

2003 SOPHOMORE SURVEY

SUMMARY REPORT



Ball State University

Office of Academic Assessment and
Institutional Research

September 2003

AAIR No. SOP-S1-2003

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EXECUTIVE SUMMARY

- The *Ball State University Sophomore Survey* was developed in 2001 to gather information about student development and learning at the time of transition from the Core Curriculum classes to the major program of study. The survey is given to sophomores who have earned 42 to 57 credit hours. This report is a summary of the responses from sophomore students in Spring 2003.
- Of the 2,169 sophomores who received the surveys, 979 returned surveys for an overall response rate of 45 percent.

Demographic and Academic Characteristics

- Approximately 68 percent of respondents were female, compared to 59 percent of all sophomores. Respondents were significantly more likely than non-respondents to have a grade point average of at least 3.00.

Attitudes about Ball State and Academic Plans

- Ninety-six percent of respondents reported very positive or positive attitudes toward Ball State and 95 percent planned to return to Ball State in the fall. More than nine out of ten respondents planned to finish their degrees at Ball State.

Academic Major

- About 55 percent of respondents indicated that their choice of major was or would be influenced by classes they had taken at Ball State.
- Ninety-seven percent of respondents reported that they had decided on a

major but only 84 percent of those had officially declared the major with the university.

- Three out of ten respondents who had chosen a major indicated they had taken more than 20 credit hours in their major and 36 percent had done volunteer work related to their major.
- Of respondents who had chosen a major, 74 percent were satisfied with opportunities to interact with other students in their major and two-thirds were satisfied with opportunities to interact with faculty in their major.

Academic Experiences

- Eight out of ten respondents rated their satisfaction with their academic experiences as very high or high. About 81 percent of respondents were satisfied with the quality of instruction in their courses.

Campus Involvement

- Sixty-one percent of respondents rated their satisfaction with student activities as either very high or high. More than 40 percent indicated they were heavily or moderately involved in campus programs, activities and organizations.

Use of Student Services

- Awareness of Ball State student services was high among respondents, with almost all of the respondents being aware of University Computer Labs, Bracken Library, tutoring in the Learning Center, physical activities facilities, and the Career Center.

Study Behaviors

- At least seven out of ten respondents indicated they always or most of the time used computer technology for class, identified key points of class or assignments, fit facts and ideas together, and studied alone.
- Thirty-four percent of respondents reported that they had not missed any class sessions during the semester.

Use of Time

- One-fourth of respondents indicated they spent between one and twenty hours per week working at on-campus jobs. Twelve percent of respondents reported that they spent more than 20 hours per week working at off-campus jobs.
- Almost six out of ten respondents indicated they spent 10 hours or less per week studying outside of class. Ten percent of respondents reported that they spent 21 hours or more per week.

Personal Reflections and Progress

- Ninety-five percent of respondents agreed they had been able to make decisions during the past year. More than 85 percent agreed they had been able to manage their time and activities, clarify personal values, and evaluate their own interests, talents, and goals.
- More than 45 percent of respondents indicated that their educational experiences at Ball State had helped them progress very well in personal growth and intellectual growth.

Comparisons by Gender

- Female respondents were significantly more likely than male respondents to have decided on a major and be very certain about this choice. Female

respondents were also more likely than male respondents to indicate they had participated in volunteer work related to their major.

- Significantly higher percentages of female respondents than male respondents agreed that they had been able to ask others for help and clarify personal values.

Comparisons by Year

- Respondents in 2003 were significantly less likely than respondents in 2002 to rate their satisfaction with academic experiences as very high or high.
- Respondents in 2003 were more likely than respondents in 2002 to indicate they had participated in programs or career counseling for students who were undecided about their major. They were also more likely to report they had participated in collaborative research with faculty.
- A significantly higher percentage of 2003 respondents than 2002 respondents indicated that they were heavily or moderately involved in campus programs, activities, and organizations.
- Respondents in 2003 were significantly less likely than respondents in 2002 to report that educational experiences at Ball State had helped them progress very well in speaking, listening, problem solving, analyzing and evaluating ideas, computer skills, teamwork skills, creative thinking, critical thinking, intellectual growth, personal growth, preparation for further education, and preparation for a career.

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INTRODUCTION

The *Ball State University Sophomore Survey* is designed to reveal information about student development and learning at the time of the transition from the Core Curriculum classes to the major program of study. The survey is also designed to gather information about student activities relative to their major. The survey was developed in 2001 by the Office of Academic Assessment and Institutional Research.

There are ten content areas on the *Ball State University Sophomore Survey*: Attitudes about Ball State; Academic Plans; Academic Major; Study Behaviors; Use of Student Services; Use of Time; Involvement and Activities; Academic Programs; Personal Reflections; and Progress.

In the latter part of Spring 2003, the survey was given to all sophomores who had earned between 42 and 57 credit hours. Of 2,169 students who received the survey, 979 sophomores participated for an overall response rate of 45 percent.

Student responses were linked with data from University records. This report is a summary of student responses and University data from sophomore students in Spring 2003.

The report contains eleven sections and two appendices. The eleven sections are: Demographic and Academic Characteristics; Attitudes about Ball State and Academic Plans; Academic Major; Academic Experiences; Campus Involvement; Use of Student Services; Study Behaviors; Use of Time; Personal Reflections and Progress; Comparison by Gender; and Comparison of 2003 and 2002 Responses.

The first appendix contains comments on two open-ended items. First, if students reported they had chosen a major, they were asked to indicate that major. Second, students were asked about participation in activities related to their major. If they indicated they had participated in activities other than those listed, they could specify the type of activity. The responses from these items are included and grouped by question in Appendix A.

Appendix B contains a copy of the survey instrument.

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS

Summary This section contains a description of the demographic and academic characteristics of sophomore survey respondents and compares them to the characteristics of all sophomores with 42 to 57 credit hours.

More than 65 percent of respondents were female, compared to 59 percent of all sophomores. Fifty-two percent of respondents and 46 percent of all sophomores had a high school percentile rank of at least 75.

Approximately 54 percent of respondents had a Ball State grade point average of at least 3.00, compared to 47 percent of all sophomores. These were statistically significant.

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- Approximately 68 percent of respondents were female, compared to 59 percent of all sophomores. This difference was statistically significant. (Table 1)
 - Nine out of ten respondents were Caucasian. This was similar to the percent of the sophomore population. (Table 1)
 - One-half of respondents were less than 20 years old and 42 percent were 20 to 21 years old. In significant contrast, 48 percent of all sophomores were less

than 20 years old and 45 percent were 20 to 21 years old. (Table 1)

- At least 55 percent of respondents and all sophomores had SAT verbal scores of at least 500. (Table 2)
- Sixty-two percent of respondents and 59 percent of all sophomores had SAT math scores of at least 500. (Table 2)
- Fifty-two percent of respondents had a high school percentile rank of at least 75. In significant contrast, only 46 percent of all sophomores had a similar high school percentile rank. (Table 2)
- Approximately 54 percent of respondents had a Ball State grade point average of at least 3.00, compared to 47 percent of all sophomores. This difference was statistically significant. (Table 2)
- Five percent of respondents had completed five or more terms at Ball State, compared to seven percent of all sophomores. This difference was statistically significant. (Table 2)
- Ninety-four percent of respondents and 95 percent of all sophomores were enrolled in 12 or more credit hours. (Table 2)

TABLE 1
Demographic Characteristics of Respondents and All Sophomores

	Respondents	All Sophomores
	<i>Percentages</i>	
Gender *		
Female	68.3	58.5
Male	31.7	41.5
Race/Ethnicity		
African American	2.0	3.5
American Indian	0.2	0.2
Asian/Pacific	1.3	0.9
Caucasian	92.5	91.7
Hispanic	1.2	1.4
Biracial	0.8	0.7
Unknown	1.8	1.5
Age *		
25 years or more	4.3	3.0
22 to 24 years old	3.9	4.1
20 to 21 years	42.3	45.4
19 years or less	49.5	47.5

* Statistically significant differences exist between percentages of respondents and non respondents. ($p \leq .05$)

TABLE 2
Academic Characteristics of Respondents and All Sophomores

	Respondents	All Sophomores
	<i>Percentages</i>	
SAT Verbal		
700 and above	0.9	1.2
600-699	12.8	12.9
500-599	41.5	42.3
400-499	38.7	38.1
Below 400	6.1	5.5
SAT Math		
700 and above	1.0	1.1
600-699	15.2	14.6
500-599	46.0	43.6
400-499	33.6	36.4
Below 400	4.1	4.2
High School Percentile Rank *		
75-100	51.8	45.8
50-74	32.9	34.3
25-49	12.9	16.6
Less than 25	2.4	3.3
Grade Point Average *		
3.50 to 4.00	22.6	17.3
3.00 to 3.49	31.5	29.6
2.50 to 2.99	26.1	28.3
2.00 to 2.49	14.2	18.0
0.01 to 1.99	4.0	5.3
0.00	1.6	1.5
Terms completed at Ball State *		
0 terms	1.7	1.6
1-2 terms	9.9	10.2
3-4 terms	83.2	81.6
5-6 terms	3.8	5.4
7 or more terms	1.3	1.3
Credit Hours Enrolled in This Semester		
1-5 hours	2.0	1.5
6-11 hours	4.5	3.9
12 or more hours	93.5	94.7

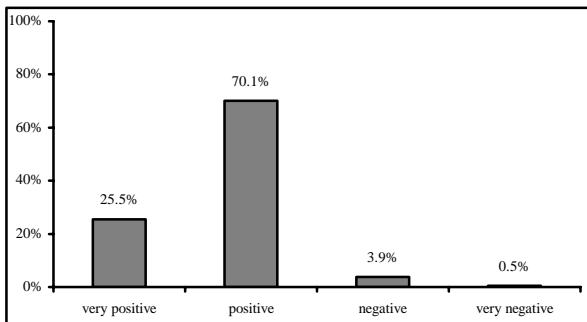
* Statistically significant differences exist between percentages of respondents and non respondents. (p≤ .05)

ATTITUDES ABOUT BALL STATE AND ACADEMIC PLANS

Summary Sophomores were asked about their opinions of Ball State and their plans to return. Ninety-six percent of respondents reported very positive or positive attitudes toward Ball State and 95 percent indicated they planned to return to Ball State in the fall.

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- Twenty-five percent of respondents reported a very positive general attitude toward Ball State. Another 70 percent reported a positive attitude. (Figure 1)

Figure 1
What is your general attitude toward Ball State?



- Nine out of ten respondents indicated they would recommend Ball State to someone who wanted to attend college. (Figure 2)
- Approximately 95 percent of respondents indicated that they planned to return to Ball State in the fall. (Figure 3)

Figure 2
Would you recommend Ball State to someone who wants to attend college?

