

Oregon State University

Cooperative Institutional Research Program

2011 Freshman Survey Results

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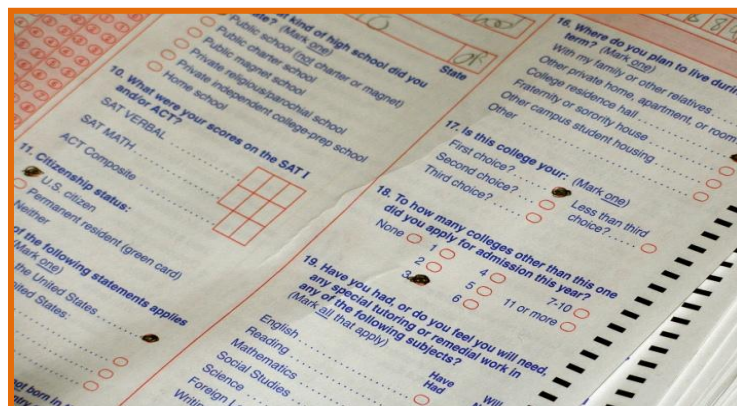


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**Oregon State University
2011 CIRP Freshman Survey Results**

**Executive Summary
February 2012**

Presented by
Rebecca A. Sanderson, PhD

The Cooperative Institutional Research Program's Freshman Survey (CIRP) was last administered in 2006. The current administration followed essentially the same protocol as previous administrations. This project was undertaken in order to:

- Increase institutional knowledge about the students entering OSU for the first time;
- Foster awareness and promote conversations about OSU's entering first year students;
- Inform the institution about changes in, and needs of, OSU's entering first year students; and,
- Assess change in first year students following new classes of students over time.

The CIRP has been administered by the Higher Education Research Institute (HERI) since 1966 and is the longest standing research of this nature in the United States. This year, 267,984 first year students were surveyed at 396 participating institutions nationwide.

The survey was a paper-pencil instrument and was administered during the annual START events during June, July, and August. Only first year students 17 years or older were asked to complete the survey. Data was provided to HERI from the scoring agency with summary data and the raw data being forwarded to OSU. Only responses from first time, first year, full time students were used in any of the analyses. For a full explanation of the key findings, please consult the complete report.

The response rate for OSU was 93% or 2806 out of a sample of 3009 entering OSU students.

Key Findings

While many comparisons between OSU first time full time first year students were made within the full report, there were only three items where the level of mean differences between OSU and comparators was significant and the effect sizes were modest. In all other areas where means were significantly different, the effect sizes were minimal, suggesting low practical significance.

The three response areas that were significantly different and that had medium levels of practical significance between OSU and all public university comparators were:

What was the importance of each reason in your decision-making to come to OSU?

1. "Rankings in national magazines" as a reason to come to OSU. OSU students' mean was significantly lower ($p < .001$) on this item than were all public university comparators. The effect size was $-.53$ suggesting that there may be a modest amount of practical significance on this item. Further the college reputation construct was of significantly less important to OSU students than to either comparator.

2. "The college's graduates gain admission to top graduate/professional schools." The OSU mean was significantly lower ($p < .001$) than all public university comparators with an effect size that was $-.47$ suggesting a modest level of practical significance.
3. "This college's graduates get good jobs." OSU's mean was significantly lower ($p < .001$) than all public university comparators with an effect size of $-.43$.

Each of these items, though significantly different from all public university comparators also had a medium effect size. This suggested that there might be some practical difference as well in how each group viewed the importance of these items in their decision-making.

Of the other items on the survey that were significantly different between OSU and comparators, the effect sizes suggested no real practical difference. Thus it is likely that entering OSU students were overall very similar to other entering students at public universities and at medium-selective universities in how they responded to the CIRP Freshman Survey questions.

Additional Highlights

Demographic Information

- 97.5% of first year students were between 18-20 years old, white/Caucasian (82.8%), native English speakers (94.4%), who graduated from high school in 2011 (98.2%)
- 68.7% attended a mostly or all white high school
- 76.7% lived in a mostly white or all white neighborhood

Admission-Related Information

- Only 23.5% of OSU incoming students had taken courses for credit at OSU while 13.9% had taken courses at another higher education institution.
- As students reported in previous years, the most frequently reported reasons to attend college were: (has remained consistent over the last 10 years)
 - To learn more about things that interest me (85.8%)
 - To be able to get a better job. (83.4%).
 - To be able to make more money (67.3%).
 - To get training for a specific career (77.1%)
- The five most cited factors in a student's decision to attend OSU included: (this too has remained consistent over the last 10 years)
 - This college has a very good academic reputation.
 - This college's graduates get good jobs.
 - The cost of attending this college.
 - This college has a good reputation for its social activities.
 - A visit to campus.
- About 72% of students reported that OSU had been their first choice school. Another 20.7% reported that OSU was their second choice school.
- 27.4% reported that they had applied only to OSU.

Financing College

- The percentage of students reporting major concern about financing college has steadily decreased since 2001. This year only 12.3% reported a major concern while in 2001, 18.4% had major concern.
- About 75% of students expected to receive some sort of financial help from parents, though the level of that help varied widely.

High School Activities

- 51.7% of students reported a high school grade point average (GPA) of A+, A, or A- and another 47.8% reported a high school GPA of B+, B, B-. Only 0.9% of students reported a C+ or below high school GPA.
- Of those students with an “A” average 49% of them reported studying 5 hours or less per week. Of those with a “B” average 67% reported studying 5 hours or less per week.
- The four activities students reported spending the most time doing their last year of high school included: socializing with friends, exercising and sports, working for pay, studying or homework. This has been consistent over the last 10 years.
- 71.1% of entering students reported that they had frequently socialized with someone from a different ethnic group during their last year of high school.
- Men reported drinking beer more frequently than did women; however men and women reported nearly the same level of drinking alcohol or wine.

Academic and Career Plans and Expectations

- 80.2% of first year, first time, full time students expected to live in a college residence hall in the fall term.
- About 67.6% of students expected to get a bachelor’s degree from OSU. Another 22.8% expected to attain a master’s degree from OSU. About 30% expected to get a Bachelor’s degree while another 36% of entering students expected to get a master’s degree but not necessarily from OSU.
- Engineering was the college most selected as the primary college.
- About 22% of entering students reported that engineering was their probable career choice. Health professions were the second-most selected career choice with 13.7% of students selecting that.
- 62.2% reported that they had a very good chance of making at least a “B” average in college; 53.7% expected to get a job to help pay for college expenses; and, nearly 63.1% expected to socialize with someone of another racial/ethnic group.
- Nearly 26% expect that they will participate in a study abroad program while at OSU.
- The three most selected expectations for their future have remained constant over that last 10 years and include: raise a family, be very well off financially, and help others in difficulty.

Student Opinions, Values, and Behaviors

- The three areas most selected by incoming students in terms of their skills and abilities included: cooperativeness (70.7%), drive to achieve (74.6%), and academic ability (71.1%).
- Only 33.4% of students rated their public speaking ability in the highest 10% or above average when compared to their peers.
- About 44% of students reported that they were politically middle-of-the-road. Another 24.2% reported that they were conservative or far right with another 31.7% reporting that they were liberal or far left in political orientation.
- More women reported being liberal than did men.
- In terms of social and political beliefs, the following are the issues that students agreed with most.
 - The chief benefit of a college education is increase in one’s earning power (67.4%),
 - A national health care plan is needed to cover everybody’s medical cost (57.1%),
 - Same sex couples should have the right to legal marital status (72.3%),
 - Abortion should be legal (65.9%),
 - Undocumented immigrants should be denied access to public education (42.1%),
 - Marijuana should be legalized (49.9%),

- Students from disadvantaged backgrounds should be given preferential treatment in college admissions (41.9%),
- Addressing global warming should be a federal priority. (58.8%)

The intention of this report was to provide information to the OSU community about our incoming first year students. As the membership of the university community considers this information, it will aid in understanding, discussing, and implementing programs, and other strategies both within the classroom and throughout support services that positively impact these students.

Several questions were raised by this project. These include:

1. What challenges to OSU's diversity initiatives are posed by the predominance of students who have attended high school and lived in neighborhoods that are predominately white? And how can OSU address these challenges?
2. With the decline of students reporting major concern about funding their college education, does this mean that fewer low-income students are even able to consider coming to OSU? How does this impact OSU diversity initiatives?
3. What impact do the few hours of studying per week in high school have on the study skills needed for success in college? Or, does it impact college academic success?
4. Students do not rate their skills and abilities in public speaking very high when compared to other skills that they possess. Other survey data suggested that OSU senior students do not believe that their OSU education did very much to improve their public speaking abilities. Will OSU's changes in the Bacc Core impact future scores in this area?
5. Is the information obtained by this survey of value to OSU in planning, understanding incoming students? Or, is there another survey that might provide different information that is also needed?

Oregon State University 2011 CIRP Freshman Survey Results

INTRODUCTION

The CIRP Freshman Survey has been administered at colleges and universities across the country since the mid-1960's. It is one of the most well-known and widely used surveys of the experiences, expectations, and beliefs of entering college students. Further, the CIRP database which contains over 40 years' worth of information from entering college students has been used by researchers world-wide to examine trends in beliefs, experiences, and expectations of the college-going first time, full-time, first year students.

With over 40 years of research, the CIRP organization has compiled national trends and has provided individual campuses with results compared to students in general as well as to students at like institutions. While some comparison might be useful, the data are primarily meant to be descriptive of OSU's entering class of full-time, first-time, first year students.

The Cooperative Institutional Research Program's Freshman Survey (CIRP) project was undertaken at OSU in order to:

- Increase institutional knowledge about the students entering OSU for the first time;
- Foster awareness and promote conversations about OSU's entering first year students;
- Inform the institution about changes in, and needs of, OSU's entering first year students; and,
- Assess change in first year entering students by examining trends over time.

METHODOLOGY

The CIRP Freshman Survey was administered to entering first year students who were 17 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, 2011. 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 Higher Education Research Institute at UCLA (HERI) for processing. Data files, frequency distributions, theme and construct analyses, and the data dictionary were provided to OSU along with summary data from all participating public universities as well as medium selective public universities.

COMPARATOR INSTITUTIONS/CATEGORIES

OSU's comparators on this instrument were "public universities—medium selectivity" (Med-Sel-Uni). In the context of this report, medium selectivity was defined as the average composite SAT score for the entering class of students. For the 2011 CIRP testing, universities with medium selectivity had an average SAT score of 1080-1189 (or the converted SAT math and verbal equivalents from the American College Test composite score).

The second comparator group was all public universities (Pub-Uni) without regard to selectivity. Neither of these comparator groups accounts for Carnegie classifications, size of university, or

other factors which might more closely align universities for comparison purposes. Appendix A contains a list of comparators in each category.

DATA ANALYSIS

In addition to the complete data set, HERI provided OSU with several data reports. These included:

- Frequency distributions by percent for each response to each item on the survey;
- Theme report (Combination of relevant items into theme areas for ease of access); and
- Construct report (Constructs were developed using Item Response Theory to combine individual survey items into global measures. For more information about Item Response Theory and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu.)

In the Theme report, CIRP provided analysis on each item in the theme with a summarized frequency, mean, standard deviation, level of significance and effect size. The t-test was used to examine the difference between the mean score for OSU and the comparison groups. In order to provide further context to statistical significance, effect sizes were provided. The effect size was calculated by dividing the mean difference by the standard deviation of the comparison group. Typically an effect size of 0.2 is considered small, 0.5 medium, and 0.8 large.

The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

The survey items used in the creation of the CIRP construct are presented in the order in which they contribute to the construct along with the estimation weights. Items that tap into a trait more effectively are given greater weight in the estimation process. As with the Theme report, the t-test was used to examine the difference between the mean construct score for OSU and the comparison group. Effect sizes were also calculated.

RESULTS

During the Summer START sessions, 3,009 entering first year students who were 17 years old or older were asked to complete the CIRP Freshman Survey. From that group 2,806 returned the survey for a return rate of 93%.

The results section of this report was organized according to the themes generated by the CIRP organization and reported to OSU. Further, when a particular Construct underlying a theme is reported, these will be included in that theme section. For the purposes of this report, comparison groups were identified as: Med-Sel = Medium Selective Public Universities; Pub-Uni = All public universities. Further, unless specified, all results that are reported are for first time full time first year students (ft-ft-fy).

DEMOGRAPHIC INFORMATION

Demographic information about OSU first time full time first student respondents (ft-ft-fy) is contained in Table 1 below along with respondents from OSU comparator groups. Unlike comparators OSU had more male respondents than female respondents which is somewhat

unusual since generally females tend to respond to surveys more frequently than do males. This response pattern at OSU may be related to male/female ratio at OSU which could influence response rates by sex since more men attend OSU than women.

As expected most entering ft-ft-fy students are between the ages of 18-20, graduated from high school in 2011, and identify as white/Caucasian. Overall the vast majority are U.S. citizens and speak English as their native language. Only 1.4% indicated that English was not their native language.

OSU's focus on recruiting high achieving students and more out-of-state students appeared to be reflected in the average high school grades reported by OSU respondents with over 98% reporting better than a C+ average in high school. Well over half reported a high school grade point average of A- or better. Compared to 2006 results, the percentage of OSU students entering in 2011 with a C+ or lower high school grade point average declined by 1 percentage point in 5 years.

Approximately 15% of entering ft-ft-fy students reported that their home was at least 500 miles away from Corvallis. Compared to the 2006 CIRP results, this is over a 10% increase in students who reported living more than 500 miles from Corvallis.

Additionally, the racial diversity of the entering class of ft-ft-fy students increased since 2006 with increases shown in American Indian/Alaskan Native, Asian American/Asian, Native Hawaiian/Pacific Islander, Mexican American/Chicano, and Other Latino. White/Caucasian identified students declined 6 percentage points in 5 years.

Table 1

Respondent Characteristics

Characteristic	Response Options	OSU %	Med-Sel Uni %	Pub Uni%
Sex	Male	52	49	48
	Female	48	51	52
Age	≤ 17	2.3	1.5	1.7
	18-20	97.5	98.3	98.0
	21 or older	0.2	0.1	0.2
Race/Ethnicity* *(Percentages will add to more than 100% if any student marked more than one category)	American Indian/Alaska Native	4.1	2.1	2.1
	Asian American/Asian	12.8	6.9	11.3
	Native Hawaiian/Pacific Islander	2.6	0.9	1.0
	African American/Black	1.7	3.6	9.2
	Mexican American/Chicano	6.4	2.2	5.9
	Puerto Rican	0.7	1.0	1.2
	Other Latino	2.4	2.4	5.8
	White/Caucasian	82.8	88.3	72.5
Other	2.7	2.1	3.2	
Average High School Grades	A+, A, A-	51.7	49.2	59.7
	B+, B, B-	47.4	49.6	38.0
	C+ and below	0.9	1.3	2.3
English Native Language	Yes	98.6	95.3	89.5

Table 1 (continued)

Characteristic	Response Options	OSU %	Med-Sel Uni %	Pub Uni%
Year Graduated from H.S.	2011	98.6	99.1	98.8
	2010	1.0	0.7	0.8
	2009	0.1	0.1	0.1
	2008 or earlier	0.2	0.1	0.2
	Did not graduate passed GED	0.0	0.0	0.1
	Never completed HS	0.0	0.0	0.0
Miles University is from home	≤ 10	5.5	5.3	8.1
	11-50	18.0	19.2	23.4
	51-100	33.4	26.4	18.6
	101-500	28.0	40.1	38.2
	> 500	15.1	9.0	11.8
Citizenship Status	US Citizen	97.9	98.2	96.0
	Permanent resident (green card)	1.6	1.4	2.3
	Neither	0.5	0.4	1.6
Military Status	None	97.9	98.6	98.6
	ROTC, cadet, or midshipman at a service academy	2.0	1.2	1.2
	In active duty, Reserves, or National guard	0.1	0.1	0.1
	A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.0	0.1	0.1

THEMES

Theme areas were developed to aid in categorizing the survey questions/responses for ease of reporting items that seemed to align closely. The remainder of the report is organized by these various theme areas.

COLLEGE CHOICE THEME

The College Choice theme contains those items that students may have considered in choosing to attend college in general as well as OSU in particular. Table 2 below contains information about the number of colleges students applied to other than OSU along with comparisons to Medium Selective Universities and All Public Universities. Overall, about 72% of the students who responded to this survey indicated that OSU was their first choice school. Slightly more OSU men than women reported that OSU was their first choice school.

Table 2

College Applications and Acceptance

Question	Response Options	OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Number of colleges applied to other than OSU	None	27.4%	17.5%	13.1%	29.2%	25.4%
	1	17.4%	10.3%	9.4%	17.3%	17.6%
	2	16.0%	11.1%	11.9%	16.1%	15.9%
	3	14.5%	13.0%	13.9%	14.6%	14.4%
	>4	24.8%	22.9%	51.6%	49.9%	26.9%
Accepted by first choice?	YES	88.8%	79.7%	75.4%	87.5%	90.3%
OSU your first choice?	YES	72.3%	60.1%	59.1%	73.2%	71.4%

In terms of those reasons that OSU entering ft-ft-fy students reported were very important in their decision-making about attending college in general, Table 3 contains the reason, percent responding very important, comparisons to Med-Sel-Uni and Pub-Univ. While some of the differences in means between OSU students and those in the two comparator groups were significant, the effect sizes were minimal. This suggested that the practical significance of the difference was minimal as well.

Table 3

Reasons for Going to College

In deciding to go to college, how important to you was each of the following reasons?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
To be able to get a better job	Very Important	83.4%	84.7%	85.8%	84.9%	81.8%
	Mean	2.82	2.83	2.84	2.83	2.80
	Significance	-		*	-	-
	Effect Size	-	-0.02	-0.05	-	-
To gain general education and appreciation of ideas	Very Important	67.9%	68.1%	71.6%	63.9%	72.1%
	Mean	2.66	2.66	2.70	2.61	2.70
	Significance	-		***	-	-
	Effect Size	-	0.00	-0.08	-	-
To make me a more cultured person	Very Important	45.1%	45.3%	49.2%	35.6%	54.9%
	Mean	2.33	2.34	2.39	2.19	2.47
	Significance	-		***	-	-
	Effect Size	-	-0.01	-0.09	-	-
To be able to make more money	Very Important	67.3%	71.0%	70.7%	71.0%	63.4%
	Mean	2.63	2.68	2.67	2.68	2.59
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.07	-	-

Table 3 (Continued)

In deciding to go to college, how important to you was each of the following reasons?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
To learn more about things that interest me	Very Important	85.8%	83.0%	83.3%	83.2%	88.5%
	Mean	2.85	2.82	2.82	2.82	2.88
	Significance	-	***	***	-	-
	Effect Size	-	0.08	0.08	-	-
To get training for a specific career	Very Important	77.1%	76.2%	76.1%	75.8%	78.4%
	Mean	2.75	2.73	2.73	2.74	2.76
	Significance	-			-	-
	Effect Size	-	0.04	0.04	-	-
To prepare myself for graduate or professional school	Very Important	52.7%	53.1%	61.6%	44.3%	61.4%
	Mean	2.38	2.39	2.52	2.26	2.49
	Significance	-		***	-	-
	Effect Size	-	-0.01	-0.21	-	-

Scale: 3=very important, 2=somewhat important, 1=not important
 Note: Significance * p<.05, ** p<.01, *** p<.001

As in previous years the most frequently reported reasons for a student’s decision to attend college remained consistent for OSU first year students overall.

