



# 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.

EXHIBIT 1: GENDER

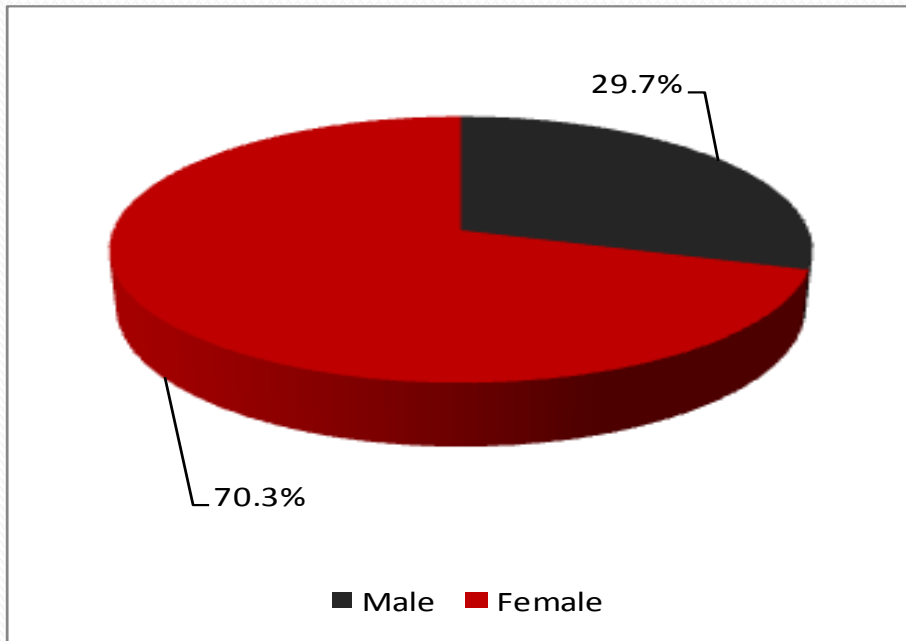
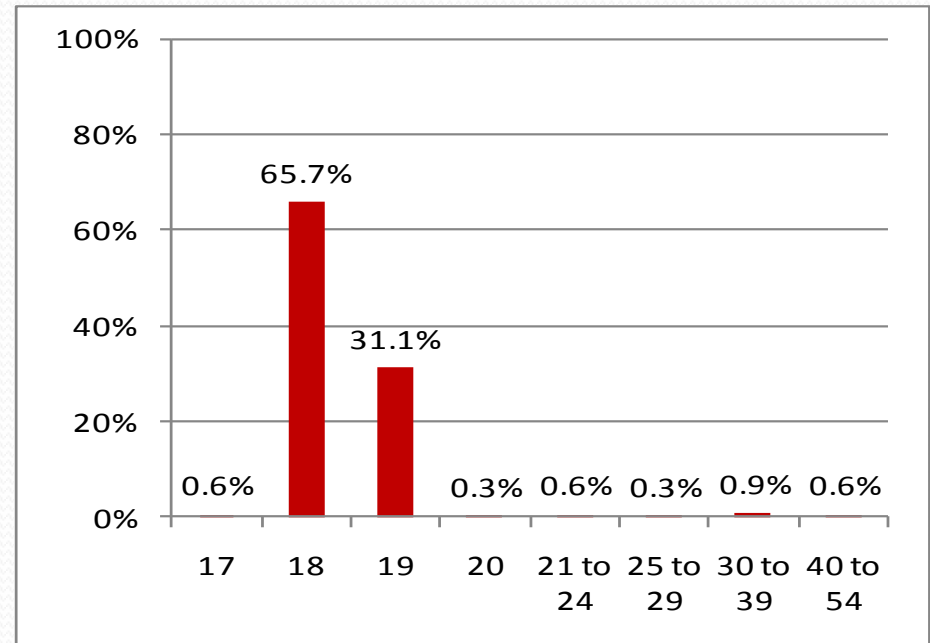


EXHIBIT 2: HOW OLD WILL YOU BE ON DECEMBER 31 OF THIS YEAR?



Source: VSU SRA Office, May 2010.

# 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?

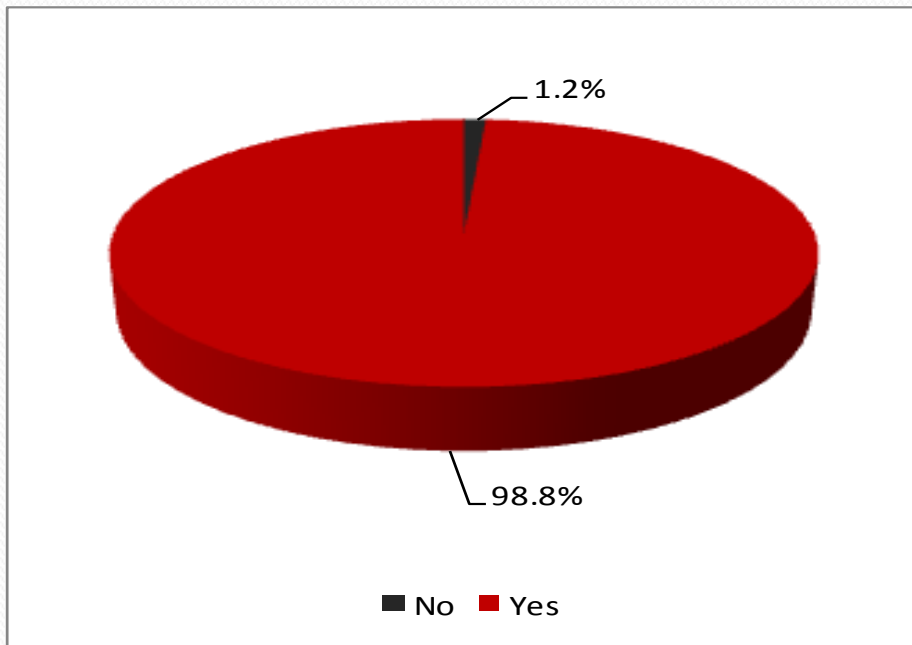
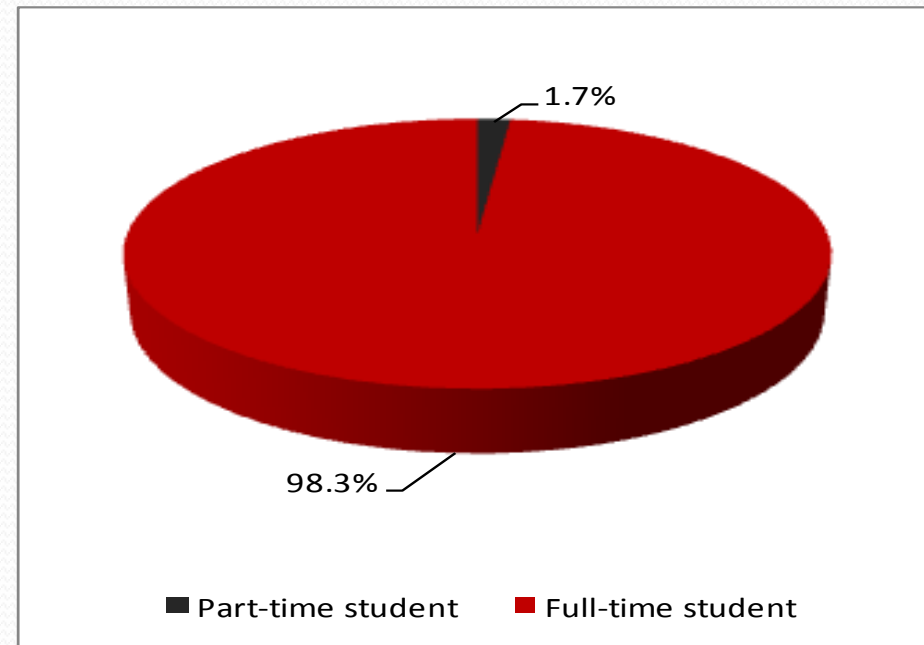


EXHIBIT 4: ARE YOU ENROLLED (OR ENROLLING) AS A:



Source: VSU SRA Office, May 2010.



# 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.

EXHIBIT 5: FROM WHAT KIND OF HIGH SCHOOL DID YOU GRADUATE?

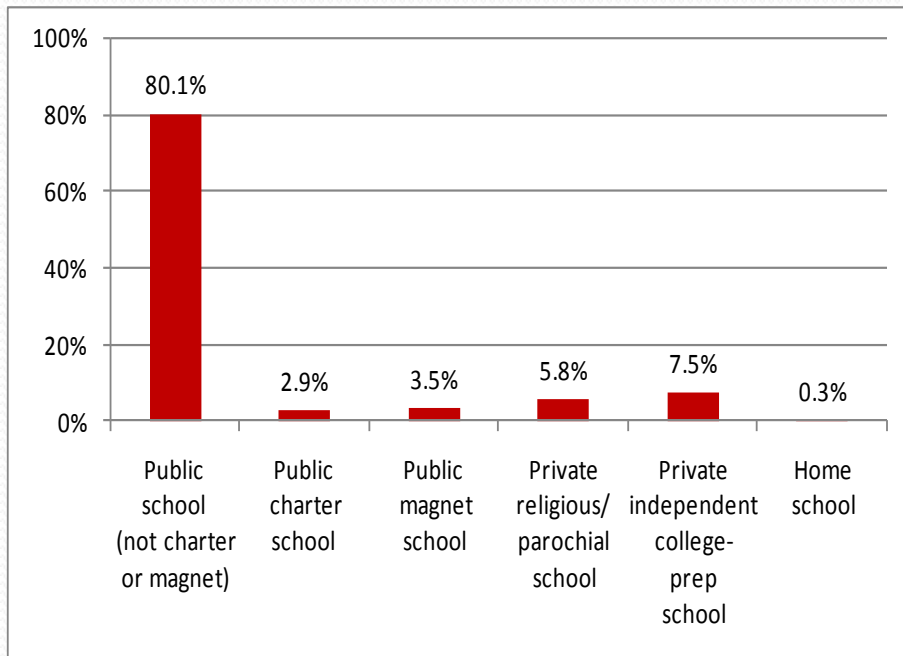
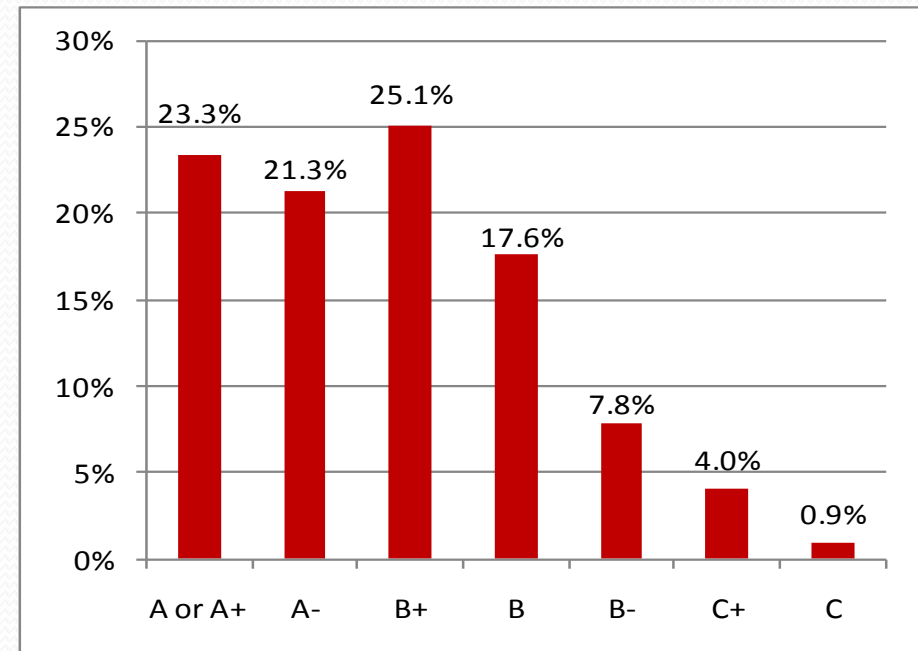


EXHIBIT 6: WHAT WAS YOUR AVERAGE GRADE IN HIGH SCHOOL?



# 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.

EXHIBIT 7: HOW MANY MILES IS VSU FROM YOUR PERMANENT HOME?

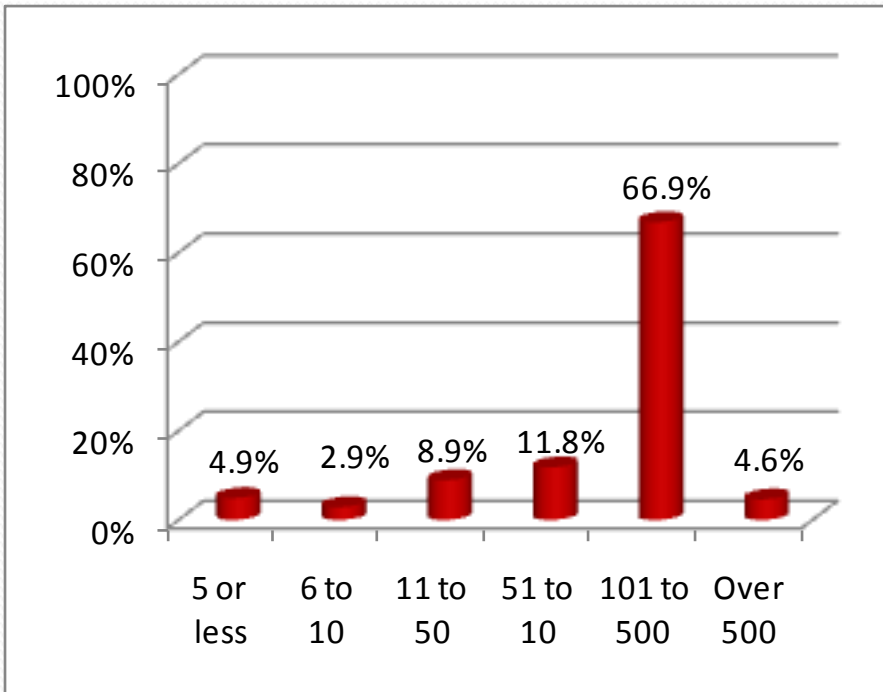
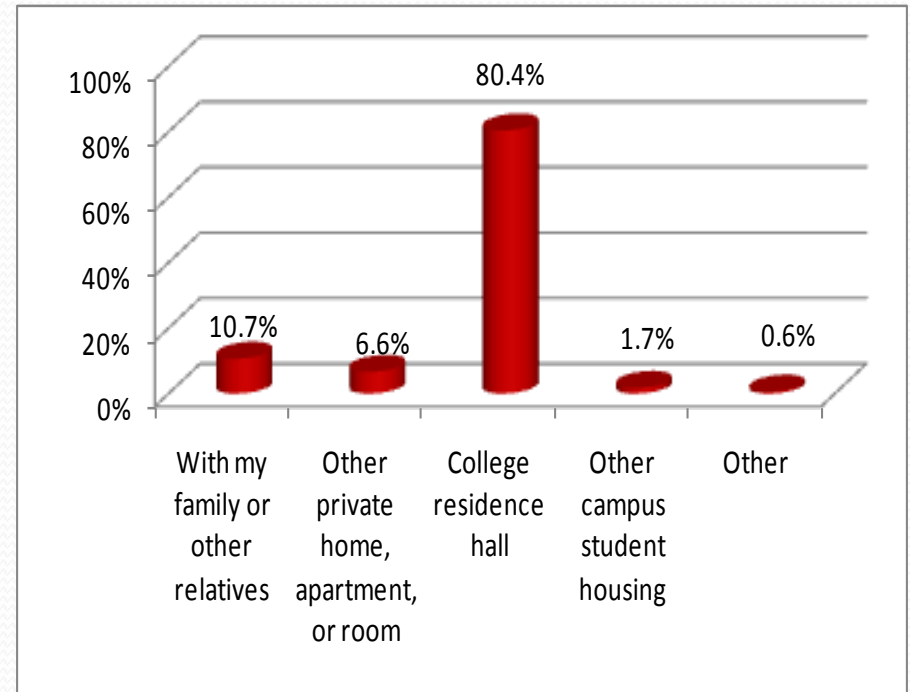


EXHIBIT 8: WHERE DO YOU PLAN TO LIVE DURING THE FALL TERM?





# 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.

EXHIBIT 9: SAT COMPOSITE SCORE

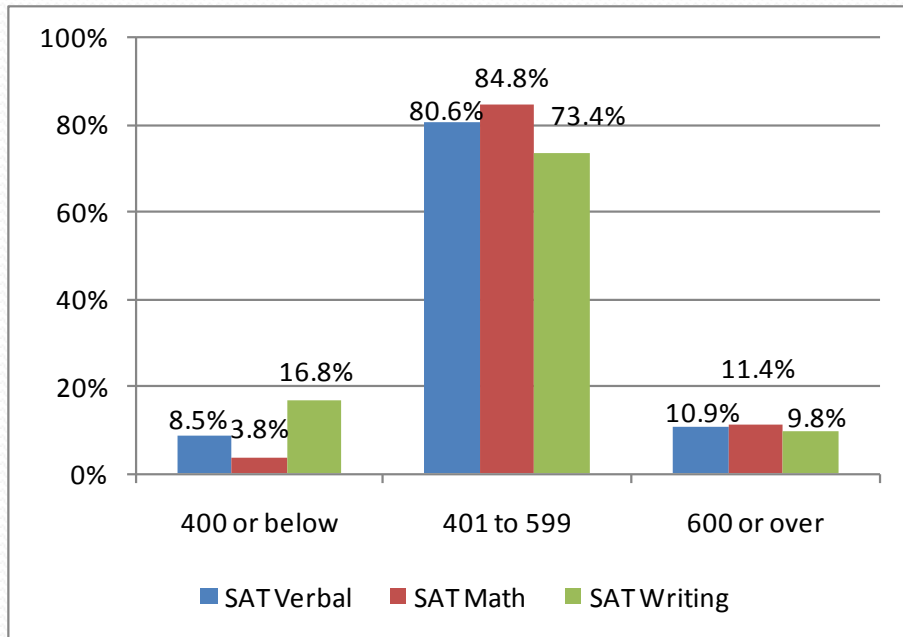
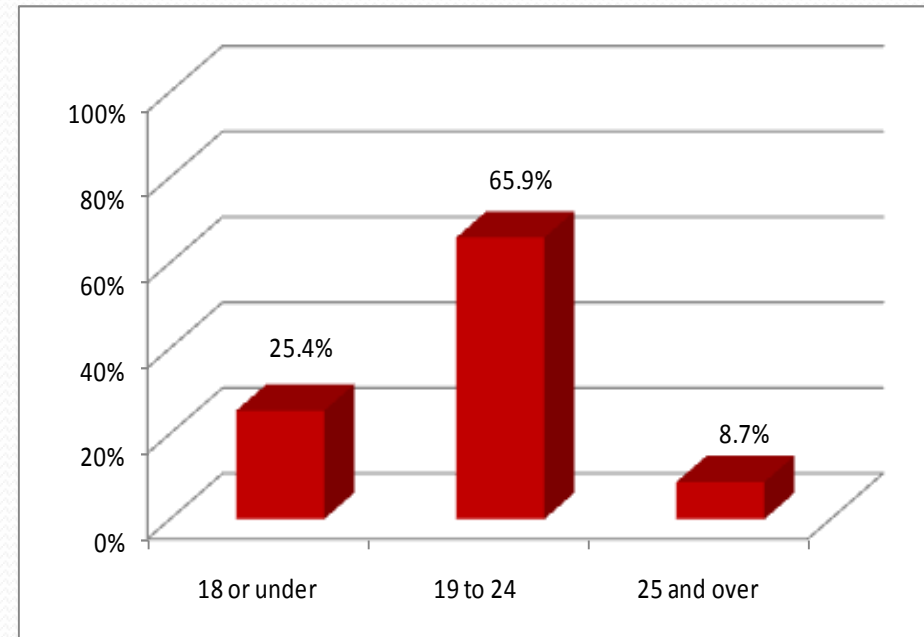


EXHIBIT 10: ACT COMPOSITE SCORE



Source: VSU SRA Office, May 2010.

# 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.

EXHIBIT 11: TO HOW MANY COLLEGES OTHER THAN VSU DID YOU APPLY FOR ADMISSION THIS YEAR?

