

First-Year (Freshmen) Undergraduate Involvement
at Ohio University over Seven Years:
2011-12 to 2017-18

Office of Institutional Research

September 2018

Executive Summary-First-Year Involvement Study-2017-18

- The Involvement Study is a survey given to all new first-year students (freshmen) in the first half of spring semester. It is designed to assess social and academic involvement behaviors and attitudes. The data are used to identify potential leavers (Involvement Intervention). 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 4.6 in 2017-18, which was down from 4.7 hours in 2016-17.
- In 2017-18 freshman reported spending 5.1 hours per day on a computer for academic use, down from 5.3 in 2016-17.
- Sixty-seven percent (67%) of freshmen in 2017-18 reported having conversations with faculty about their education, which is down from 68% in 2016-17.
- Ninety-two percent (92%) of freshman in 2017-18 reported participating in extracurricular activities, down from 93% in 2016-17.
- Freshmen reported spending 3.8 weekends on campus per month.
- The mean number of on-campus parties attended by freshmen per month was 5.4, which was up from 5.3 in 2016-17 and down from 5.6 in 2015-16.
- The mean number of on-campus parties at which freshmen drank alcoholic beverages was 5, which was down from 5.3 in 2016-17, and down from 6.2 in 2015-16.
- In 2017-18, 86% of freshmen reported that one to five of their closest friends also attended Ohio University. This was up from 84% in 2016-17.
- Twenty-eight percent (28%) of freshmen had either on- or off-campus jobs or both, down from 32% in 2016-17 and 33% in 2015-16.
- Eighty-six percent (86%) of freshmen said that having personal relationships with peers at Ohio University was important. This number is down from 88% in 2016-17.
- Fifty-six percent (56%) of freshmen in 2017-18 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 percent (80%) of freshmen said it was important for them to graduate from Ohio University, which was down from 81% in 2016-17. Ninety-three percent (93%) of 2017-18 respondents said it was important to graduate from any university, down from 94% in 2016-17.
- Eighty-two percent (82%) of freshmen said they made the right choice in attending Ohio University, up from 80% in 2016-17.
- Eighty-seven percent (87%) of freshmen said they will be returning in the Fall, up from 86% in 2016-17.

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, 2008, 2011, 2014, 2017.

(<http://www.ohio.edu/institres/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: 2011-12, 89 percent; 2012-13, 87 percent; 2013-14, 88

percent; 2014-15, 89 percent; 2015-16, 89 percent; 2016-17, 88 percent; and 2017-18, 85%. 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 to a Scantron instrument in 2015-16, due to changes in technology support. In previous years the questionnaire was electronically scanned and manually reviewed by Institutional Research. The questions remained the same, including the open-ended items.

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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
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	97%	96%	96%	97%	98%	98%	94%
	Mean	4.1	4.2	4.4	3.9	5.3	5.3	5.1
How many hours did you spend <u>each week</u> studying for your classes during this academic year?	Percent	98%	98%	97%	98%	99%	99%	92%
	Mean	13.0	13.3	14.3	13.9	13.5	13.4	13.5
How many times have you been to the library this <u>academic year</u> ?	Percent	95%	95%	97%	95%	96%	94%	95%
	Mean	20.4	20.6	22.3	23	24.1	24.9	23
How many books other than those assigned for class did you read for your own pleasure or information this <u>academic year</u> ?	Percent	54%	55%	55%	51%	48%	50%	46%
	Mean	1.9	2.2	2	1.7	2.3	2.1	2.1
How many times did you attend a research skills class or workshop taught by a librarian this academic year?	Percent	30%	16%	17%	17%	20%	19%	18%
	Mean	0.7	0.5	0.5	0.5	1	0.8	0.7

