

# College Student Survey

## 2004

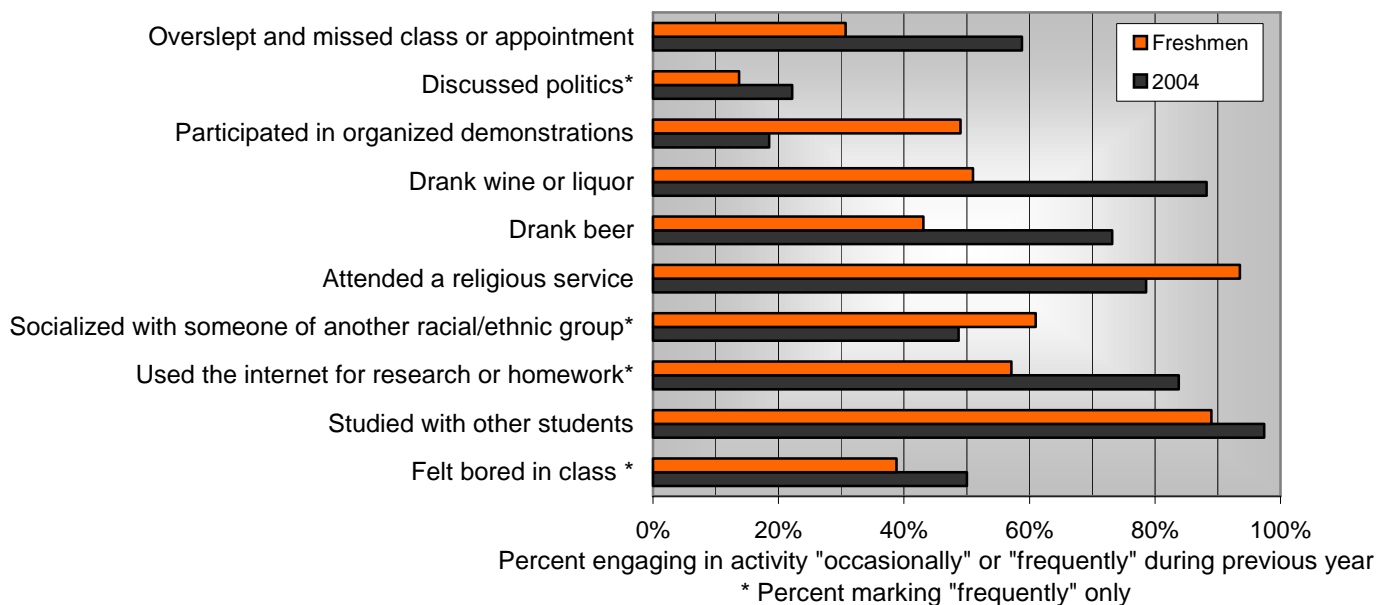
In Spring 2004, the College Student Survey (CSS) was mailed to 819 students who had participated in the Cooperative Institutional Research Program (CIRP) Freshman Survey in 1999 or 2000, and who had given their permission to be contacted for follow-up studies. A total of 155 students (18.9%) completed the CSS; the group included 135 full-time undergraduates (87%), 15 graduate students (10%), and 5 part-time undergraduates (3%). The small sample size is a limitation that must be considered; however, information provided by the survey about the experiences of this group of students is generally consistent with results of previous surveys. For more information, please contact the Office of University Assessment and Testing.

**Level of participation in some activities changes after 4-5 years in college.**

Students were asked in 1999 or 2000, when they were freshmen, and again in 2004 to indicate whether they “frequently,” “occasionally,” or “not at all,” engaged in various activities during the previous year.

Selected responses shown in the chart below indicate that, after 4-5 years in college, more students had occasionally used technology as a study aid, felt bored in class, and overslept and missed class or an appointment during the previous year than they reported as freshmen. Students in this group were more likely as freshmen than 4-5 years later to have occasionally attended a religious service or socialized with someone of a different race or ethnicity in the previous year. Freshmen completed the initial survey during their first two weeks in college, so their responses indicate their experiences as high school seniors.