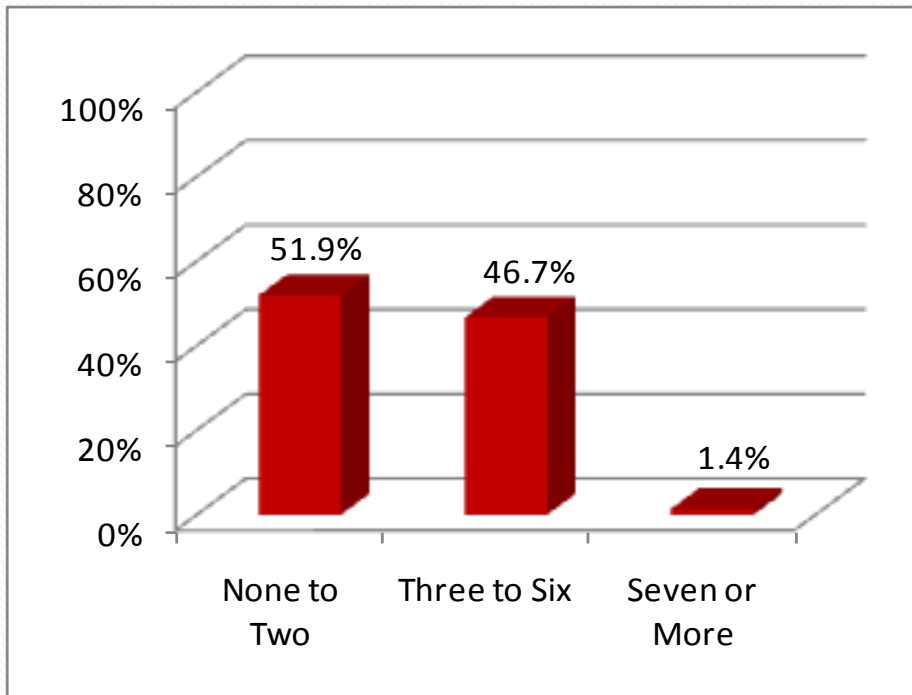
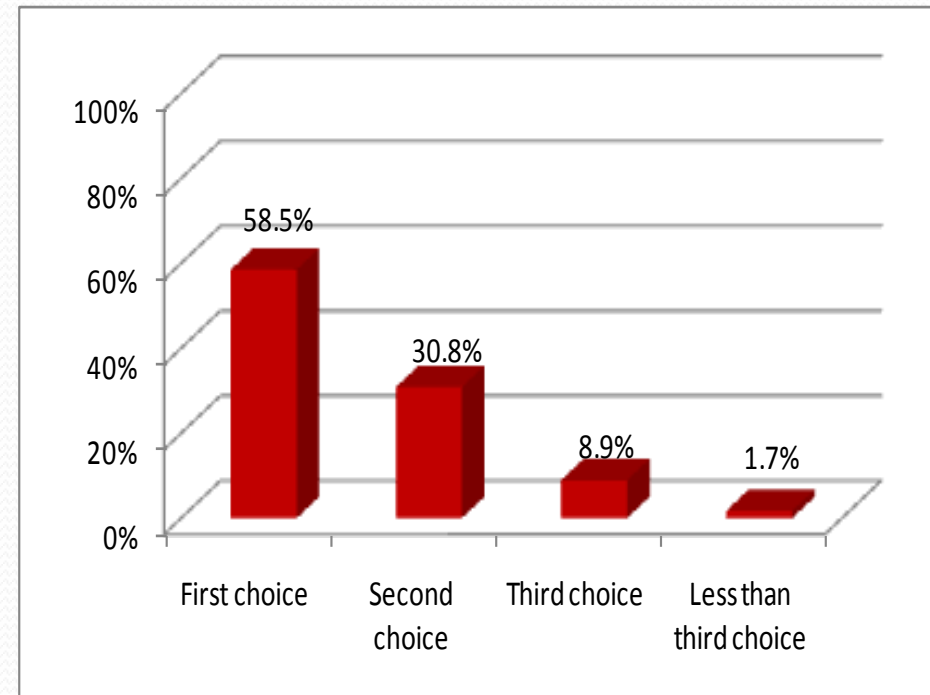


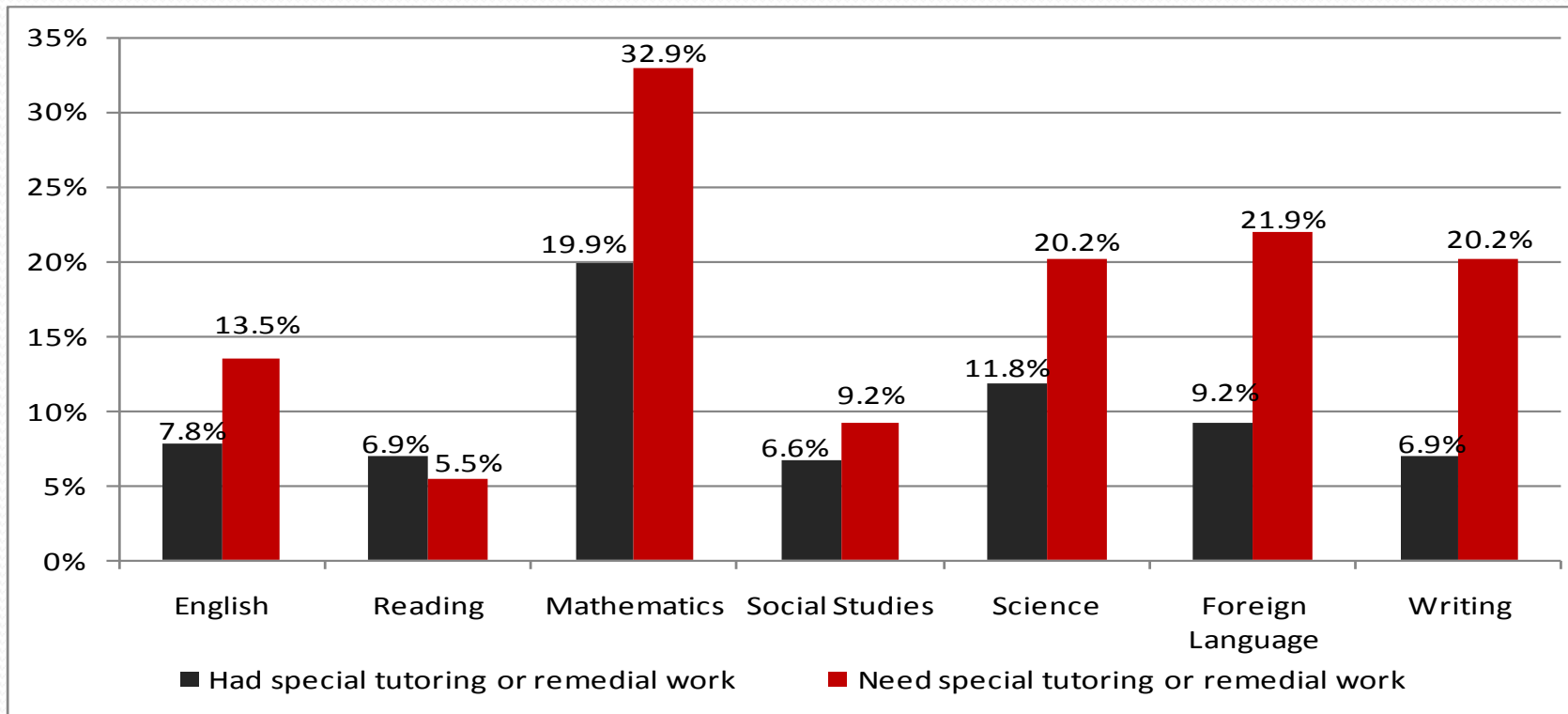
EXHIBIT 12: VSU IS YOUR:



# 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.

EXHIBIT 13: USAGE AND NEED FOR SPECIAL TUTORING OR REMEDIAL WORK



# 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.

EXHIBIT 14: AP COURSES TAKEN DURING HIGH SCHOOL:

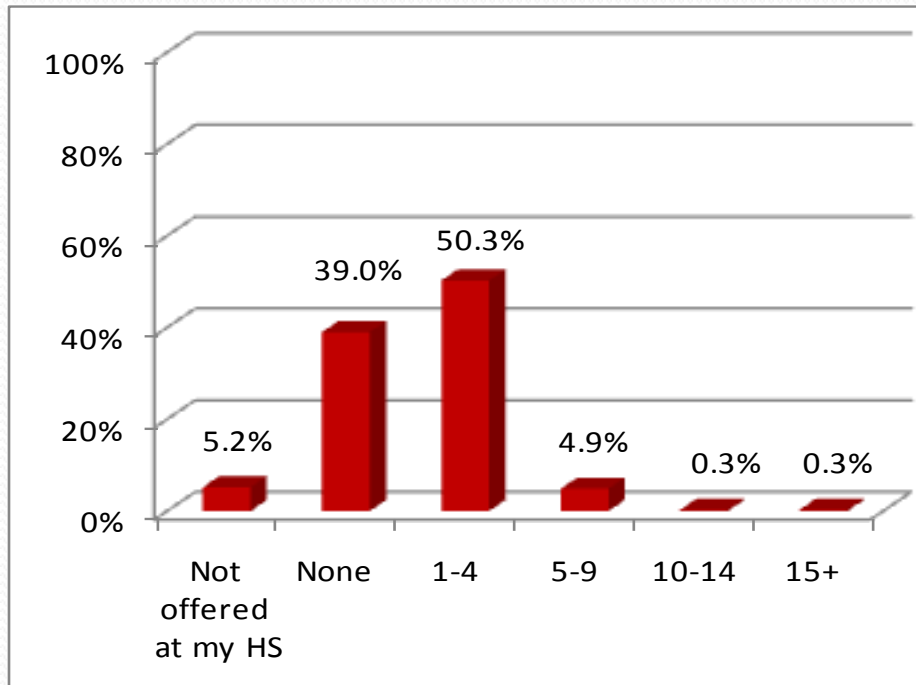
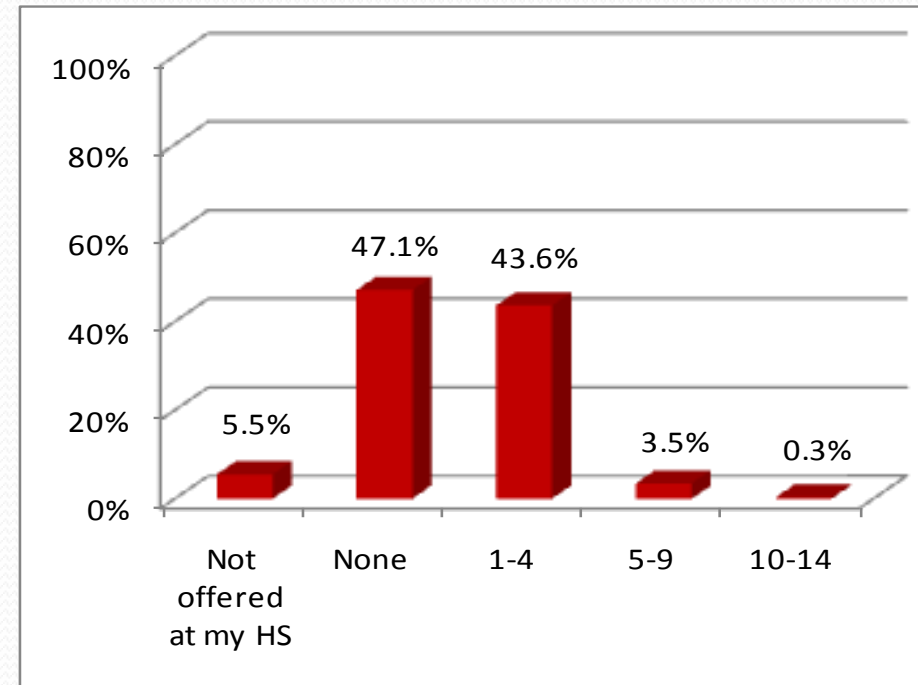


EXHIBIT 15: AP EXAMS TAKEN DURING HIGH SCHOOL:



Source: VSU SRA Office, May 2010.

# 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.

EXHIBIT 16: HIGH SCHOOL I LAST ATTENDED:  
RACIAL COMPOSITION

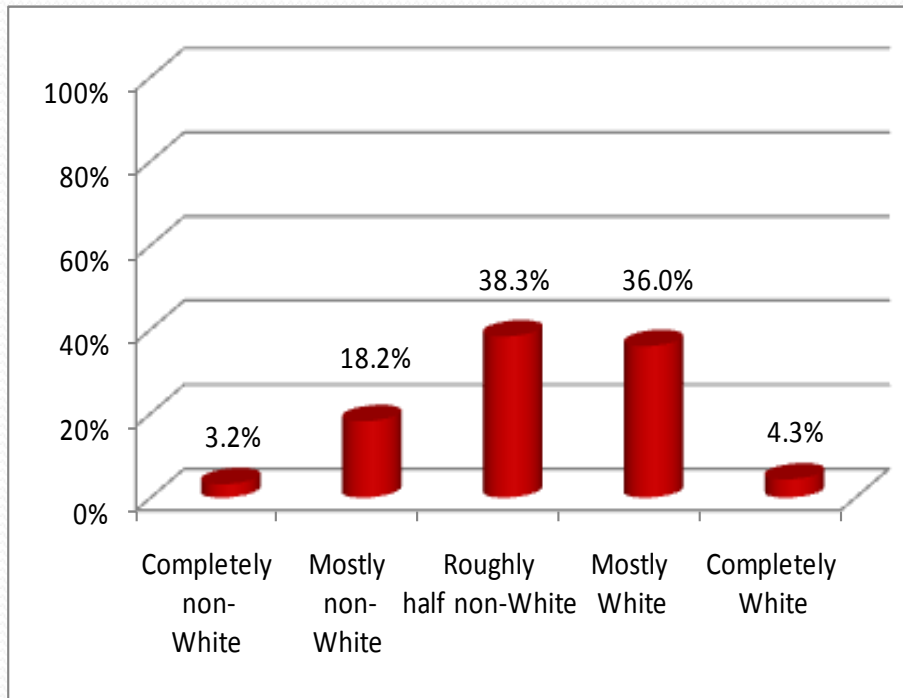
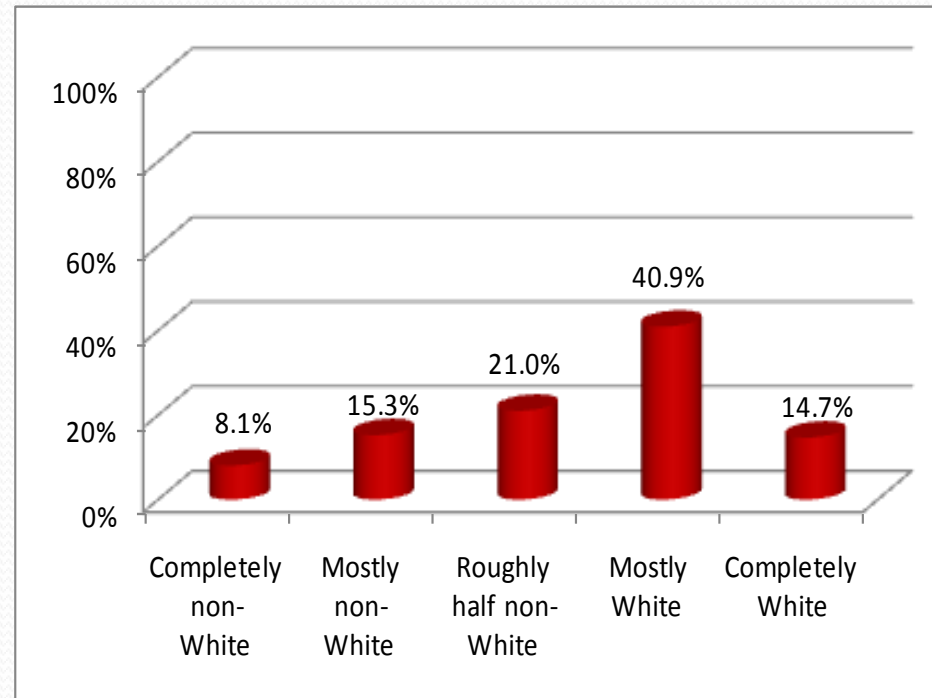


EXHIBIT 17: NEIGHBORHOOD WHERE I GREW UP: RACIAL COMPOSITION

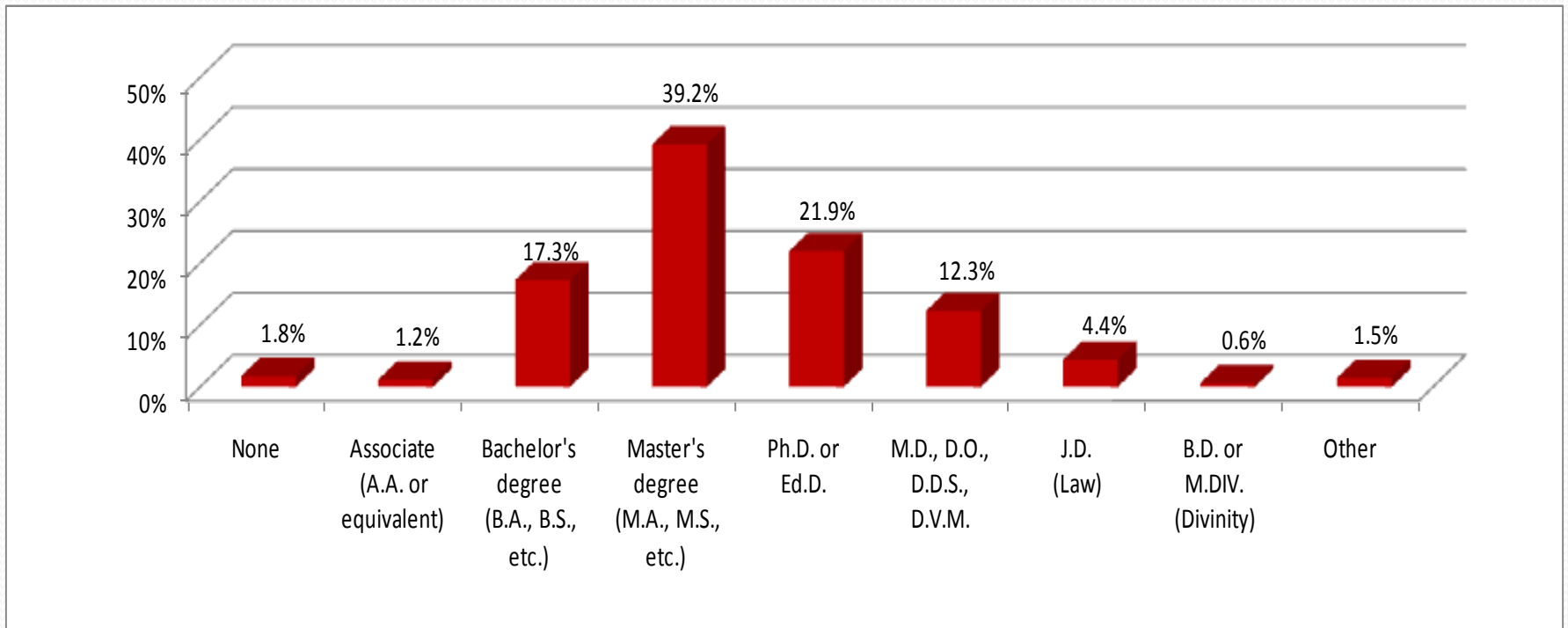




# Student Background

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

EXHIBIT 18: HIGHEST ACADEMIC DEGREE PLANNED

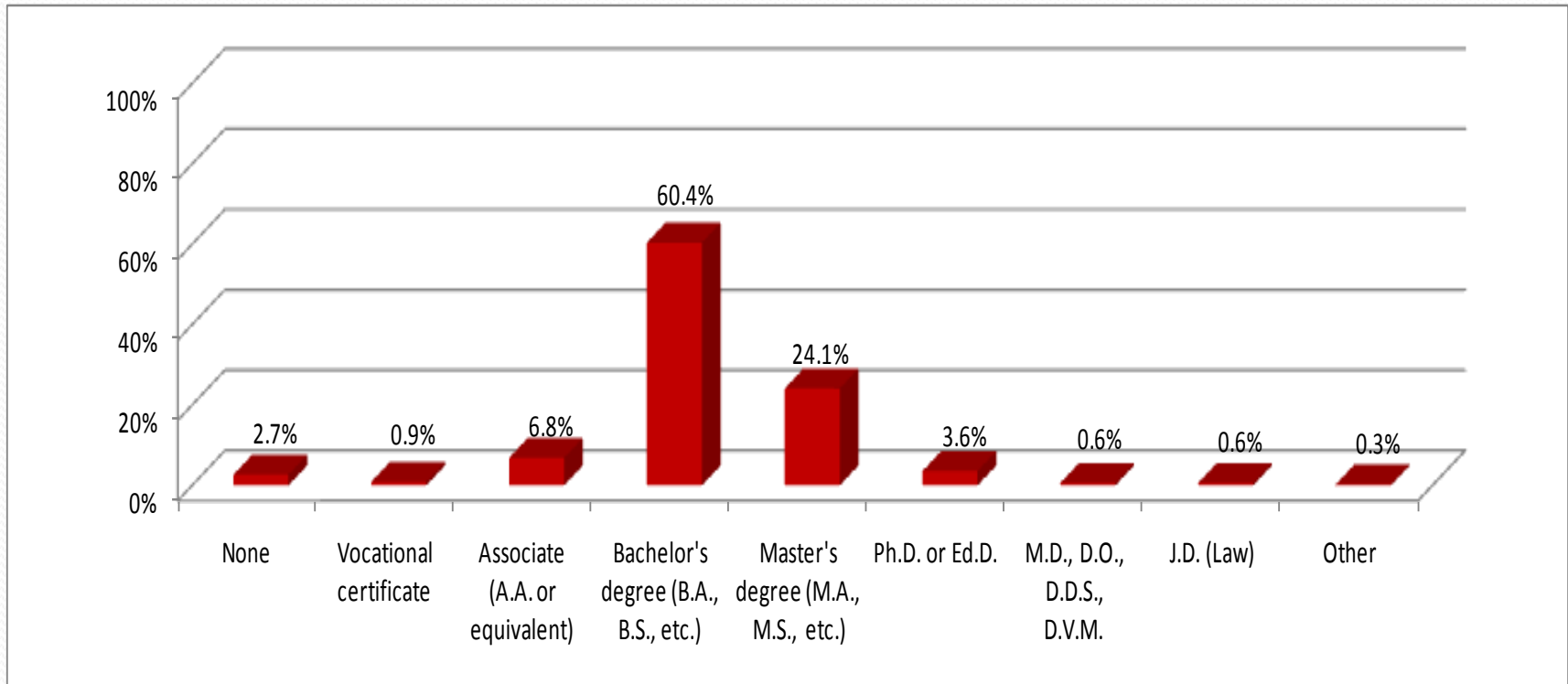


Source: VSU SRA Office, May 2010.

# 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:

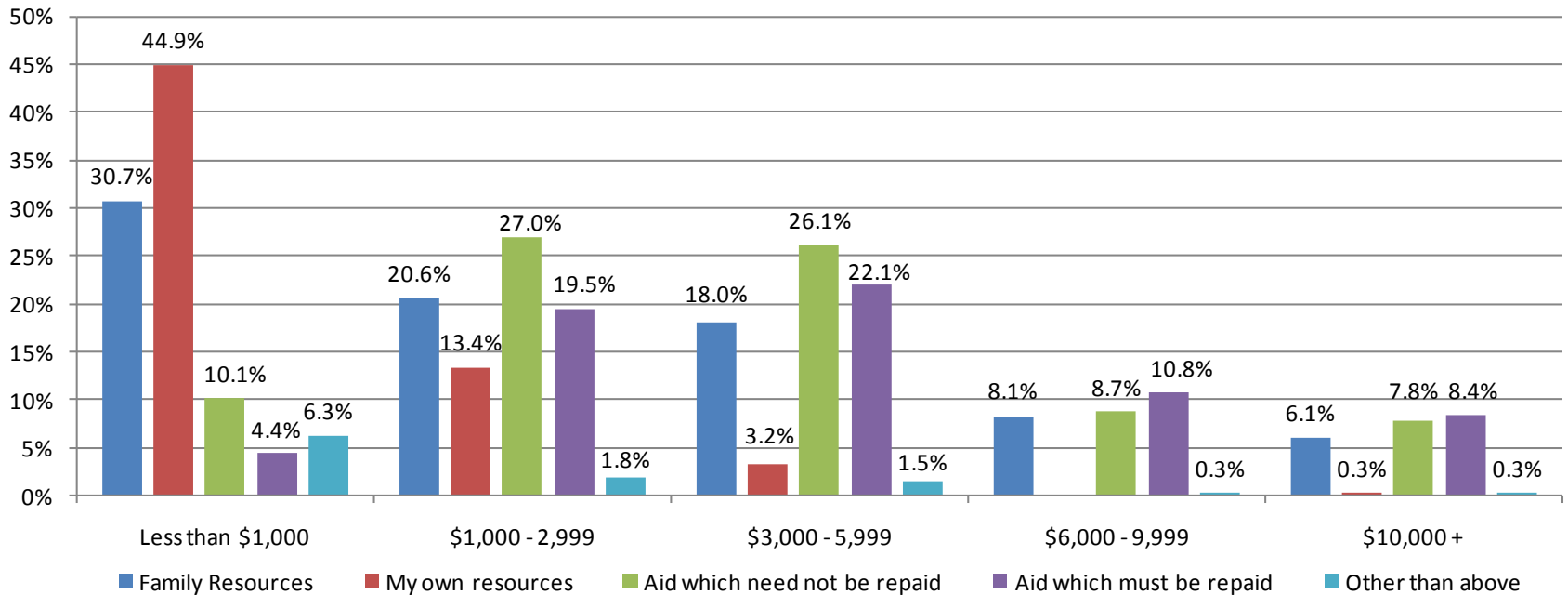


# Student Background

- 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?



