

**Cooperative Institutional Research Program
Freshman Survey**

**Oklahoma State University
Fall 2002**

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Cooperative Institutional Research Program

Fall 2002 Freshman Survey

Introduction

The Cooperative Institutional Research Program (CIRP) is a continuing longitudinal study of the American higher education system with the primary purpose of assessing the effects of college on students. The Freshman Survey, a project of the CIRP, is designed to obtain data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. The CIRP is sponsored by the American Council on Education (ACE) and the Graduate School of Education and Information Studies at the University of California, Los Angeles.

Oklahoma State University has participated annually in the Freshman Survey since 1993. A total of 2,117 first-time, full-time OSU freshmen (65% of the population) participated in the survey during the Fall 2002 Semester. This report summarizes the OSU survey data and compares responses of OSU students with national norms and with responses of students from other high selectivity public universities. The selectivity designation for an institution participating in the survey is based on the average verbal and mathematics scores from the Scholastic Aptitude Test (SAT) or equivalent scores on the American College Test (ACT) of entering freshmen at that institution. The comparison data were provided by CIRP.

This report provides an overview of the findings from OSU's participation in the CIRP Freshman Survey 2002. The full report can be obtained from the OSU Office of the Vice President for Student Affairs.

Methods – Overview

- Students enrolled in freshman orientation classes at OSU were invited to participate in the survey. The survey instrument, the *Student Information Form*, was distributed to students in these classes during the first week of the fall semester; completed forms were collected by instructors. All undergraduate colleges and University Academic Services participated.
- The 2002 national norms are based on the responses of 282,549 students at 437 of the nation's two- and four-year colleges and universities. These data were statistically adjusted to represent the nation's total population approximately 1.2 million first-time, full-time students entering college as a freshman in Fall 2002.
- Responses of OSU students (N=2,117) were compared with the responses from 42 high selectivity public universities (high selectivity institutions are those with the mean score of entering freshmen on Verbal plus Mathematical portions of SAT estimated to be 1140+).
- The thirty-seventh 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 2002 (Sax, Lindholm, Astin, Korn, & Mahoney, 2002).

OSU Sample

A total of 2,117 OSU first-time, full-time freshmen completed the survey, which is a response rate of 64%. The table below shows the gender and academic affiliation of the sample and the total OSU freshman population.

	OSU Survey Sample	Total OSU Freshmen
Total	2,117	3,329
Male	40%	47%
Female	60%	53%
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Agricultural Sciences and Natural Resources	15%	10%
Arts and Sciences	34%	30%
Business Administration	20%	14%
Education	8%	9%
Engineering, Architecture, & Technology	4%	18%
Human Environmental Sciences	6%	7%
University Academic Services	12%	12%

Characteristics of OSU Sample Compared to High Selectivity Stratification Group

This section provides information about the OSU sample and a comparison group of public, high selectivity universities (institutions where entering freshmen have an estimated mean score of 1140+ on the Verbal plus Mathematical portions of the SAT or equivalent scores on the ACT).

Summary of comparisons:

- OSU freshmen are more likely than their peers to be entering college at age 19 rather than 18
- The percentages of white/Caucasian and American Indian students are higher at OSU
- OSU freshmen report slightly higher grades, but much less study time than their peers

- OSU freshmen have lower self-ratings in academic ability, computer skills, math ability, writing ability, intellectual self-confidence, and physical health
- OSU freshmen are more likely to be within 100 miles of their hometown
- The parents of OSU freshmen are more often divorced or living apart than those of peers

- Fewer parents of OSU freshmen hold graduate degrees
- When choosing a college, OSU freshmen were more influenced by merit-based scholarships
- OSU freshmen have used personal computers, email, and the Internet less often than peers

- OSU freshmen are more likely to live in a fraternity or sorority house than peers
- Fewer OSU freshmen expect to cover first-year expenses with funds from parents, savings, or part-time jobs than their peers and more expect to pay with grant and scholarship funds

