18.3

Student’s Religious Preference:	1993	1994	1995	1996	1997	1998
Baptist	32.4	29.8	23.7	31.4	26.9	29.9
Methodist	18.1	16.2	14.8	14.8	15.9	13.8
Roman Catholic	11.6	11.9	10.8	11.6	12.5	12.4
(other categories not reported here)						

**Reasons most often noted as “very important”
in deciding to go to college:**

	1993	1994	1995	1996	1997	1998
learn more about things of interest	75.3	73.1	72.9	75.2	76.5	N/A
make more money	80.9	77.4	75.8	78.9	75.0	74.9
get a better job	84.3	78.0	78.1	80.8	74.3	74.3
gain general education		63.9	57.7	63.7	65.2	61.9
parents wanted me to go	36.8	38.6	35.9	42.0	39.6	45.3

Reasons most often noted as “very important”

in deciding to go to OSU:	1993	1994	1995	1996	1997	1998
good academic reputation	53.0	50.4	51.5	53.0	51.8	59.4
offered financial assistance	38.7	37.6	44.2	45.3	50.1	44.2
graduates get good jobs	44.4	41.7	41.5	46.4	49.7	48.9
graduates go to top grad schools	23.1	19.3	21.0	25.8	26.6	27.1
good social reputation	34.3	32.0	34.4	35.2	34.8	38.0
low tuition	20.0	20.5	19.1	22.0	23.0	28.7

Influence of others on decision to come to OSU:

	1993	1994	1995	1996	1997	1998
relatives wanted me to come	12.3	10.9	9.8	9.3	9.4	11.4
advice of HS guidance counselor	4.3	3.0	3.5	4.0	3.9	3.0
friend suggested attending	8.8	9.1	9.0	9.7	9.9	N/A
recruited by college representative	5.1	4.5	4.2	4.4	4.1	N/A

Life objectives considered to be “essential” or “very important”:

	1993	1994	1995	1996	1997	1998	
raise a family	80.5	77.9	79.2	79.2	81.3	81.4	
be very well-off financially	76.4	73.5	75.3	74.7	71.1	72.9	
become authority in my own field	78.8	68.9	71.7	73.5	69.0	63.4	
help others in difficulty	68.3	65.7	63.1	66.7	67.3	64.5	
obtain recognition from colleagues	59.7	56.3	56.3	56.8	53.8	52.2	
be successful in my own business	48.7	43.8	47.4	47.5	45.4	41.3	
influence social values		46.9	40.7	42.7	43.0	43.5	42.6
be a community leader		n/a	38.8	39.5	42.2	40.2	39.8
develop a philosophy of life	42.0	37.7	37.1	39.8	37.3	38.4	
promote racial understanding	33.3	27.2	26.0	27.9	25.3	25.9	

Student’s estimate: Chances are very good that he/she will:

	1993	1994	1995	1996	1997	1998
make at least a “B” average	57.2	56.7	60.1	59.3	63.6	62.2
be satisfied with college	57.6	54.4	54.8	58.0	59.3	61.4
get job to pay expenses	36.8	38.8	37.2	36.2	38.7	35.5
participate in volunteer work						
/community service	22.9	22.0	23.1	21.5	24.9	27.2
change major field	12.8	16.3	15.6	16.5	16.6	18.1

Political Orientation:	1993	1994	1995	1996	1997	1998
far left	.9	1.9	1.1	1.6	1.9	1.5
liberal	18.7	17.4	14.5	15.7	14.8	14.9
middle of the road	46.6	52.0	54.1	52.6	52.7	51.8
conservative	31.4	26.8	27.9	28.2	28.7	29.9
far right	2.3	2.0	2.5	1.8	1.9	1.9
Agree strongly or somewhat:	1993	1994	1995	1996	1997	1998
there is too much concern in the courts for criminals' rights	75.0	76.8	80.6	79.7	78.4	80.2
colleges should prohibit racist/sexist speech on campus	56.5	57.5	61.6	62.7	62.6	58.4
national health care plan is needed to cover everybody's medical costs	66.5	52.6	58.7	64.5	60.8	N/A
wealthy people should pay a larger share of taxes than they do now	63.6	57.8	59.2	58.6	56.4	49.6
abortion should be legal	57.9	54.7	51.0	47.4	44.0	42.3
important to have laws prohibiting homosexual relationships	47.2	43.4	42.6	46.5	44.0	41.8
if two people like each other, it's OK to have sex, even if they've known each other very short time	35.4	31.1	29.5	29.3	26.0	26.4
activities of married women are best confined to home and family	23.4	23.4	24.0	23.7	22.8	N/A
racial discrimination is no longer a major problem in America	15.0	18.6	21.0	19.2	22.1	24.4
Fed. gov't should raise taxes to reduce the deficit	25.7	19.3	20.6	20.5	20.3	N/A