Source: VSU SRA Office, May 2010.

# 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.

EXHIBIT 21: WHAT IS THE BEST ESTIMATE OF YOUR PARENTS INCOME?

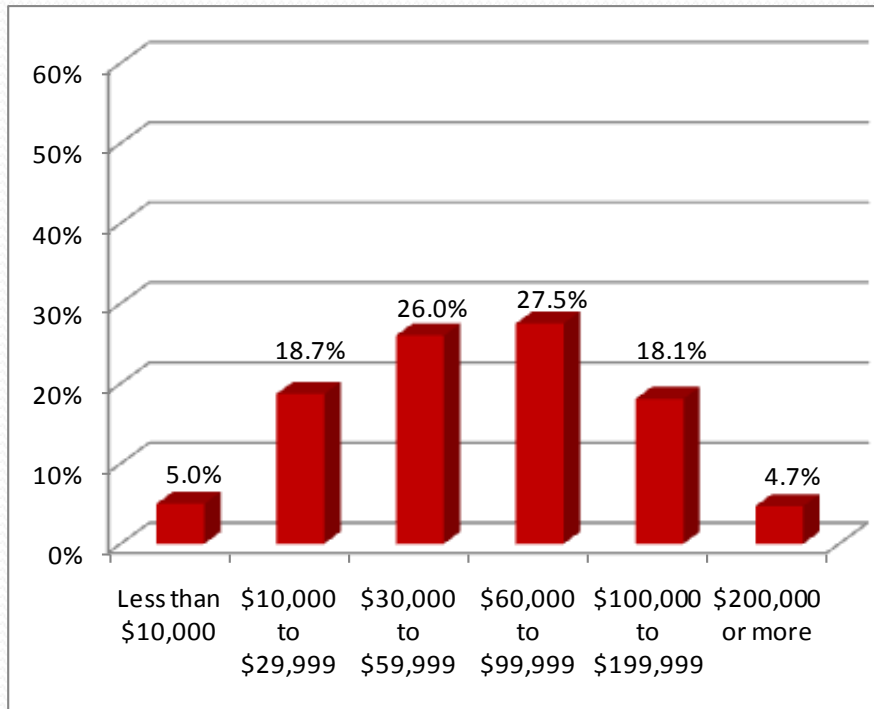
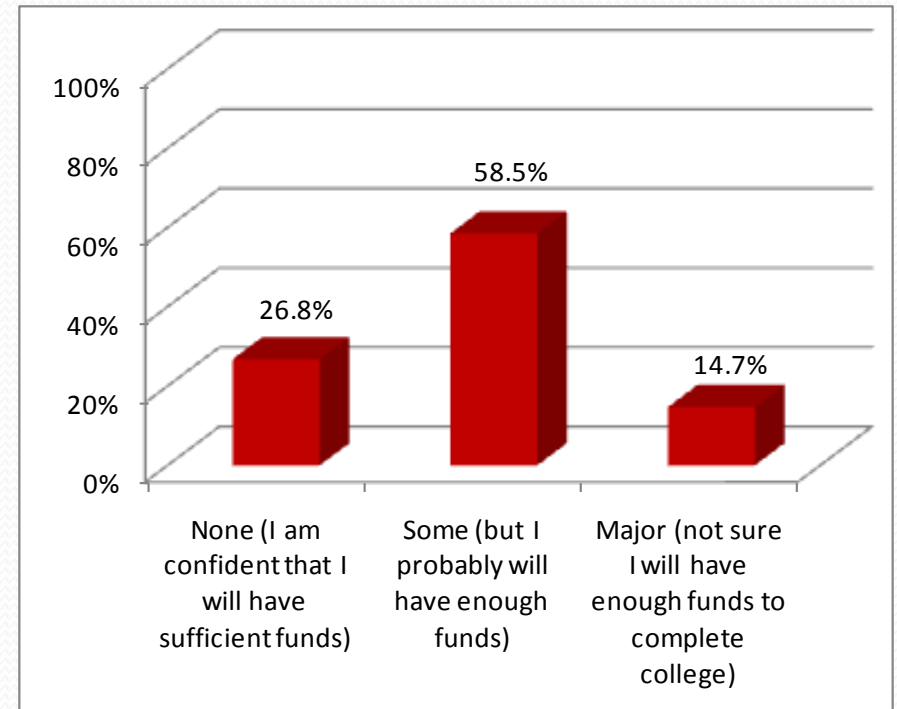


EXHIBIT 22: DO YOU HAVE ANY CONCERN ABOUT YOUR ABILITY TO FINANCE YOUR COLLEGE?

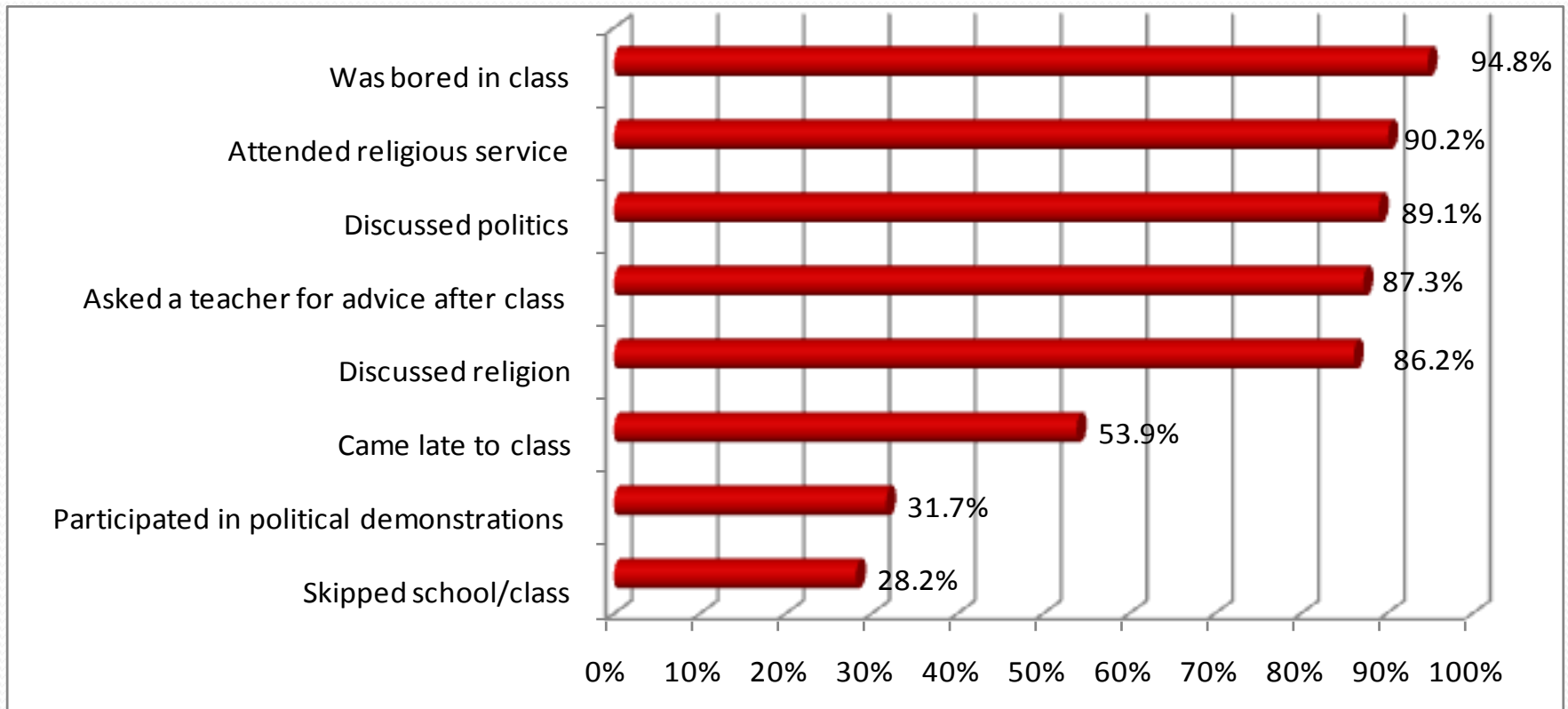


# Participation and Behavior in the Past Year

# 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.

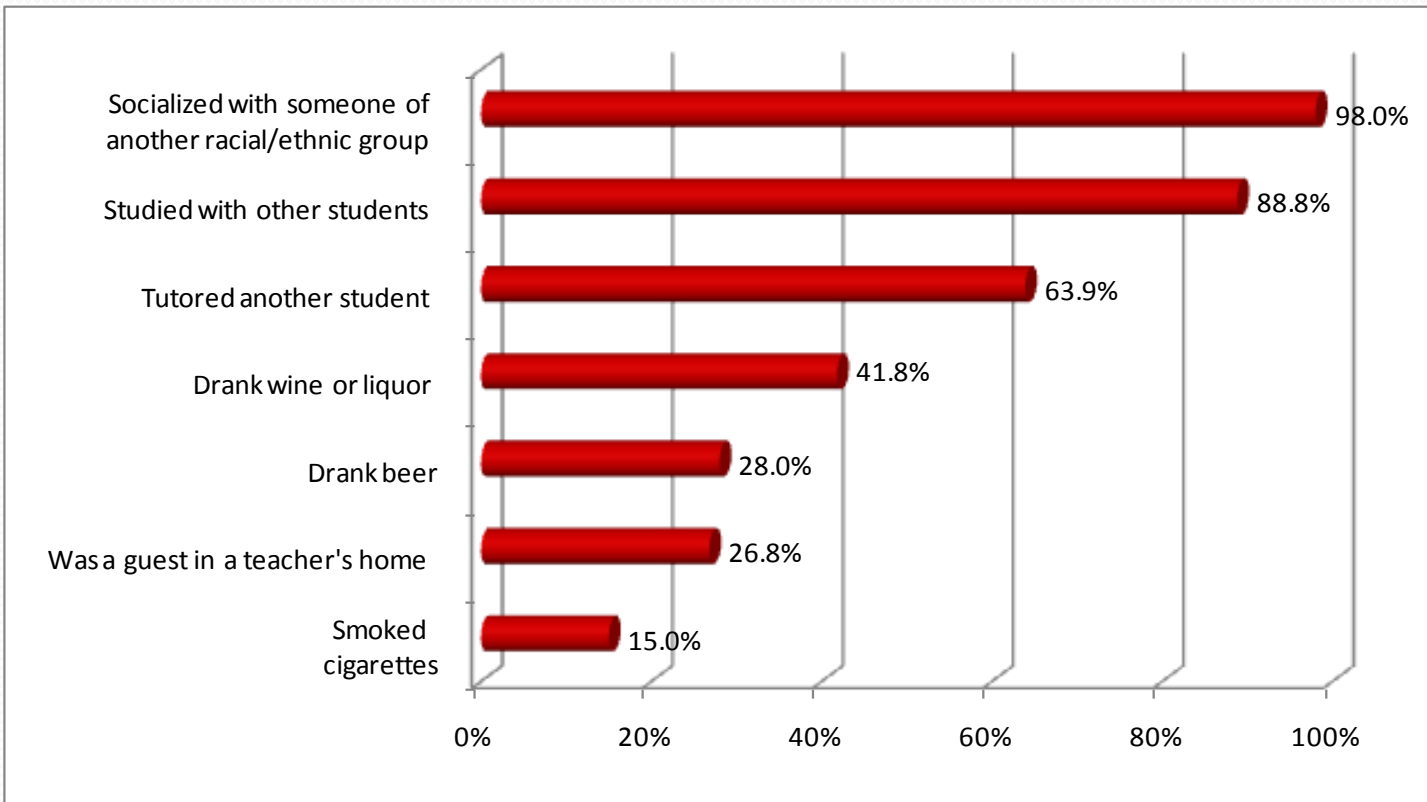
EXHIBIT 23: STUDENTS' BEHAVIORS



# 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.

EXHIBIT 24: SOCIAL ENDEAVORS

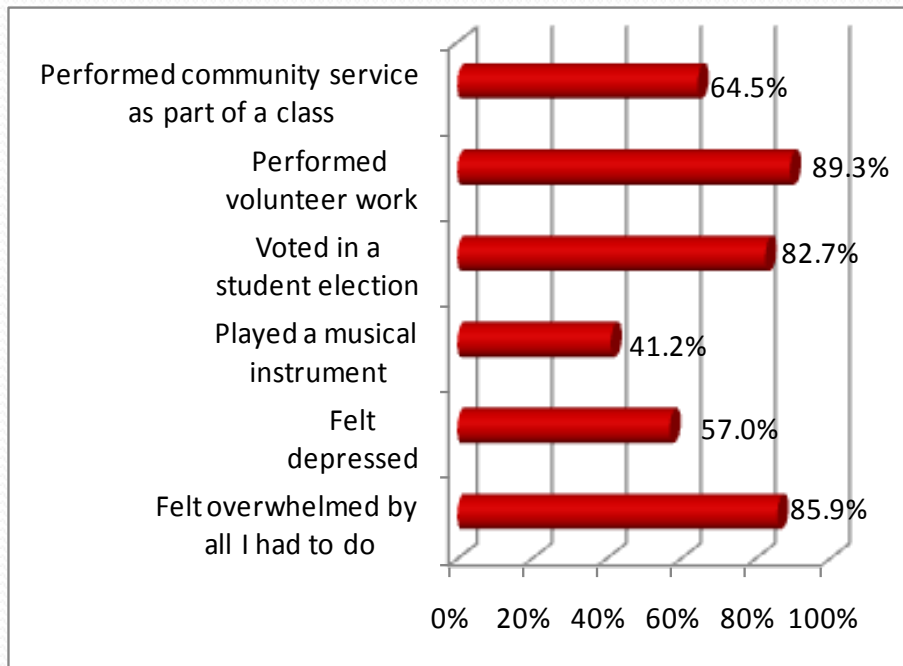


Source: VSU SRA Office, May 2010.

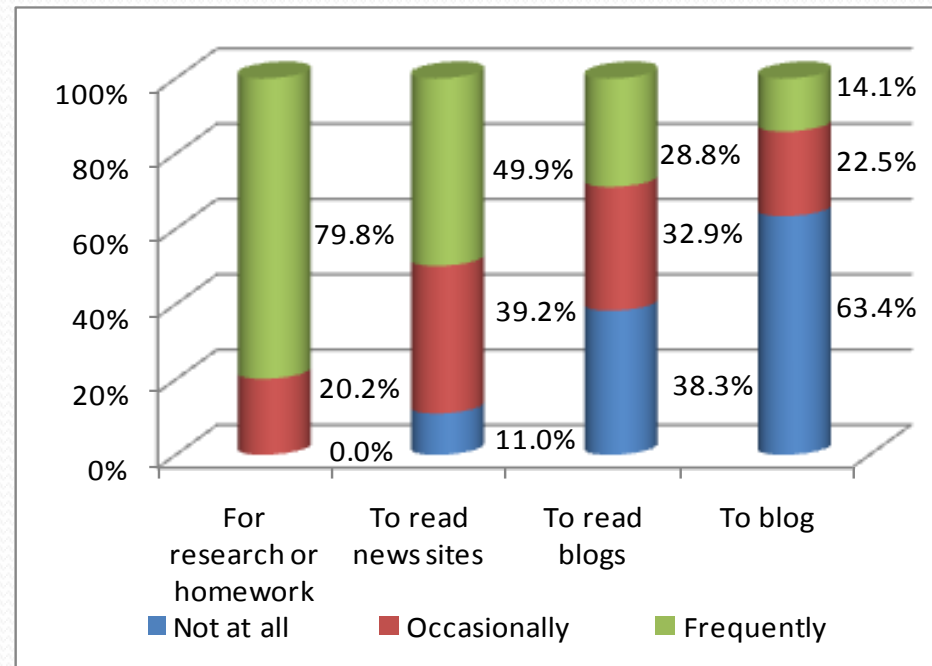
# Participation and Behavior In Past Year

- 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**



**EXHIBIT 26: USED THE INTERNET:**





# 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.

EXHIBIT 27: ACADEMIC ABILITY

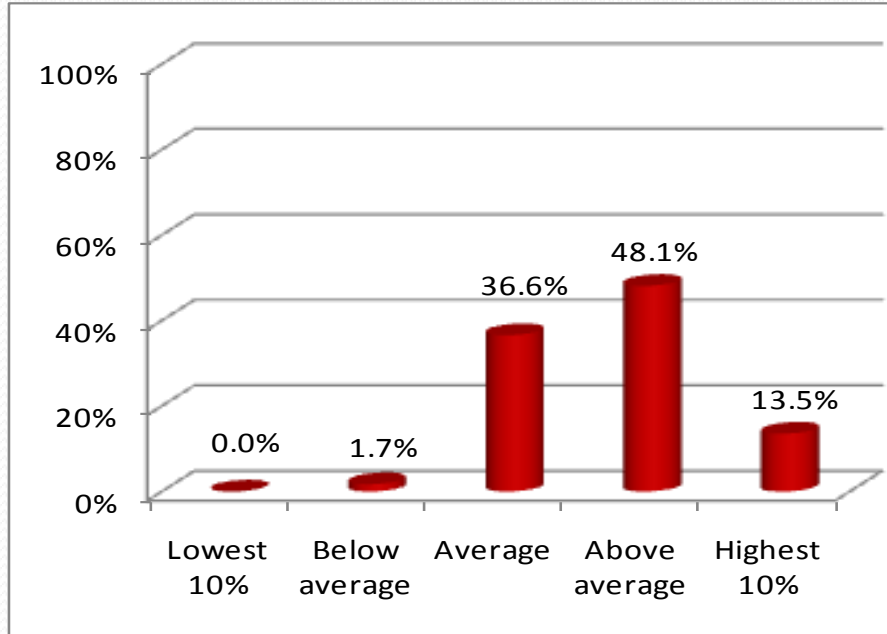
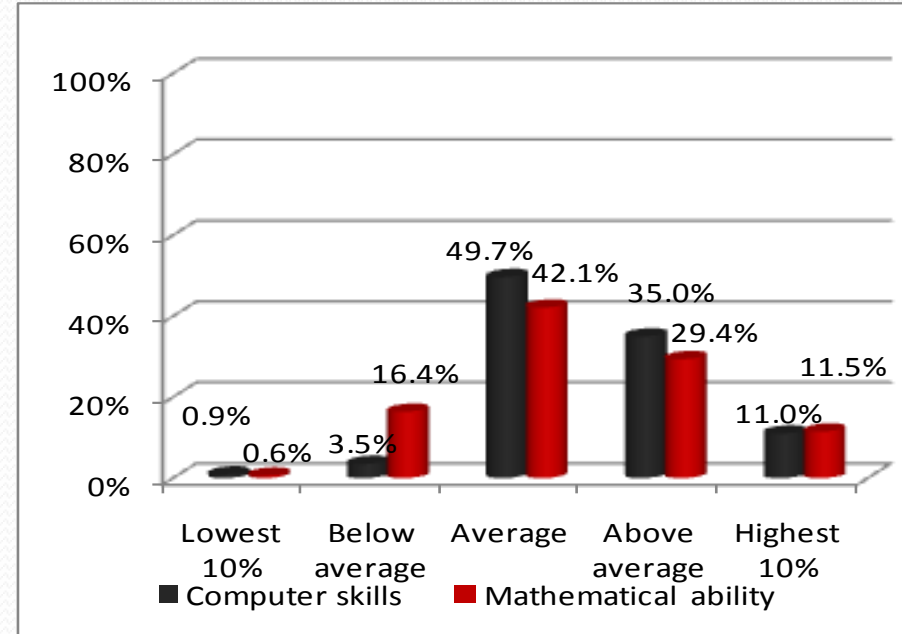


EXHIBIT 28: COMPUTER SKILLS AND MATHEMATICAL ABILITY



# 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

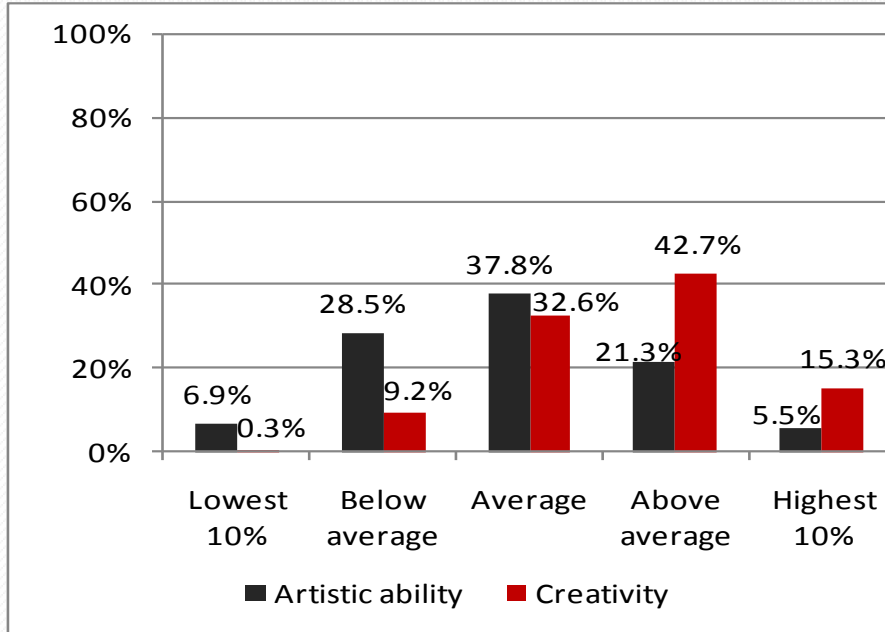
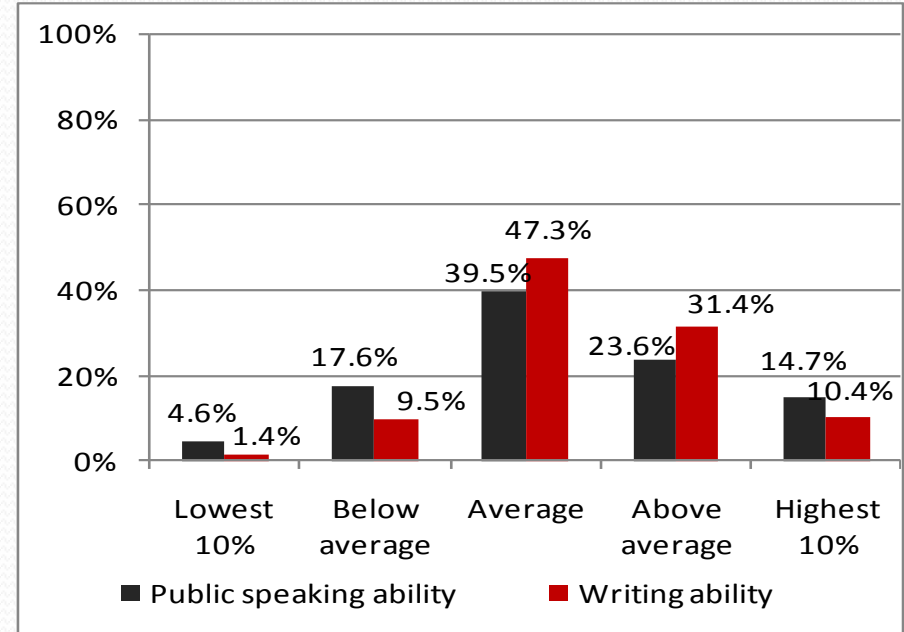


