

ENTERING STUDENT SURVEY

2007 Oregon State University Results

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Entering Student Survey OSU Results

Executive Summary 2007

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OSU has surveyed the entering first year student class annually since 2003 using the CIRP Freshman Survey administered during the summer START sessions. This year the entering class of START participants were once again surveyed; however this time, a new instrument, The Entering Student Survey, was administered. The Entering Student Survey was developed by a team of OSU personnel (Appendix A) commissioned by the Student Affairs Assessment Council. This group reviewed various theorists, survey instruments, and the needs for information from entering students. The group determined that with some modifications, the ACT surveys, Entering student Survey and Student Needs Survey, would meet the current need for information. Permission was gained from ACT and the Division of Student Affairs purchased the survey questions from ACT and made some modifications to fit OSU terminology.

The survey was administered to OSU entering first year students who were 18 or older in age and who attended a summer START session during the months of June, July, and August. The survey administration was done in small groups in a proctored setting. In total 2,482 incoming students were asked to complete the survey with 2,297 doing so. This was a return rate of 92%.

The respondent characteristics reflected the entering student class of first year students with regard to gender, age, enrollment status and overall high school GPA. The percentage of students who reported being White/Caucasian was 80% with the percent of students who identified as domestic students of color was about 9.3%. The percentage of domestic students of color responding to the survey was about 5% less than the percentage of students who enrolled at OSU for fall term, 2007. There are several possible explanations for this difference. For example the survey was not conducted at off campus START sessions where the percent of students of color might have been higher—e.g., Hawaii START. Also, some students of color might not have attended summer START because of work commitments, distance to OSU from home communities, or athletic orientation which would not include survey administration.

Regarding the kinds of extracurricular activities that students wanted to participate in, intramural athletics and sports clubs were endorsed most frequently with about 79% of students reporting these activities as preferred. Special interest groups (e.g., sailing club, dance club, judo club, etc.) were endorsed by about two-thirds of students. A little over one-third of students indicated that they would like to participate in fraternities or sororities and about 28% reported an interest in cultural organizations.

The issues related to the decision to pursue higher education and to select OSU specifically are many. Generally, students reported that the main reason they wanted to continue their education was to become a better educated person. Closely following that was the desire to qualify for a high-level occupation and to meet educational requirements for a chosen career. Increasing earning power was fourth in the list and developing intellectual abilities was fifth.

The only difference between men and women in these top five reasons to continue their education was in the ranking of the items. Men ranked qualifying for a high-level occupation first and women ranked to become a better educated person first. Both wanted to be better educated, earn more money and develop themselves intellectually.

Funding a university education is often an obstacle to attendance. Most students reported that their parents or family were a significant source of funding for college (70%). Slightly more men than women reported this with more women and students of color reporting reliance on scholarships, student loans, educational grants, and employment while in school. This underscores the need for continuing to increase funding for scholarships and grants in order to support women and students of color to meet diversity values and initiatives.

Areas that students endorsed the most frequently in terms of university characteristics that were important in their decision to attend OSU specifically included:

- Availability of a particular program of study,
- Location of university;
- Variety of courses offered;
- Academic reputation of the university;
- Cost of attending the university; and,
- Safe environment.

Students obtain information about OSU from a variety of sources; however, the five most endorsed sources of information included in order of endorsement:

- Visits to campus,
- Oregon State University website,
- Parents or family,
- Friends at OSU,
- University brochure.

Not surprisingly, over 90% of entering first year students rated having a steady, secure job after college as their most important career or life goal. Further over 75% of entering first year students reported high expectations of help from OSU to accomplish this goal. The role of career services and its impact on potential student enrollment continues to be significant. While students had other highly rated goals, this was the only one with more than 50% of students expecting a great deal of help from OSU to accomplish their top goal.

Generally, students reported that they anticipated needing help from OSU in career development, educational planning, academic skill development, life skill development, and personal development. Overall, women and students of color reported more anticipated need for help in these areas than did male or White/Caucasian students. Whether this is an actual need or only an anticipated need, assistance from OSU to develop in these areas is expected from entering students. Thus, services and structures need to be in place to meet these needs and to help students develop not only academically but personally as well.

Most of the results of this study are corroborated with other research and other OSU survey work with first year students. Their expectations from OSU clearly include getting a quality education and having available to them the support structures they need to accomplish this goal. They clearly want a steady and secure occupation after graduation and they clearly

expect OSU's help to accomplish this. Further they anticipate that they will need help in other areas while at OSU. Most acknowledge that they need help in career areas, public speaking, mathematics, leadership development, test-taking skills, learning to interact with faculty and advisors, managing their money and time more effectively, being mentally and physically healthy, and being more independent, confident, and self-reliant.

Most developmental theories have as an underpinning the notion of challenge and support. There must be sufficient challenge to prompt development along with sufficient and appropriate support to help students meet the increasingly complex challenges. These results suggest that students do expect challenges and they also expect OSU to provide them supports as they enter OSU and the unfamiliar university academic and personal environment.

RECOMMENDATIONS

1. Use these and other results to examine the priorities of entering students and to ensure that sufficient supports and effective structures are available to assist students in meeting their goals.
2. Repeat administration of the OSU New Student Survey to gain additional baseline information.
3. Interpret reported need for help in context of potential reporting differences between men and women and between students of color and White/Caucasian students.
4. Cycle OSU Entering Student Survey with Cooperative Institutional Research Program Freshman Survey (CIIRP) and potentially with the Beginning College Survey of Student Engagement (BSSE).
5. Consider using the OSU Entering Student Survey in Odyssey classes or via the web after school has begun. Students may be better able to differentiate needs after more exposure to college level classes, university culture, and available resources.

OSU Entering Student Survey OSU Results 2007

INTRODUCTION

OSU has engaged in surveying entering first year students during the summer START sessions for seven years using the CIRP Freshman Survey. Understanding the experiences, expectations, and goals of first year students aids in planning and developing services that will better meet the needs of this ever-changing population of students.

While CIRP information has proved to be useful to OSU, the OSU Student Affairs Assessment Council determined that there might be a need also to gain additional kinds of information from the entering students. A committee was formed which included members of the Student Affairs Assessment Council, Academic Advisors, a representative from OSU Libraries, the Honors College, and Student Orientation and Retention Programs (Appendix A, Entering Student Survey Committee). The purpose of the committee was to find or create an instrument that would provide information about the first year cohort that would be additive to the information obtained from previous CIRP surveys.

Specifically the committee was asked to examine the literature, research on first year students and to determine the dimensions or areas of information that was lacking on OSU entering first year students. As the committee worked, they examined the literature, learning goals for Student Affairs, existing data, and existing nationally available surveys.

After review of this information, the committee determined that using a combination of the ACT Entering Student Survey and the ACT Student Needs Survey best fit the intent of the committee and the OSU Assessment Council. Because the ACT instruments were proprietary, the committee gained approval from ACT to purchase and use their questions with some modification to align with OSU language (Appendix B, Timeline and Process of Survey Selection, Development, and Production). The following report is based upon the data collected by using this survey, which the committee entitled the Entering Student Survey.

METHODOLOGY

The Entering Student Survey was administered to entering first year students who were 18 years old or older at the time of the administration. The administration occurred as part of the beginning event during the summer START program during the months of June, July, and August. Students were divided into small groups and were asked to participate in the research via a set protocol. Students who opted not to complete the survey were asked to sit quietly until others had finished.

Completed surveys were collected at the conclusion of the session and forwarded to the Student Affairs Research and Evaluation Office (SARE) at OSU for processing. The surveys were scanned at OSU with the data files being forwarded to the OSU Survey Research Center. The data dictionary was provided to the Survey Research Center. Data files were then cleaned

and initial frequency distributions were calculated and provided to the SARE office. The Entering Student Survey is primarily descriptive of OSU's entering class of first year students.

Data Analysis

Frequency distributions for each question with sub-distributions for men, women, and total were calculated. Additionally, in order to determine differences, if any, between OSU entering students of color and White/Caucasian students, sub-distribution frequency distributions were also calculated.

RESULTS

During the summer START program 2,482 incoming first year students were asked to complete the survey with 2,297 doing so. This was a 92% response rate for the Entering Student Survey.

Respondent Characteristics

Table 1 below contains respondent information on gender, age, racial/ethnic make-up and residency status. Approximately 52% of the respondents were male. This was unusual since typically females make up a larger percentage of survey respondents. Since OSU tends to enroll more men than women, this result may be influenced by that factor.

As expected over 90% of respondents reported that they were age 18 with only about 5% reporting an age between 19 and 22. Only about half a percent reported being 23 years older or older. Again, this is reflective of the typical entering OSU class and attendees at OSU START.

Over 80% of respondents indicated that they were White/Caucasian with about 1.3% declining to respond. The remaining respondents were students of color, international students, or reported "Other" as their race/ethnicity. Nearly 90% reported that they were In-State students with about 11% reporting that they were Out-of-State students. Another 0.2% reported that they were international students.

Table 1:

Respondent Characteristics 1			
	Total Percent	Male Percent	Female Percent
Gender	100	52.7	47.3
Age			
18	94.4	93.4	95.7
19-22	5.1	5.8	4.2
23 or over	0.5	0.9	0.1
Residency			
In-State Student	88.9	89.9	87.6
Out of State Student	10.9	9.8	12.3
International Student (Not a U.S. Citizen)	0.2	0.3	0.2

Table 1: (continued)

Respondent Characteristics 1 (continued)			
	Total Percent	Male Percent	Female Percent
Racial/Ethnic Group			
African American/Black	1.1	1.0	1.0
Asian American	0.2	0.3	0.0
Hispanic/Latino	4.7	4.7	4.8
International	0.3	0.4	0.1
Multi-Racial/Multi-Ethnic	1.4	1.5	1.2
Native American/Alaskan	0.7	0.5	0.9
Pacific Islander	1.2	1.0	1.5
White/Caucasian	80.8	80.6	81.2
Decline to Respond	1.3	1.2	1.5
Other	8.4	8.8	7.9
(Any categories that do not add up to 100 percent are due to rounding differences)			

Table 2 contains further information about the respondent characteristics. Specifically it contains information about enrollment status, overall high school GPA, and planned university residence. About 99% of respondents reported that they intended to be full-time students with only about 1% indicating part-time status.

Overall the majority of students reported having at least a B average in high school. Less than 1% reported having less than a B GPA in high school.

Most (79.8%) entering students reported that they intended to live in a university residence hall with more of those students being women (83.1%) than men (76.9%). Almost 10% of men and women planned to live off-campus in an apartment, rental house, or room. More men (4%) than women (1.1%) reported that they intended to live in a sorority/fraternity house in their first year.

Table 2:

Respondent Characteristics 2			
	Total Percent	Male Percent	Female Percent
Enrollment Status			
Full-time Student (Corvallis)	98.9	99.1	98.9
Part-time Student (Corvallis)	1.1	0.9	1.1
Overall High School Grade Point Average			
A- to A (3.60-4.00)	47.2	43.6	51.2
B to A- (3.00-3.49)	43.9	45.3	42.5
B- to B (2.50-2.99)	7.8	9.5	5.8
C to B- (2.00-2.49)	0.8	1.1	0.4
C- to C (1.50-1.99)	0.0	0.1	0.0
D to C- (1.00-0.99)	0.0	0.1	0.0
Does Not Apply	0.3	0.3	0.0

Table 2: (continued)

Respondent Characteristics 2 (continued)			
	Total Percent	Male Percent	Female Percent
Planned University Residence			
University Residence Hall	79.8	76.9	83.1
University Cooperative House	2.3	1.9	2.6
Fraternity or Sorority House	2.6	4.0	1.1
Student Family Housing	0.2	0.1	0.3
Off-campus Room, Apartment, House Rental	9.8	9.9	9.7
Home of Parents or Family Member	2.5	3.2	1.6
Home I own	0.7	0.8	0.4
Other	0.4	0.5	0.2
Undecided	1.9	2.7	1.1
(Any categories that do not add up to 100 percent are due to rounding differences)			

Extracurricular Activities in Which Students Would Like to Participate

Students were asked to indicate the kinds of extracurricular activities in which they would like to participate while at OSU. Table 3 below contains the total percent and the percent of men and percent of women who indicated an interest in a particular activity. While men and women differed on activities they were interested in generally, both men and women ranked Intramural athletics, sports clubs as their top interest for extracurricular activity.

Overall women showed more interest than men in most of the extracurricular activities with the exception of varsity athletics, student radio and TV, and political organizations. For those activities men reported more interest than women.