OSU Freshman Survey: Local Items

As an addition to the national survey, OSU freshmen were asked to indicate how important each of the following would be to their success this school year at OSU (items are rank ordered by total percentage indicating this was “essential” or “very important”):

Percentage rating
as “essential” or
“very important”

1998	1997	
97%	98.5%	* making good grades
92.5%	96%	* choosing right major or career
89%	90%	* identifying career opportunities related to my major -
88%	90%	* having enough money
88%	88%	* knowledgeable academic advisor
87.5%	90%	* making new friends
83%	85%	* adequate computer technology
78%	81%	* getting along with my roommate
75%	77%	* having enough privacy
74%	77%	* getting to know my teachers
73%	74.5%	* improving my writing skills
68%	72.5%	* availability of good health care
61%	50%	* getting involved in student organizations -
52%	50%	* campus intramural and recreation programs -
52%	50%	* new student orientation programs -

Cooperative Institutional Research Program Fall 1998 Freshman Survey

Comparisons by Academic Unit

Population = all new freshmen (data source – OSU Student Profile Fall 1998, Office of Planning, Budget & Institutional Research)

CIRP N = first time-full time freshmen who participated in the survey

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
Population	2676	261	884	427	164	523	138	279
CIRP N	1613	73	745	373	96	45	55	226
N=% of pop.	60%	28%	84%	87%	59%	9%	40%	81%
Pop. Male	50%	48%	42%	51%	42%	79%	10%	46%
Pop. Female	50%	52%	58%	49%	58%	21%	90%	54%
CIRP N Male	42%	42.5%	40%	48%	30%	69%	7%	42.5%
CIRP N Female	58%	57.5%	60%	52%	70%	31%	93%	57.5%

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
Age on 12/31/98								
18	53%	48%	57%	50%	58%	71%	58%	39%
19	43%	52%	40%	47%	39%	27%	42%	50%
Racial Background								
White	91%	92%	90%	96%	94%	93%	96%	83%
African American	3%	4%	3%	1%	1%	2%	0%	9%
Native American	12%	14%	13%	12%	12%	15%	11%	8%
Miles from College to Home								
< or = 100	61%	48%	61%	61%	57%	48%	60%	68%
Type of High School								
public	93%	94%	94%	95%	93%	86%	96%	91%
denominational	5%	4%	5%	5%	5%	12%	2%	7%
High School Required Community Service for Graduation?								
no	91%	91%	92%	93.5%	90%	86%	94%	87%
yes	9%	9%	8%	6.5%	10%	14%	6%	13%
Highest Degree Planned Anywhere								
Bachelor's	25%	40%	16%	25%	39%	45%	39%	31%
Master's	39%	13%	33%	52%	46%	29%	31%	45%
Ph.D. or Ed.D.	18%	13%	25%	13%	11%	26%	12%	9%
M.D. or D.V.M.	12%	27%	19%	1%	4%	0%	18%	6%
LL.B. or J.D.	4%	5%	5%	6%	1%	0%	0%	3%

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
Average High School Grade								
A	62%	72%	69%	68%	70%	80%	75%	14%
B	34%	28%	28%	30%	29%	18%	26%	73%
C	4%	0%	3%	2%	1%	2%	0%	14%

**Spent 6 or more hours
per week in the last year:**

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
studying or doing homework	24%	42%	24%	21%	18%	35%	31%	18%
partying	29%	24%	26%	36%	20%	22%	31%	35%
working for pay	62%	60%	62%	64%	66%	55%	55%	58%

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
Student Rated Self Above Average or Highest 10% in								
academic ability	70%	74%	77%	76%	75%	81%	75%	29%
competitiveness	57%	63%	52%	62%	59%	65%	56%	60%
drive to achieve	72%	75%	72%	74%	70%	86%	90%	64%
leadership ability	61%	70%	59%	61%	67%	57%	67%	57%
popularity	43%	38%	42%	48%	40%	42%	51%	41%
self confidence (intellectual)	62%	64%	64%	64%	58%	77%	67%	52%
self confidence (social)	52%	47%	49%	53%	52%	56%	62%	56%
self-understanding	57%	57%	56%	57%	65%	65%	73%	53%
understanding of others	68%	63%	68%	66%	71%	58%	89%	67%
writing ability	45%	40%	50%	44%	48%	40%	50%	28%

