

Survey of 2008 Freshmen at CSU Executive Summary

In September 2008, the Office of Undergraduate Studies at Cleveland State University conducted a survey of students enrolled in the *Introduction to University Life* course. Administration of the survey yielded a 69% (679 out of 979) response rate after students' drop/add status was considered. The primary purpose of the survey was to collect information for a grant proposal in support of the TRiO/SSS program on campus.

The majority of parents do not have a 4 year degree

Percentage of students reporting parents with less than a 4 year degree

- 68% of male parents
- 71% of female parents
- 58% of both parents

Low participation in summer academic enrichment programs

- 75% of students did not participate in any program
- Fewer first generation students were involved in summer enrichment programs, especially in math-related programming (3% for first generation compared to 8%)

Students report increased time spent studying in college compared to high school

- The number of hours students report studying outside of class increases from high school to college. Fewer students study five hours or less a week and more study six or more hours a week. First generation students spent slightly more hours studying than non-first generation students.

<i>Hours</i>	<i>% of students in High School</i>	<i>% of student in College – Fall '08</i>
None	10%	2%
1-5	63%	42%
6-10	21%	37%
11+	6%	10%

The majority of students expect to need academic assistance – especially in math

- Only 18% of students do not expect to need any academic help
- 45% of students believe they will need help in mathematics
- 23% of students believe they will need help in writing
- First generation students are more likely to expect the need for help

The majority of students had not met with a tutor or participated in a study group

- 81% had not met with tutor
- 64% not participated in a study group

More than one-half of students had missed class at least once

- 46% of students reported missing class 1-2 times
- 13% reporting missing class 3 or more times
- More first generation students (63%) had missed at least one class than non-first generation students (54%)

The majority of students had contacted their professor

- 60% of students said they had called or emailed their professors with a question

Very high ownership of personal computers

- Fewer than 10% of CSU freshman students did not have a personal computer (laptop or desktop). Approximately one-half of these students used the laptops available from mobile campus. First generation students were slightly more likely not to have a computer but were more likely to use the mobile campus.

The majority of students work

- 56% of all students surveyed are employed
- Of these students 55% work more than twenty hours or more per week

First generation students are more likely to work off campus and for more than 20 hours per week

<i>Work Status</i>	<i>% of First Generation Students</i>	<i>% of Non-first Generation Students</i>
Work	60	50
Work off campus	45	53
More than 20 hours	36	24

Students expect to experience some or quite a bit of difficulty with finances, academics, and balancing responsibilities

- 73% of students expect financial difficulties
- 65% of students expect academic difficulties
- 63% of students expect difficulties in balancing responsibilities

Getting a job and gaining skills are the most common reasons for seeking a degree

- 62% of students said they need a degree for a good job
- 37% of students said they wanted a degree in order to gain skills and knowledge

Fewer than one-half of students say they will restrict after-graduation job search to Ohio

- 44% of students were planning to live and look for employment within the state of Ohio but 30% were unsure
- First generation students would more likely focus their attention within the state of Ohio (48%) than non-first generation students (39%)

Students believe improving the city of Cleveland and the Northeast Ohio region is important

- 64% of all students said improving Cleveland and NE Ohio was very or somewhat important

**Introduction to University Life
TRiO/SSS Grant
Survey Results
Fall 2008**

Introduction

In September 2008, the Office of Undergraduate Studies at Cleveland State University (CSU) conducted a survey of students enrolled in the *Introduction to University Life* course during Fall 2008. The primary purpose of the survey was to collect information for a grant proposal in support of the TRiO/SSS program on campus. Furthermore, the survey was conducted to provide insight into new students' motivation for wanting a degree, academic preparedness, connection with the Cleveland Metropolitan area, and factors that may impact their academic success at CSU.

The survey was administered to several sections of the freshman orientation course toward the beginning of the Fall 2008 semester. These classes are comprised of nearly 1,000 students. Administration of the survey yielded a 69.4% (679 out of 979) response rate after students' drop/add status was considered. Analyses of the data are provided below, along with graphs and appendices to aid understanding, and support findings.

Findings

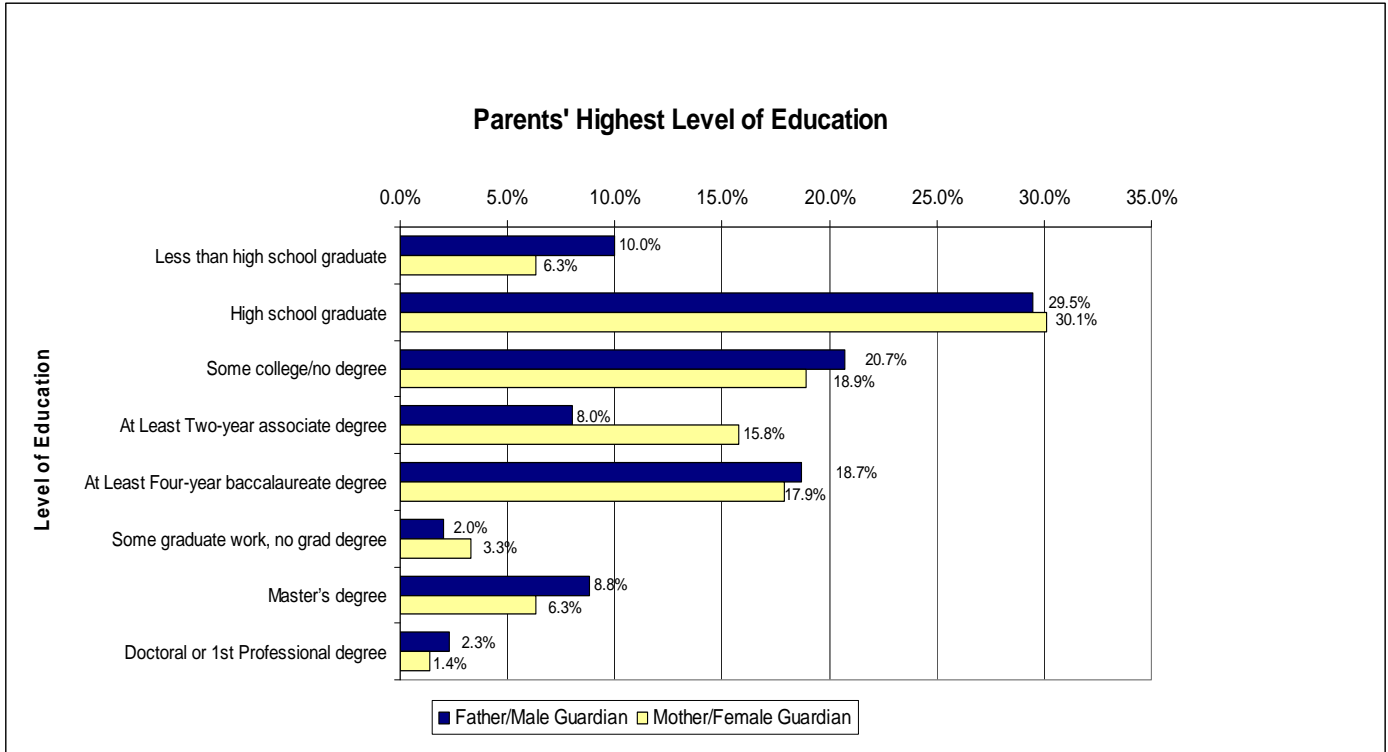
Please indicate (✓) the educational attainment of your parents and/or guardians.

Graph 1 & 2: Respondents were asked to provide their parents' (or legal guardians') highest level of educational attainment. The results by gender and level are shown in Graph 1. The second graph categorizes this information into two groups: Parents with less than a four year degree, and parents with a four year degree or higher level of education. These categorical references were developed in order to identify respondents who may potentially be eligible for services provided by the TRiO/SSS program. One of the criteria for eligibility is that the student must be a first generation student. That is, *both* parents must have less than a four year baccalaureate degree.