Interestingly, students who reported that they were members of a racially/ethnically diverse group reported more interest in nearly all of the extracurricular activities than did the students who reported their race/ethnicity as White/Caucasian. The only activities that White/Caucasian students reported more interest in were intramural athletics, sports clubs, and religious organizations. Figure 1 contains the percentage of interest reported by the two groups.

Table 3:

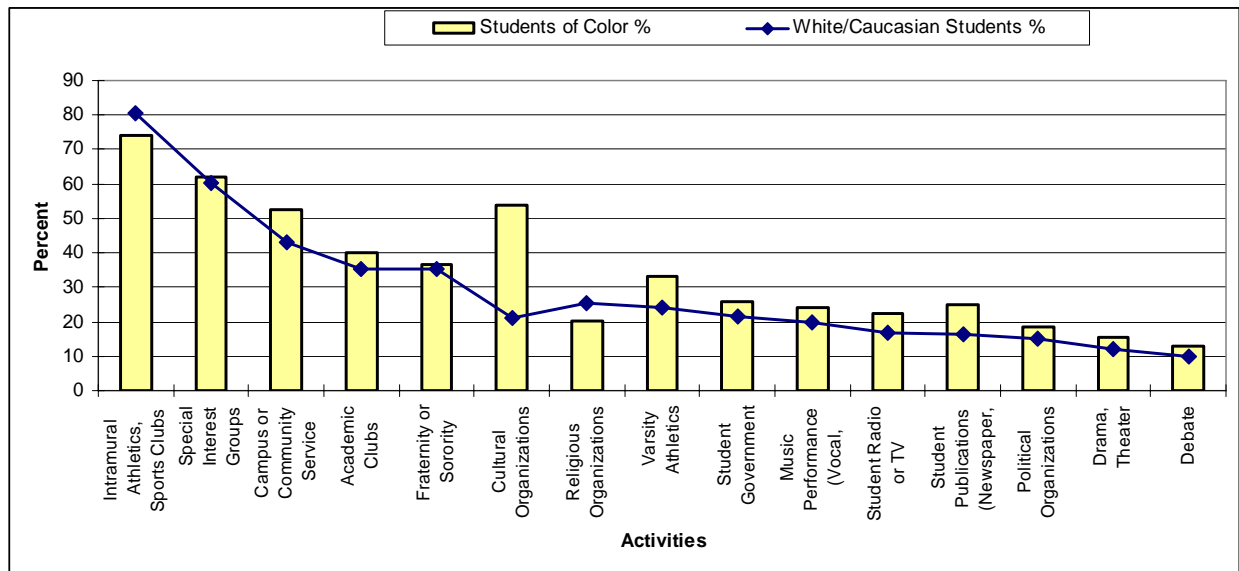
Extracurricular Activities in Which Students Would Like to Participate			
	Total Percent	Male Percent	Female Percent
Intramural Athletics, Sports Clubs	78.6	82.0	75.1
Special Interest Groups (Sailing club, Dance Club, Judo club, etc.)	61.5	53.1	70.6
Campus or Community Service Organizations	44.9	29.7	62.1
Academic Clubs	37.5	30.8	45.6
Fraternity or Sorority	34.1	29.8	38.8
Cultural Organizations	27.6	20.5	34.8

Table 3: (continued)

Extracurricular Activities in Which Students Would Like to Participate (continued)			
	Total Percent	Male Percent	Female Percent
Religious Organizations	25.1	19.7	31.7
Varsity Athletics	24.4	31.0	17.3
Student Government	22.3	17.1	28.2
Music Performance (Vocal, Instrument)	21.3	20.6	22.1
Student Radio or TV	18.0	18.5	17.4
Student Publications (Newspaper, Yearbook)	17.8	11.2	25.4
Political Organizations	14.9	15.9	13.7
Drama, Theater	12.9	9.8	16.4
Debate	10.2	9.8	10.4

Figure 1:

Extracurricular Activities in Which Students of Color and White/Caucasian Students Would Like to Participate



University Attendance-Related Factors

The next section of these results pertains to factors related to decisions to continue education following high school. This includes those kinds of contacts and information gathering about OSU that might have had an influence on their decision-making.

Table 5 below contains information on how students rated the reasons for continuing their education post-high school. The top 5 reasons for continuing into higher education included:

- To become a better educated person,

- To qualify for a high–level occupation,
- To meet educational requirements for my chosen occupation,
- To increase my earning power,
- To develop my mind and intellectual abilities.

Table 5:

Reason Decided to Continue Post High School Education			
	Not a Reason Percent	Minor Reason Percent	Major Reason Percent
To become a better-educated person	1.1	14.8	84.1
To qualify for a high-level occupation	2.7	14.3	83.0
To meet educational requirement for my chosen occupation	4.1	13.4	82.5
To increase my earning power	3.2	22.8	74.0
To develop my mind and intellectual abilities	2.4	26.0	71.6
To study new and different subjects	5.1	35.2	59.7
To meet new and interesting people	6.1	38.1	55.8
To develop personal maturity	10.6	39.9	49.5
To take part in the social life offered at college	10.8	43.1	46.1
To develop independence from my parents/relatives	16.7	42.3	41.0
To become a more cultured person	17.4	45.6	36.9
Parents and/or relatives wanted me to continue my education	19.7	44.6	35.7
High School teachers and/or counselor suggested that I continue my education	36.5	39.9	23.6
To be with friends who attend or will attend OSU	47.1	37.0	16.0
To develop and use my athletic skills	55.3	32.5	12.2
Couldn't find anything better to do at this time	85.9	9.0	5.1
To find a life partner/significant other	66.9	28.3	4.8

Overall, men and women agreed in terms of the top five reasons for deciding to continue their education; however, the ranking within those five differed between men and women.

Male rank of top 5

- To qualify for a high-level occupation
- To become a better-educated person
- To meet educational requirement for my chosen occupation
- To increase my earning power
- To develop my mind/intellectual abilities

Female rank of top 5

- To become a better educated person
- To meet educational requirement for my chosen occupation
- To qualify for a high-level occupation
- To develop my mind and intellectual abilities
- To increase my earning power

Table 6 below contains the ranking for each of the reasons for men and women.

Table 6:

Major Reason Decided to Continue Post High School Education		
	Male Percent Major Reason	Female Percent Major Reason
To become a better-educated person	80.4	88.2
To qualify for a high-level occupation	83.6	82.3
To meet educational requirement for my chosen occupation	79.6	85.8
To increase my earning power	78.0	69.6
To develop my mind and intellectual abilities	67.0	76.7
To study new and different subjects	53.3	66.6
To meet new and interesting people	51.8	60.0
To develop personal maturity	45.2	54.2
To take part in the social life offered at college	45.1	47.0
To develop independence from my parents/relatives	38.7	43.3
To become a more cultured person	30.2	44.2
Parents and/or relatives wanted me to continue my education	30.1	35.6
High School teachers and/or counselor suggested that I continue my education	23.5	23.9
To be with friends who attend or will attend OSU	18.1	13.5
To develop and use my athletic skills	17.4	6.5
Couldn't find anything better to do at this time	6.8	3.4
To find a life partner/significant other	6.0	3.5

Finding sources of funding for higher education is for many students one obstacle to actually enrolling and taking advantage of the benefits of higher education. Most students reported that they relied on their parents or family as a major source of funding (70.4%). Table 7 below contains information on the percent of first year students who endorsed each of the funding sources.

Table 7:

Sources of Funding for Your Higher Education			
	Not a source Percent	Minor source Percent	Major source Percent
Parents or family	9.2	20.4	70.4
Student Loans (Perkins, Federal direct, etc.)	34.7	22.7	42.6
Summer employment	18.2	45.1	36.8
Personal savings	23.8	45.5	30.7
Scholarships (Private, federal, university, etc.)	34.1	38.4	27.6
Employment while in school (including work study)	30.1	44.8	25.2

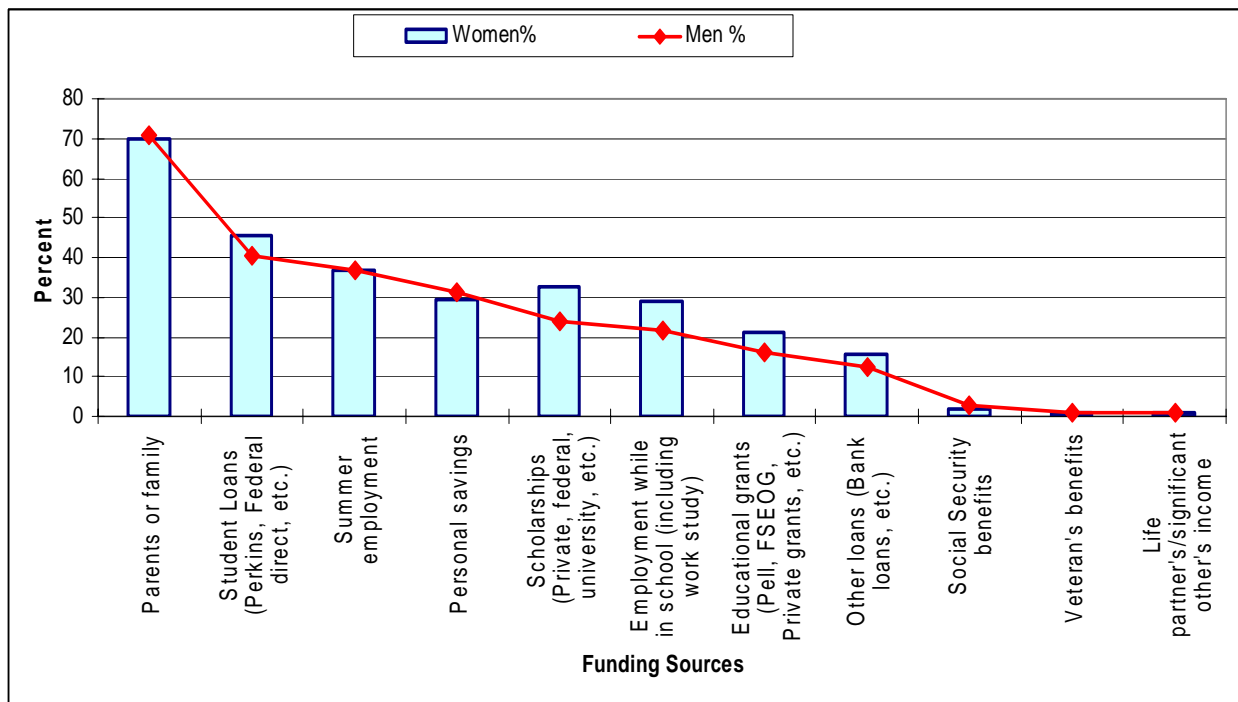
Table 7: (continued)

Sources of Funding for Your Higher Education (continued)			
	Not a source Percent	Minor source Percent	Major source Percent
Educational grants (Pell, FSEOG, Private grants, etc.)	64.3	17.6	18.1
Other loans (Bank loans, etc.)	67.9	18.3	13.7
Social Security benefits	87.3	10.3	2.3
Veteran's benefits	97.2	2.0	0.8
Life partner's/significant other's income	97.2	2.0	0.8

Both men and women endorsed parents or family as a major source of funding; however, women endorsed student loans, scholarships, employment while in school and educational grants more frequently than did men. Figure 2 below contains the percent of endorsement by men and women for various forms of higher education funding.

