Cooperative Institutional Research Program (CIRP)
“The Freshman Survey”
Results 2009

Strategic Research & Analysis
Valdosta State University
http://www.valdosta.edu/sra
May 2010

Questions about the information contained in this report should be directed to Strategic Research & Analysis. Information in this report can be used with appropriate citations to Strategic Research & Analysis for our work.
Structure of Report

- Overview
- Respondent Demographics
- Student Background
- Participation and Behavior in the Past Year
- Self-Ratings
- Academic Habits
- Career Plans
- Student Social Perceptions
- Reasons to Attend College
- Reasons to Attend VSU
- Time Usage
- Goals
- Future Plans
- Overall Perceptions
Overview

• This survey is administered by the Higher Education Research Institute (HERI) at UCLA.

• The CIRP Freshman Survey is designed to:
  • provide comprehensive information on incoming first-year students.
  • examine readiness for college and how students choose colleges.
  • determine student values and beliefs about diversity and civic engagement.
Overview

- The survey is applicable to all freshman students for fiscal year 2010 (July 1, 2009 – June 30, 2010).
- Students are asked to:
  - rate their academic preparedness.
  - rate their expectations of college.
  - rate their overall interactions with peers and faculty.
  - indicate their values and goals.
Overview

• VSU students were able to take the survey from August 3, 2009 to September 25, 2009.
  • A total of 2,148 survey invitations were sent.
  • A total of 347 responses to the survey instrument were received.
  • The overall response rate was 16%.
Demographics
Demographics

- Exhibit 1 shows that 70.3% of participants are female.
- Exhibit 2 shows that 65.7% of participants will be 18 on December 31, 2009.

Demographics

- Exhibit 3 shows that English is the native language of 98.8% of participants.
- Exhibit 4 shows that 98.3% of participants are enrolled or are enrolling as a full-time student.

**EXHIBIT 3: IS ENGLISH YOUR NATIVE LANGUAGE?**

- No: 1.2%
- Yes: 98.8%

**EXHIBIT 4: ARE YOU ENROLLED (OR ENROLLING) AS A:**

- Part-time student: 1.7%
- Full-time student: 98.3%

Demographics

- Exhibit 5 shows that 80.1% of participants graduated from a public school (not charter or magnet).
- Exhibit 6 shows that 25.1% of participants had a B+ average in high school.

Demographics

- Exhibit 7 shows that 66.9% of participants reported that VSU is 101 to 500 miles from their permanent home.
- Exhibit 8 shows that 80.4% of participants plan to live in a college residence hall during the fall term.

Student Background
Student Background

- Exhibit 9 shows that 84.8% of participants earned a SAT Math score ranging from 401 to 599.
- Exhibit 10 shows that 65.9% of participants earned an ACT composite score ranging from 19 to 24.

Student Background

- Exhibit 11 shows that 51.9% of participants applied to either none or up to two colleges other than Valdosta State University for admission this year.
- Exhibit 12 shows that 58.5% of participants chose Valdosta State University as their first choice.

Student Background

- Exhibit 13 shows that of all the subjects in which students needed special tutoring or remedial work, 32.9% of participants needed special tutoring or remedial work in mathematics; whereas, 19.9% of participants received special tutoring or remedial work in mathematics.

Student Background

- Exhibit 14 shows that 50.3% of participants enrolled in one to four AP courses during high school.
- Exhibit 15 shows that 47.1% of participants did not take any AP exams during high school.

Student Background

- Exhibit 16 shows that 38.3% of participants attended a high school at which the racial composition was roughly half non-White.
- Exhibit 17 shows that 40.9% of participants grew up in a neighborhood that was mostly White.

Student Background

- Exhibit 18 shows that 39.2% of participants planned to attain a Master’s degree as their highest academic degree.

Student Background

- Exhibit 19 shows that 60.4% of participants planned to attain a Bachelor’s degree as their highest degree at Valdosta State University.

EXHIBIT 19: HIGHEST ACADEMIC DEGREE PLANNED AT VSU:

Student Background

- Exhibit 20 shows that 58.3% of participants expect to cover $2,999 or less of their first year’s educational expenses (room, board, tuition, and fees) from their own resources.