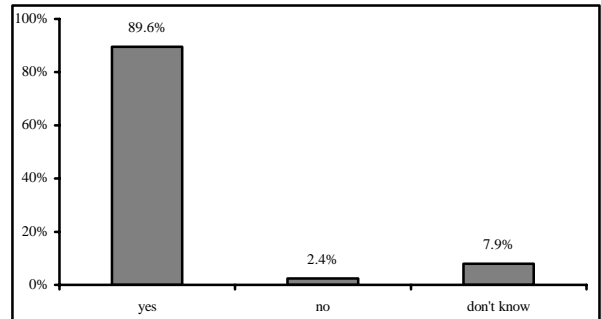
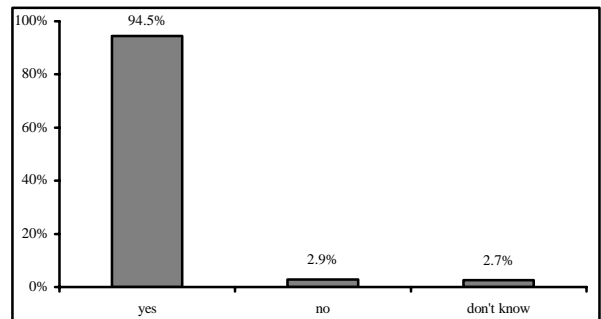


Figure 3
At this time, are you planning to return to Ball State in the fall?



- When asked if they had the financial means to enroll in the fall, 78 percent of respondents reported they did and 18 percent of respondents reported they did not know. (Figure 4)
- Ninety-three percent of respondents indicated that they planned to finish their degree at Ball State. (Figure 5)

Figure 4
At this time, do you think you will have the financial means to enroll next fall?

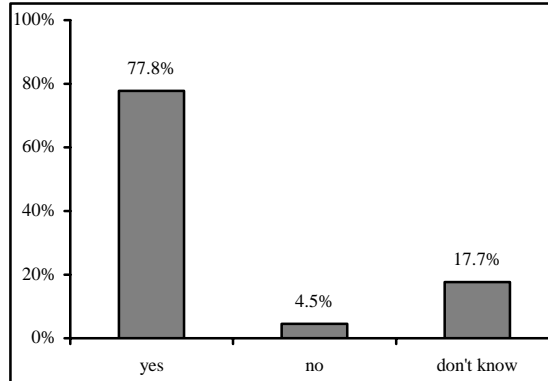
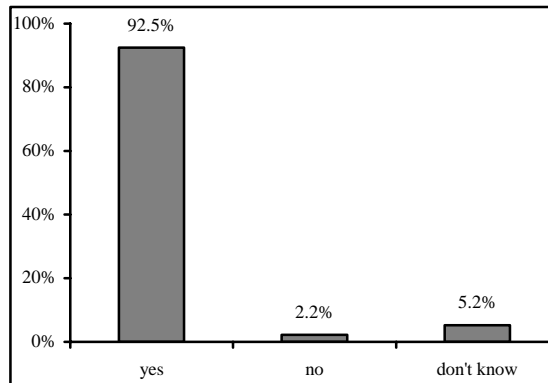


Figure 5
Are you planning to finish your degree at Ball State?



ACADEMIC MAJOR

Summary This section contains information about respondents' experiences with their academic major.

Fifty-five percent of respondents indicated that their choice of major was or would be influenced by classes they had taken at Ball State.

Ninety-seven percent of respondents reported that they had decided on a major but only 84 percent of those had officially declared the major with the university. Three out of ten respondents indicated they had taken more than 20 credit hours in their major and 36 percent had done volunteer work related to their major.

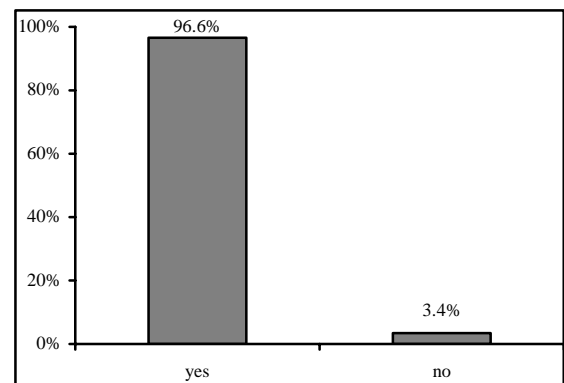
Almost three-fourths of respondents were satisfied with opportunities to interact with other students in their major and 66 percent were satisfied with opportunities to interact with faculty in their major.

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- Fifty-five percent of respondents strongly agreed or agreed that their choice of major was or would be influenced by classes they had taken at Ball State. (Table 3)
 - Four out of ten respondents strongly agreed or agreed that their choice of major was or would be influenced by friends who were majoring or working in the field. (Table 3)
 - Thirty-five percent of respondents strongly agreed or agreed that their choice of major was or would be

influenced by a professor who influenced or encouraged them. (Table 3)

- Career counseling or assessment was reported by 19 percent of respondents as being an influence on their choice of major. (Table 3)
- Two out of ten respondents strongly agreed or agreed that their choice of major was or would be influenced by help from their advisor. (Table 3)
- Approximately 97 percent of respondents reported that they had decided what their major was or would likely be. (Figure 6)

Figure 6
Have you decided what your major is (or will likely be)?

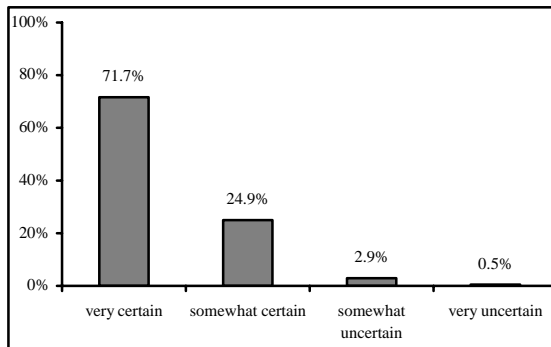


- Of the respondents who had decided on a major, 72 percent indicated they were very certain about their choice and 25 percent indicated they were somewhat certain. (Figure 7)

TABLE 3
Choice of Academic Major

My choice of major was (will likely be) influenced by...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	<i>Percentages</i>				
classes I have taken at Ball State.	10.8	44.6	12.9	19.6	12.1
friends who are majoring or working in the field.	9.2	30.7	15.4	31.0	13.7
a professor who influenced or encouraged me.	7.3	27.9	20.6	30.6	13.5
career counseling or assessment.	4.0	15.1	21.7	40.1	19.2
help from my advisor.	3.5	17.1	14.1	37.1	28.2

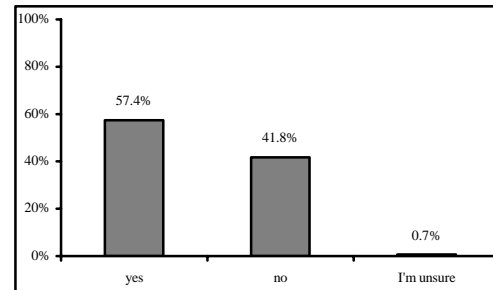
Figure 7
**How certain are you about
this major? ***



* Percentages are of those who reported they had decided on a major.

- Of the respondents who had decided on a major, 57 percent reported their choice of major was the same major they had in mind when they started college. Forty-two percent said their choice of major was not the same. (Figure 8)

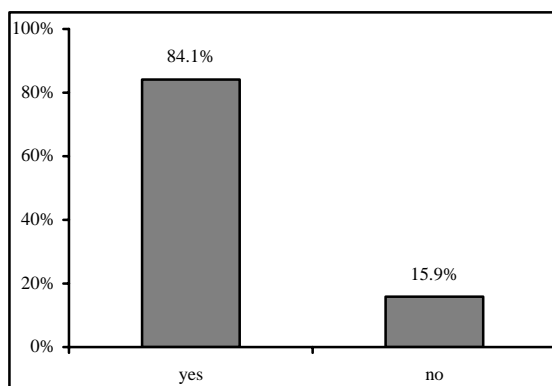
Figure 8
**Is this the same major
you had in mind
when you started college?***



* Percentages are of those who reported they had decided on a major.

- Of the respondents who had decided on a major, 84 percent indicated they had officially declared their major with the university and 16 percent indicated they had not. (Figure 9)
- Approximately 31 percent of respondents who had decided on a major reported that they had taken more than 20 credit hours in their major. (Table 4)

Figure 9
Have you officially declared this major with the university?*



* Percentages are of those who reported they had decided on a major.

- Of the respondents who had decided on a major, 36 percent indicated they had participated in volunteer work related to their major. (Table 4)
- Approximately 29 percent of respondents who had decided on a major reported that they had participated in part-time or summer jobs related to their major. (Table 4)
- One-fourth of respondents who had decided on a major reported that they had participated in a student organization related to their major. (Table 4)
- Of the respondents who had decided on a major, ten percent had participated in laboratory or research experience in their field. (Table 4)
- Six percent of respondents who had decided on a major indicated they had participated in an internship or cooperative education. (Table 4)

TABLE 4
Activities Related to Major *

	Respondents	
	<i>N</i>	<i>Percentages</i>
How many credit hours have you taken in this major?		
More than 20 hours	263	31.2
16-20 hours	120	14.2
11-15 hours	193	22.9
6-10 hours	163	19.3
1-5 hours	53	6.3
0 hours	51	6.0
Which of the following experiences have you already participated in? (Mark all that apply)		
Volunteer work related to your major	351	36.1
Part-time/summer job related to your major	283	29.1
Student organization related to your major	253	26.0
Other activities related to your major	107	11.0
Laboratory/research experience in you major field	92	9.5
Internship/cooperative education	54	5.6

* Percentages are of those who reported they had decided on a major.

- About three out of four respondents who had decided on a major strongly agreed or agreed they were satisfied with opportunities to interact with other students in their major. (Table 5)
- Of the respondents who had decided on a major, 57 percent strongly agreed or agreed they were satisfied with advising by their major department. (Table 5)
- Two-thirds of respondents who had decided on a major strongly agreed or agreed they were satisfied with opportunities to interact with faculty in their major. (Table 5)
- Of the respondents who had decided on a major, 47 percent strongly agreed or agreed they were satisfied with field study opportunities in their major. (Table 5)

TABLE 5
Satisfaction with Major *

I am satisfied with ...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	<i>Percentages</i>				
opportunities to interact with other students in my major.	21.8	51.7	19.2	6.2	1.1
advising by my major department.	20.0	36.7	30.5	7.5	5.3
opportunities to interact with faculty in my major.	17.0	48.8	25.1	7.8	1.3
field study opportunities in my major.	12.4	34.8	42.7	7.8	2.3

* Percentages are of those who reported they had decided on a major.