Figure 2:

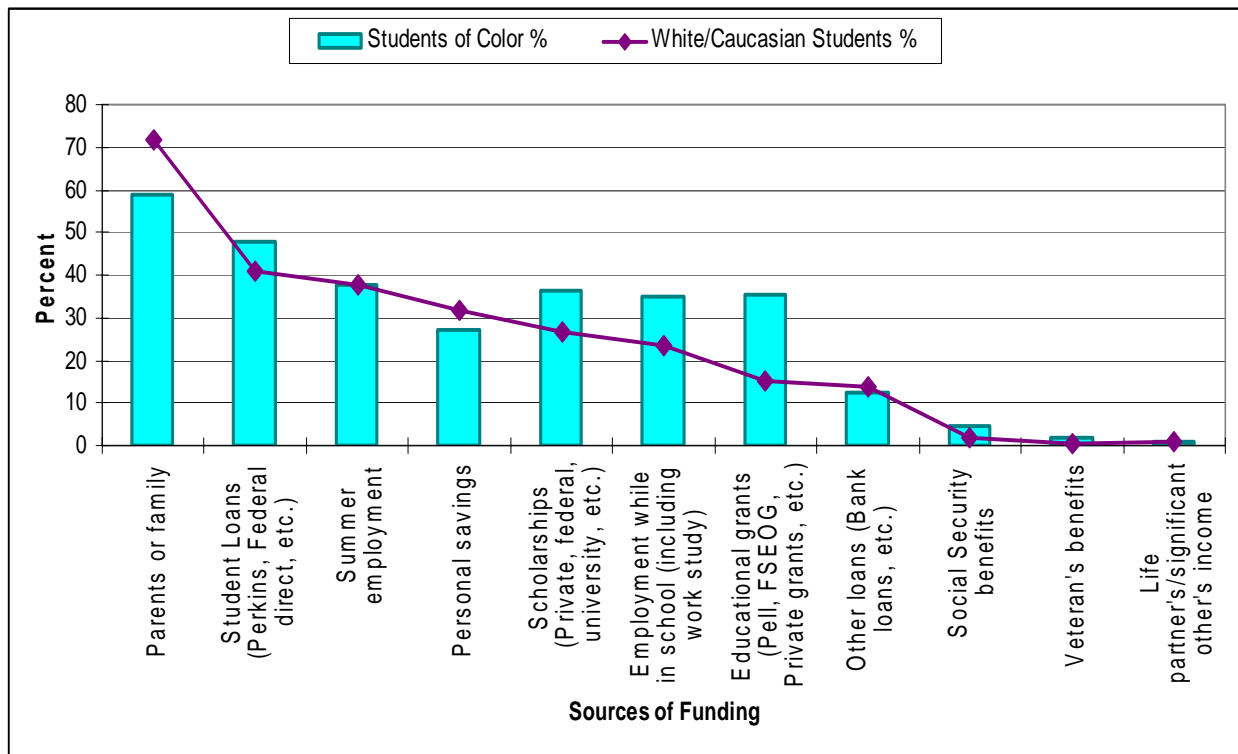
Major Sources of Funding for Higher Education—Women vs. Men



Students of color generally did not rely as heavily on parents or family as a major source of funding. Rather they reported more reliance on student loans, scholarships, employment while in school, and educational grants than did White/Caucasian students. This suggested that generally for students of color the need to provide access to loans and scholarships is essential in recruitment and retention. Figure 3 contains the relative ranking of each of the sources of funding by student identified race/ethnicity.

Figure 3:

Major Sources of Funding for Higher Education Students of Color and White/Caucasian Students



Students were asked to rate the relative importance of specific characteristics in terms of their decision to attend OSU. Table 10 below contains information on the relative importance that students assigned to each of the characteristics. The top 6 characteristics that students reported as very important in their decision-making included:

- Availability of a particular program of study,
- Location of university;
- Variety of courses offered;
- Academic reputation of the university;
- Cost of attending the university; and,
- Safe environment.

Male and Female students while agreeing on five of the top six in terms of relative importance, did differ in rank and also in the importance of the sixth item. Men identified “accessibility of the university” in their top 6 while women identified “safe environment” in their top 6.

Top ranked characteristics for Men

1. Availability of particular program of study
2. Location of university
3. Academic reputation of university
4. Cost of attending the university
5. Variety of courses offered
6. Accessibility of university

Top ranked characteristics for Women

1. Availability of particular program of study
2. Variety of courses offered
3. Safe environment
4. Location of university
5. Academic reputation of university
6. Cost of attending university

Table 10:

Importance of Each Characteristic in Decision to Attend OSU			
	Moderately Important Percent	Very Important Percent	Total Moderately and Very Important Percent
Availability of particular program of study	28.6	57.7	86.3
Academic Reputation of University	50.1	35.1	85.3
Variety of courses offered	41.3	37.7	79.0
Location of University	35.8	42.4	78.2
Cost of attending University	37.8	32.8	70.6
Safe environment	35.4	31.6	67.0
Facilities available (Laboratories, classroom facilities, recreational areas, etc.)	39.8	25.5	65.3
Social climate and activities at the University	41.1	24.1	65.2
Accessibility of University	38.2	26.3	64.5
Community in which University is located	36.2	27.0	63.2
Size of University	37.3	23.1	60.4
Availability of financial aid or scholarship	27.4	30.7	58.1
Extracurricular activities available (Drama, intramural athletics, music programs, etc.)	32.9	24.6	57.5
Dixon recreational facility	31.0	24.8	55.7
Opportunities for undergraduate research	35.4	20.0	55.4
Type of housing available	35.4	16.8	52.2
Entrance Requirements for University	33.4	14.9	48.3
Reputation of faculty	33.6	13.0	46.6
Advice of Parents or families	29.9	15.2	45.1
Advice of someone who has attended the University	28.7	15.5	44.2
Opportunity for part-time work	26.9	16.1	42.9
Friends attended (or plan to attend) the University	26.1	13.8	39.9
Advice of high school counselors or teachers	24.8	9.0	33.8
Sports opportunities (varsity athletics)	17.9	13.2	31.1
Family attended OSU before	14.1	10.7	24.8
Racial/ethnic make up of the University	17.8	5.3	23.2
Contact(s) with University representatives	15.9	6.9	22.8

Students of color also rated the top six characteristics the same as all first year students (i.e., availability of a particular program of study, location of OSU, variety of courses offered, academic reputation, cost of attending the university, and presence of a safe environment). However, on some items students of color ranked the characteristic substantially different in terms of importance than White/Caucasian students reported. The items that students of color rated higher in importance are contained in Table 11 below. Notice that the “availability of financial aid or scholarships” is 1.8 times more important to students of color than to

White/Caucasian students. Likewise contact with University representatives was 2.2 times more important to students of color than to White/Caucasian students.

Table 11:

Items of Substantially More Importance in Decision to Attend OSU to Students of Color than to White/Caucasian Students			
Item	Students of Color Percent	White/Caucasian Percent	SOC% W/C %
Availability of financial aid or scholarship	48.5	27.1	1.8
Cost of attending university	40.5	30.4	1.3
Safe environment	39.1	29.6	1.3
Accessibility of university	34.0	24.8	1.4
Facilities available (Laboratories, classroom facilities, recreational areas, etc.)	32.1	24.3	1.3
Type of housing available	26.3	15.5	1.7
Entrance requirements for university	25.6	13.0	2.0
Opportunity for part-time work	21.5	14.6	1.5
Racial/ethnic make up of the university	14.2	3.7	3.8
Contact(s) with University representatives	13.4	6.1	2.2

Overall, most students reported that they made the decision to attend OSU during the 12th grade of high school. This was the case also for men, women, and students of color. Table 12 below contains the percentages for each of these groups.

Table 12:

When did you make the decision to attend OSU?				
	Total Percent	Male Percent	Female Percent	Students of Color Percent
Before the 9th grade	6.5	6.6	6.7	5.8
During the 9th grade	1.8	1.3	2.4	1.6
During the 10th grade	4.9	5.1	4.5	4.7
During the 11th grade	17.8	17.6	18.2	14.2
During the 12th grade	64.2	63.5	64.8	66.3
After completing high school	4.9	5.9	3.3	7.4

Students reported using a variety of sources to obtain information about Oregon State University. Table 13 below contains information about the percentage of students who marked each source of information as “not a source, minor source, or major source.” The top five major sources of information about OSU included:

- Visit(s) to campus,
- University website,
- Parents or family,
- Friends at OSU,
- University brochure.

Table 13:

Source of Information About OSU			
	Not a Source Percent	Minor Source Percent	Major Source Percent
Visit(s) to campus	20.6	30.9	48.5
University website	18.5	34.0	47.5
Parents or family	19.9	35.9	44.2
Friends at OSU	30.9	34.6	34.5
University brochure	27.7	44.3	28.0
High School classmates	27.1	46.2	26.7
College information websites (i.e., CollegeBound.com, etc.)	41.6	33.4	25.1
University catalog	37.2	40.7	22.1
University alumni	48.3	30.8	20.9
High School counselors	40.1	43.1	16.8
High School teachers	35.6	51.1	13.3
University representatives visit to your high school	56.3	31.0	12.8
University/College rankings	56.7	33.7	9.6
Virtual social networks	64.2	27.0	8.7
High School Administrators	65.8	28.9	5.4
High school library materials	74.8	21.4	3.8
Articles in newspapers or magazines	73.8	23.1	3.1
Announcements on radio and TV	79.1	19.3	1.6

Additionally, nearly one-third of students of color endorsed “college information websites (i.e., CollegeBound.com, etc.) as a major source of information as did women students.

Career and Life Goals

Not surprisingly, over 90% of entering first year students rated having a steady, secure job after college as their most important career or life goal. Further, over three-fourths of entering first year students reported high expectations of help from OSU to accomplish this goal.

Other highly rated goals included:

- To be self-reliant (79%),
- To make healthy decisions (67%),
- To be physically fit (64%),
- To travel and see new places (63%), and
- To help others who are in need (61%).

Interestingly, 50% or fewer of first year students had high expectations of help from OSU to accomplish these goals. Table 14 below contains the percentage of students who ranked the goals as either moderately or very important as well as the percentage of students who had high expectations of help from OSU to accomplish these goals.

Table 14:

Importance of Accomplishing Career and Life Goals			
	Moderately Important Percent	Very Important Percent	High Expectation of Help from OSU to Accomplish
To have a steady, secure job after college	8.1	90.7	76.7
To be a life-long learner	28.0	59.1	52.5
To be self-reliant	17.8	79.1	50.8
To develop my leadership skills	37.3	49.1	43.9
To attend graduate school	30.5	40.4	43.6
To make a lot of money	35.6	43.5	35.8
To be physically fit	26.3	64.5	33.3
To make healthy decisions	24.4	67.0	32.9
To help others who are in need	27.2	60.9	31.9
To travel and see new places	23.9	63.0	27.8
To be active in my community	32.8	20.8	22.8
To own or operate my own business	22.7	22.2	21.5
To make a theoretical or practical contribution to science	21.6	16.2	19.3
To be married or involved in a long-term personal relationship	20.9	58.2	14.1
To create or perform artistic or literary works	15.5	14.4	13.2
To be a parent	20.0	51.3	12.2
To be active in politics	13.1	7.3	8.5

Student Expectations of Help from OSU to Accomplish Educational and Personal Goals

In order to gauge entering first year student expectations for assistance from OSU to accomplish their goals, students were asked to rate the degree of help that they anticipated in several categories. This section of the report was divided into those categories which included: Career Development, Educational Planning, Academic Skill Development, Life Skill Development, and Personal Development. Previous OSU survey results on incoming first year students on the CIRP Freshman Survey (Sanderson, 2007a, 2006, 2005, 2004, 2003) indicated that incoming first year students tended to respond in a more confident manner about their skills and abilities just prior to entering OSU than during the spring term of their first year. Thus, some of the need for help that students reported might increase as the first year progresses.

Career Development

Students were asked the degree to which they expected help from OSU to accomplish career related tasks. Overall, entering first year students expected at least some help from OSU in each of the areas listed. Figure 1 below graphically depicts the areas in which students reported the need for a moderate/a lot of help. The area in which the most students endorsed needing “a lot of help” was in “obtaining work experience in my career area of interest.” Note however that well over one-third of the students indicated that they needed either a moderate

amount of help or a lot of help with all of the areas listed. It is clear from these data that entering students recognized their need for assistance with issues related to their career goals.

Figure 4:

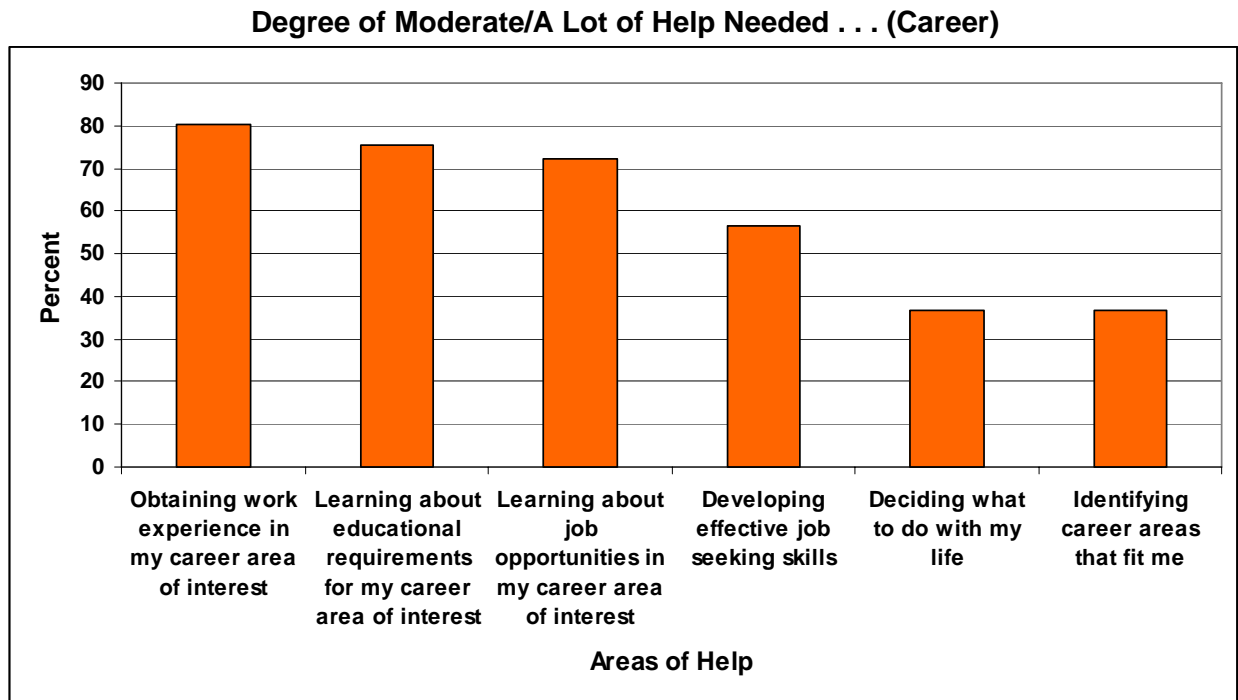


Table 15 below contains the percent of students who endorsed each level of anticipated help they would need for each of the items in the career areas.

