

Students' Academic Experiences and Expectations Student and Parent Orientation Surveys 2000

Office of Residence Life

Report prepared by the Office of Student Affairs Assessment

Introduction

The Student and Parent Orientation Surveys, conducted by the Office of Residence Life, are geared toward assessing students and parents regarding students' experiences prior to coming to college and their expectations of their experiences at The Ohio State University. The surveys ask respondents about academics, activities, alcohol, diversity, and relationships. The Student Orientation Survey seeks feedback from students regarding their own behavior, previous experiences, and expectations for themselves and for the University. The Parent Orientation Survey, a parallel version of the student survey, asks for parents' perceptions of their son/daughter's behavior, previous experiences, and expectations for college.

The surveys were distributed during summer orientation. Students were asked to complete the survey during an evening session on residence life on the first day of the two-day event. This session was not mandatory but was highly encouraged for students who intended to live in the residence halls. During most orientation programs, this session attracted approximately 50% of students in attendance; during orientation programs for honors students, the percentage in attendance was as high as 75%. In total, 2,904 students responded to the survey, 52.3% of the 5556 incoming students who attended the two-day freshmen orientation program. Parents completed the surveys during a day-two session on residence life. During this time period, parents were given an option to attend a number of different informational sessions. A total of 1,221 parents completed surveys, approximately 19% of the 6,431 parents who attended summer orientation. Because of the nature of both sessions where data were collected, the responses and findings focus on experiences of students who would live in the residence halls their freshmen year and, hence, on traditionally aged students.

For organizational purposes, there are four mini-reports generated from the data of the surveys including reports on 1) Students' Academic Experiences and Expectations, 2) Students' Involvement Outside the Classroom and Students' Relationships with others, 3) Students' Experience and Attitudes Regarding Alcohol Use, and 4) Students' Attitudes and Experiences Regarding Diversity. This report focuses on students' academic experience and expectations. Comparisons are made between students' and parents' responses, between male and female students, and between students of various races/ethnicities.

Demographics

Of the 2,904 student respondents:

- 53.1% were female, and 46.9% were male
- 84.8% were white/non-Hispanic; 4.5%, Asian American; 6.6%, African American/black; 1.7%, Hispanic/Latino; 1%, multiracial; and less than 1%, other, American Indian, and Non U.S. Citizen/Permanent Residents

Of the 1,221 parent respondents:

- 64.5% were female, and 35.5% were male
- 53.6% were parents of daughters, and 46.4%, of sons.
- 87.5% were parents of white/non-Hispanic students; 4.2%, of Asian American students; 3.8%, of African American/black students; 1.9%, of Hispanic/Latino students; 1%, of multiracial and “other” students; and less than 1% of American Indian and Non U.S. Citizen/Permanent Residents

Findings

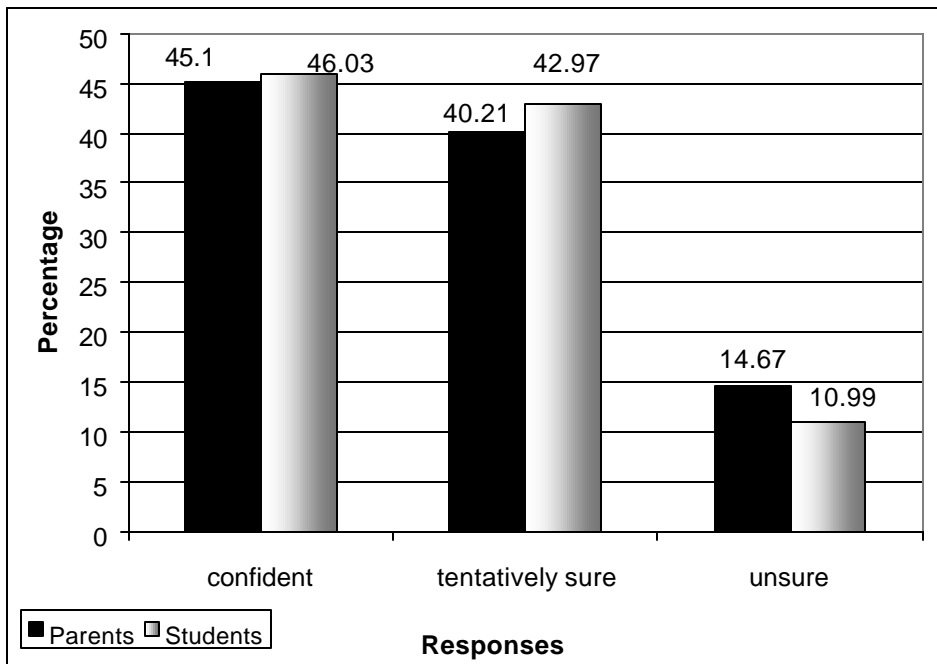
The report focuses on parents’ and students’ perspectives regarding students’ academic experiences and expectations. Comparisons are made between responses of parents and students, of male and female students, and of students of various races/ethnicities.