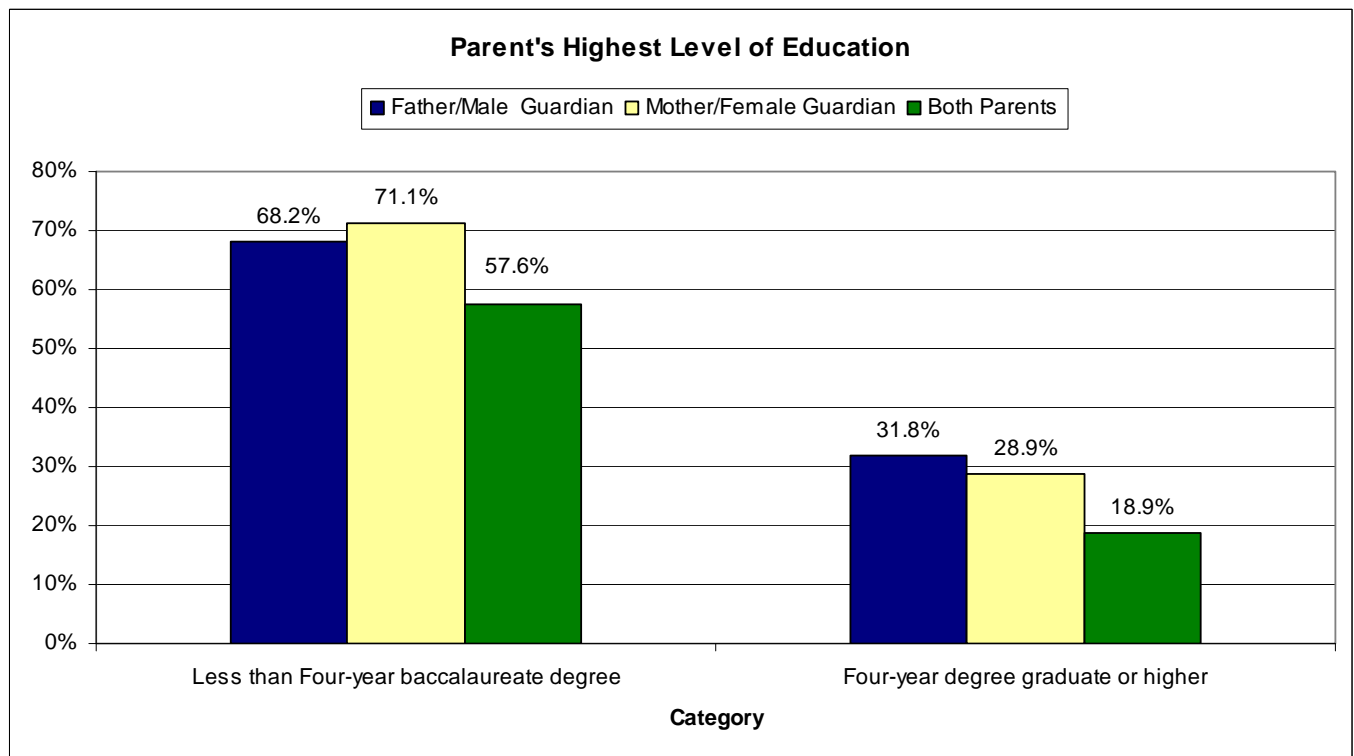
Appendix D provides more comprehensive detail of this group by providing a comparison of first generation students with non-first generation students to determine if their responses differed. First generation students' responses are indicated in (parentheses) next to the non-first generation students response rate for each question. The number of first generation students was 369 out of 641 students who responded to the leading question about highest level of parental education, or 57.6%. The survey results for first generation participants will be mentioned throughout this narrative in comparison with respondents who are not first generation.

Data regarding parental educational attainment showed that 68.2% of male parents achieved less than a 4 year degree, and 71.1% of their female counterparts held less than a four year degree. Thus, 31.8% of men held at least a 4 year degree, and fewer women (28.9%) held the same 4 year degree or higher level of distinction. When both parents education was considered collectively, more than one half (57.6%) of *both* parents had not obtained a four year degree, 18.9% had at least a four year degree, and 23.6% of respondents' had one parent classified in one category, and the other parent in the other category.

Graph 1



Graph 2

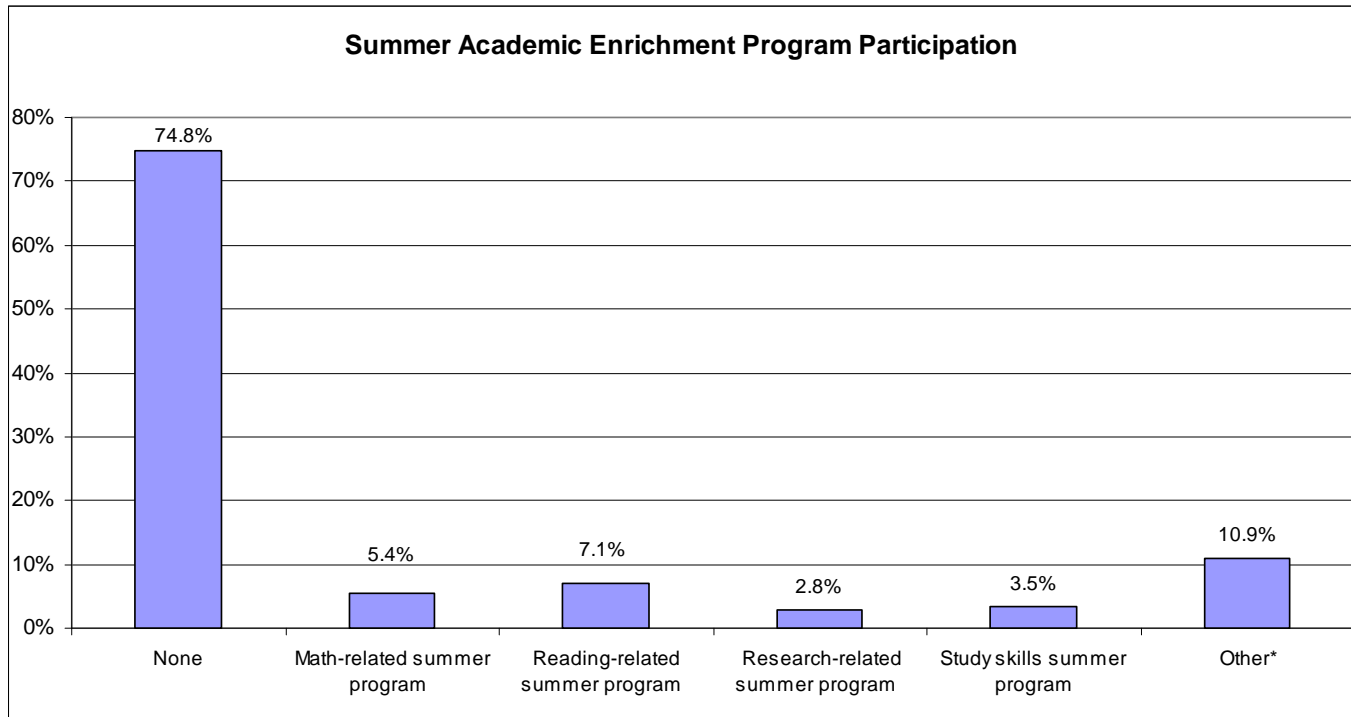


In addition, 23.6% of students have one parent/guardian with less than a four year degree, and the other one with a four year degree or higher level of attainment.

1.) In which of the following summer academic enrichment programs have you participated (Programs can be associated with a library, church, community organization, high school, community college, university, or camp environment)?

Q. 1. Graph 3: Approximately three-fourths of respondents did not participate in any summer academic enrichment program. Students who participated in such programs were most likely involved in reading-related events (7.1%), followed by math (5.4%), study skills (3.5%), and research-related (2.8%) programs. When first generation student participation is compared with students who are not first generation, the results indicate that first generation students were involved in fewer summer enrichment programs, especially in math-related programming.

Graph 3

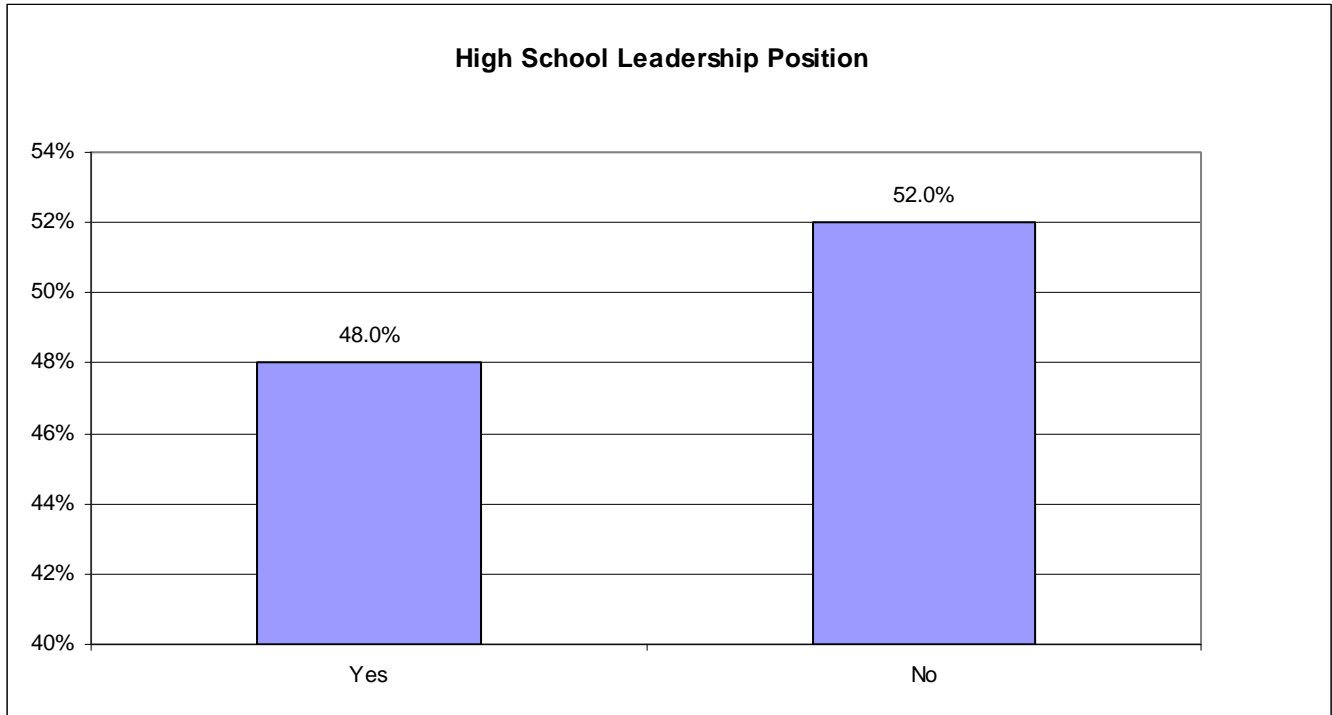


*See Appendix A for list of other programs.

2.) In high school, did you hold a leadership position in a club or organization?

Q. 2. Graph 4: Students who held a leadership position in high school capped out at 48%. There was essentially no difference in leadership participation (48.8%) for first generation students.