	OSU Freshmen	Public, High Selectivity Universities
Age		
18 or younger	51%	71%
19	47%	29%
20 or older	2%	1%
Gender		
Male	40%	47%
Female	60%	53%
Ethnicity*		
White/Caucasian	87%	77%
African American/Black	3%	5%
American Indian/Alaska Native	9%	1%
Asian American/Asian	3%	12%
Native Hawaiian/ Pacific Islander	.1%	.8%
Mexican American/Chicano	1%	2%
Puerto Rican	3%	.7%
Other Latino	.3%	2%
Other	2%	3%
<i>* Ethnicity percentages may not equal 100 because students could mark more than one answer.</i>		
Average Grade in High School		
A	60%	63%
B	38%	36%
C	3%	1%
Time spent weekly studying or doing homework		
Less than 3 hours	55%	34%
3 to 5 hours	27%	28%
6 or more hours	18%	38%
Miles from Home		
50 or less	19%	21%
51 to 100	39%	19%
101 to 500	34%	51%
Over 500	8%	10%
Estimated Parental Income		
Less than \$30,000	14%	11%
\$30,000 to \$99,999	57%	51%
\$100,000 or more	30%	38%

	OSU Freshmen	Public, High Selectivity Universities
Parents Status		
Both alive and living with each other	72%	77%
Both alive, divorced or living apart	25%	20%
One or both deceased	3%	3%
Self Rating Above Average or Highest 10% Among Peers		
Academic ability	65%	83%
Computer skills	31%	40%
Mathematical ability	40%	56%
Physical health	56%	59%
Intellectual self-confidence	59%	64%
Spirituality	49%	37%
Writing ability	40%	50%
College Choices		
This college is student's first choice	87%	68%
Applied only to this college	51%	18%
<i>Very important reasons for choosing this college:</i>		
This college has a very good academic reputation	50%	65%
I was offered financial assistance	40%	22%
This college has a good reputation for social activities	38%	35%
I wanted to go to a school about the size of this college	28%	25%
This college has low tuition	21%	27%
Activities During the Past Year (high school)		
Frequently was bored in class	43%	45%
Frequently felt overwhelmed by all I have to do	32%	27%
Frequently felt depressed	8%	7%
Frequently discussed politics	15%	23%
Frequently communicated via email	64%	73%
Frequently used the Internet for research or homework	70%	82%
Frequently used Internet for other reasons	55%	67%
Frequently used a personal computer	82%	89%
Highest Degree Planned at Any College		
Bachelor's degree	31%	18%
Master's degree	36%	41%
PhD or EdD	13%	21%
Parents Education		
Father has college degree	36%	33%
Father has graduate degree	21%	31%

Mother has college degree	33%	37%
Mother has graduate degree	16%	21%

	OSU Freshmen	Public, High Selectivity Universities
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**Expect to Cover \$3000 or More of
First-Year Educational Expenses From:**

Family Resources (parents, relatives, spouse, etc.)	51%	67%
My own resources (savings from work, work-study, other income)	7%	10%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	29%	28%
Aid which must be repaid (loans, etc.)	16%	23%
Other than above	1%	1%

During Fall Term Will Live

With family	9%	4%
Other private home or apartment	4%	2%
College dormitory	70%	89%
Fraternity or sorority house	11%	1%
Other campus housing	6%	4%
Other	.2%	.1%

Comparison of OSU Freshmen to National Trends

The following trends were reported in The American Freshman: National Norms for Fall 2002 (Sax, Lindholm, Astin, Korn, & Mahoney, 2002). Results from the survey of OSU freshmen are provided for comparison. The national trends reported by Sax, et al., are based on responses of freshmen at 437 participating institutions.