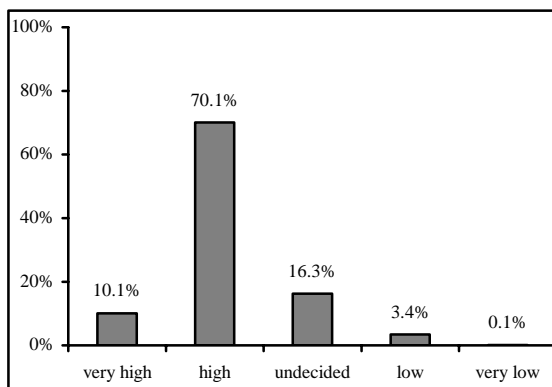
ACADEMIC EXPERIENCES

Summary Sophomores were asked about their academic experiences. Eight out of ten rated their satisfaction with their academic experiences as very high or high.

Eight out of ten respondents were satisfied with the quality of instruction in their courses and 57 percent were satisfied with the opportunities to interact with faculty outside of class.

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- Ten percent of respondents rated their satisfaction with their academic experiences as very high. Another 70 percent rated their satisfaction as high. (Figure 10)

Figure 10
Overall, how would you rate your satisfaction with academic experiences at Ball State?



- Approximately 81 percent of respondents strongly agreed or agreed that they were satisfied with the quality of instruction in their courses. (Table 6)
- Fifty-seven percent of respondents strongly agreed or agreed that they were satisfied with opportunities to interact with faculty outside of class. (Table 6)
- Forty-seven percent of respondents strongly agreed or agreed that they were satisfied with interaction with their academic advisor. (Table 6)
- One-half of respondents strongly agreed or agreed that they were satisfied with faculty concern about their academic success. (Table 6)
- Approximately 16 percent of respondents reported they had participated in summer school classes. (Table 7)
- Fifteen percent of respondents indicated they had participated in programs or career counseling for students who are undecided about their major. (Table 7)
- Seven percent of respondents reported they had participated in collaborative research with faculty. (Table 7)

TABLE 6
Satisfaction with Academic Programs

I am satisfied with ...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<i>Percentages</i>					
the quality of instruction in my courses.	14.1	67.3	11.6	6.3	0.8
opportunities to interact with faculty outside of class.	10.3	47.1	31.0	11.1	0.5
interaction with my academic advisor.	9.7	37.3	30.7	14.5	7.8
faculty concern about my academic success.	9.4	41.2	32.4	14.1	2.9

TABLE 7
Involvement in Academic Programs

Which of the following experiences have you already participated in? (Mark all that apply)	Respondents	
	<i>N</i>	<i>Percentages</i>
Summer school classes	154	15.7
Programs or career counseling for students who are undecided about their major	148	15.1
Collaborative research with faculty	66	6.7

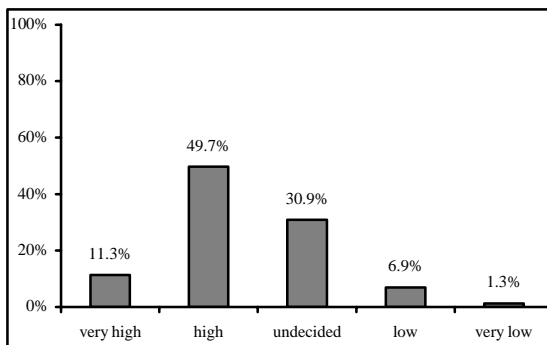
CAMPUS INVOLVEMENT

Summary This section contains information about campus involvement. Sixty-one percent of sophomores rated their satisfaction with student activities as either very high or high. Four out of ten indicated they were heavily or moderately involved in campus programs, activities and organizations.

One-half of respondents reported they very often or often participated in recreational computer use and forty-seven percent reported they very often or often participated in informal discussions with other students

- Eleven percent of respondents rated their satisfaction with student activities as very high. Another 50 percent rated it as high. (Figure 11)

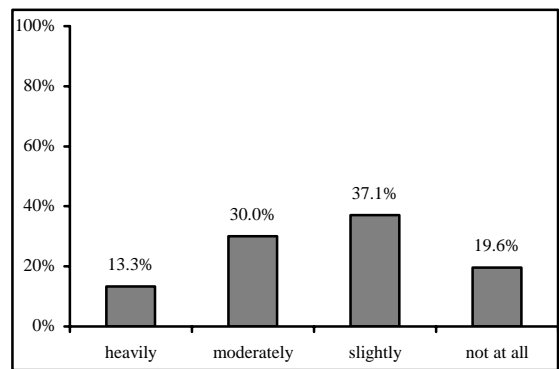
Figure 11
Overall, how would you rate your satisfaction with student activities at Ball State?



- Thirteen percent of respondents reported they were heavily involved in campus programs, activities, and organizations. Another 30 percent indicated they were moderately

involved and 37 percent indicated they were slightly involved. (Figure 12)

Figure 12
How involved have you been in campus programs, activities, and organizations during the past year?



- Forty-seven percent of respondents reported they very often or often participated in informal discussions with other students. (Table 8)
- One-half of respondents reported they very often or often participated in recreational computer use. (Table 8)
- Three out of ten respondents reported they very often or often participated in student groups, organizations, or clubs. (Table 8)
- Twenty-two percent of respondents indicated they very often or often participated in activities related to their major or career interest. (Table 8)
- Approximately 47 percent of respondents reported they very often,

often, or sometimes participated in informal discussions with faculty. (Table 8)

- One-half of respondents reported they very often, often, or sometimes attended or participated in student shows. (Table 8)
- Thirty-six percent of respondents reported they very often, often, or sometimes participated in community or campus service. (Table 8)
- Four out of ten respondents indicated they very often, often, or sometimes attended campus lectures other than

class lectures and 46 percent reported they very often, often, or sometimes attended or participated in events sponsored by student organizations. (Table 8)

- The majority of respondents reported they very often, often, or sometimes attended or participated in study groups outside of class. (Table 8)
- Eighteen percent of respondents indicated they very often, often, or sometimes attended or participated in cultural, ethnic, or international events. (Table 8)

TABLE 8
Involvement and Activities

This past year, I attended or participated in:	Very Often	Often	Sometimes	Rarely	Never
	<i>Percentages</i>				
informal discussions with other students.	20.5	26.5	24.7	16.3	12.0
recreational computer use (chatrooms, games, web, etc.).	20.0	30.6	31.7	12.5	5.1
student groups, organizations, or clubs.	12.2	17.5	20.4	21.2	28.7
activities related to my major or career interest.	6.1	16.2	34.1	25.9	17.8
informal discussions with faculty.	3.5	14.2	29.6	32.2	20.5
student shows (plays, concerts, art shows).	3.4	12.5	33.1	29.4	21.6
community/campus service.	2.9	7.2	25.4	28.8	35.8
campus lectures (other than class lectures).	2.9	7.0	29.9	35.5	24.8
events sponsored by student organizations.	2.6	12.0	31.4	28.8	25.2
study groups or sessions outside of class.	2.0	12.1	37.4	30.3	18.3
cultural, ethnic, or international events.	0.9	2.4	14.7	32.1	49.8

USE OF STUDENT SERVICES

Summary Sophomores were asked about their awareness, use, and satisfaction with various student services. Awareness of services was high among respondents, with almost all of the respondents being aware of University Computer Labs, Bracken Library, tutoring in the Learning Center, physical activities facilities, and the Career Center.

More than 80 percent of respondents indicated that they had used University Computing Labs and 93 percent of those were satisfied. Eighty-eight percent of respondents reported they had used Bracken Library and 93 percent of those were satisfied.

-
- Less than one percent of respondents indicated they were unaware of the services of University Computer Labs and Bracken Library. (Table 9)
 - Eighteen percent of respondents were unaware of tutoring services by academic departments. (Table 9)
 - Nearly all of the respondents reported they knew about University Computer Labs, and 83 percent of those indicated they had used the service. Of the respondents who had used the service, 93 percent reported they were satisfied. (Table 10)
 - Almost all of the respondents knew about Bracken Library. Of those, 88 percent reported they had used the service and 93 percent of those indicated they were satisfied with the service. (Table 10)
 - Although 99 percent of respondents reported they were aware of tutoring in the Learning Center, only 23 percent of those indicated that they had used the service. Of those who used the service, 81 percent were satisfied. (Table 10)
 - Ninety-eight percent of respondents indicated they knew about physical activities facilities. Of those, 73 percent reported they used the facilities and 95 percent of those who used the facilities indicated they were satisfied with them. (Table 10)
 - Ninety-seven percent of respondents reported they were aware of the Career Center. Approximately 36 percent of those who knew of the Career Center indicated that they had used it. Of those who used it, 88 percent reported they were satisfied with the service. (Table 10)
 - Approximately 95 percent of respondents were aware of the Counseling and Psychological Services Center. Of those who were aware, ten percent reported they had used it and 78 percent of those indicated they were satisfied. (Table 10)
 - At least 82 percent of respondents were aware of supplemental instruction by the Learning Center and tutoring by departments. Of those who were aware of the services, 19 percent reported they had used supplemental instruction and 13 percent reported they had used tutoring by department. (Table 10)

TABLE 9
Ball State Services

How would you rate the service you received in each area below?		I did not know about this service.	I knew about this service, but did not use it.	I used this service ... and was satisfied with it.	but was not satisfied with it.
	<i>N</i>	<i>Percentages</i>			
University Computer Labs	969	0.2	16.6	77.1	6.1
Bracken Library	973	0.7	11.8	80.9	6.6
Tutoring in the Learning Center (North Quad)	973	1.5	75.6	18.4	4.4
Physical Activities Facilities	972	2.5	26.1	68.0	3.4
Career Center	971	3.0	62.4	30.6	4.0
Counseling & Psychological Services Center	971	4.6	86.3	7.1	2.0
Supplemental Instruction (Learning Center)	973	9.4	73.1	15.1	2.5
Tutoring by academic departments	970	17.5	72.0	9.5	0.9

TABLE 10
Knowledge, Use and Satisfaction with Ball State Services

	Knew about the Service	Used the Service*	Was Satisfied**
	<i>Percentages</i>		
University Computer Labs	99.8	83.4	92.7
Bracken Library	99.3	88.1	92.5
Tutoring in the Learning Center (North Quad)	98.5	23.2	80.6
Physical Activities Facilities	97.5	73.2	95.2
Career Center	97.0	35.7	88.4
Counseling & Psychological Services Center	95.4	9.5	78.4
Supplemental Instruction (Learning Center)	90.6	19.4	86.0
Tutoring by academic departments	82.4	12.6	91.1

* Of those who knew about the service, percentages of respondents who used the service.

** Of those who used the service, percentages of respondents who were satisfied with the service.

STUDY BEHAVIORS

Summary This section contains information about study behaviors and class attendance. More than seven out of ten respondents indicated they always or most of the time used computer technology for class, identified key points of class or assignments, fit facts and ideas together, and studied alone.