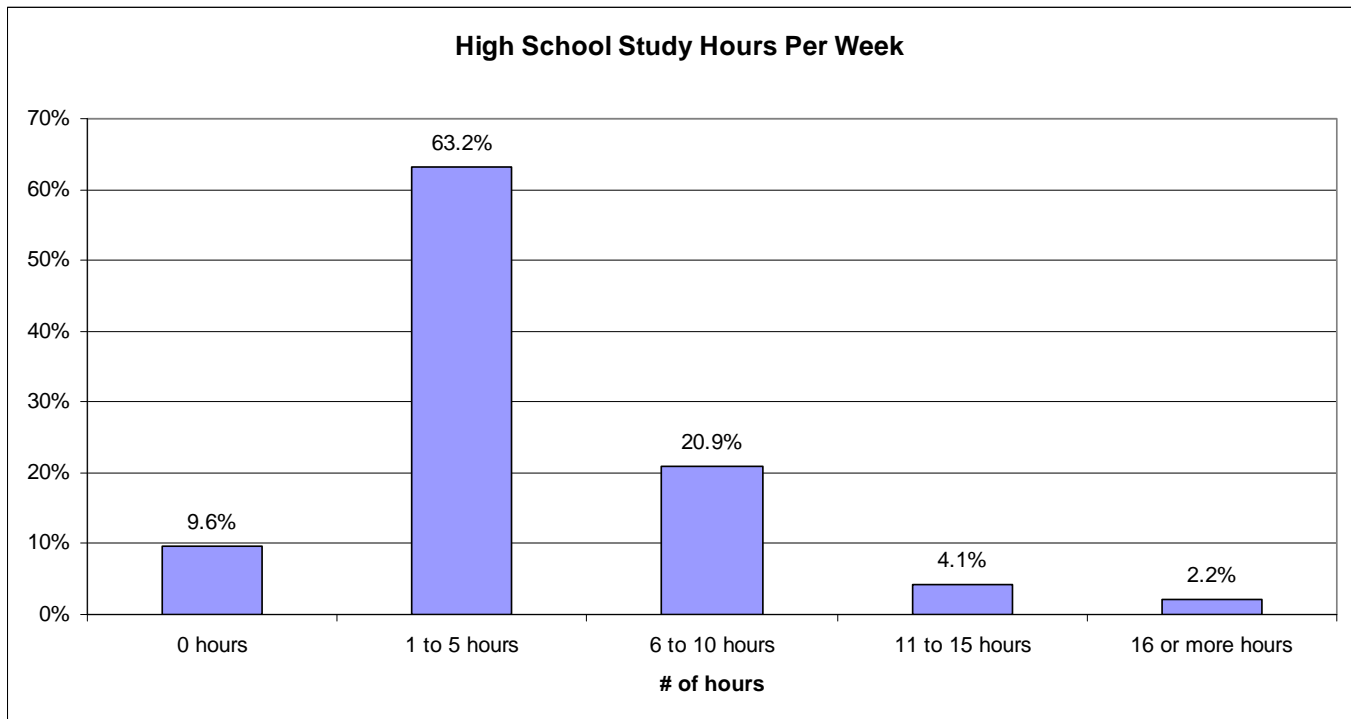
Graph 4



3.) In high school, how many hours did you study in an average week?

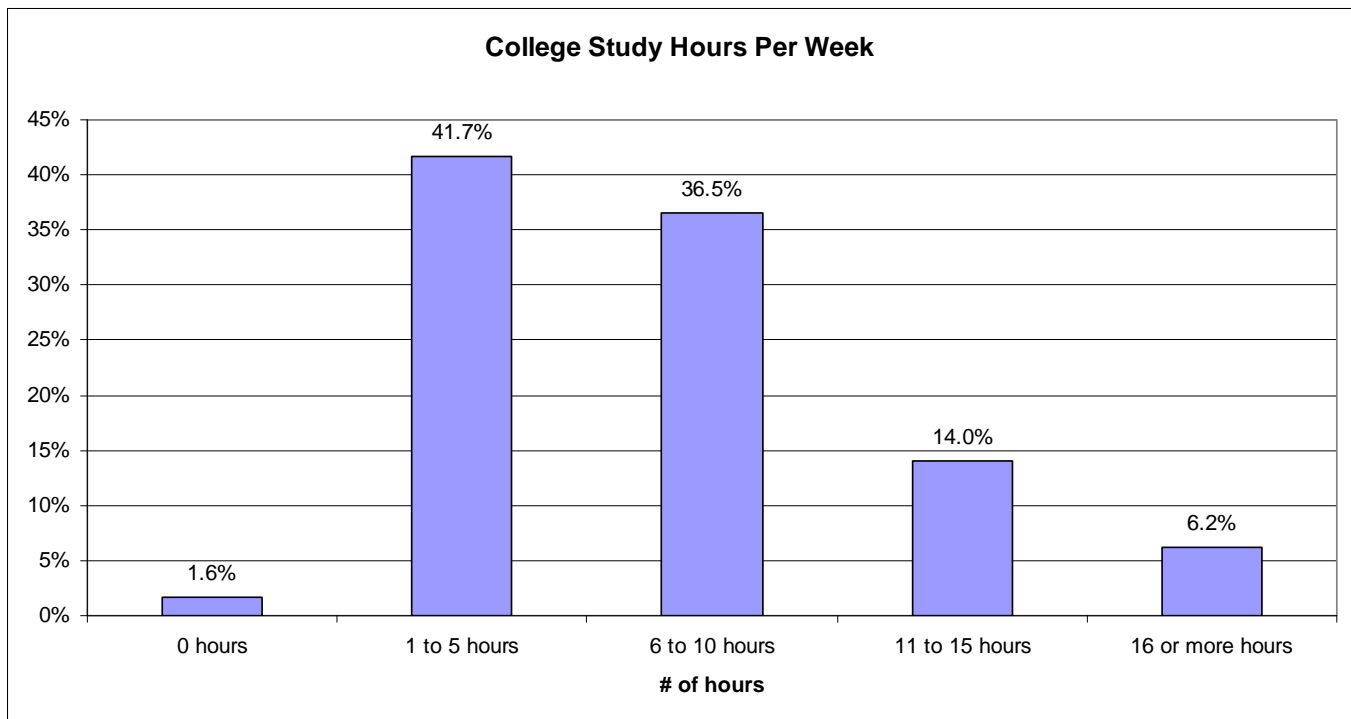
Q. 3 & 4 Graphs 5 & 6: On average, 63.2% of respondents studied 1 to 5 hours per week, and 20.9% studied 6 to 10 hours in high school outside of class. The number of hours students in college study outside of class increased. Students studying 1 to 5 hours per week drops to 41.7%, while the numbers of students studying 6 to 10 hours increased from 20.9% in high school to 38.5% in college. As Graphs 4 and 5 indicate, increases were also seen in the 11 to 15 hours, and 16 or more hours categories once students entered college. First generation students tended to study more in high school than non-first generation students. However, once in college, all students reported an increase in the number of hours dedicated to studying.

Graph 5



4.) How many hours do you devote to studying outside of class each week in college?

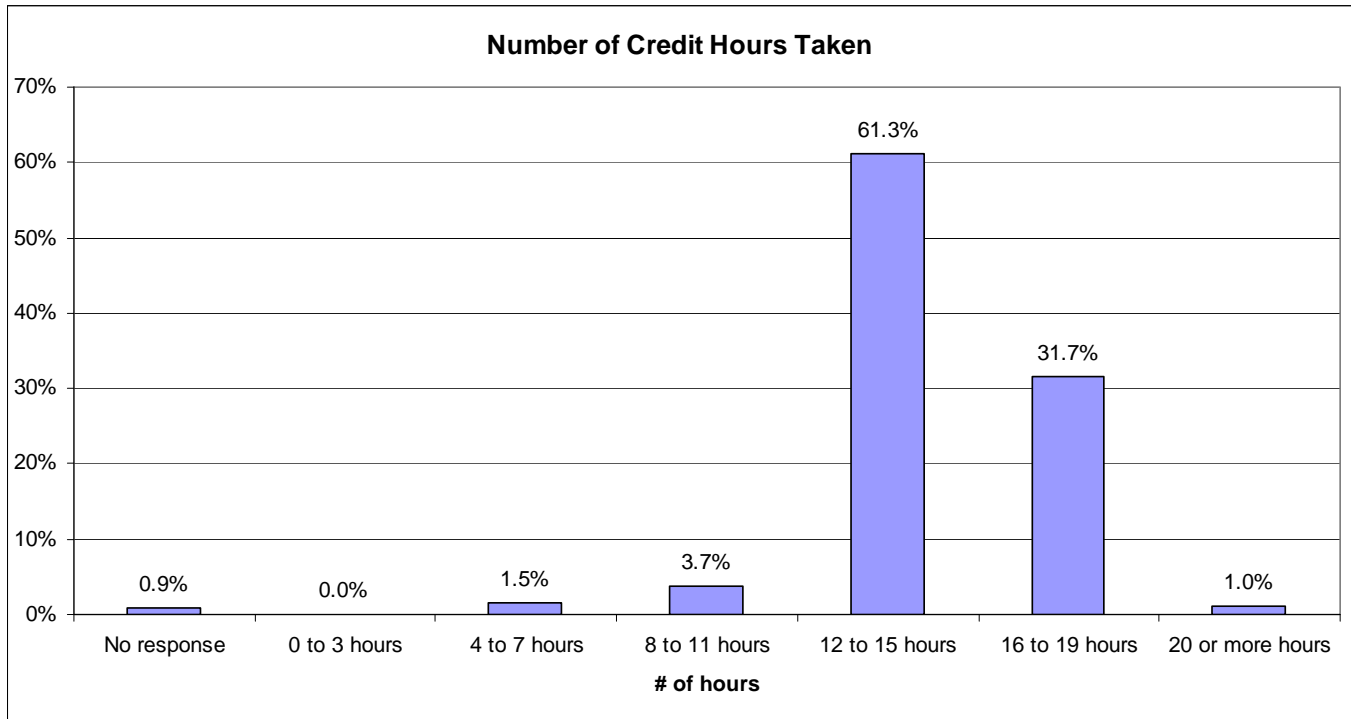
Graph 6



5.) How many credit hours are you taking this semester?