1. To learn more about things that interest me. (85.8%)
2. To be able to get a better job. (83.4%)
3. To get training for a specific career.(77.1%)
4. To be able to make more money. (67.9%)

Table 4 below contains the percentage comparisons for these items from the 2001 to 2011CIRP administrations.

Table 4

Factors Reported as “Very Important” in Students’ Decision to Go to College

Reasons for Going To College	2011	2006	2005	2004	2003	2002	2001
	%	%	%	%	%	%	%
To learn more about things that interest me	85.8	78.4	80.3	82.8	78.1	80.4	77.5
To get training for a specific career	77.1	70.7	71.9	78.1	71.6	72.4	74.6
To be able to get a better job	83.4	75.3	75.1	75.9	72.3	72.4	75.4
To be able to make more money	67.9	71.2	72.4	72.5	71.6	71.0	70.5
To gain a general education and appreciation of ideas	67.3	59.5	59.8	62.2	60.3	63.3	59.3
To prepare myself for graduate or professional school	52.7	50.2	52.8	52.6	51.6	51.0	54.5
To find my purpose in life	--	--	44.9	47.3	--	--	--
To make me a more cultured person	45.1	33.3	35.3	34.5	39.0	34.1	35.8

When students were asked about the influence of specific people or groups of people in terms of the influence these people had in the students' decision to come to OSU, generally students did not rate this influence as "very important" in their decision-making.

In Table 5 below, parental influence was selected most often as very important among the choices however, only 8.2% of incoming students reported that this was "very important." The differences in means between OSU and the comparators were significantly less than either comparator but the effect sizes were minimal.

Table 5

Influence of Significant People in Reason for Choosing to Come to OSU

How important was each reason in your decision to come to OSU?		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
My parents wanted me to come here	Very Important	8.2%	10.3%	12.6%	7.3%	9.1%
	Mean	1.50	1.59	1.65	1.47	1.52
	Significance	-	***	***	-	-
	Effect Size	-	-0.13	-0.22	-	-
My relatives wanted me to come here	Very Important	4.1%	3.6%	5.0%	3.9%	4.3%
	Mean	1.27	1.28	1.32	1.27	1.27
	Significance	-		***	-	-
	Effect Size	-	-0.02	-0.09	-	-
My teacher advised me	Very Important	3.7%	3.7%	4.8%	4.0%	3.5%
	Mean	1.30	1.32	1.36	1.30	1.29
	Significance	-		***	-	-
	Effect Size	-	-0.04	-0.11	-	-
Private college counselor advised me	Very Important	1.3%	1.7%	2.2%	1.1%	1.6%
	Mean	1.12	1.13	1.15	1.11	1.12
	Significance	-		***	-	-
	Effect Size	-	-0.03	-0.07	-	-
High school counselor advised me	Very Important	5.9%	6.9%	7.6%	5.9%	5.8%
	Mean	1.36	1.43	1.43	1.36	1.35
	Significance	-	***	***	-	-
	Effect Size	-	-0.11	-0.11	-	-
Scale: 3=very important, 2=somewhat important, 1=not important		Note: Significance * p<.05, ** p<.01, *** p<.001				

OSU has worked over several years to increase the visibility and reputation of the institution to people in the state of Oregon as well as nationally and internationally. While there are many reasons for this effort, attracting the best and brightest students from Oregon and beyond is a priority.

Three reputational factors were reported most frequently as very important in students' decision-making to attend OSU. These included:

1. This college has a very good academic reputation (50.5%).
2. This college's graduates get good jobs (36.4%).
3. This college has a good reputation for its social activities (36.3%).

Rankings in national magazines were rated very important by only 6.8% of OSU students. Nevertheless, the mean for this item was significantly less than the mean for either comparator. The effect size for the OSU comparison with all Pub-Uni was medium suggesting there may be a modest level of practical difference as well.

Table 6

Reputational Reasons for Choosing to Come to OSU

How important was each reason in your decision to come to OSU?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
This college has a very good academic reputation	Very Important	50.5%	59.9%	66.4%	49.3%	51.6%
	Mean	2.44	2.56	2.62	2.43	2.45
	Significance	-	***	***	-	-
	Effect Size	-	-0.21	-0.32	-	-
This college has a good reputation for its social activities	Very Important	36.3%	45.5%	41.4%	33.9%	38.9%
	Mean	2.18	2.33	2.26	2.14	2.22
	Significance	-	***	***	-	-
	Effect Size	-	-0.22	-0.11	-	-
Rankings in national magazines	Very Important	6.8%	12.%	22.2%	6.5%	7.1%
	Mean	1.41	1.62	1.82	1.42	1.41
	Significance	-	***	***	-	-
	Effect Size	-	-0.30	-0.53	-	-
This college's graduates gain admission to top graduate/professional schools	Very Important	16.9%	24.%	35.0%	14.2%	19.6%
	Mean	1.74	1.93	2.10	1.67	1.81
	Significance	-	***	***	-	-
	Effect Size	-	-0.25	-0.47	-	-
This college's graduates get good jobs	Very Important	36.4%	49.%	55.3%	37.6%	35.2%
	Mean	2.16	2.37	2.45	2.17	2.15
	Significance	-	***	***	-	-
	Effect Size	-	-0.30	-0.43	-	-
Information from a website	Very Important	11.7%	14.%	17.9%	8.6%	15.0%
	Mean	1.61	1.72	1.78	1.51	1.71
	Significance	-	***	***	-	-
	Effect Size	-	-0.16	-0.23	-	-

Scale: 3=very important, 2=somewhat important, 1=not important Note: Significance * p<.05, ** p<.01, *** p<.001

When compared to previous administrations of the CIRP, the three items referenced above have consistently been the top three reputational reasons students chose to attend OSU. Table 7 below contains the percentage of students by year who reported that the reasons were "very important" in their decision to come to OSU.

Table 7

Reputational Reasons for Choosing To Attend OSU by Year

Reputational Reasons	2011%	2006 %	2005%	2004%	2003%	2002 %
This college has a very good academic reputation	50.5	41.5	44.3	43.9	41.1	37.9
This college has a good reputation for its social activities	36.3	25.9	29.3	28.3	24.8	20.8
Rankings in national magazines	6.8	6.7	6.3	4.2	5.9	3.1
This college's graduates gain admission to top graduate/professional schools	16.9	17.4	16.0	15.7	--	--
This college's graduates get good jobs	36.4	35.7	35.1	34.4	--	--
Information from a website	11.7	8.8	8.5	7.0	8.8	5.4

Finances often dictate or at least play a significant role in decision-making about college attendance and specifically which college or colleges are even viable options. From the list of financial reasons contained in Table 8 below, incoming OSU students rated the degree of importance each had in their decision-making about whether or not to come to OSU.

Both the cost of attending OSU as well as the offer of financial assistance was very important in decision-making for roughly 30% of incoming students. See Table 8 below. While the differences in means were significant between OSU and comparators on items, the effect sizes were negligible suggesting that there was little practical difference.

Table 8

Financial Reasons for Choosing to Come to OSU

How important was each reason in your decision to come to OSU?		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
I was offered financial assistance	Very Important	29.3%	36.8%	36.8%	25.3%	33.4%
	Mean	1.93	2.05	2.00	1.84	2.02
	Significance	-	***	***	-	-
	Effect Size	-	-0.15	-0.08	-	-
The cost of attending this college	Very Important	33.4%	44.0%	40.9%	31.9%	35.0%
	Mean	2.08	2.23	2.18	2.04	2.12
	Significance	-	***	***	-	-
	Effect Size	-	-0.19	-0.13	-	-
Not offered aid by first choice	Very Important	7.8%	11.0%	9.3%	6.9%	8.7%
	Mean	1.27	1.36	1.32	1.25	1.29
	Significance	-	***	***	-	-
	Effect Size	-	-0.13	-0.08	-	-
Could not afford first choice	Very Important	11.9%	16.2%	13.2%	9.9%	14.0%
	Mean	1.33	1.44	1.38	1.29	1.38
	Significance	-	***	***	-	-
	Effect Size	-	-0.15	-0.07	-	-

Scale: 3=very important, 2=somewhat important, 1=not important Note: Significance * p<.05, ** p<.01, *** p<.001

Table 9 below contains the percent of students who rated each financial reason as “very important” in their decision-making by year of CIRP administered.

Table 9

Percent Rated “Very Important by Year

Financial Reasons	2011%	2006 %	2005%	2004%	2003%	2002 %
I was offered financial assistance	29.3	22.0	24.1	20.9	24.9	22.7
The cost of attending this college	33.4	26.0	28.0	26.7	--	--
Not offered aid by first choice	7.8	4.6	5.0	4.3	5.9	5.6
Could not afford first choice	11.9	9.7	--	--	--	--

Other reasons for choosing to come to OSU are contained in Table 10 below. As in past years, a visit to campus was rated by almost a third of entering students as very important in their decision to attend OSU. The second-most reason rated “very important” from the list below was “wanting to live near home.” Again, while some means in Table 10 were significantly different from comparators, the effect sizes were very small.

Table 10

Other Reasons for Choosing to Come to OSU

How important was each reason in your decision to come to OSU?		OSU FY-FY-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
I was admitted through an Early Action or Early Decision	Very Important	9.5%	14.5%	14.9%	6.9%	12.2%
	Mean	1.33	1.45	1.45	1.28	1.38
	Significance	-	***	***	-	-
	Effect Size	-	-0.16	-0.16	-	-
The athletic department recruited me	Very Important	3.7%	3.8%	3.7%	4.1%	3.3%
	Mean	1.12	1.12	1.13	1.14	1.11
	Significance	-			-	-
	Effect Size	-	0.00	-0.02	-	-
A visit to campus	Very Important	32.2%	39.6%	38.4%	24.4 %	40.0%
	Mean	2.04	2.19	2.15	1.90	2.17
	Significance	-	***	***	-	-
	Effect Size	-	-0.20	-0.14	-	-
Ability to take online courses	Very Important	1.2%	1.7%	2.2%	0.7%	1.8%
	Mean	1.13	1.15	1.16	1.11	1.15
	Significance	-	*	***	-	-
	Effect Size	-	-0.05	-0.07	-	-
I wanted to live near home	Very Important	14.9%	13.3%	15.7%	11.3 %	18.6%
	Mean	1.65	1.59	1.61	1.57	1.72
	Significance	-	***	**	-	-
	Effect Size	-	0.08	0.05	-	-
I was attracted by the religious affiliation/orientation of the college	Very Important	1.7%	1.8%	2.5%	0.9%	2.6%
	Mean	1.13	1.14	1.17	1.11	1.17
	Significance	-		***	-	-
	Effect Size	-	-0.03	-0.09	-	-

Scale: 3=very important, 2=somewhat important, 1=not important

Note: Significance * p<.05, ** p<.01, *** p<.001

Construct-College Reputation

Constructs were developed by the Higher Education Research Institute to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

The construct, College Reputation, measures the degree to which students' value academic reputation and future career potential as a reason for choosing OSU. Items and estimation "weights" for these include:

Survey items and estimation 'weights'

How important was each reason in your decision to come here?

- * This college's graduates get good jobs (6.11)
- * This college's graduates gain admission to top graduate/ professional schools (2.50)
- * This college has a very good academic reputation (1.54)

Table 11 contains the means report for the College Reputation Construct. The OSU mean is significantly lower than either of the two comparator groups. The effect sizes are relatively small for the Med Sel-Uni and increase somewhat for the Pub-Uni comparators. An effect size of approximately .50 is considered medium. In this case effect size of -.48 suggests that there may be some moderate level of practical significance between OSU students attendance to reputational factors than those in the all Pub-Uni comparator group. This also holds true for break out groups according to sex. Both OSU men and OSU women have significantly lower means than either comparator group but only the comparison with Pub-Uni suggests a modest practical significance.

Table 11

College Reputation Construct Descriptive Information

College Reputation Construct	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,407	14,338	59,643	1,215	6,964	28,330	1,192	7,374	31,313
Mean	45.3	47.4	48.8	45.0	47.0	48.3	45.5	47.8	49.2
Standard Deviation	7.04	7.05	7.30	6.95	6.94	7.26	7.13	7.13	7.32
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.30	-0.48	-	-0.28	-0.45	-	-0.32	-0.50
25th percentile	40.5	42.8	43.9	40.5	42.7	43.9	40.5	43.9	43.9
75th percentile	51.4	51.4	57.6	49.6	51.4	57.6	51.4	52.9	57.6

Note: Significance * p<.05, ** p<.01, *** p<.001

As Table 12 and Figure 1 demonstrate, OSU entering students reported a lower college reputation orientation than comparator groups. Approximately 50% of entering OSU students had a low college reputation orientation. Only 11% were placed in the high college reputation

orientation group. This was significantly different than comparators. Further when reputation orientation was calculated for men and women, they both showed significantly lower reputation orientation than comparators.

The Low, Average, and High construct score group percentages are reported in Table 12 below. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean.

Table 12

Percentage of Students with High, Average, and Low College Reputation Orientation

College Reputation Orientation	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,407	14,338	59,643	1,215	6,964	28,330	1,192	7,374	31,313
High College Reputation Orientation	11.1%	18.9%	28.5%	9.5%	15.9%	25.1%	12.7%	21.8%	31.5%
Average College Reputation Orientation	38.8%	43.1%	40.3%	38.8%	44.2%	41.5%	38.8%	42.1%	39.1%
Low College Reputation Orientation	50.1%	38.0%	31.3%	51.6%	40.0%	33.3%	48.6%	36.1%	29.4%
Significance (based on High score group)	-	**	***	-		***	-	**	***

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 1 below contains the graphic representation of the derived construct scores for College Reputation. This figure clearly illustrated that overall OSU students appeared to attend less to college reputation than their comparator peers.

FINANCING COLLEGE THEME

The questions in this theme pertained to the financial issues associated with attending college. While Table 13 is provided, it should be used with caution for determining actual sources of funds. Oftentimes, entering students report not knowing the source of all their funds and thus may over-estimate or under-estimate a particular source. Comparisons with actual financial aid resources likely would be a more accurate source of information for OSU students.

Figure 1

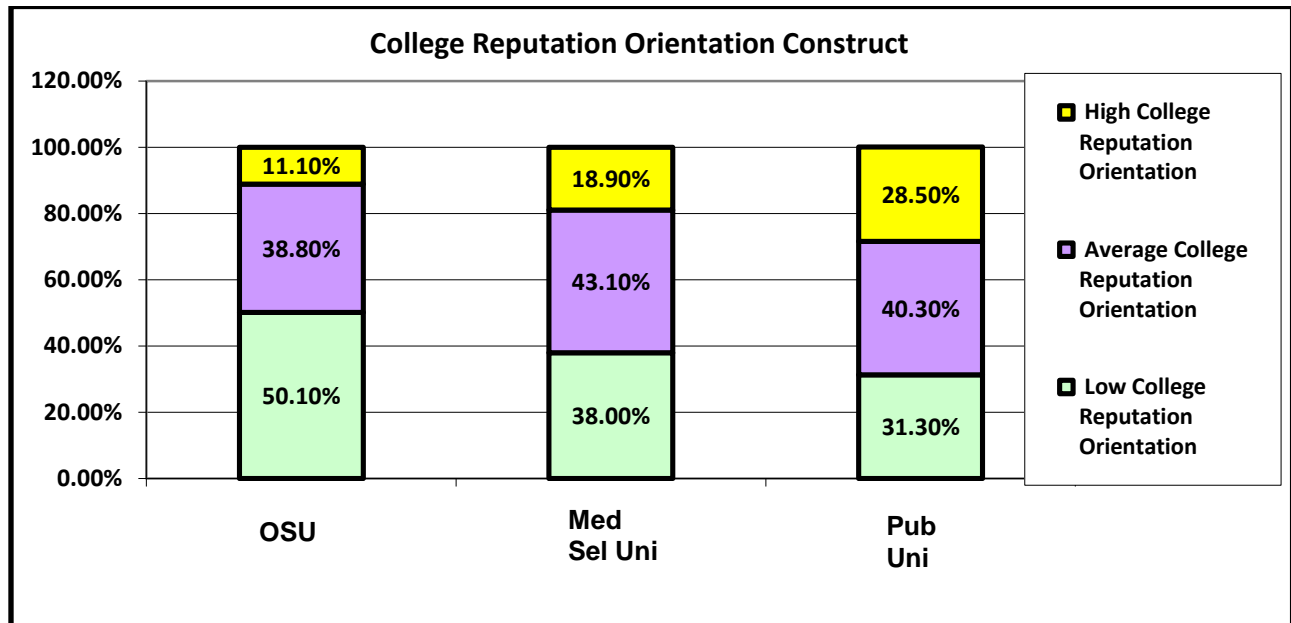


Table 13

Source of Funds

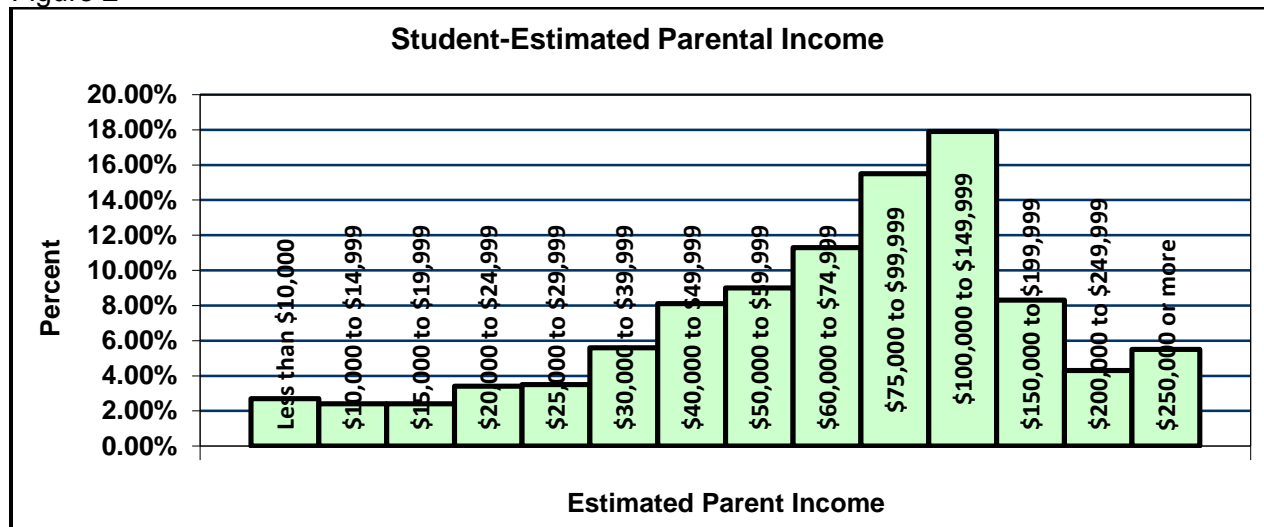
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?	OSU FT-FT-FY	Med-Sel Uni	Pub- Uni	OSU Men	OSU Women
Family resources (parents, relatives, spouse, etc.)					
None	24.5%	18.2%	19.3%	25.3%	23.7%
Less than \$1,000	8.4%	7.8%	9.7%	7.9%	8.9%
\$1,000 - \$2,999	12.0%	11.2%	11.1%	12.3%	11.7%
\$3,000 - \$5,999	10.7%	11.5%	10.8%	10.1%	11.3%
\$6,000 - \$9,999	12.1%	12.2%	10.4%	12.4%	11.7%
\$10,000 +	32.3%	39.0%	38.6%	32.0%	32.7%
My own resources (savings from work, work-study, other income)					
None	30.0%	29.3%	36.6%	31.6%	28.1%
Less than \$1,000	24.2%	23.6%	25.0%	22.6%	25.9%
\$1,000 - \$2,999	26.5%	27.4%	23.6%	26.3%	26.7%
\$3,000 - \$5,999	11.5%	11.9%	9.1%	11.3%	11.7%
\$6,000 - \$9,999	4.6%	4.2%	3.0%	4.6%	4.5%
\$10,000 +	3.3%	3.6%	2.7%	3.5%	3.1%