EXHIBIT 30: PUBLIC SPEAKING AND WRITING ABILITY



# 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%.

EXHIBIT 31: COOPERATIVENESS

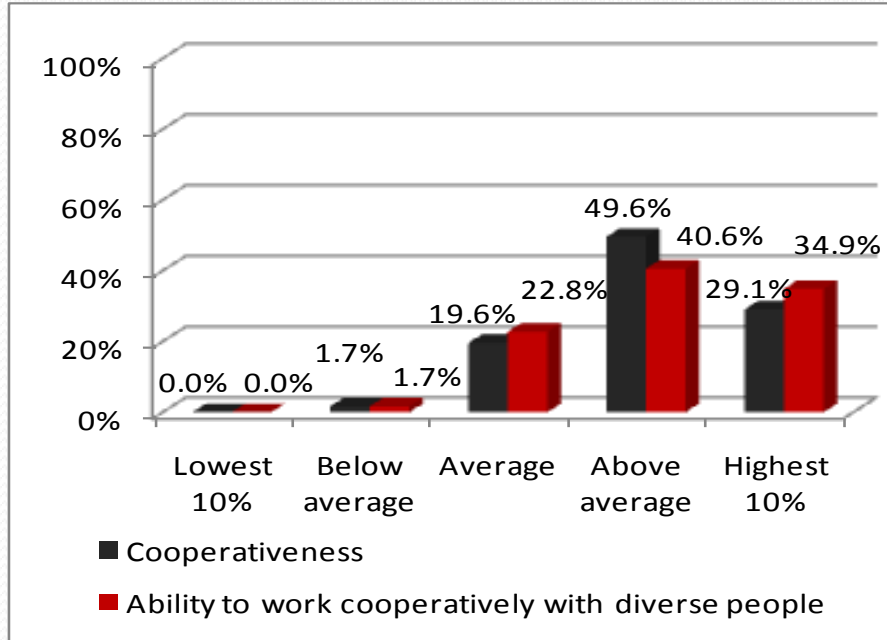
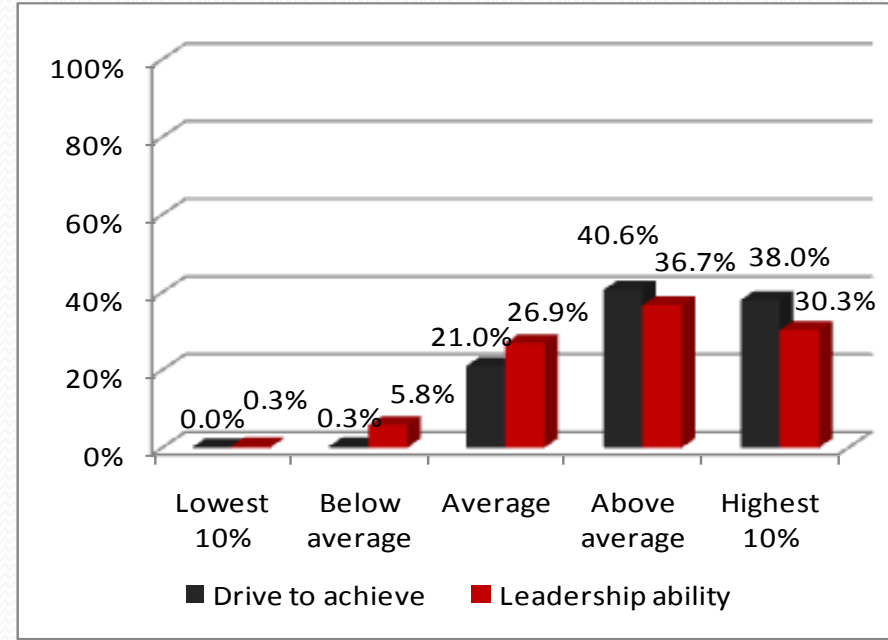


EXHIBIT 32: AMBITION AND LEADERSHIP ABILITY



# 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.

EXHIBIT 33: PHYSICAL AND EMOTIONAL HEALTH

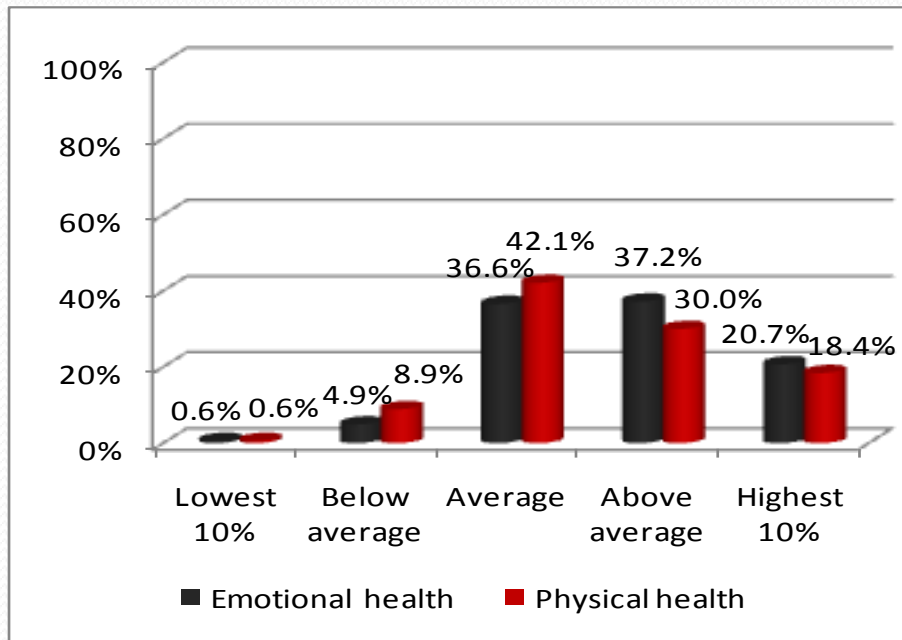
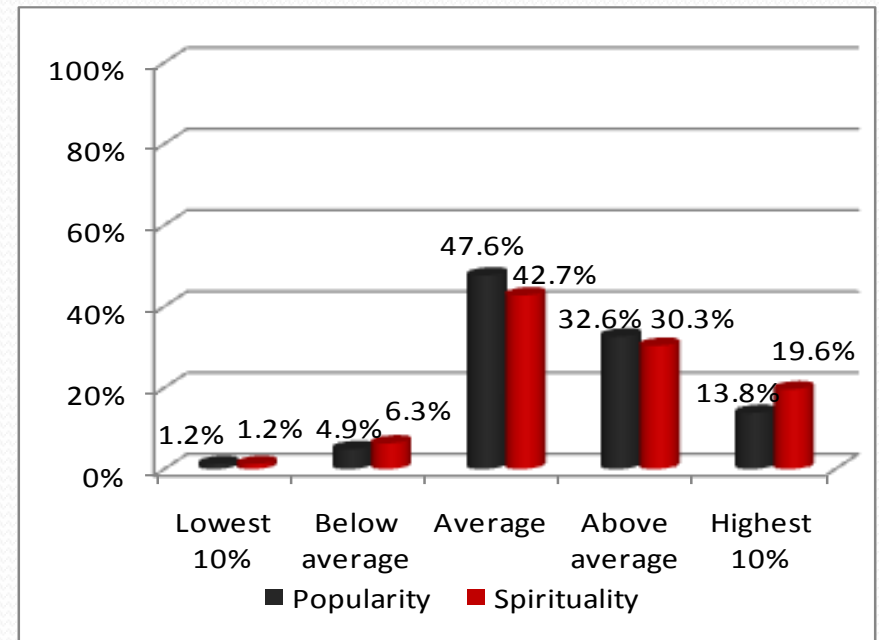


EXHIBIT 34: POPULARITY AND SPIRITUALITY



# 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

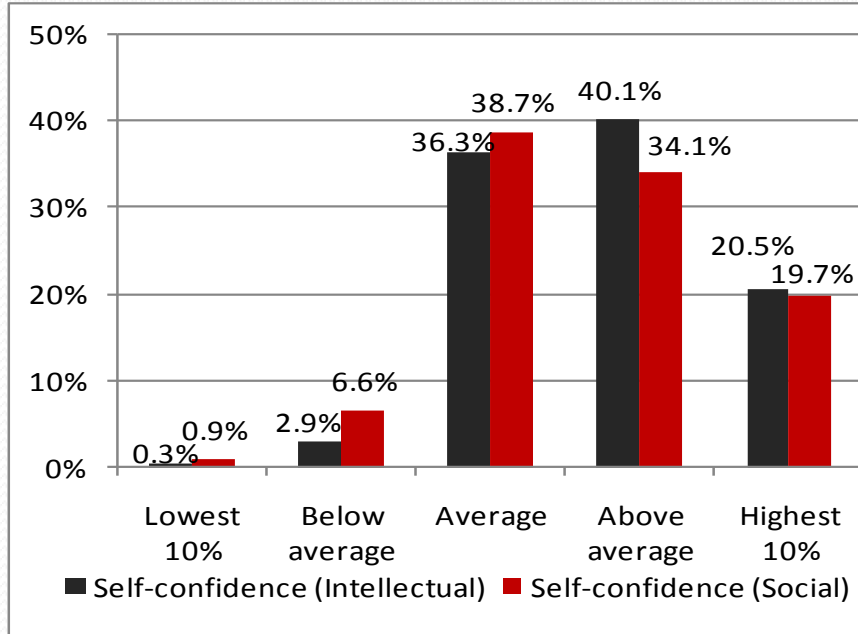
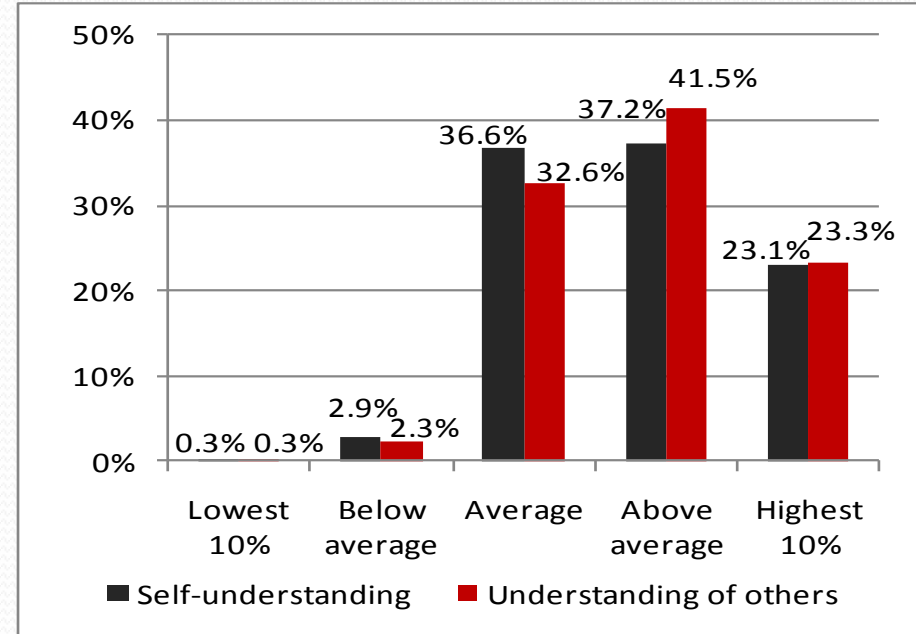


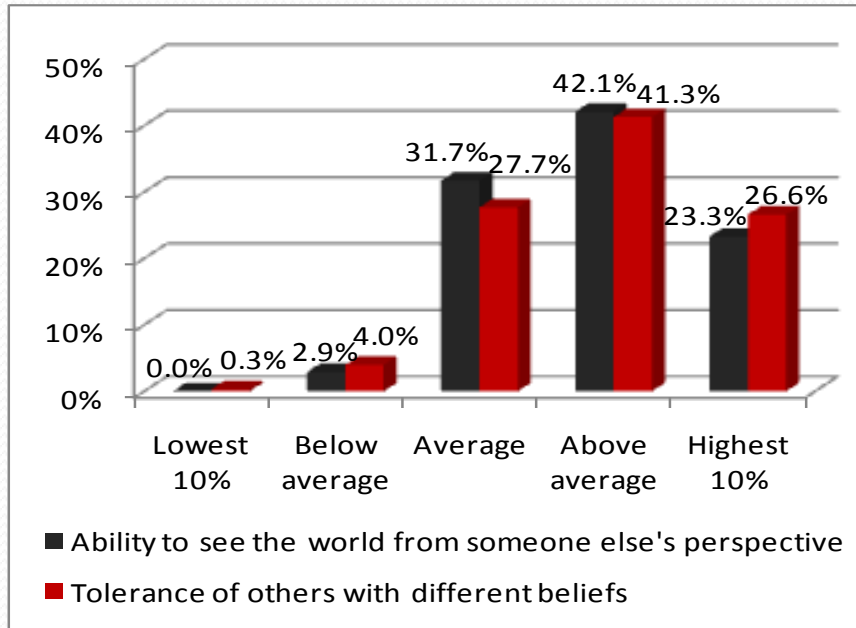
EXHIBIT 36: SELF-UNDERSTANDING AND UNDERSTANDING OF OTHERS



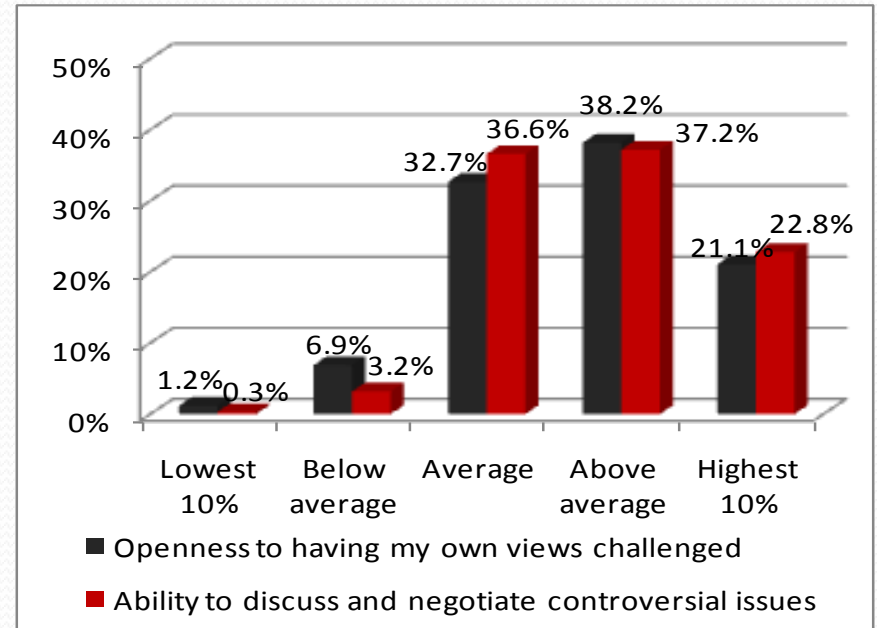
# Self-Ratings

- 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% of 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**



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





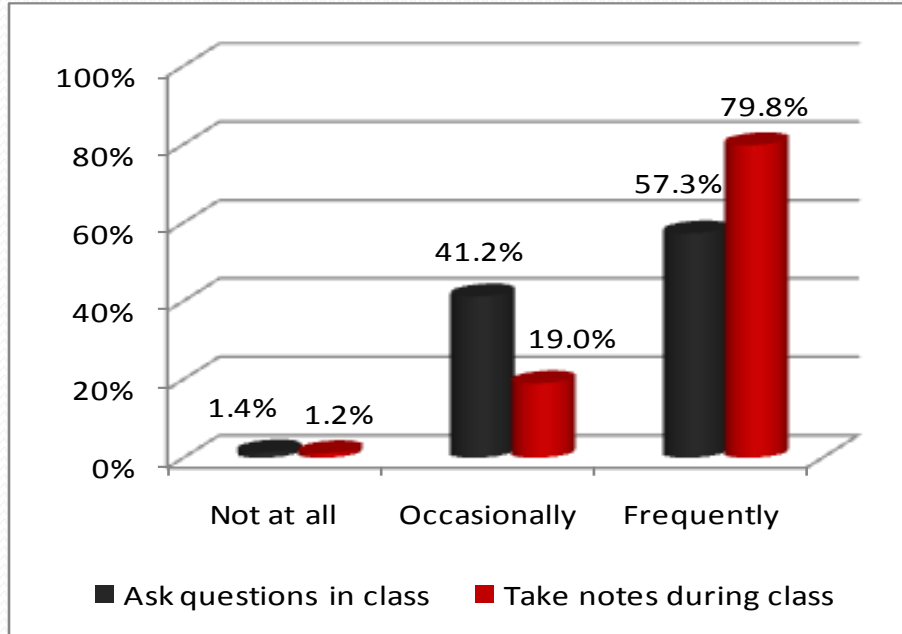
# Academic Habits



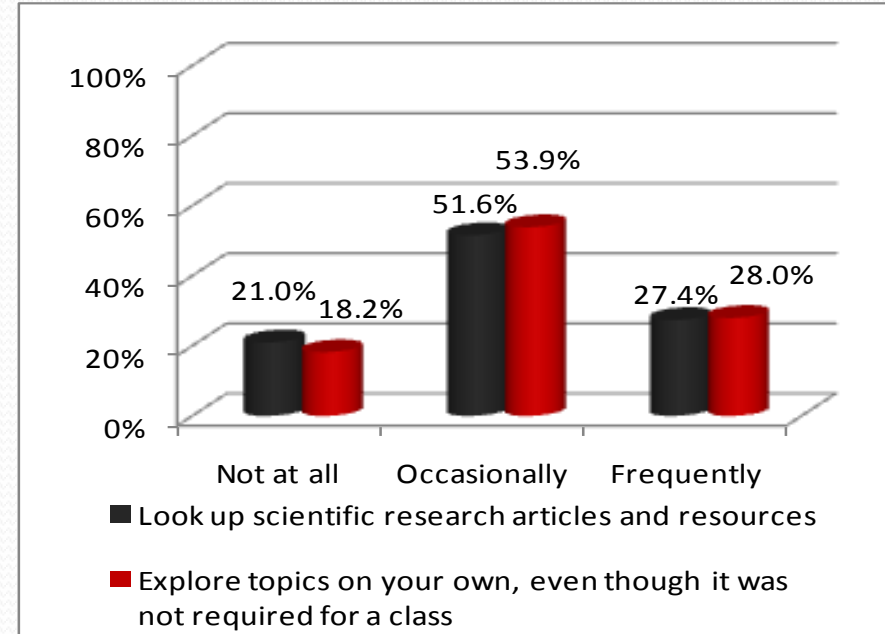
# Academic Habits

- 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.