Q.5. Graph 7: The majority of the students surveyed (61.3%) are taking the typical undergraduate full time course load of 12 to 15 credit hours in college. In addition, first generation students (34%) are equally as likely to take a heavier course load of more than 15 credit hours as non-first generation students (35%).

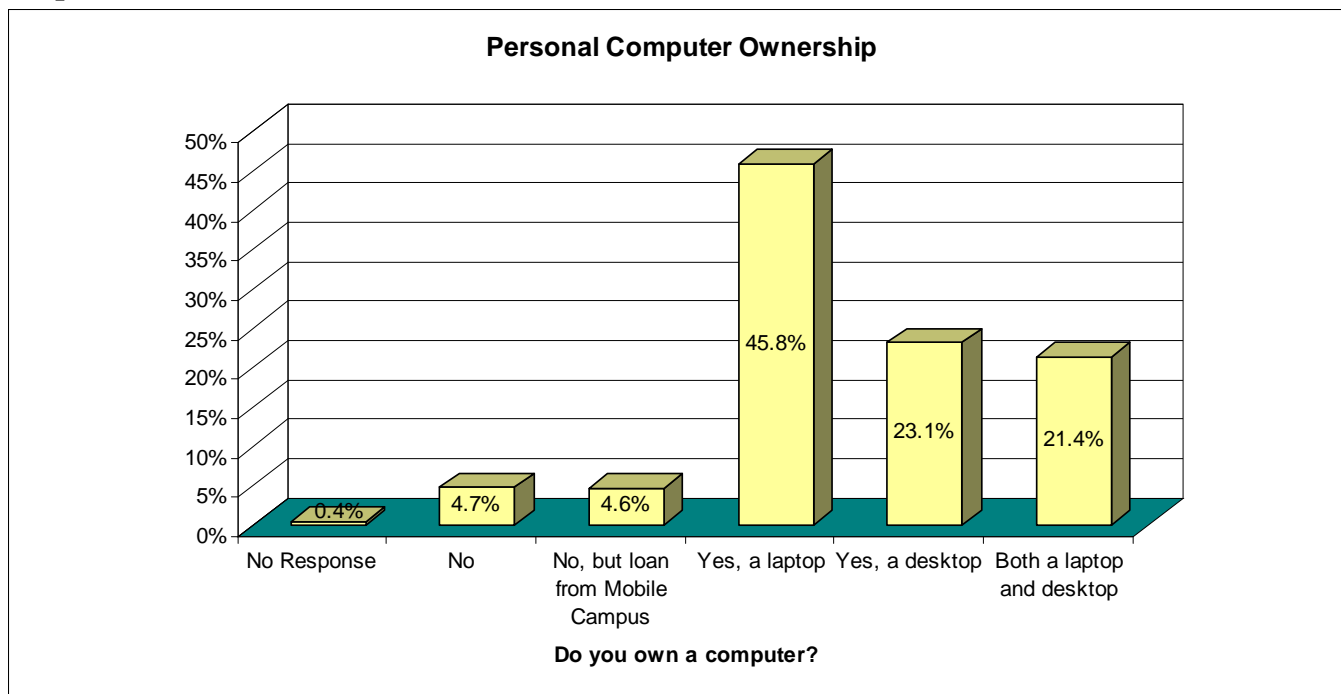
Graph 7



6.) Do you have a computer for your personal use?

Q.6. Graph 8: Computer access amongst students is high on campus. Nearly one-half (45.8%) of all students surveyed are using a laptop. Another 23.1% utilize a desktop, and 21.4% have both a laptop and a desktop available. Very few (4.7%) have no computer at all for personal use. A small percentage of students (4.6%) take advantage of loaning a computer from Mobile Campus. The data indicate that fewer first generation students have access to computers of any type (90.8%) than their counterparts (92.3%), but are more inclined to loan a laptop from Mobile Campus.

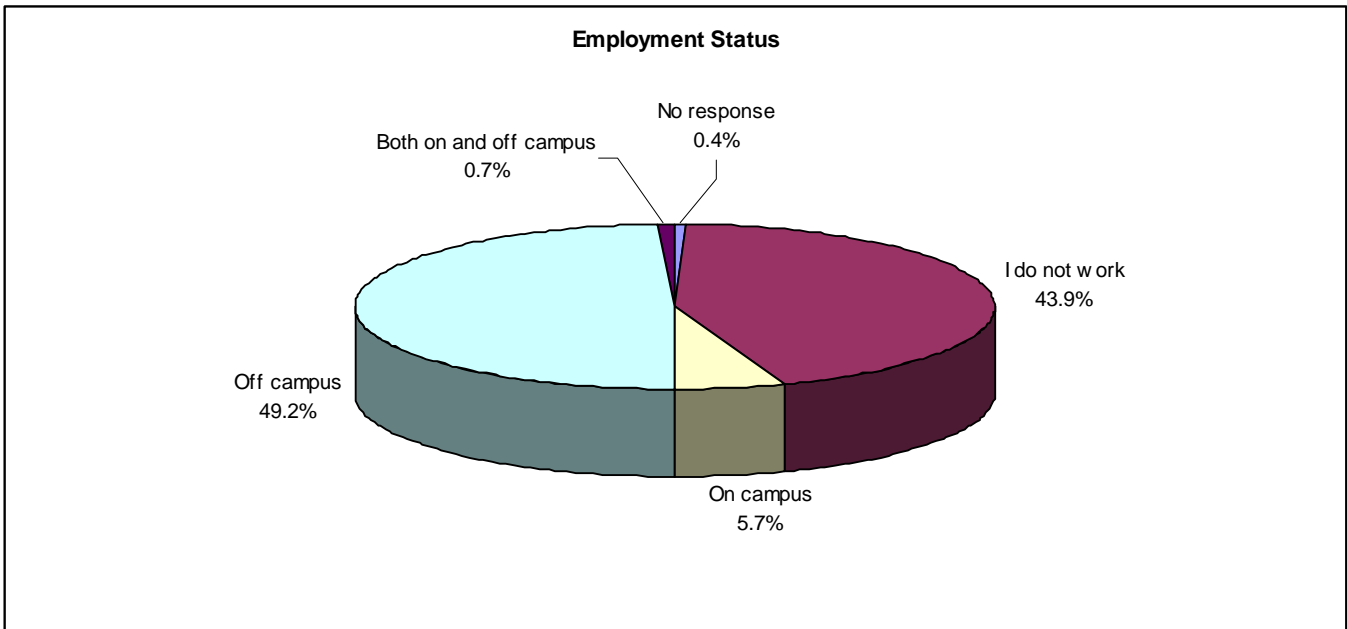
Graph 8



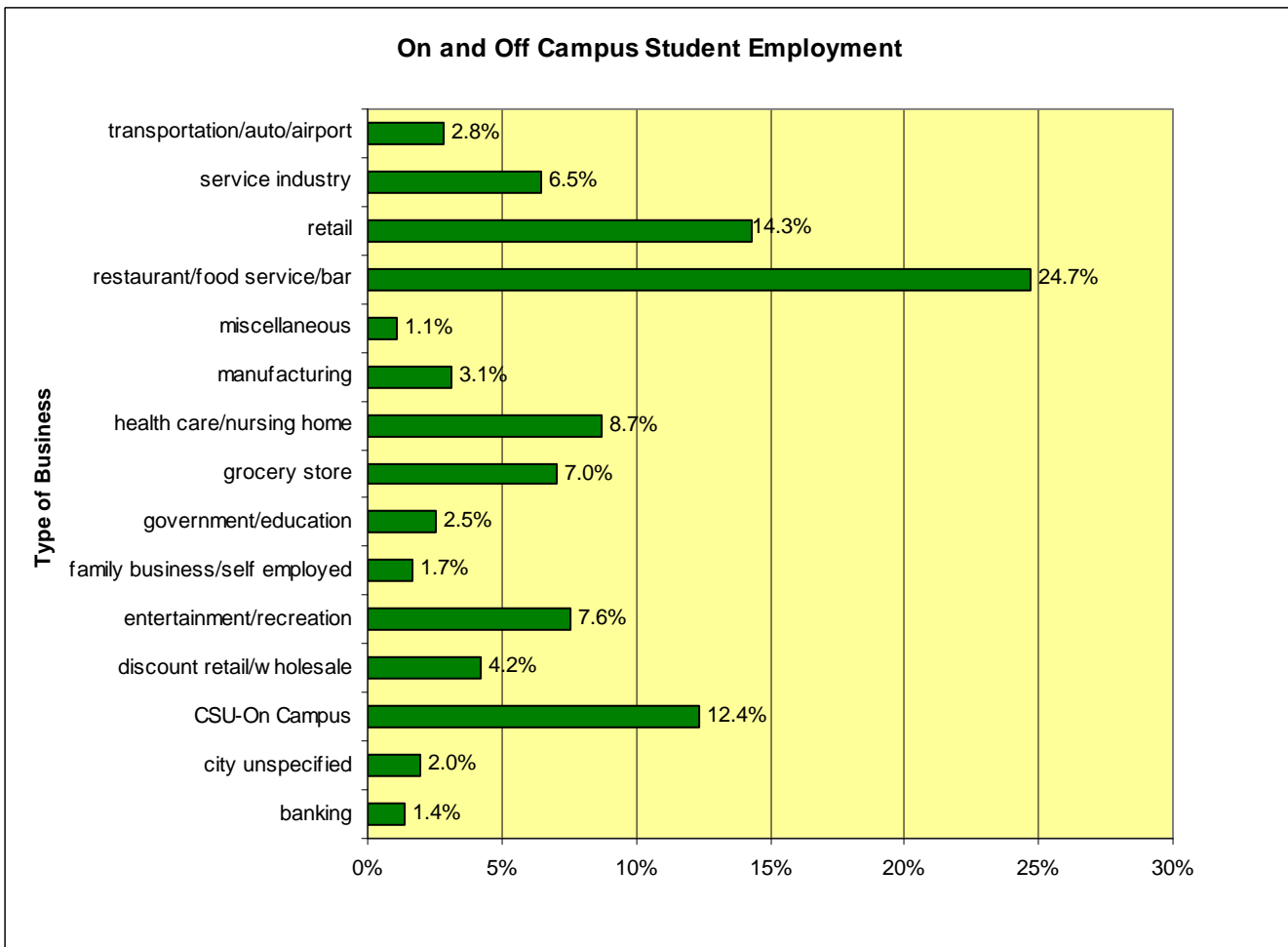
7.) Do you currently have a job? If so, where?*