Table 13 (continued)

How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Aid which need not be repaid (grants, scholarships, military funding, etc.)					
None	31.0%	26.9%	31.1%	34.7%	26.9%
Less than \$1,000	6.4%	7.6%	6.7%	6.7%	6.0%
\$1,000 - \$2,999	17.5%	18.4%	14.7%	16.6%	18.6%
\$3,000 - \$5,999	16.5%	16.2%	14.8%	14.9%	18.3%
\$6,000 - \$9,999	15.5%	14.2%	12.1%	14.7%	16.3%
\$10,000 +	13.2%	16.7%	20.5%	12.4%	14.0%
Aid which must be repaid (loans, etc.)					
None	46.7%	41.4%	48.9%	48.4%	44.8%
Less than \$1,000	3.1%	3.2%	3.6%	3.1%	3.1%
\$1,000 - \$2,999	6.8%	8.1%	8.6%	6.8%	6.8%
\$3,000 - \$5,999	13.8%	17.3%	15.8%	12.6%	15.0%
\$6,000 - \$9,999	11.1%	12.1%	10.3%	11.5%	10.6%
\$10,000 +	18.5%	17.9%	12.8%	17.5%	19.7%
Other than above					
None	93.6%	93.6%	94.0%	94.7%	92.3%
Less than \$1,000	2.5%	2.4%	2.2%	1.9%	3.3%
\$1,000 - \$2,999	1.3%	1.3%	1.3%	1.4%	1.2%
\$3,000 - \$5,999	1.0%	1.0%	0.9%	0.8%	1.2%
\$6,000 - \$9,999	0.6%	0.6%	0.5%	0.4%	0.8%
\$10,000 +	1.1%	1.2%	1.0%	0.9%	1.2%

Figure 2 below contains the student's estimate of parental income. This estimate also can be over or under estimated and thus should be viewed with caution.

Figure 2



Most students report that they have at least some concern about how they will finance college. Only about 27% indicated that they had no concerns about how they would finance college. Thus, about 83% had at least some concern with 12.3% reporting major concerns about how they will finance their college education.

Table 14

Concern About Financing College

Do you have any concern about your ability to finance your college education?	OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
None (I am confident that I will have sufficient funds)	27.1%	31.8%	33.7%	30.4%	23.6%
Some (but I probably will have enough funds)	60.6%	59.0%	55.7%	59.4%	61.8%
Major (not sure I will have enough funds to complete college)	12.3%	9.3%	10.6%	10.2%	14.6%

Since OSU began administering the CIRP Freshman Survey in 2001, the percentage of ft-ft-fy students who expressed major concern about how they would finance their education declined from 18.4% in 2001 to 12.3% in 2011. Several questions arose when trying to understand this decline given the current economic situation. Was it that OSU provided alternate sources of funding which enabled students from lower income brackets to fund their education or was it that over the last 10 years fewer numbers of students from lower income brackets were choosing to attend OSU during their first year? Notice also that in 2001 50% reported that they had some concern about funding their education but by 2011 a little over 60% reported likewise.

Table 15

Concern About Financing College by Year

	2011 %	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %
None (I am confident that I will have sufficient funds)	27.1	34.5	32.8	32.2	33.9	29.4	31.6
Some (but I probably will have enough funds)	60.6	53.1	54.5	54.5	49.9	54.9	50.0
Major (not sure I will have enough funds to complete college)	12.3	11.5	12.4	13.4	16.2	15.7	18.4

ACADEMIC DISENGAGEMENT THEME

The items that made up the Academic Disengagement theme related to the extent to which students engaged in behaviors that were inconsistent with academic success. Table 16 contains the frequency, mean, significance level and effect size for items in this theme. For at least some students, these behaviors were likely to be repeated when they began college. This could be especially true for those students who engaged in these behaviors in high school and were still successful.

Over 60% of students reported that they came late to class occasionally/frequently with another 54% reporting that they did not complete homework on time occasionally/frequently. Well over

a third reported being frequently bored in class and occasionally/frequently falling asleep in class and skipping school or class.

While some of the means for these items were significantly different from comparators, the effect sizes were negligible which suggested that there was no real practical significance. Thus, apparently those students in comparator schools also experienced similar academic disengagement.

Table 16

Activities Engaged in During Last Year

For the activities below, indicate which ones you did during the past year.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Was bored in class	Frequently	37.0%	40.3%	38.5%	38.8%	35.1%
	Mean	2.33	2.37	2.34	2.35	2.32
	Significance	-	***		-	-
	Effect Size	-	-0.07	-0.02	-	-
Came late to class	Frequently/Occasionally	62.4%	57.5%	54.9%	62.9%	61.9%
	Mean	1.72	1.65	1.62	1.72	1.72
	Significance	-	***	***	-	-
	Effect Size	-	0.11	0.16	-	-
Skipped school/class	Frequently/Occasionally	35.2%	30.3%	28.5%	33.5%	37.0%
	Mean	1.37	1.32	1.30	1.36	1.39
	Significance	-	***	***	-	-
	Effect Size	-	0.10	0.14	-	-
Fell asleep in class	Frequently/Occasionally	42.4%	42.2%	46.1%	47.1%	37.3%
	Mean	1.48	1.48	1.53	1.54	1.41
	Significance	-		***	-	-
	Effect Size	-	0.00	-0.08	-	-
Failed to complete homework on time	Frequently/Occasionally	54.4%	55.1%	50.6%	60.8%	47.6%
	Mean	1.59	1.60	1.55	1.67	1.50
	Significance	-		***	-	-
	Effect Size	-	-0.02	0.07	-	-

Scale: Frequently=3 Occasionally=2 Not at all=1

Note: Significance * p<.05, ** p<.01, *** p<.001

ACADEMIC PREPARATION THEME

Items illustrative of the academic skills and experiences students brought to college were contained in the Academic Preparation theme. As expected, most entering OSU ft-ft-fy students graduated from a public high school (82.6%). Another 7.9% reported graduating from a private religious/parochial school and the third highest high school was a private independent college-prep school with 3.5% of entering students reporting graduating from this type of high school. Less than 5% reported graduating from a public charter school, a public magnet school, or being home schooled.

Table 17

Graduated From What Type of High School

	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Public School (not charter or magnet)	86.2%	86.3%	80.5%	84.5%	88.0%
Private religious/parochial school	7.9%	7.3%	8.6%	9.0%	6.6%
Private independent college-prep	3.5%	4.1%	5.3%	3.8%	3.1%
Public charter school	1.2%	1.0%	2.2%	1.2%	1.2%
Public magnet school	1.1%	1.0%	3.1%	1.4%	0.9%
Home school	0.2%	0.3%	0.3%	0.1%	0.2%

Few (3.5%) entering students reported having taken courses for credit at OSU prior to this term. While about 13.9% indicated that they had taken courses (credit or no credit) at other higher education institutions.

Table 18

Taken Post-Secondary Courses

	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Prior to this term, have you ever taken courses for credit at OSU?					
Yes	3.5%	3.0%	4.2%	3.9%	3.2%
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?					
Yes	13.9%	11.6%	10.9%	12.5%	15.4%

Table 19 below contains the percentages of students who reported that they had remedial work/special tutoring in specific subject areas. As expected, students most reported (11.7%) that they had had remedial work/special tutoring in mathematics. English was the second-most reported area for remedial work/special tutoring with Reading a close third. The lower portion of Table 19 contains the subject areas in which students indicated that they would need remedial work/special tutoring upon entering college. Again, as expected, students most reported (23.5%) that they would need specialized help with mathematics. Science, writing, and foreign language were the next three respectively.

Table 19

Had or Will Need Remedial Work in Subject Areas

Had special tutoring or remedial work	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
English	6.7%	5.0%	5.4%	7.6%	5.7%
Reading	6.2%	4.4%	4.6%	6.8%	5.4%
Mathematics	11.7%	10.7%	11.0%	10.5%	13.1%
Social Studies	3.9%	2.7%	3.2%	5.0%	2.8%
Science	4.8%	3.9%	4.6%	5.6%	4.0%
Foreign Language	5.4%	4.0%	4.3%	6.5%	4.1%
Writing	5.5%	4.0%	4.2%	6.6%	4.3%

Table 19 (continued)

Will need special tutoring or remedial work	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
English	7.0%	5.7%	7.9%	8.6%	5.3%
Reading	4.3%	3.1%	4.5%	5.6%	3.0%
Mathematics	23.5%	20.3%	22.3%	15.5%	32.3%
Social Studies	2.6%	2.0%	3.2%	2.2%	3.1%
Science	10.5%	9.1%	12.1%	7.1%	14.2%
Foreign Language	8.3%	6.7%	8.5%	7.8%	8.9%
Writing	9.5%	7.6%	10.4%	9.9%	9.0%

Over 58% of entering students reported taking between 1 and 4 Advanced Placement (AP) Courses during high school. Likewise about 51% indicated that they had taken between 1 and 4 Advanced Placement Exams in high school. See Table 20 below.

Table 20

AP Courses and Exams

Number of AP Courses taken during high school	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Not offered at my high school	5.9%	5.2%	4.6%	5.7%	6.1%
None	18.6%	22.5%	16.7%	19.2%	18.0%
1 to 4	58.8%	59.1%	48.7%	57.6%	60.0%
5 to 9	14.7%	12.3%	26.6%	15.4%	13.9%
10 to 14	1.6%	0.8%	3.1%	1.8%	1.5%
15+	0.4%	0.2%	0.3%	0.3%	0.5%
Number of AP Exams taken during high school	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Not offered at my high school	6.9%	5.7%	4.8%	6.8%	7.1%
None	30.7%	30.4%	22.4%	31.5%	29.8%
1 to 4	51.4%	53.5%	46.2%	49.4%	53.6%
5 to 9	10.1%	9.9%	23.9%	10.7%	9.3%
10 to 14	0.8%	0.5%	2.6%	1.3%	0.2%
15+	0.1%	0.1%	0.2%	0.2%	0.0%

Entering students rated themselves in the highest 10%/above average on the three academic areas listed in Table 21. Over 71% of students rated themselves in the highest 10%/above average on academic ability but only 57% rated themselves likewise on self-confidence (intellectual). Again, as expected of these three areas below, fewer students rated themselves in the highest 10%/above average on mathematical ability. While there were some significant differences in means for each of these items, the effect sizes were very small.

Table 21

Rating of Self Compared to Average Person Your Age

Rate yourself on each of the following traits as compared with the average person your age.		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Academic Ability	Highest 10%/ Above Average	71.1%	73.0%	78.2%	77.8%	63.9%
	Mean	3.89	3.90	4.01	4.00	3.77
	Significance	-	-	***	-	-
	Effect Size	-	-0.01	-0.17	-	-

Table 21 (continued)

Rate yourself on each of the following traits as compared with the average person your age.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Mathematical Ability	Highest 10%/ Above Average	48.6%	46.2%	51.8%	59.3%	37.0%
	Mean	3.42	3.36	3.49	3.67	3.15
	Significance	-	**	***	-	-
	Effect Size	-	0.06	-0.07	-	-
Self-Confidence (intellectual)	Highest 10%/ Above Average	57.1%	55.2%	61.8%	66.4%	47.3%
	Mean	3.66	3.62	3.75	3.82	3.49
	Significance	-	*	***	-	-
	Effect Size	-	0.05	-0.11	-	-

Scale: 1=lowest 10%, 2=below average, 3=average, 4=above average, 5=highest 10% Note: Significance *p<.05, **p<.01, ***p<.001

Over 50% of ft-ft-fy students reported that they frequently asked questions in class, supported their opinions with a logical argument and sought solutions to problems and explained them to others. Only about 47% reported that they revised their papers to improve them and only 38% frequently evaluated the quality or reliability of the information they used. Few of the means were statistically significant and even those had very small effect sizes.

Table 22

Academic Engagement (1)

How often in the past year did you?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Ask questions in class	Frequently	54.7%	55.0%	54.9%	52.2%	57.5%
	Mean	2.51	2.52	2.52	2.49	2.54
	Significance	-	-	-	-	-
	Effect Size	-	-0.02	-0.02	-	-
Support your opinions with a logical argument	Frequently	56.6%	58.8%	61.1%	61.4%	51.5%
	Mean	2.53	2.55	2.58	2.58	2.47
	Significance	-	-	***	-	-
	Effect Size	-	-0.04	-0.09	-	-
Seek solutions to problems and explain them to others	Frequently	52.1%	51.8%	55.7%	53.6%	50.5%
	Mean	2.49	2.49	2.53	2.51	2.48
	Significance	-	-	***	-	-
	Effect Size	-	0.00	-0.07	-	-
Revise your papers to improve your writing	Frequently	47.2%	46.2%	48.0%	39.1%	55.8%
	Mean	2.40	2.39	2.41	2.31	2.51
	Significance	-	-	-	-	-
	Effect Size	-	0.02	-0.02	-	-
Evaluate the quality or reliability of information you received	Frequently	38.2%	36.9%	41.1%	39.8%	36.6%
	Mean	2.34	2.32	2.37	2.36	2.31
	Significance	-	-	**	-	-
	Effect Size	-	0.04	-0.05	-	-

Scale: 1=not at all, 2=occasionally, 3=frequently Note: Significance * p<.05, ** p<.01, *** p<.001

The second sequence of questions regarding academic engagement is contained in Table 23 below. Fewer than 50% of students endorsed most of these items in the “frequently” category. The only item that over 50% of students endorsed “frequently” was to accept mistakes as part of the learning process.

Table 23

Academic Engagement (2)

How often in the past year did you?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Take a risk because you feel you have more to gain	Frequently	39.3%	38.9%	39.7%	42.7%	35.7%
	Mean	2.34	2.34	2.34	2.38	2.29
	Significance	-			-	-
	Effect Size	-	0.00	0.00	-	-
Seek alternative solutions to a problem	Frequently	43.6%	43.0%	46.5%	46.0%	41.0%
	Mean	2.41	2.41	2.44	2.44	2.39
	Significance	-		**	-	-
	Effect Size	-	0.00	-0.06	-	-
Look up scientific research articles and resources	Frequently	27.2%	25.2%	26.0%	29.3%	24.9%
	Mean	2.06	2.03	2.05	2.11	2.00
	Significance	-	*		-	-
	Effect Size	-	0.04	0.01	-	-
Explore topics on your own, even though it is not required for a class	Frequently	32.1%	31.9%	34.4%	35.8%	28.3%
	Mean	2.17	2.16	2.20	2.23	2.11
	Significance	-		*	-	-
	Effect Size	-	0.01	-0.04	-	-
Accept mistakes as part of the learning process	Frequently	53.4%	52.1%	54.8%	55.2%	51.4%
	Mean	2.51	2.50	2.53	2.53	2.49
	Significance	-			-	-
	Effect Size	-	0.02	-0.04	-	-

Scale: 1=not at all, 2=occasionally, 3=frequently

Note: Significance * p<.05, ** p<.01, *** p<.001

About 48% of students reported that they frequently sought feedback on their academic work. Over 50% also reported that they took notes in class, worked with other students on group projects and integrated skills and knowledge from different sources and experiences. Again there were some significant differences between means however none of the effect sizes were large enough to suggest a real difference.

