

**Cooperative Institutional Research Program
Freshman Survey**

**Oklahoma State University
Fall 2000**

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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 1,915 first-time, full-time OSU freshmen (61.5% of the population) participated in the survey during the Fall 2000 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 2000. 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 2000 national norms are based on the responses of 269,413 students at 434 of the nation's two- and four-year colleges and universities. These data were statistically adjusted to represent the nation's total population approximately 1.1 million first-time, full-time students entering college as a freshmen in Fall 2000.
- Responses of OSU students (N=1,915) were compared with the responses from 40 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-fifth 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 2000 (Sax, Astin, Korn, & Mahoney, 2000).

OSU Sample

A total of 1,915 OSU first-time, full-time freshmen completed the survey, which is a response rate of 61.5%. 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	1,915	3,113
Male	38%	46%
Female	62%	54%
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Agricultural Sciences and Natural Resources	1.8%	10.6%
Arts and Sciences	46.3%	33.7%
Business Administration	22.9%	16.1%
Education	8%	6.7%
Engineering, Architecture, & Technology	2.1%	14.8%
Human Environmental Sciences	5%	6.0%
University Academic Services	13.9%	12.2%

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	54%	72%
19	44%	27%
20 or older	2%	1%
Gender		
Male	38%	47%
Female	62%	53%
Ethnicity*		
White/Caucasian	86%	81%
African American/Black	5.3%	5.2%
American Indian	12%	1.9%
Asian American/Asian	4.0%	11%
Mexican American/Chicano	1.9%	1.7%
Puerto Rican	.5%	.7%
Other Latino	.5%	1.4%
<i>* Ethnicity percentages may not equal 100 because students could mark more than one answer.</i>		
Average Grade in High School		
A	63.1%	61.6%
B	34.4%	36.8%
C	2.3%	1.7%
Time spent weekly studying or doing homework		
Less than 3 hours	48.6%	30.8%
3 to 5 hours	28.5%	27.9%
6 or more hours	22.9%	41.3%
Miles from Home		
50 or less	22.5%	22.6%
51 to 100	41%	15.3%
101 to 500	31.3%	50.4%
Over 500	5.2%	11.6%
Estimated Parental Income		
Less than \$30,000	16.5%	11.5%
\$30,000 to \$99,999	57.8%	52.1%
\$100,000 or more	25.5%	36.5%
Parents Status		
Both alive and living with each other	69.6%	77.5%
Both alive, divorced or living apart	27.2%	19.6%
One or both deceased	3.1%	2.9%

	OSU Freshmen	Public, High Selectivity Universities
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Self Rating Above Average or Highest 10% Among Peers

Academic ability	67.2%	81.7%
Computer skills	28.5%	37.1%
Mathematical ability	44.4%	57.1%
Physical health	54.2%	59.7%
Intellectual self-confidence	59.3%	65.5%
Spirituality	56.4%	43.1%
Writing ability	42.7%	49.5%

College Choices

This college is student's first choice	84.5%	74.2%
Applied only to this college	49.8%	19.6%
<i>Very important reasons for choosing this college:</i>		
Was offered a merit-based scholarship	33.9%	14.5%
Was offered a need-based scholarship	10.2%	6.8%
This college's graduates get good jobs	41.7%	59.1%
This college has a very good academic reputation	46.9%	67.8%
Graduates gain admission to top grad/prof schools	19.7%	37.3%

Activities During the Past Year (high school)

Frequently was bored in class	44.0%	43.9%
Frequently felt overwhelmed by all I have to do	37.0%	27.7%
Frequently felt depressed	10.3%	6.8%
Frequently discussed politics	13.8%	19.1%
Frequently communicated via email	62.5%	71.7%
Frequently used the Internet for research or homework	57.3%	72.4%
Frequently used Internet for other reasons	46.8%	57.5%
Frequently used a personal computer	75.3%	85.3%

Highest Degree Planned at Any College

Bachelor's degree	14.9%	8.0%
Master's degree	39.9%	46.5%
PhD or EdD	18.3%	20.8%

Parents Education

Father has college degree	33.4%	31.9%
Father has graduate degree	21.9%	31.9%
Mother has college degree	32.7%	34.7%
Mother has graduate degree	15.4%	22.1%

	OSU Freshmen	Public, High Selectivity Universities
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**Expect to Cover \$1500 or More of
First-Year Educational Expenses From:**

Parents, or other relatives or friends	59.2%	75.6%
Savings from summer work	6.3%	11.5%
Other savings	7.0%	10.8%
Part-time job	2.3%	6.5%
College Work-Study Grant	1.2%	5.0%
College Grant/Scholarship (other than Pell, SEOG, State, CollegeWork-Study)	24.4%	17.3%
Stafford Loan (GSL)	4.8%	12.5%
Perkins Loan	2.2%	5.3%

During Fall Term Will Live

With family	10.4%	4.6%
Other private home or apartment	4.3%	6.0%
College dormitory	71.7%	86.2%
Fraternity or sorority house	11.6%	1.4%
Other campus housing	1.7%	1.6%

Comparison of OSU Freshmen to National Trends

The following trends were reported in The American Freshman: National Norms for Fall 2000 (Sax, Korn, & Mahoney, 2000). 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 434 participating institutions.