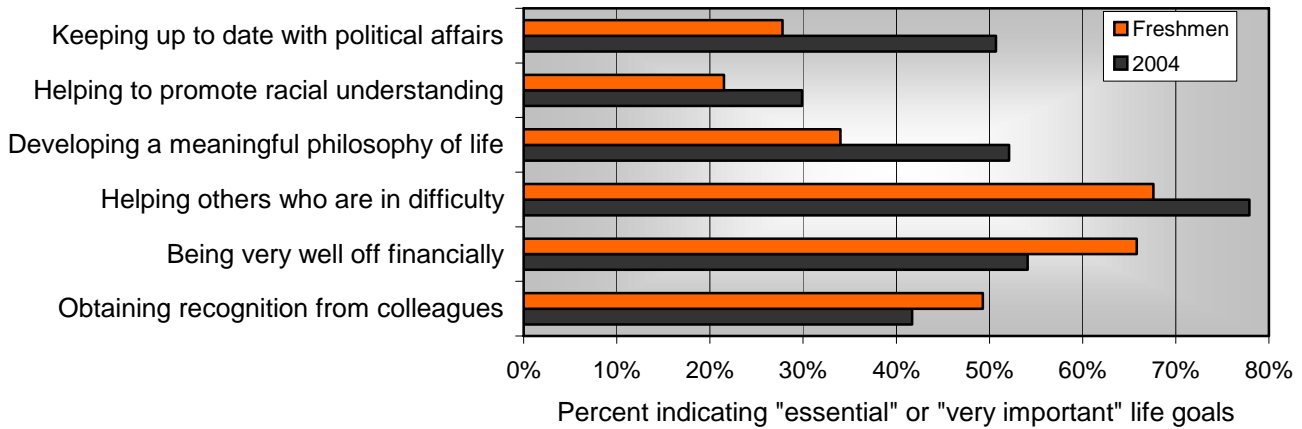
**Student Activities as Freshmen and After 4-5 Years in College**



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

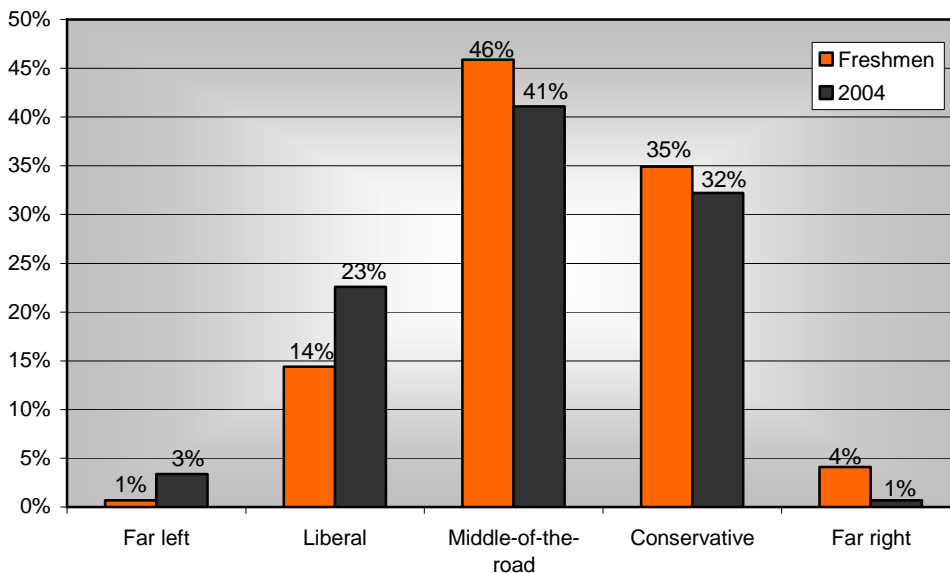
As freshmen, and again after 4-5 years at OSU, students were asked which life goals were considered to be “essential” or “very important.” In 2004, more students said helping others who are in difficulty, developing a meaningful philosophy of life, and keeping up to date with political affairs were “essential” or “very important.” As freshmen, more students said being well off financially and obtaining recognition from colleagues were “essential” or “very important.”