Fifty-nine percent of respondents reported they had not missed any class sessions during the past week and 34 percent said they had not missed any class sessions during the semester.

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- One-third of respondents reported they always used computer technology for class assignments and 42 percent reported they did most of the time. (Table 11)
 - Sixty-nine percent of respondents reported they spent time preparing for class always or most of the time. (Table 11)
 - Eight out of ten respondents indicated they identified key points of class or assignments always or most of the time. (Table 11)
 - Eighty-two percent of respondents indicated they fit facts and ideas together always or most of the time. (Table 11)
 - Eight out of ten respondents reported they studied alone always or most of the time. (Table 11)
 - Approximately 58 percent of respondents reported they participated in class discussions always or most of the time. (Table 11)
 - Nineteen percent reported they studied with other students always or most of the time. (Table 11)
 - Six out of ten respondents reported that during the previous week of classes they had not missed a class session. Thirty percent reported they had missed one class session and nine percent reported they had missed two or three sessions. (Table 12)
 - When asked how often they had missed class sessions during the semester, 34 percent of respondents indicated they had never missed a class session. Another 56 percent indicated they missed a class session once every few weeks and ten percent indicated they missed once or twice a week. (Table 12)

TABLE 11
Study Behaviors

This past year, how often did you do the following?	Always	Most of the Time	Sometimes	Rarely	Never
	<i>Percentages</i>				
Use computer technology for class assignments	33.3	42.4	21.0	3.1	0.2
Spend time preparing for class	24.2	44.5	26.3	4.8	0.2
Identify key points of class or assignments	22.9	56.4	17.6	2.6	0.5
Fit facts and ideas together	22.8	59.5	16.1	1.2	0.4
Study alone	22.0	58.0	17.4	2.5	0.2
Participate in class discussion	18.5	39.9	32.2	8.4	0.9
Study with other students	5.0	14.2	41.8	29.1	9.9

TABLE 12
Class Attendance

	Respondents	
	<i>N</i>	<i>Percentages</i>
During the previous week of classes, about how many times did you miss a class session?		
More than 5	6	0.6
4 or 5	11	1.1
2 or 3	87	9.0
1	289	30.0
None	571	59.2
During this semester, about how often have you missed class sessions?		
Several times a week	7	0.7
Once or twice a week	95	9.9
Once every few weeks	537	55.8
Never	323	33.6

USE OF TIME

Summary Sophomores were asked how many hours per week they spent working at on-campus and off-campus jobs, participating in student activities, participating in recreational computer use, relaxing and socializing, and studying outside of class.

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- Thirty-two percent of respondents indicated they worked at on-campus jobs. Thirteen percent reported that they worked between one and ten hours per week. (Table 13)
 - Thirty-six percent of respondents reported that they worked at off-campus jobs. Twelve percent indicated that they worked more than 20 hours per week. (Table 13)
 - Thirteen percent of respondents reported that they spent more than ten hours per week participating in student activities. Six out of ten indicated they spent between one and ten hours per

week participating in student activities. (Table 13)

- Only six percent of respondents indicated that they do not spend time participating in recreational computer use. Three out of ten reported that they spend more than ten hours per week participating in recreational computer use. (Table 13)
- Three out of ten respondents reported that they spent more than 20 hours per week relaxing and socializing. (Table 13)
- Fifty-eight percent of respondents indicated that they spent ten hours or less per week studying outside of class. Thirty-two percent indicated they spent between 11 and 20 hours per week and ten percent indicated they spent 21 or more hours per week. (Table 13)

TABLE 13
Use of Time

Please indicate how many hours per week you typically did each of the following.	0 hours	1-10 hours	11-20 hours	21-30 hours	More than 30 hours
	<i>Percentages</i>				
Work at on-campus jobs	68.1	13.0	15.0	1.5	2.4
Work at off-campus jobs	64.3	9.8	14.2	8.1	3.6
Participate in student activities	24.5	62.2	10.1	2.6	0.6
Recreational computer use	5.5	63.6	21.0	7.1	2.9
Relax and socialize	0.9	31.2	37.5	18.4	12.0
Study outside the classroom	0.3	57.9	31.5	8.4	1.8

PERSONAL REFLECTIONS AND PROGRESS

Summary Sophomores were asked to reflect on their past year and report on the progress they had made.

Ninety-five percent of respondents agreed that they had been able to make decisions during the past year. More than 85 percent of respondents agreed that during the past year they had been able to manage their time and activities, clarify personal values, and evaluate their own interests, talents, and goals.

More than 45 percent of respondents indicated that their educational experiences at Ball State had helped them progress very well in personal growth and intellectual growth.

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- Approximately 95 percent of respondents strongly agreed or agreed that during the past year they had been able to make decisions. (Table 14)
 - Eighty-seven percent of respondents strongly agreed or agreed that during the past year they had been able to manage their time and activities. (Table 14)
 - More than 85 percent of respondents strongly agreed or agreed that they had been able to clarify personal values and that they had been able to evaluate their own interests, talents and goals during the past year. (Table 14)
 - Eight out of ten respondents strongly agreed or agreed that they had been able to maintain physical health and well-being during the past year. (Table 14)
 - Eighty-five percent of respondents strongly agreed or agreed they had been able to ask others for help during the past year. (Table 14)
 - Seven out of ten respondents strongly agreed or agreed that during the past year they had been able to interact with diverse groups of people. (Table 14)
 - Eighty-five percent of respondents strongly agreed or agreed that they had been able to resolve conflicts in a positive way during the past year. (Table 14)
 - Almost two-thirds of respondents strongly agreed or agreed they had been able to stay motivated during the past year. (Table 14)
 - Seven out of ten respondents strongly agreed or agreed they had been able to manage stress during the past year. (Table 14)
 - One-half of respondents reported that their educational experiences at Ball State had helped them progress very well in personal growth. (Table 15)
 - Forty-eight percent of respondents indicated that their educational experiences at Ball State had helped them progress very well in intellectual growth. (Table 15)

- At least 44 percent of respondents reported that their educational experiences at Ball State had helped them progress very well in preparation for a career and preparation for further education. (Table 15)
- Forty-three percent of respondents indicated that their educational experiences at Ball State had helped them progress very well in computer skills. (Table 15)
- More than 35 percent of respondents reported that their educational experiences at Ball State had helped them progress very well in listening, creative thinking, and critical thinking. (Table 15)
- Thirty-five percent of respondents indicated that their educational experiences at Ball State had helped them progress very well in teamwork skills. (Table 15)
- Approximately 35 percent of respondents reported that their educational experiences at Ball State had helped them progress very well in analyzing and evaluating ideas. (Table 15)
- At least three out of ten respondents indicated that their educational experiences at Ball State had helped them progress very well in speaking, writing, and problem solving. (Table 15)
- About one-fourth of respondents reported that their educational experiences at Ball State had helped them progress very well in reading and in using mathematics. (Table 15)

TABLE 14
Personal Reflections

During this past year, I have been able to ...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<i>Percentages</i>					
make decisions.	32.2	62.9	3.3	1.4	0.2
manage my time and activities.	26.6	60.8	7.8	4.5	0.3
clarify personal values.	24.5	63.0	10.7	1.6	0.2
evaluate my own interests, talents, and goals.	23.1	63.5	11.4	1.8	0.2
maintain physical health and well-being.	20.9	60.7	11.4	6.1	0.9
ask others for help.	19.2	65.9	9.4	5.0	0.5
interact with diverse groups of people.	18.1	53.4	20.0	8.0	0.5
resolve conflicts in a positive way.	16.7	68.4	12.3	2.1	0.5
stay motivated.	13.1	51.9	23.5	10.2	1.2
manage stress.	11.9	57.2	19.3	9.8	1.7

TABLE 15
Progress

How well have your educational experiences at BSU helped you make progress in the following areas?	Very Well	Satisfactorily	Poorly
	<i>Percentages</i>		
Personal growth	50.5	44.6	4.8
Intellectual growth	47.6	49.1	3.3
Preparation for career	44.5	47.3	8.2
Preparation for further education	44.2	49.9	5.9
Computer skills	43.0	50.5	6.5
Listening	39.0	57.5	3.5
Creative thinking	36.7	57.8	5.5
Critical thinking	36.2	59.9	3.9
Teamwork skills	34.9	56.5	8.5
Analyzing and evaluating ideas	34.6	61.8	3.6
Speaking	32.1	61.7	6.3
Writing	31.3	61.6	7.1
Problem solving	30.9	63.4	5.7
Reading	25.4	66.9	7.6
Using mathematics	23.6	60.0	16.4

COMPARISON BY GENDER

Summary This section contains information about differences in responses by gender. The response rates for females and males were 53 percent and 34 percent, respectively.

Male respondents were more likely than female respondents to have a SAT Verbal or SAT Math score of 600 or above. Female respondents were more likely than male respondents to have a high school percentile rank of 75 or above and to have a Ball State grade point average of at least 3.00.

Female respondents were significantly more likely than male respondents to have decided on a major and be very certain about their choice. Of respondents who had chosen their majors, female respondents were also significantly more likely than male respondents to indicate they had participated in volunteer work or student organizations related to their major.

Of those who knew about the services, significantly higher percentages of female respondents than male respondents used Bracken Library, tutoring in the Learning Center, and the Career Center.

Female respondents were more likely than male respondents to report they always or most of the time identified key points of class or assignments and spent time preparing for class. Male respondents were more likely than female respondents to report that they always or most of the time studied with other students.

Significantly higher percentages of female respondents than male respondents agreed that they had been able to ask others for help and clarify personal values. Male respondents were more likely than female respondents to agree they had been able to manage stress.

Male respondents were more likely than female respondents to report that their educational experiences at Ball State had helped them progress very well in problem solving and using mathematics. Female respondents were more likely to indicate that their educational experiences had helped them progress very well in preparation for a career.