**EXHIBIT 39: ASKS QUESTIONS AND TAKE NOTES DURING CLASS**



**EXHIBIT 40: LOOK UP RESEARCH ARTICLES AND RESOURCES**



# 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

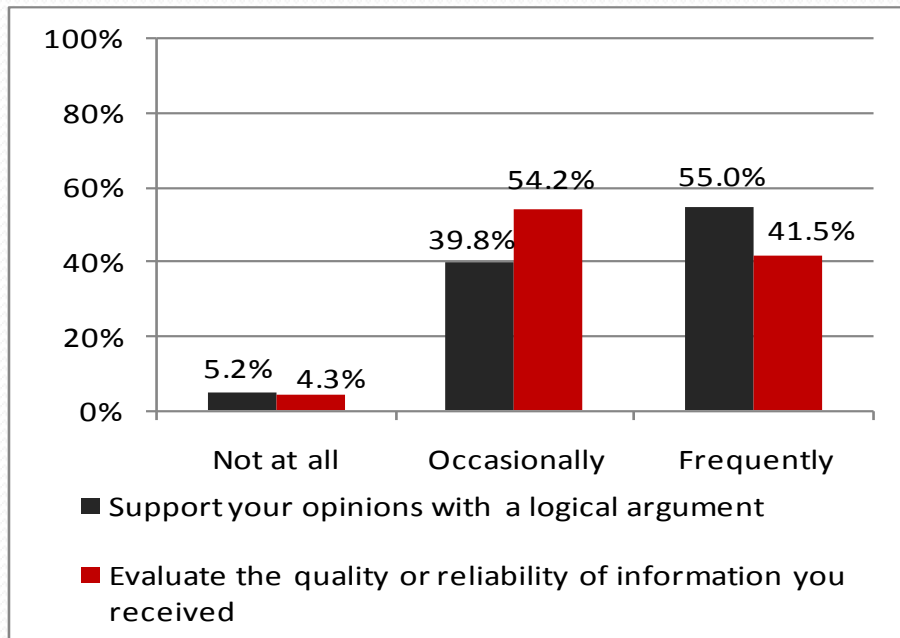
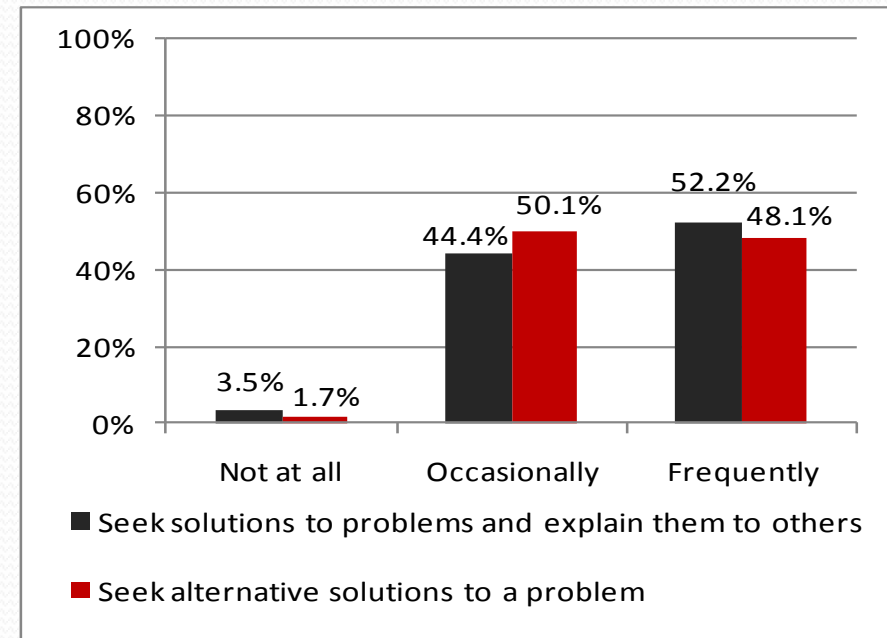


EXHIBIT 42: SEEK SOLUTIONS TO PROBLEMS



# 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.

EXHIBIT 43: IMPLEMENTS REVISIONS TO IMPROVE WORK

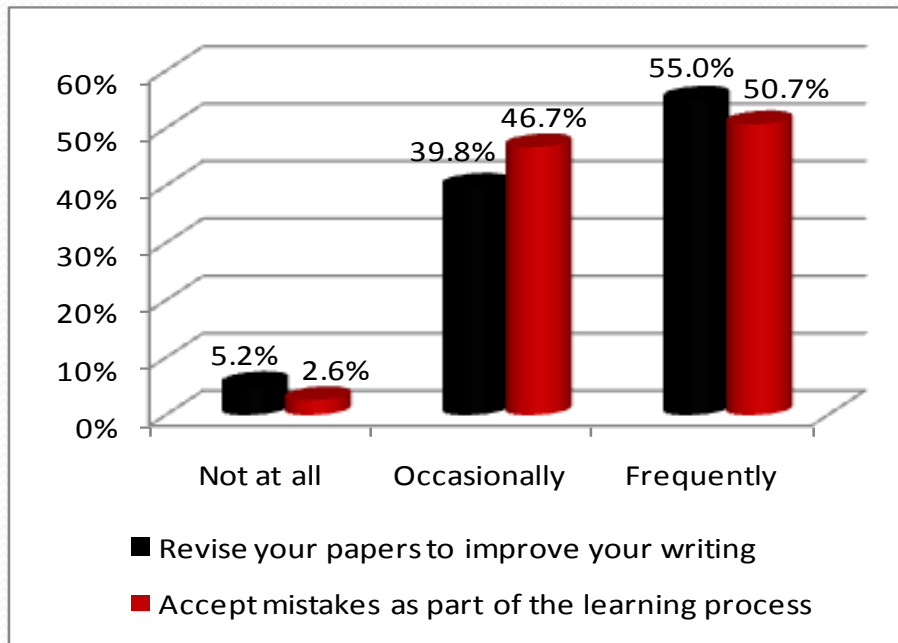
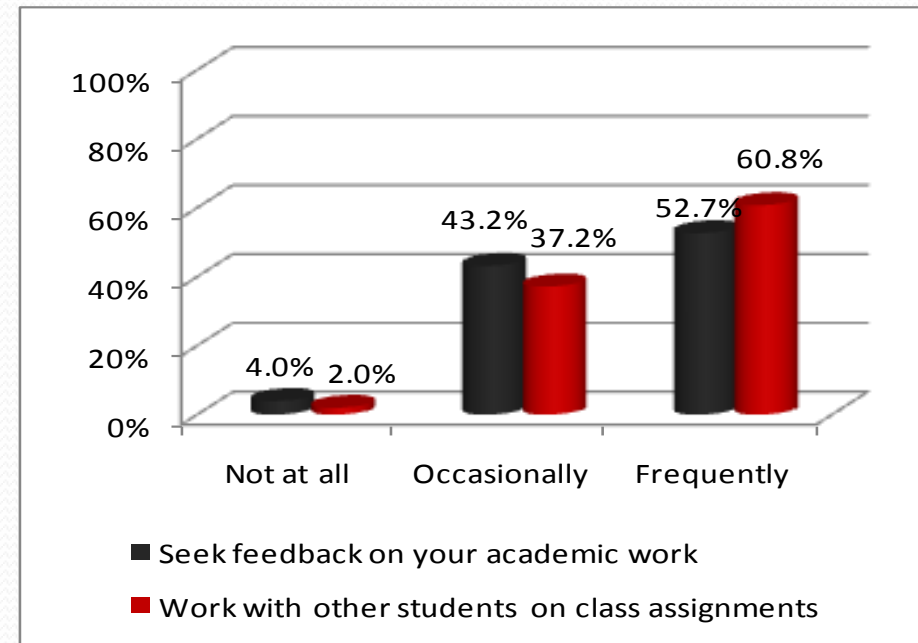


EXHIBIT 44: SEEK FEEDBACK ON ACADEMIC WORK AND WORK WITH OTHER STUDENTS ON CLASS ASSIGNMENTS

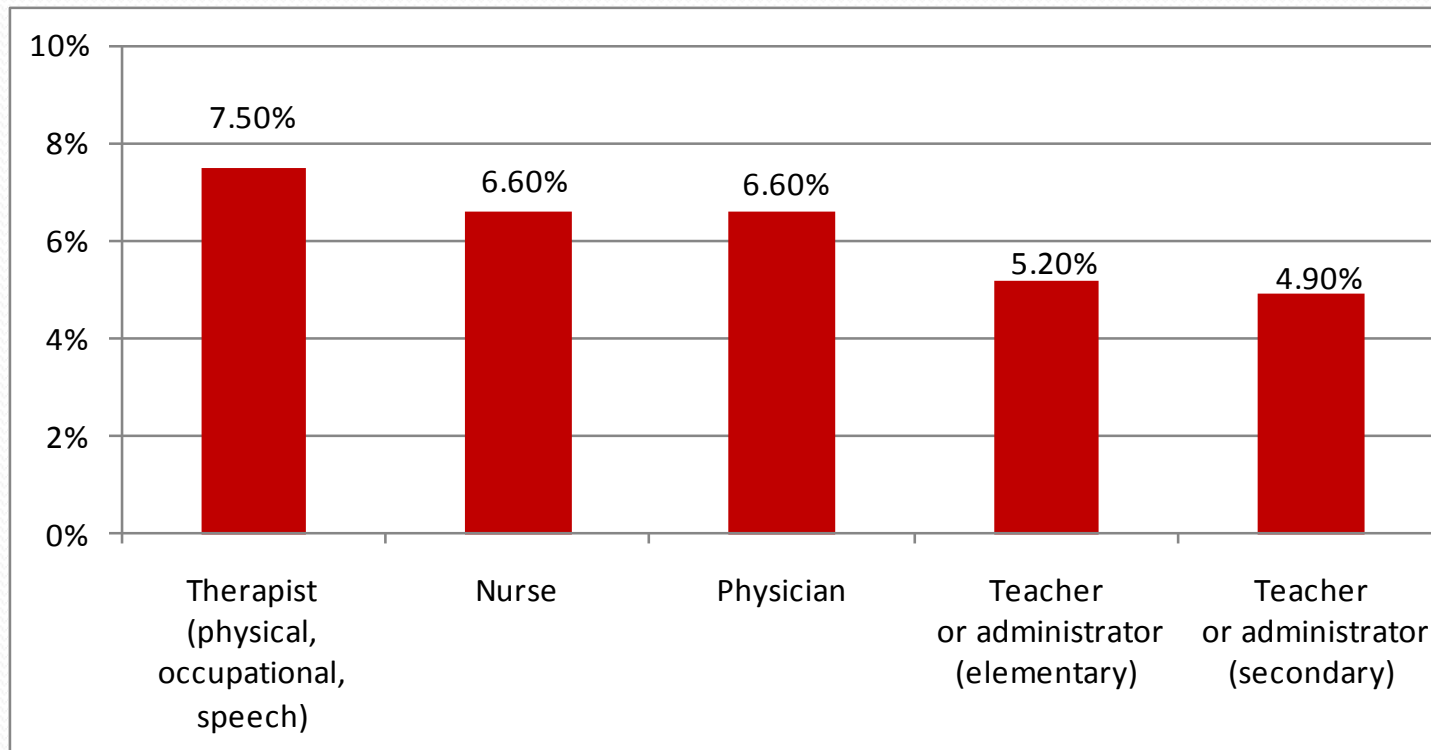


# Probable Career Field and Major

# 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).

EXHIBIT 45: STUDENT PROBABLE CAREER FIELD

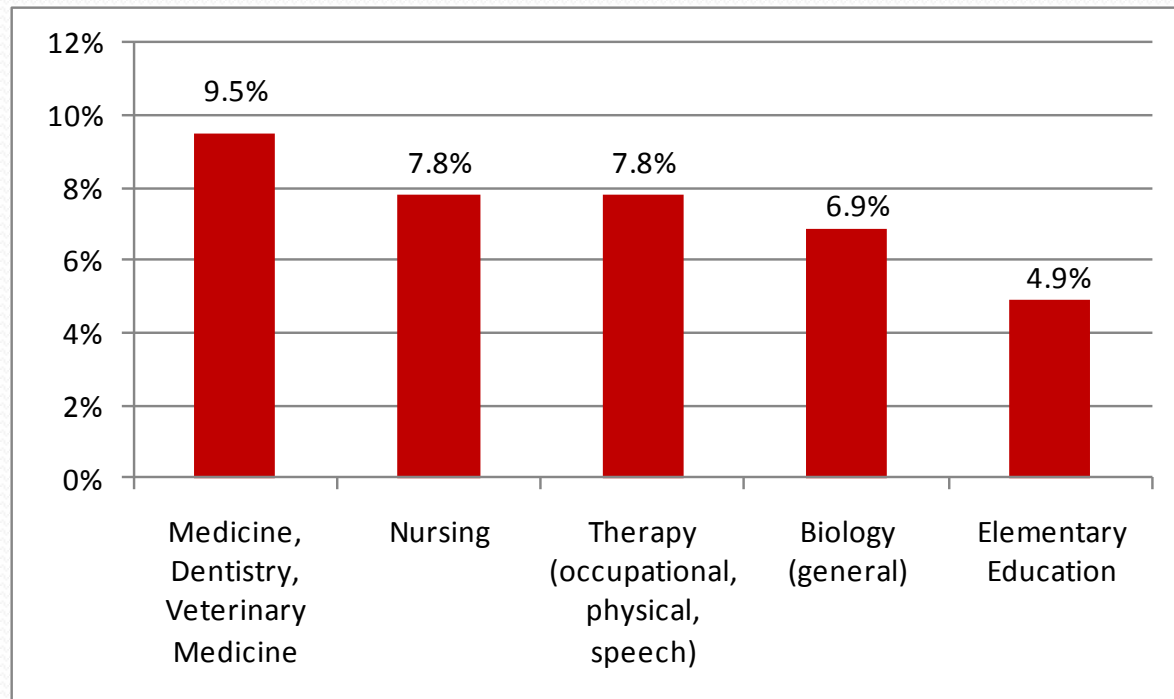


Source: VSU SRA Office, May 2010.

# Probable Major

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

EXHIBIT 46: STUDENTS PROBABLE FIELD OF STUDY/MAJOR



Source: VSU SRA Office, May 2010.



# 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

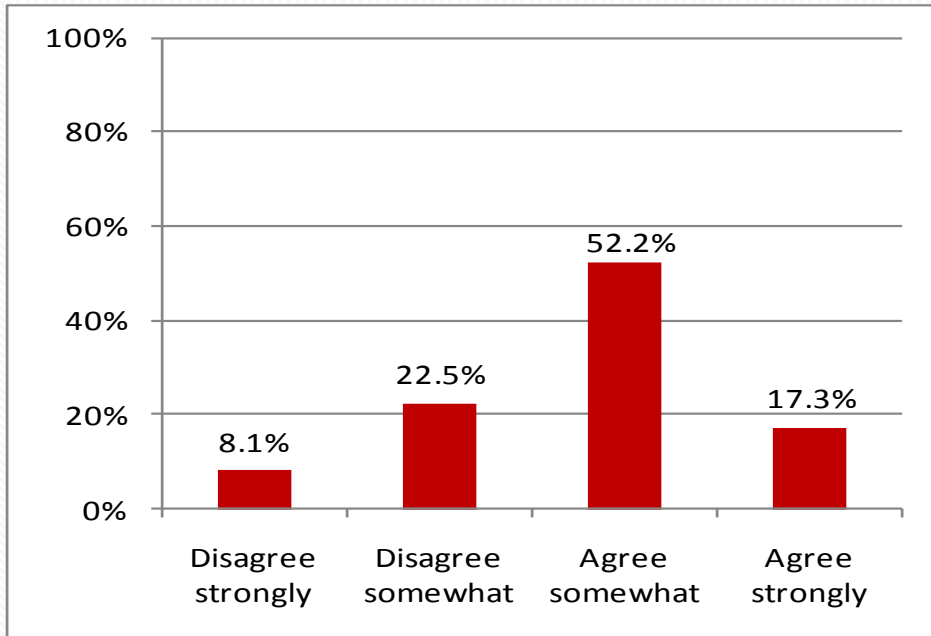
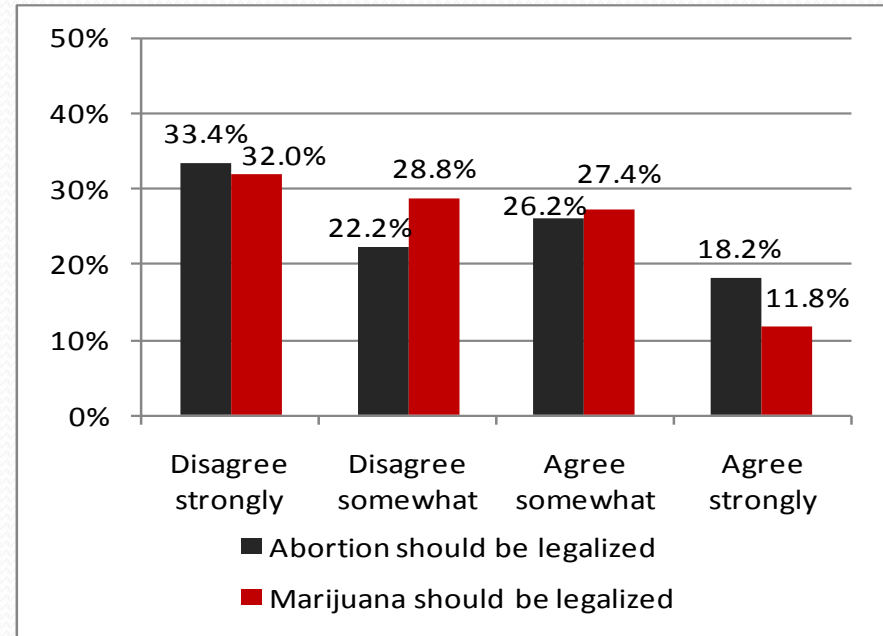


EXHIBIT 50: LEGALIZING ABORTION AND MARIJUANA





# 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

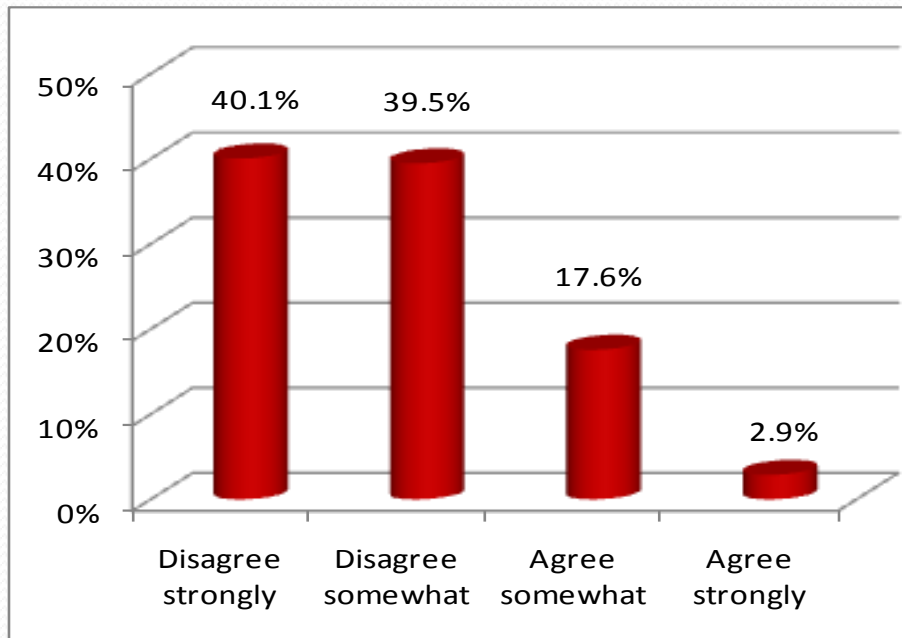
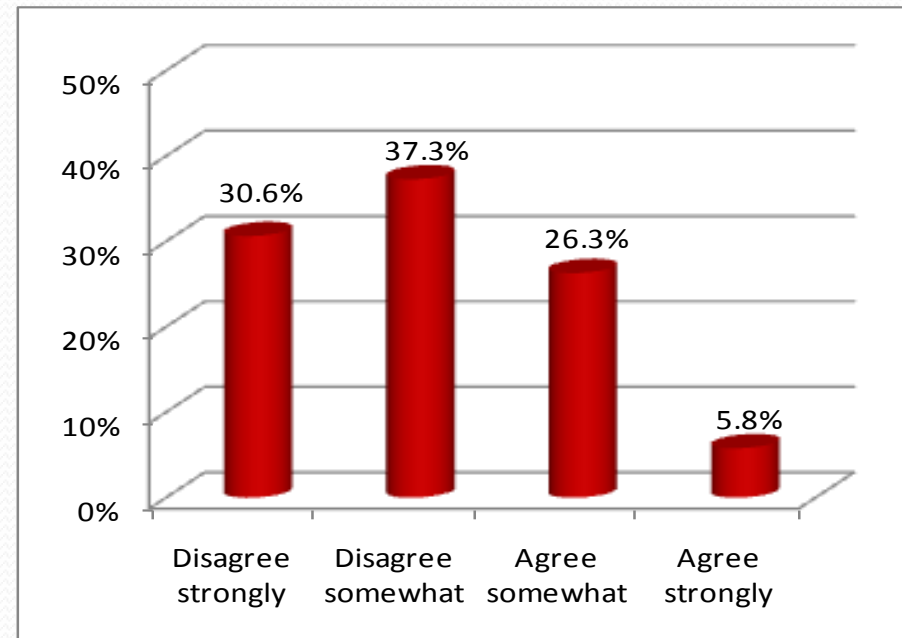


EXHIBIT 52: REALISTICALLY, AN INDIVIDUAL CAN DO LITTLE TO BRING ABOUT CHANGES IN OUR SOCIETY



# 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

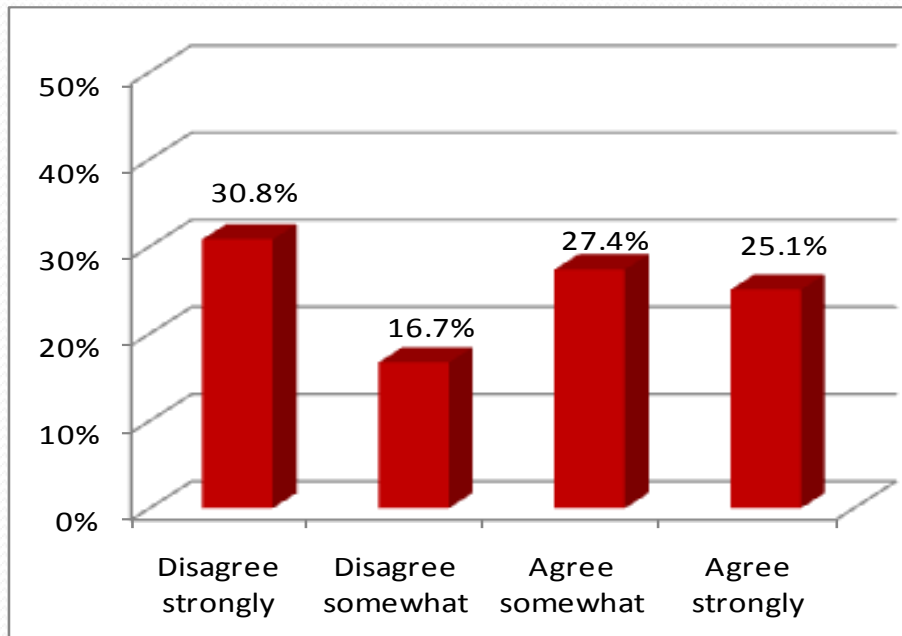
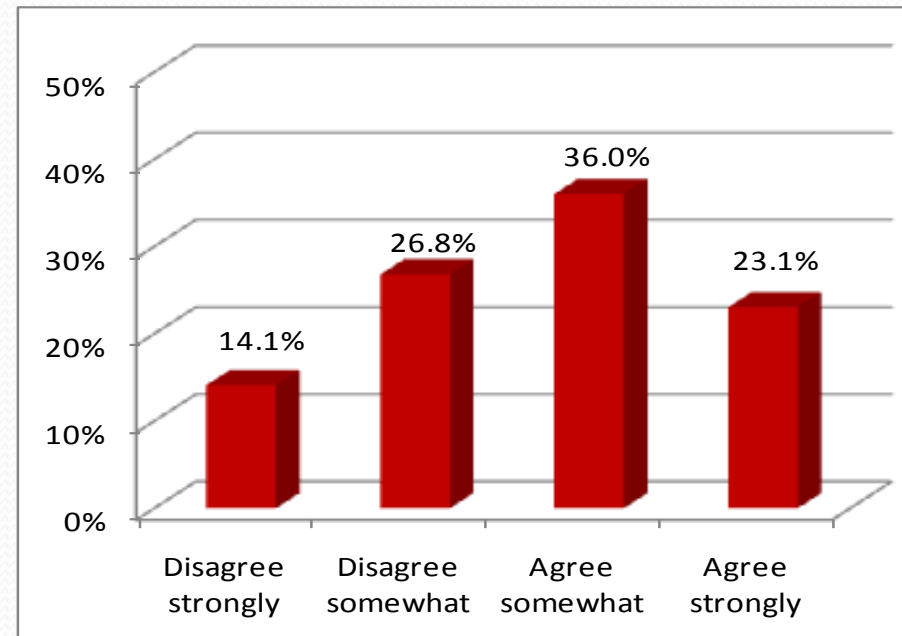