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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Conversations with Academic Advisor	Percent	92%	84%	89%	88%	88%	92%	90%
	Mean	2.9	2.4	2.6	2.5	3.9	3.7	3.7
Conversations with Faculty Member	Percent	55%	54%	58%	55%	68%	68%	67%
	Mean	2.3	2.5	2.4	2.2	4.2	3.9	4.2
Conversations with Residence Life Staff	Percent	48%	47%	49%	47%	62%	61%	59%
	Mean	2.6	2.6	2.4	2.5	5.3	4.4	4
Conversations with a Career Advisor or Participation in a Program Concerning Your Career	Percent	57%	56%	60%	59%	60%	54%	50%
	Mean	1.6	1.5	1.8	1.6	2.4	2.2	2.1
Conversations about Faculty Research and Scholarship with Faculty	Percent	27%	27%	31%	32%	38%	40%	35%
	Mean	0.8	0.9	1	0.9	1.8	1.6	1.6
Conversations with Other Staff	Percent	12%	11%	13%	11%	20%	19%	17%
	Mean	0.5	0.6	0.6	0.5	1.4	1.1	1
Conversations with Student Organization Advisor	Percent	19%	16%	21%	19%	29%	31%	30%
	Mean	0.9	0.7	0.8	0.8	1.8	1.8	1.7
Communicate with a Faculty Member via e-mail	Percent	78%	77%	78%	75%	83%	89%	86%
	Mean	10.0	10.2	11.6	10.1	11.4	12.4	12.2
Conversations with Librarian	Percent	20%	17%	15%	12%	18%	17%	16%
	Mean	0.5	0.4	0.4	0.3	0.9	0.7	0.6

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 choosing 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 choosing 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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Being Interested in My Studies								
	% Important	76%	74%	77%	79%	86%	88%	87%
	% Satisfied	64%	63%	65%	69%	74%	72%	71%
My Personal Achievement of Academic Success								
	% Important	75%	74%	76%	78%	85%	88%	86%
	% Satisfied	65%	64%	66%	70%	72%	72%	71%
Instruction in My Major Courses								
	% Important	76%	76%	77%	79%	87%	90%	90%
	% Satisfied	65%	63%	66%	69%	74%	73%	72%
My Personal Motivation for Academic Success								
	% Important	74%	73%	75%	78%	85%	87%	84%
	% Satisfied	65%	63%	66%	69%	72%	71%	70%
Adequate Academic/Intellectual Atmosphere								
	% Important	73%	72%	75%	78%	84%	86%	85%
	% Satisfied	66%	64%	67%	70%	74%	74%	76%
Instruction in My Non-Major Courses								
	% Important	65%	63%	66%	67%	70%	66%	67%
	% Satisfied	57%	55%	59%	61%	63%	59%	61%
Academic Advising								
	% Important	70%	66%	69%	71%	76%	78%	78%
	% Satisfied	56%	53%	57%	59%	62%	62%	65%
Faculty Availability Outside of Class								
	% Important	65%	64%	67%	69%	74%	72%	73%
	% Satisfied	56%	56%	60%	63%	66%	62%	65%
Social Contacts with Faculty								
	% Important	50%	49%	53%	56%	55%	51%	52%
	% Satisfied	46%	46%	49%	54%	51%	47%	49%
How Would You Rate the Quality of Instruction at Ohio University?								
	% Very or Somewhat Satisfied	85%	87%	87%	88%	83%	82%	83%

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.