Table 24

Academic Engagement (3)

How often in the past year did you?		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Seek feedback on your academic work	Frequently	48.8%	46.2%	49.5%	42.3%	55.7%
	Mean	2.43	2.40	2.44	2.35	2.51
	Significance	-	*		-	-
	Effect Size	-	0.05	-0.02	-	-
Take notes during class	Frequently	59.6%	64.5%	68.2%	45.3%	74.8%
	Mean	2.54	2.60	2.64	2.36	2.73
	Significance	-	***	***	-	-
	Effect Size	-	-0.10	-0.18	-	-
Work with other students on group projects	Frequently	53.8%	52.1%	53.4%	48.0%	59.9%
	Mean	2.52	2.50	2.51	2.46	2.58
	Significance	-			-	-
	Effect Size	-	0.04	0.02	-	-
Integrate skills and knowledge from different sources and experiences	Frequently	52.1%	54.0%	58.1%	49.9%	54.4%
	Mean	2.51	2.53	2.57	2.49	2.53
	Significance	-		***	-	-
	Effect Size	-	-0.04	-0.12	-	-
Scale: 1=not at all, 2=occasionally, 3=frequently						
How much time did you spend during a typical week in your last year of high school doing the following:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Studying/homework	11 or more hours	19.2%	17.5%	20.6%	16.0%	22.6%
	Mean	4.39	4.22	4.33	4.17	4.62
	Significance	-	***		-	-
	Effect Size	-	0.11	0.04	-	-
Scale: 1=None, 2=Less than 1 hr, 3=1-2, 4=3-5, 5=6-10, 6=11-15, 7=16-20, 8=Over 20						
Note: Significance * p<.05, ** p<.01, *** p<.001						

Table 25 contains the grade point average (GPA) and the number of hours studying per week by year. In general, the greatest variation in amount of time studying appeared in the group reporting a high school GPA of A-, A or A+. Over the last 10 years the percent of "A" students studying 16 hours or more per week ranged from a low of 3% to a high of 12%. For other "A" students who reported studying 5 hours or less the range was from a low of 47% in 2006 to a high of 64% in 2002.

Most high school seniors regardless of their GPA studied 5 hours or less per week in their last year of high school. A small percentage of students studied 16 hours or more in a week, regardless of grades.

This has implications when students enter the university and are expected to devote considerably more time to academic pursuits, yet have not had to engage in good study habits prior to college.

Table 25

High School Grades and Hours Studying in Last Year

High School Grades	Year	% of students studying 5 hrs or less	% of students studying 16 hours or more per week
High School GPA of A or A+	2011	49	12
	2006	47	7
	2005	58	9
	2004	57	10
	2003	63	7
	2002	64	3
High School GPA of B	2011	64	10
	2006	71	4
	2005	73	4
	2004	71	4
	2003	73	5
	2002	69	3
High School GPA of C	2011	96	0
	2006	71	7
	2005	75	6
	2004	67	7
	2003	78	6
	2002	67	none

Construct-Academic Self-Concept

The Construct, Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments. Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

The construct, academic self-concept, is based upon the weighted scores of students on the following three items below:

Survey Items and Estimation Weights

- * Academic ability (3.52)
- * Mathematical ability (1.32)
- * Self-confidence - intellectual (1.22)
- * Drive to achieve (0.95)

CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean. The "Average" score group represents students whose scores are within one-half standard deviation of the mean. The "High" score group represents students who are one-half standard deviation or more above the mean.

The mean scores for the academic self-concept construct indicated significant differences between OSU and comparators however the effect sizes are very small suggesting that there was little practical significance to the differences.

Table 26

Means Report for Academic Self-Concept Construct

Academic Self-Concept	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,616	15,084	62,051	1,350	7,359	29,624	1,266	7,725	32,427
Mean	49.1	48.9	50.6	50.7	50.5	52.2	47.4	47.3	49.1
Standard Deviation	8.15	7.85	8.16	7.93	7.56	8.06	8.02	7.81	7.97
Significance	-		***	-		***	-		***
Effect Size	-	0.03	-0.18	-	0.03	-0.18	-	0.00	-0.22
25th percentile	42.2	43.2	45.4	45.4	45.9	47.5	40.4	40.5	43.4
75th percentile	53.9	53.9	56.0	55.8	54.1	58.9	52.0	52.0	53.9

Note: Significance *p<.05, **p<.01, ***p<.001

Approximately 23.1% of entering ft-ft-fy students reported high academic self-confidence with OSU men reporting a higher incidence of academic self-confidence than OSU women. As with comparators most OSU entering first year students reported average academic self-confidence while another 29.5% reported low academic self-concept. See Table 27 below.

Table 27

Academic Self-Concept Construct

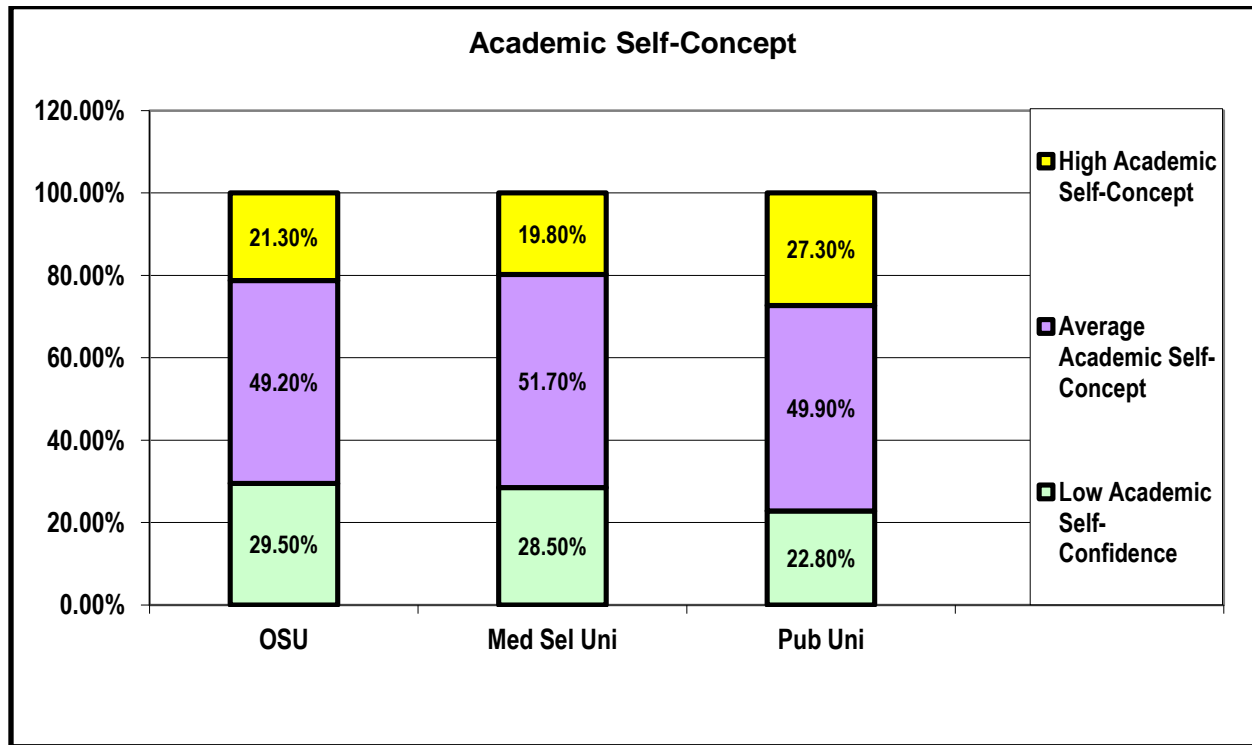
Academic Self-Concept	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,616	15,084	62,051	1,350	7,359	29,624	1,266	7,725	32,427
High Academic Self-Concept	21.3%	19.8%	27.3%	25.7%	23.7%	33.2%	16.7%	16.0%	21.9%
Average Academic Self-Concept	49.2%	51.7%	49.9%	52.4%	55.0%	49.2%	45.7%	48.6%	50.6%
Low Academic Self-Concept	29.5%	28.5%	22.8%	21.9%	21.3%	17.6%	37.6%	35.4%	27.5%
Significance (based on High score group)	-		**	-		**	-		

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 3 contains the graphic representation and comparison of OSU and comparator groups on level of academic self-concept. OSU students generally depicted similar patterns to

comparators in terms of academic self-concept. Though, OSU entering students did show a higher percentage of low academic self-concept than either comparator.

Figure 3



Construct—Habits of Mind

The Habits of Mind construct is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning. Items making up this construct and their “weights” included:

Survey items and estimation ‘weights’:

How often in the past year did you:

- * Seek solutions to problems and explain them to others (1.99)
- * Support your opinions with a logical argument (1.74)
- * Seek alternative solutions to a problem (1.61)
- * Evaluate the quality or reliability of information you received (1.58)
- * Explore topics on your own, even though it is not required for a class (1.27)
- * Seek feedback on your academic work (1.24)
- * Ask questions in class (1.20)
- * Look up scientific research articles and resources (1.05)
- * Revise your papers to improve your writing (1.04)
- * Take a risk because you feel you have more to gain (1.03)
- * Accept mistakes as part of the learning process (0.95)

Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in

relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10. The means of the construct, habits of mind, show some statistical differences between OSU and all Public Universities but very small effect sizes suggesting no real practical differences between OSU students and comparators.

Table 28

Habits of Mind Construct Means Report

Habits of Mind	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,602	14,985	61,554	1,341	7,296	29,333	1,261	7,689	32,221
Mean	49.4	49.2	50.0	49.7	49.4	50.1	49.1	49.1	49.9
Standard Deviation	8.17	8.33	8.40	8.15	8.28	8.50	8.18	8.37	8.31
Significance	-		***	-			-		***
Effect Size	-	0.02	-0.08	-	0.03	-0.05	-	0.00	-0.10
25th percentile	44.0	43.5	44.5	44.3	43.9	44.4	43.5	43.4	44.5
75th percentile	54.9	54.9	55.6	55.5	55.1	55.8	54.4	54.5	55.5

Note: Significance * p<.05, ** p<.01, *** p<.001

In examining the high, average and low habits of mind ratings, OSU demonstrates no significant differences from comparators. Approximately 25% of OSU students rated high on habits of mind, another 46.7% rated average and 29% rated low on habits of mind.

The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean.

Table 29

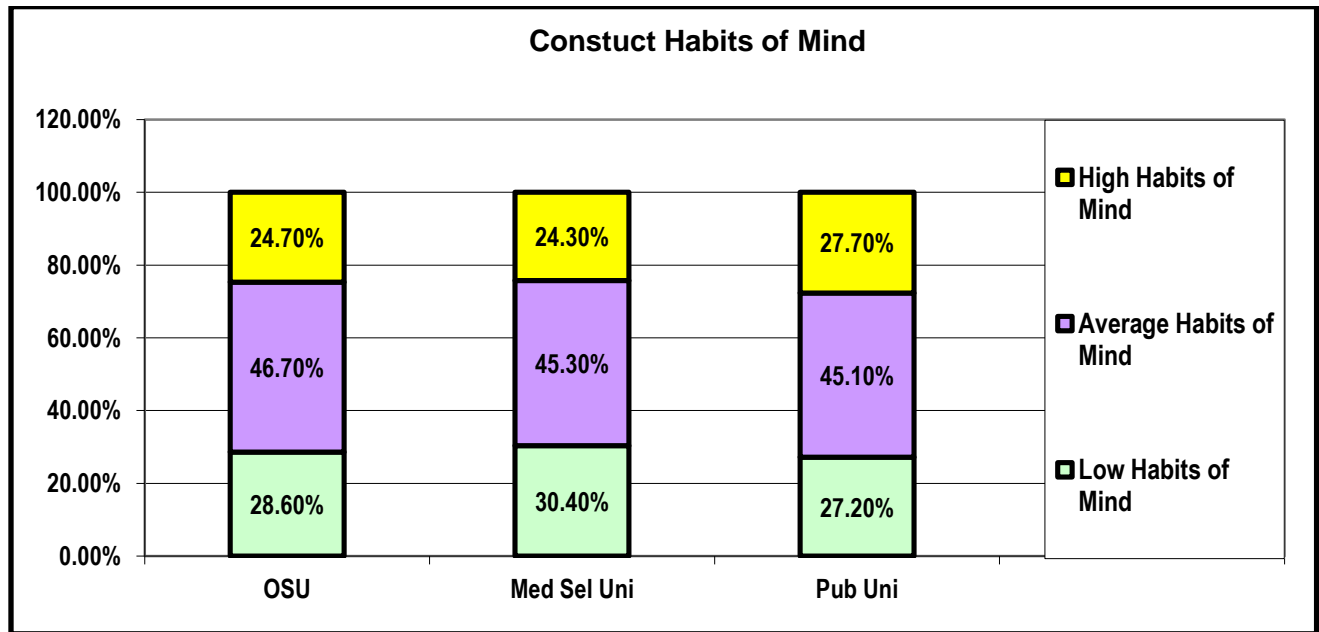
Habits of Mind Construct

Habits of Mind	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,602	14,985	61,554	1,341	7,296	29,333	1,261	7,689	32,221
High Habits of Mind	24.7%	24.3%	27.7%	26.5%	25.3%	28.6%	22.7%	23.5%	26.8%
Average Habits of Mind	46.7%	45.3%	45.1%	45.6%	45.0%	44.1%	47.8%	45.5%	46.0%
Low Habits of Mind	28.6%	30.4%	27.2%	27.8%	29.7%	27.3%	29.5%	31.1%	27.2%
Significance (based on High score group)	-			-			-		

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 4 below provides the graphic representation of the relative percent OSU and comparators achieved in the habits of mind construct.

Figure 4



INTERACTION WITH TEACHERS THEME

The Interaction with Teachers theme contains those items that relate to the amount of time and types of interactions students have had with their high school teachers. Interactions with teachers tend to have a positive impact on student engagement during college and has been shown to be one of the greatest motivators for college students (Pascarella & Terenzina, 2005).

Approximately 25% of OSU entering first year students reported that they were frequently a guest in a teachers' home. Nearly 33% indicated that they frequently asked a teacher for advice after class.

A little over half of students said that in the last year they had asked questions in class frequently while another 48.8% indicated that they frequently sought feedback on their academic work. While there were some significant differences in means between OSU and comparators, the effect sizes were very small indicating little practical difference.

Table 30

Interactions with Teachers

How often in the past year did you. . .		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Was a guest in a teacher's home	Frequently	24.8%	19.0%	18.9%	24.4%	25.3%
	Mean	1.28	1.22	1.22	1.27	1.29
	Significance	-	***	***	-	-
	Effect Size	-	0.13	0.13	-	-
Ask a teacher for advice after class	Frequently	32.9%	26.2%	29.3%	30.2%	35.8%
	Mean	2.22	2.11	2.15	2.19	2.25
	Significance	-	***	***	-	-
	Effect Size	-	0.17	0.11	-	-
Ask questions in class	Frequently	54.7%	55.0%	54.9%	52.2%	57.5%
	Mean	2.51	2.52	2.52	2.49	2.54
	Significance	-			-	-
	Effect Size	-	-0.02	-0.02	-	-
Seek feedback on your academic work	Frequently	48.8%	46.2%	49.5%	42.3%	55.7%
	Mean	2.43	2.40	2.44	2.35	2.51
	Significance	-	*		-	-
	Effect Size	-	0.05	-0.02	-	-

Scale: 1=not at all, 2=occasionally, 3=frequently

Note: Significance * p<.05, ** p<.01, *** p<.001

About 1.4% of OSU entering students reported that they talked with teachers outside of class 11 or more hours per week during their last year of high school. While there was a significant difference between OSU and means from comparators, the effect sizes were very small suggesting very little practical difference. See Table 31 below.

Most students (76.4%) reported that they spent less than 2 hours per week talking with teachers outside of class. About 6.5% reported that they spend no time talking with teachers outside of class in a typical week.

Table 31

Time Spent Talking with Teachers Outside of Class

During your last year in high school, how much time did you spend during a typical week doing the following?		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Talking with teachers outside of class	11 or more hours	1.4%	1.4%	1.5%	1.1%	1.7%
	Mean	2.69	2.56	2.59	2.60	2.78
	Significance	-	***	***	-	-
	Effect Size	-	0.13	0.10	-	-

Scale: 1=none, 2=less than one hr, 3=1-2 hr, 4=3-5 hr, 5=6-10, 6=11-15 hr, 7=16-20 hr, 8=over 2- hr

Note: Significance * p<.05, ** p<.01, *** p<.001

A teacher's advice to attend OSU was endorsed as very important by about 3.7% of entering OSU students. Again there were some significant differences in means between OSU and comparators; however, the effect sizes were very small. See Table 31 below.

Table 32

Teacher Advice to Come to OSU

How important was this to your decision to come to OSU?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
My teacher advised me	Very Important	3.7%	3.7%	4.8%	4.0%	3.5%
	Mean	1.30	1.32	1.36	1.30	1.29
	Significance	-		***	-	-
	Effect Size	-	-0.04	-0.11	-	-
Scale: 1=not important, 2=somewhat important, 3=very important		Note: Significance * p<.05, ** p<.01, *** p<.001				

ACTIVE AND COLLABORATIVE LEARNING THEME

The items in the active and collaborative learning theme, illustrated the extent to which students were furthering their knowledge of course material through interaction with students and others. Over half of entering OSU students reported that they frequently or occasionally tutored another student during the past year. Tutoring is one of those practices in which the tutor often comes away with a better understanding of the material than before the tutoring began.

Over 92% of OSU ft-ft-fy students reported that they studied with other students frequently or occasionally during their last year of high school. Another area in which active and collaborative learning often occurred was when students performed community service as a part of a class. Over 63% of entering OSU students indicated that they had engaged in this practice. Again, while there were significant differences between OSU and comparator means, the effect sizes were very small suggesting little practical significance for these items. See Table 33 below.

Table 33

Active and Collaborative Learning Experiences

For the activities below indicate which ones you did during the past year.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Tutored another student	Frequently/Occasionally	56.8%	50.1%	61.6%	58.2%	55.4%
	Mean	1.67	1.59	1.76	1.68	1.67
	Significance	-	***	***	-	-
	Effect size	-	0.12	-0.13	-	-
Studied with other students	Frequently/Occasionally	92.6%	89.2%	90.1%	91.6%	93.7%
	Mean	2.30	2.21	2.25	2.25	2.34
	Significance	-	***	***	-	-
	Effect Size	-	0.15	0.08	-	-
Performed community service as part of a class	Frequently/Occasionally	63.6%	55.4%	56.1%	58.3%	69.2%
	Mean	1.86	1.72	1.74	1.74	1.97
	Significance	-	***	***	-	-
	Effect Size	-	0.19	0.16	-	-
Scale: 1=not at all, 2=occasionally, 3=frequently		Note: Significance * p<.05, ** p<.01, *** p<.001				

ACADEMIC ENHANCEMENT EXPERIENCES THEME

Items in this category gauge participation in programs and initiatives which can augment and enhance student learning experiences. These experiences typically were not part of a required curriculum or set of experiences.