Comparisons between Parents and Students

In this section, parents’ and students’ responses are compared.

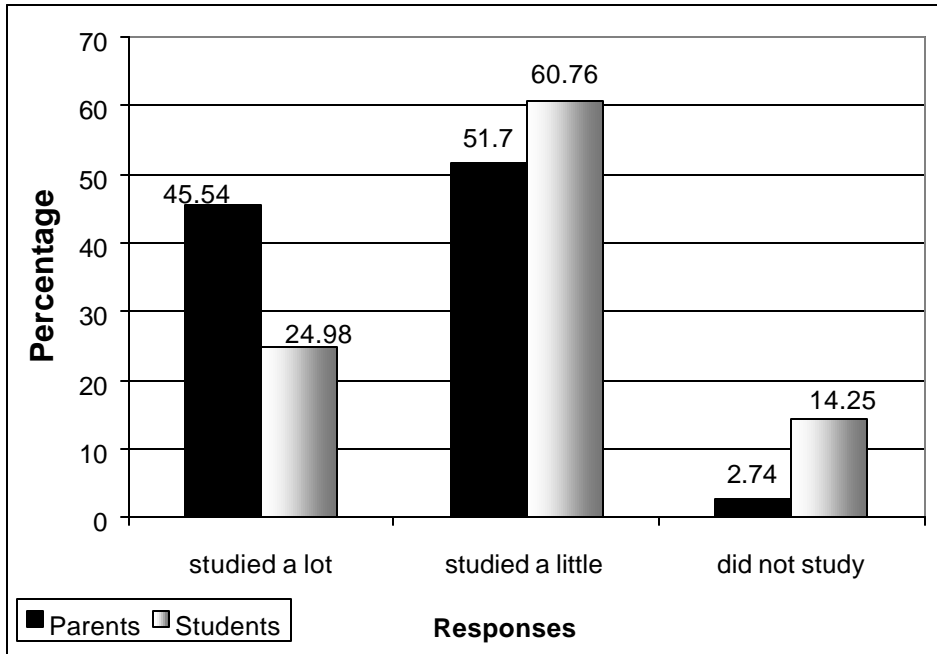
- When responding to how the students’ academic course of action and future plans could be described, parents’ and students’ responses were very similar. Most of the parents (85.3%) and students (89%) responded that they were either “confident” or “tentatively sure” about the students’ future plans. Fewer than 15% of parents and students answered “unsure.” (See Chart 1.0)

Chart 1.0: The student's academic course of action and future plans could be described as...: BY PARENTS AND STUDENTS



- With respect to parents' and students' perspectives about students' study habits in high school, there was a gap between students' and parents' responses. Over 45% of parents thought their child studied a lot in high school; however, only 25% of students responded this way. Over 14% of students indicated that they did not study in high school, whereas fewer than 3% of parents responded that their child had not studied in high school. (See Chart 1.1)