Q. 7 & 8 Graphs 9-11: More than one-half (55.6%) of students surveyed are employed. Approximately, 54.8% of these students work twenty hours or more per week, while the other 45.2% hold positions that are less than 20 hours per week. Among these working students, the majority (88.4%) has a job off campus. Some are employed on campus (10.3%), and a handful of students have a job both on and off campus (1.3%). Not only do over 60% of first generation students hold a job, but they are much more likely to hold a position that is 20 hours or more per week (59.5%) than non-first generation students (47.8%). Many respondents work in the food service industry (restaurant, bar, etc.), in retail stores, or on the CSU campus. Other students support themselves by working in a variety of other jobs such as in health care related facilities, or in the entertainment/recreation field. For ease of interpretation, Graph 10 provides a categorical breakdown of the types of businesses that employ these students. Appendix B provides a complete list of responses given by respondents.

Graph 9



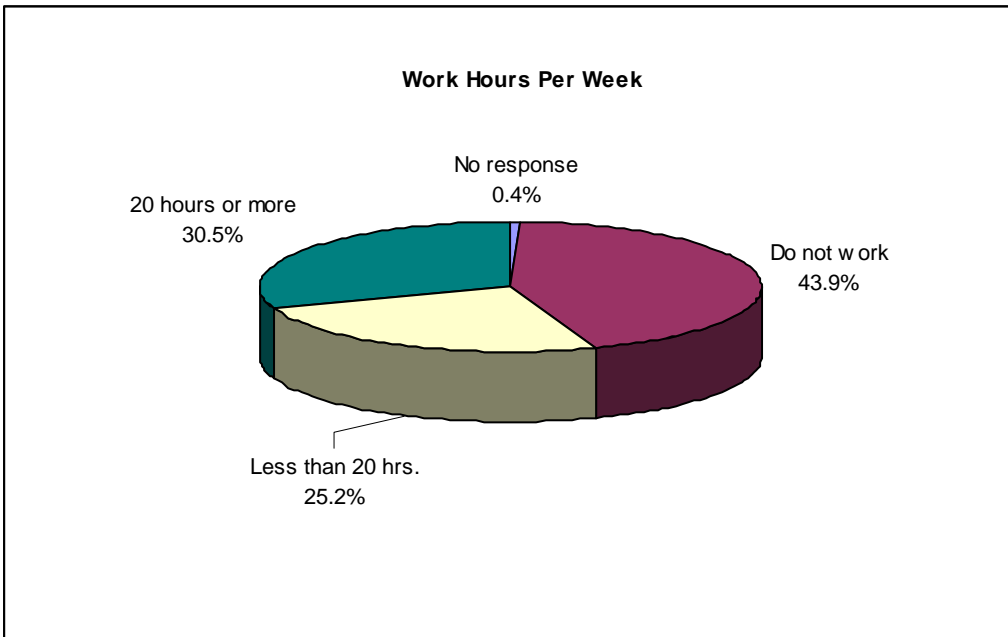
Graph 10



* See Appendix B for list of specific responses to this question.

8.) How many hours per week do you work?

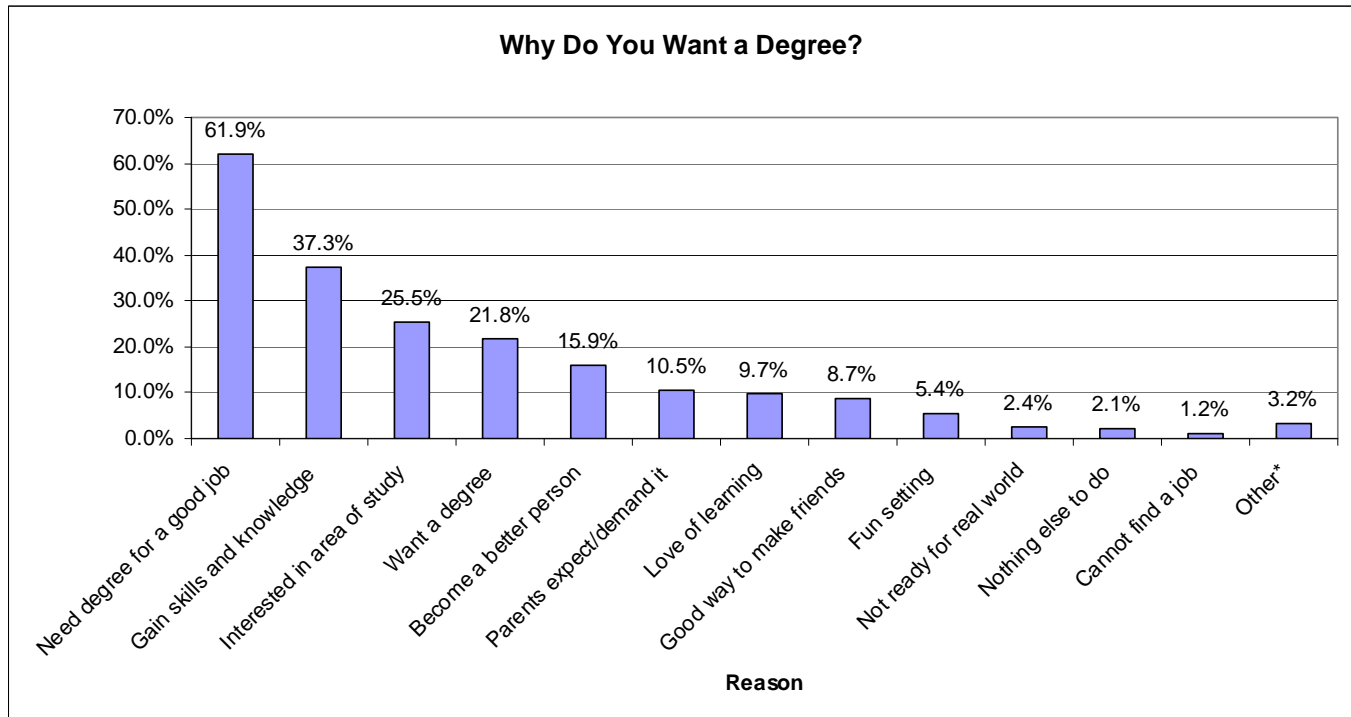
Graph 11



9.) What is your primary reason for wanting to obtain a university degree? (multiple choice)

Q. 9. Graph 12: The rationale given by students for wanting a degree is provided below in Graph 12. Although students were asked to provide the primary reason for wanting to obtain a university degree, many students selected multiple items. Therefore, this item was treated like a multiple choice question, and presented in rank order. The most prevalent reason for wanting a degree was “need degree for a good job” (61.9%). The second most important reason was “gain skills and knowledge” (37.3%), followed by “interested in area of study” (25.5%), and “want a degree” (21.8%). These motivations were consistent amongst all types of students.