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- Female respondents were significantly more likely than male respondents to be less than 20 years old (54% of females compared to 40% of males). (Table 16)

TABLE 16
Significant Difference in Demographic Characteristics
by Gender

	Females	Males
	<i>Percentages</i>	
Age *		
25 years or more	4.0	4.8
22 to 24 years old	2.5	6.8
20 to 21 years	39.3	48.7
19 years or less	54.1	39.7

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- A significantly higher percentage of male respondents than female respondents had a SAT Verbal score of 600 or higher (18% of males compared to 12% of females). (Table 17)
- Male respondents were significantly more likely than female respondents to have a SAT Math score of 600 or above (23% of males compared to 13% of females). (Table 17)
- Female respondents were significantly more likely than male respondents to have a high school percentile rank of 75 or above (57% of females compared to 41% of males). (Table 17)
- Approximately 58 percent of female respondents had a Ball State grade point average of at least 3.00. In significant contrast, only 46 percent of males did. (Table 17)
- Approximately 86 percent of female respondents and 78 percent of male respondents had successfully completed three or four terms at Ball State. This difference was statistically significant. (Table 17)

TABLE 17
Significant Differences in Academic Characteristics by Gender

	Females	Males
	<i>Percentages</i>	
SAT Verbal *		
700 and above	0.7	1.4
600-699	10.9	17.0
500-599	41.1	42.2
400-499	41.6	32.5
Below 400	5.7	6.9

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

TABLE 17 (cont'd)
Significant Differences in Academic Characteristics by Gender

	Females	Males
	<i>Percentages</i>	
SAT Math *		
700 and above	0.8	1.4
600-699	12.2	21.7
500-599	46.1	45.8
400-499	35.6	29.2
Below 400	5.2	1.8
High School Percentile Rank *		
75 or above	56.9	41.1
50-74	31.7	35.4
25-49	10.4	18.2
below 25	1.0	5.3
Ball State Grade Point Average *		
3.50 to 4.00	25.0	17.4
3.00 to 3.49	32.7	28.7
2.50 to 2.99	26.6	25.2
2.00 to 2.49	11.5	20.0
0.01 to 1.99	3.1	5.8
0.00	1.0	2.9
Terms completed at Ball State *		
0 terms	1.2	2.9
1-2 terms	8.8	12.3
3-4 terms	85.5	78.4
5-6 terms	3.0	5.5
7 or more terms	1.5	1.0

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- Approximately 68 percent of female respondents and 59 percent of male respondents disagreed that their choice of major would be influenced by help from an advisor. This difference was statistically significant. (Table 18)
- Female respondents were significantly less likely than male respondents to report they were undecided about whether that their choice of major would be influenced by a professor who influenced or encouraged them (18% of females compared to 27% of males). (Table 18)

- A significantly higher percentage of male respondents than female respondents were undecided about whether career counseling or assessment would influence their choice of major (30% of males compared to 18% of females). (Table 18)
- Thirty-seven percent of female respondents agreed that friends who are majoring or working in the field would influence their choice of major. In significant contrast, 46 percent of male respondents agreed. (Table 18)

TABLE 18
Significant Differences in Influences on Choice of Major by Gender

	Females	Males
	<i>Percentages</i>	
My choice of major was (will likely be) influenced by...		
Help from an advisor. *		
Strongly agree	3.3	3.9
Agree	17.0	17.4
Undecided	11.5	19.7
Disagree	39.5	31.8
Strongly disagree	28.6	27.2
A professor who influenced or encouraged me. *		
Strongly agree	7.4	7.3
Agree	28.0	27.7
Undecided	17.5	27.4
Disagree	32.3	27.1
Strongly disagree	14.9	10.6
Career counseling or assessment. *		
Strongly agree	4.0	3.9
Agree	16.5	12.1
Undecided	17.7	30.1
Disagree	41.7	36.6
Strongly disagree	20.2	17.3
Friends who are majoring or working in the field. *		
Strongly agree	7.4	12.9
Agree	29.6	33.0
Undecided	13.5	19.5
Disagree	33.9	24.8
Strongly disagree	15.5	9.9

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- Ninety-eight percent of female respondents and 95 percent of male respondents indicated they had decided on a major. This difference was statistically significant. (Table 19)
- Of the respondents who had decided on a major, a significantly higher percentage of female respondents than male respondents indicated they were very certain about their major choice (75% of females compared to 65% of males). (Table 19)
- Of the respondents who had decided on a major, female respondents were significantly more likely than male respondents to report they had participated in volunteer work related to their major (44% of females compared to 22% of males). (Table 20)
- Of the respondents who had decided on a major, male respondents were significantly less likely than female respondents to report they had participated in a student organization related to their major (22% of males compared to 29% of females). (Table 20)
- Of the respondents who had decided on a major, a significantly higher percentage of female respondents than male respondents strongly agreed that they were satisfied with advising by their major department (22% of females compared with 15% of males). (Table 20)

TABLE 19
Significant Differences in Choice of Academic Major by Gender

	Females	Males
	<i>Percentages</i>	
Have you decided on what your major is (or will likely be)? *		
Yes	97.6	94.5
No	2.4	5.5
How certain are you about this major? * +		
Very certain	74.5	65.4
Somewhat certain	21.9	31.5
Somewhat uncertain	2.9	2.7
Very uncertain	0.6	0.3

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

+ Percentages are of those who reported they had decided on a major.

TABLE 20
Significant Differences in Activities and Satisfaction with Major by Gender

	Females	Males
	<i>Percentages</i>	
Which of the following experiences have you already participated in? (Mark all that apply) ⁺		
Volunteer work related to your major *	43.8	22.2
Student organization related to your major *	28.8	22.2
I am satisfied with... ⁺		
Advising by my major department. *		
Strongly agree	22.4	14.5
Agree	35.0	40.4
Undecided	29.0	34.0
Disagree	8.1	6.0
Strongly disagree	5.5	5.0

* Statistically significant differences exist between percentages of female and male respondents. (p ≤ .05)

+ Percentages are of those who reported they had decided on a major.

- Female respondents were significantly more likely than male respondents to report that they had participated in summer school classes (17% of females compared to 12% of males). (Table 21)
- A significantly higher percentage of female respondents than male respondents reported that they had participated in programs or career counseling for students who are undecided about their major (17% of females compared to 10% of males). (Table 21)
- Ten percent of female respondents rated their satisfaction with student activities as very high and 53 percent rated it as high. In significant contrast, 15 percent of male respondents rated their satisfaction as very high and 43 percent rated it as high. (Figure 13)

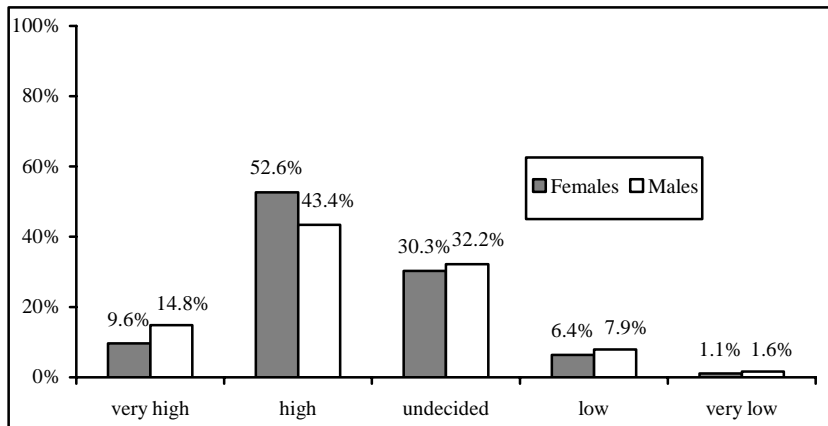
TABLE 21
Significant Differences in Academic Involvement by Gender

	Females	Males
	<i>Percentages</i>	
Which of the following experiences have you already participated in? (Mark all that apply)		
Summer school classes *	17.3	12.3
Programs or career counseling for students who are undecided about their major *	17.3	10.3

* Statistically significant differences exist between percentages of female and male respondents. (p ≤ .05)

+ Percentages are of those who reported they had decided on a major.

Figure 13
Overall, how would you rate your satisfaction with student activities at Ball State? By Gender *



* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- Fifteen percent of female respondents and 18 percent of male respondents indicated that they attended or participated in student shows very often or often. Thirty-six percent of female respondents and 26 percent of male respondents indicated they sometimes did. These differences were statistically significant. (Table 22)
- Female respondents were significantly more likely than male respondents to report that they participated in informal discussions with other students very often or often (50% of females compared to 41% of males). (Table 22)

TABLE 22
Significant Differences in Involvement and Activities by Gender

This past year, I attended or participated in:	Very often	Often	Sometimes	Rarely	Never
	<i>Percentages</i>				
Student shows (plays, concerts, art shows) *					
Females	3.0	12.0	36.4	28.3	20.2
Males	4.2	13.7	25.8	31.7	24.5
Informal discussions with other students *					
Females	21.1	28.9	22.4	17.1	10.5
Males	19.3	21.3	29.8	14.4	15.1

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- Of the respondents who knew about Bracken Library, a significantly higher percent of female respondents than male respondents indicated that they had used it (90% of females compared to 84% males). (Table 23)
- Of the respondents who had used Bracken Library, male respondents were significantly more likely than female respondents to indicate they were satisfied with it (95% of males compared to 91% of males). (Table 23)
- Female respondents were significantly more likely than male respondents to report that they knew about tutoring in the Learning Center (99% of females compared to 97% of males). (Table 23)
- Of the respondents who knew about tutoring in the Learning Center, a significantly higher percent of female respondents than male respondents indicated that they had used it (25% of females compared to 19% males). (Table 23)
- Of the respondents who knew about the Career Center, female respondents were significantly more likely than male respondents to report that they had used it (39% of females compared to 28% of males). (Table 23)
- Of the respondents who had used the Career Center, a significantly higher percentage of female respondents than male respondents indicated they were satisfied with it (91% of females compared to 81% of males). (Table 23)
- Ninety-seven percent of female respondents reported that they knew about the Counseling and Psychological Services Center. In significant contrast, 91 percent of male respondents indicated the same. (Table 23)
- Female respondents were significantly more likely than male respondents to indicate that they identified key points of class or assignments always or most of the time (82% of females compared to 74% of males). (Table 24)
- A significantly higher percentage of female respondents than male respondents reported they spent time preparing for class always or most of the time (71% of females compared to 57% of males). (Table 24)
- Female respondents were significantly less likely than male respondents to indicate they studied with other students always or most of the time (17% of females compared to 23% of males). (Table 24)
- A significantly higher percentage of female respondents than male respondents reported that they studied alone always or most of the time (83% of females compared to 75% of males). (Table 24)
- Sixty-five percent of female respondents and 57 percent of male respondents indicated that they typically spent between one and ten hours per week participating in student activities. This difference was statistically significant. (Table 25)
- Male respondents were significantly more likely than female respondents to report that they typically spent more than 20 hours per week relaxing and socializing (36% of males compared to 28% of females). (Table 25)

TABLE 23
Significant Differences in Knowledge, Use and Satisfaction with Ball State Services
by Gender

	Knew about the Service	Used the Service*	Was Satisfied**
	<i>Percentages</i>		
Bracken Library		***	***
Females	99.2	90.0	91.3
Males	99.3	83.9	95.3
Tutoring in the Learning Center (North Quad)	***	***	
Females	99.3	25.2	80.2
Males	96.7	18.6	81.8
Career Center		***	***
Females	97.3	39.3	90.9
Males	96.4	27.7	80.5
Counseling & Psychological Services Center	***		
Females	97.3	9.7	79.4
Males	91.2	9.0	76.0

* Of those who knew about the service, percentages of respondents who used the service.