Chart 1.1: In high school, the student...: BY PARENTS AND STUDENTS



- Students and parents responded more similarly about student's GPA in high school than they did about student's anticipated GPA during the first quarter at OSU. As to the student's GPA in high school, most parents and students answered that the student's GPA was closest to either an "A" or "A-/B+" average. (See Chart 1.2)
- However, when responding to the student's GPA during the first quarter at OSU, parents and students had different expectations. Over 39% of parents thought their child's GPA would be closest to an "A-/B+" compared to over 48% of students; over 36% of parents thought the GPA would be closest to a "B" compared to over 22% of students; and over 12% thought it would be closest to a "B-/C+" compared to over 6% of students. (See Chart 1.3)

Chart 1.2: In high school the student's GPA was closest to...: BY PARENTS AND STUDENTS

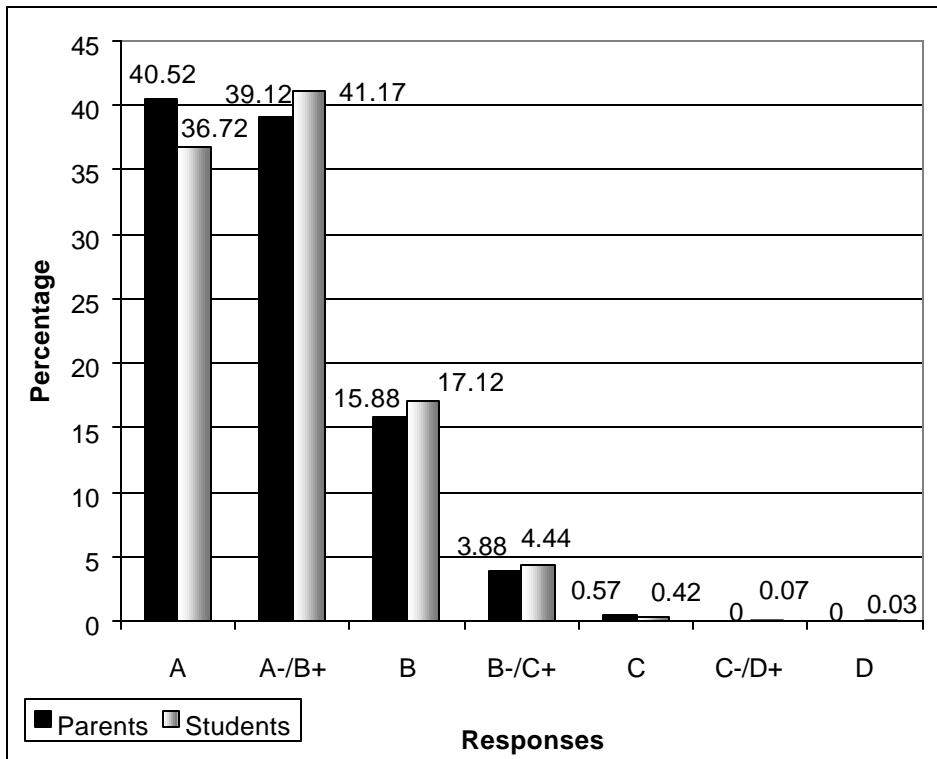
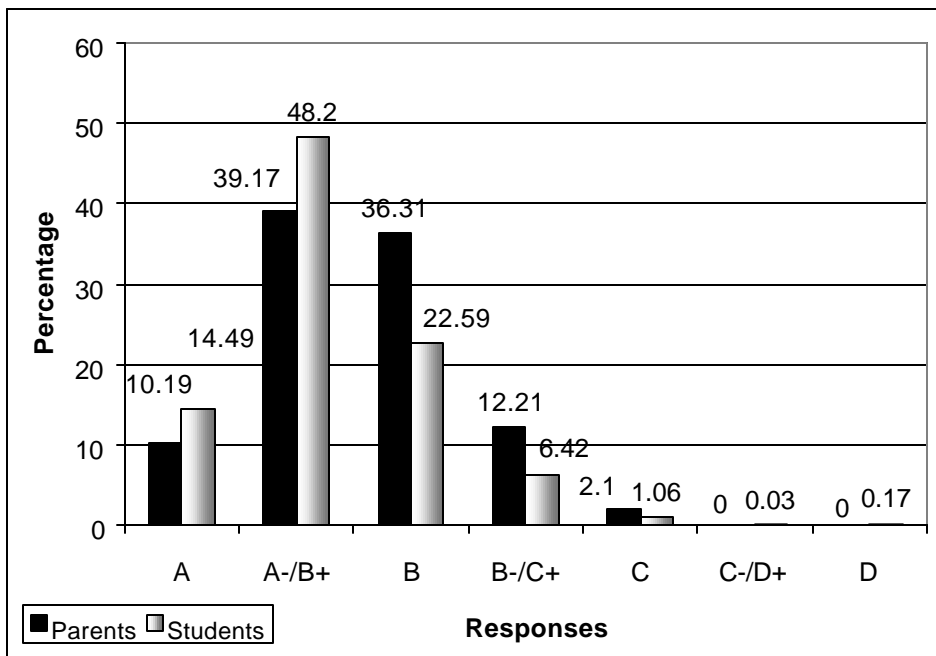


