

First-Year (Freshmen) Undergraduate Involvement
at Ohio University over Seven Years:
2004-05 to 2010-11

Office of Institutional Research

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Executive Summary-First-Year Involvement Study-2010-11

- The Involvement Study is a survey given to all new first-year students (freshmen) at the end of winter quarter. It is designed to assess social and academic involvement behaviors and attitudes. The data are used to identify potential leavers (Involvement Intervention), and a longitudinal study of seniors is done. This report presents a summary of the freshman survey results.
- The mean number of hours freshmen respondents spent on a computer for personal use was 4.3 in 2010-11, which is down from 4.5 in 2009-10.
- In 2010-11 freshman reported spending 3.9 hours per day on a computer for academic use, up from 3.8 in 2009-10.
- Fifty-four percent (54%) of the freshmen in 2010-11 reported having conversations with faculty about their education, which is down from 56% in 2009-10, but up from 45% in 2004-05.
- Eighty-seven percent (87%) of freshman in 2010-11 reported participating in extracurricular activities, down from 88% in 2009-10, but up from 81% in 2004-05.
- Freshmen reported spending 3.7 weekends on campus per month.
- The mean number of parties attended by freshmen per month was 5.0, which is down from 5.6 in 2009-10, 6.0 in 2008-09 and 6.2 in 2006-07, and the mean number of parties at which freshmen drank alcoholic beverages was 3.4, which is down from 4.1 in 2009-10, 4.2 in 2008-09 and 4.5 in 2007-08.
- In 2010-11, 84% of freshmen reported that one to five of their closest friends also attended Ohio University.
- Fifty-two percent (52%) of freshmen had either on- or off-campus jobs or both, up from up from 49% in 2009-10, up from 45% in 2008-09 and up from 39% just six years ago. Thirty-three percent (33%) of freshmen had both on-campus and off-campus jobs this number is up from 26% in 2004-05.
- Seventy-one 71% of freshmen said that having personal relationships with peers and having close friends at Ohio University was important.
- Forty-two percent (42%) of freshmen in 2010-11 said it was important to interact with people of different races, and 27% of freshmen in the same year said it was important to interact with international students.
- Eighty-two percent (82%) of freshmen said it was important for them to graduate from Ohio University, up from 79% in 2008-09. Ninety-six percent (96%) said it was important to graduate from any university.
- Eighty-two percent (82%) of freshmen said they made the right choice in attending Ohio University, remaining unchanged from 2009-10.
- Eighty-seven percent (87%) of freshmen said they will be returning in the Fall, down from 88% in 2009-10.

Background of the Study

Student involvement (i.e., engagement) is related to quality of undergraduate education. The National Institute of Education report Involvement in Learning suggests that students who are more involved in activities related to their formal education will grow more as individuals, will be more satisfied with their education, will tend to persist in their education to graduation, and will tend to continue their learning after college. George Kuh's Involving Colleges discusses how colleges and universities should foster student involvement on their campuses. One way to do this is to study student involvement. By assessing student involvement, Ohio University can identify one aspect of its impact on its undergraduates. The experiences during the first (freshman) year affect students' development and performance throughout college. Indeed, attrition occurs most frequently during the first year, and retention programs most often are directed toward first-year undergraduates. Student involvement and engagement studies provide information that is important to student retention and student development programs. This study complements the National Survey of Student Engagement (NSSE), which was done in 2000, 2002, 2004, 2005 and 2008 (<http://www.ohio.edu/instres/involve/index.html>).

Design of the Study

The Involvement Study first was conducted at Ohio University in 1979 as part of the University of Michigan Project CHOICE (Center for Helping Organizations Improve Choice in Education) study. The questionnaire later was revised, and the Involvement Study was incorporated into the original Institutional Impact Project during the 1982-1983 academic year. The Student Involvement Study is part of Ohio University's university-wide and department-based student assessment program.