Freshmen Studying Less Hours; Grades Continue to Rise

- A record low 33.4% of today's entering freshmen report studying or doing homework six or more hours per week during their senior year in high school (OSU freshmen: 17.7%).
- Despite the continued decline in time devoted to school work, students' high school grade point averages continue to climb. Today 45.7% of freshmen report earning "A" averages in high school (OSU freshmen: 59.7%). Differences by gender are also noteworthy: 50.1% of women earned "A" averages in high school, versus 40.4% of men (OSU freshmen women: 64.9%, OSU freshmen men: 52%)
- Given the good grades that students receive in high school, it is not surprising that increases are also evident in self-perceived academic ability. Today 69.5% of freshmen view themselves as "above average" or "highest 10 percent" in academic ability as compared with the average person their age (OSU freshmen: 64.5%). In addition, more students than ever before expect to earn at least a "B" average in college: 60.2% of freshmen (OSU freshmen: 58.2%)

Admissions Increasingly Competitive

- Over the past eleven years there has been a steady increase in the percent of students who apply to six or more colleges measuring 13.7% today, up from 8.3% in 1991 (OSU freshmen: 1.6% today). However, over half (69.2%) of students are attending their first choice institution (OSU freshmen: 87.0%).
- Today 9.4% of entering freshmen are attending their third or lower choice institution. (OSU freshmen: 3.2%). Nevertheless, today's freshmen have higher expectations that they will be satisfied with their college than has any entering college class over the past five years. Today 51.8% of entering students feel there is a "very good" chance they will be satisfied with their college (OSU freshmen: 58.8%).

Political Orientations Shift

- Following five consecutive years in which students gravitated toward more liberal political labels, 2002 signals a shift back towards more moderate and conservative political orientations. The percent of freshmen identifying themselves as “liberal” or “far left” decreased to 27.8% (from 29.9% in 2001) and the percent considering themselves “middle of the road” grew from 49.5% to 50.8% (OSU freshmen 2002: 17.6% and 51.5%, respectively). The label of “far right” declined to 1.3% from 1.6%, while the “conservative” label became more popular, rising to 20.0% from 19.1% last year (OSU freshmen 2002: 1.8% and 29.2%, respectively).
- When it comes to student attitudes toward the role of the federal government, students show an ideological shift to the right. Most striking among these is their stronger support for military spending. When asked whether “Federal military spending should be increased” a record high 450% of students agreed “somewhat” or “strongly” (OSU freshmen: 54.0%). Gender differences on this item are also noteworthy, with 50.7% of men favoring increased spending, versus 40.4% of the women (OSU freshmen men: 60.9%, women: 49.3%).
- Despite these signs of conservatism, several items reflect continuing shift to the left, most notably in relation to social issues. Support for gay rights reached new heights, with 59.3% of freshmen agreeing that “Same-sex couples should have the right to legal marital status.” (OSU freshmen: 37.8%). In addition, a record low 24.8% of students believe that “It is important to have laws prohibiting homosexual relationships”. (OSU freshmen: 41.9%)
- Attitudes toward the role of married women reflect continued support for women’s rights. Freshmen remained steady at 21.5% in agreement with “The activities of married women are best confined to the home and family,” the lowest figure on this item in 15 years (OSU freshmen: 21.2%)

Smoking, Drinking, and Partying on the Decline

- The percentage of incoming freshmen who frequently smoke cigarettes has dropped for the fourth straight year, reaching a fifteen year low of 7.4% (OSU freshmen: 7.4%). Nationally women are more likely than men to smoke frequently , 7.7% for women versus 7.1% men (OSU freshmen: women 7.1%, male: 7.9%).
- Freshmen are also drinking less. An all time low 46.5% report drinking beer “frequently” or “occasionally” during the past year (OSU freshmen: 49.2%). The percent who consume wine or liquor declined to an eight-year low of 52.5% (OSU freshmen: 50.4%). Men are as likely to consume wine or liquor (52.1%) as they are beer (51.9%) (OSU freshmen men: 50.7% and 55.9%, respectively). Women, however are comparatively more likely to consume wine or liquor (52.9%) than beer (42.0%) (OSU freshmen women: 50.2% and 44.7%, respectively).
- The number of hours per week that students spend “partying” is also on the decline. Today 25.1% of freshmen report that they spend six or more hours per week partying (OSU

freshmen: 25.9%). There has also been an increase in the number of students who spend little or not time partying. In 2002, 35.8% of freshmen reported that in a typical week, they spend “less than one hour” per week partying (OSU freshmen: 14.5%). One out of every five students (21%) reported that in a typical week, the amount of time they spend partying is “none” (OSU freshmen: 26.4).