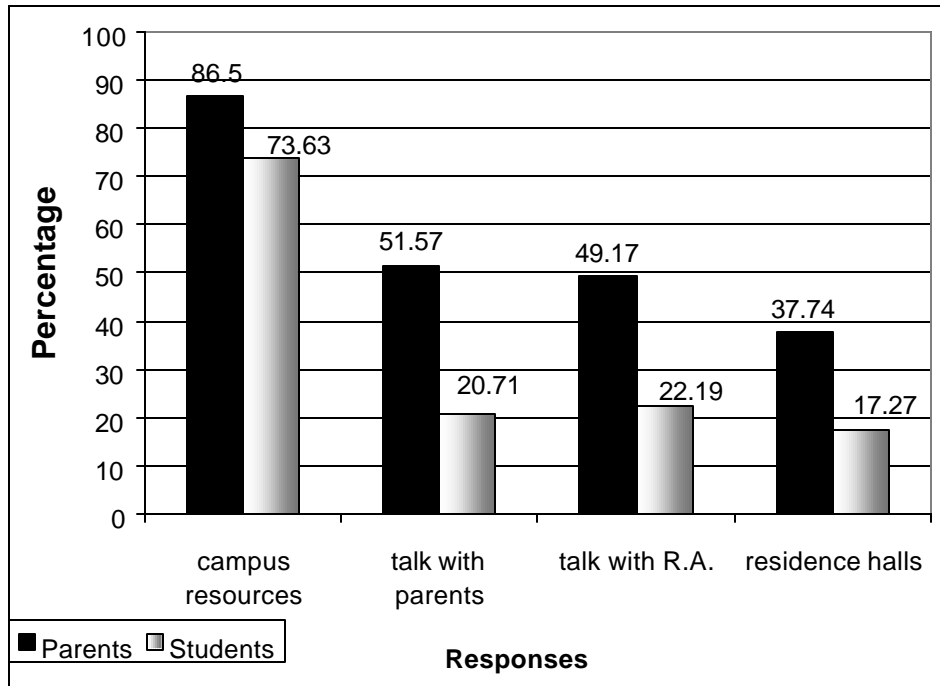
Chart 1.3: During the first quarter, the student's GPA will be closest to...: BY PARENTS AND STUDENTS



- There was also a big gap regarding parents' and students' responses to how they hoped students could get academic assistance if needed. A majority of parents and students hoped that the students would be aware of academic support resources on campus if the students were not performing well academically. Over 86% of parents responded that they hoped their child could get help from campus resources, compared to 73.63% of students.