		2011	2012	2013	2014	2015	2016	2017
		-2012	-2013	-2014	-2015	-2016	-2017	-2018
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	96%	94%	94%	93%	94%	93%	92%
	Mean	4.4	4	4	3.9	4.2	4.7	4.6
How many times did you go out with friends <u>each month</u> ?	Percent	96%	96%	96%	96%	96%	97%	98%
	Mean	8.9	9	8.8	9.2	11.4	10.8	11.3
How many weekends <u>each month</u> do you spend on campus?	Percent	98%	98%	99%	99%	99%	99%	99%
	Mean	3.7	3.7	3.8	3.8	3.9	3.7	3.8
How many on-campus parties did you attend <u>each month</u> during this academic year?	Percent	77%	77%	75%	73%	68%	71%	77%
	Mean	5.3	4.9	4.5	4.5	5.6	5.3	5.4
At how many of these parties did you drink alcoholic beverages?	Percent	56%	59%	57%	57%	60%	59%	54%
	Mean	3.7	3.6	3.2	3.4	6.2	5.3	5
How many conversations with International students have you had in an <u>average month</u> ?	Percent	46%	52%	50%	50%	51%	50%	47%
	Mean	3.2	3.9	3.6	3.4	4.4	3.3	3.7
How many cultural events did you attend during this <u>academic year</u> ?	Percent	80%	78%	76%	77%	76%	76%	76%
	Mean	7.7	7.7	6.7	6.6	11.1	9.8	10.4
Did you have an on-campus part-time job this <u>academic year</u> ?	Percent	20%	24%	25%	24%	24%	24%	21%
Did you have an off-campus part-time job this <u>academic year</u> ?	Percent	9%	9%	8%	7%	6%	7%	6%
Did you have both an on-campus and an off-campus job this <u>academic year</u> ?	Percent	1%	2%	2%	2%	2%	1%	1%

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. The answer options for these questions were changed in 2016-2017 to multiple choice (None, 1-5, 6-10, 11-15, 16-20, More than 20) and specific averages no longer accompany the percentage participating in the activities.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Campus Recreation	Percent	72%	69%	70%	68%	74%	74%	75%
	Mean	6.9	7	7.4	7.1	7.9		
Residence Hall Activities	Percent	19%	20%	23%	22%	30%	27%	24%
	Mean	2.7	2.6	2.9	2.9	3.3		
Greek Life	Percent	19%	20%	19%	21%	23%	25%	25%
	Mean	9.7	10.1	10.1	9.8	11.3		
Hobby/Social Clubs	Percent	19%	22%	27%	26%	33%	36%	35%
	Mean	4.6	4.6	4.9	4.5	5.3		
Professional Clubs	Percent	10%	12%	14%	16%	20%	22%	24%
	Mean	4.0	3.7	4.0	4.0	5		
Religious Organizations	Percent	12%	12%	12%	11%	14%	12%	13%
	Mean	3.9	3.5	3.8	3.7	5		
Intercollegiate Athletics	Percent	13%	12%	12%	11%	13%	14%	15%
	Mean	8.7	9.4	9.5	8.2	10		
Productions/Performances	Percent	15%	12%	13%	12%	13%	17%	19%
	Average	6.2	7	6.8	7.2	9.1		
Service Activities	Percent	15%	14%	15%	15%	18%	19%	15%
	Average	4.2	4.8	3.9	3.9	5.5		
Publications	Percent	8%	7%	8%	7%	8%	8%	8%
	Mean	6.6	5.8	6.2	6.8	9.1		
Leadership Programs	Percent	5%	4%	5%	5%	8%	7%	6%
	Mean	4.4	3.2	4.0	4.6	5.7		
International Activities	Percent	3%	3%	3%	3%	6%	4%	4%
	Mean	4.7	4	4.8	4.1	8.2		
Student Government	Percent	2%	2%	2%	2%	3%	2%	3%
	Mean	6.8	5.5	5.1	4.5	11.3		
Total Extracurriculars	Percent	88%	88%	90%	89%	92%	93%	92%
	Mean	11.7	11.7	12.6	12.0	18		

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.