The Office of Institutional Research, Residence Life, and the Dean of Students Office conduct the Involvement Study annually. At the end of winter quarter of each year all first-year students living in residence halls are given the student involvement questionnaire. Residence hall staff distribute these questionnaires. The response rates for each of the years is listed as follows: 2004-05, 87 percent; 2005-06, 75 percent; 2006-07, 87 percent; 2007-08, 85 percent; 2008-09, 87 percent; 2009-10, 83 percent; and 2010-11, 87 percent. Respondents were generally representative of each class.

Data analysis has been done three ways: year-to-year analyses of first-year students' responses, longitudinal studies of first-year (freshman) students and fourth-year (senior) students, and identification of

potential leavers or students who were likely to leave Ohio University after their first year for reasons other than academic disqualification. Various methods of intervention have been implemented, usually through contacts by residence hall staff or faculty, and positive effects on first-year student retention have resulted. An analysis of the intervention's results is reported separately, <http://www.ohio.edu/institres/involve/followup.pdf> . This report presents results of the year-to-year comparisons from the last seven first-year (freshman) classes.

The questionnaire collected information on three aspects of student involvement: academic involvement, social involvement and activities, and personal goals and adjustment to college. This report is divided into these categories. The results are presented in tables that consist of items divided among the above three categories. Many of these items ask how frequently students participated in various activities. In the tables for these items, the total percentage of those students who participated and the total mean (the total average of participation) are given. Information for the tables of frequencies is arranged in ascending order by periods of time (e.g., weekly, monthly, yearly). Other items asked students to rate how important various aspects of college life are to them on a five-point scale. Students were then asked to rate their level of satisfaction in those aspects. In the tables corresponding to these items, the total percentages are presented for students indicating "very" or "somewhat" important and "very" or "somewhat" satisfied. Information for the importance/satisfaction tables is arranged in descending order by the average over seven years.

The questionnaire format was changed in 2009-10, due to changes in technology support. In previous years the questionnaire was completed by students, and the data were key-coded into electronic media. In 2009-10, the questionnaire was modified to be electronically scanned. The questions remained the same, including the open-ended (fill in the blank) items. However, with regard to the scaled importance and satisfaction questions, a decrease in the frequency of extremely important/satisfied responses was noted. Although the questions were identical, the scannable instrument in 2009-10 reduced the effect of a possible response set (students responding with all ones) that had been occurring previously.

Academic Involvement

Academic-Related Activities

The first question asks how much time is spent per day on a computer for academic and course work. The second question asks how much time is spent per week during the academic year doing certain academic-related activities. The last two questions ask how much time is spent per year doing certain academic-related activities.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
On average, how many hours <u>each day</u> do you spend on a computer for academic and course work (research, writing papers, programming, etc.)?	Percent	96%	96%	96%	96%	97%	97%	97%
	Mean	2.8	3.3	3.0	3.2	2.9	3.8	3.9
How many hours did you spend each <u>week</u> studying for your classes during this academic year?	Percent	99%	98%	97%	98%	99%	98%	98%
	Mean	10.5	11.3	10.9	11.9	12.5	13.3	14.0
How many times have you been to the library this <u>academic year</u> ?	Percent	95%	96%	96%	95%	96%	96%	96%
	Mean	15.0	18.7	21.2	21.1	19.3	20.2	20.3
How many books other than those assigned for class did you read for your own pleasure or information this <u>academic year</u> ?	Percent	55%	55%	57%	57%	61%	59%	54%
	Mean	1.9	2.0	2.0	2.2	2.3	2.2	2.1
How many times did you attend a research skills class or workshop taught by a librarian this academic year?*	Percent	--	--	--	37%	36%	40%	38%
	Mean	--	--	--	0.7	0.7	0.8	0.7