More Students Working During College

- The number of incoming freshmen who believe that there is a “very good” chance of getting a job to help them pay for college rose to a record-high 47.1% (OSU freshmen: 38.2%). The expectation to work during college is reported by 52.9% of women versus 40.0% of men. (OSU freshmen: women 42.6%, men 31.6%).
- Expecting to work full-time during college hit a record-high 6.2% (OSU freshmen: 5.0%). The overall increase in this item has been much sharper for women than men. While women today are more likely than men to expect to work full-time (6.7% versus 5.5%), women were less likely than men to anticipate full-time employment when this question was first asked in 1982 (2.7% versus 3.0%).
- The percent of students who have “some” or “major” concern that they will not have enough money to complete college grew for the second consecutive year to 65.3% (OSU freshmen: 62.4%). Currently, 70.9% of women are concerned about whether they will have enough funds to complete college, versus only 58.3% of men (OSU freshmen: women 66.1%, men 56.7%).

Psychological Health Improves, But Gender Gap Remains

- After reaching a peak of 30.7% in 1999, the percent of students who report feeling frequently “overwhelmed by all they have to do” dropped for three consecutive years, and currently sits at 26.8%. (OSU freshmen: 31.7%). Gender differences on this item remain significant, with women more than twice as likely as men to report feeling frequently overwhelmed (35.2% versus 16.4%) (OSU freshmen: women 41.5%, men 17.0%).
- In 2002, a record-low 7.5% of freshmen reported feeling frequently depressed during the past year, marking the fourth consecutive decline in this item (OSU freshmen: 7.6%). Like stress, feelings of depression yield notable differences by gender: 8.1% among women versus 5.8% among men (OSU freshmen: women 8.0%, men 6.9%).

OSU Freshmen: 1993-2002

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

Participation in Survey:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Surveys completed:	1119	1293	1638	1675	1356	1613	1752	1915	2117
New freshmen enrollment:	2188	2177	2470	2442	2377	2676	2929	3113	3265
Percent surveyed:	51%	59%	66%	69%	57%	60%	60%	62%	65%

Race:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
White/Caucasian	92.0	90.2	89.4	89.1	91.2	91.0	89.3	86.4	86.8
African American/Black	2.4	2.4	3.8	3.4	3.6	3.1	4.3	4.7	3.1
American Indian	9.1	11.0	10.8	11.1	12.4	12.0	11.4	12.0	9.0
Asian American	1.6	2.0	2.4	2.8	.7	2.5	2.2	3.6	2.7
Mexican American/Chicano	.8	1.5	.9	1.1	2.2	1.1	1.4	1.9	1.0

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

Average High School Grades:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
A	52.7	53.9	58.2	58.1	64.0	61.6	63.6	63.1	59.7
B	40.5	41.5	36.9	37.7	33.4	34.3	33.5	34.4	37.5
C	6.2	4.5	4.9	4.1	2.7	3.9	2.8	2.3	2.7
D	.5	.2	.1	.2	0.0	.1	0.0	.2	0.1

Miles from College to Home:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
100 or less	61.9	60.1	59.6	58.7	61.5	60.5	63.0	63.5	58.4
500 or less	92.5	95.4	93.8	93.1	94.3	92.8	94.9	94.8	92.0

