



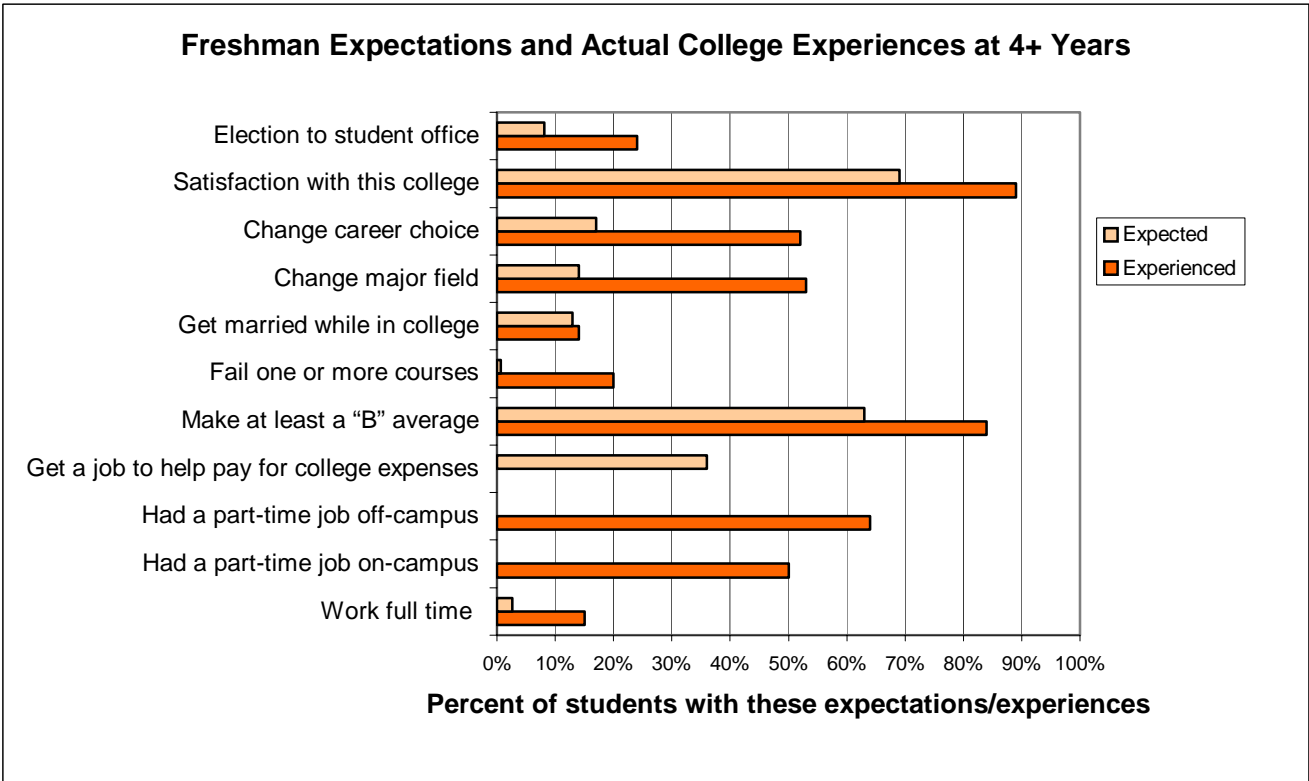
College Student Survey 2001

OSU's participation in the College Student Survey (CSS) is a collaborative effort of the Division of Student Affairs and Office of University Assessment. In Spring 2001, 319 students completed the CSS; these students had participated in the CIRP Freshman Survey in 1996 or 1997. These students' responses to the Freshman Survey in 1996 or 1997 and to the College Student Survey in 2001 indicate how their actual college experiences were different from their expectations as freshmen, and how they changed during their years at OSU. For more information about this survey, please contact the office of the Vice President for Student Affairs.

Students indicate that their college experiences differ from their expectations as freshmen.