*Question added in 2007-08

Frequency of Academic Conversations

The following items describe the number of conversations about educational plans, problems, or progress students had with certain faculty, staff and students during the academic year.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Conversations with Academic Advisor	Percent	80%	82%	82%	79%	88%	89%	89%
	Mean	2.1	2.1	2.1	2.1	2.2	2.6	2.8
Conversations with Faculty Member	Percent	45%	47%	45%	48%	48%	56%	54%
	Mean	1.6	1.6	1.6	1.8	1.6	2.4	2.2
Conversations with Residence Life Staff	Percent	31%	32%	28%	33%	32%	42%	46%
	Mean	1.3	1.3	1.1	2.1	1.3	2.2	2.3
Conversations with a Career Advisor or Participation in a Program Concerning Your Career	Percent	49%	53%	54%	55%	58%	54%	56%
	Mean	1.1	1.4	1.3	1.5	1.4	1.4	1.6
Conversations about Faculty Research and Scholarship with Faculty	Percent	29%	32%	32%	34%	33%	27%	27%
	Mean	0.7	0.7	0.8	1.0	0.9	0.9	0.7
Conversations with Other Staff	Percent	11%	13%	12%	12%	12%	12%	13%
	Mean	0.4	0.5	0.4	0.5	0.4	0.5	0.5
Conversations with Student Organization Advisor	Percent	9%	12%	11%	11%	15%	17%	18%
	Mean	0.3	0.5	0.4	0.4	0.6	0.8	0.8
Communicate with a Faculty Member via e-mail	Percent	78%	79%	81%	83%	82%	82%	79%
	Mean	8.2	8.6	9.1	10.2	9.6	10.4	10.0
Conversations with Librarian*	Percent	--	--	--	15%	16%	22%	24%
	Mean	--	--	--	0.4	0.3	0.6	0.6

*Question added in 2007-08

Academics: Importance and Satisfaction

Students were first asked to rate how important each of the following items are to them here at Ohio University by circling the response that best describes their feelings. Second, students were asked to rate how satisfied they were with each item here at Ohio University by again circling the response that best describes their feelings. The table presents the percentages of those students who rated each item "very" or "somewhat" important and "very" or "somewhat" satisfied. The last item asking about the quality of instruction only presents results for the level of satisfaction. It presents the percentages of those students who marked "very" or "somewhat" satisfied. The level of importance was not asked for this item.

	2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Being Interested in My Studies							
% Important	88%	86%	87%	88%	91%	79%	76%
% Satisfied	71%	68%	70%	70%	76%	64%	64%
My Personal Achievement of Academic Success							
% Important	87%	86%	86%	87%	90%	77%	74%
% Satisfied	72%	69%	71%	72%	77%	63%	64%
Instruction in My Major Courses							
% Important	90%	88%	89%	89%	92%	77%	75%
% Satisfied	71%	69%	74%	72%	79%	63%	64%
My Personal Motivation for Academic Success							
% Important	86%	84%	85%	85%	89%	77%	73%
% Satisfied	71%	69%	70%	71%	76%	63%	63%
Adequate Academic/Intellectual Atmosphere							
% Important	87%	85%	84%	85%	89%	75%	72%
% Satisfied	74%	71%	71%	74%	79%	64%	64%
Instruction in My Non-Major Courses							
% Important	80%	79%	78%	80%	84%	69%	66%
% Satisfied	67%	64%	66%	66%	72%	58%	58%
Academic Advising							
% Important	81%	80%	81%	81%	85%	71%	69%
% Satisfied	58%	58%	61%	63%	68%	56%	57%
Faculty Availability Outside of Class							
% Important	80%	79%	77%	78%	82%	67%	66%
% Satisfied	65%	63%	63%	64%	70%	56%	56%
Social Contacts with Faculty							
% Important	54%	57%	57%	60%	62%	50%	51%
% Satisfied	43%	45%	48%	50%	53%	44%	45%
How Would You Rate the Quality of Instruction at Ohio University?							
% Very or Somewhat Satisfied	85%	83%	83%	83%	84%	88%	87%