As reported earlier, 23.5% of students indicated that they believed that they will need special tutoring or remedial work in mathematics. Interestingly, each subject area listed had at least 4% or higher reporting that they believed they would need additional help in those areas.

Table 34

Will Need Special Tutoring or Remedial Work

Will need special tutoring or remedial work	OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
English	7.0%	5.7%	7.9%	8.6%	5.3%
Reading	4.3%	3.1%	4.5%	5.6%	3.0%
Mathematics	23.5%	20.3%	22.3%	15.5%	32.3%
Social Studies	2.6%	2.0%	3.2%	2.2%	3.1%
Science	10.5%	9.1%	12.1%	7.1%	14.2%
Foreign Language	8.3%	6.7%	8.5%	7.8%	8.9%
Writing	9.5%	7.6%	10.4%	9.9%	9.0%

Almost half (48.8%) of OSU entering students reported that they frequently sought feedback on their academic work during the past year. Fewer students reported expecting to engage in high impact practices in college however. Only 32.7% reported that there was a very good chance that they would communicate regularly with professors. Even fewer (26.0%) indicated that there was a very good chance that they would participate in study abroad programs. Only 16.9% reported that they would participate in a professor's research project. Again, while there were significant differences between the OSU means and comparators, the effect sizes were very small suggesting no real practical differences.

Table 35

Academic Enhancement Experiences

How often in the past year did you?		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Seek feedback on your academic work	Frequently	48.8%	46.2%	49.5%	42.3%	55.7%
	Mean	2.43	2.40	2.44	2.35	2.51
	Significance	-	*		-	-
	Effect Size	-	0.05	-0.02	-	-
Scale: 1=Not at all, 2=Occasionally, 3=Frequently						
What is your best guess as to the chances that you will:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Communicate regularly with your professors	Very good chance	32.7%	34.7%	36.9%	28.4%	37.0%
	Mean	3.19	3.23	3.24	3.12	3.26
	Significance	-	*	**	-	-
	Effect size	-	-0.06	-0.07	-	-

Table 35 (Continued)

What is your best guess as to the chances that you will:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Participate in study abroad	Very good chance	26.0%	34.0%	34.4%	13.6%	38.4%
	Mean	2.77	2.93	2.92	2.53	3.01
	Significance	-	***	***	-	-
	Effect Size	-	-0.16	-0.15	-	-
Work on a professor's research project	Very good chance	16.9%	23.5%	28.7%	15.8%	18.1%
	Mean	2.78	2.94	3.02	2.79	2.77
	Significance	-	***	***	-	-
	Effect Size	-	-0.21	-0.30	-	-
Scale: 1=no chance, 2=very little chance, 3=some chance, 4=very good chance		Note: Significance *p<.05, **p<.01, ***p<.001				

Construct—Likelihood of College Involvement

Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

The Likelihood of College Involvement construct is a unified measure of students' expectations about their involvement in college life generally. Items making up this construct and their "weights" include:

Survey items and estimation 'weights':

What is your best guess as to the chances that you will:

- * Participate in student clubs/groups (3.25)
- * Participate in volunteer or community service work (1.58)
- * Socialize with someone of another racial/ethnic group (1.28)
- * Participate in a study abroad program (1.24)
- * Participate in student government (0.96)

OSU entering student mean was significantly lower than comparators on this construct however; the effect sizes were small suggesting that there was no real difference in means between groups.

Table 36

Likelihood of College Involvement

Likelihood of College Involvement	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,142	13,462	57,387	1,070	6,539	27,234	1,072	6,923	30,153
Mean	47.8	48.8	49.7	46.1	46.8	47.7	49.5	50.6	51.5
Standard Deviation	7.64	7.65	7.96	7.34	7.41	7.83	7.57	7.40	7.64
Significance	-	***	***	-	**	***	-	***	***
Effect Size	-	-0.13	-0.24	-	-0.09	-0.20	-	-0.15	-0.26
25th percentile	43.6	43.9	44.5	41.9	42.4	42.9	44.5	45.5	46.3
75th percentile	53.3	54.6	55.1	51.3	52.0	53.0	55.1	56.1	57.7

Note: Significance * p<.05, ** p<.01, *** p<.001

The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean.

The percent of OSU entering students who rated a high likelihood of college involvement was only 18% while students who rated a low likelihood of involvement was about one-third. As expected most OSU students rated an average likelihood of college involvement. College involvement has been shown to enhance learning, thus decreasing the low likelihood of involvement and increasing high likelihood of involvement seems a worthy effort.

OSU entering students differed significantly from comparators in the percentages of students in the high category of likelihood of involvement. From this it seemed that comparator students were significantly more likely than OSU entering students to engage actively in college co-curricular experiences. See Table 37 below.

Figure 5 below graphically displays the percentages of students who ranked in each of the categories of college involvement. Notice the differences in the high likelihood category with OSU showing the least expectation of high involvement.

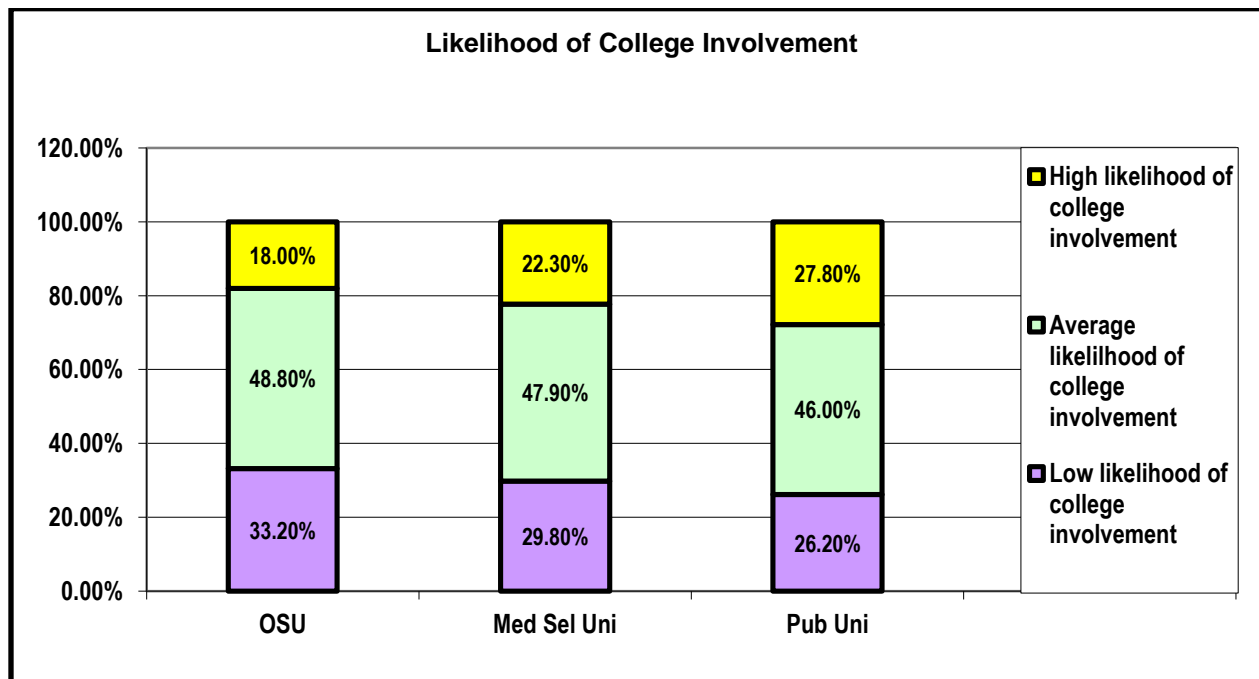
Table 37

High, Average, Low Likelihood of College involvement

Likelihood of College Involvement	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,142	13,462	57,387	1,070	6,539	27,234	1,072	6,923	30,153
High Likelihood of College Involvement	18.0%	22.3%	27.8%	10.0%	12.9%	17.9%	25.9%	31.1%	36.7%
Average Likelihood of College Involvement	48.8%	47.9%	46.0%	49.9%	48.9%	48.0%	47.8%	46.9%	44.2%
Low Likelihood of College Involvement	33.2%	29.8%	26.2%	40.1%	38.1%	34.1%	26.3%	22.0%	19.1%
Significance (based on High score group)	-	*	***	-		*	-		***

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 5



WRITTEN AND ORAL COMMUNICATION THEME

Items in this theme illustrated students' written and oral communication skills and how these skills compared to their peers. Approximately 5.5% of OSU entering students reported that they

had special tutoring or remedial work in writing in high school. Further 9.5% also reported that they believed that they would need additional special tutoring or remedial work in writing once they entered college.

Approximately one-third of students reported that they were in the highest 10%/above average group in public speaking ability. The difference in means between OSU ft-ft-fy was significantly lower than comparators however the effect sizes were very small thus the practical difference was negligible. While a higher percentage (43.2%) of students rated themselves in the highest 10%/above average group in writing ability, the mean comparisons were also significantly lower for OSU students than comparators. Again however, the effect sizes were very small.

Table 38

Written and Oral Communication Ratings

Have had any special tutoring or remedial work in any of the following subjects?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Writing		5.5%	4.0%	4.2%	6.6%	4.3%
Do you feel you will need any special tutoring or remedial work in any of the following subjects?						
Writing		9.5%	7.6%	10.4%	9.9%	9.0%
Rate yourself on each of the following traits as compared with the average person your age.						
Public speaking ability	Highest 10%/ Above average	33.4%	33.6%	37.5%	35.6%	31.0%
	Mean	3.10	3.10	3.19	3.15	3.05
	Significance	-	-	***	-	-
	Effect size	-	0.00	-0.09	-	-
Writing ability	Highest 10%/ Above average	43.2%	44.7%	47.2%	41.4%	45.2%
	Mean	3.34	3.40	3.45	3.28	3.42
	Significance	-	***	***	-	-
	Effect size	-	-0.07	-0.12	-	-
Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10%						
How often in the past year did you?						
Revise your papers to improve your writing	Frequently	47.2%	46.2%	48.0%	39.1%	55.8%
	Mean	2.40	2.39	2.41	2.31	2.51
	Significance	-	-	-	-	-
	Effect Size	-	0.02	-0.02	-	-
Take notes during class	Frequently	59.6%	64.5%	68.2%	45.3%	74.8%
	Mean	2.54	2.60	2.64	2.36	2.73
	Significance	-	***	***	-	-
	Effect Size	-	-0.10	-0.18	-	-
Scale: 1=Not at all, 2=Occasionally, 3=Frequently		Note: Significance *p<.05, **p<.01, ***p<.001				

The frequency with which students reported revising their papers to improve their writing was endorsed frequently by about 47.2% of ft-ft-fy OSU students. When means were compared, there were no significant differences between OSU students and comparators on this item.

Additionally, almost 60% of ft-ft-fy OSU students reported that they frequently took notes in class. Again, then means were compared between OSU students and comparators, the OSU

means were significantly less than comparators. However, as before, the effect sizes were very small suggesting no real practical significance between OSU students and comparators.

LEADERSHIP THEME

Items in the Leadership theme addressed issues related to leadership such as leadership opportunities and how students compared to their peers on leadership-related skills and abilities. When entering ft-ft-fy students were asked to rate themselves compared with the average person their age on several items, consistently, about half or more of OSU students rated themselves in the highest 10%/above average categories.

Regarding drive to achieve, nearly 75% of OSU students rated themselves in the highest 10%/above average group. Likewise in self-ratings in leadership ability, 58.7% rated themselves in the highest 10%/above average group. Similarly in the self-confidence (social) category 46.4% rated themselves in the highest 10%/above average category. When means were compared there were some differences however, effect sizes were very small and thus suggested no real practical differences between OSU students and comparators.

Table 39

Leadership Traits

Rate yourself on each of the following traits as compared with the average person your age.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Drive to Achieve	Highest 10%/ Above average	74.6%	72.9%	78.7%	71.3%	78.2%
	Mean	4.02	3.98	4.12	3.95	4.08
	Significance	-	*	***	-	-
	Effect size	-	0.05	-0.13	-	-
Leadership Ability	Highest 10%/ Above average	58.2%	58.7%	62.3%	57.9%	58.4%
	Mean	3.65	3.68	3.76	3.66	3.65
	Significance	-	-	***	-	-
	Effect size	-	-0.03	-0.12	-	-
Self-Confidence (social)	Highest 10%/ Above average	46.4%	45.3%	49.4%	49.7%	42.7%
	Mean	3.45	3.42	3.50	3.51	3.38
	Significance	-	-	**	-	-
	Effect size	-	0.03	-0.05	-	-

Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10% Note: Significance *p<.05, **p<.01, ***p<.001

Almost 49% of entering ft-ft-fy OSU students reported that it was essential or very important to them to become an authority in their field. Only about 29% indicated likewise for becoming a community leader. When means were examined between OSU and comparators, OSU's mean was significantly lower than comparators however the effect sizes were quite small. This was true for both becoming an authority in their field as well as becoming a community leader.

About 23.9% of OSU ft-ft-fy students reported that there was at least some chance that they would participate in student government in college. Mean comparisons between OSU and Pub-Uni showed a significant difference however the effect size was very small which suggested negligible practical difference.

Table 40

Leadership Aspirations and Activities

Indicate the Importance to you personally of each of the following.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Becoming an authority in my field	Essential/ Very Important	48.6%	52.7%	57.5%	50.0%	47.3%
	Mean	2.49	2.57	2.67	2.51	2.47
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.20	-	-
Becoming a community leader	Essential/ Very Important	29.2%	31.7%	36.9%	26.6%	31.8%
	Mean	2.08	2.12	2.24	2.01	2.15
	Significance	-	-	***	-	-
	Effect Size	-	-0.04	-0.17	-	-
Scale: 1=not important, 2=somewhat important, 3=very important, 4=essential						
What is your best guess as to the chances that you will:		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Participate in student government	Very good chance/ Some chance	23.9%	24.2%	31.4%	22.0%	34.3%
	Mean	1.96	1.95	2.10	1.93	2.14
	Significance	-	-	***	-	-
	Effect Size	-	0.01	-0.16	-	-
Scale: 1=no chance, 2=very little chance, 3=some chance, 4=very good chance						
Note: Significance *p<.05, **p<.01, ***p<.001						

Construct—Social Self-Confidence

The Social Self-concept Construct is a unified measure of students' beliefs about their abilities and confidence in social situations. Items making up this construct and their weights include:

Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

- * Self-confidence - social (2.33)
- * Leadership ability (1.96)
- * Popularity (1.92)
- * Public speaking ability (1.68)

Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

Table 41 below contains the social self-concept construct means report. The OSU mean compared with Med-sel-uni mean shows no significant difference, while the comparison with all Pub-Uni shows OSU with a significantly lower mean. However, effect sizes were very small which suggested that there was very little practical difference between comparators and OSU students.

Table 41

Social Self-Concept Construct Means Report

Social Self-concept	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,609	15,060	61,939	1,347	7,347	29,565	1,262	7,713	32,374
Mean	48.4	48.5	49.3	49.1	49.5	50.3	47.7	47.5	48.5
Standard Deviation	8.39	8.37	8.76	8.53	8.47	8.91	8.17	8.16	8.54
Significance	-		***	-		***	-		**
Effect Size	-	-0.01	-0.11	-	-0.04	-0.14	-	0.02	-0.09
25th percentile	43.6	43.6	43.6	43.6	43.6	43.6	41.8	41.8	43.6
75th percentile	53.6	53.6	55.8	55.7	55.8	55.9	53.3	52.9	53.6

Note: Significance * p<.05, ** p<.01, *** p<.001

Table 42 and Figure 6 below contain the percentage of OSU students rated as high, average, or low in social self-concept. Notice that only 22.8% of ft-ft-fy OSU students are rated as high in social self-concept, while, 36% are rated low in social self-concept.

The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean.

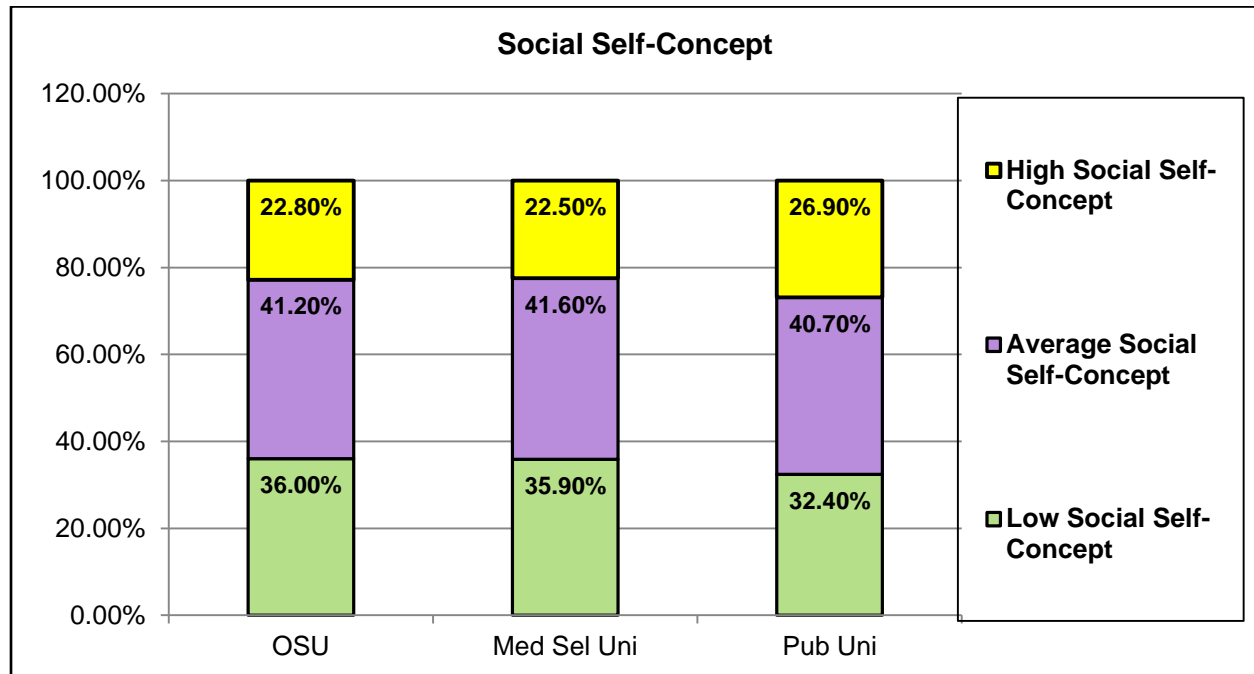
Table 42

High, Average and Low Social Self-Concept

Social Self-Concept	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,609	15,060	61,939	1,347	7,347	29,565	1,262	7,713	32,374
High Social Self-Concept	22.8%	22.5%	26.9%	25.9%	26.6%	31.3%	19.5%	18.7%	22.9%
Average Social Self-Concept	41.2%	41.6%	40.7%	40.2%	42.1%	40.0%	42.2%	41.1%	41.3%
Low Social Self-Concept	36.0%	35.9%	32.4%	33.9%	31.3%	28.7%	38.3%	40.2%	35.7%
Significance (based on High score group)	-		*	-		*	-		

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 6



CIVIC ENGAGEMENT THEME

The items in the Civic Engagement theme related to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflected a future orientation toward volunteer and community service.