	2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
None	18%	15%	14%	16%	16%	16%	14%
One	17%	18%	15%	16%	18%	19%	18%
Two	26%	24%	24%	24%	23%	23%	24%
Three	20%	20%	21%	20%	19%	21%	21%
Four	8%	10%	11%	10%	11%	11%	10%
Five	12%	12%	14%	14%	13%	12%	13%
Mean	2.2	2.3	2	2.3	2.3	2.3	2.3

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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
How many times have you had a meal on campus with a faculty member?	Percent	15%	14%	16%	16%	22%	20%	23%
	Mean	0.4	0.3	0.3	0.4	0.8	0.7	0.7
How many times did you go out for refreshments with a faculty member?	Percent	9%	10%	11%	10%	13%	13%	13%
	Mean	0.3	0.2	0.2	0.2	0.5	0.6	0.5
How many times have you had dinner or refreshments at a faculty member's home?	Percent	9%	9%	9%	8%	10%	11%	9%
	Mean	0.2	0.2	0.2	0.2	0.6	0.6	0.4
Total Faculty Social Contacts	Percent	22%	22%	24%	23%	30%	30%	30%
	Mean	0.9	0.8	0.7	0.8	1.9	1.8	1.6

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 choosing 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 choosing 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.

	-2012	-2013	-2014	-2015	-2016	-2017	-2018
Having Close Friends at Ohio University							
% Important	72%	72%	75%	76%	86%	89%	88%
% Satisfied	65%	64%	66%	68%	72%	74%	71%
Establishing Personal Relationships with Peers at Ohio University							
% Important	72%	71%	75%	76%	85%	88%	86%
% Satisfied	63%	63%	65%	67%	71%	72%	69%
Interacting with People of Different Races							
% Important	40%	43%	45%	49%	54%	56%	56%
% Satisfied	43%	44%	45%	49%	51%	51%	52%
Interacting with International Students							
% Important	27%	29%	31%	31%	31%	29%	27%
% Satisfied	33%	35%	35%	38%	38%	32%	33%

Campus Activities: Importance and Satisfaction

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

	2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Getting Involved in Campus Activities							
% Important	49%	50%	53%	54%	55%	55%	50%
% Satisfied	43%	44%	47%	50%	50%	48%	47%
Getting Involved in Student Organizations							
% Important	50%	51%	54%	57%	59%	60%	58%
% Satisfied	45%	46%	51%	53%	53%	50%	51%
Attending Cultural Events on Campus							
% Important	30%	31%	32%	31%	28%	27%	25%
% Satisfied	35%	35%	35%	38%	36%	32%	33%
Getting Involved in Religious Activities							
% Important	29%	29%	31%	30%	26%	23%	21%
% Satisfied	35%	35%	36%	29%	38%	34%	35%
Having a Job While Enrolled							
% Important	43%	42%	44%	42%	45%	46%	41%
% Satisfied	35%	38%	38%	41%	42%	39%	37%

Campus Environment: Importance and Satisfaction

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

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Adequate Social Atmosphere	% Important	74%	72%	74%	77%	83%	87%	83%
	% Satisfied	69%	66%	68%	70%	75%	77%	75%
Adequate Physical Environment on Campus	% Important	73%	71%	73%	65%	82%	85%	82%
	% Satisfied	70%	69%	71%	72%	76%	78%	77%
Adequate Personal Security	% Important	73%	72%	74%	77%	84%	87%	84%
	% Satisfied	69%	69%	71%	71%	73%	73%	73%
Fitting into the Campus Community	% Important	71%	69%	72%	75%	80%	83%	79%
	% Satisfied	64%	63%	64%	67%	71%	72%	69%

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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Making Progress Toward Personal Goals	% Important	78%	77%	79%	80%	87%	93%	89%
	% Satisfied	69%	67%	69%	73%	74%	76%	73%
Making Progress Toward Academic Goals	% Important	78%	77%	78%	80%	88%	93%	89%
	% Satisfied	68%	66%	69%	72%	75%	77%	74%
Making Progress Toward Career Goals	% Important	77%	75%	78%	80%	86%	92%	88%
	% Satisfied	65%	62%	65%	68%	70%	71%	68%