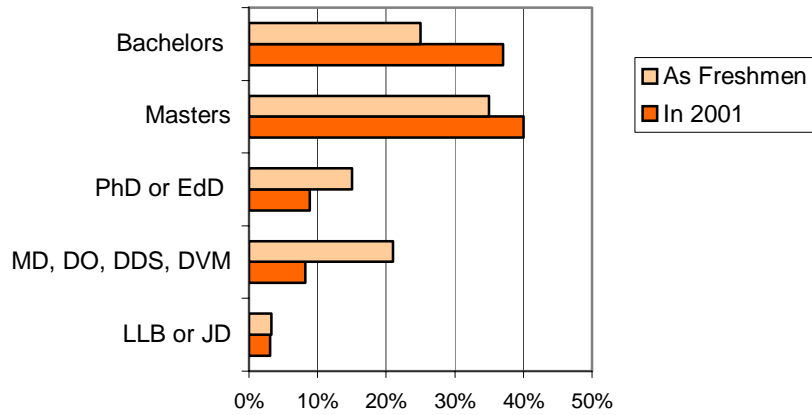
As freshmen in 1996 or 1997, students were asked to indicate activities or events they expected to experience during their college years ("chances are very good that I will . . ."). In 2001, they were asked to indicate what they actually experienced. Responses on selected items are shown in the chart below. Students reported that they were more involved in student organizations during their undergraduate years than they expected to be - three times as many seniors were elected to student office than the number who reported this expectation as freshmen.

Freshman expectations were also exceeded regarding satisfaction with OSU. And, although more students than expected reported earning a "B" average, more than expected also reported failing one or more courses. More than three times as many students changed their majors and chosen career fields than the number that expected to do so. Freshman expectations also varied from actual college experiences in regards to employment, with many more students than expected getting jobs while in college.



Academic Plans Changed

Highest Degree Planned: Changes Over 4+ Years



In 2001, 37% of the students said a bachelor's degree was the highest degree they planned to earn at any institution. As freshmen in '96 or '97, 25% had reported this expectation.

In 2001, more of the students planned to earn master's degrees (40%, up from 35%), but fewer planned to earn doctorates (8.9%, down from 15% for PhD or EdD, and 8.2%, down from 21% who planned to earn medical doctorates).

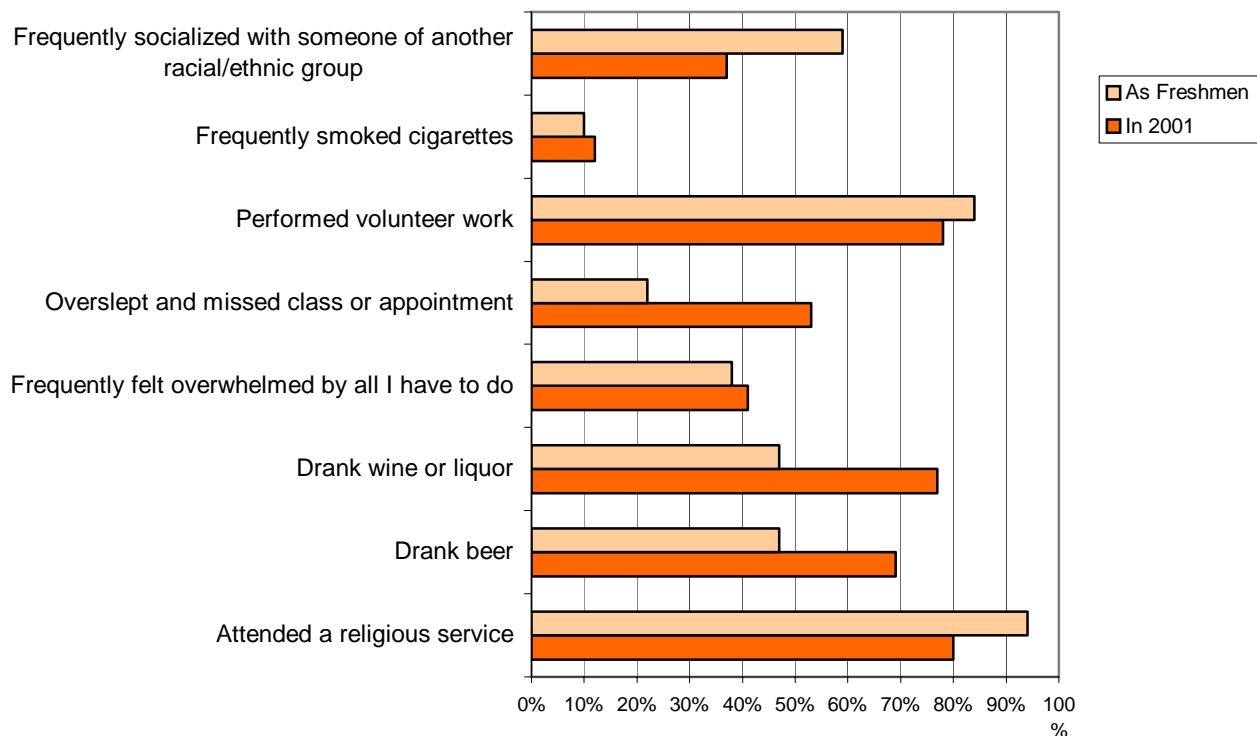
The number planning to earn law degrees remained stable over the 4-5 year period (from 3.3% to 3.1%).