EXHIBIT 54: ONLY VOLUNTEERS SHOULD SERVE IN THE ARMED FORCES



# 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.

EXHIBIT 55: DISSENT IS A CRITICAL COMPONENT OF THE POLITICAL PROCESS

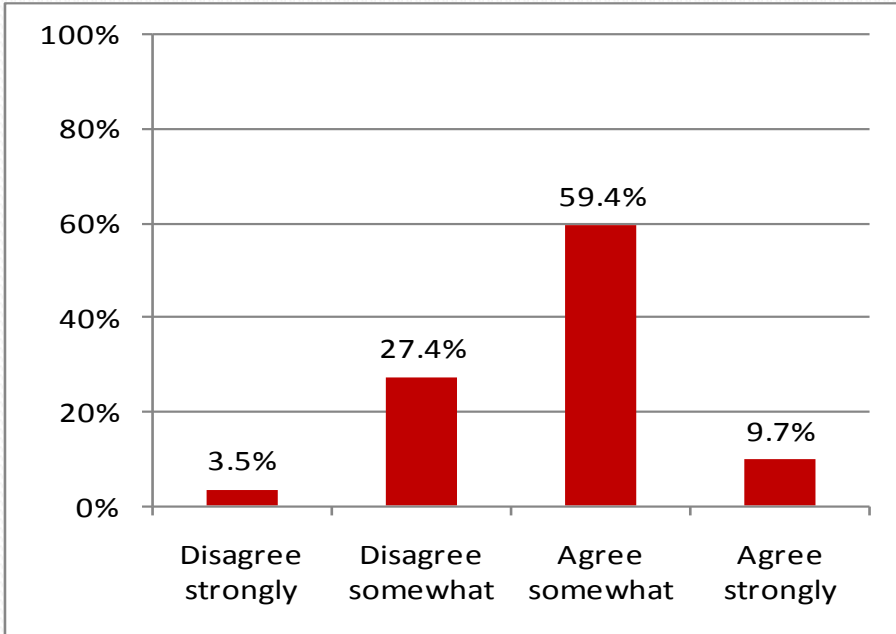
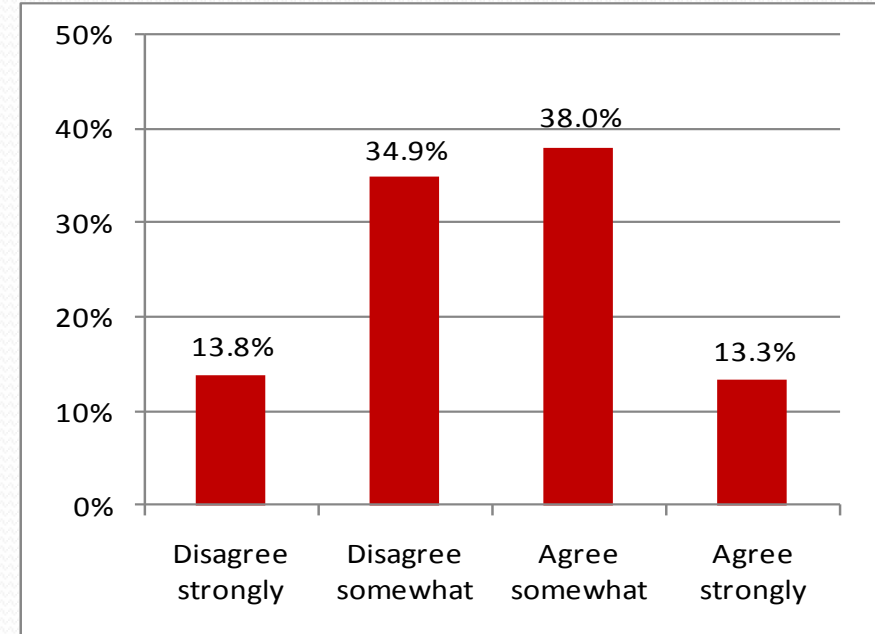


EXHIBIT 56: COLLEGES HAVE THE RIGHT TO BAN EXTREME SPEAKERS FROM CAMPUS



# 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.

EXHIBIT 57: STUDENTS FROM DISADVANTAGED SOCIAL BACKGROUNDS SHOULD BE GIVEN PREFERENTIAL TREATMENT IN COLLEGE ADMISSIONS

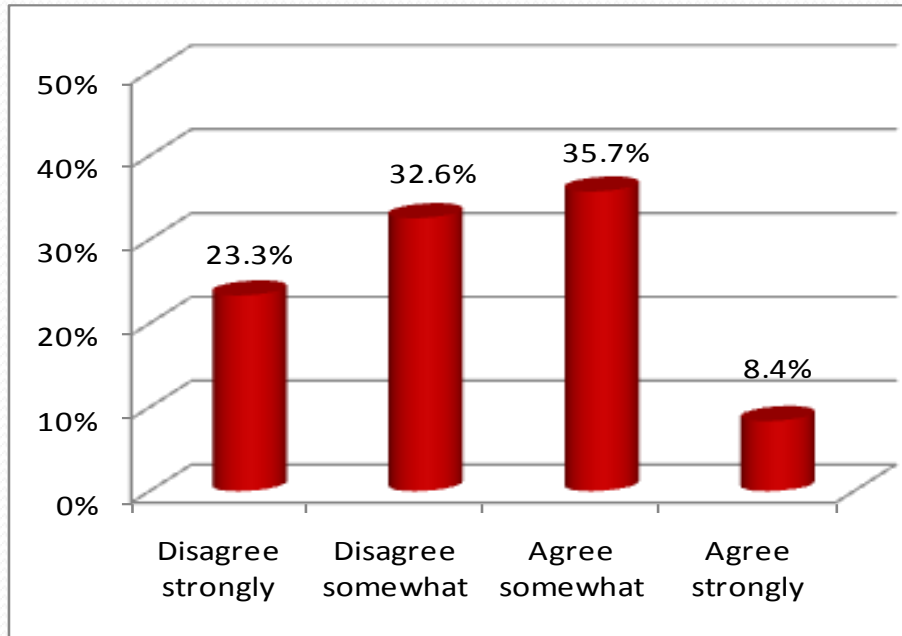
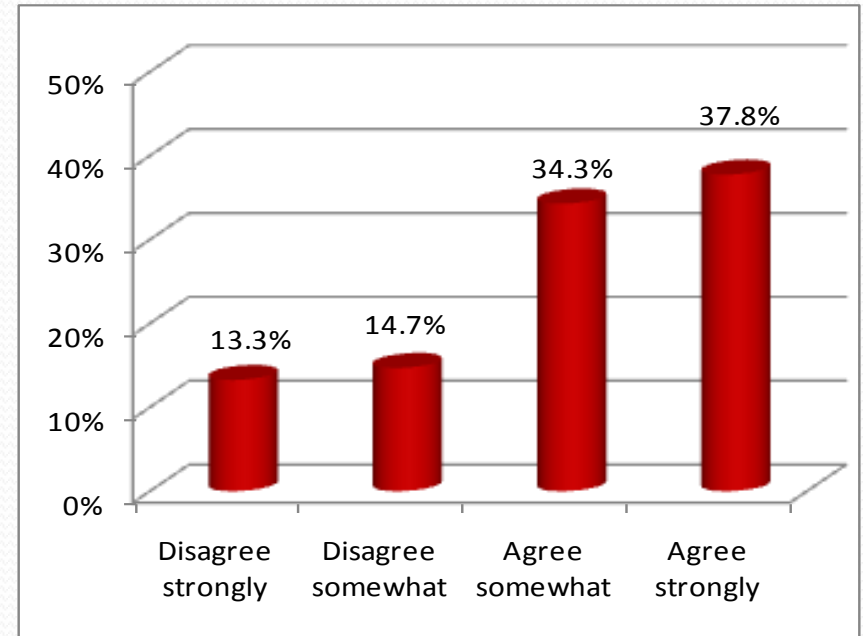


EXHIBIT 58: COLLEGES SHOULD PROHIBIT RACIST/SEXIST SPEECHES ON CAMPUS





# 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.

EXHIBIT 59: MY PARENTS WANTED ME TO GO

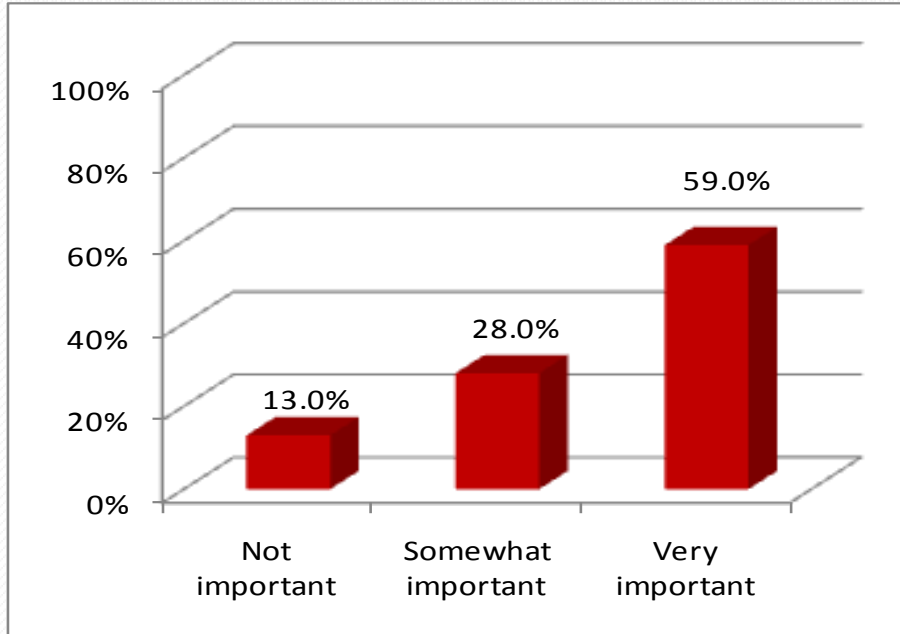
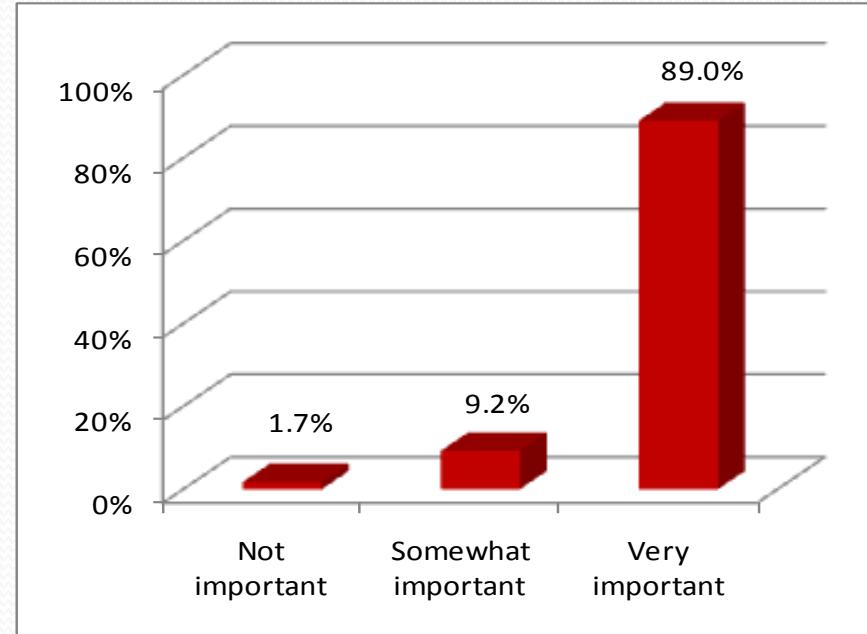


EXHIBIT 60: TO BE ABLE TO GET A BETTER JOB



# 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

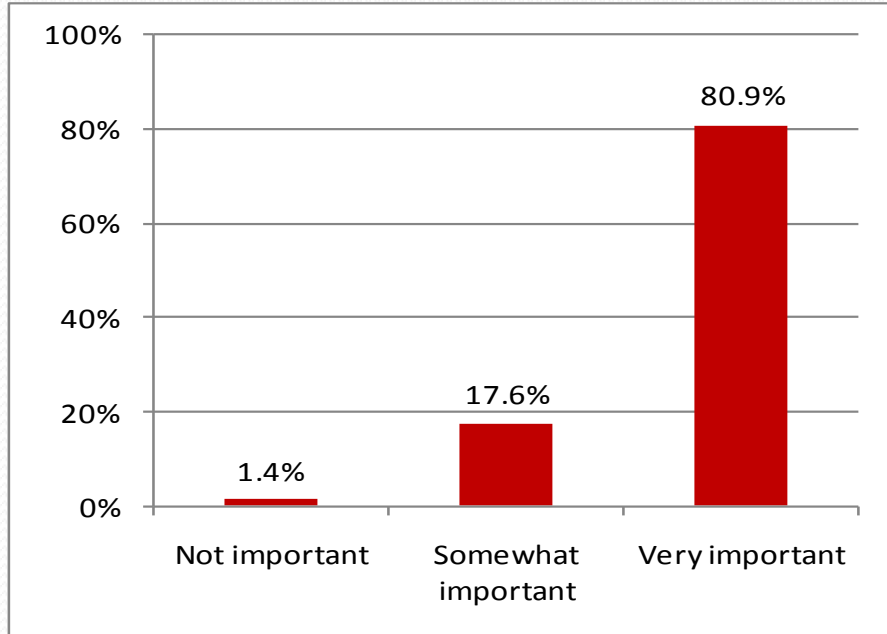
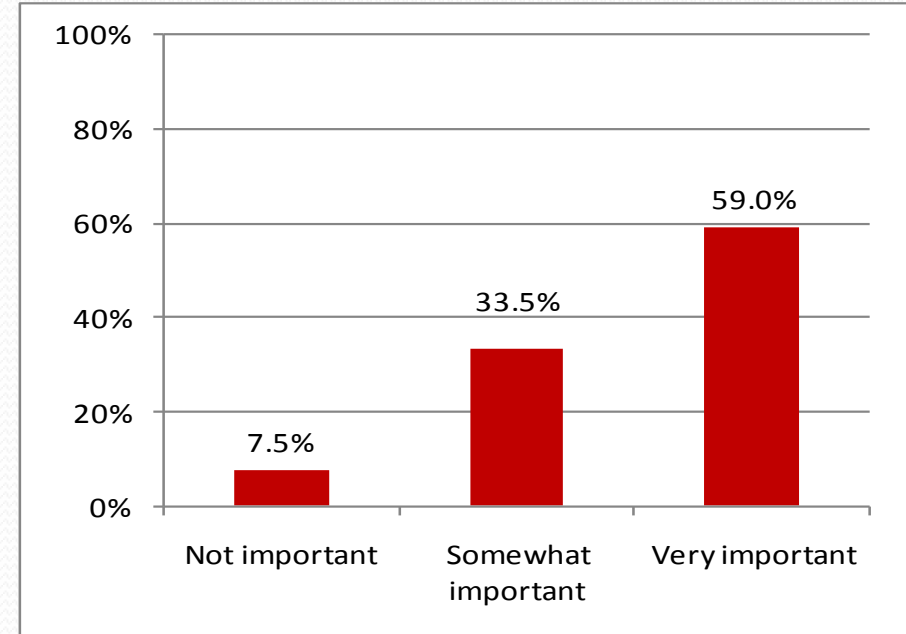


EXHIBIT 62: TO MAKE ME A MORE CULTURED PERSON



# 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.

EXHIBIT 63: TO BE ABLE TO MAKE MORE MONEY

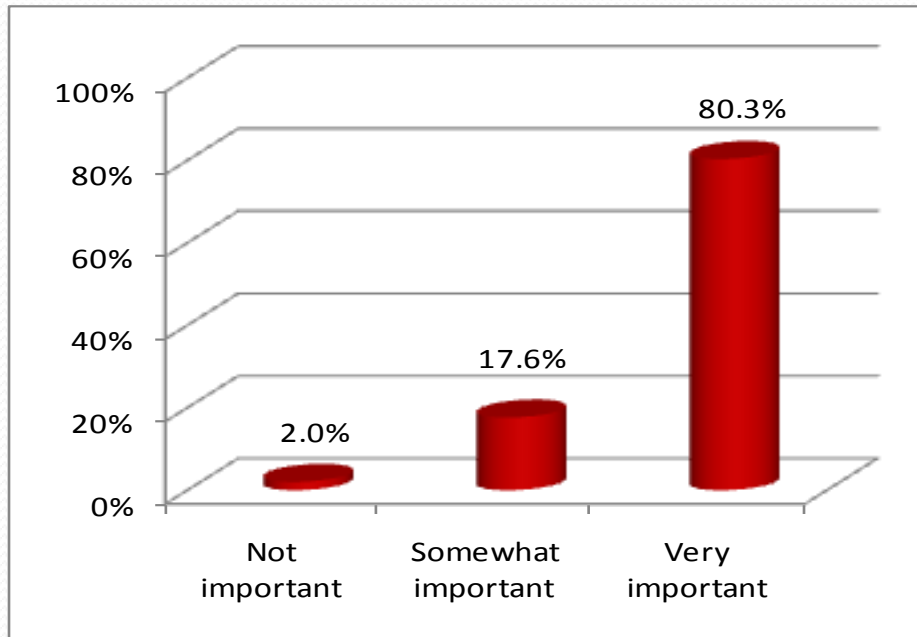
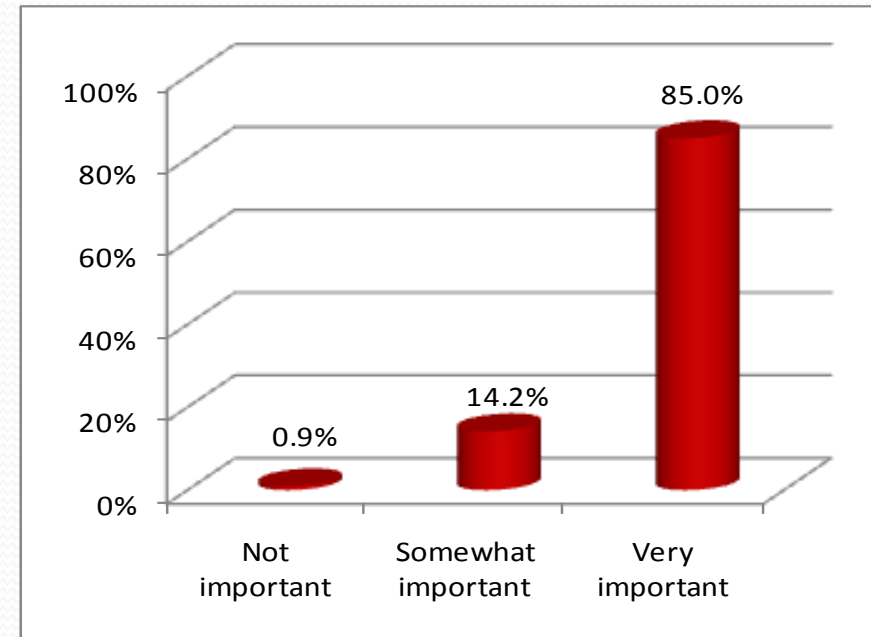


EXHIBIT 64: TO LEARN MORE ABOUT THINGS THAT INTEREST ME





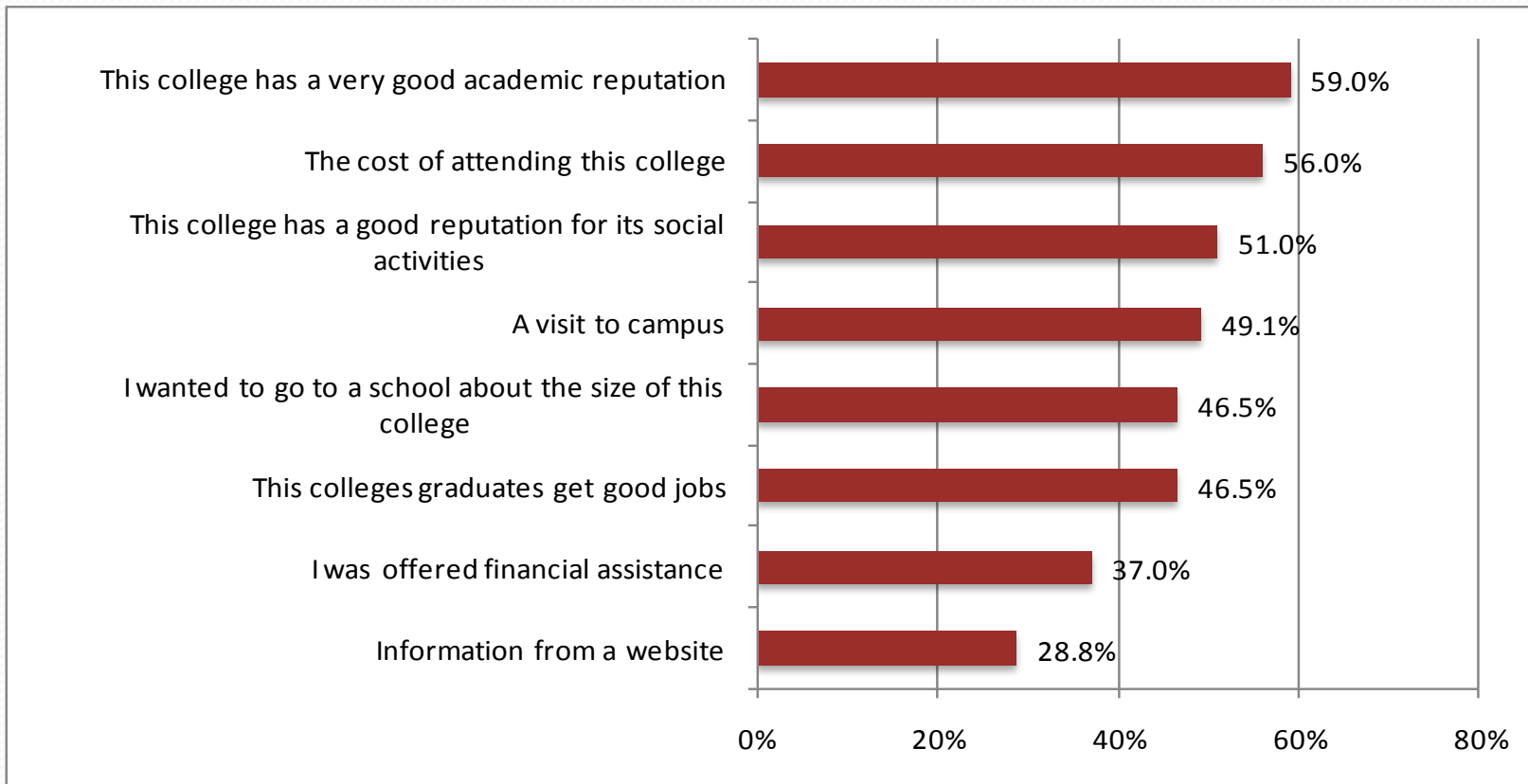


# Reasons to Attend VSU

# 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



Source: VSU SRA Office, May 2010.