**Change in Importance of Life Goals**



**Students’ political views shift to the left during college years.**

**Change in Political Orientation**



As freshmen, and again in 2004, students were asked to characterize their political views.

As indicated in the chart to the left, after 4-5 years at OSU, the political views of students in this group had shifted to the left, though the majority of students still considered themselves “middle-of-the-road” or “conservative.”

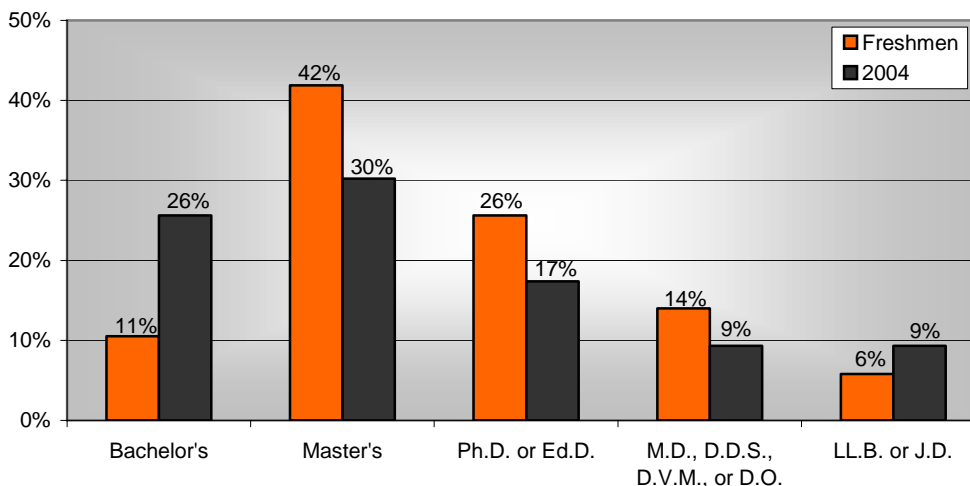
## After 4-5 years in college, some students change views on social issues.

Students agreed “strongly” or “somewhat” with these statements:	Freshmen:	2004:
Abortion should be legal.	36%	52%
The death penalty should be abolished.	23%	32%
If two people really like each other, it’s alright for them to have sex even if they’ve known each other for only a short time.	16%	35%
The activities of married women are best confined to the home and family.	22%	13%
It is important to have laws prohibiting homosexual relationships.	41%	33%
Wealthy people should pay a larger share of taxes than they do now.	49%	59%
Colleges should prohibit racist/sexist speech on campus.	61%	36%
Affirmative action in college admissions should be abolished.	43%	53%
There is too much concern in the courts for the rights of criminals.	74%	52%
Same sex couples should have the right to legal marital status.	35%	49%

## Some students’ educational goals change during 4-5 years in college.

Students were asked as freshmen, and again 4-5 years later, to indicate the highest academic degree they intended to obtain. Results show that the number of students who plan to earn masters and doctorate degrees declined, and plans to stop at the bachelor’s degree increased.

**Changes in Highest Degree Planned**



## Students report “much stronger” skills and abilities in these areas after 4-5 years at OSU.

Students were asked to consider how their abilities had changed since their freshmen year to 2004. Students could mark “much stronger,” “stronger,” “no change,” “weaker,” or “much weaker.” The table below indicates percentages of students who said that their skill level was “much stronger” for this item.