Students report participation in selected activities while at OSU, and as high school seniors:

The list below shows the percent of students who participated in these activities since entering OSU. The chart indicates activities in which students participated "during the previous year," reported as OSU freshmen (describes high school senior year activities) and in 2001 (describes activities during fourth or fifth year at OSU).

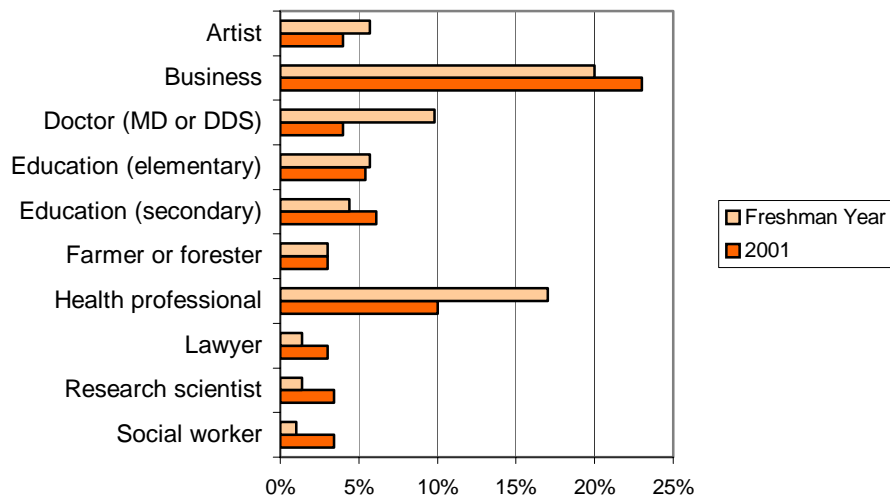
Participated in student government	13%	Participated in Intramural sports	64%
Took a remedial course	9.4%	Challenged a professor's ideas in class	55%
Had roommate of different race/ethnicity	20%	Felt my comments were not taken seriously by faculty	66%
Enrolled in honors or advanced courses	23%	Turned in assignments electronically	73%
Participated in an internship program	37%	Received assignments via the Internet	84%
Participated in leadership training	25%	Missed class due to employment	31%
Frequently felt bored in class	41%		

Changes in Past Year Activities: As Freshmen and 4+ Years Later



Students are more likely than they expect to change major field of study and career plans.

**Probable Occupation Reported by Students
As Freshmen and 4+ Years Later**



Although only 14% of students in this study expected, as freshmen, to change their major field of study while they were in college, 53% actually did so between their freshman year and 2001.

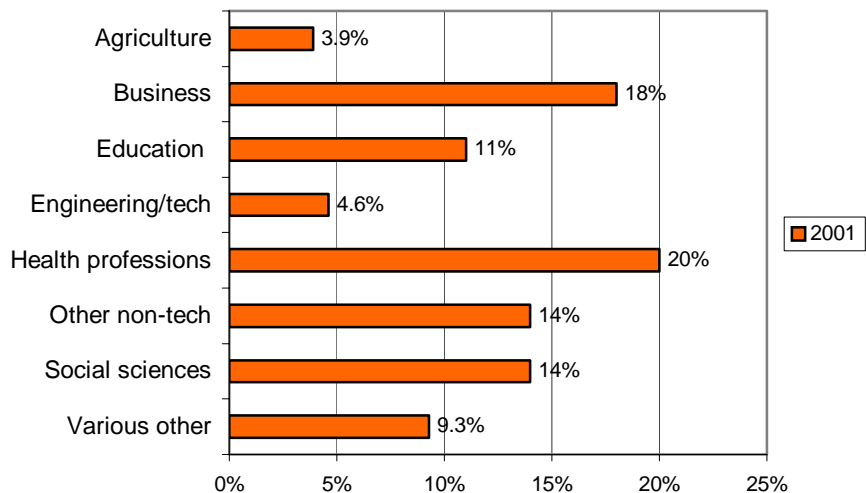
This chart reports the probable occupations for these students, as reported by them in their freshman year (1996 or 1997) and again in 2001.