Social Involvement and Activities

Frequency of Participation in Social Activities

The first question asks how much time was spent each day on a computer for personal use. The next five questions ask how much time was spent per month doing social activities. The seventh question on cultural events asks for the number of events attended during the academic year. The last two questions only ask students if they had either an on-campus or off-campus part-time job this year and not how much time was spent in job participation.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
On average, how many hours <u>each day</u> do you spend on a computer for personal use (e-mail to friends, games, Internet surfing, etc.)?	Percent	100%	100%	100%	100%	100%	97%	96%
	Mean	4.0	4.5	4.1	4.1	3.6	4.5	4.3
How many times did you go out with friends <u>each month</u> ?	Percent	97%	97%	98%	97%	98%	96%	96%
	Mean	10.1	10.1	10.9	10.7	10.1	9.3	9.2
How many weekends <u>each month</u> do you spend on campus?	Percent	99%	98%	98%	99%	99%	99%	98%
	Mean	3.5	3.5	3.4	3.5	3.5	3.7	3.7
How many on-campus parties did you attend <u>each month</u> during this academic year?	Percent	87%	86%	86%	84%	85%	79%	76%
	Mean	6.3	6.5	6.2	6.0	6.0	5.6	5.0
At how many of these parties did you drink alcoholic beverages?	Percent	73%	69%	67%	64%	60%	59%	55%
	Mean	5.3	5.1	4.8	4.5	4.2	4.1	3.4
How many conversations with International students have you had in an <u>average month</u> ?	Percent	45%	43%	50%	54%	54%	47%	42%
	Mean	2.6	2.6	3.1	3.6	2.9	3.0	2.6
How many cultural events did you attend during this <u>academic year</u> ?	Percent	75%	75%	74%	80%	79%	78%	84%
	Mean	3.9	4.0	3.7	4.7	4.3	7.6	7.8
Did you have an on-campus part-time job this <u>academic year</u> ?	Percent	15%	14%	17%	17%	16%	13%	13%
	Percent	7%	8%	8%	7%	9%	6%	6%
Did you have an off-campus part-time job this <u>academic year</u> ?	Percent	7%	8%	8%	7%	9%	6%	6%
	Percent	26%	25%	25%	27%	21%	30%	33%

Frequency of Participation in College-Related Activities

Students were asked how many hours they spent each week during the academic year participating in the following activities. The averages calculated were averages of only those students who participated in each activity. The last item is the total number of these activities students participated in during the academic year.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Campus Recreation	Percent	62%	59%	57%	59%	65%	72%	70%
	Mean	6.0	6.2	6.0	6.7	6.1	6.7	7.2
Residence Hall Activities	Percent	8%	8%	6%	8%	10%	20%	20%
	Mean	2.5	2.5	2.2	2.8	2.0	2.3	2.5
Greek Life	Percent	15%	16%	15%	15%	14%	18%	19%
	Mean	9.9	10.4	9.6	10.8	9.4	9.2	9.3
Hobby/Social Clubs	Percent	11%	10%	10%	10%	12%	17%	17%
	Mean	5.1	4.5	4.8	4.3	4.0	5.2	4.6
Professional Clubs	Percent	6%	8%	6%	7%	9%	8%	9%
	Mean	2.7	2.9	2.9	4.0	4.3	3.4	3.7
Religious Organizations	Percent	9%	10%	8%	8%	8%	12%	11%
	Mean	3.7	4.0	3.2	4.0	3.4	3.4	4.0
Intercollegiate Athletics	Percent	12%	12%	11%	9%	11%	14%	14%
	Mean	10.3	9.6	9.5	8.7	8.5	8.8	7.4
Productions/Performances	Percent	8%	9%	8%	10%	9%	16%	15%
	Average	7.5	8.4	8.2	8.1	7.1	5.5	6.5
Service Activities	Percent	6%	7%	6%	6%	7%	11%	12%
	Average	4.1	4.3	4.1	4.3	3.6	3.8	4.3
Publications	Percent	3%	4%	4%	5%	6%	7%	9%
	Mean	5.4	4.1	3.8	4.6	4.7	3.3	4.3
Leadership Programs	Percent	1%	2%	2%	3%	3%	6%	5%
	Mean	2.8	2.3	3.5	4.8	2.9	3.6	4.1
International Activities	Percent	1%	1%	1%	2%	2%	3%	3%
	Mean	3.0	2.4	3.2	4.1	3.4	3.6	3.8
Student Government	Percent	1%	1%	1%	1%	1%	2%	2%
	Mean	4.8	4.0	3.0	5.6	5.0	4.6	5.1
Total Extracurriculars	Percent	81%	78%	77%	78%	83%	88%	87%
	Mean	8.3	8.5	7.9	8.7	8.4	10.9	11.3