EXHIBIT 20: EDUCATIONAL EXPENSES

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?

Student Background

- Exhibit 21 shows that 27.5% of participants estimated that their parent’s income ranged between $60,000 to $99,000.
- Exhibit 22 shows that 58.5% of participants have some concern about their ability to finance their college.

Participation and Behavior in the Past Year
Participation and Behavior In Past Year

- Exhibit 23 shows that 94.8% of participants were occasionally or frequently bored in class, and 90.2% of participants occasionally or frequently attended religious service.

**EXHIBIT 23: STUDENTS’ BEHAVIORS**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipped school/class</td>
<td>28.2%</td>
</tr>
<tr>
<td>Participated in political demonstrations</td>
<td>31.7%</td>
</tr>
<tr>
<td>Came late to class</td>
<td>53.9%</td>
</tr>
<tr>
<td>Discussed religion</td>
<td>86.2%</td>
</tr>
<tr>
<td>Discussed politics</td>
<td>89.1%</td>
</tr>
<tr>
<td>Asked a teacher for advice after class</td>
<td>87.3%</td>
</tr>
<tr>
<td>Attended religious service</td>
<td>90.2%</td>
</tr>
<tr>
<td>Was bored in class</td>
<td>94.8%</td>
</tr>
</tbody>
</table>

Participation and Behavior In Past Year

- Exhibit 24 shows that 98.0% of participants socialized with someone of another racial/ethnic group, and 88.8% of participants studied with other students.

Participation and Behavior In Past Year

- Exhibit 25 shows that 89.3% of participants occasionally or frequently performed volunteer work, and 85.9% of participants felt overwhelmed by all they had to do.
- Exhibit 26 shows that all of the participants occasionally or frequently used the internet for research or homework, and 89.1% of participants occasionally or frequently used the internet to read news sites.

EXHIBIT 25: EXTRACURRICULAR ACTIVITIES AND EMOTIONAL PERCEPTION

- Performed community service as part of a class: 64.5%
- Performed volunteer work: 89.3%
- Voted in a student election: 82.7%
- Played a musical instrument: 41.2%
- Felt depressed: 57.0%
- Felt overwhelmed by all I had to do: 85.9%

EXHIBIT 26: USED THE INTERNET:

- For research or homework: 79.8% (Not at all) - 20.2% (Occasionally)
- To read news sites: 49.9% (Not at all) - 32.9% (Occasionally) - 28.8% (Frequently)
- To read blogs: 39.2% (Not at all) - 28.8% (Occasionally) - 32.9% (Frequently)
- To blog: 22.5% (Not at all) - 39.2% (Occasionally) - 63.4% (Frequently)

Self-Ratings
Self-Ratings

- Exhibit 27 shows that 98.2% of participants rated their academic ability as average or better.
- Exhibit 28 shows that 95.7% of participants rated their computer skills as average or better and 83% of participants rated their mathematical ability as average or better.

Self-Ratings

- Exhibit 29 shows that 90.6% of participants rated their creativity as average or better and 64.6% of participants rated their artistic ability as average or better.
- Exhibit 30 shows that 77.8% of participants rated their public speaking ability as average or better and 89.1% of participants rated their writing ability as average or better.

EXHIBIT 29: CREATIVITY

EXHIBIT 30: PUBLIC SPEAKING AND WRITING ABILITY

Self-Ratings

- Exhibit 31 shows that 78.7% of participants rated their cooperativeness as either above average or in the highest 10% and 75.5% of participants rated their ability to work cooperatively with diverse people as either above average or in the highest 10%.
- Exhibit 32 shows that 78.6% of participants rated their drive to achieve as either above average or in the highest 10% and 67.0% of participants rated their leadership ability as either above average or in the highest 10%.

Self-Ratings

- Exhibit 33 shows that 90.5% of participants rated their physical health as average or better and 94.5% of participants rated their emotional health as average or better.
- Exhibit 34 shows that 94.0% of participants rated their popularity as average or better and 92.6% of participants rated their spirituality as average or better.

Self-Ratings

- Exhibit 35 shows that 96.9% of participants rated their intellectual self-confidence as average or better and 92.5% of participants rated their social self-confidence as average or better.
- Exhibit 36 shows that 96.9% of participants rated their self-understanding as average or better and 97.4% of participants rated their understanding of others as average or better.