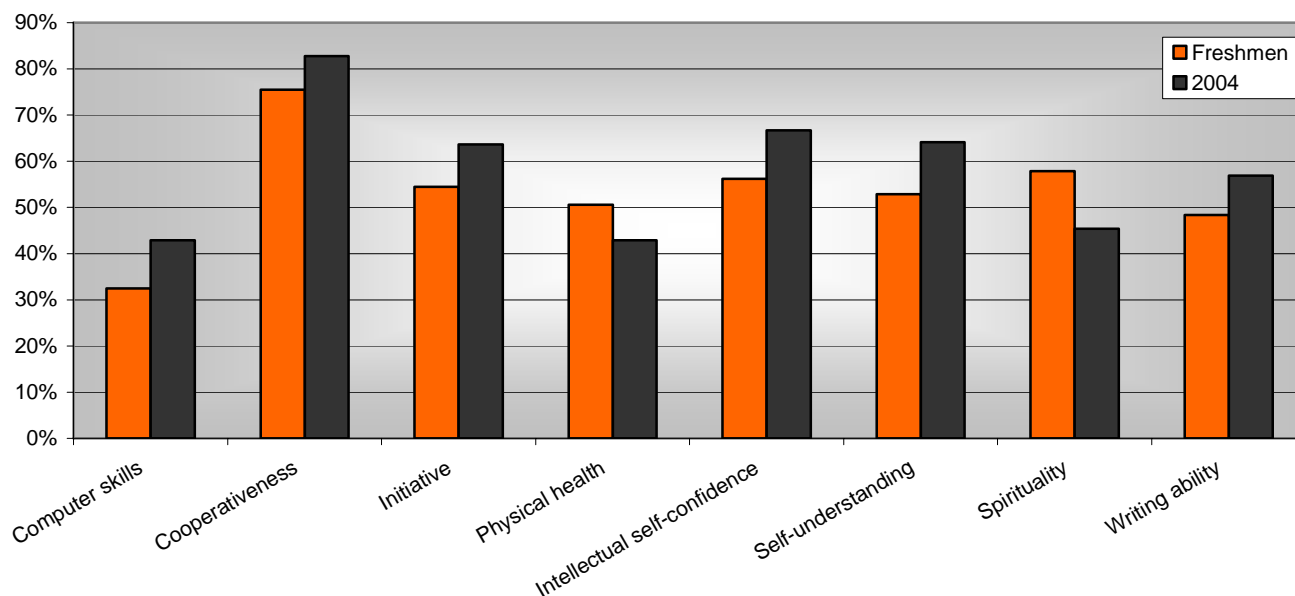
Knowledge of a particular field or discipline	71%	Knowledge of people from different races/cultures	28%
General knowledge	50%	Understanding of social problems	28%
Interpersonal skills	36%	Leadership abilities	28%
Analytical and problem-solving skills	33%	Ability to get along with people of different races	27%
Computer skills	32%	Understanding of problems facing your community	20%
Public speaking ability	30%	Religious beliefs and convictions	18%
Understanding of global issues	30%	Foreign language abilities	11%
Ability to think critically	30%	Mathematical skills	11%
Writing skills	29%		

## Students' self-ratings on many characteristics increase over college years.

As freshmen, and again 4-5 years later in 2004, 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 most on the following characteristics: self-understanding (from 53% to 64%); intellectual self-confidence (60% to 70%); computer skills (33% to 43%); initiative (55% to 64%); writing ability (48% to 57%); and cooperativeness (76% to 83%). Characteristics showing the greatest decrease in this level of self-ratings include: spirituality (58% to 45%); and physical health (51% to 43%).

**Changes in Self-Ratings on Selected Characteristics**



## Students provide feedback on relationships with professors.

In 2004, students were asked questions about their relationships with professors. The results below indicate the percentage of students that said professors "frequently" provided them with the specific assistance listed.