** Of those who used the service, percentages of respondents who were satisfied with the service.

*** Statistically significant differences exist between percentages of female and male respondents. (p ≤ .05)

TABLE 24
Significant Differences in Study Behaviors by Gender

This past year, how often did you do the following?	Always	Most of the Time	Sometimes	Rarely	Never
	<i>Percentages</i>				
Identify key points of class or assignments *					
Females	22.7	59.2	15.2	2.3	0.8
Males	23.5	50.5	22.8	3.3	0.0
Spend time preparing for class *					
Females	27.1	47.0	22.1	3.5	0.3
Males	17.9	39.1	35.2	7.8	0.0
Study with other students *					
Females	4.2	13.1	43.5	30.5	8.7
Males	6.8	16.6	38.1	26.1	12.4

* Statistically significant differences exist between percentages of female and male respondents. (p ≤ .05)

TABLE 24 (cont'd)
Significant Differences in Study Behaviors by Gender

This past year, how often did you do the following?	Always	Most of the Time	Sometimes	Rarely	Never
	<i>Percentages</i>				
Study alone *					
Females	22.8	59.7	15.4	1.8	0.3
Males	20.2	54.4	21.5	3.9	0.0

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

TABLE 25
Significant Differences in Use of Time by Gender

Please indicate how many hours per week you typically did each of the following.	0 hours	1-10 hours	11-20 hours	21-30 hours	More than 30 hours
	<i>Percentages</i>				
Participate in student activities *					
Females	23.3	64.7	10.0	1.5	0.6
Males	27.1	56.9	10.5	4.9	0.7
Relax and socialize *					
Females	0.6	34.6	36.9	17.4	10.4
Males	1.7	23.7	38.7	20.7	15.3

* Statistically significant differences exist between percentages of female and male respondents. ($p \leq .05$)

- Eighty-nine percent of female respondents strongly agreed or agreed that during the past year, they had been able to ask others for help. In significant contrast, only 76 percent of male respondents strongly agreed or agreed. (Table 26)
- Male respondents were significantly more likely than female respondents to strongly agree or agree that they had been able to manage stress during the past year (76% of males compared to 66% of females). (Table 26)
- A significantly higher percentage of female respondents than male respondents strongly agreed that they had been able to clarify personal values during the past year (26% of females compared to 20% of males). (Table 26)

TABLE 26
Significant Differences in Personal Reflections by Gender

During this past year, I have been able to ...	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	<i>Percentages</i>				
Ask others for help. *					
Females	22.0	67.1	6.4	4.0	0.4
Males	13.0	63.3	15.9	7.1	0.6
Manage stress. *					
Females	10.3	55.6	20.4	11.5	2.1
Males	15.3	60.7	16.9	6.2	1.0
Clarify personal values. *					
Females	26.4	62.8	9.1	1.3	0.3
Males	20.3	63.4	14.1	2.3	0.0

* Statistically significant differences exist between percentages of female and male respondents. (p≤ .05)

- One-third of female respondents indicated that their educational experiences at Ball State had helped them progress very well in speaking. In significant contrast, 30 percent of male respondents indicated the same. (Table 27)
- A significantly higher percentage of female respondents than male respondents indicated that their educational experiences at Ball State had helped them progress very well or satisfactorily in reading (94% of females compared to 89% of males). (Table 27)
- Male respondents were significantly more likely than female respondents to report that their educational experiences at Ball State had helped them progress very well in problem solving (36% of males compared to 29% of females). (Table 27)
- A significantly higher percentage of male respondents than female respondents indicated that their educational experiences at Ball State had helped them progress very well in using mathematics (28% of males compared to 22% of females). (Table 27)
- Ninety-four percent of female respondents reported that their educational experiences at Ball State had helped them progress very well or satisfactorily in teamwork skills. In significant contrast, 87 percent of male respondents reported the same. (Table 27)
- Sixty percent of female respondents and 54 percent of male respondents indicated that their educational experiences at Ball State had helped them progress satisfactorily in creative thinking. This difference was statistically significant. (Table 27)

- Female respondents were significantly more likely than male respondents to report that their educational experiences at Ball State had helped

them progress very well in preparation for a career (47% of females compared to 38% of males). (Table 27)

TABLE 27
Significant Differences in Progress by Gender

How well have your educational experiences at BSU helped you make progress in the following areas?	Very Well	Satisfactorily	Poorly
	<i>Percentages</i>		
Speaking *			
Females	33.1	62.1	4.8
Males	29.9	60.7	9.4
Reading *			
Females	26.1	68.0	5.9
Males	24.0	64.6	11.4
Problem solving *			
Females	28.7	66.1	5.1
Males	35.5	57.7	6.8
Using mathematics *			
Females	21.5	62.5	16.0
Males	28.2	54.5	17.2
Teamwork skills *			
Females	35.4	58.1	6.5
Males	33.8	53.2	13.0
Creative thinking *			
Females	36.0	59.8	4.2
Males	38.3	53.6	8.1
Preparation for career *			
Females	47.4	45.1	7.5
Males	38.3	51.9	9.7

* Statistically significant differences exist between percentages of female and male respondents. (p≤ .05)

COMPARISON OF 2003 AND 2002 RESPONSES

Summary This section compares 2003 and 2002 survey responses. The response rates for 2003 and 2002 were 45 percent and 51 percent, respectively.

Respondents in 2003 were less likely than respondents in 2002 to rate their satisfaction with academic experiences as very high or high.

Respondents in 2003 were more likely than respondents in 2002 to indicate they participated in programs or career counseling for students who are undecided about their major. They also were more likely to report they had participated in collaborative research with faculty.

A significantly higher percentage of 2003 respondents than 2002 respondents indicated that they were heavily or moderately involved in campus programs, activities, and organizations.

Respondents in 2003 were significantly less likely than respondents

in 2002 to report that educational experiences at Ball State had helped them progress very well in speaking, listening, problem solving, analyzing and evaluating ideas, computer skills, teamwork skills, creative thinking, critical thinking, intellectual growth, personal growth, preparation for further education, and preparation for a career.

-
- Ninety-four percent of 2003 and 96 percent of 2002 respondents were enrolled in 12 or more credit hours during the semester of the survey. This difference was statistically significant. (Table 28)
 - A significantly lower percentage of 2003 respondents than 2002 respondents strongly agreed or agreed that their choice of major was or would likely be influenced by classes they have taken at Ball State (55% in 2003 compared to 62% in 2002). (Table 29)

TABLE 28
Significant Differences in Academic Characteristics by Year

	2003	2002
	<i>Percentages</i>	
Credit Hours Enrolled in This Semester *		
1-5 hours	2.0	0.5
6-11 hours	4.5	3.2
12 or more hours	93.5	96.3

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

TABLE 29
Significant Differences in Influences on Choice of Major by Year

	2003	2002
	<i>Percentages</i>	
My choice of major was (will likely be) influenced by...		
Classes I have taken at Ball State. *		
Strongly agree	10.8	12.2
Agree	44.6	50.1
Undecided	12.9	10.7
Disagree	19.6	16.7
Strongly disagree	12.1	10.3

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

- Ninety-seven percent of 2003 respondents and 98 percent of 2002 respondents indicated that they had chosen an academic major. This difference was statistically significant. (Table 30)
- Of respondents who had chosen majors, respondents in 2003 were significantly more likely than respondents in 2002 to be undecided about whether they were satisfied with advising by their major department (31% in 2003 compared to 23% in 2002). (Table 30)

TABLE 30
Significant Differences in Decision About and Satisfaction With Major by Year

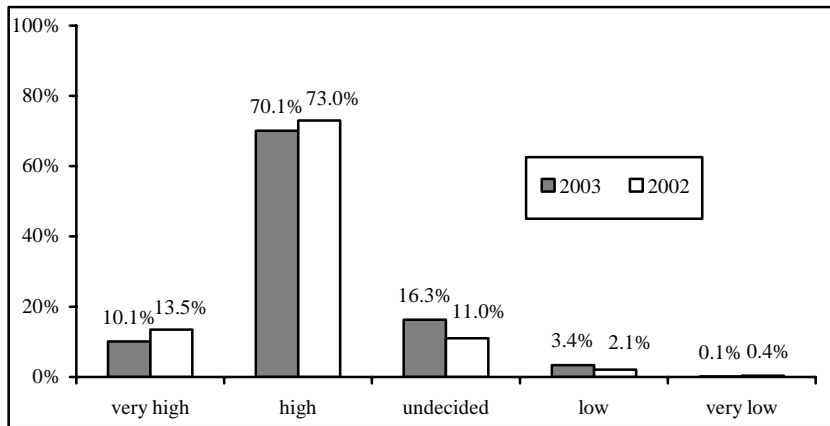
	2003	2002
	<i>Percentages</i>	
Have you decided what your major is (or will likely be)? *		
Yes	96.6	98.3
No	3.4	1.7
I am satisfied with... ⁺		
Advising by my major department. *		
Strongly agree	20.0	18.2
Agree	36.7	42.3
Undecided	30.5	23.1
Disagree	7.5	10.3
Strongly disagree	5.3	6.1

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

+ Percentages are of those who reported they had decided on a major.