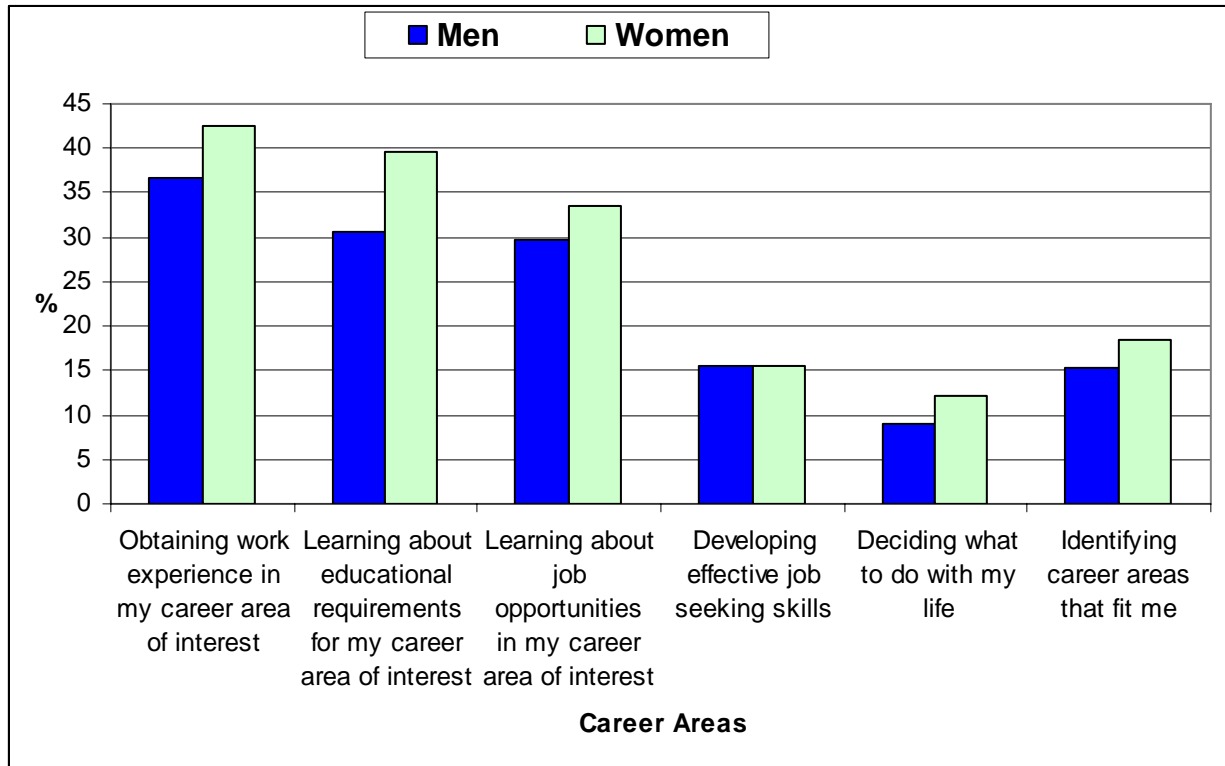
Table 15:

Amount of Help Needed in . . .				
Career Development	A little help	A moderate amount of help	A lot of help	Total Moderate and A Lot of Help
Obtaining work experience in my career area of interest	15.1	40.7	39.8	80.5
Learning about educational requirements for my career area of interest	20.2	40.4	35.2	75.5
Learning about job opportunities in my career area of interest	21.9	40.2	32.0	72.2
Developing effective job seeking skills	35.6	40.9	15.6	56.4
Deciding what to do with my life	44.6	25.8	10.9	36.7
Identifying career areas that fit me	44.6	25.8	16.9	36.7

Figure 5 below contains comparison information on the percentage of men and women who reported that they needed “a lot of help” in each of the particular career development areas. Overall, women reported more anticipated need in all areas except “developing effective job seeking skills.” Results of previous testing using the CIRP Freshman Survey with entering students also showed that women tended to report more need for help than did men generally (Sanderson, 2003, 2004, 2005, 2006, 2007a).

Figure 5:

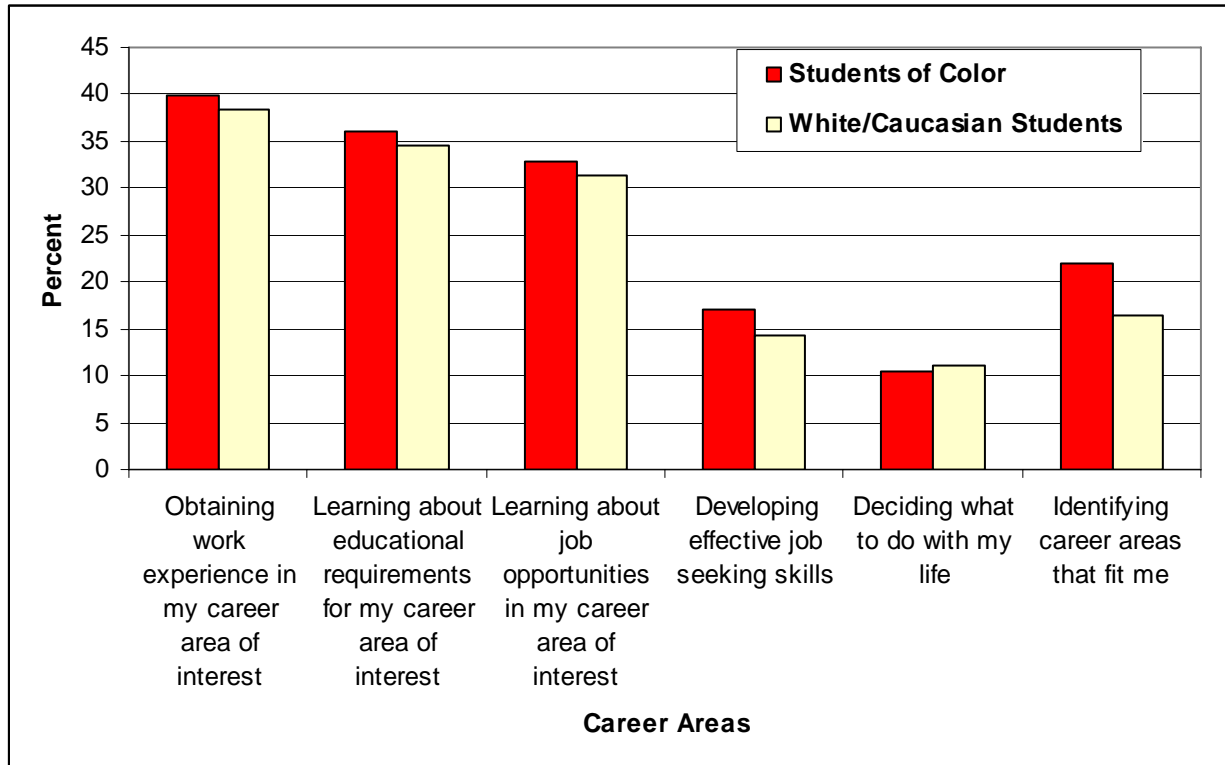
Report of “A Lot of Help” Needed by Men and Women in Career Development Areas



Students of color and White/Caucasian students reported similar needs for help with students of color reporting some more anticipated need for help with “developing effective job seeking skills” and “identifying career areas that fit me.” Figure 6 below contains information on the anticipated need of “a lot of help” on particular career development areas.

Figure 6:

Report of “A Lot of Help” Needed by Students of Color and White/Caucasian Students in Career Development Areas



Educational Planning

Entering first year students reported the most need for help in selecting courses, getting course credit in non-traditional ways, getting advice about educational plans, learning about graduate school or post graduation higher education, and learning more about sources of funding for college. While many students indicated at least the need for a little help in other educational areas, there did not seem to be the expectation that they would require much help in coping with academic difficulties. Table 16 below contains the percentage of students who indicated the anticipated level of help for each of the areas under educational planning.

Table 16:

Amount of Help Needed in . . .				
Educational Planning	A little help %	A moderate amount of help %	A lot of help %	Total moderate and a lot of help %
Selecting courses necessary to complete my educational program	18.4	43.0	36.3	79.3
Learning how to get course credit in non-traditional ways (i.e., internship)	20.6	40.9	29.9	70.8

Table 16: (continued)

Amount of Help Needed in . . . (Continued)				
Educational Planning	A little help %	A moderate amount of help %	A lot of help %	Total moderate and a lot of help %
Getting counseling/advice about my educational plans	26.1	41.5	26.7	68.2
Learning about educational opportunities after graduation (professional school, graduate school, etc.)	28.0	37.6	23.7	61.3
Learning more about other sources of financial assistance available at OSU (grants, scholarships, loans)	25.8	27.3	27.9	55.2
Obtaining adequate funds to finance my education	26.3	24.2	26.0	50.2
Preparing for graduate school	27.1	25.8	17.3	43.1
Selecting/changing my major area of study	33.1	23.8	12.3	36.0
Obtaining the assistance of a tutor	36.0	24.8	9.6	34.4
Coping with academic difficulties (poor grades)	34.0	18.0	6.7	24.7
Securing transportation to and from campus	15.9	7.0	2.5	9.5
Obtaining accommodation for my disability (physical, psychological, learning, etc.)	6.1	4.3	2.0	6.3
Obtaining child care services	3.6	2.9	1.0	3.9

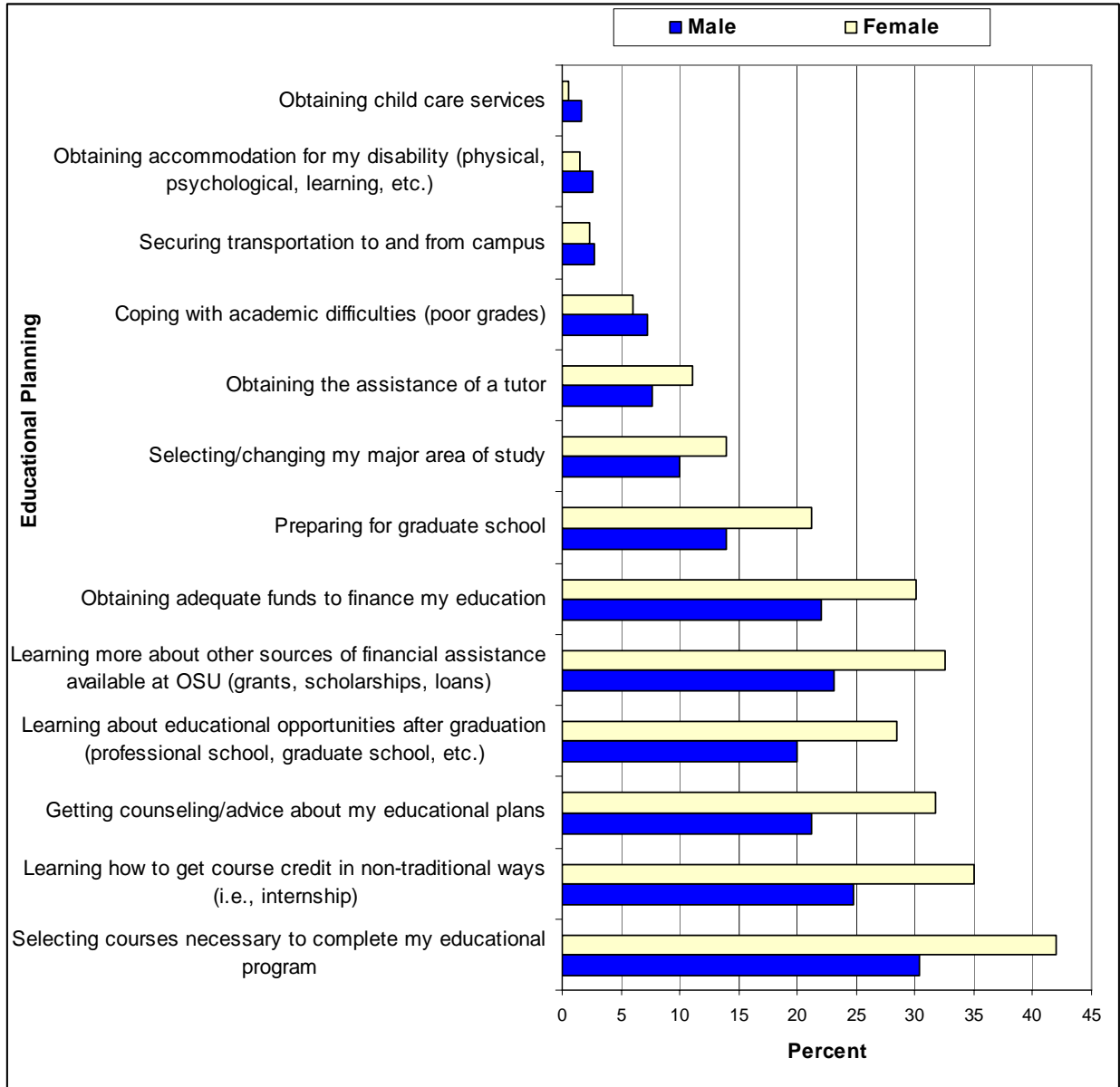
As in other surveys female students reported that they anticipated they needed more help in most of the areas than did male students. Of all the areas listed, men reported more anticipated need on only four of the areas:

- Coping with poor grades,
- Securing transportation to and from campus,
- Obtaining accommodations for my disability, and
- Obtaining child care services.

Figure 7 provides a graphic representation of the differences in perceived need of help between men and women in Educational Planning.

Figure 7:

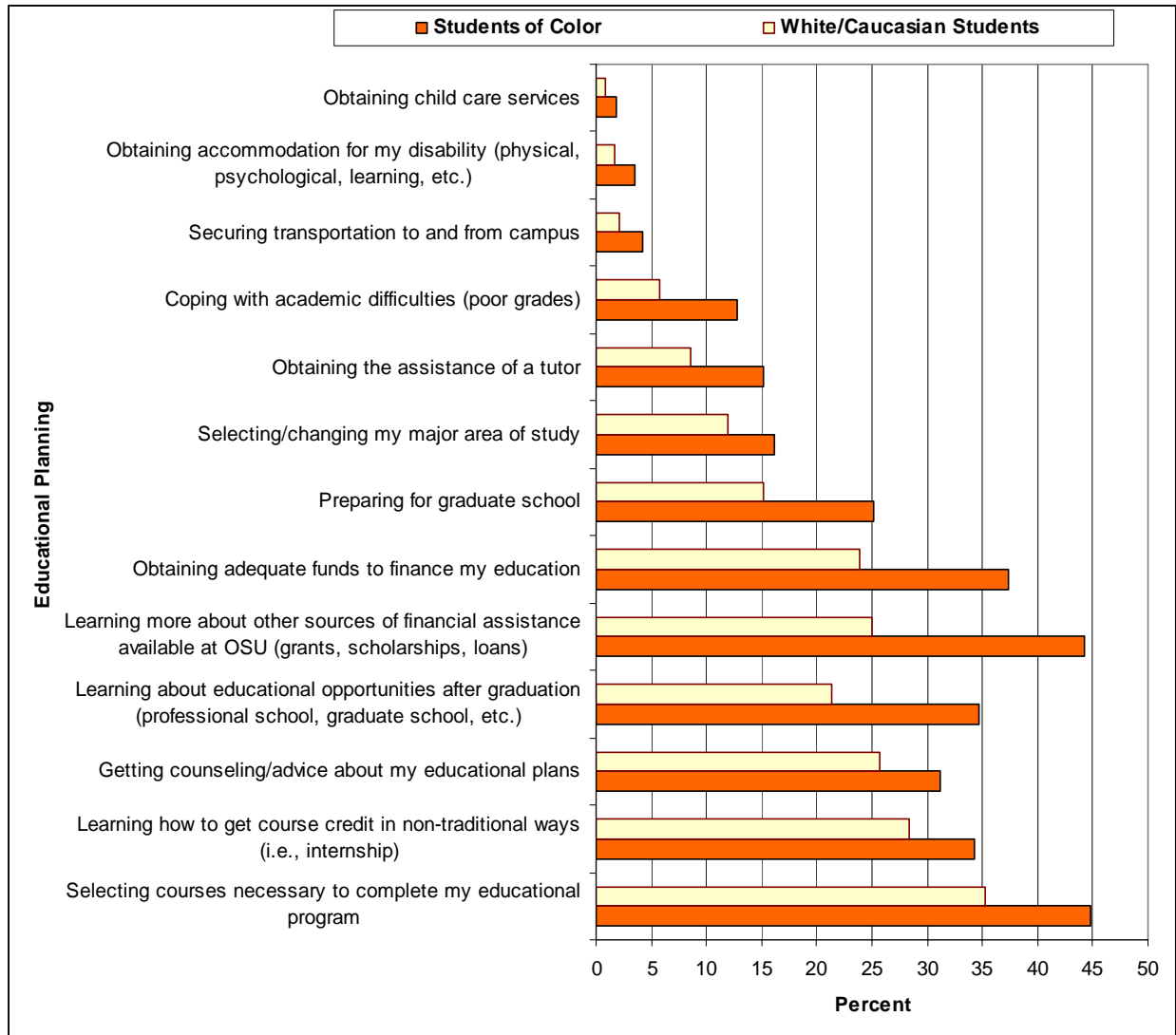
Report of “A Lot of Help Needed” in Educational Planning by Male and Female First Year Students



Overall, students of color reported more anticipated need for help in educational planning than did White/Caucasian students reported. This was particularly evident in terms of the amount of anticipated need for help in course selections, sources of financial assistance, and getting counseling/advice about educational plans.

Figure 8:

Report of “A Lot of Help Needed” in Educational Planning by First Year Students of Color and White/Caucasian Students



Academic Skill Development

Students reported that they anticipated needing the most help in developing their public speaking ability. This anticipated need was rated higher than even their anticipated need to increase their skills in mathematics. OSU results on other surveys (e.g., NSSE) have also indicated that students, even as seniors require more focused attention on public speaking (Sanderson, 2007b). Over half of the students indicated that improving their mathematics skills, study skills, test taking skills, writing, and using the university library were anticipated as a moderate or a great need. Figure 9 below contains the graphic representation of the highest need areas reported by students.

Figure 9:

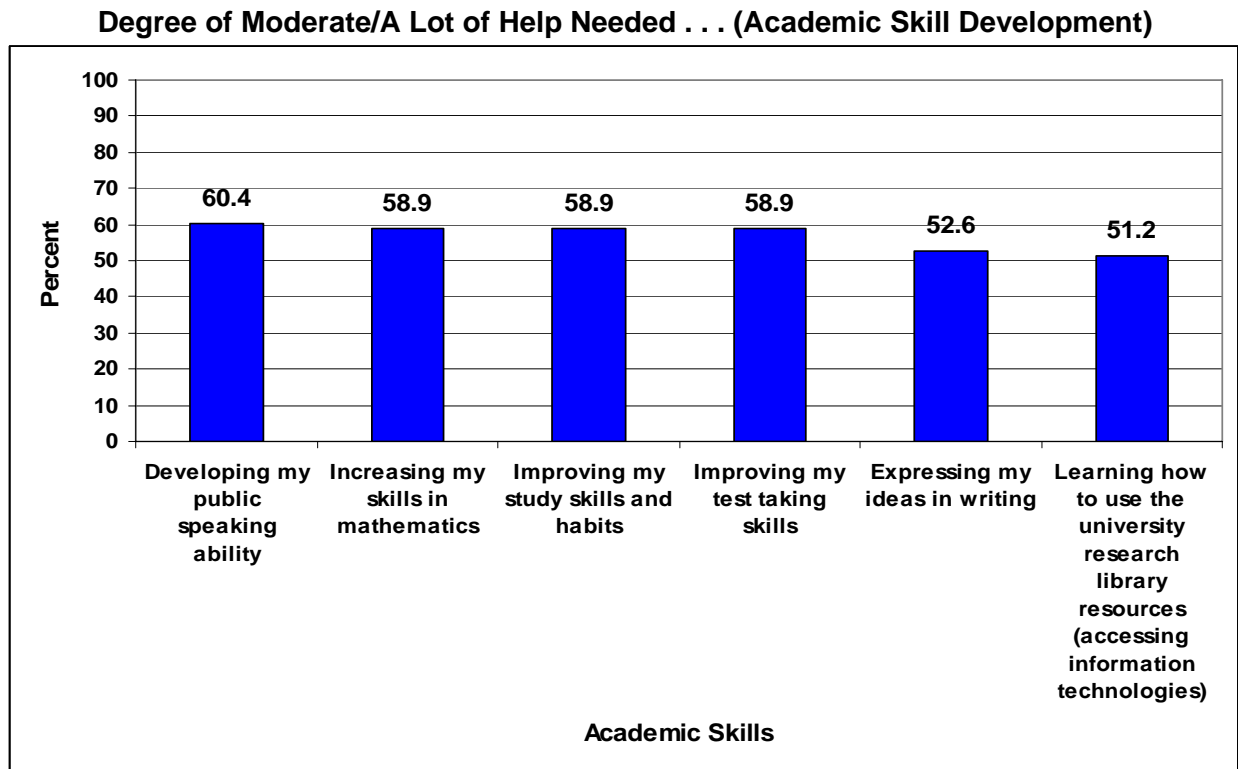


Table 17 below contains the degree of help entering first year students reported needing for each of the academic skill areas listed. Most students indicated that they needed at least a little help in each of the areas.

Table 17:

Amount of Help Needed in . . .				
Academic Skill Development	A little help	A moderate amount of help	A lot of help	Total Moderate and A Lot of Help
Developing my public speaking ability	29.6	35.7	24.7	60.4
Increasing my skills in mathematics	31.3	34.5	24.5	58.9
Improving my study skills and habits	29.4	35.1	23.8	58.9
Improving my test taking skills	29.3	31.8	27.1	58.9
Expressing my ideas in writing	34.6	35.9	16.7	52.6
Learning how to use the university research library resources (accessing information technologies)	35.2	36.3	14.9	51.2
Increasing my reading speed	30.2	26.6	17.9	44.5
Improving my understanding of what I read	34.4	28.5	15.1	43.6
Improving my problem-solving abilities and reasoning skills	42.9	27.0	11.9	38.9

Tale 17: (continued)

Amount of Help Needed in . . . (continued)				
Academic Skill Development	A little help	A moderate amount of help	A lot of help	Total Moderate and A Lot of Help
Increasing my understanding of art, literature and other cultural aspects of society	40.4	27.6	9.6	37.2
Understanding and using computers	40.2	21.6	7.5	29.0

As in other areas reported, women indicated that they needed more help in nearly all areas of educational planning than did male students. Specifically women reported more felt need for help in all areas with the exception of:

- Improving study skills,
- Expressing ideas in writing, and
- Increasing reading speed.

Figure 10 below contains the graphic representation of educational planning needs by men and women first year students.