Most (90.4%) entering ft-ft-fy OSU students reported that they occasionally or frequently performed volunteer work during the past year. The mean comparison between OSU students and comparators at Med-Sel-Uni was significant ($p < .001$). However, the effect size was negligible which suggested that there was no real practical difference between means. The majority (63.6%) of entering OSU students also reported that they had performed community service as a part of a class during the last year. Again while the mean comparison between OSU and comparators was significant ($p < .001$), the effect sizes were very small.

Almost 23% of OSU entering students frequently or occasionally demonstrated for a cause during the last year with OSU women being more active in this regard than OSU men. Mean comparisons yielded a significant difference between the OSU mean and Pub-Uni; however, the effect size was quite small.

About 26% of OSU entering students reported that they had frequently voted in student elections during the last year. The mean comparison for this item showed that OSU's mean was significantly higher than either comparator however the effect sizes remained small.

Lastly, while almost 33% of ft-ft-fy OSU students reported frequently discussing politics during the last year, the mean comparisons were significantly difference between OSU and Med-Sel-Univ ($p < .001$), though effect sizes were small.

Table 43

Civic Engagement Activities (1)

For the activities below, indicate which ones you did during the past year.		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Demonstrated for a cause (e.g., boycott, rally, protest)	Frequently/Occasionally	22.7%	22.5%	25.2%	19.7%	25.9%
	Mean	1.25	1.25	1.28	1.22	1.29
	Significance	-	-	**	-	-
	Effect size	-	0.00	-0.06	-	-
Performed volunteer work	Frequently/Occasionally	90.4%	87.9%	89.2%	88.1%	92.9%
	Mean	2.28	2.20	2.26	2.18	2.38
	Significance	-	***	-	-	-
	Effect size	-	0.13	0.03	-	-
Voted in a student election	Frequently	26.0%	18.5%	21.6%	24.4%	27.8%
	Mean	2.01	1.89	1.94	1.99	2.02
	Significance	-	***	***	-	-
	Effect size	-	0.18	0.10	-	-
Performed community service as a part of a class	Frequently/Occasionally	63.6%	55.4%	56.1%	58.3%	69.2%
	Mean	1.86	1.72	1.74	1.74	1.97
	Significance	-	***	***	-	-
	Effect size	-	0.19	0.16	-	-
Discussed politics	Frequently	32.8%	29.5%	32.2%	35.6%	29.8%
	Mean	2.18	2.13	2.16	2.23	2.14
	Significance	-	***	-	-	-
	Effect size	-	0.07	0.03	-	-

Scale: 1=Not at all, 2=Occasionally, 3=Frequently Note: Significance *p<.05, **p<.01, ***p<.001

Table 44 below contains a second list of activities categorized as relating to civic engagement. Further, it contains the percentage of students who reported frequent or occasional involvement, the means, significance and effect size for these items. Fewer than 10% of OSU entering students worked for a local, state or national political campaign in the last year. While there was some difference between OSU and all Pub Univ comparators, the effect sizes was negligible.

A little over 41% of OSU entering students reported that they frequently or occasionally publically communicated their opinion about a cause during the last year. Again, while the mean comparison between OSU and all Pub Uni was significant but the effect size was negligible.

Lastly, a little over 60% of entering OSU students reported that they had frequently or occasionally helped to raise money for a cause or campaign during the last year. In this case, there were no significant differences in means between OSU and comparators.

Table 44

Civic Engagement Activities (2)

For the activities below indicate which ones you did in the last year		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Worked for a local, state, or national political campaign	Frequently/ Occasionally	8.1%	7.2%	9.8%	7.6%	8.6%
	Mean	1.09	1.08	1.12	1.09	1.10
	Significance	-		***	-	-
	Effect Size	-	0.03	-0.08	-	-
Publically communicated my opinion about a cause (blog, email, petition)	Frequently/ Occasionally	41.4%	40.1%	44.6%	40.9%	42.0%
	Mean	1.51	1.50	1.57	1.50	1.53
	Significance	-		***	-	-
	Effect Size	-	0.01	-0.08	-	-
Helped raise money for a cause or campaign	Frequently/ Occasionally	60.3%	59.8%	60.7%	52.0%	69.0%
	Mean	1.75	1.74	1.76	1.62	1.88
	Significance	-			-	-
	Effect Size	-	0.01	-0.01	-	-

Scale: 1=Not at all, 2=Occasionally, 3=Frequently Note: Significance *p<.05, **p<.01, ***p<.001

The items listed in Table 45 below contained traits upon which students were asked to rate themselves compared to the average person their age. Most entering OSU students rated themselves as in the highest 10%/Above average on each of the traits. The area which had the lowest of those ratings was “openness to having my own views challenged” while the highest rated was “ability to work cooperatively with diverse people.” The mean comparisons showed some significant differences in comparisons between OSU and all Pub-Uni; however, the effect sizes were very small suggesting no real difference between OSU students and comparators.

Table 45

Civic Engagement Traits

Rate yourself on each of the following traits as compared with the average person your age		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Ability to see the world from someone else's perspective	Highest 10%/ Above average	66.2%	65.8%	68.9%	66.4%	65.9%
	Mean	3.80	3.81	3.88	3.81	3.79
	Significance	-		***	-	-
	Effect Size	-	-0.01	-0.11	-	-
Tolerance of others with different beliefs	Highest 10%/ Above average	75.0%	72.7%	76.2%	74.5%	75.4%
	Mean	3.99	3.96	4.05	3.99	3.99
	Significance	-		***	-	-
	Effect Size	-	0.04	-0.07	-	-
Openness to having my own views challenged	Highest 10%/ Above average	59.6%	55.1%	59.6%	63.7%	55.3%
	Mean	3.70	3.64	3.72	3.77	3.63
	Significance	-	***		-	-
	Effect Size	-	0.07	-0.02	-	-

Table 45 (continued)

Rate yourself on each of the following traits as compared with the average person your age		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Ability to discuss and negotiate controversial issues	Highest 10%/ Above average	62.3%	61.3%	65.3%	69.5%	54.6%
	Mean	3.76	3.76	3.84	3.88	3.64
	Significance	-	-	***	-	-
	Effect Size	-	0.00	-0.10	-	-
Ability to work cooperatively with diverse people	Highest 10%/ Above average	78.8%	76.0%	80.1%	79.2%	78.5%
	Mean	4.06	4.02	4.12	4.07	4.06
	Significance	-	*	***	-	-
	Effect Size	-	0.05	-0.08	-	-

Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10% Note: Significance *p<.05, **p<.01, ***p<.001

Construct—Pluralistic Orientation

The construct, Pluralistic Orientation, measured skills and dispositions appropriate for living and working in a diverse society. Items making up this construct and their “weights” included:

Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

- * Ability to work cooperatively with diverse people (2.39)
- * Tolerance of others with different beliefs (2.35)
- * Openness to having my own views challenged (2.13)
- * Ability to discuss and negotiate controversial issues (2.03)
- * Ability to see the world from someone else's perspective (1.78)

Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

Table 46 below contains the means report for the construct, Pluralistic Orientation. The mean for OSU was significantly (p<.05) larger than that for Med Sel-Uni and was significantly smaller than the mean for Pub-Uni (p<.001). Nevertheless, the effect sizes for both comparisons were negligible which suggested no real practical difference.

The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean.

Approximately 22% of OSU ft-ft-fy students had high pluralistic orientation while about 50% were average on this dimension. About 27% had low pluralistic orientation. Generally a higher percentage of OSU had high pluralistic orientation than did women. OSU was significantly lower on high pluralistic than the all Pub-Uni comparator (p<.01). See Table 47 below.

Table 46

Pluralistic Orientation Means Report

Pluralistic Orientation	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,596	14,977	61,561	1,341	7,294	29,337	1,255	7,683	32,224
Mean	49.2	48.8	50.1	49.8	49.3	50.5	48.7	48.4	49.7
Standard Deviation	8.16	8.46	8.70	8.16	8.49	8.73	8.12	8.41	8.66
Significance	-	*	***	-		**	-		***
Effect Size	-	0.05	-0.10	-	0.05	-0.09	-	0.03	-0.12
25th percentile	43.5	42.7	44.3	45.0	43.2	45.0	42.8	42.4	43.2
75th percentile	53.8	53.8	56.2	55.0	54.5	56.2	53.6	53.6	55.8

Note: Significance * p<.05, ** p<.01, *** p<.001

Table 47

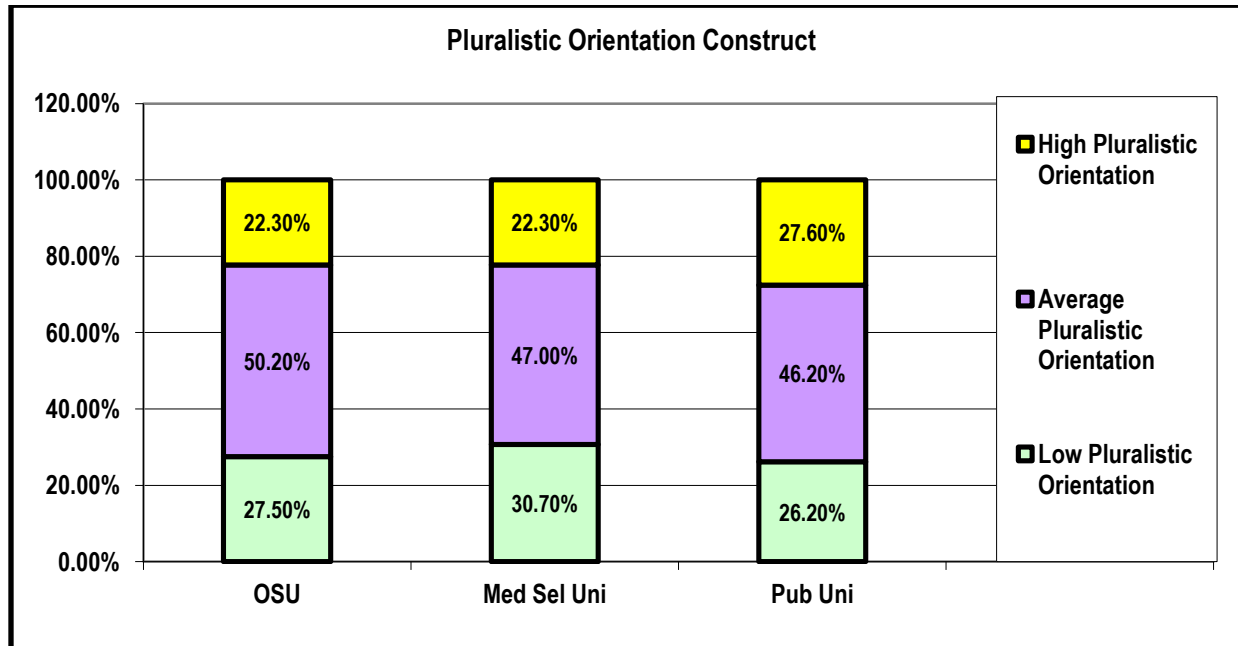
High, Average, Low Pluralistic Orientation

Pluralistic Orientation	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,596	14,977	61,561	1,341	7,294	29,337	1,255	7,683	32,224
High Pluralistic Orientation	22.3%	22.3%	27.6%	24.9%	24.2%	29.5%	19.6%	20.6%	25.8%
Average Pluralistic Orientation	50.2%	47.0%	46.2%	49.7%	47.1%	45.9%	50.7%	46.9%	46.5%
Low Pluralistic Orientation	27.5%	30.7%	26.2%	25.4%	28.7%	24.5%	29.7%	32.5%	27.7%
Significance (based on High score group)	-		**	-			-		*

Note: Significance * p<.05, ** p<.01, *** p<.001

Figure 7 below contains the graphic representation of how OSU percentages of high, average, and low pluralistic orientation compared with Med-Sel-Uni and Pub-Uni.

Figure 7



Construct—Social Agency

Constructs were developed to measure more precisely the broad underlying issues that colleges and universities are often most interested in understanding. The Construct report provided the mean, standard deviation, level of significance and effect size for the construct in relation to the comparators. The mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and a standard deviation of 10.

The construct, Social Agency, measures the extent to which students value political and social involvement as a personal goal. Survey items and estimation ‘weights’ are listed below.

Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

- * Participating in a community action program (2.42)
- * Helping to promote racial understanding (2.05)
- * Becoming a community leader (2.01)
- * Influencing social values (1.58)
- * Helping others who are in difficulty (1.36)
- * Keeping up to date with political affairs (1.35)

Table 48 below contains the social agency means report. OSU ft-ft-fy students’ mean was significantly lower than either comparator, however, the effect sizes were very small suggesting little practical difference between OSU and comparators.

The "Low" score group represented students who were one-half standard deviation below the mean. The "Average" score group represented students whose scores were within one-half

standard deviation of the mean. The "High" score group represented students who were one-half standard deviation or more above the mean. The High, Average, Low Social Agency Report, Table 49, contains the percentage of OSU and comparator students who rated as high, average or low on the social agency construct. Overall, a higher percentage of OSU students were categorized in the low social agency grouping than comparators. OSU also had fewer students in the high social agency category than comparators.

The difference between OSU and the all Pub-Uni group on social agency was significant ($p < .001$). This suggested that OSU entering students had less interest in political and social involvement than their peers at all Pub-Uni. There was no significant difference between OSU and Med-Sel-Uni.

Table 48

Social Agency Means Report

Social Agency	Total			Men			Women		
	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni	OSU	Med Sel-Uni	Pub-Uni
Total (n)	2,203	13,718	57,990	1,100	6,643	27,512	1,103	7,075	30,478
Mean	46.4	47.0	48.5	45.0	45.6	47.3	47.8	48.2	49.6
Standard Deviation	8.50	8.61	8.94	8.79	8.71	9.11	7.94	8.31	8.64
Significance	-	**	***	-	*	***	-		***
Effect Size	-	-0.07	-0.24	-	-0.08	-0.26	-	-0.05	-0.21
25th percentile	40.5	41.1	42.6	37.9	39.4	41.2	42.5	42.7	43.9
75th percentile	52.0	52.7	54.3	50.5	51.3	53.0	53.0	53.8	55.2

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$

Table 49

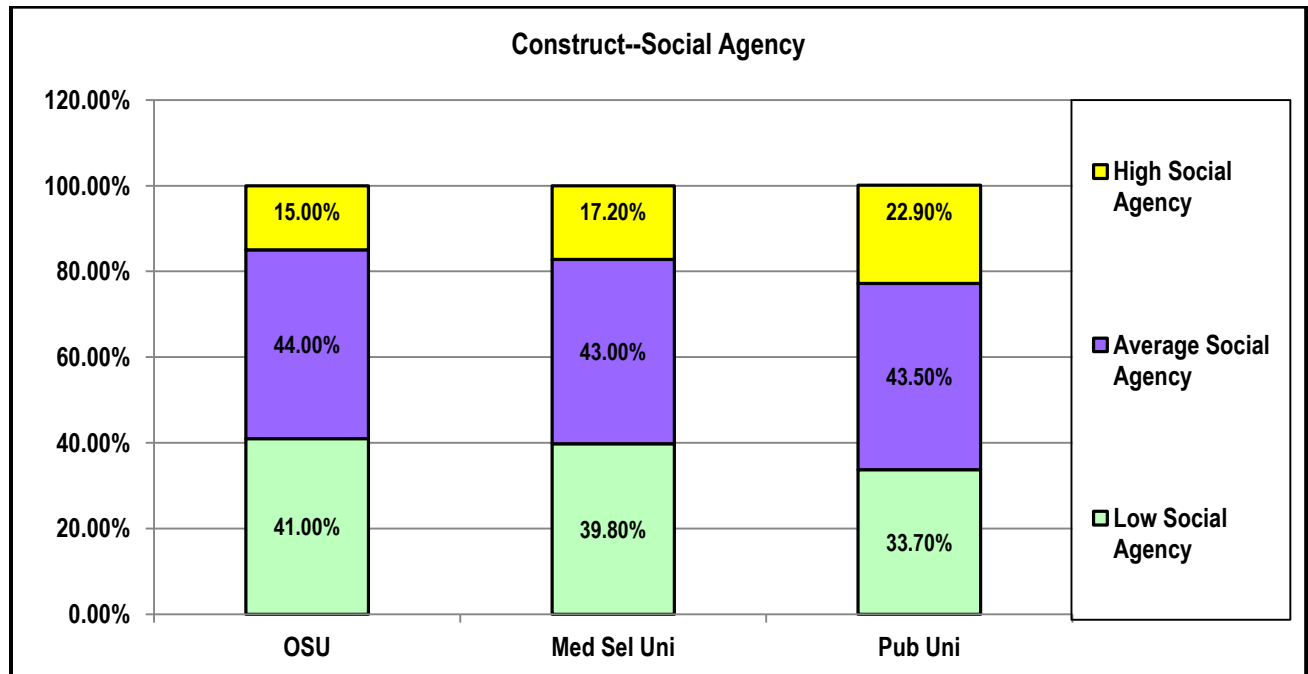
Social Agency High, Average, Low Report

Social Agency	Total			Men			Women		
	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni	OSU	Med Sel Uni	Pub Uni
Total (n)	2,203	13,718	57,990	1,100	6,643	27,512	1,103	7,075	30,478
High Social Agency	15.0%	17.2%	22.9%	12.3%	14.0%	19.5%	17.7%	20.2%	25.9%
Average Social Agency	44.0%	43.0%	43.5%	40.0%	40.1%	41.8%	48.0%	45.6%	44.9%
Low Social Agency	41.0%	39.8%	33.7%	47.7%	45.9%	38.7%	34.4%	34.2%	29.2%
Significance (based on High score group)	-		***	-		*	-		**

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$

Figure 8 below contains that graphic representation of the percentage of entering students in the three comparator groupings that indicated high, average, or low social agency.