- Eighty percent of 2003 respondents and 87 percent of 2002 respondents rated their satisfaction with academic experiences as very high or high. This difference was statistically significant. (Figure 14)
- A significantly higher percentage of 2003 respondents than 2002 respondents indicated that they had participated in programs or career counseling for students who are undecided about their major (15% in 2003 compared to 11% in 2002). (Table 31)
- Respondents in 2003 were significantly more likely than respondents in 2002 to report that they had participated in collaborative research with faculty (7% in 2003 compared to 4% in 2002). (Table 31)

Figure 14
Overall, how would you rate your satisfaction with academic experiences at Ball State? By Year *



* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

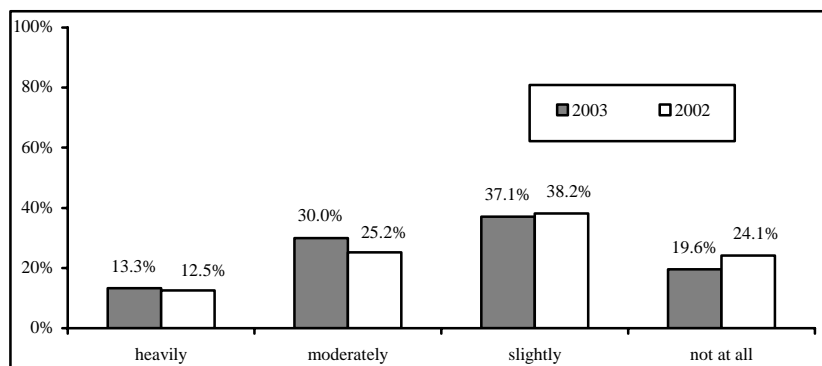
TABLE 31
Significant Differences in Academic Involvement by Year

	2003	2002
	<i>Percentages</i>	
Which of the following experiences have you already participated in? (Mark all that apply)		
Programs or career counseling for students who are undecided about their major *	15.1	10.5
Collaborative research with faculty *	6.7	3.7

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

- Forty-three percent of 2003 respondents and 38 percent of 2002 respondents indicated that they were heavily or moderately involved in campus programs, activities, and organizations. This difference was statistically significant. (Figure 15)
- Respondents in 2003 were significantly less likely than respondents in 2002 to report that they attended or participated in campus lectures very often, often, or sometimes (40% in 2003 compared to 52% in 2002). (Table 32)
- A significantly lower percentage of 2003 respondents than 2002 respondents indicated that they very often, often, or sometimes attended or participated in student shows (49% in 2003 compared to 57% in 2002). (Table 32)
- Three percent of 2003 respondents and four percent of 2002 respondents reported that they very often attended or participated in events sponsored by student organizations. Twelve percent of 2003 respondents and nine percent of 2002 respondents reported they often did. These differences were statistically significant. (Table 32)
- Respondents in 2003 were significantly less likely than respondents in 2002 to indicate that they attended or participated in study groups or sessions outside of class very often or often (14% in 2003 compared to 21% in 2002). (Table 32)
- A significantly lower percentage of 2003 respondents than 2002 respondents reported that they never attended or participated in community or campus service (36% in 2003 compared to 40% in 2002). (Table 32)
- Twelve percent of 2003 respondents reported that they very often participated in student groups, organizations, or clubs and 18 percent reported that they often did. In significant contrast, 15 percent of 2002 respondents reported that they very often participated and another 14 percent reported that they often did. These differences were statistically significant. (Table 32)
- A significantly higher percentage of 2003 respondents than 2002 respondents indicated that they very often participated in informal discussions with other students (21% in 2003 compared to 17% in 2002). (Table 32)
- Respondents in 2003 were significantly less likely than respondents in 2002 to report that they rarely or never participated in recreational computer use (18% in 2003 compared to 23% in 2002). (Table 32)
- Of respondents who knew about Bracken Library, 2003 respondents were significantly less likely than 2002 respondents to indicate that they had used it (88% in 2003 compared to 91% in 2002). (Table 33)
- Of respondents who knew about the Counseling and Psychological Services Center, a significantly lower percentage of 2003 respondents than 2002 respondents reported that they had used it (10% in 2003 compared to 13% in 2002). (Table 33)

Figure 15
How involved have you been in campus programs, activities,
and organizations during the past year? By Year *



* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

TABLE 32
Significant Differences in Involvement and Activities by Year

This past year, I attended or participated in:	Very often	Often	Sometimes	Rarely	Never
	<i>Percentages</i>				
Campus lectures (other than class lectures). *					
2003	2.9	7.0	29.9	35.5	24.8
2002	4.2	10.0	38.1	27.6	20.2
Student shows (plays, concerts, art shows). *					
2003	3.4	12.5	33.1	29.4	21.6
2002	5.2	14.2	37.6	24.0	19.1
Events sponsored by student organizations. *					
2003	2.6	12.0	31.4	28.8	25.2
2002	4.3	9.0	30.4	28.8	27.5
Study groups or sessions outside of class. *					
2003	2.0	12.1	37.4	30.3	18.3
2002	5.5	15.9	36.4	25.1	17.2

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

TABLE 32 (cont'd)
Significant Differences in Involvement and Activities by Year

This past year, I attended or participated in:	Very often	Often	Sometimes	Rarely	Never
	<i>Percentages</i>				
Community/campus service. *					
2003	2.9	7.2	25.4	28.8	35.8
2002	3.5	8.8	20.6	26.8	40.3
Student groups, organizations, or clubs. *					
2003	12.2	17.5	20.4	21.2	28.7
2002	15.4	14.3	18.7	19.6	32.0
Informal discussions with other students. *					
2003	20.5	26.5	24.7	16.3	12.0
2002	16.5	27.0	24.7	15.9	16.0
Recreational computer use (chatrooms, games, web, etc.) *					
2003	20.0	30.6	31.7	12.5	5.1
2002	18.0	31.8	27.0	17.0	6.2

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. (p≤ .05)

TABLE 33
Significant Differences in Knowledge, Use and Satisfaction with Ball State Services by Year

	Knew about the Service	Used the Service*	Was Satisfied**
	<i>Percentages</i>		
Bracken Library			
2003	99.3	88.1	92.5
2002	99.5	91.0	94.1
Counseling & Psychological Services Center			
2003	95.4	9.5	78.4
2002	95.5	12.8	79.3

* Of those who knew about the service, percentages of respondents who used the service.

** Of those who used the service, percentages of respondents who were satisfied with the service.

*** Statistically significant differences exist between percentages of 2003 and 2002 respondents. (p≤ .05)

- Respondents in 2003 were significantly less likely than respondents in 2002 to indicate that they studied with other students always, most of the time, or sometimes (61% in 2003 compared to 70% in 2002). (Table 34)
- A significantly higher percentage of 2003 respondents than 2002 respondents reported that they had never missed a class session during the current semester (34% in 2003 compared to 28% in 2002). (Table 34)

TABLE 34
Significant Differences in Study Behaviors and Class Attendance
by Year

	2003	2002
	<i>Percentages</i>	
This past year, how often did you do the following?		
Study with other students. *		
Always	5.0	7.3
Most of the time	14.2	17.0
Sometimes	41.8	45.6
Rarely	29.1	23.8
Never	9.9	6.2
During <i>this semester</i>, about how often have you missed class sessions? *		
Several times a week	0.7	0.7
Once or twice a week	9.9	8.5
Once every few weeks	55.8	62.6
Never	33.6	28.3

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

- Respondents in 2003 were significantly less likely than respondents in 2002 to report that their educational experiences at Ball State had helped them progress very well in speaking (32% in 2003 compared to 38% in 2002). (Table 35)
- A significantly lower percentage of 2003 respondents than 2002 respondents indicated that their educational experiences at Ball State had helped them progress very well in listening (39% in 2003 compared to 45% in 2002). (Table 35)
- Respondents in 2003 were significantly less likely than respondents in 2002 to report that their educational experiences at Ball State had helped them progress very well in problem solving, and analyzing and evaluating ideas. (Table 35)
- Significantly lower percentages of 2003 respondents than 2002 respondents indicated that their

educational experiences at Ball State had helped them progress very well in computer skills, teamwork skills, creative thinking, and critical thinking. (Table 35)

- Respondents in 2003 were significantly less likely than respondents in 2002 to report that their educational experiences at Ball State had helped them progress very well in intellectual or personal growth. (Table 35)

- Significantly lower percentages of 2003 respondents than 2002 respondents indicated that their educational experiences at Ball State had helped them progress very well in preparation for further education and preparation for a career. (Table 35)

TABLE 35
Significant Differences in Progress by Year

How well have your educational experiences at BSU helped you make progress in the following areas?	Very Well	Satisfactorily	Poorly
	<i>Percentages</i>		
Speaking *			
2003	32.1	61.7	6.3
2002	38.2	55.4	6.5
Listening *			
2003	39.0	57.5	3.5
2002	45.1	52.1	2.8
Problem solving *			
2003	30.9	63.4	5.7
2002	37.4	57.8	4.8
Analyzing and evaluating ideas *			
2003	34.6	61.8	3.6
2002	42.1	54.5	3.4
Computer skills *			
2003	43.0	50.5	6.5
2002	49.6	44.8	5.6
Teamwork skills *			
2003	34.9	56.5	8.5
2002	42.7	51.2	6.1

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

TABLE 35 (cont'd)
Significant Differences in Progress by Year

How well have your educational experiences at BSU helped you make progress in the following areas?	Very Well	Satisfactorily	Poorly
	<i>Percentages</i>		
Creative thinking *			
2003	36.7	57.8	5.5
2002	46.9	47.5	5.6
Critical thinking *			
2003	36.2	59.9	3.9
2002	45.1	51.1	3.8
Intellectual growth *			
2003	47.6	49.1	3.3
2002	54.5	43.8	1.7
Personal growth *			
2003	50.5	44.6	4.8
2002	58.1	38.6	3.3
Preparation for further education *			
2003	44.2	49.9	5.9
2002	51.8	44.6	3.6
Preparation for career *			
2003	44.5	47.3	8.2
2002	53.2	40.9	5.9

* Statistically significant differences exist between percentages of 2003 and 2002 respondents. ($p \leq .05$)

Appendix A

2003 Ball State University Sophomore Survey Comments

MAJOR

Have you decided what your major is (or will likely be)? What is this major?

- Accounting – business
- Accounting [Appeared on 38 surveys]
- Acting
- Acting and religious studies
- Actuarial design
- Actuarial science [Appeared on 2 surveys]
- Advertising [Appeared on 14 surveys]
- Advertising with a minor in marketing
- Anthropology [Appeared on 3 surveys]
- Apparel design [Appeared on 4 surveys]
- Apparel design and anthropology
- Apparel design and fashion merchandising [Appeared on 2 surveys]
- Aquatic biology [Appeared on 3 surveys]
- Aquatic fisheries biology
- Aquatics
- Architecture [Appeared on 14 surveys]
- Architecture and planning – start summer 2003
- Art – drawing
- Art [Appeared on 2 surveys]
- Art education [Appeared on 7 surveys]
- Art education and painting
- Art – graphic design
- Athletic Training [Appeared on 2 surveys]
- BA in art with specialization in metals
- Bachelor’s health science, Associates nuclear medicine
- Biochemistry [Appeared on 2 surveys]
- Biochemistry / chemistry
- Biology – genetics
- Biology – pre-dental hygiene
- Biology / premed
- Biology / zoology
- Biology [Appeared on 7 surveys]
- Biology and psychology
- Biology education
- Biology with zoology option
- Business – marketing [Appeared on 2 surveys]
- Business (insurance or accounting or finance)
- Business / human resources
- Business / marketing education
- Business [Appeared on 15 surveys]
- Business administration (assoc) back in fine arts