- The gap was more obvious when 51.57% of parents said they hoped their child would discuss his/her academic difficulties with them, but only 20.71% of students would like to do so. Over 49% of parents hoped their child would talk with their RA about academic challenges and resources, whereas only 22.19% of students thought they would do so; and 37.74% of parents hoped resource materials would be made available in the residence halls, compared to only 17.27% of students who responded this way. (See Chart 1.4)

Chart 1.4: If the student is not performing as well academically, it is hoped that s/he could get help from...: BY PARENTS AND STUDENTS (Multiple responses, will not equal 100%)

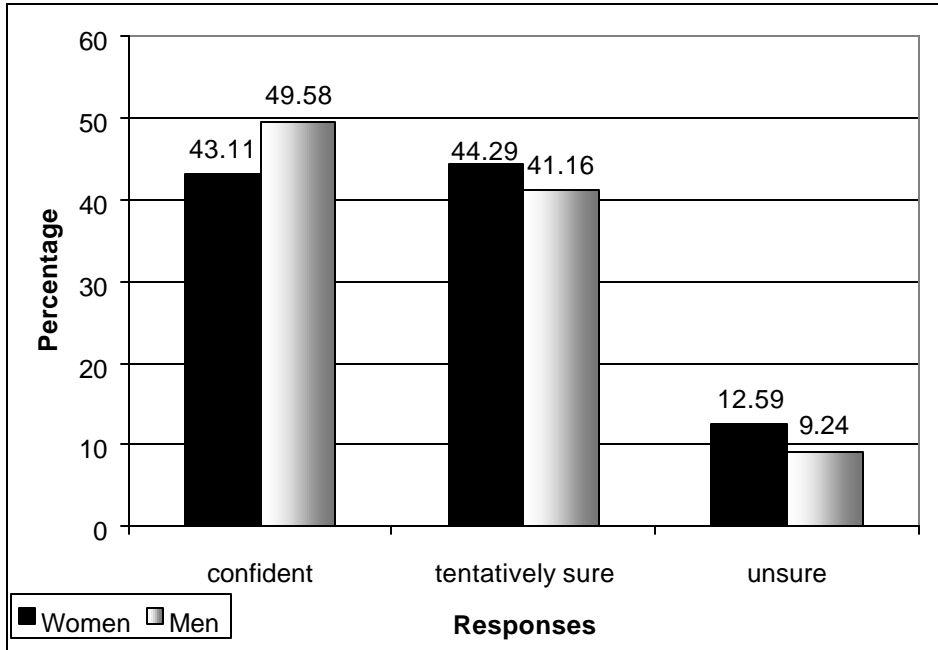


Comparisons between Female and Male Students

This section compares female students’ and male students’ responses regarding their academic experiences and expectations.

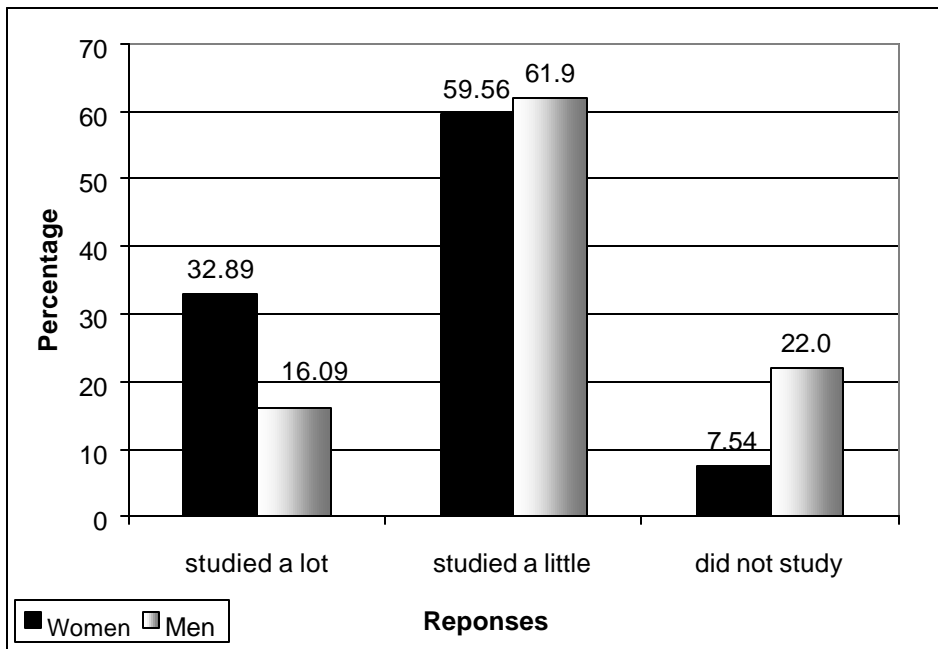
- Over 43% of female students described themselves as “confident” in their academic course of action and future plans. However, 6.47% more male students (49.58%) responded this way. Also more female students (12.59%) were unsure about what they wanted to do than male students (9.24%) were. (See Chart 2.0)