Figure 10:

Report of “A Lot of Help Needed” in Academic Skill Development by First Year Male and Female Students

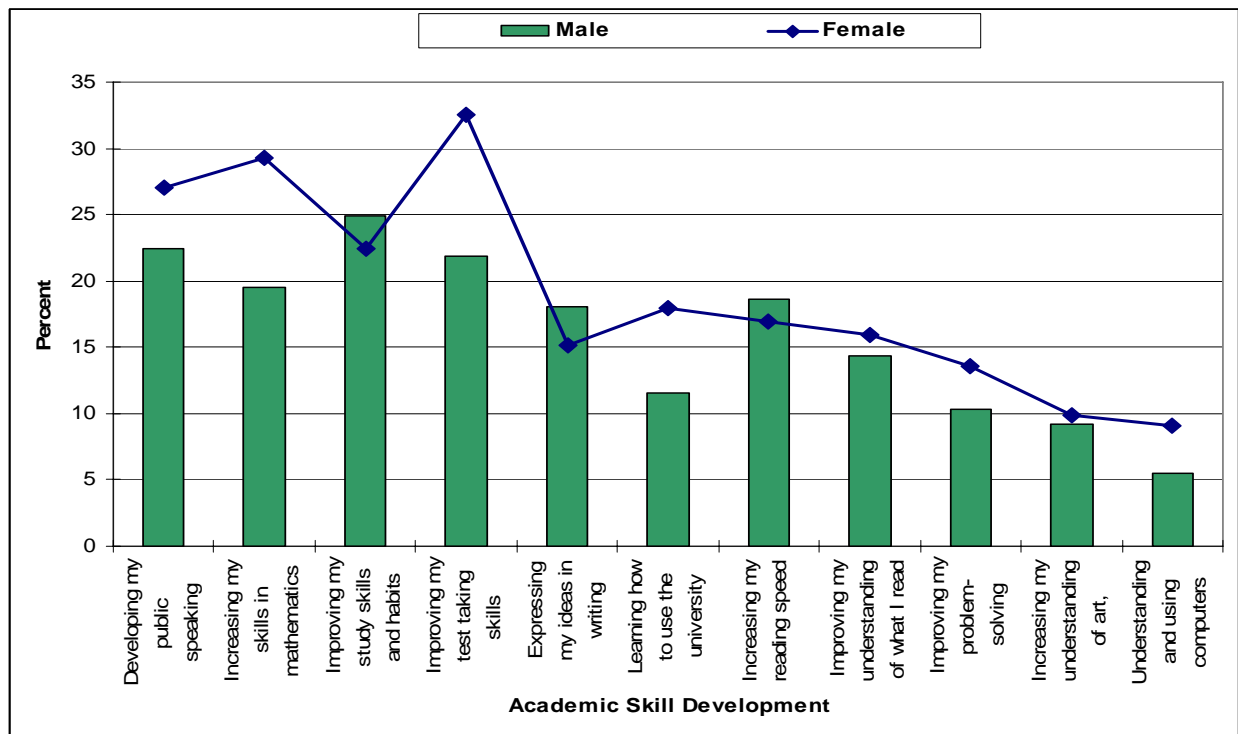
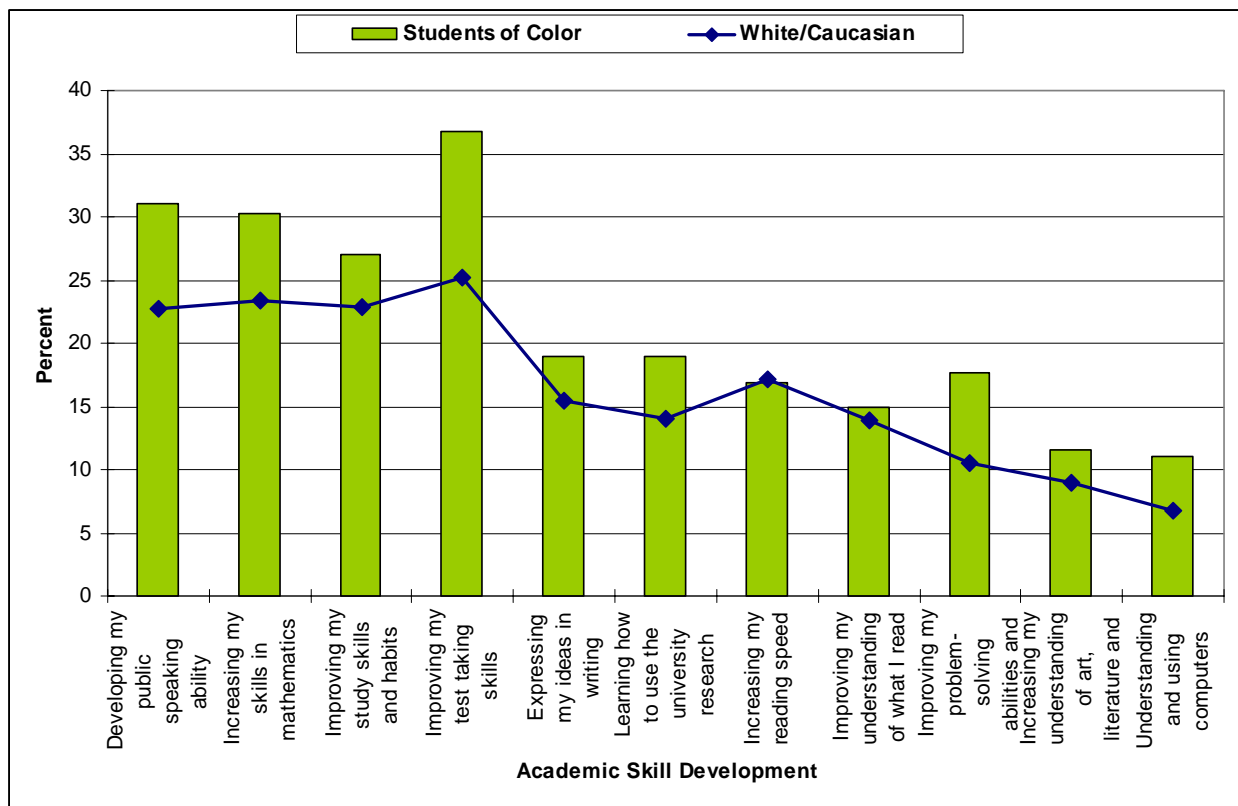


Figure 11 below contains the percentage of students of color and White/Caucasian students who reported that they needed “a lot of help” in Educational Planning areas. Generally, students of color reported more anticipated need for help than White/Caucasian students in each of the areas with the exception of “increasing my reading speed” which was the same for both groups. The area in which students of color reported the most felt need for assistance was in improving test taking skills. The other most frequently selected areas that students of color reported needing assistance with was improving public speaking skills, and increasing mathematics skills. Both of these areas were ones in which most OSU students reported needing a lot of help.

Figure 11:

Report of “A Lot of Help Needed” in Academic Skill Development by First Year Students of Color and White/Caucasian Students



Life Skills Development

Overall, students reported less need for help in the areas listed under Life Skills Development. The area in which students reported the most need was in managing their time more effectively. While the information in the table below indicated that overall students reported at least some need for assistance in these areas, it was not to the degree that they anticipated the need for assistance in career areas, educational planning, and academic skill development areas.

Table 18:

Amount of Help Needed in . . .				
Life Skills Development	A little help	A moderate amount of help	A lot of help	Total Moderate and A Lot of Help
Managing my time more effectively	35.2	27.9	13.1	40.9
Finding campus resources to help me solve problems	44.3	30.0	7.9	37.9
Identifying my strengths, abilities and limitations	42.7	28.7	7.9	36.6
Learning how to budget and spend my money wisely	36.2	23.1	12.9	35.9
Learning how to handle stress and anxiety in my life	40.2	23.1	9.3	32.3
Learning how to maintain good physical and mental health	40.5	19.6	8.1	27.7
Becoming more self-reliant	40.2	20.4	6.4	26.8
Learning how to work effectively on my own	37.7	19.9	6.2	26.0
Understanding my rights and responsibilities as a student	41.4	19.6	5.8	25.4
Making more effective decisions	41.1	20.5	4.8	25.2
Expressing my own views and opinions	36.1	19.6	4.7	24.3
Developing and demonstrating confidence in myself	37.0	17.8	5.8	23.6
Developing personal values and a philosophy of life	38.4	18.0	5.5	23.5
Learning how to solve personal problems	40.7	13.6	3.4	17.0
Understanding my spiritual/religious beliefs	25.2	10.0	3.6	13.7

As in other areas, men and women reported differences in needs for help in Life Skill Development areas. Women reported more anticipated need for help than men on:

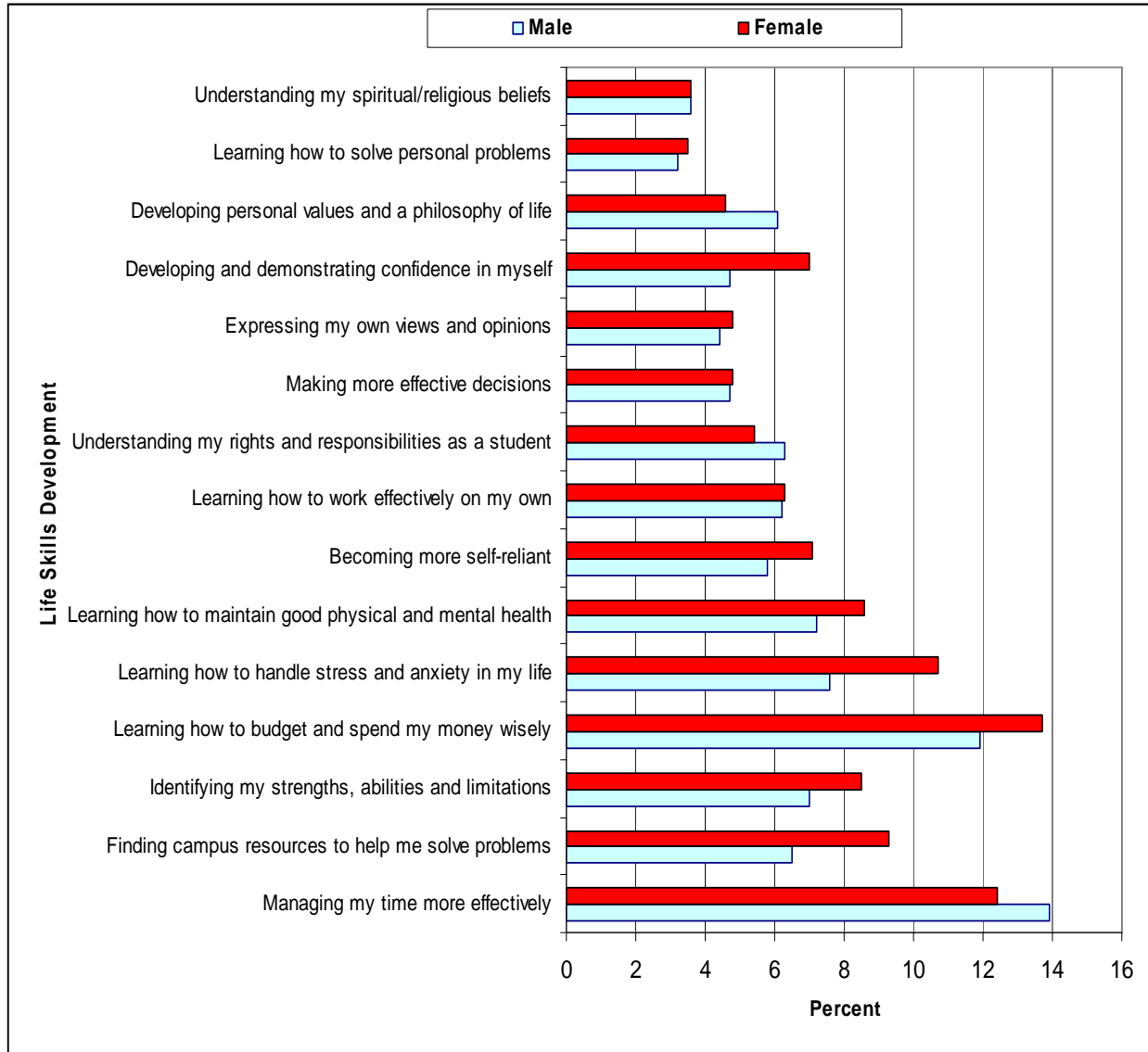
- Finding campus resources,
- Being more self-reliant,
- Budgeting and spending money wisely,
- Handling stress and anxiety,
- Maintaining good physical and mental health,
- Identifying strengths, abilities and limitations,
- Solving problems
- Making more effective decisions,
- Expressing my own views and opinions,
- Having more confidence in myself
- Learning how to effectively work on my own,

Men reported more need for help than women on:

- Managing time more effectively,
- Understanding rights and responsibilities as a student, and
- Developing personal values and a philosophy of life.