In 2001, 34% of students indicated "other" probable occupations.

Academic Plans

In 2001, 60% of the students in the sample, now in their fourth or fifth year at OSU, planned to earn an advanced degree. The chart to the right indicates the areas of study in which they plan to earn advanced degrees.

Planned Graduate Study Fields



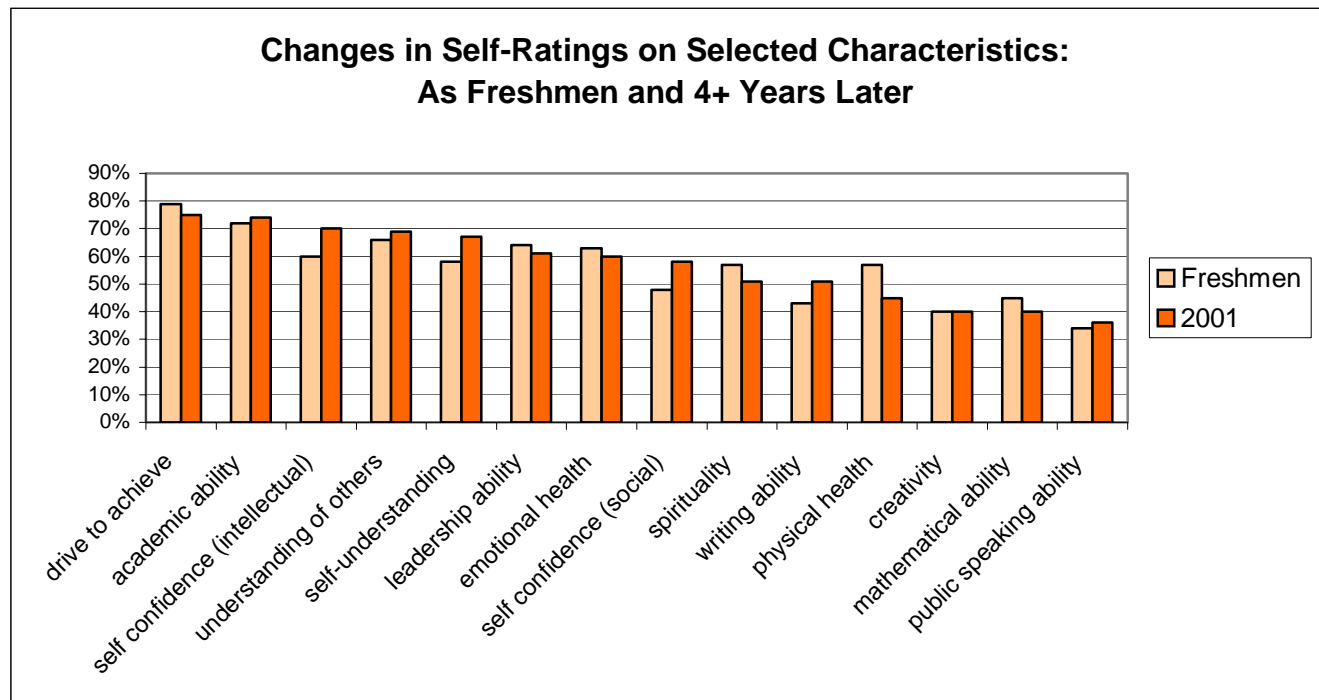
Students report "much stronger" skills and abilities in these areas after 4+ years at OSU:

Knowledge of a particular field or discipline	63%	Writing skills	18%
General knowledge	42%	Understanding of national social problems	17%
Computer skills	41%	Knowledge of people of different races/cultures	15%
Interpersonal skills	32%	Ability to get along with people of different races/cultures	14%
Analytical and problem solving skills	27%	Religious beliefs and convictions	14%
Ability to think critically	25%	Understanding of problems facing community	13%
Public speaking ability	25%	Mathematical skills	9.7%
Leadership abilities	21%	Reading speed and comprehension	6.6%
Ability to work cooperatively	19%		

Students' self-ratings changed over college years on academic, personal characteristics.