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Activities Engaged In During Past Year (f= 'frequently'; others indicate 'frequently' or 'occasionally')								
bored in class (f)	39%	30%	41%	44%	45%	50%	29%	26%
felt overwhelmed (f)	32%	17%	35%	33%	33%	29%	39%	26%
overslept & missed class/appointment	34%	15%	34%	38%	27%	56%	40%	33%
voted in student election (f)	30%	22%	30%	34%	34%	18%	26%	25%
communicated via email	69%	60%	70%	68%	78%	89%	72%	64%
used Internet for research or homework	82%	81%	83%	78%	87%	93%	79%	82%
participated in Internet chat rooms	56%	34%	57%	57%	64%	56%	49%	55%
other Internet use	73%	75%	73%	73%	82%	89%	64%	69%
played computer games	81%	86%	81%	80%	86%	80%	74%	82%
think that material on the Internet should be regulated By the government	43%	43%	42%	41%	45%	29%	47%	47%
	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
OSU was 1 st choice	87%	90%	83%	89%	91%	84%	93%	89%
Applied only to OSU	49%	46%	46%	50%	55%	34%	43%	56%
	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
Reasons Noted as Very Important in Deciding to Attend College								
Make more money	75%	68%	71%	85%	65%	79%	79%	75%
Get a better job	74%	75%	73%	78%	78%	82%	77%	68%
Gain a general education	61%	54%	62%	60%	51%	56%	74%	64%
Parents wanted me to go	45%	58%	43%	47%	45%	43%	55%	44%

Reasons Noted as Very Important in Deciding to Attend OSU

Good academic reputation	59%	76%	57%	61%	61%	74%	73%	52%
Good social reputation	38%	26%	36%	44%	39%	17%	56%	36%
Offered financial assistance	44%	41%	52%	42%	47%	37%	58%	22%
Graduates get good jobs	49%	64%	45%	51%	49%	70%	67%	44%

OSU CASNR A&S CBA EDUC CEAT HES UAS

Estimated Parental Income

\$39,999 or less	28%	34%	31%	19%	24%	32%	22%	32%
\$40,000-74,999	36%	47%	37%	32%	39%	37%	37%	32%
\$75,000 or more	37%	18%	32%	50%	37%	31%	42%	36%

OSU CASNR A&S CBA EDUC CEAT HES UAS

Concern About Financing College

None	36%	24%	32%	45%	27%	44%	37%	42%
Some	49%	52%	53%	45%	59%	42%	46%	42%
Major	15%	25%	16%	10%	14%	14%	17%	16%

OSU CASNR A&S CBA EDUC CEAT HES UAS

Student Estimates: Chances Are Very Good that He/She Will

Change major field	18%	10%	22%	15%	13%	17%	13%	15%
Get job to pay expenses	36%	41%	42%	30%	37%	32%	37%	23%
Make at least a "B" average	62%	63%	64%	67%	74%	54%	77%	43%
Get bachelor's degree	78%	84%	81%	75%	80%	91%	76%	64%
Be satisfied with college	61%	65%	61%	58%	73%	54%	74%	59%
Join a social fraternity/ Sorority	37%	25%	35%	48%	32%	12%	35%	36%

Political Orientation

Far left or liberal	16%	9%	19%	14%	10%	17%	14%	18%
Middle of the road	52%	61%	49%	52%	60%	46%	65%	52%
Far right or conservative	32%	30%	32%	34%	30%	37%	22%	30%

Rated as “essential” to their success this school year (four items with highest percentage for each college are in **bold**)

	OSU	CASNR	A&S	CBA	EDUC	CEAT	HES	UAS
adequate computer technology	48%	48%	52%	44%	43%	59%	47%	45%
new student orientation programs	16%	26%	16%	15%	11%	15%	28%	15%
knowledgeable academic advisor	53%	67%	51%	47%	52%	41%	85%	58%
improving my writing skills	31%	18%	34%	28%	21%	22%	30%	38%
campus intramural and recreation programs	19%	12%	16%	27%	17%	16%	28%	20%
identifying career opportunities in my major	55%	62%	58%	52%	54%	39%	62%	49%
having enough money	59%	56%	60%	56%	59%	54%	57%	64%
getting along with my roommate	44%	33%	43%	47%	48%	36%	60%	45%
availability of good health care	29%	30%	30%	24%	26%	18%	36%	37%
making good grades	74%	79%	75%	73%	67%	59%	87%	73%
getting to know my teachers	24%	32%	24%	19%	21%	23%	26%	30%
making new friends	49%	49%	48%	50%	51%	41%	51%	49%
having enough privacy	32%	38%	31%	33%	21%	24%	38%	
34%								
choosing the right major or career	67%	79%	69%	63%	69%	53%	77%	64%
getting involved in student organizations	22%	27%	21%	26%	20%	3%	34%	20%