Figure 12:

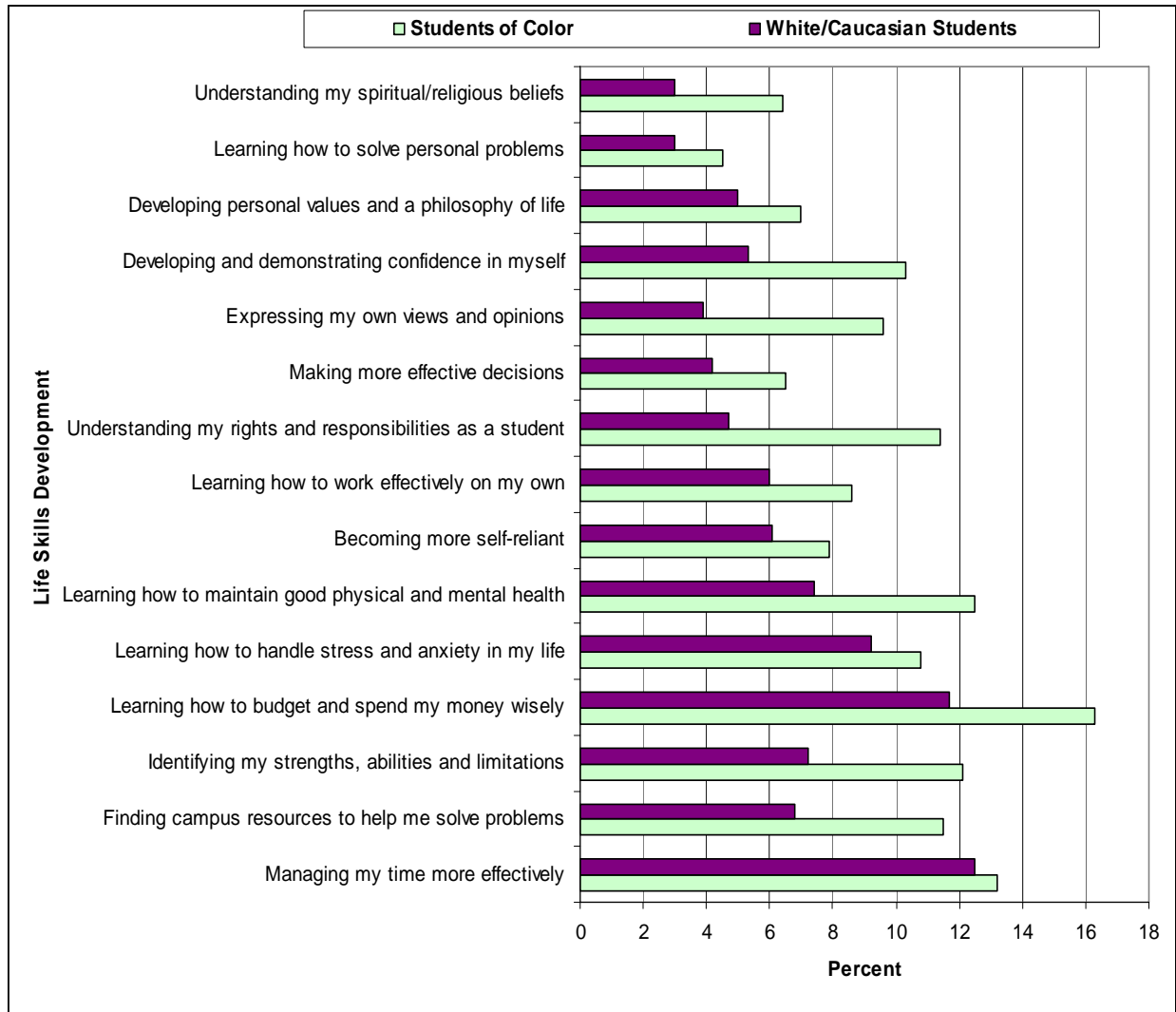
Report of “A Lot of Help Needed” in Life Skills Development by Male and Female First Year Students



Students of color and White/Caucasian students reported differences in anticipated need for help in the Life Skills Development areas. Overall students of color reported more anticipated need for help in all of the areas listed in this category. Figure 13 below contains the graphic representation of felt high need for help in the life skills areas for students of color and White/Caucasian students.

Figure 13:

Report of “A Lot of Help Needed” in Life Skills Development by First Year Students of Color and White/Caucasian Students



Personal Development

Again, the majority of students reported that they anticipated needing at least a little help in each of the areas under Personal Development. However, fewer than 50% reported needing moderate to a lot of help in any category. The two areas that students reported the highest need for assistance had to do with effectively working and communicating with advisors and instructors. Developing leadership skills was the third most frequently endorsed category with which students anticipated needing “a lot of help.” Table 19 below contains the percent of students who endorsed each level of help for the listed personal development areas.

Table 19:

Amount of Help Needed in . . .				
Personal Development	A little help	A moderate amount of help	A lot of help	Total Moderate and A Lot of Help
Learning how to work effectively with my academic advisor	39.9	34.6	11.5	46.0
Learning how to better communicate with instructors	39.2	32.0	10.7	42.7
Developing my leadership skills	40.1	31.3	9.5	40.7
Learning how to participate in governmental activities	36.7	17.7	4.7	22.4
Learning how to get along better with people with whom I live/work	38.6	15.5	5.3	20.8
Learning how to deal effectively with community problems and issues	41.1	16.3	3.2	19.5
Learning how to live and work with others who have values and goals different from mine	37.3	13.8	4.1	17.9
Dealing with the conflicts of job, family, and education	33.5	11.5	3.3	14.8
Getting my family/parents interested in my education	29.8	9.1	3.5	12.6
Coping with discrimination because of my age, race, sex, disability, etc.	19.0	6.0	1.9	7.9

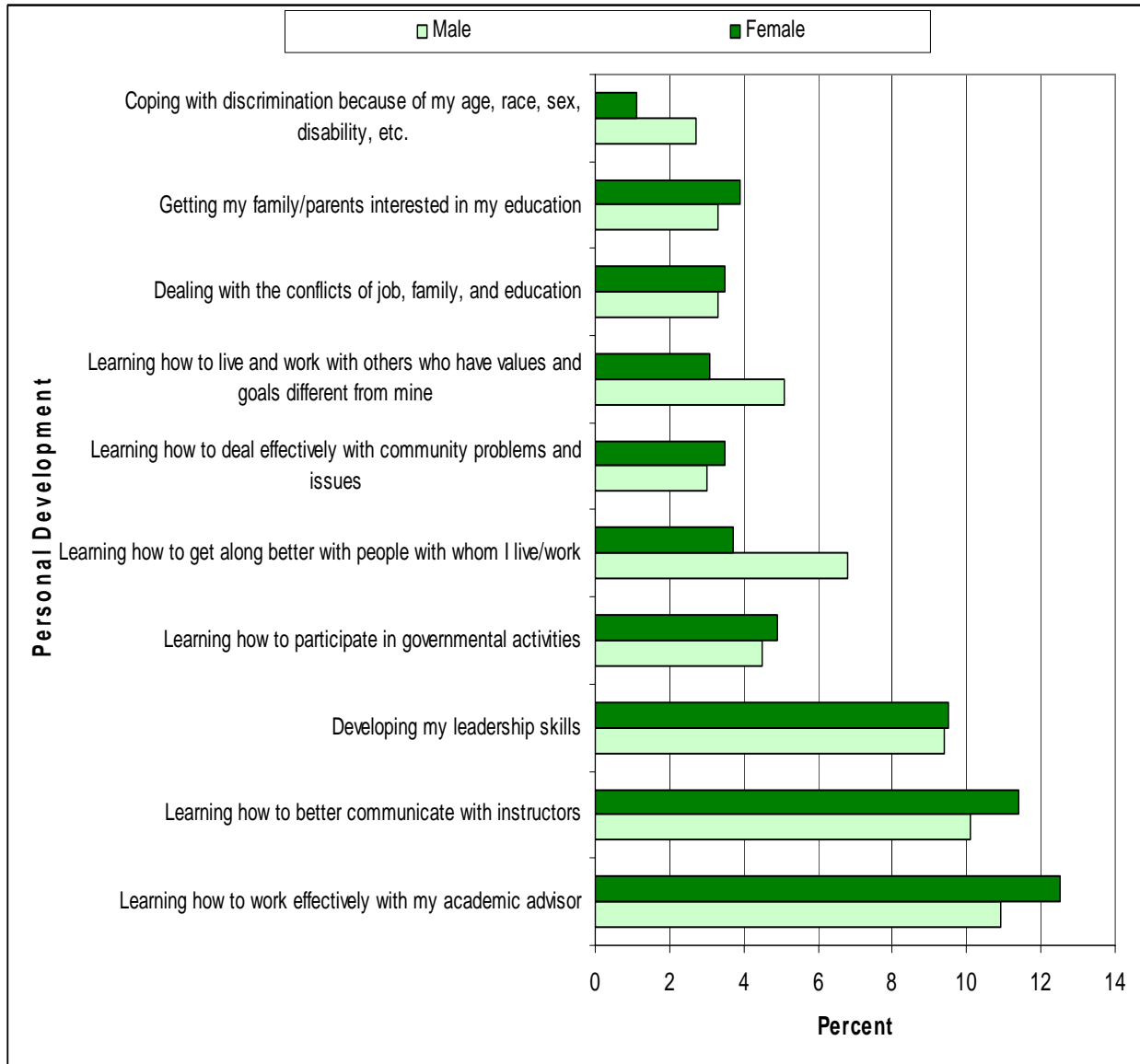
In terms of anticipated need for “a lot of help” in the Personal Development areas, women reported more anticipated need for help than did men. However, the percentage of either female or male students anticipating this degree of help was relatively small (< 15%). Specific areas in which men reported more felt need for “a lot of help” than women included:

- Learning how to get along better with people with whom I live and work (<7%),
- Learning how to live and work with others who have values and goals different from mine (<5%); and
- Coping with discrimination because of my age, race, sex, disability, etc. (<3%).

Figure 14 below contains the graphic representation of differences in endorsement for different areas in the Personal Development category between male and female first year students.

Figure 14:

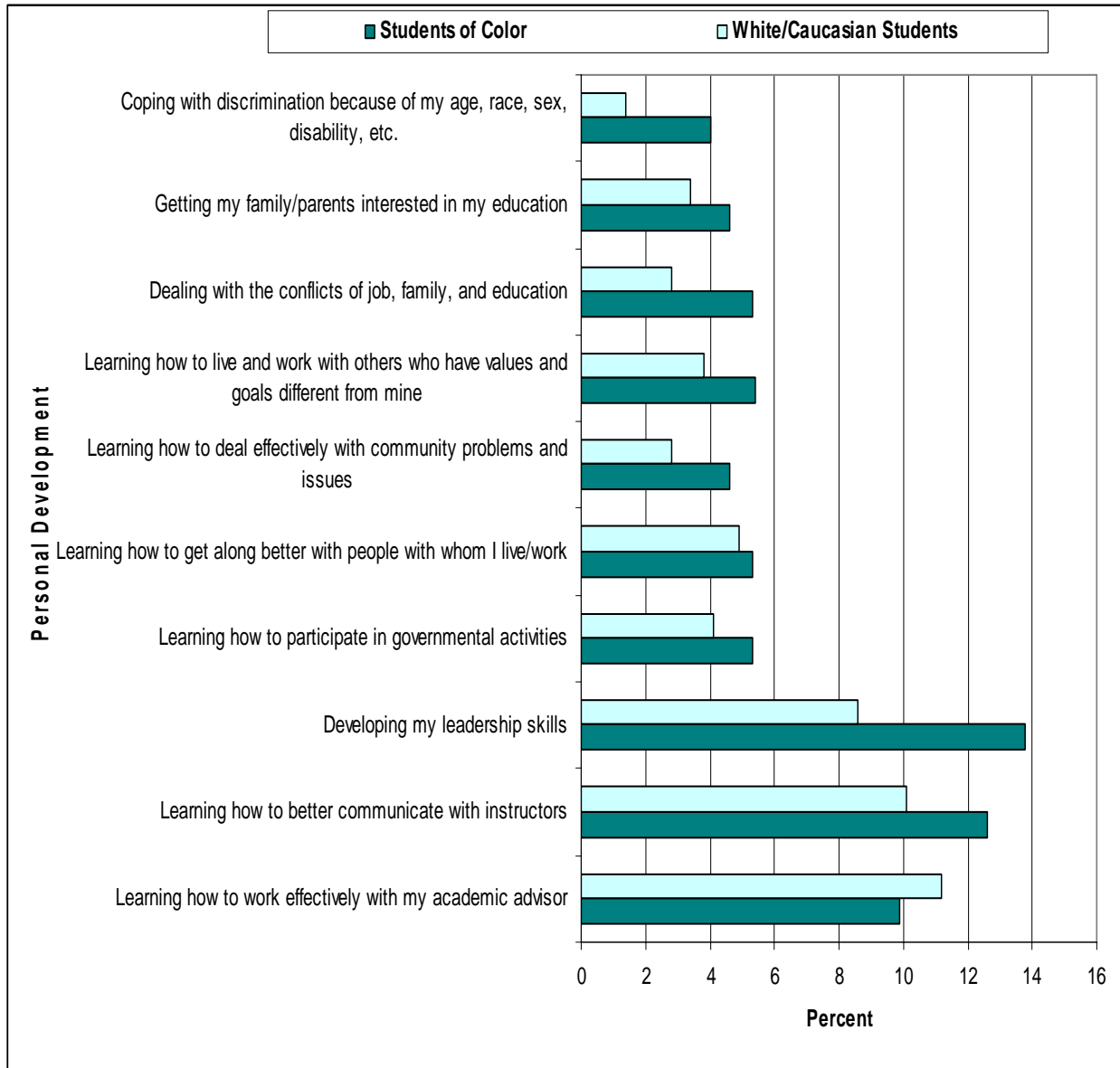
Report of “A Lot of Help Needed” in Personal Development by Male and Female First Year Students



As in other areas, students of color generally reported more anticipated need for “a lot of help” in the Personal Development areas, though the percentages for any one item were small (< 14%). The area in which students of color and White/Caucasian students differed the most in terms of percentage endorsement was in “developing my leadership skills.” Students of color reported needing help in this area more frequently than did White/Caucasian students. The only item in which White/Caucasian students reported more anticipated need for help than students of color was in “learning how to work with my academic advisor.”