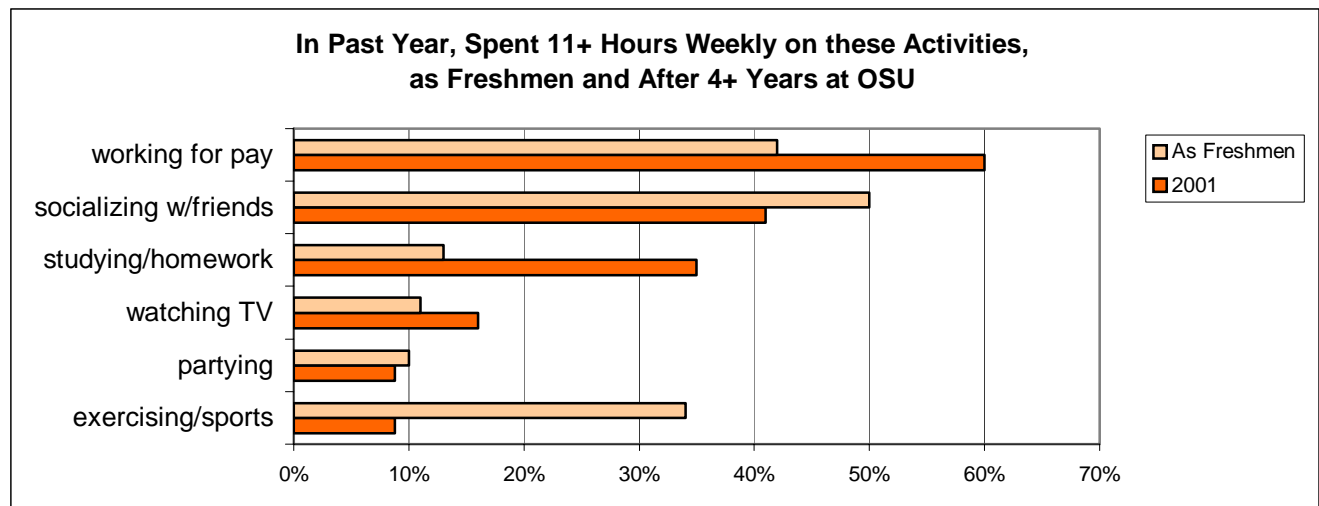
As freshmen, and again 4 or 5 years later in 2001, students were asked to rate themselves on a series of personal, social and academic characteristics. The following chart indicates the percentages that rated themselves as "above average" or "in the highest 10%" when compared with the average person his/her age on these characteristics.

The percentage of students with these self-ratings increased the most on the following characteristics: intellectual self-confidence (from 60% to 70%); social self-confidence (48% to 58%); self-understanding (58% to 67%); and writing ability (43% to 51%). Characteristics showing the greatest decrease in this level of self-ratings include: physical health (57% to 45%); spirituality (57% to 51%); and mathematical ability (45% to 40%).



From high school senior year to 4+ years in college, students spend time in different ways.

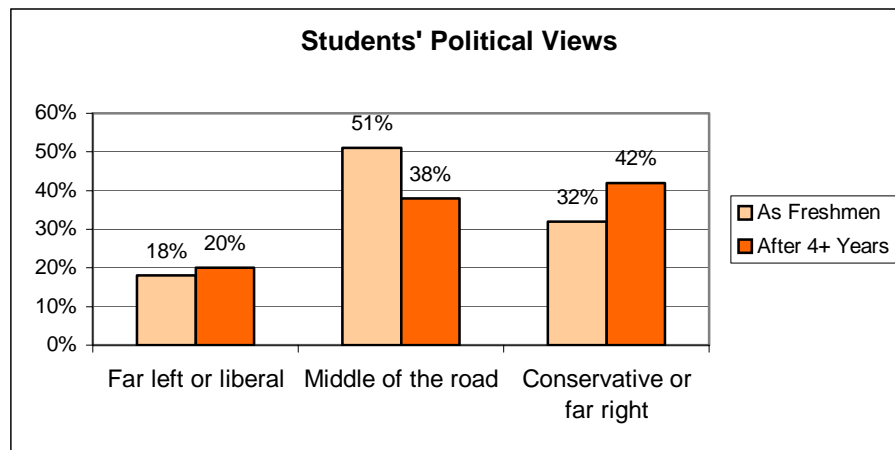
Students were asked to indicate how much time they spent on selected activities during the previous year. As freshmen, students were describing their high school senior year. Since then, work and study hours have increased; time spent socializing and exercising has decreased.