Figure 8



DIVERSITY THEME

Items in this theme related to social attitudes and experiences with diversity. One of the more pressing higher education agenda's involves helping students to become more multiculturally and racially adept at their interactions, understanding, and ability to work across differences. Understanding the experiences that students have had prior to their attendance at college can aid in helping them to develop in this area.

Table 50 below contains the racial composition of their high school and neighborhood as well as the frequency with which they interacted socially with others who differed racially from them. Most OSU entering students attended a mostly white or completely white high school (68.7%). Only about 8.8% attended a mostly non-white or completely non-white high school.

The neighborhoods where OSU students reported growing up were similarly racially segregated with 76.7% of OSU entering students reporting that their neighborhood was completely white or mostly white. About 9.1% reported that their neighborhood was mostly non-white or completely non-white.

Yet, 71.1% of OSU entering students reported that they frequently socialized with someone who differed racially from them. The mean on this item was significantly higher ($p < .001$) for OSU students than for the Med-Sel-Uni though the effect size was negligible.

Table 50

Racial Composition of High School, Neighborhood, and Social Life

High school I last attended: racial composition		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Completely white		6.6%	11.1%	7.3%	7.0%	6.1%
Mostly white		62.1%	64.3%	51.2%	63.3%	60.8%
Roughly half non-white		22.5%	18.0%	24.1%	20.8%	24.4%
Mostly non-white		8.0%	5.9%	14.2%	8.2%	7.8%
Completely non-white		0.8%	0.7%	3.2%	0.7%	1.0%
Neighborhood where I grew up: racial composition		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Completely white		17.2%	29.4%	18.9%	17.8%	16.5%
Mostly white		59.5%	55.0%	50.5%	58.6%	60.5%
Roughly half non-white		14.1%	9.0%	13.6%	13.8%	14.5%
Mostly non-white		7.2%	4.7%	11.6%	7.3%	7.1%
Completely non-white		1.9%	1.9%	5.4%	2.5%	1.3%
For the activities below indicate which ones you did in the last year		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Socialized with someone of another racial/ethnic group	Frequently	71.1%	62.5%	70.1%	70.5%	71.7%
	Mean	2.69	2.59	2.67	2.68	2.70
	Significance	-	***		-	-
	Effect Size	-	0.18	0.04	-	-

Scale: 1=Not at all, 2=Occasionally, 3=Frequently Note: Significance *p<.05, **p<.01, ***p<.001

Again, only 59.6% of OSU students rated themselves in the highest 10%/above average group when it came to being open to having their own views challenged. Though a few more, 62.3% rated themselves likewise on ability to discuss and negotiate controversial issues. Lastly 78.8% rated themselves in the highest 10%/above average group concerning their ability to work cooperatively with diverse people.

Table 51

Traits Related to Successfully Negotiating Diversity

Rate yourself on each of the following traits as compared with the average person your age		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Openness to having my own views challenged	Highest 10%/ Above average	59.6%	55.1%	59.6%	63.7%	55.3%
	Mean	3.70	3.64	3.72	3.77	3.63
	Significance	-	***		-	-
	Effect Size	-	0.07	-0.02	-	-
Ability to discuss and negotiate controversial issues	Highest 10%/ Above average	62.3%	61.3%	65.3%	69.5%	54.6%
	Mean	3.76	3.76	3.84	3.88	3.64
	Significance	-		***	-	-
	Effect Size	-	0.00	-0.10	-	-
Ability to work cooperatively with diverse people	Highest 10%/ Above average	78.8%	76.0%	80.1%	79.2%	78.5%
	Mean	4.06	4.02	4.12	4.07	4.06
	Significance	-	*	***	-	-
	Effect Size	-	0.05	-0.08	-	-

Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10% Note: Significance *p<.05, **p<.01, ***p<.001

Given the high percentage of OSU entering students who attended high school and lived in all or mostly white environments, it was interesting to note their confidence in their ability to successfully negotiate issues of diversity. This was especially an area of concern since there was less acknowledged ability or openness by these same students to having their individual viewpoints challenged.

Generally, about 63% of OSU entering students thought there was a very good chance of their socializing with someone of a racial/ethnic group different than their own. OSU women indicated more openness to this than did the OSU men. However, students generally did not think there was a very good chance that they would have a roommate of a different race/ethnicity. Only 24.8% reported that there was a very good chance of this happening. There were no real practical differences between the means on these two items with compared to Med-Sel-Uni and all Pub-Uni since effect sizes were very small.

Table 52

**Best Guess about Socializing or Rooming
with Someone of a Different Racial/Ethnic Group**

What is your best guess as to the chances that you will:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Socialize with someone of another racial/ethnic group	Very good chance	63.1%	61.1%	66.5%	58.9%	67.4%
	Mean	3.55	3.54	3.59	3.49	3.62
	Significance	-		**	-	-
	Effect Size	-	0.02	-0.06	-	-
Have a roommate of different race/ethnicity	Very good chance	24.8%	19.6%	28.4%	23.3%	26.4%
	Mean	2.85	2.80	2.90	2.77	2.92
	Significance	-	*	*	-	-
	Effect Size	-	0.06	-0.05	-	-

Scale: 1=No chance, 2=Very little chance, 3=Some chance, 4=Very good chance Note: Significance *p<.05, **p<.01, ***p<.001

Student opinions on current social issues concerning diversity varied widely. Table 54 below contains the percentage of students who agree strongly/agree somewhat to each statement as well as the mean, significance and effect size between OSU and comparator means.

With the item, racial discrimination is no longer a major problem in America, OSU entering students endorsed agree strongly/agree somewhat less than comparators at med-sel-uni and significantly more (p<.01) than comparators at all pub-uni. As expected however, the effect sizes were very small and thus the likelihood of a practical difference was also negligible.

In an interesting shift over the last 10 years (See Table 53), the majority (72.3%) of entering OSU students agree strongly/agree somewhat that same-sex couples should have the right to legal marital status. In 2001 only 57.4% of OSU students reported likewise. Further, while OSU's mean was significantly less (p<.001) than Med-Sel-Uni comparators the effect sizes were very small.

Denial of access to public education by undocumented immigrants was agreed to strongly/agreed to somewhat by 42.1% of entering OSU students. This was less than comparators in terms of percent and was also less than comparator means. The difference in means between OSU and Med-Sel-Uni was significant (p<.001), though effect sizes again remained very small.

While there has definitely been a shift in attitudes of entering OSU students to the issue of whether or not same-sex couples should have the right to legal marital status, other areas represented in Table 52 do not show a dramatic shift in opinions over time. It is too soon to tell about the last item in the table since 2011 was the first time that item was used in the CIRP freshman survey.

Table 53

Student Opinions on Current Social Issues Related to Diversity

Mark one in each row		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Racial discrimination is no longer a major problem in America	Agree strongly/ Agree somewhat	25.7%	26.0%	24.4%	29.1%	22.2%
	Mean	2.05	2.06	2.01	2.12	1.97
	Significance	-	-	*	-	-
	Effect Size	-	-0.01	0.05	-	-
Same-sex couples should have the right to legal marital status	Agree strongly/ Agree somewhat	72.3%	77.1%	73.6%	66.5%	78.4%
	Mean	3.05	3.18	3.09	2.88	3.23
	Significance	-	***	-	-	-
	Effect Size	-	-0.13	-0.04	-	-
Undocumented immigrants should be denied access to public education	Agree strongly/ Agree somewhat	42.1%	48.7%	43.8%	44.6%	39.5%
	Mean	2.36	2.51	2.39	2.44	2.29
	Significance	-	***	-	-	-
	Effect Size	-	-0.16	-0.03	-	-
Students from disadvantaged backgrounds should be given preferential treatment in college admissions	Agree strongly/ Agree somewhat	41.9%	38.8%	38.8%	44.5%	39.3%
	Mean	2.31	2.25	2.24	2.32	2.29
	Significance	-	***	***	-	-
	Effect Size	-	0.08	0.08	-	-

Scale: 1=disagree strongly, 2=disagree somewhat, 3=agree somewhat, 4=agree strongly Note: Significance *p<.05, **p<.01, ***p<.001

Table 54

Current Social Issues Related to Diversity by Year

Issue	OSU FT-FT-FY Students Percent Agree Strongly/Agree Somewhat						
	2011	2006	2005	2004	2003	2002	2001
Racial discrimination is no longer a major problem in America	27.7	19.6	-	25.4	23.7	21.2	22.5
Same-sex couples should have the right to legal marital status	72.3	58.2	56.7	56.6	57.3	59.3	57.4
Undocumented immigrants should be denied access to public education	42.1	48.1	44.5	-	-	-	-
Students from disadvantaged backgrounds should be given preferential treatment in college admissions	41.9	-	-	-	-	-	-

Students were asked to rate the importance to them personally of specific activities related to diversity. Table 55 below contains the percentage who rated it essential/very important as well as means, significance and effect sizes. About 30% of OSU students reported that influencing social values was essential/very important to them personally. On the same question, the OSU student mean was significantly lower than either of the comparators. The effect sizes were small however.

The questions, helping to promote racial understanding was only essential/very important to about 24% of OSU students. OSU’s mean was significantly less than pub-uni comparators though the effect size was quite small.

Lastly, about 42% of entering OSU students did report that it was essential/very important to them to improve their understanding of other countries and cultures. Additionally, about 50% of OSU women endorsed this as well. Only 33.4% of men responded likewise. The mean comparisons indicated that OSU’s mean was significantly lower than either comparator but effect sizes remained very small.

Table 55

Importance Personally of Each Activity

Please indicate the importance to you personally of each of the following:		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Influencing social values	Essential/ Very important	30.1%	34.1%	38.4%	28.0%	32.1%
	Mean	2.09	2.19	2.28	2.01	2.17
	Significance	-	***	***	-	-
	Effect Size	-	-0.11	-0.21	-	-
Helping to promote racial understanding	Essential/ Very important	23.9%	24.8%	31.2%	20.1%	27.6%
	Mean	1.99	2.00	2.14	1.89	2.09
	Significance	-	-	***	-	-
	Effect Size	-	-0.01	-0.16	-	-
Improving my understanding of other countries and cultures	Essential/ Very important	42.1%	44.0%	49.6%	33.4%	50.7%
	Mean	2.35	2.41	2.53	2.18	2.52
	Significance	-	**	***	-	-
	Effect Size	-	-0.06	-0.19	-	-

Scale: 1=Not important, 2=Somewhat important, 3=Very important, 4=Essential
 Note: Significance *p<.05, **p<.01, ***p<.001

HEALTH AND WELLNESS THEME

The items in the Health and Wellness theme gauged student behaviors, attitudes, and experiences related to health and wellness issues. Students were asked to rate themselves on issues related to their health and compared to the average person their age. OSU men rated themselves higher than OSU women on each of the items in Table 55 below.

On emotional health 52.8% of OSU ft-ft-fy students rated themselves in the highest 10%/above average group. Nevertheless, OSU’s mean was significantly lower than pub-uni mean but the effect size was quite small. Students’ rating of their physical health followed similarly. About 58% rated themselves in the highest 10%/above group with a mean that did not differ significantly from peers.

Concerning students' rating of their self-understanding, about 53% rated themselves in the highest 10%/above average group. The only difference in means that was significant was the comparison between OSU and all Pub-Uni. Even then however, the effect size was quite small.

Table 65

Health Self-Ratings

Rate yourself on each of the following traits as compared with the average person your age		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Emotional Health	Highest 10%/ Above average	52.8%	50.9%	55.1%	58.5%	46.8%
	Mean	3.61	3.59	3.67	3.73	3.49
	Significance	-		***	-	-
	Effect Size	-	0.02	-0.07	-	-
Physical Health	Highest 10%/ Above average	58.3%	55.9%	57.5%	69.1%	46.9%
	Mean	3.68	3.66	3.70	3.86	3.49
	Significance	-			-	-
	Effect Size	-	0.02	-0.02	-	-
Self-Understanding	Highest 10%/ Above average	52.6%	52.1%	57.4%	55.8%	49.3%
	Mean	3.61	3.62	3.71	3.67	3.56
	Significance	-		***	-	-
	Effect Size	-	-0.01	-0.12	-	-

Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10% Note: Significance *p<.05, **p<.01, ***p<.001

Generally, OSU entering students reported “exercising 11 or more hours per week” more frequently than did comparators. In addition OSU’s mean was significantly higher than comparators but with small effect sizes.

Likewise OSU entering students reported “partying 11 or more hours per week” to a lesser degree than did comparators. The mean comparison also suggested that OSU entering students partied less as a group than did comparators. Here too effect sizes were small.

Table 57

Exercise and Partying Behaviors

During your last year in high school, how much time did you spend during a typical week doing the following?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Exercise or sports	11 or more hours	40.6%	37.4%	33.7%	46.8%	34.4%
	Mean	5.04	4.90	4.72	5.28	4.78
	Significance	-	***	***	-	-
	Effect Size	-	0.08	0.17	-	-
Partying	11 or more hours	3.2%	6.2%	5.4%	4.4%	2.0%
	Mean	2.29	2.75	2.68	2.43	2.14
	Significance	-	***	***	-	-
	Effect Size	-	-0.27	-0.24	-	-

Scale: 1=None, 2=Less than 1 hr, 3=1-2, 4=3-5, 5=6-10, 6=11-15, 7=16-20, 8=Over 20 Note: Significance *p<.05, **p<.01, ***p<.001

Overall, OSU ft-ft-fy students reported frequently smoking cigarettes, drinking beer, wine, or liquor less than comparators. Further when means for these three items below were examined. OSU student means were significantly less than comparators. While the effect sizes were small, it was nevertheless noteworthy to see less use of these substances than comparators.

OSU men reported means that were greater than OSU women in all three areas; however the percent of men and women who frequently smoked cigarettes was the same. Additionally more women reported drinking wine or liquor frequently/occasionally than did men. OSU men admitted to frequently/occasionally drinking beer more than OSU women.

Table 58

Use of Substances

		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Smoked cigarettes	Frequently	1.6%	2.9%	2.5%	1.6%	1.6%
	Mean	1.11	1.15	1.14	1.13	1.09
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.07	-	-
Drank beer	Frequently/ Occasionally	33.7%	43.9%	37.1%	36.0%	31.3%
	Mean	1.39	1.52	1.44	1.42	1.35
	Significance	-	***	***	-	-
	Effect Size	-	-0.20	-0.08	-	-
Drank wine or liquor	Frequently/ Occasionally	38.2%	48.1%	42.4%	37.8%	38.6%
	Mean	1.43	1.56	1.49	1.43	1.43
	Significance	-	***	***	-	-
	Effect Size	-	-0.20	-0.10	-	-

Scale: 1=Not at all, 2=Occasionally, 3=Frequently
 Note: Significance *p<.05, **p<.01, ***p<.001

Over 26% of OSU ft-ft-fy students reported frequently feeling overwhelmed by all they had to do. About twice as many OSU women reported this than did men. When means were compared between OSU and Med-Sel-Uni and all Pub-Uni comparators, there were no significant differences.

Likewise fewer OSU entering students reported frequently feeling depressed than did comparators and again women reported this more often than did men. In the mean comparisons, OSU mean was significantly lower than all Pub-Uni mean but effect sizes were very small.

Only about 8% of OSU entering students reported that there was a very good chance that they would seek personal counseling with OSU women reporting this more often than OSU men. OSU's mean was significantly higher on this item than it was for Med-Sel-Uni and significantly lower than for all Pub-Uni. In both cases the effect sizes were very small.

Table 59

Feeling Overwhelmed/Depressed and Seeking Help

		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Felt overwhelmed by all I had to do	Frequently	26.5%	28.3%	27.9%	17.6%	36.0%
	Mean	2.14	2.16	2.15	1.97	2.31
	Significance	-			-	-
	Effect Size	-	-0.03	-0.02	-	-
Felt depressed	Frequently	5.3%	5.9%	6.1%	4.7%	6.0%
	Mean	1.47	1.48	1.50	1.40	1.53
	Significance	-		*	-	-
	Effect Size	-	-0.02	-0.05	-	-
Scale: 1=Not at all, 2=Occasionally, 3=Frequently				Note: Significance *p<.05, **p<.01, ***p<.001		
What is your best guess as to the chances that you will:		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Seek personal counseling	Very good chance	8.4%	7.0%	9.3%	6.9%	9.9%
	Mean	2.26	2.22	2.31	2.19	2.33
	Significance	-	*	**	-	-
	Effect size	-	0.05	-0.06	-	-
Scale: 1=No chance, 2=Very little chance, 3=Some chance, 4=Very good chance				Note: Significance *p<.05, **p<.01, ***p<.001		

SPIRITUALITY/RELIGIOUSNESS THEME

Items in this theme related to the religious and spiritual practices and beliefs of students and their parents. Table 60 below contains the percentage of students and parents who subscribed to the particular religious faiths listed.

Table 60

OSU Student	Religion	Father	Mother
5.0%	Baptist	5.1%	5.6%
2.1%	Buddhist	3.2%	2.9%
8.7%	Church of Christ	9.3%	10.4%
0.1%	Eastern Orthodox	0.1%	0.2%
0.9%	Episcopalian	0.8%	1.1%
0.6%	Hindu	0.7%	0.7%
1.0%	Jewish	1.7%	1.2%
0.7%	LDS (Mormon)	1.2%	1.0%
3.2%	Lutheran	3.8%	4.6%
1.9%	Methodist	2.2%	2.4%
0.4%	Muslim	0.8%	0.6%
2.8%	Presbyterian	3.6%	3.8%
0.2%	Quaker	0.2%	0.3%
15.5%	Roman Catholic	19.1%	20.7%
0.3%	Seventh Day Adventist	0.3%	0.4%
0.5%	United Church of Christ/Congregational	0.6%	0.8%
16.0%	Other Christian	15.5%	17.0%
2.8%	Other Religion	2.2%	2.6%
37.3%	None	29.6%	23.6%

Approximately 63% of OSU entering students reported that in the last year they had attended a religious service frequently or occasionally. The mean comparison between OSU and all Pub- Uni showed a significant difference but the effect size was very small indicating little practical difference between groups.

Regarding discussing religion in the last year approximately 28% of OSU entering students reported that they had done this frequently. The mean comparison showed a significant difference between OSU and Med-Sel-Uni comparators however once again, the effect sizes were very small.