Chart 2.0: MY academic course of action and future plans could be described as...: BY GENDER



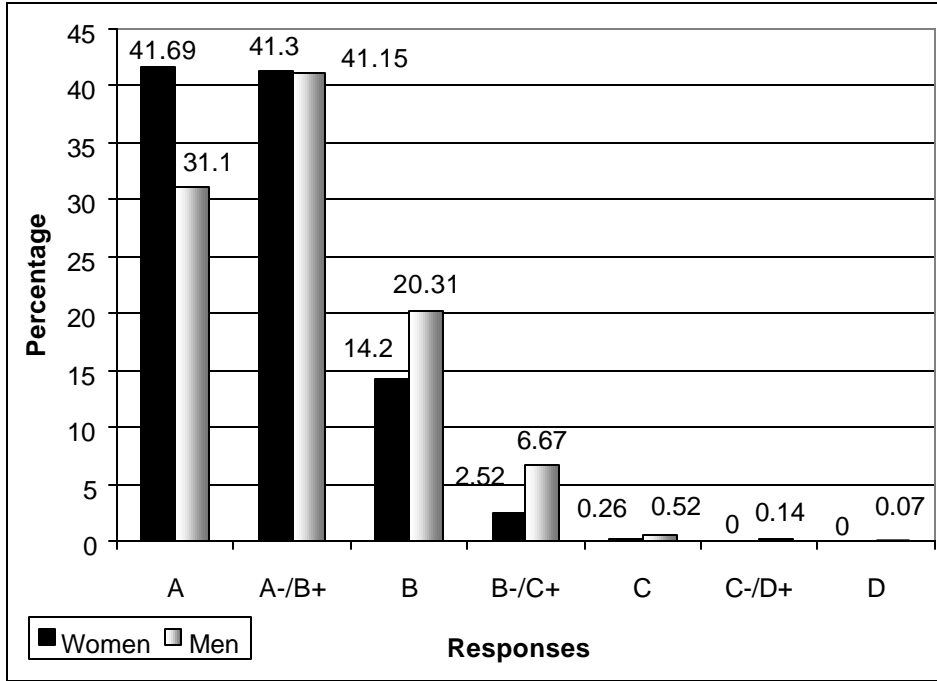
- Regarding academic performance in high school, more female students (32.89%) studied a lot than did male students (16.09%). Only 7.54% of female students responded that they did not study in high school, but 22% of male students responded this way. However, a majority of students responded they studied a little in high school - 61.9% of male students and 59.56% of female students. (See Chart 2.1)