Graph 12

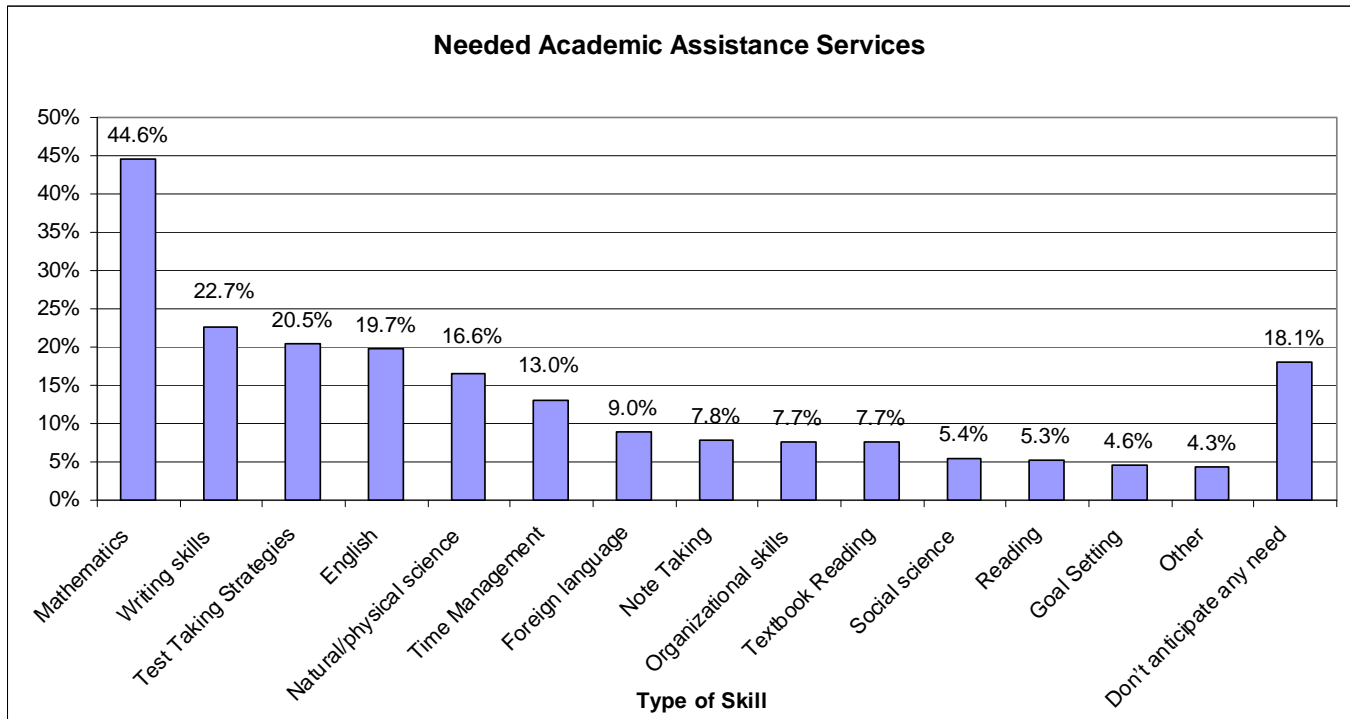


*See Appendix C for list of other reasons.

10.) If you anticipate needing academic assistance services such as tutoring while you are here at CSU, please check the area(s) in which you would need assistance. (multiple choice)

Q. 10. Graph 13: Students were asked if they anticipated the need for academic assistance while at CSU. Overall, 18.1% of students did not anticipate the need for assistance. For those who expected to need help, many selected more than one subject or skill set area. Thus, this item was also treated as a multiple choice question. Graph 13 provides the subject areas in order of popularity. Overwhelmingly, students believed that they need academic assistance in mathematics (44.6%), which is double the response of any other subject area. Improving writing skills was the second (22.7%) most common response, followed by Test Taking Strategies (20.5%), and English (19.7%). Interestingly, when first generation students were analyzed separately from non-first generation students, only 13% did *not* anticipate the need for help, as opposed to 26.1% of non-first generation students. In addition, they ranked Test Taking Strategies second after Mathematics, and above Writing skills and English in terms of need. Non-first generation ranked these subjects in the following order: Mathematics, Writing skills, English and Test Taking Strategies.

Graph 13

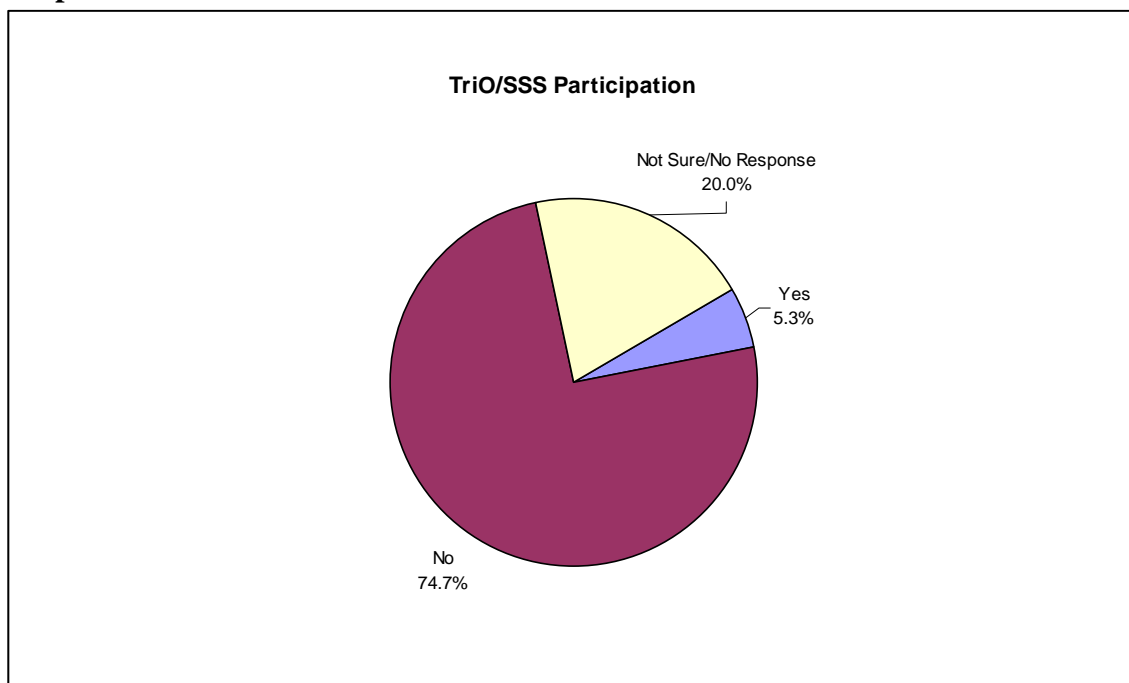


*See Appendix C for list of other areas.

Are you in the TRiO/SSS program at CSU?

Q. 11. Graph 14: When asked if they were in the TRiO/SSS program at CSU, 5.3% of students confirmed their participation in the program, leaving 74.7% that stated they were not in the program, and 20% who indicated they were not sure if they were in the program. Perhaps the “not sure” response is the most introspective statistic to ponder. Some instructors commented that at least one student in each section of their orientation course asked what the TRiO/SSS program was during administration of the survey. Such feedback may be an indication that broader education is needed on campus to ensure dissemination of key information, not only about TRiO/SSS, but also about any available program that is designed to cultivate academic success in potentially at risk students. The data indicate that even first generation students (18.7%) were unaware of the program.

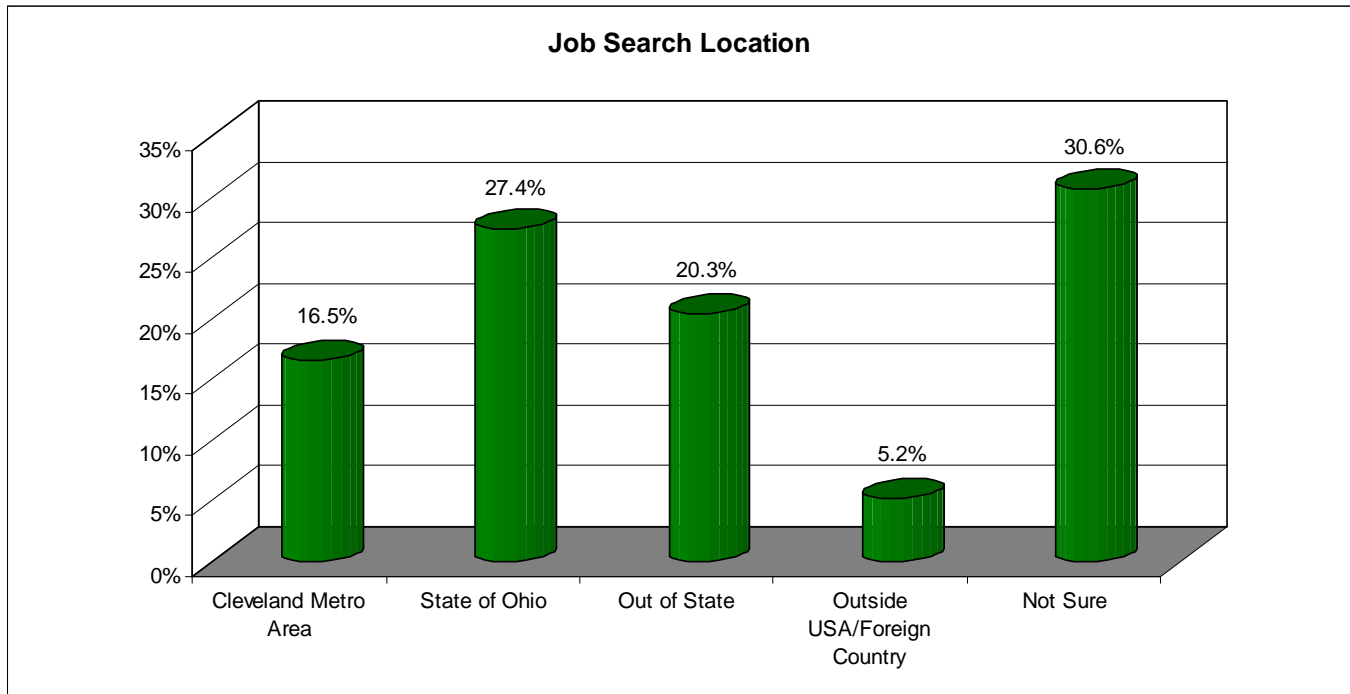
Graph 14



12.) Upon graduation, where will you most likely live/search for employment?

Q. 12. Graph 15: When asked where they would most likely live and/or search for employment upon graduation, many students were unsure (30.6%). This uncertainty was further highlighted in other responses given in that some students selected multiple choices for this question. Since the search for employment outside of the Cleveland Metropolitan area was a possibility amongst the respondents, a decision was made during scoring of the question to record only the most far reaching choice in terms of distance. For example, if a student selected “State of Ohio”, and “Out of State”, only “Out of State” was recorded in the data. Based on this assumption, about 44% of students were planning to live and look for employment within either the Cleveland Metropolitan area, or the state of Ohio. Another 20% of students would look outside the state of Ohio, while the remaining students would consider living/working in a foreign country (5.2%). First generation students would more likely focus their attention within the state of Ohio (48.3%) than non-first generation students (39%). However, caution should be exercised in interpreting these results not only based upon the decision rule employed, but in consideration of the fact that this question is being posed at a very early stage of a student’s academic career.