EXHIBIT 35: SELF-CONFIDENCE

<table>
<thead>
<tr>
<th>Category</th>
<th>Self-confidence (Intellectual)</th>
<th>Self-confidence (Social)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 10%</td>
<td>0.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Below average</td>
<td>2.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Average</td>
<td>36.3%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Above average</td>
<td>40.1%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Highest 10%</td>
<td>20.5%</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

EXHIBIT 36: SELF-UNDERSTANDING AND UNDERSTANDING OF OTHERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Self-understanding</th>
<th>Understanding of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 10%</td>
<td>0.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Below average</td>
<td>2.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Average</td>
<td>36.6%</td>
<td>37.2%</td>
</tr>
<tr>
<td>Above average</td>
<td>32.6%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Highest 10%</td>
<td>23.1%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

Self-Ratings

- Exhibit 37 shows that 97.1% of participants rated their ability to see the world from someone else’s perspective as average or better, while 95.6% or participants rated their tolerance of others who had different beliefs as average or better.

- Exhibit 38 shows that 92.0% of participants rated their openness to having their views challenged as average or better, while 96.6% of participants rated their ability to discuss and negotiate controversial issues as average or better.

EXHIBIT 37: TOLERANCE OF OTHERS WITH DIFFERENT BELIEFS

<table>
<thead>
<tr>
<th></th>
<th>Lowest 10%</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Highest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to see the world from someone else's perspective</td>
<td>0.0%</td>
<td>0.3%</td>
<td>2.9%</td>
<td>4.0%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Tolerance of others with different beliefs</td>
<td>41.3%</td>
<td>27.7%</td>
<td>42.1%</td>
<td>26.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

EXHIBIT 38: OPENNESS AND ABILITY TO DISCUSS AND NEGOTIATE CONTROVERSIAL ISSUES

<table>
<thead>
<tr>
<th></th>
<th>Lowest 10%</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Highest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to having my own views challenged</td>
<td>1.2%</td>
<td>0.3%</td>
<td>6.9%</td>
<td>3.2%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Ability to discuss and negotiate controversial issues</td>
<td>36.6%</td>
<td>38.2%</td>
<td>37.2%</td>
<td>22.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Academic Habits
Academic Habits

- Exhibit 39 shows that 79.8% of participants frequently take notes during class, and 57.3% of participants frequently ask questions in class.
- Exhibit 40 shows that 51.6% of participants occasionally look up scientific research articles and resources, and 53.9% of participants occasionally explore topics on their own, even though it is not required for a class.

Academic Habits

• Exhibit 41 shows that 55.0% of participants frequently support their opinions with a logical argument, while 54.2% of participants occasionally evaluate the quality or reliability of information they receive.
• Exhibit 42 shows that 52.2% of participants frequently seek solutions to problems and explain them to others, while 50.1% of participants occasionally seek alternative solutions to problems.

EXHIBIT 41: SUPPORT OPINIONS WITH A LOGICAL ARGUMENT

EXHIBIT 42: SEEK SOLUTIONS TO PROBLEMS

Academic Habits

- Exhibit 43 shows that 55.0% of participants frequently revise their papers to improve their writing and 50.7% frequently accept mistakes as part of the learning process.
- Exhibit 44 shows that 60.8% of participants frequently work with other students on class assignments, and 52.7% of participants frequently seek feedback on their academic work.

Probable Career Field and Major
Probable Career Field

• Exhibit 45 shows the five most probable careers. 7.50% of participants indicated a probable career as a Therapist (physical, occupational, or speech).

Probable Major

- Exhibit 46 shows the five most probable majors. 9.5% of participants chose the field of Medicine, Dentistry, and Veterinary Medicine.

Student Social Perceptions
Student Social Perceptions

- Exhibit 49 shows that 52.2% of participants somewhat agree that there is too much concern in the courts for the rights of criminals.

- Exhibit 50 shows that 55.6% of participants either strongly disagree or somewhat disagree that abortion should be legalized; and, 60.8% of participants either strongly disagree or somewhat disagree that marijuana should be legalized.