More Freshmen Regularly Use Computers; Women Have Lower Confidence in Skills

- A record-breaking 78.5% of first-year students reported using computers regularly during the year before attending college (OSU freshmen: 75.3%). This represents an increase of more than 10% from last year's findings (68.4% nationally; 64.8% of OSU freshmen) and nearly triple the rate reported in 1985 (27.3%) when the question was first included in the survey (OSU did not participate in 1985).
- Although women have almost pulled even with men in computer use - 77.8% of women and 79.5% of men report frequent computer use in 2000 (OSU freshmen: women 72.7%, men 79.7%) – a new survey question reveals a much lower confidence level in female freshmen. When asked to compare themselves with same-age peers, women are only half as likely as men to rate their computer skills as “above average” or in the “top 10 percent” (nationally: 23.2 percent versus 46.4 percent; OSU freshmen: women 21.1 %, men 41.0%).
- Women are also less likely than men to participate frequently in Internet chat rooms (17.1 % of women versus 23.4% of men nationally; OSU freshmen: 16% of women and 23.5% of men) and less likely to report frequent online use for “other” reasons (47.7 % of women versus 57.7 % of men nationally; OSU freshmen: 41.2% of women, 56.2 % of men). The survey cited a large difference in the amount of time freshman women and men devote to playing computer and video games, with 35.4% of men reporting playing games for three or more hours per week, compared to only 9.6% among women (OSU freshmen: men 35.9%, women 9.1%).

Election Year Interest in Politics Hits Record Low

- Entering college students continue to show little interest in politics, with only 28.1% (OSU freshmen: 26.5%) inclined to keep up to date with political affairs, a dip from last year's record low of 28.6 % and a high of 60.3% in 1966.
- A record-low 16.4% (OSU freshmen: 13.8%) of first-year students discuss politics frequently, compared to 16.9 % in 1999 (OSU freshmen: 16.5%) and a high of 33.6% in 1968. The UCLA report indicates that the 2000 results reflect a long-term decline in students' political interest, however, this year is significant since freshman interest in politics traditionally increases during a presidential election year.

Declining Interest in Status, Rising Interest in Affluence

- Receiving recognition and having authority are less appealing to today's first-year students, with the percentage of those who feel it is very important or essential to become an "authority" in their chosen field dropping from 60.1% in 1999 to 59.7% in 2000, marking an all-time low for this item (OSU freshmen: from 61% in 1999 to 60.2% in 2000).
- The freshman goal of obtaining "recognition from colleagues" ranks at its lowest point in 23 years (51.2%), 9.3 percentage points below the item's high in 1987 (OSU freshmen: 50.3 in 2000).
- Only 36.9% (OSU freshmen: 39.0%) are committed to "having administrative responsibility for the work of others," an item that peaked in 1987 at 45.5 percent.
- Although students entering college in 2000 care less about status issues, interest in affluence remains strong with 73.4% of today's freshmen interested in being very well off financially (OSU freshmen 73.7%).

Higher Grades, Less Time Studying

- First-year students are spending less time studying and doing homework than in previous years. Only 36.0% of entering college students report studying or doing homework six or more hours per week in the last year (OSU freshmen: 22.9%). This marks the lowest figure since this question was first asked in 1987, when 47% reported studying six or more hours weekly.
- Although students are spending less time studying, their high school grades continue to climb, with 42.9% of freshmen earning "A" averages in high school (OSU freshmen: 63.1%), compared to a record 42.7% last year (OSU freshmen: 63.6%), and a low of 17.6% in 1968. The percent reporting "C" averages or lower remained at last year's record low of 6.6% (OSU freshmen: 2.3% in 2000, 2.8% in 1999), compared to a high of 23.1% in 1968.

Drinking and Smoking Decline

- Rates of drinking beer and smoking cigarettes continue to decline among entering freshmen, with less than half (48.3%) of today's students reporting that they drank beer frequently or occasionally during the past year (OSU freshmen: 51.5%), compared to 48.6% in 1999 (OSU freshmen: 50.1%) and a high of 73.7% in 1982.
- The percentage of students who smoke cigarettes dropped for the second consecutive year to 10% (OSU freshmen: 10.8%), compared to 10.7% last year (OSU freshmen: 11.8%) and a high of 15.2% in 1967. This is a relatively new downward trend; between 1985 through 1999 the percent of students who frequently smoked cigarettes increased steadily from a low of 6.5%.
- Additionally, the survey reports that 34.2% of freshmen believe that marijuana should be legalized (OSU freshmen: 25.2%), representing a significant liberalization of attitudes since the record low of 16.7% in 1989. Today's figures, however, are significantly lower than the item's record high of 51.3% reached in 1977.