Estimated Parental Income:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
\$39,000 or less	32.1	33.8	30.5	31.5	26.2	27.8	25.8	24.5	20.3
\$40,000-\$74,999	42.3	42.8	39.4	39.2	41.6	35.5	39.2	39.2	34.1
\$75,000 or more	25.5	23.4	30.0	29.3	32.1	36.5	34.9	40.0	45.8

Estimated sources of funds for first-year educational expenses:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Parental or family aid	82.9	82.4	83.9	83.5	79.3	79.0	80.9	77.6	80.6
Savings from summer work	40.8	42.9	46.1	44.7	40.7	42.8	45.7	37.4	N/A
Part-time job	24.6	26.4	29.2	28.2	28.6	27.8	34.4	29.8	N/A
Pell Grant	19.8	19.3	18.6	21.0	18.4	18.0	17.8	15.8	N/A
Stafford/Guaranteed Loan	25.3	24.2	24.1	12.2	14.4	11.6	8.4	6.8	N/A
Other college loan (not Perkins, Stafford)	4.7	7.7	6.7	15.1	12.8	12.1	15.9	13.1	N/A
College Work Study	4.8	6.2	7.4	6.7	5.7	5.1	4.2	4.2	N/A
Perkins Loan	3.1	4.7	4.1	6.2	4.0	4.8	3.4	3.7	N/A
Other loan	3.8	4.3	4.5	5.9	4.3	5.6	6.9	6.4	N/A
SEOG	2.2	3.3	2.2	3.0	2.6	3.3	2.7	2.9	N/A

Received \$1,500 or more from:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
College grant/scholarship	16.8	15.5	21.8	22.9	23.8	22.8	22.1	24.4	N/A
Stafford/Guaranteed Loan	14.5	12.3	13.4	6.3	8.9	6.6	4.0	4.8	N/A
College loan (not Perkins, Stafford)	3.2	4.9	3.8	10.7	8.9	7.8	10.6	9.3	N/A
State scholarship or grant	4.7	3.9	5.0	5.6	6.0	6.5	6.2	11.1	N/A
Pell grant	6.0	5.4	5.9	5.6	5.8	8.4	5.3	7.7	N/A
Other loan	2.5	2.6	3.2	3.9	2.8	3.4	4.4	4.6	N/A
Perkins Loan	1.6	2.2	1.6	2.5	2.0	1.9	0.8	2.2	N/A

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

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Attended a religious service	92.3	92.5	92.4	92.5	92.5	90.1	91.4	92.5	90.7
Was frequently bored in class	41.6	41.3	40.3	36.7	36.6	39.2	46.1	44.0	42.9
Tutored another student	61.1	58.4	60.0	56.2	55.7	55.8	53.8	52.2	55.3
Studied with other students	92.0	91.8	91.2	89.8	89.3	88.1	88.4	87.2	87.9
Was a guest in a teacher’s home	40.8	41.2	41.3	40.0	43.4	40.5	40.6	38.1	39.8
Frequently asked a teacher’s advice	21.0	20.7	22.3	24.2	24.5	24.6	24.1	25.1	24.1
Frequently smoked cigarettes	10.5	12.1	9.6	13.4	13.5	12.6	11.8	10.8	7.4
Drank beer	61.4	57.5	56.2	58.7	51.8	52.7	50.1	51.5	49.2
Drank wine or liquor	60.3	56.5	54.4	56.7	54.0	56.7	54.8	57.6	50.4
Frequently felt overwhelmed by all I have to do	30.3	32.5	31.2	32.9	34.4	32.3	35.6	37.0	31.7
Performed volunteer work	74.8	75.6	78.0	77.3	80.4	81.6	84.0	83.1	84.6