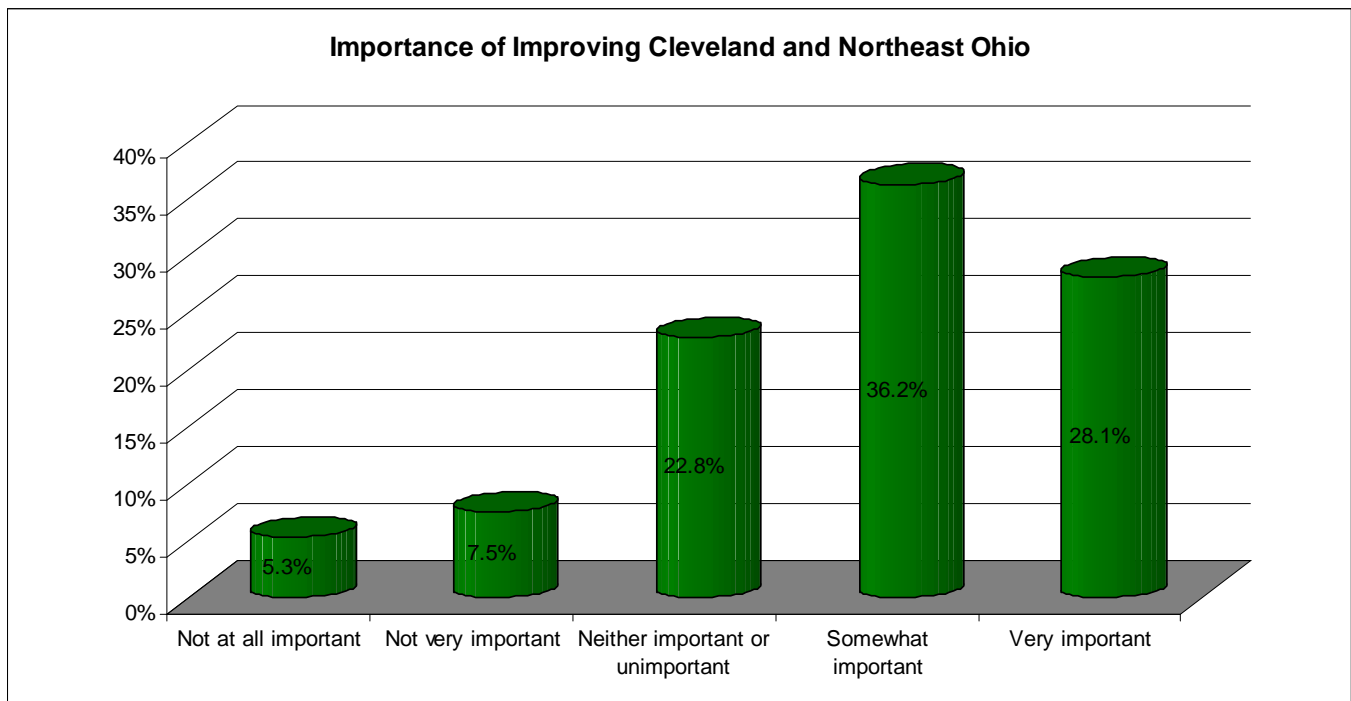
Graph 15



13.) Indicate how important the following statement is to you: “I want to do something to improve the city of Cleveland, and the Northeast Ohio region.”

Q. 13. Graph 16: Students were asked to indicate the importance of the statement “I want to do something to improve the city of Cleveland, and the Northeast Ohio region.” The majority of students (64.3%) responded positively with 28.1% stating the statement was very important, and 36.2% stating the statement was somewhat important. A neutral response was given by 22.8% of students, and less than 13% believed that the statement was not very, or not at all important. First generation student responses were more favorable in terms of their connection with Cleveland and Northeast Ohio. Almost 69% responded that improving the city and region had importance, with nearly 31% choosing “very important”, and only 3% indicating the statement had no importance at all.

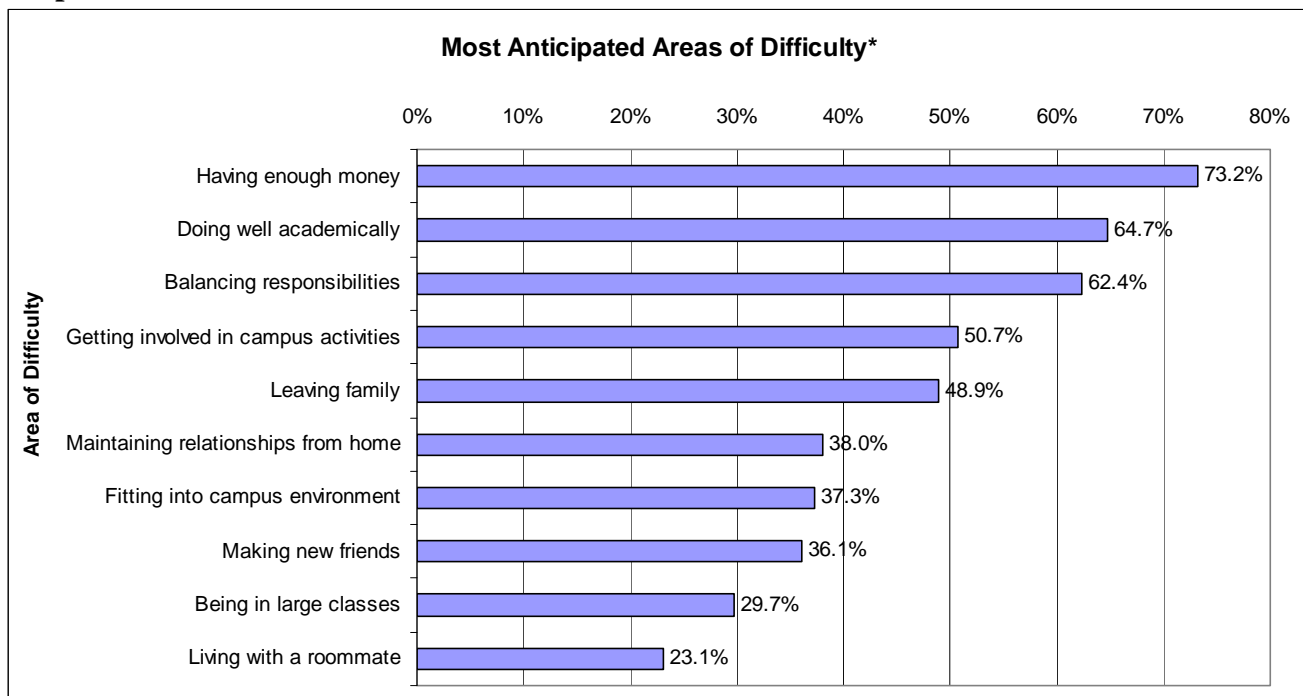
Graph 16



14.) Do you anticipate experiencing difficulty with any of the following?

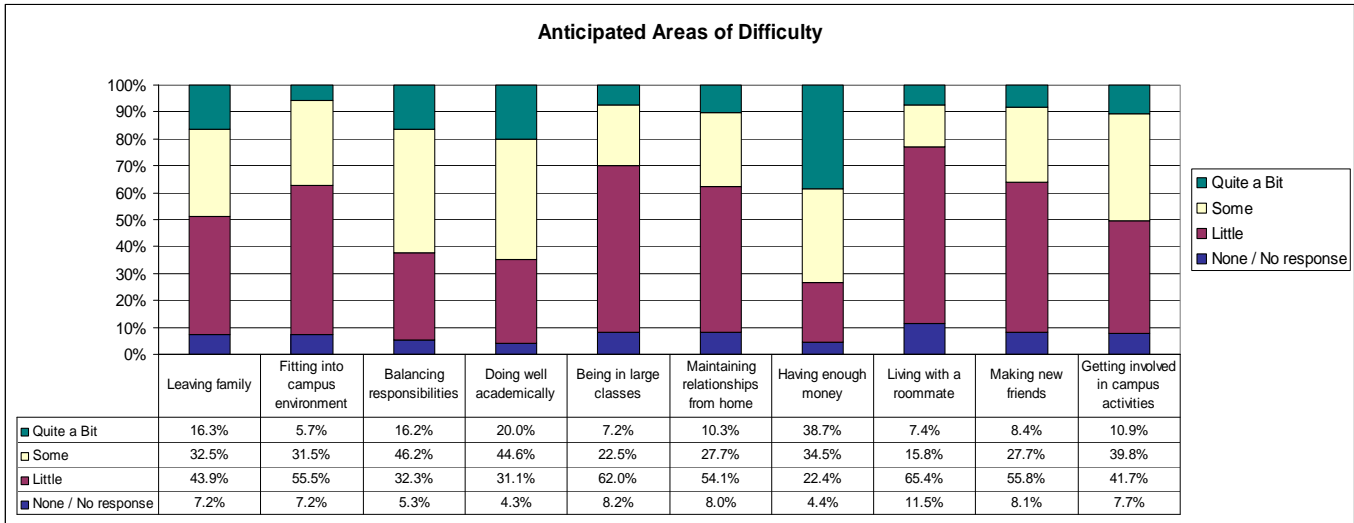
Q. 14. Graph 17 & 18: Students were asked to rate specific areas in which they anticipated having difficulty while in college. Answer choices such as “Little”, “Some” and “Quite a Bit” were provided for this question. However, during compilation of the results, some students did not choose one of the three survey options, or wrote “None” to indicate that they did not foresee having any difficulty whatsoever. Based on this information, a None/No response category was created to capture this choice as a viable response to the question. “Having enough money” was the number one area that all students (73.2%), including first generation students (76.4%) anticipated experiencing some, or quite a bit of difficulty. Doing well academically was number two (64.7%) on the list, and balancing responsibilities was a close third (62.4%). Graph 17 indicates the aggregated (Quite a Bit/Some vs. None/Little) areas in rank order, while Graph 18 provides each selection individually, and in item order. The areas students were least concerned about were “Living with a roommate” (23.1%), and “Being in large classes” (29.7%). First generation students anticipate having “Quite a Bit” more difficulty in all but one of the areas (balancing responsibilities) surveyed, especially with respect to issues such as having enough money, and leaving family.