Number of Five Closest Friends

Students were asked to indicate how many of their five best (closest) friends currently attend Ohio University. Percentages were calculated for each number from zero to five (friends). The last item presents the mean for each year.

	2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
None	24%	24%	24%	23%	23%	18%	16%
One	22%	21%	22%	22%	21%	18%	17%
Two	24%	24%	24%	23%	23%	25%	25%
Three	15%	16%	17%	17%	18%	20%	20%
Four	8%	6%	7%	7%	7%	8%	9%
Five	8%	8%	7%	8%	8%	11%	12%
Mean	1.9	1.9	1.8	1.9	1.9	2.2	2.2

Frequency of Faculty Social Contacts

Students were asked to indicate the number of times they had participated in these activities. The total number of social contacts with faculty is also presented.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
How many times have you had a meal on campus with a faculty member?	Percent	8%	8%	9%	13%	14%	14%	13%
	Mean	0.2	0.2	0.2	0.4	0.3	0.2	0.3
How many times did you go out for refreshments with a faculty member?	Percent	7%	7%	8%	10%	10%	9%	8%
	Mean	0	0.2	0.2	0.3	0.2	0.2	0.2
How many times have you had dinner or refreshments at a faculty member's home?	Percent	6%	6%	10%	13%	15%	10%	10%
	Mean	0.1	0.2	0.3	0.2	0.3	0.2	0.2
Total Faculty Social Contacts	Percent	14%	14%	19%	25%	27%	24%	22%
	Mean	0.6	0.5	0.7	0.9	0.8	0.7	0.7

Social Involvement: Importance and Satisfaction

Students were first asked to rate how important each of the following items are to them here at Ohio University by circling the response that best describes their feelings. Second, students were asked to rate how satisfied they were with each item here at Ohio University by again circling the response that best describes their feelings. The scale is arranged the same as importance except that it measures the level of satisfaction. The results below present the percentages of those students who marked "very" or "somewhat" important and "very" or "somewhat" satisfied.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Having Close Friends at Ohio University	% Important	91%	90%	90%	89%	91%	75%	71%
	% Satisfied	79%	76%	77%	77%	79%	64%	63%
Establishing Personal Relationships with Peers at Ohio University	% Important	92%	91%	91%	90%	92%	74%	71%
	% Satisfied	80%	79%	78%	78%	79%	63%	63%
Interacting with People of Different Races	% Important	53%	53%	51%	51%	53%	44%	42%
	% Satisfied	42%	44%	47%	48%	51%	42%	42%
Interacting with International Students	% Important	30%	30%	32%	31%	30%	27%	27%
	% Satisfied	30%	30%	35%	35%	35%	31%	32%