Student rated self “above average” or in “highest 10%” on these characteristics:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Academic ability	68.3	66.0	71.4	68.9	69.9	70.0	72.1	67.2	64.5
Competitiveness	63.1	59.1	62.7	59.5	58.5	56.7	57.8	56.3	N/A
Cooperativeness	76.2	74.8	76.1	73.6	74.8	72.7	74.3	74.4	72.8
Leadership ability	61.4	59.1	64.5	60.5	63.7	60.5	62.7	61.7	61.5
Mathematical ability	39.9	39.2	42.0	42.1	43.1	44.2	43.5	44.4	40.1
Popularity	49.4	41.0	46.0	45.4	43.3	43.1	40.2	42.3	38.8
Self-confidence (intellectual)	61.4	55.6	61.9	60.8	62.3	62.1	63.8	59.3	58.9
Self-confidence (social)	53.8	49.5	54.1	52.7	53.6	51.7	52.3	53.3	52.8
Understanding of others	71.5	73.4	72.7	67.8	67.4	67.5	68.0	66.3	63.7
Writing ability	44.3	41.5	43.9	42.8	46.4	44.6	47.4	42.7	40.1

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Applied only to OSU:	46.7	45.9	48.0	49.2	46.9	48.5	46.2	49.8	50.5
OSU was first college choice:	83.9	83.5	84.0	83.9	81.5	86.6	85.8	84.5	87.0

Highest Degree Planned Anywhere:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Bachelor’s	26.5	25.4	24.2	24.9	23.9	24.5	25.8	14.9	30.7
Master’s	38.3	36.2	34.8	37.4	37.5	38.6	35.2	39.9	35.9
Ed.D./Ph.D.	13.9	18.2	16.6	14.6	16.8	18.3	18.6	18.3	12.8

Student’s Religious Preference:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Baptist	32.4	29.8	23.7	31.4	26.9	29.9	28.9	32.7	30.8
Methodist	18.1	16.2	14.8	14.8	15.9	13.8	14.4	12.9	15.0
Roman Catholic	11.6	11.9	10.8	11.6	12.5	12.4	12.1	12.0	12.4
(Other categories are not reported here)									

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

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Learn more about things of interest	75.3	73.1	72.9	75.2	76.5	N/A	74.3	72.6	73.2
Make more money	80.9	77.4	75.8	78.9	75.0	74.9	72.0	74.2	76.5
Get a better job	84.3	78.0	78.1	80.8	74.3	74.3	73.4	72.0	74.6
Gain a general education	63.9	57.7	63.7	65.2	61.9	61.0	60.3	60.0	61.8
Parents wanted me to go	36.8	38.6	35.9	42.0	39.6	45.3	38.5	42.0	42.7

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

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Good academic reputation	53.0	50.4	51.5	53.0	51.8	59.4	53.5	46.9	50.0
Offered financial assistance	38.7	37.6	44.2	45.3	50.1	44.2	45.4	40.8	39.5
Graduates get good jobs	44.4	41.7	41.5	46.4	49.7	48.9	46.5	41.7	N/A
Graduates go to top grad schools	23.1	19.3	21.0	25.8	26.6	27.1	23.6	19.7	N/A
Good social reputation	34.3	32.0	34.4	35.2	34.8	38.0	35.9	34.7	38.0
Low tuition	20.0	20.5	19.1	22.0	23.0	28.7	26.8	22.2	20.5

Influence of others on decisions to come to OSU:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Relatives wanted me to come	12.3	10.9	9.8	9.3	9.4	11.4	9.3	10.3	13.1
Advice of HS guidance counselor	4.3	3.0	3.5	4.0	3.9	3.0	3.2	2.9	4.6
Friend suggested attending	8.8	9.1	9.0	9.7	9.9	N/A	N/A	N/A	N/A
Recruited by college representative	5.1	4.5	4.2	4.4	4.1	N/A	N/A	N/A	N/A