EXHIBIT 49: THERE IS TOO MUCH CONCERN IN THE COURTS FOR THE RIGHTS OF CRIMINALS

EXHIBIT 50: LEGALIZING ABORTION AND MARIJUANA

Student Social Perceptions

- Exhibit 51 shows that 79.6% of participants either strongly disagree or somewhat disagree that racial discrimination is no longer a problem in America.
- Exhibit 52 shows that 67.9% of participants either strongly disagree or somewhat disagree that an individual can do little to bring about changes in our society.

EXHIBIT 51: RACIAL DISCRIMINATION IS NO LONGER A PROBLEM IN AMERICA

EXHIBIT 52: REALISTICALLY, AN INDIVIDUAL CAN DO LITTLE TO BRING ABOUT CHANGES IN OUR SOCIETY

Student Social Perceptions

- Exhibit 53 shows that 47.5% of participants either strongly disagree or somewhat disagree that same-sex couples should have the right to legal marital status.
- Exhibit 54 shows that 59.1% of participants either strongly agree or somewhat agree that only volunteers should serve in the Armed Forces.

EXHIBIT 53: SAME-SEX COUPLES SHOULD HAVE THE RIGHT TO LEGAL MARITAL STATUS

EXHIBIT 54: ONLY VOLUNTEERS SHOULD SERVE IN THE ARMED FORCES

Student Social Perceptions

- Exhibit 55 shows that 69.1% of participants either strongly agree or somewhat agree that dissent is a critical component of the political process.
- Exhibit 56 shows that 51.3% of participants either strongly agree or somewhat agree that colleges have the right to ban extreme speakers from campus.

Student Social Perceptions

- Exhibit 57 shows that 55.9% of participants either disagree strongly or disagree somewhat that students from disadvantaged social backgrounds should be given preferential treatment in college admissions.
- Exhibit 58 shows that 72.1% of participants either agree strongly or agree somewhat that colleges should prohibit racist/sexist speeches on campus.

Reason to Attend College
Reason to Attend College

- Exhibit 59 shows that 87.0% of participants indicated that it is either somewhat important or very important that their parents wanted them to attend college.
- Exhibit 60 shows that 89.0% of participants rated that it is very important that they would be able to get a better job if they attended college.

Reason to Attend College

- Exhibit 61 shows that 80.9% of participants rated that it is very important to gain a general education and an appreciation of ideas.
- Exhibit 62 shows that 92.5% of participants rated that it is either somewhat or very important to make themselves a more cultured person.

EXHIBIT 61: TO GAIN GENERAL EDUCATION AND APPRECIATION OF IDEAS

EXHIBIT 62: TO MAKE ME A MORE CULTURED PERSON

Reason to Attend College

• Exhibit 63 shows that 80.3% of participants rated that it is very important to be able to make more money.
• Exhibit 64 shows that 85.0% of participants rated that it is very important to learn more about things of interest to themselves.

Reasons to Attend VSU
Reasons to Attend VSU

- Exhibit 65 shows that 59.0% of participants indicated that the academic reputation of VSU was a very important factor in deciding to attend VSU, while 56.0% of participants indicated the cost of attendance was a very important factor in their decision to attend VSU.

**EXHIBIT 65: SELECTED FACTORS RATED AS VERY IMPORTANT IN DECIDING TO ATTEND VSU**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college has a very good academic reputation</td>
<td>59.0%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>56.0%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>51.0%</td>
</tr>
<tr>
<td>A visit to campus</td>
<td>49.1%</td>
</tr>
<tr>
<td>I wanted to go to a school about the size of this college</td>
<td>46.5%</td>
</tr>
<tr>
<td>This college graduates get good jobs</td>
<td>46.5%</td>
</tr>
<tr>
<td>I was offered financial assistance</td>
<td>37.0%</td>
</tr>
<tr>
<td>Information from a website</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

Time Usage
**Time Usage**

- Exhibit 66 shows that 98.0% of participants spend 0 to 10 hours per week talking with teachers outside of class, and 96.5% of participants spend 0-10 hours per week playing video/computer games.