Campus Activities: Importance and Satisfaction

Students rated the importance of and their satisfaction with various items pertaining to activities on campus.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Getting Involved in Campus Activities	% Important	55%	57%	56%	61%	62%	48%	49%
	% Satisfied	44%	46%	46%	49%	52%	40%	44%
Getting Involved in Student Organizations	% Important	57%	60%	59%	60%	63%	49%	49%
	% Satisfied	46%	49%	49%	50%	51%	42%	46%
Attending Cultural Events on Campus	% Important	35%	36%	35%	39%	35%	28%	31%
	% Satisfied	34%	37%	40%	40%	40%	31%	34%
Getting Involved in Religious Activities	% Important	32%	35%	32%	29%	29%	27%	29%
	% Satisfied	36%	37%	37%	35%	37%	34%	35%
Having a Job While Enrolled	% Important	42%	39%	41%	41%	44%	40%	40%
	% Satisfied	33%	34%	38%	37%	39%	33%	35%

Campus Environment: Importance and Satisfaction

Students rated the importance of and their satisfaction with various items pertaining to the campus environment.

	2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Adequate Social Atmosphere							
% Important	87%	86%	85%	87%	90%	75%	73%
% Satisfied	77%	75%	74%	77%	81%	66%	66%
Adequate Physical Environment on Campus							
% Important	86%	85%	84%	85%	89%	75%	72%
% Satisfied	79%	77%	77%	79%	84%	69%	68%
Adequate Personal Security							
% Important	87%	85%	84%	85%	89%	75%	72%
% Satisfied	76%	76%	77%	76%	84%	69%	67%
Fitting into the Campus Community							
% Important	83%	82%	81%	83%	87%	74%	70%
% Satisfied	70%	69%	70%	72%	77%	63%	64%

Personal Goals and Adjustment to College

Personal Goals: Importance and Satisfaction

Students were asked to rate the importance of and their satisfaction with personal goals.

	2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Making Progress Toward Personal Goals							
% Important	92%	91%	90%	91%	93%	72%	75%
% Satisfied	79%	77%	79%	78%	82%	65%	67%
Making Progress Toward Academic Goals							
% Important	91%	89%	90%	90%	93%	80%	76%
% Satisfied	77%	74%	76%	76%	79%	66%	65%
Making Progress Toward Career Goals							
% Important	90%	88%	88%	88%	92%	79%	75%
% Satisfied	71%	68%	72%	71%	74%	63%	63%

Adjustment to College: Importance and Satisfaction

Students were asked to rate the importance of and their satisfaction with their adjustment to college.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
Adjusting Academically to College								
	% Important	90%	88%	87%	89%	92%	79%	75%
	% Satisfied	75%	72%	73%	73%	77%	65%	63%
Adjusting Socially to College								
	% Important	88%	87%	86%	88%	90%	77%	73%
	% Satisfied	75%	73%	72%	74%	77%	66%	63%
Adjusting Emotionally to College								
	% Important	86%	83%	83%	85%	87%	76%	71%
	% Satisfied	72%	69%	70%	72%	75%	63%	61%
Managing Personal Stress								
	% Important	87%	84%	85%	85%	88%	76%	72%
	% Satisfied	65%	62%	62%	64%	69%	59%	56%
Developing My Self-Esteem and Confidence								
	% Important	83%	82%	82%	83%	86%	73%	70%
	% Satisfied	70%	66%	67%	69%	73%	62%	59%
Developing Personal Values and Beliefs								
	% Important	81%	80%	79%	79%	83%	71%	68%
	% Satisfied	70%	68%	69%	70%	73%	62%	61%
Developing a Philosophy of Life								
	% Important	74%	71%	71%	73%	74%	63%	62%
	% Satisfied	61%	60%	61%	62%	66%	55%	57%
Developing Spiritually								
	% Important	62%	62%	62%	61%	61%	52%	52%
	% Satisfied	55%	53%	55%	56%	56%	49%	50%

Importance in Attending and Graduating from Ohio University

Students were asked to respond to the following four items by circling the response that best describes their feelings about each item.