- Business administration / musical engineering and technology
- Business administration [Appeared on 9 surveys].
- Business communications
- Business education [Appeared on 2 surveys]
- Business entrepreneurship
- Business finance
- Business information technology [Appeared on 3 surveys]
- Business management – entrepreneurship [Appeared on 2 surveys]
- Business management – human resources
- Business management [Appeared on 15 surveys]
- Cellular and molecular biology and pre-med
- Chemistry
- Chemistry / biology
- Choral music education
- Communication studies [Appeared on 5 surveys]
- Communications
- Computer science (info system option) and German
- Computer science [Appeared on 7 surveys]
- Computer science with information systems [Appeared on 2 surveys]
- Computer technology [Appeared on 2 surveys]
- Corporate accounting
- Corporate finance management
- Creative writing
- Creative writing and photojournalism
- Criminal justice [Appeared on 13 surveys]
- Criminal justice and chemistry
- Criminal justice and criminology (pre law emphasis)
- Criminal justice and criminology [Appeared on 7 surveys]
- Criminal justice and political science (minor)
- Criminal justice and psychology
- Dance [Appeared on 2 surveys]
- Dance performance
- Deaf education [Appeared on 4 surveys]
- Dietetics [Appeared on 9 surveys]
- Double major – public relations and religious studies
- Double major in public relations and advertising
- Drawing
- Drawing and / or painting
- DT
- Dual major in special education and elementary education
- Early childhood and special education.
- Early childhood education [Appeared on 16 surveys]
- Early childhood education and family and child option
- Economic education

- Economics
- Elementary education – fine arts / technology
- Elementary education [Appeared on 111 surveys]
- Elementary education and deaf education
- Elementary education and special education [Appeared on 2 surveys]
- Elementary education with math minor
- English
- English – composition and rhetoric
- English – creative writing [Appeared on 4 surveys]
- English education [Appeared on 2 surveys]
- English, pre-professional [Appeared on 2 surveys]
- Entrepreneurship [Appeared on 7 surveys]
- Entrepreneurship, small business management
- Exercise science [Appeared on 21 surveys]
- Exercise science and aquatics
- Exercise science and pre-physical therapy
- Family & child option of family & consumer sciences
- Family and child [Appeared on 7 surveys]
- Family and child consumer science
- Family and consumer science education [Appeared on 3 surveys]
- Fashion design and merchandising
- Fashion merchandising [Appeared on 16 surveys]
- Fashion merchandising and apparel design [Appeared on 2 surveys]
- Finance [Appeared on 9 surveys]
- Finance and business
- Financial mathematics
- Food management [Appeared on 2 surveys]
- French education [Appeared on 2 surveys]
- General arts
- General education
- General management
- General studies – interdisciplinary option – aesthetic design
- General studies [Appeared on 5 surveys]
- Genetic biology
- Genetics
- Genetics and molecular biology
- Geographical information system
- Geography
- Geography (option 3)
- Geography / option 2 travel & tourism
- Geography option 3: geographic information systems & remote sensing
- Geography option 4 meteorology and climatology
- Geology
- Graphic arts management [Appeared on 3 surveys]

- Graphic design [Appeared on 7 surveys]
- Health and safety education
- Health science [Appeared on 8 surveys]
- Health science and nuclear medicine
- Health science and radiology [Appeared on 2 surveys]
- History [Appeared on 3 surveys]
- History and English secondary education
- History and sociology
- History education
- History education (secondary), aquatics
- Hospitality and food management [Appeared on 2 surveys]
- Human resources
- I'm in pre-business.
- Industrial technology [Appeared on 5 surveys]
- Industrial technology with computer technology option
- Interior design [Appeared on 15 surveys]
- International business
- Japanese [Appeared on 2 surveys]
- Japanese secondary education
- Journalism – news and education a
- Journalism – public relations
- Journalism [Appeared on 2 surveys]
- Journalism education
- Journalism- graphic design
- Journalism graphics [Appeared on 4 surveys]
- K-12 Art education
- Landscape architecture [Appeared on 7 surveys]
- Latin teaching
- Legal assistance – 4 yr degree
- Legal assistance (2yr degree)
- Legal assistance studies
- Magazine journalism
- Magazine journalism [Appeared on 2 surveys]
- Management [Appeared on 2 surveys]
- Management information systems
- Manufacturing engineering technology [Appeared on 3 surveys]
- Marketing [Appeared on 6 surveys]
- Math education [Appeared on 3 surveys]
- Mathematical education
- Mathematics (option 1) [Appeared on 2 surveys]
- Media specialist and computer education
- Medical technology
- Metalsmith
- Microbiology

- Music composition
- Music education (if I'm accepted)
- Music education [Appeared on 2 surveys]
- Music education and music performance
- Music engineering technology [Appeared on 3 surveys]
- Music performance
- Natural resources
- Natural resources and environmental management [Appeared on 3 surveys]
- Nuclear medicine [Appeared on 2 surveys]
- Nuclear medicine health science
- Nuclear medicine; premedicine / biology
- Nursing [Appeared on 30 surveys]
- Operations management
- Optometry
- Organizational communications [Appeared on 7 surveys]
- Paralegal studies
- Pharmacy
- Philosophy and secondary education
- Photography
- Photojournalism [Appeared on 5 surveys]
- Photojournalism and advertising [Appeared on 2 surveys]
- Physical education [Appeared on 9 surveys]
- Physical education and aquatics
- Political science (pre-law)
- Political science [Appeared on 4 surveys]
- Political science and economics
- Political science and English [Appeared on 2 surveys]
- Political science and Japanese
- Pre-dental ; biology
- Pre-dental preparation
- Pre-law
- Pre-medicine [Appeared on 2 surveys]
- Pre-medicine and biology [Appeared on 2 surveys]
- Pre-medicine and biology and philosophy
- Pre-medicine and chemistry [Appeared on 3 surveys]
- Pre-optometry (general biology)
- Psychology [Appeared on 38 surveys]
- Psychology and anthropology
- Psychology and philosophy
- Psychology minor criminal justice
- Psychology or public work
- Public relations [Appeared on 12 surveys]
- Public relations and advertising
- Public relations and communication

- Public relations and political science
- Public relations, minor – telecommunication
- Radiation therapy
- Radiation therapy and radiography
- Radiography [Appeared on 6 surveys]
- Radiography, nuclear medicine, radiation therapy
- Religious studies
- Residential property management [Appeared on 5 surveys]
- Risk management and insurance
- Sales and marketing
- Sculpture [Appeared on 2 surveys]
- Secondary education [Appeared on 11 surveys]
- Secondary education biology
- Secondary education English [Appeared on 6 surveys]
- Secondary education English and journalism
- Secondary education English, minor in Spanish
- Secondary education family and consumer sciences
- Secondary education history
- Secondary education Latin
- Secondary education life science
- Secondary education math [Appeared on 9 surveys]
- Secondary education science
- Secondary education science geography
- Secondary education social education
- Secondary education social studies [Appeared on 6 surveys]
- Small business management and entrepreneurship
- Social studies education [Appeared on 2 surveys]
- Social studies teaching or criminal justice
- Social work [Appeared on 13 surveys]
- Sociology [Appeared on 5 surveys]
- Spanish [Appeared on 2 surveys]
- Spanish and criminal justice
- Special and elementary education
- Special education – mild disabilities [Appeared on 4 surveys]
- Special education [Appeared on 4 surveys]
- Special education and elementary education
- Special education severe
- Special education with a minor in early childhood.
- Special education: mid and severe disabilities
- Speech communication
- Speech language pathology
- Speech pathology [Appeared on 5 surveys]
- Sports administration [Appeared on 6 surveys]
- Teaching major in math – secondary education

- Technology education [Appeared on 2 surveys]
- Telecommunications [Appeared on 48 surveys]
- Telecommunications – production [Appeared on 2 surveys]
- Telecommunications – sales and promotion
- Telecommunications and French
- Telecommunications and / or sociology
- Telecommunications and German
- Telecommunications and production
- Telecommunications production major
- Telecommunications sales [Appeared on 2 surveys]
- Theater (design and technology option)
- Theatre [Appeared on 3 surveys]
- Theatre – acting
- Theatre and speech in secondary education
- Theatre and photojournalism
- Theatre and psychology – double
- Theatre design and technology [Appeared on 2 surveys]
- Urban planning [Appeared on 2 surveys]
- Urban planning and development [Appeared on 2 surveys]
- Visual communication
- Visual communications (with a raised eyebrow)
- Vocal performance
- Was Education will probably change to General Studies
- Wild life biology and prevet
- Wildlife biology [Appeared on 2 surveys]

OTHER ACTIVITIES RELATED TO MAJOR

Other activities related to your major (*please specify*).

Class activities

- AAS drafting + design – Ivy Tech
- Class obligations
- Classroom experiences
- In design workshop
- Virginia Ball Seminar

Coaching Activities

- Coaching
- Coaching high school sports
- Swim team coach / swim lessons

Conferences and Speakers

- Chairperson- chocolate extravaganza 2003
- Conferences
- Lecture: guest speakers
- Nursing 2000
- Speakers + Wing Ding
- Speakers, lecturers
- WIM conference 2003

Field Study and Field Trips

- A field study this summer
- Field trip
- Field trips [Appeared on 3 surveys]

High School Activities

- College classes in high school
- High school classes, contest
- High school experience
- Internship in high school

Involvement in Student Activities and Organizations

- 4-H experience
- BSU latenight
- Business fraternity
- Campus life involvement
- Debate
- Delta Sigma Pi
- Dietetics club
- FCS honor society

- Fraternity offices & work
- Honor society
- IFC / Homecoming
- SCEC
- Yearbook, senior pictures

Job Shadowing and Observations

- Classroom observation and teaching
- I visited a company in San Francisco
- Job shadow [Appeared on 5 surveys]
- Job shadowing [Appeared on 4 surveys]
- Observations [Appeared on 2 surveys]
- Ride alongs
- Shadowing
- Watched a surgery

Other

- Applied for correctional officer
- Classes outside of college
- Fashion shows
- Free lance
- Independent study
- Mentoring
- Nordstrom fashion board
- Personal
- Photo shots
- Playing football inspired me to teach / coach
- Producing artwork for gallery shows
- Random video production
- Reading & writing for fun, proofreading for friends
- Vacation bible school
- Volunteer for grad experiments

Practicum and Service Learning Experiences

- Practicum
- Practicum hours
- Practicum hours (20)
- Practicum hours in a program
- Service learning [Appeared on 2 surveys]

Teaching and Tutoring Experiences

- Cadet teaching
- Cadet teaching (high school)
- Sub teacher / aide

- Substitute teach
- Substitute teacher [Appeared on 2 surveys]
- Substitute teaching
- Sunday school teacher
- Teaching at Burriss and child study center
- Teaching Sunday school
- Tutoring

Travel Experiences

- I have been in London for the last 6 months and have enjoyed EVERY minute there. I strongly recommend it to others.
- Study abroad
- Travel experience

Work Experiences

- Associate degree and 25 yrs experience
- BSU recreation employee
- Full time job / hobby both
- Full time job in accounting
- Full time work in field
- Full-time employment in group home / school for mentally / physically handicapped
- Full-time job relate to major
- Full-time job related to field of business
- Job on campus
- Management training at work
- Own business
- Part-time job related to minor
- RA – oversee entire hall
- Worked in medical field previously

Appendix B

2003 Ball State University Sophomore Survey