Students views on some social issues have changed after 4+ years at OSU.

Students agreed “strongly “ or “somewhat” with these statements:	As Freshmen:	After 4+ Years:
A national health care plan is needed to cover everybody’s medical costs.	67%	69%
Abortion should be legal.	46%	52%
Affirmative action in college admissions should be abolished.	49%	55%
Colleges should prohibit racist/sexist speech on campus.	65%	48%
If two people really like each other, it’s OK for them to have sex, even if they’ve known each other only a very short time.	22%	34%
It is important to have laws prohibiting homosexual relationships.	41%	29%
Marijuana should be legalized.	19%	30%
Racial discrimination is no longer a problem in America.	19%	16%
Realistically, an individual can do little to bring about changes in our society.	26%	23%
Same sex couples should have the right to legal marital status.	34%	43%
The activities of married women are best confined to the home and family.	22%	13%
The death penalty should be abolished.	16%	18%
The federal government is not doing enough to control environmental pollution.	80%	68%
The federal government should do more to control the sale of handguns.	79%	71%
There is too much concern in the courts for the rights of criminals.	82%	66%
Wealthy people should pay a larger share of taxes than they do now.	59%	47%

Students report shift toward right in political views after 4+ years at OSU.



As freshmen, and again in 2001, students were asked to characterize their political views.

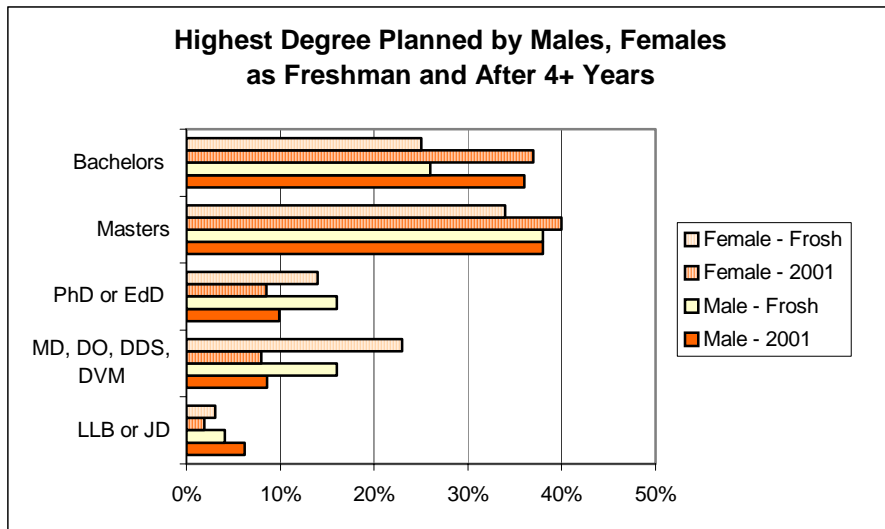
As indicated in the chart to the left, after four or five years at OSU, the political views of more students had shifted to the right, although there was a slight increase (2%) in the number who considered their views to be far left or liberal.

Students indicate changes in importance of various life goals over college years.

As freshmen, and again after 4+ years at OSU, students rated the following life goals as “essential” or “very important.” The left column lists goals rated at this level by the most students; the right column lists goals with the most change in the number of students rating them at this level, from their freshman year to 2001.

Most important goals:	Freshmen	2001	Most change in ratings:	Freshmen	2001
Raising a family	82%	81%	Success in a business of my own	44%	30%
Helping others who are in difficulty	68%	75%	Keeping up to date with political affairs	24%	37%
Becoming an authority in my field	68%	68%	Being very well off financially	66%	55%
Being very well off financially	66%	55%	Developing a meaningful philosophy of life	37%	42%
Recognition from my colleagues for contributions to my special field	53%	50%	Becoming a community leader	38%	33%

Men and women report some differences in experiences while in high school and at OSU.