Respect (treated you like a colleague/peer)	55%
Intellectual challenge and stimulation	39%
An opportunity to discuss coursework outside of class	35%
An opportunity to apply classroom learning to "real-life" issues	33%
Encouragement to pursue graduate/professional study	31%
Help in achieving your professional goals	30%
A letter of recommendation	29%
Advice and guidance about your educational program	28%
Emotional support and encouragement	24%
An opportunity to work on a research project	12%
Assistance to improve your study skills	10%
An opportunity to publish	6%
Negative feedback about your academic work	6%

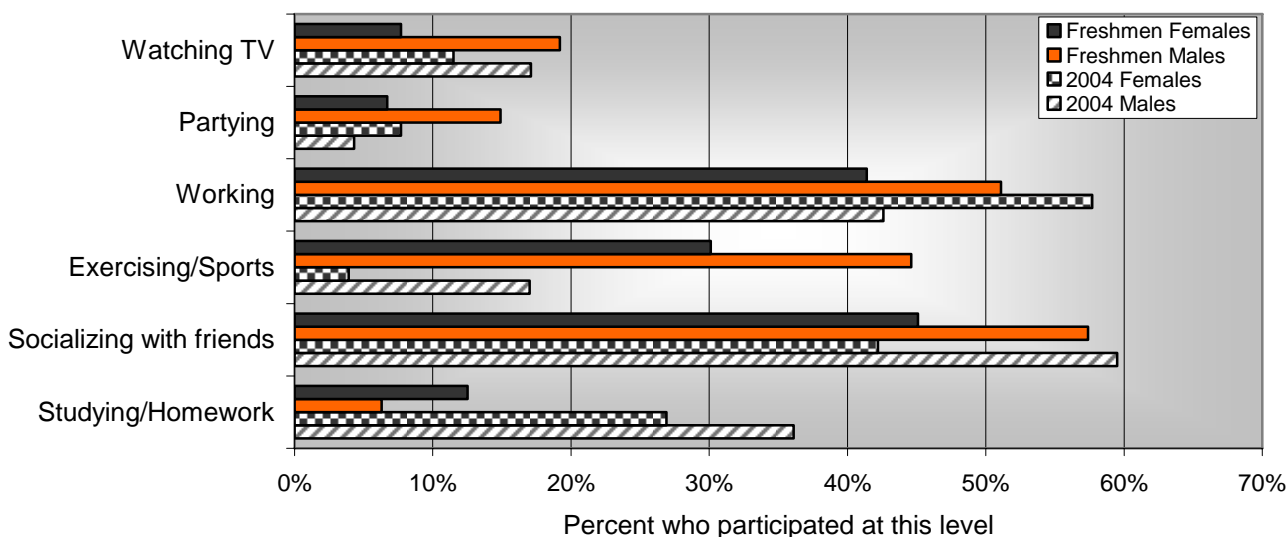
## Views, experiences, and educational plans differ for males and females in college.

Students' experiences during 4-5 years of college differed for men and women in this group on some activities. Male students were more likely to have joined a fraternity or sorority (40% of men; 33% of women); participated in student government (26% of men; 18% of women); had a roommate of a different race/ethnicity (40% of men; 20% of women); and participated in an internship program (44% of men; 29% of women). Female students were more likely to have had part-time jobs off campus (74% of women; 56% of men).

Males more often had "frequently" or "occasionally" taken an interdisciplinary course (62% of men; 46% of women); participated in intramural sports (88% of men; 53% of women); failed to complete homework on time (70% of men; 58% of women); and felt bored in class (58% of men; 47% of women). More female students said they "frequently" or "occasionally" did not have time to study due to job responsibilities (60% of women; 46% of men).

As freshmen, and again in 2004, students were asked to indicate the amount of time they spent on certain activities in the previous year. The chart below shows the percentage of students who spent at least 11 hours a week on selected activities. Freshmen were describing how they spent their time during their senior year in high school.

### In the Previous Year, Students Spent 11+ Hours Weekly on these Activities



In 2004, students also showed gender differences in their social views. Males were more likely than females to "strongly agree" or "somewhat agree" with the statements, "the activities of married women are best confined to the home and family" (26% of men; 8% of women); "it is important to have laws prohibiting homosexual relationships" (44% of men; 28% of women); "racial discrimination is no longer a problem in America" (26% of men; 10% of women); "an individual can do little to bring about changes in our society" (22% of men; 13% of women); and "affirmative action in college admissions should be abolished" (64% of men; 45% of women).