Adjustment to College: Importance and Satisfaction

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

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
Adjusting Academically to College	% Important	76%	75%	77%	79%	87%	91%	88%
	% Satisfied	67%	64%	67%	71%	74%	76%	73%
Adjusting Socially to College	% Important	74%	74%	76%	77%	85%	88%	85%
	% Satisfied	65%	64%	65%	69%	72%	73%	70%
Adjusting Emotionally to College	% Important	73%	72%	75%	77%	82%	86%	83%
	% Satisfied	62%	63%	64%	67%	69%	69%	66%
Managing Personal Stress	% Important	74%	73%	75%	77%	84%	88%	85%
	% Satisfied	58%	58%	59%	61%	62%	61%	59%
Developing My Self-Esteem and Confidence	% Important	72%	70%	72%	76%	82%	85%	83%
	% Satisfied	62%	60%	62%	66%	67%	67%	64%
Developing Personal Values and Beliefs	% Important	70%	68%	71%	73%	78%	80%	77%
	% Satisfied	62%	61%	65%	67%	69%	69%	68%
Developing a Philosophy of Life	% Important	63%	61%	63%	66%	66%	68%	65%
	% Satisfied	56%	55%	57%	61%	60%	59%	56%
Developing Spiritually	% Important	52%	51%	53%	56%	55%	54%	51%
	% Satisfied	49%	50%	50%	55%	53%	52%	49%

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.

		2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018
How important is it to you that you graduate from Ohio University?	% Extremely or Very Important	82%	84%	83%	84%	81%	81%	80%
How important is it to you that you graduate from any University?	% Extremely or Very Important	96%	96%	95%	97%	94%	94%	93%
Will you return to Ohio University next fall?	% Definitely or Probably Will Return	88%	89%	90%	89%	87%	86%	87%
How sure are you that you made the right choice in attending Ohio University?	% Definitely or Probably Right Choice	83%	85%	84%	86%	82%	80%	82%

Discussion

The quantitative results of this study reveal that Ohio University freshmen are working less than previously reported. 28% of freshmen had either on-or-off campus jobs in 2017-18. This is down from 32% in both 2016-17 and 2015-16. Additionally, only 1% of freshman in 2017-18 reported having both a part-time on-campus and a part-time off-campus job. Thirty percent (30%) of freshmen had social contacts with faculty. This is the same percentage as both 2016-17 and 2015-16. The mean number of hours spent studying per week was 13.5, which is up from 2016-17, when it was 13.4.

An analysis of students’ comments was completed. 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.” Two hundred and thirty (230) 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 17 categories. A list of those categories and the frequency of comments follows:

<u>Categories</u>	<u>Number of Responses</u>
Residence Halls/Housing	34
Resident Life Staff-RA	27
Instruction	22
Social Environment/Drugs and Alcohol	17
Adjustment/Sense of Community	15
Safety Concern	15
Meal Plans/Dining Halls	11
Academics	10
Campus Activities	10
Cost/Financial/Quality	10
Roommates	9
Advising	8
Greek Life	8
Sports/Recreation Activities	7
Learning Community	5
Campus Beauty	4
Miscellaneous	23

The qualitative data revealed a theme that some students were not happy with the climate control and/or lack of heat in the residence halls during the winter. One student stated “Many buildings on campus, including residence halls and academic buildings, are unsatisfactory when it comes to climate control. There seems to be no control over temperature in these buildings, often making it difficult to focus.” Another student commented “Least satisfying experience was in winter having no heat/loss of hot water in the dorms.”

Freshmen also commented on the quality of instruction they received at OU. One student said “Professor’s reviews by students should matter because I have had some really terrible professors that shouldn’t be teaching.” Another stated “My least satisfying experience is some of y

professors this semester. They do not seem to care if we understand the material.” More positive responses included “I also get a lot of support from professors and staff which makes it easier to keep working toward my goals.” Another student commented “Professors at Ohio University are very easy to contact.”

The most glowing comments came in the form of students describing their resident life staff/RAs. “Tianna is a great RA! I also have a great RD, they both helped me with a great transition into college,” one student said. Another student replied “Our RA, Dante Brown has really made my transition to college smooth and has really helped me learn to like and adjust to college. He deserves a raise.”