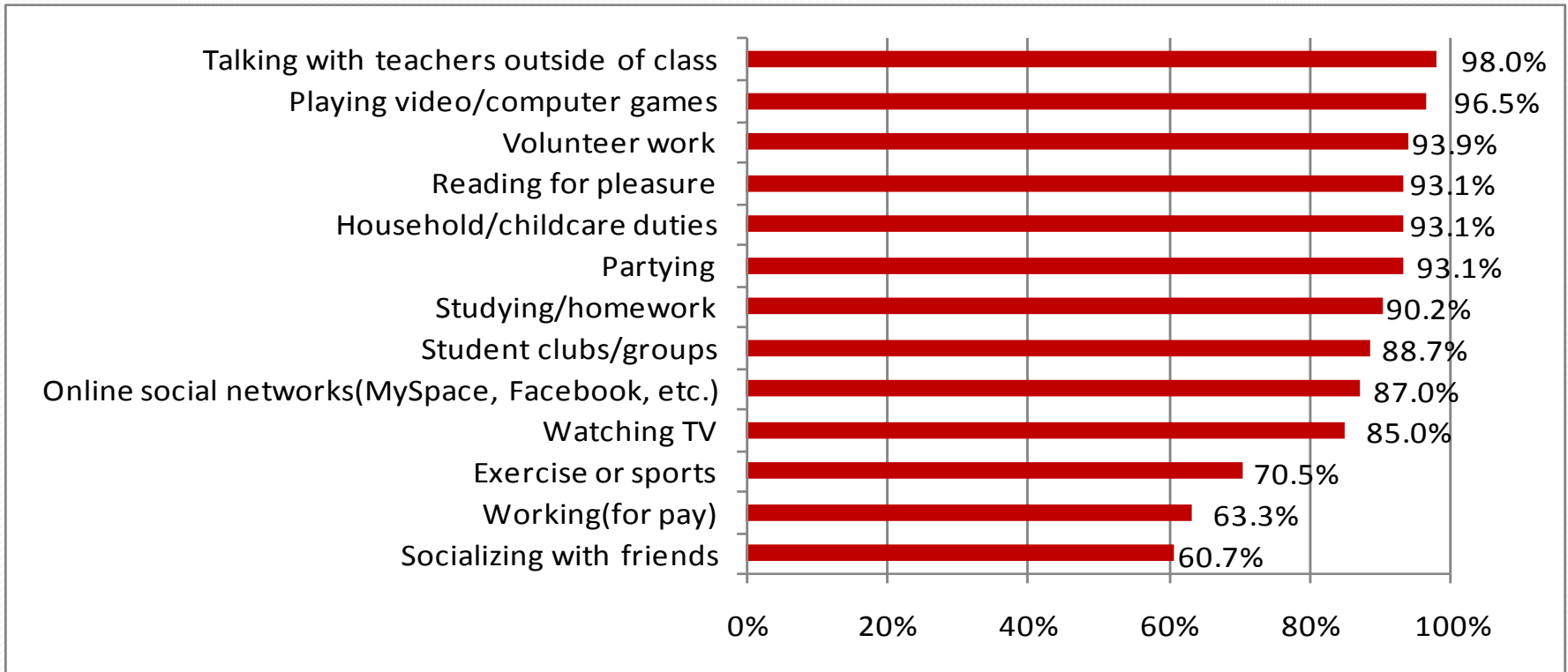


# Time Usage

# 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.

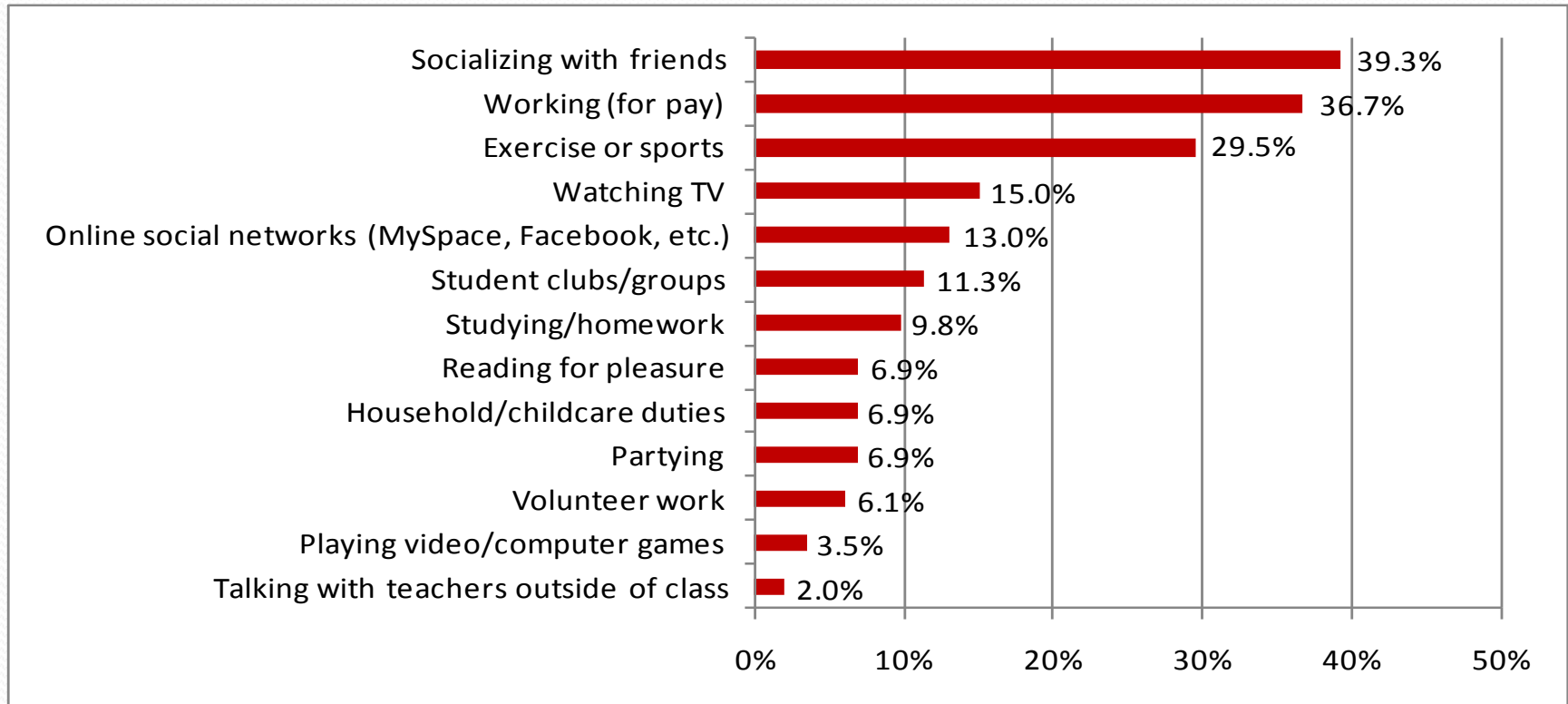
EXHIBIT 66: PERCENTAGE OF PARTICIPANTS ENGAGING 0-10 HOURS IN THE FOLLOWING ACTIVITIES:



# 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).

EXHIBIT 67: PERCENTAGE OF PARTICIPANTS ENGAGING 11-20 HOURS IN THE FOLLOWING ACTIVITIES:

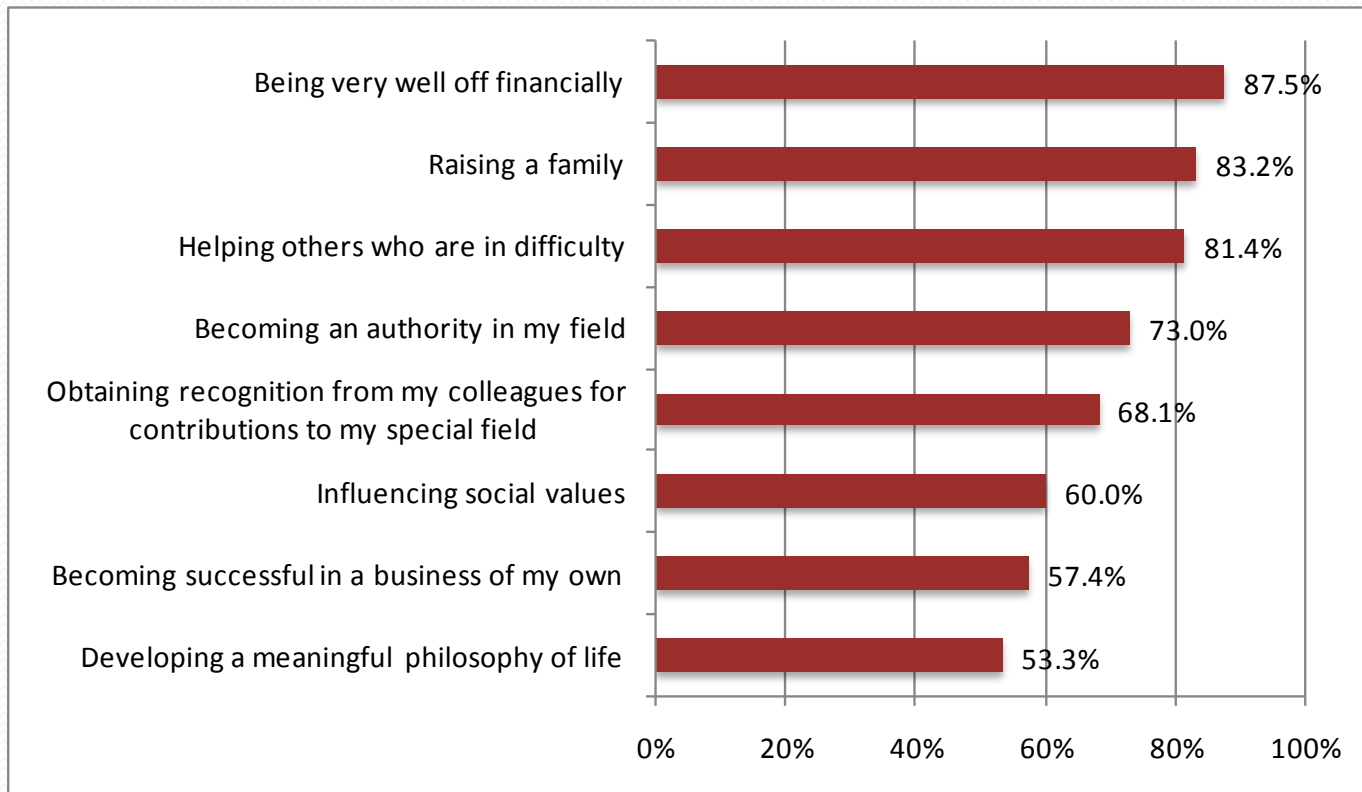


# Goals

# 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



Source: VSU SRA Office, May 2010.

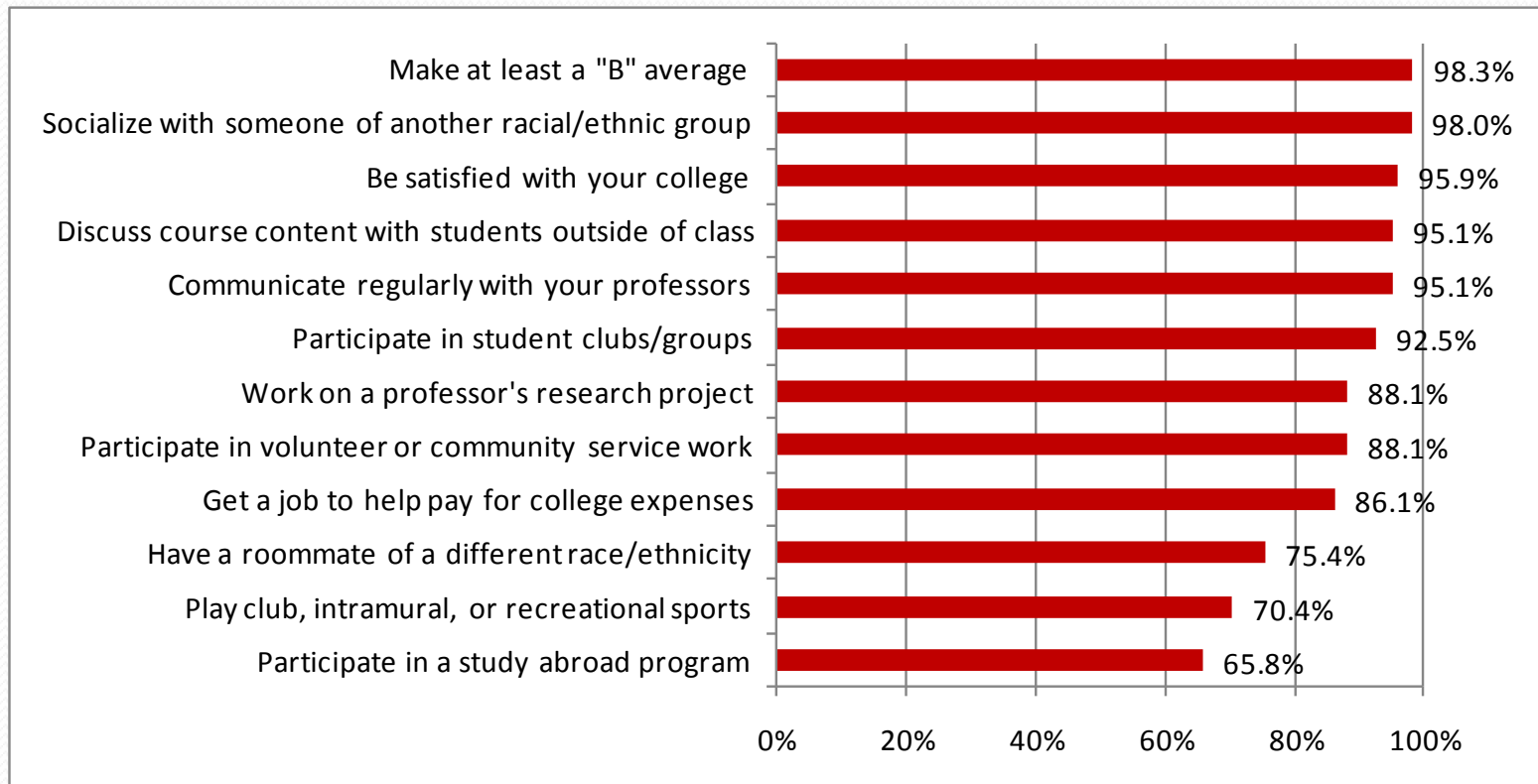
# Future Plans



# 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



Source: VSU SRA Office, May 2010.

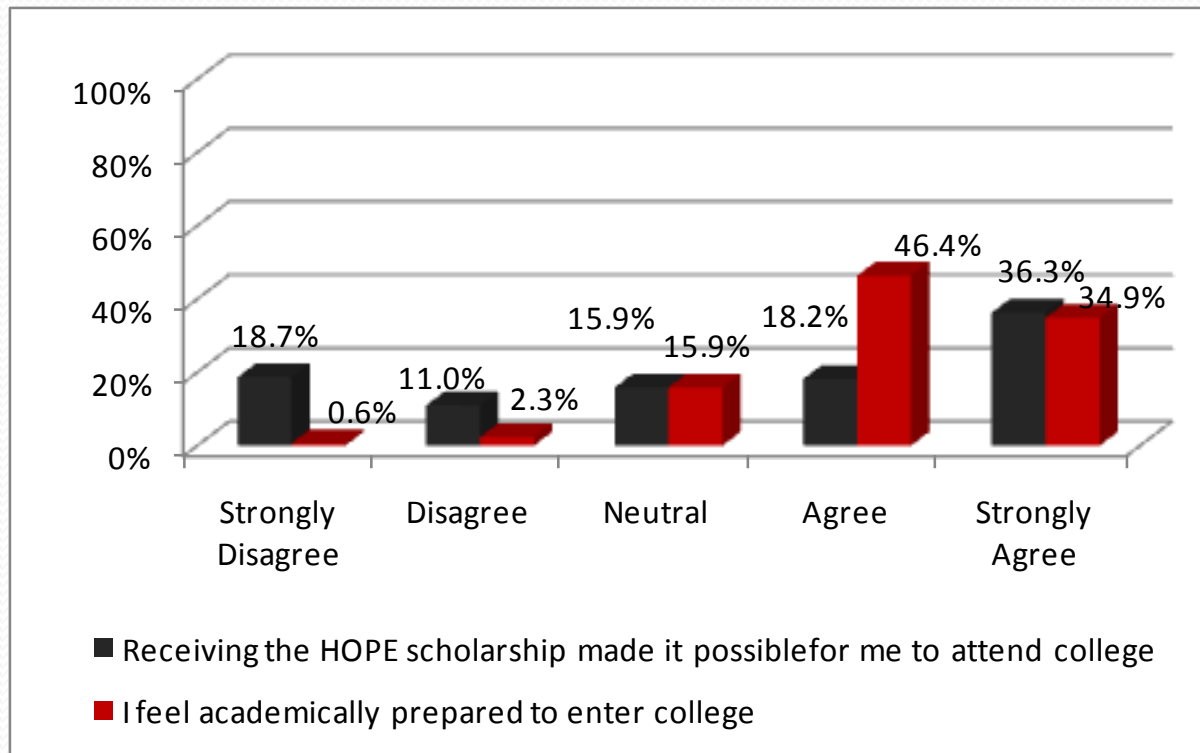


# Overall Perceptions

# 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

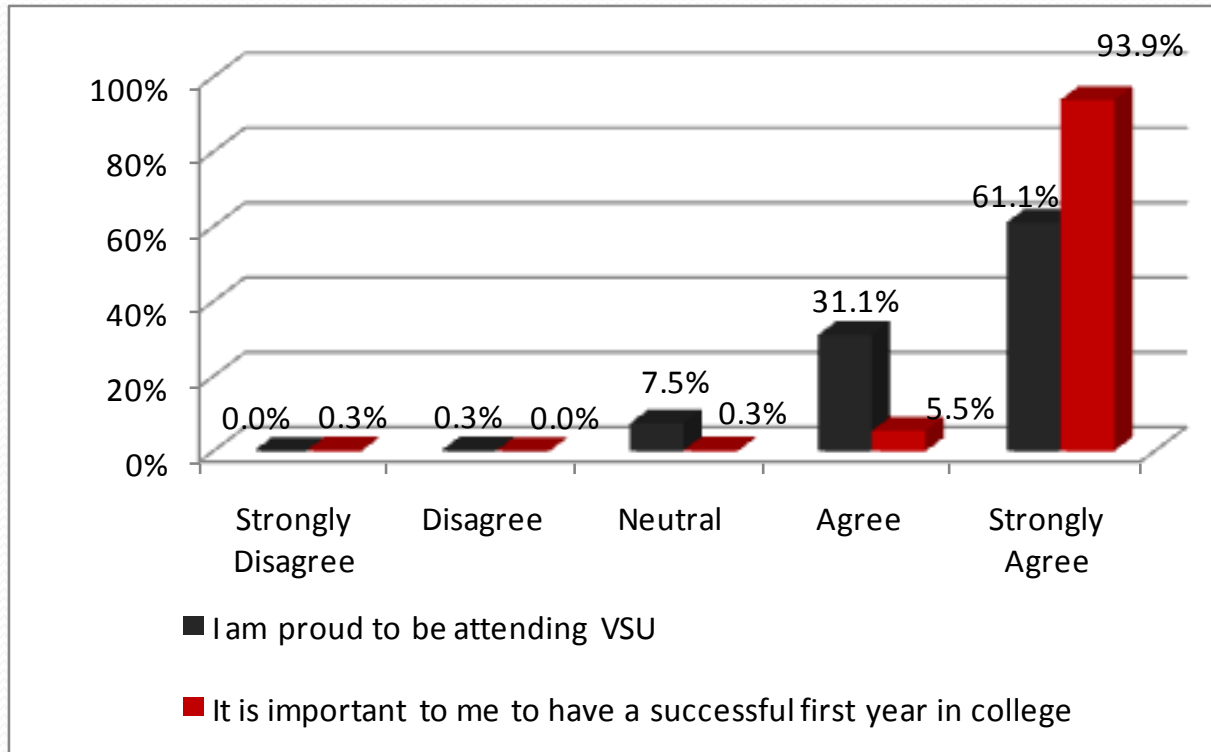


Source: VSU SRA Office, May 2010.

# 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

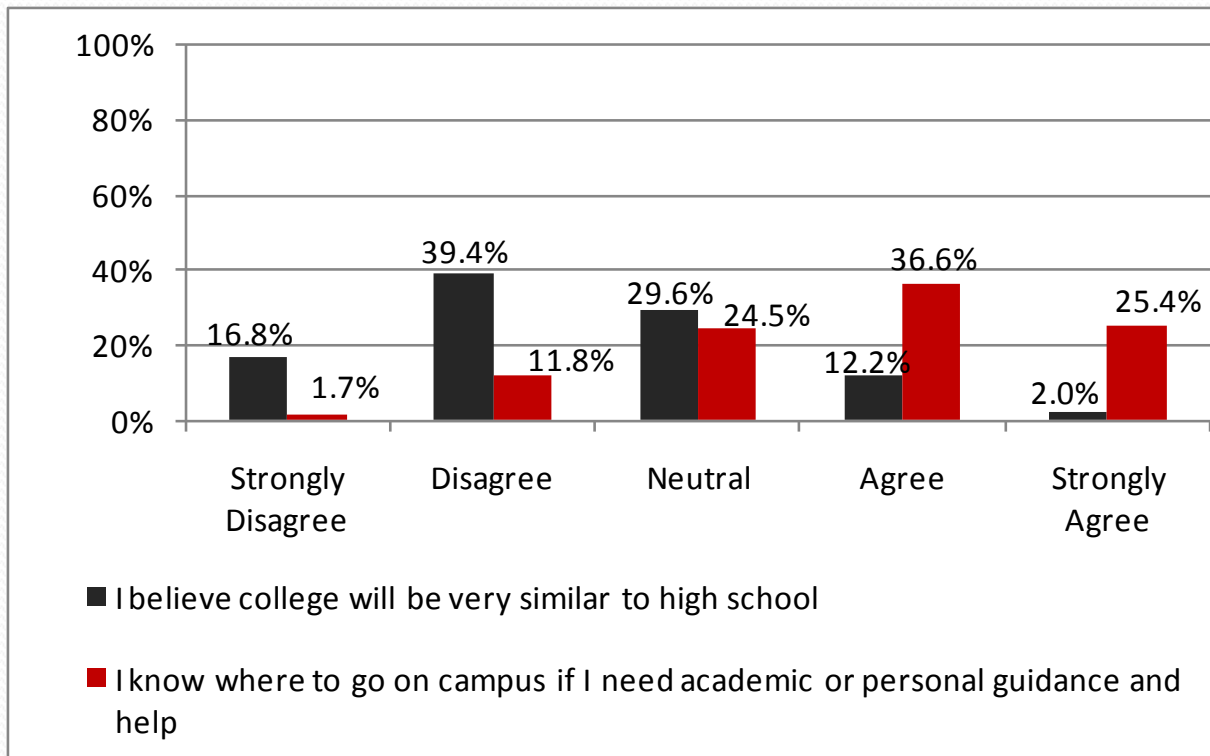


Source: VSU SRA Office, May 2010.