Chart 2.1: In high school, I...: BY GENDER



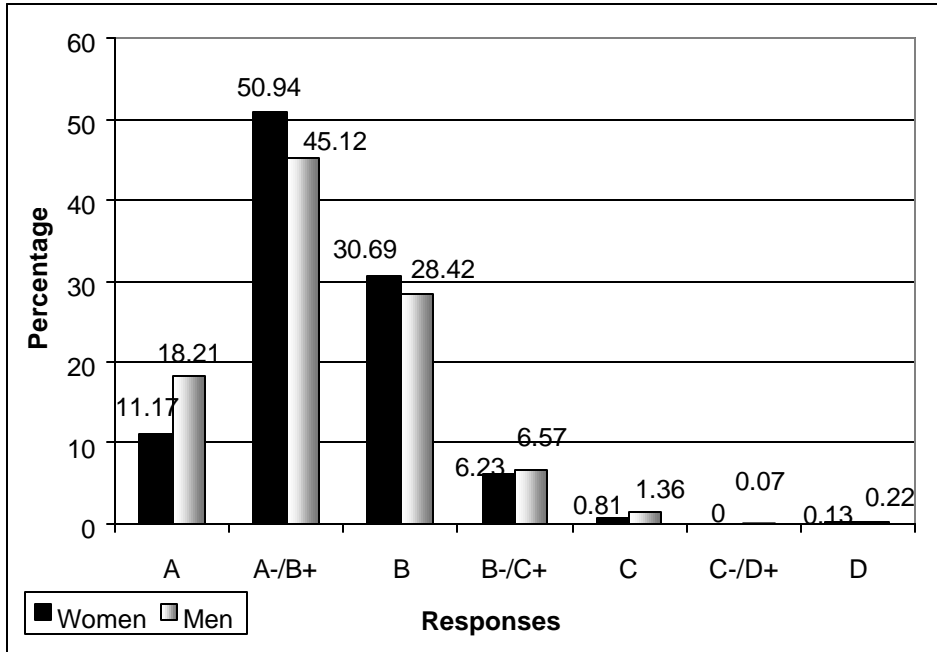
- Comparing high school GPAs, female students performed better than male students. Almost 90% of female students obtained a “B+” or better, while only 72.3% of male students did so. Over 27% of male students had a GPA below “B” average, compared to only 17% of female students. (See Chart 2.2)

Chart 2.2: In high school my GPA was closest to...: BY GENDER



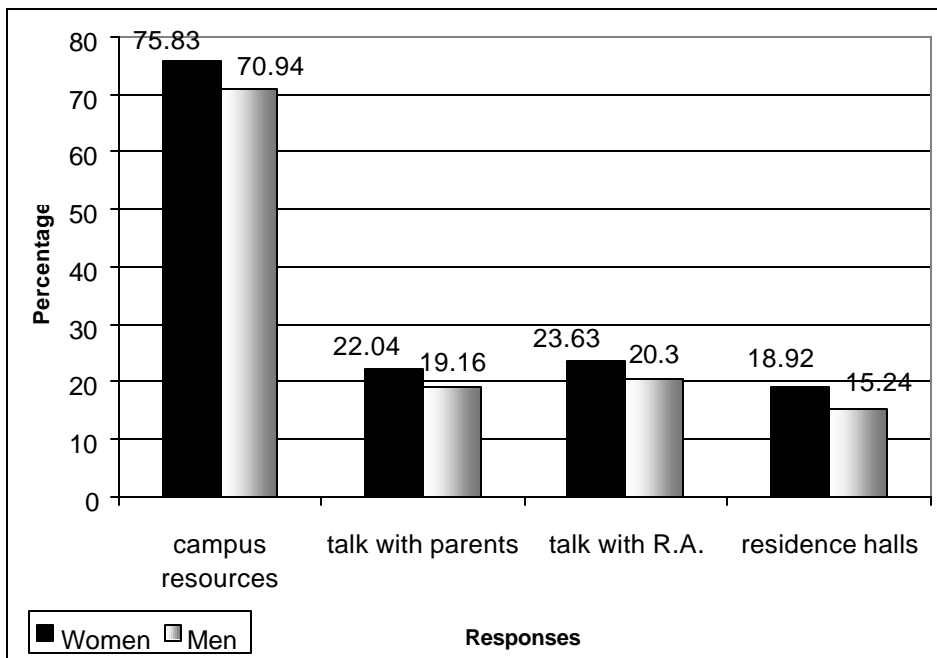
- Although male students did not perform as well academically as female students in high school, they had a higher expectation to get an “A” average during their first quarter at OSU, with 18.21% of male students and 11.17% of female students responding that this was their expectation. Most students expected to perform well academically during the first quarter at OSU; they expected their GPA to be at least a “B” average. (See Chart 2.3)

Chart 2.3: During the first quarter, my GPA will be closest to...: BY GENDER



- If not performing as well academically as they hoped, most students hoped to get academic support from campus resources. Female students tended to want to get help from different sources than male students. They were more interested in the academic support resources on campus and more willing to talk with their parents or with their R.A. and to get resource material from the residence halls in order to improve their academic performance than male students were. (See Chart 2.4)

Chart 2.4: If I were not performing as well academically, it is hoped that s/he could get help from...: BY GENDER (Multiple responses, will not equal 100%)



Comparisons by Race/Ethnicity

This section examines the differences of the students' responses regarding their academic experiences and expectations by race/ethnicity.