After 4 years at OSU, fewer students planned to earn doctorates. The largest decrease was for women who, as freshmen, planned to earn doctorates in medicine.

More students indicated, after 4+ years in college, that the bachelor's degree was the highest degree they planned to earn. More women planned to earn a master's degree, and more men planned to earn a law degree.

While in college, male students were more likely than female students to have had a roommate of a different race/ethnicity (32% compared to 16%).

As freshmen, 44% of the male students and 32% of females reported that they frequently felt bored in class during the previous year (senior year in high school). After 4+ years at OSU, 39% of males and 42% of females reported that they frequently felt bored in class during the previous year.

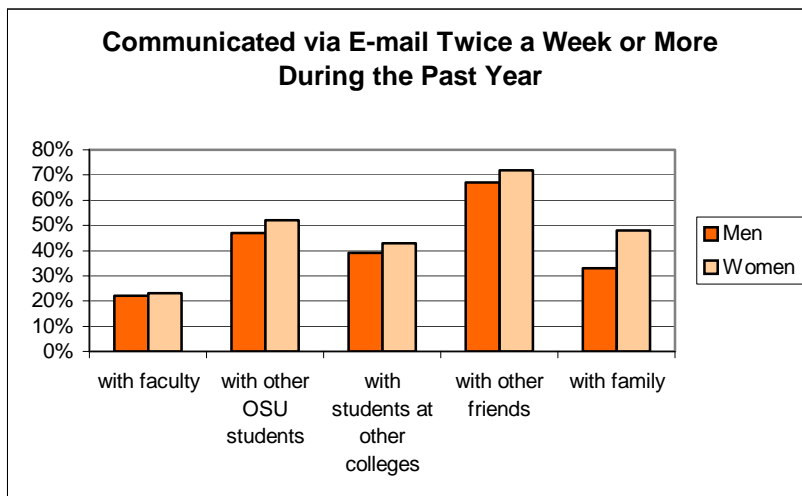
Male students were more likely to have participated in intramural sports while at OSU (81% of males compared to 58% of females).

Since entering college, more male than female students worked on independent study projects (57% of men compared to 46% of women); failed to complete homework on time (60% of men, 50% of women); challenged a professor's ideas in class (71% of men, 49% of women); and turned in course assignments electronically (79% of men, 70% of women).

As freshmen, 9.3% of men and 6.5% of women students said they frequently felt depressed during the previous year (senior year in high school). After 4+ years in college, those percentages decreased to 1.1% for men, and increased to 10% for women. The number of students who frequently "felt overwhelmed by all I have to do" during the previous year was twice as high for freshmen women as for freshman men (44% compared to 22%), but increased at about the same rate for both sexes after 4+ years at OSU (to 48% of women and 25% of men).

After 4+ years at OSU, the same percentage of men and women (60%) reported using the Internet for research or homework twice a week or more during the previous year. Men were more likely to have used the Internet for non-academic reasons twice a week or more (82% of men, 73% of women).

As indicated in the chart, more women than men communicate by e-mail twice a week or more.



Students indicate satisfaction with overall college experience after 4+ years at OSU.

In 2001, students who had been at OSU four or five years indicated they were “very satisfied” or “satisfied” with the following aspects of campus life. Percentages exclude those who marked "can't rate/no experience."

Overall college experience	89%	Science and mathematics courses	68%
Courses in major field	89%	Leadership opportunities	68%
Interaction with other students	88%	Ability to find faculty or staff mentor	67%
Library facilities	86%	Recreational facilities	65%
Availability of Internet access	85%	Social science courses	65%
Computer facilities	82%	Financial aid services	63%
Class size	79%	Laboratory facilities and equipment	63%
Overall quality of instruction	79%	Academic advising	60%
Sense of community on campus	78%	Tutoring or other academic assistance	57%
Gen. education or core curriculum courses	77%	Relevance of coursework to everyday life	57%
Amount of contact with faculty	73%	Quality of computer training/assistance	57%
Campus health services	72%	Student housing	55%
Opportunities for community service	71%	Career counseling and advising	47%
Humanities courses	69%	Job placement services for students	46%

After four years at OSU, the following percent of students indicated they were “dissatisfied” with these aspects of campus life.