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**EXHIBIT 66: PERCENTAGE OF PARTICIPANTS ENGAGING 0-10 HOURS IN THE FOLLOWING ACTIVITIES:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking with teachers outside of class</td>
<td>98.0%</td>
</tr>
<tr>
<td>Playing video/computer games</td>
<td>96.5%</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>93.9%</td>
</tr>
<tr>
<td>Reading for pleasure</td>
<td>93.1%</td>
</tr>
<tr>
<td>Exercise or sports</td>
<td>93.1%</td>
</tr>
<tr>
<td>Household/childcare duties</td>
<td>93.1%</td>
</tr>
<tr>
<td>Partying</td>
<td>93.1%</td>
</tr>
<tr>
<td>Studying/homework</td>
<td>90.2%</td>
</tr>
<tr>
<td>Student clubs/groups</td>
<td>88.7%</td>
</tr>
<tr>
<td>Online social networks (MySpace, Facebook, etc.)</td>
<td>87.0%</td>
</tr>
<tr>
<td>Watching TV</td>
<td>85.0%</td>
</tr>
<tr>
<td>Exercise or sports</td>
<td>70.5%</td>
</tr>
<tr>
<td>Working (for pay)</td>
<td>63.3%</td>
</tr>
<tr>
<td>Socializing with friends</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

Time Usage

- Exhibit 67 shows that 39.3% of participants spend 11 to 20 hours per week socializing with friends, and 36.7% of participants spend 11 to 20 hours per week working (for pay).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing with friends</td>
<td>39.3%</td>
</tr>
<tr>
<td>Working (for pay)</td>
<td>36.7%</td>
</tr>
<tr>
<td>Exercise or sports</td>
<td>29.5%</td>
</tr>
<tr>
<td>Watching TV</td>
<td>15.0%</td>
</tr>
<tr>
<td>Online social networks (MySpace, Facebook, etc.)</td>
<td>13.0%</td>
</tr>
<tr>
<td>Student clubs/groups</td>
<td>11.3%</td>
</tr>
<tr>
<td>Studying/homework</td>
<td>9.8%</td>
</tr>
<tr>
<td>Reading for pleasure</td>
<td>6.9%</td>
</tr>
<tr>
<td>Household/childcare duties</td>
<td>6.9%</td>
</tr>
<tr>
<td>Partying</td>
<td>6.9%</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>6.1%</td>
</tr>
<tr>
<td>Playing video/computer games</td>
<td>3.5%</td>
</tr>
<tr>
<td>Talking with teachers outside of class</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Goals
Goals

• Exhibit 68 shows that 87.5% of participants indicated that being very well off financially as an essential or very important goal. 83.2% of respondents rated raising a family as an essential or very important goal.

EXHIBIT 68: SELECTED GOALS RATED AS ESSENTIAL OR VERY IMPORTANT

Future Plans
Future Plans

- Exhibit 69 shows that 98.3% of participants indicated that there is some chance or very good chance of making at least a “B” average. 98.0% of respondents indicated that there is some chance or very good chance of socializing with someone of another racial/ethnic group.

EXHIBIT 69: SELECTED FUTURE PLANS RATED AS SOME CHANCE OR VERY GOOD CHANCE

- Make at least a "B" average: 98.3%
- Socialize with someone of another racial/ethnic group: 98.0%
- Be satisfied with your college: 95.9%
- Discuss course content with students outside of class: 95.1%
- Communicate regularly with your professors: 95.1%
- Participate in student clubs/groups: 92.5%
- Work on a professor's research project: 88.1%
- Participate in volunteer or community service work: 88.1%
- Get a job to help pay for college expenses: 86.1%
- Have a roommate of a different race/ethnicity: 75.4%
- Play club, intramural, or recreational sports: 70.4%
- Participate in a study abroad program: 65.8%

Overall Perceptions
Overall Perceptions

- Exhibit 70 shows that 54.5% of participants either agreed or strongly agreed that receiving the HOPE scholarship made it possible for them to attend college; and, 81.3% of participants either agreed or strongly agreed that they felt academically prepared to enter college.

EXHIBIT 70: ACADEMICALLY PREPARED TO ENTER COLLEGE

Overall Perceptions

Exhibit 71 shows that 92.2% of participants either agreed or strongly agreed that they are proud to be attending Valdosta State University; and, 93.9% of participants strongly agreed that it is important to them to have a successful first year in college.