Table 61

Religious/Spiritual Behaviors

For the activities listed below, indicate which ones you did during the past year.		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Attended a religious service	Frequently/Occasionally	63.3%	66.7%	71.4%	61.8%	64.9%
	Mean	1.91	1.93	2.04	1.88	1.94
	Significance	-	-	***	-	-
	Effect Size	-	-0.03	-0.17	-	-
Discussed religion	Frequently	28.5%	25.6%	30.0%	29.6%	27.2%
	Mean	2.09	2.03	2.11	2.09	2.08
	Significance	-	***	-	-	-
	Effect Size	-	0.09	-0.03	-	-

Scale: 1=Not at all, 2=Occasionally, 3=Frequently Note: Significance *p<.05, **p<.01, ***p<.001

Almost one third of OSU entering students rated themselves in the highest 10%/above average on spirituality. While OSU's mean was significantly different from either of the comparators, the effect sizes were very small indicating negligible practical significance. Additionally 0% of students at OSU indicated that they aspired to be in the clergy. See Table 62 below.

Table 62

Self-Rating on Spirituality and Career/Occupation

Rate yourself on each of the following traits as compared with the average person your age		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Spirituality	Highest 10%/ Above average	31.2%	28.4%	34.4%	30.1%	32.3%
	Mean	3.05	2.98	3.11	2.97	3.12
	Significance	-	**	**	-	-
	Effect Size	-	0.07	-0.05	-	-
Scale: 1=lowest 10%, below average, 3=average, 4=above average, 5=highest 10%						
Career/Occupation	Clergy (minister, priest, other religious)	0.0%	0.0%	0.0%	0.0%	0.0%

Very few OSU entering students selected the "religious affiliation/orientation of the college as a very important reason in their decision-making to attend OSU. Since OSU is a state public institution without a religious affiliation, it was difficult to explain students' response to this question.

Nearly 42% of entering ft-ft-fy students reported that it was essential/very important to them to develop a meaningful philosophy of life. The mean comparison showed a significant difference between OSU students and all pub-uni comparators though the effect size was very small.

Table 63

Religious Reason for Attendance/Development of Meaningful Philosophy Means Report

How important was each reason in your decision to come to OSU?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
I was attracted by the religious affiliation/orientation of the college	Very important	1.7%	1.8%	2.5%	0.9%	2.6%
	Mean	1.13	1.14	1.17	1.11	1.17
	Significance	-	-	***	-	-
	Effect Size	-	-0.03	-0.09	-	-
Scale: 1=Not important, 2=Somewhat important, 3=Very important						
Students probable field of study/major	Theology or Religion	0.0%	0.0%	0.0%	0.0%	0.0%
Please indicate the importance to you personally on each of the following:		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Developing a meaningful philosophy of life	Essential/ Very important	41.9%	42.7%	46.3%	40.7%	43.1%
	Mean	2.33	2.35	2.43	2.30	2.35
	Significance	-	-	***	-	-
	Effect Size	-	-0.02	-0.10	-	-
Scale: 1=Not important, 2=Somewhat important, 3=Very important, 4=essential						
Note: Significance *p<.05, **p<.01, ***p<.001						

CAREER PLANNING THEME

The items in the Career Planning theme related to career plans and preparation for future careers. Most students reported that they planned to get a bachelor's, master's, or doctoral degree. A slightly smaller percentage reported that they intended to attain an MD, DO, DDS, or DVM degree. See Table 64 below.

Table 64

Highest Academic Degree Planned

Highest academic degree planned	OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
None	0.9%	0.6%	0.6%	0.9%	0.9%
Vocational certificate	0.0%	0.1%	0.1%	0.0%	0.0%
Associate (A.A. or equivalent)	0.3%	0.4%	0.3%	0.2%	0.5%
Bachelor's degree (B.A., B.S., etc.)	29.9%	25.6%	19.2%	33.4%	25.9%
Master's degree (M.A., M.S., etc.)	36.6%	43.7%	41.4%	38.0%	35.1%
Ph.D. or Ed.D.	17.7%	16.2%	20.2%	16.9%	18.7%
M.D., D.O., D.D.S., D.V.M.	12.0%	9.6%	12.7%	8.2%	16.5%
J.D. (Law)	1.4%	2.9%	4.3%	1.6%	1.3%
B.D. or M.DIV. (Divinity)	0.2%	0.1%	0.2%	0.3%	0.2%
Other	0.8%	0.8%	1.1%	0.7%	1.0%

Table 65 below contains the occupational listing for parents of entering first year students.

Table 65

Occupation of Father and Mother

Father			Occupation	Mother		
2001	2006	2011		2011	2006	2001
1.0	0.8	1.2	Artist	2.0	1.7	1.6
30.5	28.7	25.9	Business	19.2	19.1	19.2
0.5	1.4	1.9	Business (clerical)	4.3	4.6	6.6
0.5	0.6	0.2	Clergy	0.2	0.2	0.2
0.0	0.6	0.3	College teacher	0.3	0.2	0.2
2.5	2.2	2.0	Doctor (MD or DDS)	1.4	1.6	0.9
4.2	2.7	2.6	Education (secondary)	4.8	4.6	5.8
1.6	1.3	0.7	Education (elementary)	7.9	9.3	12.4
9.4	11.3	13.0	Engineer	0.9	0.8	0.6
4.7	3.3	2.4	Farmer or forester	0.5	0.5	1.6
1.7	2.1	1.4	Health professional	4.3	3.8	3.1
0.2	0.4	0.5	Homemaker (full-time)	5.8	8.1	10.6
1.7	2.0	1.4	Lawyer	0.8	0.5	0.2
1.6	1.1	2.1	Military (career)	0.2	0.1	0.0
0.0	0.6	0.5	Nurse	6.8	8.1	6.5
1.1	0.6	1.4	Research scientist	0.7	0.3	0.3
0.5	0.7	0.5	Social/welfare/recreation worker	1.9	1.7	1.9
8.0	6.5	6.2	Skilled worker	1.2	1.4	1.6
2.9	2.9	3.0	Semi-skilled worker	2.3	1.7	2.4
2.1	2.9	3.4	Unskilled worker	1.7	1.9	0.8
1.8	1.2	3.4	Unemployed	7.6	4.7	3.4
23.2	26.1	26.0	Other	25.1	25.3	20.3

The largest percentage of entering OSU students reported that they likely were going to major in engineering. The health professions were second in terms of percentage of endorsement. Table 66 below contains other major areas in descending order of frequency of endorsement.

Table 66

Students' Probable Field of Study

Your probable field of study (aggregated)	OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Engineering	25.4%	19.8%	17.9%	41.3%	9.3%
Health Professional	14.7%	10.8%	12.0%	8.7%	20.8%
Biological Science	14.3%	12.4%	13.1%	11.5%	17.1%
Business	9.6%	14.1%	14.3%	9.9%	9.2%
Undecided	6.5%	7.0%	6.4%	5.1%	7.9%
Social Science	4.8%	7.0%	8.1%	2.5%	7.2%
Other Non-technical	4.8%	7.0%	6.0%	4.1%	5.5%
Agriculture	3.8%	2.5%	1.1%	3.1%	4.5%
Education	3.4%	3.7%	3.5%	1.5%	5.4%
Physical Science	2.8%	2.8%	2.9%	2.7%	2.8%
Fine Arts	2.7%	2.7%	3.0%	2.3%	3.1%
Other Technical	2.7%	2.6%	2.6%	3.7%	1.6%
History or Political Science	1.8%	3.0%	4.1%	2.2%	1.4%
Humanities	1.4%	2.5%	2.5%	0.6%	2.2%
English	0.7%	1.5%	1.5%	0.3%	1.1%
Mathematics or Statistics	0.7%	0.7%	0.9%	0.3%	1.1%

Regarding students' reasons for deciding to attend OSU, nearly 17% indicated that it was important to them that "the college's graduates gain admission to top graduate/professional schools." Further over 36% reported that it was very important to them that "the college's graduates get good jobs." Interestingly, with both of these questions, the OSU means were significantly smaller than the comparator means. Notice too that when the OSU means were compared with Pub-Uni means on both questions, the effect sizes were the largest of any other comparison in the study at -.47 and -.43 respectively. This suggested that there might be some modest practical difference between OSU entering students and their Pub-Uni comparators on these two items. That is that admission to top graduate schools and good jobs were not only significantly more important but modestly practically more important to Pub-Uni comparators than to OSU entering ft-ft-fy students. See Table 67 below.

Table 67

Importance of Reasons to Attend OSU

How important was each reason in your decision to come to OSU?		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
The college's graduates gain admission to top graduate/professional schools	Very important	16.9%	24.6%	35.0%	14.2%	19.6%
	Mean	1.74	1.93	2.10	1.67	1.81
	Significance	-	***	***	-	-
	Effect Size	-	-0.25	-0.47	-	-
This college's graduates get good jobs	Very important	36.4%	49.1%	55.3%	37.6%	35.2%
	Mean	2.16	2.37	2.45	2.17	2.15
	Significance	-	***	***	-	-
	Effect Size	-	-0.30	-0.43	-	-

Scale: 1=not important, 2=somewhat important, 3=very important Note: Significance *p<.05, **p<.01, ***p<.001

Table 68 contains the means report for beliefs about higher education as it related to career and expectations for attaining a higher education degree. The majority (67.4%) of OSU entering students agree strongly/agree somewhat that the chief benefit of a college education is to increase one's earning power. OSU's mean was significantly smaller on this item than both comparators though the effect sizes are very small.

The remainder of the items in Table 68 concerned the importance of various reasons in deciding to go to college. Consistently over the last 10 years, "learning more about things that interest me" has had the highest percentage of students rating any of these statements as very important. Note, that this even exceeded the percent of students rating "to be able to get a better job" as very important.

Nevertheless, the majority of students do endorse those items related to getting a better job, making more money and getting training for a specific career as very important in their decision to attend college.

Many of the means of the items below were significant; however, in all cases the effect sizes were very small suggesting no real practical difference between OSU entering students and comparators. See Table 68.

Table 68

Beliefs about Higher Education

		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
The chief benefit of a college education is that it increases one's earning power	Agree strongly/ Agree somewhat	67.4%	72.6%	71.8%	69.8%	65.0%
	Mean	2.77	2.90	2.89	2.81	2.73
	Significance	-	***	***	-	-
	Effect Size	-	-0.16	-0.14	-	-
Scale: 1=disagree strongly, 2=disagree somewhat, 3=agree somewhat, 4=agree strongly						
In deciding to go to college, how important to you was each of the following reasons		OSU FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
To be able to get a better job	Very important	83.4%	84.7%	85.8%	84.9%	81.8%
	Mean	2.82	2.83	2.84	2.83	2.80
	Significance	-	-	*	-	-
	Effect Size	-	-0.02	-0.05	-	-
To gain a general education and appreciation of ideas	Very important	67.9%	68.1%	71.6%	63.9%	72.1%
	Mean	2.66	2.66	2.70	2.61	2.70
	Significance	-	-	***	-	-
	Effect Size	-	0.00	-0.08	-	-
To make me a more cultured person	Very important	45.1%	45.3%	49.2%	35.6%	54.9%
	Mean	2.33	2.34	2.39	2.19	2.47
	Significance	-	-	***	-	-
	Effect Size	-	-0.01	-0.09	-	-
To be able to make more money	Very important	67.3%	71.0%	70.7%	71.0%	63.4%
	Mean	2.63	2.68	2.67	2.68	2.59
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.07	-	-
To learn more about things that interest me	Very important	85.8%	83.0%	83.3%	83.2%	88.5%
	Mean	2.85	2.82	2.82	2.82	2.88
	Significance	-	***	***	-	-
	Effect Size	-	0.08	0.08	-	-
To get training for a specific career	Very important	77.1%	76.2%	76.1%	75.8%	78.4%
	Mean	2.75	2.73	2.73	2.74	2.76
	Significance	-	-	-	-	-
	Effect Size	-	0.04	0.04	-	-
To prepare myself for graduate or professional school	Very important	52.7%	53.1%	61.6%	44.3%	61.4%
	Mean	2.38	2.39	2.52	2.26	2.49
	Significance	-	-	***	-	-
	Effect Size	-	-0.01	-0.21	-	-
Scale: 1=not important, 2=somewhat important, 3=very important		Note: Significance *p<.05, **p<.01, ***p<.001				

About 16.6% reported that there would be a very good chance of their changing their major. Likewise about 16.4% reported that there was a very good chance they would change their career choice. In both cases, the mean comparison was significantly different from Med-Sel Uni and all Pub-Uni. Nevertheless, the effect sizes were small on all comparisons, suggesting little practical difference between OSU ft-ft-fy students and comparator students.

Table 69

Chances Student Will Change Major or Career Choice

What is your best guess as to the chances that you will:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Change major field	Very good chance	16.6%	14.8%	14.8%	15.9%	17.2%
	Mean	2.67	2.55	2.54	2.70	2.64
	Significance	-	***	***	-	-
	Effect Size	-	0.14	0.15	-	-
Change career choice	Very good chance	16.4%	14.6%	13.9%	14.7%	18.1%
	Mean	2.68	2.60	2.56	2.67	2.70
	Significance	-	***	***	-	-
	Effect Size	-	0.09	0.14	-	-

Scale: 1=No chance, 2=Very little chance, 3=Some chance, 4=Very good chance Note: Significance *p<.05, **p<.01, ***p<.001

Regarding career and lifestyle aspirations, the majority of students (75.3%) indicated that it was essential or very important for them to be very well off financially. The other items in this category showed a very much smaller percentage of essential/very important endorsement by ft-ft-fy students. Only about 49% reported that it was essential/very important to become an authority in their field. While some mean comparisons showed a significant difference, the effect sizes were all very small. See Table 70.

Table 70

Career and Lifestyle Aspirations

Please indicate the importance to you personally of each of the following:		OSU FT-FT-FY	Med-Sel Uni	Pub-Uni	OSU Men	OSU Women
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	Essential/ Very important	11.5%	11.3%	13.1%	10.4%	12.5%
	Mean	1.50	1.47	1.53	1.45	1.55
	Significance	-	-	-	-	-
	Effect Size	-	0.04	-0.03	-	-
Becoming an authority in my field	Essential/ Very important	48.6%	52.7%	57.5%	50.0%	47.3%
	Mean	2.49	2.57	2.67	2.51	2.47
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.20	-	-
Being very well off financially	Essential/ Very important	75.3%	78.3%	79.6%	78.4%	72.2%
	Mean	3.08	3.15	3.19	3.15	3.02
	Significance	-	***	***	-	-
	Effect Size	-	-0.09	-0.14	-	-
Making a theoretical contribution to science	Essential/ Very important	27.6%	24.3%	26.6%	27.8%	27.4%
	Mean	2.01	1.91	1.96	2.04	1.98
	Significance	-	***	*	-	-
	Effect Size	-	0.11	0.05	-	-
Becoming successful in a business of my own	Essential/ Very important	36.0%	35.9%	39.6%	37.3%	34.7%
	Mean	2.18	2.18	2.27	2.23	2.13
	Significance	-	-	***	-	-
	Effect Size	-	0.00	-0.08	-	-

Scale: 1=Not important, 2=Somewhat important, 3=Very important, 4=Essential Note: Significance *p<.05, **p<.01, ***p<.001

DISCUSSION AND RECOMMENDATIONS

The intention of this report was to provide information to the OSU community about our incoming first year students. As the membership of the university community considers this information, it will aid in understanding, discussing, and implementing programs, and other strategies both within the classroom and throughout support services that positively impact these students.

QUESTIONS RAISED BY THIS PROJECT

1. What challenges to OSU's diversity initiatives are posed by the predominance of students who have attended high school and lived in neighborhoods that are predominately white? And how can OSU address these challenges?
2. With the decline of students reporting major concern about funding their college education, does this mean that fewer low-income students are even able to consider coming to OSU? How does this impact diversity initiatives?
3. What impact do the few hours of studying per week in high school have on the study skills needed for success in college? Or, does it impact college academic success?
4. Students do not rate their skills and abilities in public speaking very high when compared to other skills that they possess. Other survey data suggested that OSU senior students do not believe that their OSU education did very much to improve their public speaking abilities. Will OSU's changes in the Bacc Core impact future scores in this area?
5. Is the information obtained by this survey of value to OSU in planning, understanding incoming students? Or, is there another survey that might provide different information that is also needed?

SPECIFIC RECOMMENDATIONS

1. Post report on the Student Affairs Research and Evaluation web page and disseminate report information.
2. Present data to faculty and staff groups and engage in discussion about implications of the data.
3. Continue to participate in the annual CIRP Freshman Survey; though, move to only once every 3-4 years.
4. Use the pre-college instrument, Beginning College Survey of Student Engagement, developed by NSSE to coincide with years that NSSE is also to be administered to OSU students.

REFERENCES

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- Pryor, J. H., DeAngelo, L., Blake, L.P., Hurtado, S., & Tran, S. (2011). *The American freshman: National norms fall 2011*. Los Angeles: Higher Education Research Institute, UCLA.
- Student Affairs Assessment Committee (2002). *Fall 2001 Freshman Survey Results*. Corvallis, OR: Division of Student Affairs, Oregon State University.

APPENDIX A

Public Universities – Medium Selectivity

Colorado State University-Fort Collins	CO
Georgia Southern University	GA
Iowa State University	IA
Oregon State University	OR
The University of West Florida	FL
University of Hawaii at Manoa	HI
University of Massachusetts Amherst	MA
University of New Hampshire-Main Campus	NH
University of Utah	UT
University of Vermont	VT

All Public Universities

Florida International University	FL
Northern Arizona University	AZ
Northern Illinois University	IL
Oakland University	MI
Texas A & M University-Kingsville	TX
University of California-Riverside	CA
University of Idaho	ID
University of Toledo	OH
Wayne State University	MI
Colorado State University-Fort Collins	CO
Georgia Southern University	GA
Iowa State University	IA
Oregon State University	OR
The University of West Florida	FL
University of Hawaii at Manoa	HI
University of Massachusetts Amherst	MA
University of New Hampshire-Main Campus	NH
University of Utah	UT
University of Vermont	VT
College of William and Mary	VA
Florida State University	FL
Georgia Institute of Technology-Main Campus	GA
Miami University-Oxford	OH
The University of Alabama	AL
University of California-Los Angeles	CA
University of California-San Diego	CA
University of Illinois at Urbana-Champaign	IL
University of Michigan-Ann Arbor	MI
University of North Carolina at Chapel Hill	NC
University of Pittsburgh-Pittsburgh Campus	PA
University of South Carolina-Columbia	SC
Virginia Polytechnic Institute and State University	VA