		2004 -2005	2005 -2006	2006 -2007	2007 -2008	2008 -2009	2009 -2010	2010 -2011
How important is it to you that you graduate from Ohio University?	% Extremely or Very Important	76%	75%	73%	78%	81%	79%	82%
How important is it to you that you graduate from any University?	% Extremely or Very Important	96%	97%	97%	96%	97%	96%	96%
Will you return to Ohio University next fall?	% Definitely or Probably Will Return	86%	85%	82%	85%	87%	88%	87%
How sure are you that you made the right choice in attending Ohio University?	% Definitely or Probably Right Choice	79%	78%	74%	79%	83%	82%	82%

Discussion

The quantitative results of this study reveal that Ohio University freshmen are working more than previously reported. Fifty-two percent (52%) of freshmen had either on- or off-campus jobs or both, up from 49% in 2009-10, 46% in 2008-09 and 48% in 2004-05. Additionally, 33% of freshmen in 2010-11 reported having both a part-time on-campus and a part-time off-campus job. This is up 3% from 2009-10 and 12% from 21% in 2008-09. While the percentage of freshmen working is increasing, the average number of hours spent in extracurricular activities is also increasing, from 8.4 in 2008-09, 10.9 in 2009-10 to 11.3 in 2010-11. The mean number of hours spent studying is 14.0 which is up from the previous year of 13.3 hours.

An analysis of students comments' was done. Students were asked to provide any additional comments about their experiences at Ohio University, for example, "describe [their] most satisfying and least satisfying experiences at Ohio University." One hundred and ninety (190) comment responses were received and were carefully reviewed for recognition of common themes. Main themes then provided for a method of categorical analysis of the data. Some comments included responses with multiple themes requiring the

separation of data for accurate categorization. The categorical analysis produced 19 categories. A list of those categories and the frequency of comments follows:

<u>Categories</u>	<u>Number of Responses</u>
Residence Halls/Housing	42
Academics	36
Instruction	26
Adjustment/Sense of Community	21
Resident Life Staff-RA	18
Advising	17
Sports/Recreation Activities	12
Social Environment/Drugs and Alcohol	12
Campus Activities	11
Course Availability/Scheduling	9
Cost/Financial/Quality	9
Roommates	7
Learning Community	6
Campus Beauty	6
Greek Life	6
Dining Hall Food	5
Healthcare/Hudson	4
Safety Concern	4
Miscellaneous	29

The qualitative data revealed that some students were very pleased with room placement within the Residence Halls. One student had stated “My most satisfying experience was being placed in Biddle hall and establishing an outstanding community with the people in my hall.” Other students, however, were unhappy with the quality and conditions of their residence halls, one student stated “our dorm constantly had problems. It seemed like the water has problems once a week. And when it wasn’t that, our elevator had issues. The quality of the dorm seemed no where nearly worth the money we pay.”

Some students were very satisfied with the quality of their academic experiences. One student had stated, “The academic part of the university is excellent and communication with teachers is good.” First year students also frequently commented on the quality of instruction. One student responded, “The most dissatisfying was some of the professors’ attitudes when teaching and

how some tests/exams can be ambiguous and designed to trick student's making classes hard to pass. I also do not like having TA's teaching/instructing classes. Also foreign professors/TA's are harder to understand and comprehend concepts." Another first year student had a different perspective when he/she commented, "I love the faculty. The ones I have encountered thus far in my experiences are always helpful and are there when I need them. "

Freshman respondents also frequently commented on the quality of academic advising they received. "My academic advising was not satisfactory. I was not really guided on what classes I should take. I was somewhat just thrown into classes now knowing what I was doing. Freshmen do not have much guidance on classes."

Positive comments were also received by students who seemed satisfied and well adjusted to Ohio University. One student stated, "My most satisfying experience has been feeling part of the great community of Athens." Another student stated that he/she "...felt socially accepted from the time I arrived here."