- African American students (62%) were more confident with their academic course of action and future plans than any other group, while American Indian students showed the least confidence (with 20% being “unsure”). (See Table 1.0)

Table 1.0: My academic course of action and future plans could be described as...: BY RACE/ETHNICITY

Responses by %	American Indian n=5	African American n=190	Asian American n=129	Hispanic n=50	White/Caucasian n=2429
Confident	20.00	62.03	40.31	50.06	45.14
Tentatively sure	60.00	34.75	51.93	40.81	43.07
Unsure	20.00	3.20	7.75	6.12	11.78

- Asian American students (37.8%) and African American students (31.2%) were more likely to study a lot compared to American Indian students (0%), Hispanic students (24%), and white/Caucasian students (23.9%). (See Table 1.1)

Table 1.1: In high school, I...: BY RACE/ETHNICITY

Responses by %	American Indian n=5	African American n=190	Asian American n=129	Hispanic n=50	White/Caucasian n=2429
Studied a lot	0.00	31.18	37.79	24.00	23.94
Studied a little	80.00	61.29	49.60	64.00	61.14
Did not study	20.00	7.52	12.59	12.00	14.91

- An interesting finding is that more American Indian students' GPAs in high school were closest to an “A” average than other students although none of them reported that they studied a lot.
- Most frequently, students' responded that their high school GPAs were closest to “A-/B+.” Only a small percentage of white/Caucasian students reported having a GPA below “C-” average. (See Table 1.2)

Table 1.2: In high school my GPA was closest to ...: BY RACE/ETHNICITY

Responses by %	American Indian n=5	African American n=190	Asian American n=129	Hispanic n=50	White/Caucasian n=2429
A	60.00	15.55	40.15	20.40	38.99
A-/B+	0.00	40.55	42.51	30.61	41.32
B	40.00	25.55	14.96	32.65	15.89
B-/C+	0.00	15.00	1.57	14.28	3.57
C	0.00	3.33	0.78	2.04	0.12
C-/D+	0.00	0.00	0.00	0.00	0.04
D	0.00	0.00	0.00	0.00	0.04

- Most students thought their GPA for their first quarter at OSU would be closest to “A-/B+.” None of the students expected to have GPA below “C-/D+”, except for a few white/Caucasian students (0.21%). (See Table 1.3)

Table 1.3: During the first quarter, my GPA will be closest to ...: BY RACE/ETHNICITY

Responses by %	American Indian n=5	African American n=190	Asian American n=129	Hispanic n=50	White/Caucasian n=2429
A	0.00	18.33	25.80	12.50	13.65
A-/B+	60.00	40.00	50.00	39.58	49.15
B	20.00	26.66	20.16	37.50	30.09
B-/C+	20.00	13.33	4.03	8.33	5.79
C	0.00	1.66	0.00	2.08	1.09
C-/D+	0.00	0.00	0.00	0.00	0.00
D	0.00	0.00	0.00	0.00	0.21

- When they were not performing well academically, students hoped to get help from campus resources with Hispanic students (85.71%) and American Indian students (100.00%) being the most likely to want assistance from these resources than the other racial groups. (See Table 1.4)

Table 1.4: If I were not performing as well academically, I hoped to get help from...: BY RACE/ETHNICITY (Multiple responses, will not equal 100%)

Responses by %	American Indian n=5	African American n=190	Asian American n=129	Hispanic n=50	White/Caucasian n=2429
Campus resources	100.00	79.78	62.20	85.71	73.44
A talk with parent	0.00	17.48	22.04	20.40	21.07
A talk with R.A.	0.00	19.67	25.98	24.48	22.20
Residence halls	20.00	20.76	13.38	14.28	17.27