After 4-5 years in college, female students were more likely than males to "strongly agree" or "agree somewhat" with the statements that "abortion should be legal" (57% of women; 38% of men); "same sex couples should have the right to legal marital status" (54% of women; 34% of men); "the federal government should do more to control the sale of handguns" (84% of women; 70% of men); and "colleges should prohibit racist/sexist speech on campus" (41% of women; 32% of men).

When asked, in 2004, to indicate the highest degree they planned to complete at any institution, men were more likely than women to say a bachelor's degree (46% of men; 32% of women), while women were almost four times more likely to say a master's degree (40% of women; 11% of men). Women were also more likely to say they planned to earn a Ph.D. or Ed.D. (15% of women; 9% of men), while more men planned to earn law degrees (14% of men; 5% of women) and medical degrees (9% of men; 5% of women).

## Students describe experiences with advising, career planning, lifestyle choices.

In the 2004 survey, students were asked to respond to 20 locally developed items on topics such as academic advising, career planning, lifestyle and others. Responses are provided below.

When asked how often they had contacted their advisor during the last year, 4% said “not at all,” 68% said “once or twice a semester,” 21% said “once or twice a month,” and 6% said “at least once a week.”

When asked to indicate how often they had observed cheating at OSU, 27% said “not at all,” 57% said “once or twice a semester,” 13% said “once or twice a month,” and 3% said “at least once a week.”

Students were asked to indicate their level of agreement with the following statements:

	<b>strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
I am generally well prepared when I attend my advising sessions.	57%	34%	8%	1%	1%
My advisor knows the requirements for my degree.	60%	28%	6%	5%	1%
Faculty in my department are available to consult with me about professional issues.	33%	44%	16%	6%	1%
When I consult with faculty in my department about professional issues they provide helpful information.	31%	46%	21%	3%	0%
If I discuss a problem with my advisor, he/she is able to help me or knows where to send me for help.	23%	38%	32%	6%	2%
Effective programs are available at OSU to help me improve my study skills.	11%	40%	43%	6%	0%
I feel confident about my ability to succeed in my first job or in graduate school.	40%	50%	6%	3%	1%
I have work experience in the career field I have chosen.	27%	35%	16%	19%	4%
I have researched current employment opportunities in my career field.	33%	44%	12%	10%	1%
OSU is a friendly campus to those with culturally diverse backgrounds.	35%	50%	11%	3%	1%
Arts, entertainment, and music are available to OSU students.	41%	49%	7%	3%	0%
In most cases my instructors discussed their policy on cheating.	53%	41%	4%	2%	1%
I am aware of the policies and penalties for cheating at OSU.	58%	39%	3%	1%	1%

Students were asked to respond to the following diet and lifestyle questions:

How many servings of fruits and vegetables do you eat in a typical day?	<b>none</b> 4%	<b>one</b> 35%	<b>2-3</b> 49%	<b>4-5</b> 9%	<b>6+</b> 3%
How much time (in hours) do you spend exercising for fitness, in an average week?	<b>none</b> 6%	<b>&lt;1</b> 19%	<b>1-2</b> 28%	<b>3-5</b> 35%	<b>6+</b> 12%
How important is it for you to maintain a healthy lifestyle?	<b>essential</b> 31%	<b>very important</b> 41%	<b>somewhat important</b> 26%	<b>not important</b> 2%	
Excluding cigarettes, how often have you used tobacco products in the last month?	<b>frequently</b> 2%	<b>occasionally</b> 4%	<b>not at all</b> 93%		

When asked to describe their employment status following graduation, responses indicate the following:

- 14% have accepted full-time employment in their major/career field;
- 40% are, or will be, seeking full-time employment in their major/career field;
- 13% have accepted, or will seek, employment in a different major/career field;
- 29% plan to attend graduate school immediately following graduation; and
- 5% do not plan to begin career employment immediately following graduation.