Academic advising	27%	Student housing	13%
Career counseling and advising	21%	Laboratory facilities and equipment	12%
Relevance of coursework to everyday life	19%	Computer facilities	11%
Quality of computer training/assistance	17%	Humanities courses	11%
Job placement services for students	15%	Campus health services	10%
Ability to find faculty/staff mentor	13%	Financial aid services	10%
Recreational facilities	13%	Science and mathematics courses	9.8%

Local items on 2001 survey provide information about students' plans, activities, skills.

In addition to the standard College Student Survey items, OSU was able to include several locally developed items on the 2001 survey that was completed by students who have attended OSU for four or five years. The following information reports responses to those items.

- 57% of the students planned to graduate in May 2001; an additional 34% expected to graduate by May 2002
- 11% had already accepted full-time employment in their chosen major/career field; 47% were seeking employment in chosen major/career field; 7.7% had decided to seek employment in a different career field; 5.1% did not plan to begin career employment immediately following graduation; and 29% planned to go to graduate school immediately after graduation.
- Not including school breaks and holidays, 31% of students said they went home about once or twice a semester during the past year; 21% about once a month; 29% about once or twice a month; 15% about once a week; and 4.2% said they did not go home at all.
- 68% agreed that their classes at OSU helped them develop their writing skills.
- 73% agreed that their classes at OSU helped them develop their oral presentation skills.
- 42% agreed that effective programs were available at OSU to help them improve their study skills.
- 86% agreed that arts, entertainment, and music are available to OSU students.
- 92% said they felt confident about their ability to succeed in their first job or graduate school.

College experiences different for men and women – expectations, goals, views on issues.

The following indicates the percent of students who, as freshmen, expected to have these experiences while in college, and the percent that actually experienced these things during 4 or 5 years at OSU.

	Expected		Experienced	
	Male	Female	Male	Female
Change career choice	12%	19%	45%	54%
Change major field	12%	15%	45%	57%
Fail one or more classes	0.0%	0.9%	31%	17%
Make at least a “B” average	61%	64%	77%	87%

In 2001, more male students than females reported “much stronger abilities and skills” on the following characteristics, compared to when they entered OSU as freshmen.

	M	F		M	F
General knowledge	50%	39%	Leadership abilities	26%	20%
Ability to think critically	30%	24%	Religious beliefs, convictions	10%	16%
Mathematical skills	15%	8%	Reading speed, comprehension	9.1%	5.6%

Change in the importance of various life objectives over the college years varied by gender; following are the percentages of students who considered these objectives to be essential or very important.

	Freshmen		After 4+ Years	
	M	F	M	F
Becoming a community leader	43%	36%	39%	31%
Becoming successful in a business of my own	54%	40%	46%	25%
Being very well off financially	71%	64%	66%	51%
Helping others who are in difficulty	59%	72%	72%	77%
Influencing social values	36%	47%	30%	46%
Influencing the political structure	17%	13%	21%	12%
Keeping up to date with political affairs	29%	22%	46%	34%
Recognition from my colleagues for contributions to my special field	51%	54%	52%	49%
Raising a family	84%	81%	72%	84%
Writing original works (poems, novels, short stories, etc.)	8.8%	11%	16%	6.5%

Students’ views on social issues also varied by gender, as freshmen and after 4 or 5 years at OSU.

Following are percentages of students who agreed “strongly “ or “somewhat” with these statements:

	Freshmen		After 4+ Years	
	M	F	M	F
Abortion should be legal.	43%	46%	59%	49%
Affirmative action in college admissions should be abolished.	59%	45%	69%	50%
Colleges should prohibit racist/sexist speech on campus.	52%	70%	35%	53%
If two people really like each other, it’s OK for them to have sex, even if they’ve known each other only a very short time.	42%	14%	53%	26%
It is important to have laws prohibiting homosexual relationships.	55%	35%	34%	27%
Marijuana should be legalized.	21%	18%	38%	26%
Realistically, an individual can do little to bring about changes in our society.	32%	24%	35%	19%
Same sex couples should have the right to legal marital status.	24%	37%	37%	46%
The activities of married women are best confined to the home and family.	27%	20%	16%	12%
The death penalty should be abolished.	16%	16%	11%	20%
The federal government is not doing enough to control pollution.	80%	81%	61%	71%
The federal government should do more to control the sale of handguns.	66%	84%	49%	80%
Wealthy people should pay a larger share of taxes than they do now.	56%	60%	34%	52%