EXHIBIT 71: ATTENDING VSU AND SUCCESSFUL FIRST YEAR

Overall Perceptions

- Exhibit 72 shows that 56.2% of participants disagree or strongly disagree that college will be very similar to high school; and, 62.0% of participants agree or strongly agree that they know where to go on campus if they need academic or personal guidance and help.

EXHIBIT 72: ACADEMIC OR PERSONAL GUIDANCE AND HELP

Overall Perceptions

- Exhibit 73 shows that 49.0% of participants chose to attend Valdosta State University because of location.

**EXHIBIT 73: WHY DID YOU PRIMARILY CHOOSE TO COME TO VSU?**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>49.0%</td>
</tr>
<tr>
<td>Reputation</td>
<td>19.9%</td>
</tr>
<tr>
<td>Costs</td>
<td>16.7%</td>
</tr>
<tr>
<td>Size</td>
<td>8.1%</td>
</tr>
<tr>
<td>Friends</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Overall Perceptions

- Exhibit 74 shows that 66.3% of participants plan to graduate from Valdosta State University.
- Exhibit 75 shows that 47.5% of participants plan to work during their first semester either on-campus or off-campus.

EXHIBIT 74: I PLAN TO GRADUATE FROM VSU

EXHIBIT 75: DO YOU PLAN ON WORKING DURING YOUR FIRST SEMESTER?

Overall Perceptions

- Exhibit 76 shows that 42.0% of participants expect to work 5 or fewer hours if they plan to work during their first semester at Valdosta State University.

Overall Perceptions

- Exhibit 77 shows that 97.1% of participants plan to be a full-time student next semester.

**EXHIBIT 77: WHICH STATEMENT BEST DESCRIBES YOUR INTENTIONS FOR NEXT SEMESTER?**

97.1%
1.4% 1.2% 0.3%

- I plan to be a full-time student.
- I plan to be a part-time student.
- I plan to transfer to another school.
- I do not plan to attend college next semester.

Overall Perceptions

- Exhibit 78 shows that 65.1% of participants agree or strongly agree to understanding the basic research methodology used within their major.
- Exhibit 79 shows that 81.3% of participants agree or strongly agree to having the necessary skills to do research in their major.

EXHIBIT 78: I UNDERSTAND THE BASIC RESEARCH METHODOLOGY USED WITHIN MY MAJOR

- Don’t Know: 25.9%
- Strongly Disagree: 0.9%
- Disagree: 8.1%
- Agree: 44.1%
- Strongly Agree: 21.0%

EXHIBIT 79: I HAVE THE NECESSARY SKILLS TO DO RESEARCH IN MY MAJOR

- Strongly Disagree: 15.3%
- Disagree: 0.3%
- Neutral: 3.2%
- Agree: 49.0%
- Strongly Agree: 32.3%

Overall Perceptions

- Exhibit 80 shows that 85.6% of participants agree or strongly agree that they are able to apply knowledge learned in the classroom to resolve issues in external settings relevant to their major.
- Exhibit 81 shows that 53.2% of participants agree or strongly agree that they have formulated and resolved a research question using knowledge related to their major in external settings.

EXHIBIT 80: I AM ABLE TO APPLY KNOWLEDGE LEARNED IN THE CLASSROOM TO RESOLVE ISSUES IN EXTERNAL SETTINGS RELEVANT TO MY MAJOR

EXHIBIT 81: I HAVE FORMULATED AND RESOLVED A RESEARCH QUESTION USING KNOWLEDGE RELATED TO MY MAJOR IN EXTERNAL SETTINGS

Overall Perceptions

- Exhibit 82 shows that 66.9% of participants agree or strongly agree that they feel confident presenting written projects based upon research within their major.
- Exhibit 83 shows that 60.8% of participants agree or strongly agree that they feel confident orally presenting projects based upon research within their major.

EXHIBIT 82: I FEEL CONFIDENT PRESENTING WRITTEN PROJECTS BASED UPON RESEARCH WITHIN MY MAJOR.

EXHIBIT 83: I FEEL CONFIDENT ORALLY PRESENTING PROJECTS BASED UPON RESEARCH WITHIN MY MAJOR.