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

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Raise a family	80.5	77.9	79.2	79.2	81.3	81.4	79.9	78.3	78.2
Be very well-off financially	76.4	73.5	75.3	74.7	71.1	72.9	71.9	73.7	74.3
Become an authority in my field	78.8	68.9	71.7	73.5	69.0	63.4	61.0	60.2	58.8
Help others in difficulty	68.3	65.7	63.1	66.7	67.3	64.5	64.5	65.5	64.2
Obtain recognition from colleagues	59.7	56.3	56.3	56.8	53.8	52.2	49.9	50.3	51.7
Be successful in my own business	48.7	43.8	47.4	47.5	45.4	41.3	40.5	44.5	48.2
Influence social values	46.9	40.7	42.7	43.0	43.5	42.6	40.1	40.7	39.4
Be a community leader	N/A	38.8	39.5	42.2	40.2	39.8	33.7	35.0	35.4
Develop a philosophy of life	42.0	37.7	37.1	39.8	37.3	38.4	39.0	35.4	33.5
Promote racial understanding	33.3	27.2	26.0	27.9	25.3	25.9	22.4	24.3	23.0

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

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Make at least a “B” average	57.2	56.7	60.1	59.3	63.6	62.2	63.3	57.7	58.2
Be satisfied with college	57.6	54.4	54.8	58.0	59.3	61.4	60.1	52.5	58.8
Get a job to pay expenses	36.8	38.8	37.2	36.2	38.7	35.5	37.8	37.1	38.2
Participate in volunteer work/ community service	22.9	22.0	23.1	21.5	24.9	27.2	28.2	27.0	31.3
Change major field	12.8	16.3	15.6	16.5	16.6	18.1	17.3	16.3	15.8

Political Orientation:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
Far Left	.9	1.9	1.1	1.6	1.9	1.5	1.7	1.3	1.5
Liberal	18.7	17.4	14.5	15.7	14.8	14.9	17.7	16.4	16.1
Middle of the Road	46.6	52.0	54.1	52.6	52.7	51.8	51.5	51.4	51.5
Conservative	31.4	26.8	27.9	28.2	28.7	29.9	27.6	29.2	29.2
Far Right	2.3	2.0	2.5	1.8	1.9	1.9	1.5	1.6	1.8

Agree strongly or somewhat:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002
There is too much concern in the courts for criminal's rights	75.0	76.8	80.6	79.7	78.4	80.2	76.2	73.0	70.1
Colleges should prohibit racist/sexist speech on campus	56.5	57.5	61.6	62.7	62.6	58.4	61.5	62.8	58.3
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	49.9	43.9	42.6
Abortion should be legal	57.9	54.7	51.0	47.4	44.0	42.3	43.0	40.3	37.7
It's important to have laws prohibiting homosexual relationships	47.2	43.4	42.6	46.5	44.0	41.8	39.1	39.9	41.9
If two people like each other, it's okay to have sex, even if they've only known each other for a short time	35.4	31.1	29.5	29.3	26.0	26.4	23.7	27.6	N/A
Racial discrimination is no longer a major problem in America	15.0	18.6	21.0	19.2	22.1	24.4	25.5	26.3	28.3

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 “very important” or “somewhat important”):

Percentage rating
as “very important” or
“somewhat important”

2002	2000	1999	1998	1997	
96%	97%	98%	97%	98.5%	*Making good grades
92%	94%	95%	87.5%	90%	*Making new friends
94%	94%	94%	92.5%	96%	*Choosing the right major or career
92%	92%	93%	89%	90%	*Identifying career opportunities related to my major
90%	92%	92%	88%	88%	*Knowledgeable academic advisor
87%	91%	91%	83%	85%	*Adequate computer technology
84%	87%	90.5%	74%	77%	*Getting to know my teachers
87%	85%	90.5%	78%	81%	*Getting along with my roommate
91%	92%	90%	88%	90%	*Having enough money
85%	85%	85%	75%	77%	*Having enough privacy
85%	83%	85%	73%	74.5%	*Improving my writing skills
71%	73%	77%	61%	50%	*Getting involved in student organizations
82%	78%	76%	68%	72.5%	*Availability of good health care
60%	64%	66%	52%	50%	*New student orientation programs
65%	62%	65%	52%	50%	*Campus intramural and recreation programs