# 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

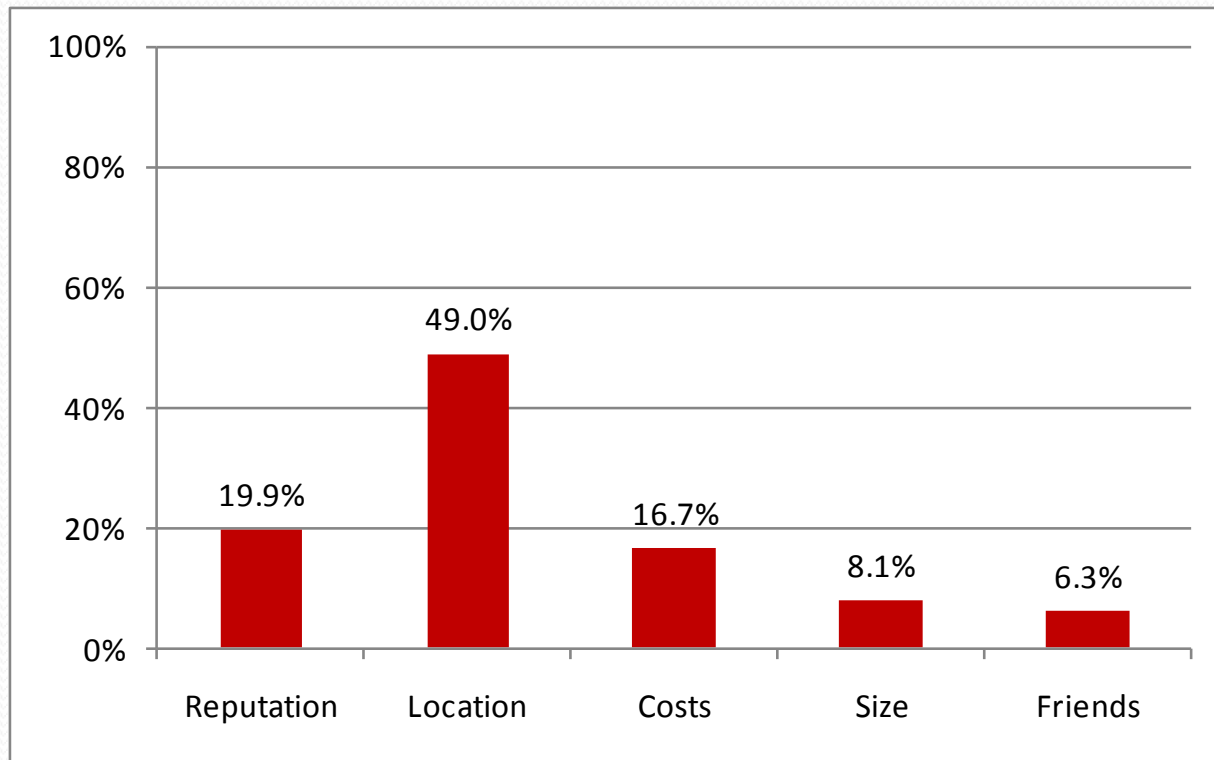


Source: VSU SRA Office, May 2010.

# 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?



Source: VSU SRA Office, May 2010.

# 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

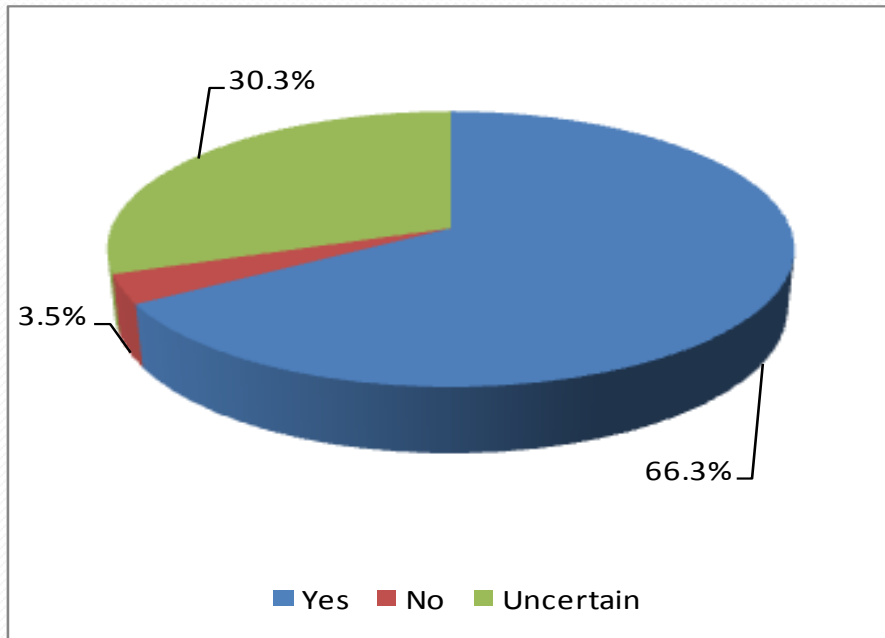
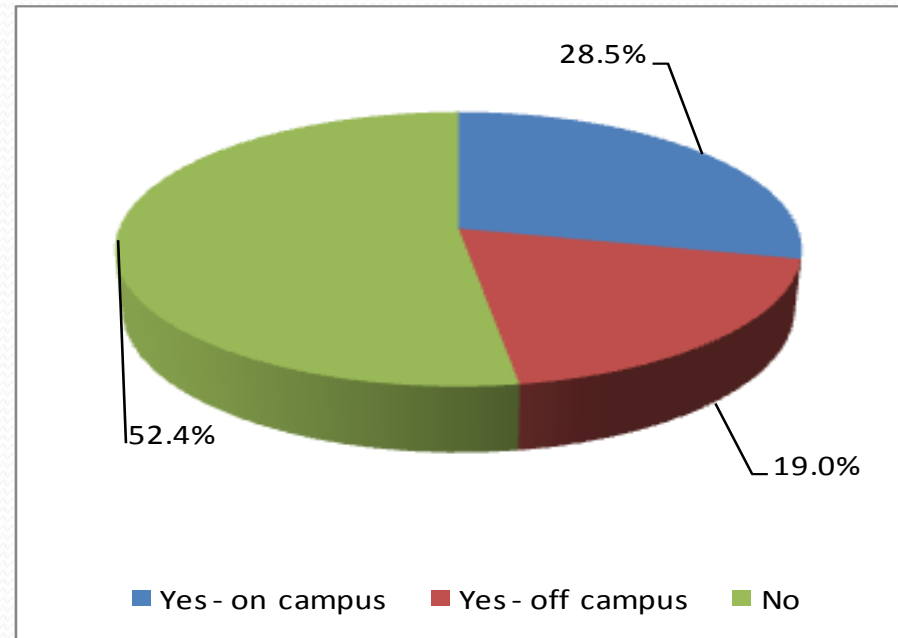


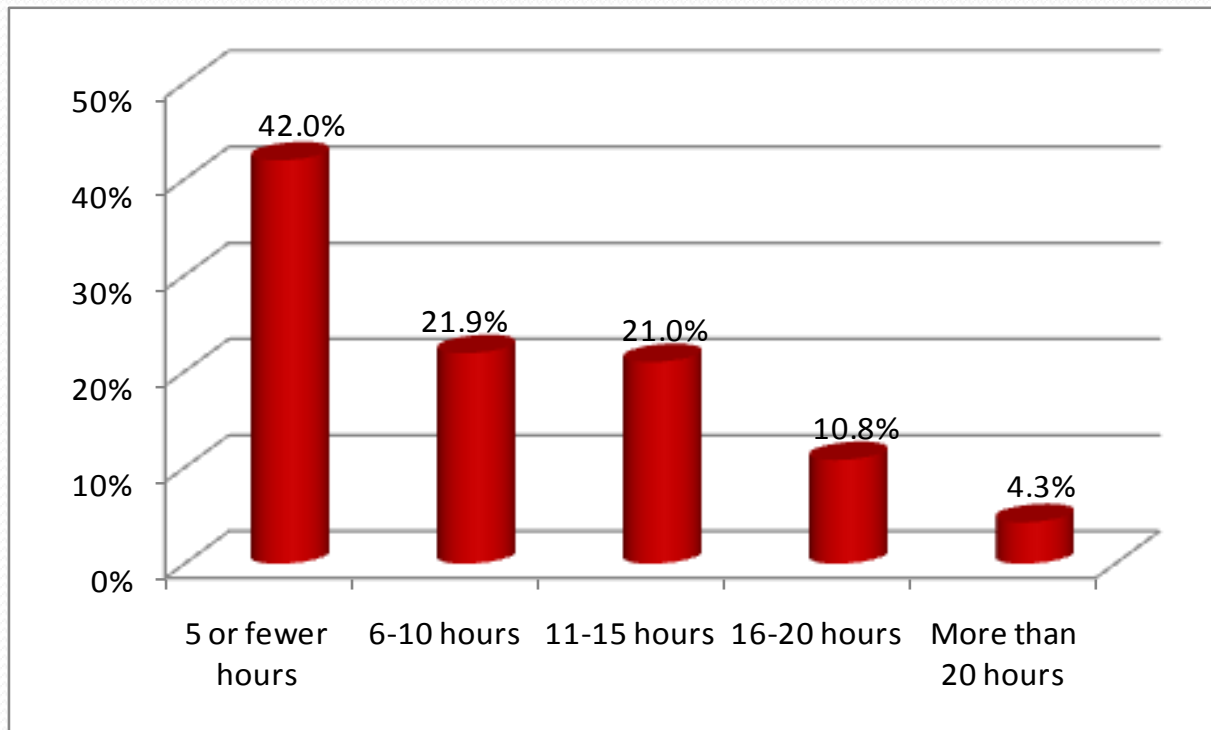
EXHIBIT 75: DO YOU PLAN ON WORKING DURING YOUR FIRST SEMESTER?



# 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.

EXHIBIT 76: IF YOU PLAN TO WORK DURING YOUR FIRST SEMESTER AT VSU, HOW MANY HOURS PER WEEK DO YOU EXPECT TO WORK?



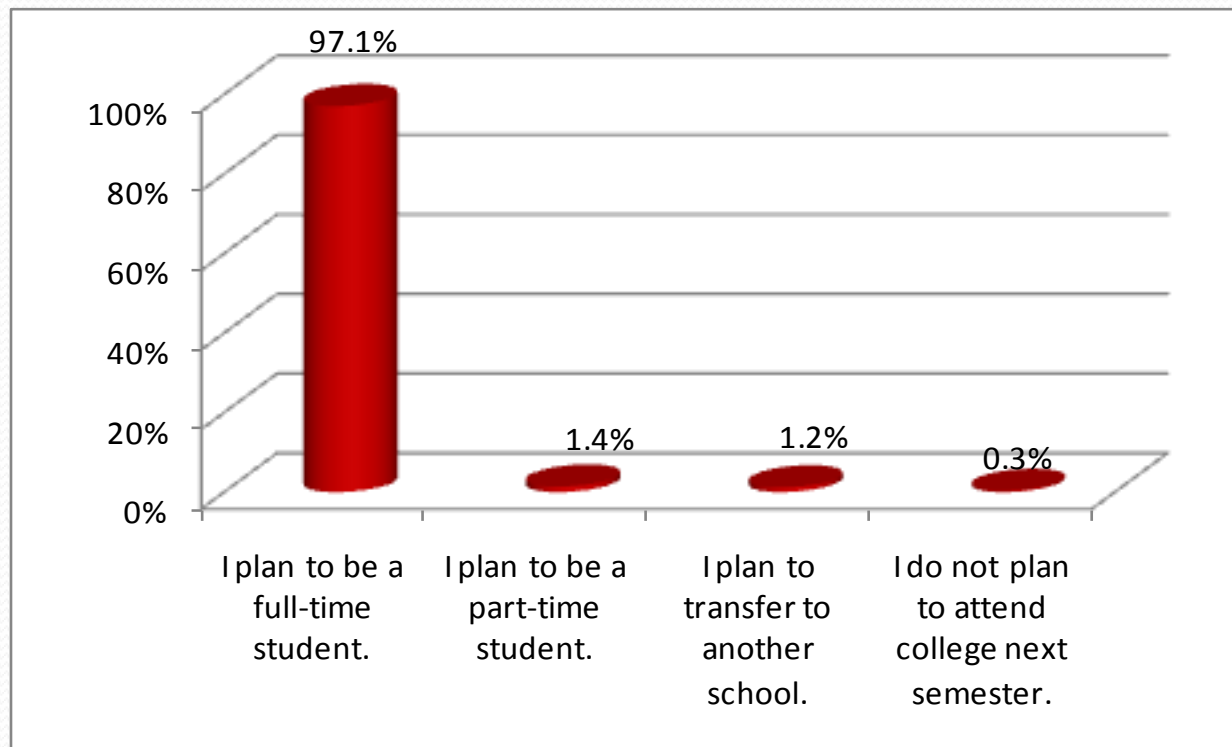
Source: VSU SRA Office, May 2010.



# 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?



Source: VSU SRA Office, May 2010.

# 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

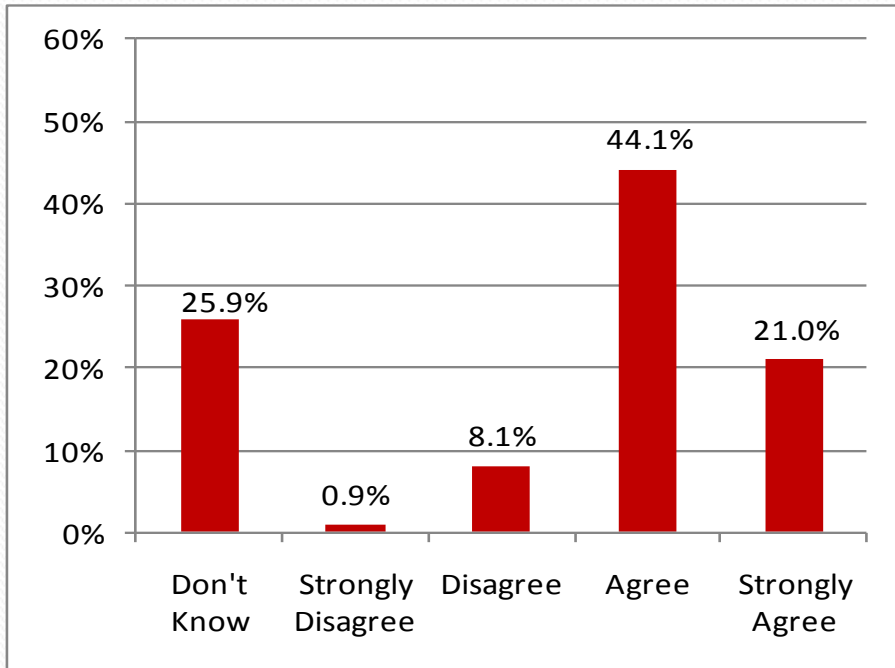
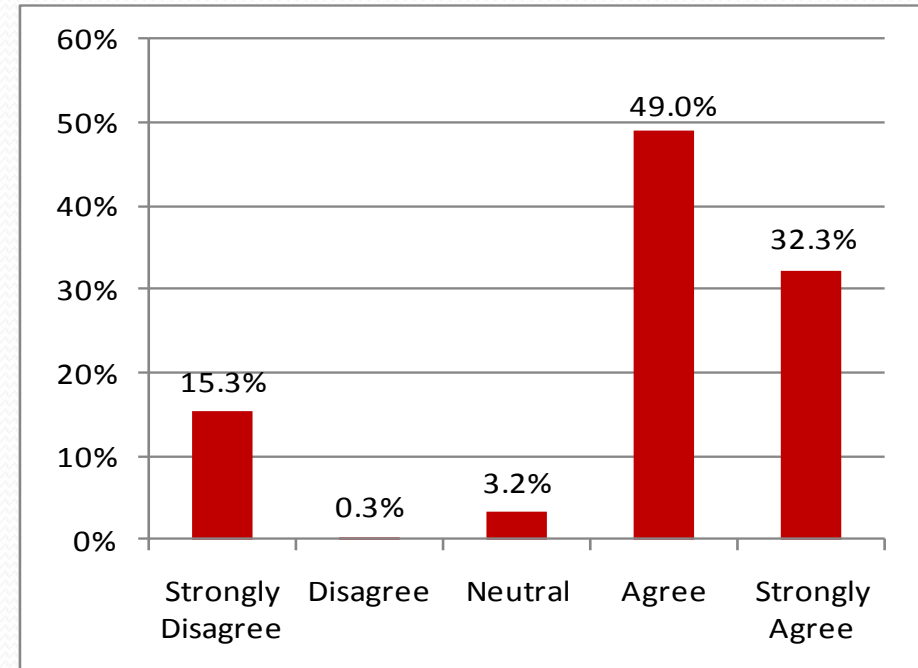


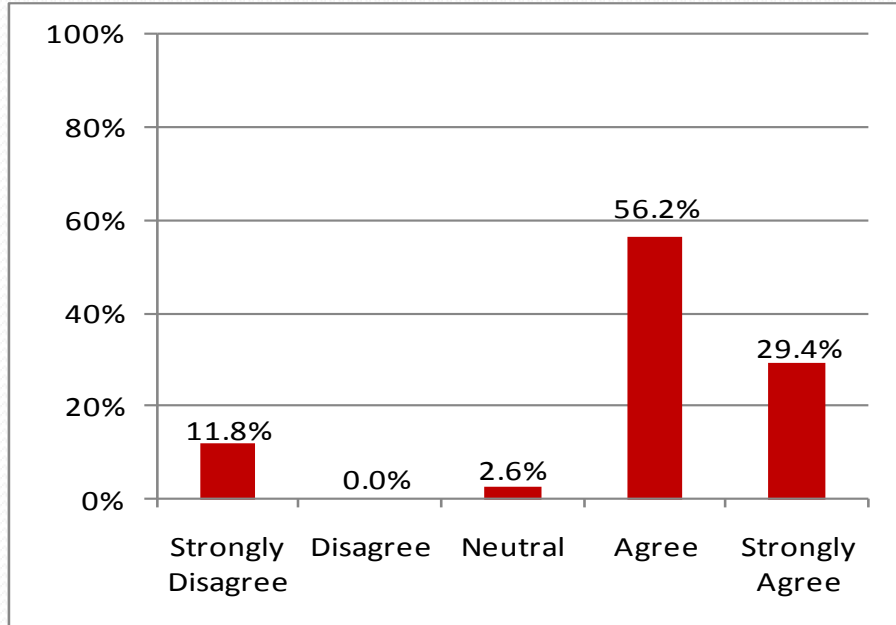
EXHIBIT 79: I HAVE THE NECESSARY SKILLS TO DO RESEARCH IN MY MAJOR



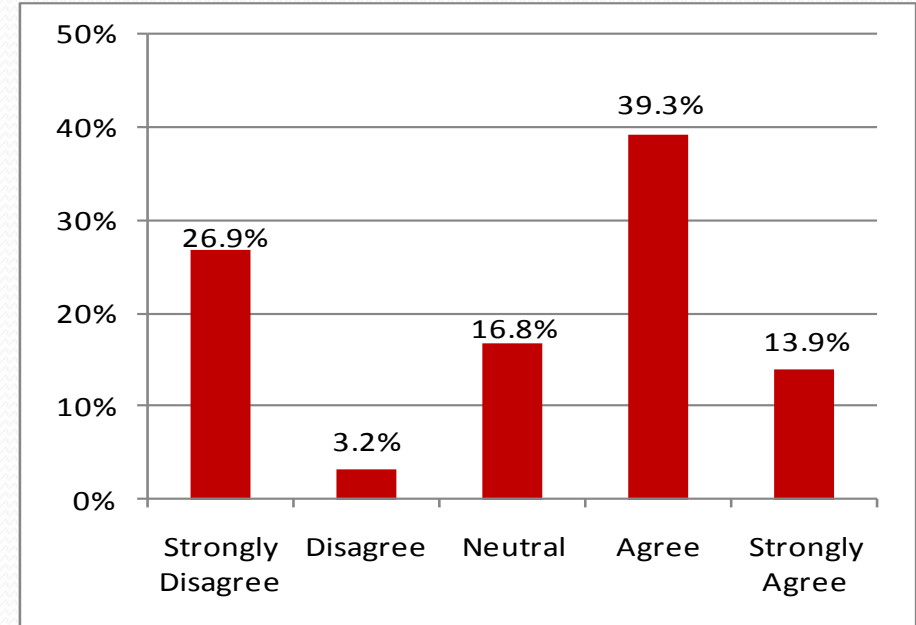
# Overall Perceptions

- 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 setting 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.

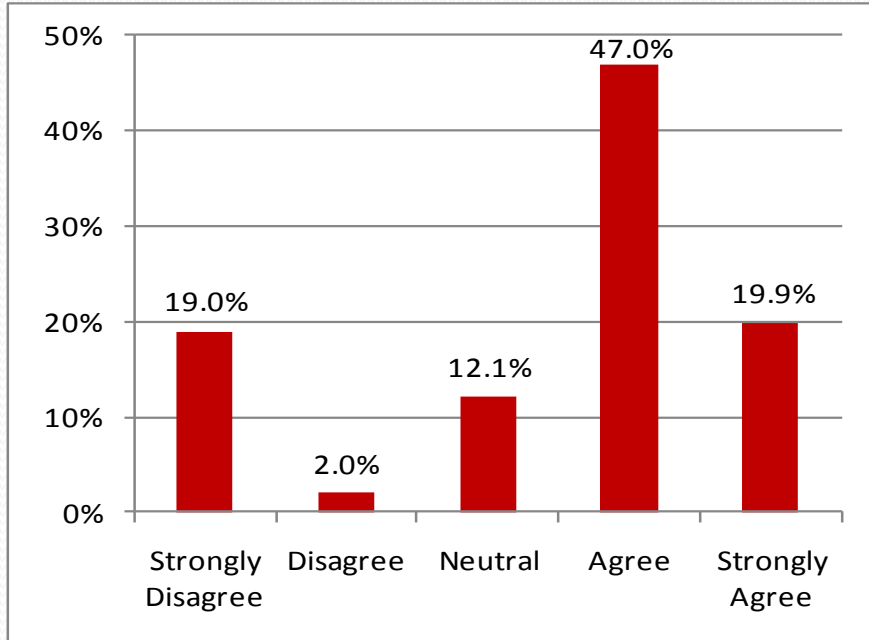


EXHIBIT 83: I FEEL CONFIDENT ORALLY PRESENTING PROJECTS BASED UPON RESEARCH WITHIN MY MAJOR.