Less Interest in Medical and Health Careers

- Interest in medical and health careers continues to decline, with 6.0% of freshmen planning to become doctors (OSU freshmen: 7.5%), compared to 6.4% last year (OSU freshmen: 8.4%) and a high of 7.6% in 1995 (OSU freshmen: 9.1%).
- With respect to medical careers, women continue to widen the gender gap with 7.0% of women aspiring to become physicians, compared to 4.8% of men (OSU freshmen: women 7.6%, men 7.2%). This contrasts with past percentages of 7.1 of the men and 2.4% of women aspiring to careers as physicians in 1971.

Opposition to Death Penalty Rises

- Freshman opposition to the death penalty rose sharply, with 31.2% agreeing that “the death penalty should be abolished,” (OSU freshmen: 23.0%) compared to 26.7% in 1999 (OSU freshmen: 17.8%) and 24.1% in 1998. Although this figure is considerably lower than the 60.2% of freshmen that agreed with the statement in 1971, the last six years have shown a reversal in trend for this item, which hit an all time low point of 21.2% in 1994.

Growing Support for Gay Rights

- Freshman belief that “it is important to have laws prohibiting homosexual relationships” is currently at 27.2% (OSU freshmen: 39.9%). This represents a significant decline from the record high 50.4% of students agreeing with that statement in 1987.
- Further, 56.0% of freshmen believe that “same sex couples should have the right to legal marital status” (OSU freshmen: 37.3%). This is the highest level of support for this item since it was introduced on the survey in 1997.

OSU Freshmen: 1993-2000

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
Surveys completed:	1119	1293	1638	1675	1356	1613	1752	1915
New freshmen enrollment:	2188	2177	2470	2442	2377	2676	2929	3113
Percent surveyed:	51%	59%	66%	69%	57%	60%	60%	62%

Race:

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

(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
A	52.7	53.9	58.2	58.1	64.0	61.6	63.6	63.1
B	40.5	41.5	36.9	37.7	33.4	34.3	33.5	34.4
C	6.2	4.5	4.9	4.1	2.7	3.9	2.8	2.3
D	.5	.2	.1	.2	0.0	.1	0.0	.2

Miles from College to Home:

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

Estimated Parental Income:

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

Estimated sources of funds for first-year educational expenses:

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

Received \$1,500 or more from:

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

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
Attended a religious service	92.3	92.5	92.4	92.5	92.5	90.1	91.4	92.5
Was frequently bored in class	41.6	41.3	40.3	36.7	36.6	39.2	46.1	44.0
Tutored another student	61.1	58.4	60.0	56.2	55.7	55.8	53.8	52.2
Studied with other students	92.0	91.8	91.2	89.8	89.3	88.1	88.4	87.2
Was a guest in a teacher’s home	40.8	41.2	41.3	40.0	43.4	40.5	40.6	38.1
Frequently asked a teacher’s advice	21.0	20.7	22.3	24.2	24.5	24.6	24.1	25.1
Frequently smoked cigarettes	10.5	12.1	9.6	13.4	13.5	12.6	11.8	10.8
Drank beer	61.4	57.5	56.2	58.7	51.8	52.7	50.1	51.5
Drank wine or liquor	60.3	56.5	54.4	56.7	54.0	56.7	54.8	57.6
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
Performed volunteer work	74.8	75.6	78.0	77.3	80.4	81.6	84.0	83.1

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

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

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

Highest Degree Planned Anywhere:

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

Student’s Religious Preference:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000
Baptist	32.4	29.8	23.7	31.4	26.9	29.9	28.9	32.7
Methodist	18.1	16.2	14.8	14.8	15.9	13.8	14.4	12.9
Roman Catholic	11.6	11.9	10.8	11.6	12.5	12.4	12.1	12.0
(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
Learn more about things of interest	75.3	73.1	72.9	75.2	76.5	N/A	74.3	72.6
Make more money	80.9	77.4	75.8	78.9	75.0	74.9	72.0	74.2
Get a better job	84.3	78.0	78.1	80.8	74.3	74.3	73.4	72.0
Gain a general education	63.9	57.7	63.7	65.2	61.9	61.0	60.3	60.0
Parents wanted me to go	36.8	38.6	35.9	42.0	39.6	45.3	38.5	42.0

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

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

Influence of others on decisions to come to OSU:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000
Relatives wanted me to come	12.3	10.9	9.8	9.3	9.4	11.4	9.3	10.3
Advice of HS guidance counselor	4.3	3.0	3.5	4.0	3.9	3.0	3.2	2.9
Friend suggested attending	8.8	9.1	9.0	9.7	9.9	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

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

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

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

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

Political Orientation:

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

Agree strongly or somewhat:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000
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
Colleges should prohibit racist/sexist speech on campus	56.5	57.5	61.6	62.7	62.6	58.4	61.5	62.8
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
Abortion should be legal	57.9	54.7	51.0	47.4	44.0	42.3	43.0	40.3
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
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
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

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”

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