Figure 15:

Report of “A Lot of Help Needed” in Personal Development by First Year Students of Color and White/Caucasian Students



SUMMARY

OSU has surveyed the entering first year student class annually since 2003 using the CIRP Freshman Survey administered during the summer START sessions. This year the entering class of START participants were once again surveyed; however this time, a new instrument, The Entering Student Survey, was administered. The Entering Student Survey was developed by a team of OSU personnel (Appendix A) commissioned by the Student Affairs Assessment Council. This group reviewed various theorists, survey instruments, and the needs for information from entering students. The group determined that with some modifications, the ACT surveys, Entering student Survey and Student Needs Survey, would meet the current need for information. Permission was gained from ACT and the Division of Student Affairs purchased the survey questions from ACT and made some modifications to fit OSU terminology.

The survey was administered to OSU entering first year students who were 18 or older in age and who attended a summer START session during the months of June, July, and August. The survey administration was done in small groups in a proctored setting. In total 2,482 incoming first year students were asked to complete the survey with 2,297 doing so. This was a return rate of 92%.

The respondent characteristics reflected the entering student class of first year students with regard to gender, age, enrollment status and overall high school GPA. The percentage of students who reported being White/Caucasian was 80% with the percent of students who identified as domestic students of color was about 9.3%. The percentage of domestic students of color responding to the survey was about 5% less than the percentage of students who enrolled at OSU for fall term, 2007. There are several possible explanations for this difference. For example the survey was not conducted at off campus START sessions where the percent of students of color might have been higher—e.g., Hawaii START. Also, some students of color might not have attended summer START because of work commitments, distance to OSU from home communities, or athletic orientation which would not include survey administration.

Regarding the kinds of extracurricular activities that students wanted to participate in, intramural athletics and sports clubs were endorsed most frequently with about 79% of students reporting these activities as preferred. Special interest groups (e.g., sailing club, dance club, judo club, etc.) were endorsed by about two-thirds of students. A little over one-third of students indicated that they would like to participate in fraternities or sororities and about 28% reported an interest in cultural organizations.

The issues related to the decision to pursue higher education and to select OSU specifically are many. Generally, students reported that the main reason they wanted to continue their education was to become a better educated person. Closely following that was to qualify for a high-level occupation and to meet educational requirements for a chosen career. Increasing earning power was fourth in the list and developing intellectual abilities was fifth. The only difference between men and women in these top five reasons to continue their education was in the ranking of the items. Men ranked qualifying for a high-level occupation first and women ranked to become a better educated person first. Both wanted to be better educated, earn more money and develop themselves intellectually.

Funding a university education is often an obstacle to attendance. Most students reported that their parents or family were significant source of funding for college (70%). Slightly more men than women reported this with more women and students of color reporting reliance on scholarships, student loans, educational grants, and employment while in school. This

underscores the need for continuing to increase funding for scholarships and grants in order to support women and students of color to meet diversity values and initiatives.

Areas that students endorsed the most frequently in terms of university characteristics that were important in their decision to attend OSU specifically included:

- Availability of a particular program of study,
- Location of university;
- Variety of courses offered;
- Academic reputation of the university;
- Cost of attending the university; and,
- Safe environment.

Students obtain information about OSU from a variety of sources; however, the five most endorsed sources of information included in order of endorsement:

- Visits to campus,
- Oregon State University website,
- Parents or family,
- Friends at OSU,
- University brochure.

Not surprisingly, over 90% of entering first year students rated having a steady, secure job after college as their most important career or life goal. Further over 75% of entering first year students reported high expectations of help from OSU to accomplish this goal. The role of career services and its impact on potential student enrollment continues to be significant. While students had other highly rated goals, this was the only one with more than 50% of students expecting a great deal of help from OSU to accomplish their top goal.

Generally, students reported that they anticipated needing help from OSU in career development, educational planning, academic skill development, life skill development, and personal development. Overall, women and students of color reported more anticipated need for help in these areas than did male or White/Caucasian students. Whether this is an actual need or only an anticipated need, assistance from OSU to develop in these areas is expected from entering students. Thus, services and structures need to be in place to meet these needs and to help students develop not only academically but personally as well.

Most of the results of this study are corroborated with other research and other OSU survey work with first year students. Their expectations from OSU clearly include getting a quality education and having available to them the support structures they need to accomplish this goal. They clearly want a steady and secure occupation after graduation and they clearly expect OSU's help to accomplish this. Further they anticipate that they will need help in other areas while at OSU. Most acknowledge that they need help in career areas, public speaking, mathematics, leadership development, test-taking skills, learning to interact with faculty and advisors, managing their money and time more effectively, being mentally and physically healthy, and being more independent, confident, and self-reliant.

Most developmental theories have as an underpinning the notion of challenge and support. There must be sufficient challenge to prompt development along with sufficient and appropriate support to help students meet the increasingly complex challenges. These results suggest that

students do expect challenges and they also expect OSU to provide them supports as they enter OSU and the unfamiliar university academic and personal environment.

RECOMMENDATIONS

1. Use these and other results to examine the priorities of entering students and to ensure that sufficient supports and effective structures are available to assist students in meeting their goals.
2. Repeat administration of the OSU New Student Survey to gain additional baseline information.
3. Interpret reported need for help in context of potential reporting differences between men and women and between students of color and White/Caucasian students.
4. Cycle OSU Entering Student Survey with Cooperative Institutional Research Program Freshman Survey (CIIRP) and potentially with the Beginning College Survey of Student Engagement (BSSE).
5. Consider using the OSU Entering Student Survey in Odyssey classes or via the web after school has begun. Students may be better able to differentiate needs after more exposure to college level classes, university culture, and available resources.

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APPENDIX A

Entering Student Survey Committee

Pat Ketcham, Co-Chair, Student Health Services
Eric Hansen, Co-Chair, University Housing and Dining Services
Lisa Hoogesteger, Recreational Sports
Suzanne Flores, University Housing and Dining Services
Kent Sumner, Memorial Union
Rick DeBellis, Student Orientation and Retention Programs
Kris Winter, Student Orientation and Retention Programs
Lee Ann Baker, University Honors College
Kerry Kincannon, University Exploratory Studies Program
Anne-Marie Deitering, OSU Library

APPENDIX B

Timeline and Process of Survey Selection, Development, and Production

Purpose: The CIRP Replacement Survey Task Group was charged with creating an instrument that would replace the CIRP Freshmen survey for the summer of 2007. The intention of this new survey was to better understand various dimensions of the incoming cohort of new students (i.e. values, behaviors, attitudes, experiences, knowledge, skills, and abilities) in an effort to improve service delivery that would lead to increased academic success.

Process:

Timeline	Activity
September 2006	<p><u>Invitations:</u> Various groups within the OSU community were invited to participate in the development of the survey. Specifically, the units were invited to sponsor questions that addressed the survey purpose and target audience. These groups included, but are not limited to:</p> <ul style="list-style-type: none"> • Departments within the Division of Student Affairs • Library • Academic Success Center • College Head Advisors • Academic Affairs units • Athletics
October 2006	<p>Question Development – Context and Selection: Desired to develop questions based on:</p> <ol style="list-style-type: none"> 1. Research-based Framework <ol style="list-style-type: none"> a) Tinto Articles b) Other 2. Learning Outcomes-based Framework <ol style="list-style-type: none"> a) Student Affairs Learning Goals b) Academic Head Advisors Learning Outcomes 3. Emerging Themes Framework <ol style="list-style-type: none"> a) What are we hearing and/or seeing from students that appear to be new and different from the past cohorts? <p><u>Research-based Framework</u> Explored latest research from Tinto, Moore & Jensen, Gifford, Briceno-Perriott, and Mianzo, House, and DeBerard, Spielmans, and Julka) on retention and academic success factors</p> <p><u>Student Affairs Learning Goals:</u> The Student Affairs Assessment Committee developed six (6) learning goals for the students engaging the division. These included:</p> <ul style="list-style-type: none"> • Effective communication • Healthy Living • Active Citizenship and Responsibility • Interpersonal and Intrapersonal Competence • Critical Thinking and analytical skills • Attitude of Inquiry <p>The group agreed that the questions of the new instrument should begin to measure student learning in these areas.</p> <p><u>Potential Emerging Norms</u></p>

	<p>There were several areas that appeared to be emerging aspects of new students in 2006 (i.e. use of online community sites, online gaming, use of other technology and impact on relationships). As these may impact how students engage their communities and learn, the group agreed that we should develop questions that could begin to measure these trends.</p> <p>Once questions were developed, we conducted a thematic analysis to identify the various themes we are trying to address. This was instructive in determining if we had enough of certain questions or too many of others.</p> <p>Finally we narrowed the questions development and evaluation by identifying prioritized elements including:</p> <ol style="list-style-type: none"> 1. Identifying who the students are (i.e. demographics and background) 2. Identifying risk factors for academic and/or retention struggles (i.e. adjustment difficulties, commitments, finances, fit, involvement, learning etc.) 3. Better understanding the students pathways and goals for attending college in general and OSU specifically (i.e. Why are students in college?, Why OSU?, How long do they intend to stay?, What are their academic-related goals?, etc.) <p><u>Existing Instruments – Evaluation and Selection</u></p> <p>There were many existing instruments that informed the question development process. Individuals were asked to evaluate these instruments and recommend questions for inclusion in the replacement survey. Some of these instruments include, but are not limited to:</p> <ul style="list-style-type: none"> • The CIRP Freshmen Survey • The National Survey of Student Engagement (NSSE) • The EBI Resident Survey • The ACHA National College Health Assessment • CSEQ and CSXQ • ACT Entering Student Survey • ACT Student Needs Survey
December 2006 – February 2007	<p><u>Instrument Development:</u></p> <ul style="list-style-type: none"> • Decided that a combination of the ACT Entering Student and ACT Student Needs Surveys would best meet our needs. • Solicited and gained approval from ACT use adapted question for our own survey. • Combined surveys and solicited feedback from various units including the Academic Advisors Council to narrow, consolidate, and update the questions. • Finalized survey instrument
March 2007	<p>Solicited costs for production, scanning, and analysis of surveys from Apperson, OSU Milne Computing, and OSU Survey Research Center respectively.</p>
April 2007	<p><u>Piloting:</u></p> <p>We piloted the survey to students in an effort to understand if</p>

	<p>instructions and questions are clear, how long the respondents take to fill out the survey, whether the questions provide the types and quality of responses desired.</p> <p><u>IRB:</u> Applied for and received IRB approval START student staff completed Human Participants Education Training</p>
June 2007	<p><u>Instrument Administration</u></p> <ul style="list-style-type: none"> • UHDS staff coordinated survey and cover letter collation. • SOAR staff administered the survey to new students • Created code book for use in programming scanner and SAS output.
Summer 2007	Administered survey to new students during summer START sessions
September 2006-December 2007	<p><u>Survey Scanning</u></p> <ul style="list-style-type: none"> • Sent completed surveys to OSU Milne Computing Center for scanning • Had several problems with physical forms including lack of perforation and lack of reference numbers for scanner • Worked with OSU Printing and Mailing to address issues and demand a refund from Apperson. • Some surveys were unscannable by machine and had to be hand-entered.
January 2008	<ul style="list-style-type: none"> • Survey scanning completed by OSU Milne Computing Center • Files sent to OSU Survey Research Center for basic statistical analysis
February, 2008	<ul style="list-style-type: none"> • Preliminary data forwarded to Rebecca Sanderson, Director, Student Affairs Research and Evaluation for reporting.
March/April, 2008	<ul style="list-style-type: none"> • Report released to University community