Graph 17



*Based on “Quite a Bit”, and “Some” combined responses.

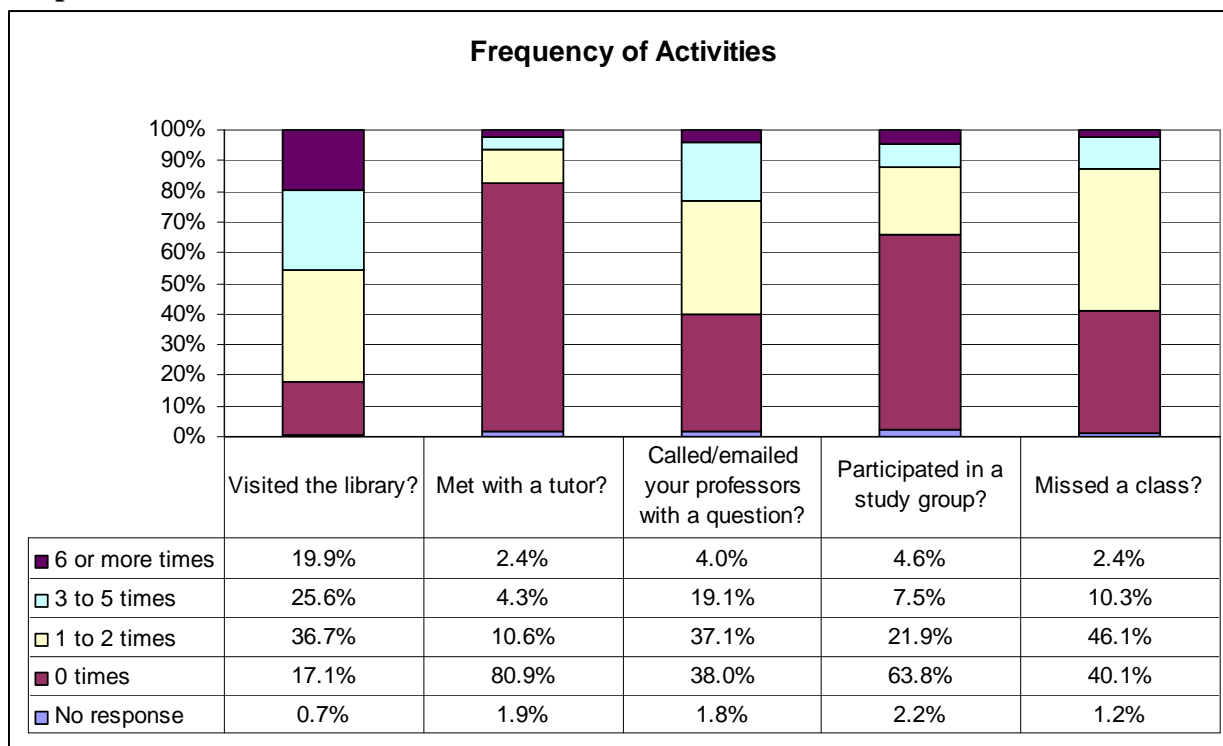
Graph 18



15.) Since classes started, how many times have you:

Q.15. Graph 19: The final question students were asked was to indicate the number of times they participated in certain activities. The results showed that students frequented the library (6 or more times) most often (19.9%). They have also contacted a professor at times with a question, or occasionally participated in a study group. Additionally, 58.8% have missed at least one class, and most (80.9%) have not met with a tutor. Findings for the first generation students were similar in terms of the frequency of participation in these activities. This group of students participated in available services, and took advantage of resources such as the library, tutoring, study groups, and contacting their professors at least one time. However, first generation students (62.9%) were more inclined than non-first generation students (54.1%) to miss at least one of their classes.

Graph 19



Appendix A

Q.1: List of Other Summer Enrichment Programs

Other Responses	Total
1_1st Holy Communion	1
1_Art-related summer program	1
1_Arts	1
1_Athletic related	1
1_basketball	1
1_Bible Study	1
1_Black Achievers	1
1_Business Professionals of America	1
1_camp	1
1_Cheerleading, homecoming, greek life	1
1_church	6
1_Church Camp	1
1_Church camps & volunteer work	1
1_Church group	1
1_church vacation bible class	1
1_classes at CCC	1
1_College Bound program at the Boys and Girls Club of Los Angeles	1
1_college preparatory:LINK	1
1_community and government	1
1_community band	1
1_community college classes	1
1_creativity camp in high school	1
1_diversity	1
1_English Comp	1
1_ESL	1
1_Fairview Hospital volunteer	1
1_FFA, Youth 4 Youth, Big Bro & Sister	1
1_fine arts program	1
1_government classes	1
1_Hunnington Tutoring	1
1_internship program	1
1_internship summer job	1
1_internships to learn about careers	1
1_job program	1
1_Journalism	1
1_Latin summer program	1
1_Leadership Program	1
1_L-I-N-K @ CSU	1
1_LINK program	1
1_Links program	1
1_math tutoring	1
1_Medical program at Tri-C	1
1_music program (marching band)	1
1_music-related, film-related production	1
1_OGT Prep	1
1_P.E.	1
1_physical education	1
1_Robotics	1
Summer Enrichment Programs (continued)	

1_Robotics Club	1
1_science	1
1_SGA program (started Aug. 07)	1
1_Summer Music Study in NC	1
1_Summer Scholars	2
1_tech mates	1
1_teen friends or the library	1
1_theatre	1
1_TRiO	1
1_TRiO	1
1_TRiO (once or twice)	1
1_TRiO/SSS	1
1_unspecified	2
1_Upward Bound Pre-collegiate	1
1_volunteer @ UH Hospital	1
1_volunteering	1
1_writing	1
1_Yearly mission trip w/ church	1

Appendix B

Q.7: List of Employers/Jobs/Locations

Job/Employer/Location	# of Students
(Geneva) Pointe Nursing & Rehab	1
a bar	2
Abercrombie & Fitch	1
Acme	1
ADP & Stancato's	1
Agora	1
American Greetings	1
an electronics firm	1
an ice cream store & babysitting regularly	1
Applebee's	1
Arby's	1
assisted living facility	1
AutoZone	1
AVI Food Systems-Cleveland	1
Avon Lake Towne Center Nursing Home	1
bank	1
Baskin Robbins/hair salon	1
Beechwood Pointe	1
Berea Restaurant	1
Best Buy	3
Best Buy in Mentor	1
BJs	1
Bob Evans	2
Bob Evans & Middle Basketball Coach	1
Broadview Beverage	1
Build-a-Bear	1
Burger King	1
Burlington Coat Factory	2
busboy	1
call center	1
Carminos	1
carpentry	1
Caruso's Coffee-Brecksville	1
Cassidy Theatre	1
catering	1
Cedar Point	1
Chagrin Falls	1
Champs Sports	1
Christies Cabaret	1
Cici's Pizza	1
Circuit City	1
Classic Productions-film production company	1
Cleveland Clinic	2
Cleveland Coca-Cola	1
Cleveland Hopkins Airport	1
Cleveland Hts Rec Center	1
Employers/Jobs/Locations (continued)	

Cleveland Indians Baseball Company, L.P.	1
Cleveland Public Library	1
Cleveland Zoo Gift Shop	1
clothing store	1
coach, physical plant, coffee shop	1
Comfort Inn Downtown	1
Convenient Food Mart	1
Creative Awards & Impressions	1
CSU & Euclid City Hall	1
CSU Admissions & a salon	1
CSU Admissions Office	1
CSU Admission's Office	1
CSU America Reads	3
CSU America Reads Program	1
CSU America Reads Tutor	1
CSU Aquatics Center	1
CSU Basketball team	1
CSU Career Services	1
CSU Coffee Shop, Rhodes Tower	1
CSU Daycare	1
CSU Fenn Tower desk	1
CSU Health Services	1
CSU International Services	1
CSU IS & T	1
CSU Krenzler Field	1
CSU library	2
CSU lifeguard	2
CSU Math Learning Center	1
CSU Mather Mansion	1
CSU OFS	1
CSU parking	1
CSU Parking garages	1
CSU PE Building, Danny Boy's (restaurant)	1
CSU Physical Plant	1
CSU Plant Services	2
CSU pool	1
CSU pool, lifeguard	1
CSU rec center	1
CSU Rec Ctr.	1
CSU Rhodes Tower	1
CSU Special Education Dept.	1
Cuyahoga County DCFS	1
Cuyahoga County Public Library	1
CVS Pharmacy	2
Dairy Mart, Kirtland City Tavern	1
Dairy Queen	1
Dante	1
Dave's Discount w. 73 Denison	1
Dave's Supermarket	3
daycare center	1
dealership	1
Deli/comedy club	1
Delta Computers	1
Employers/Jobs/Locations (continued)	

Denny's Quicken Loans Arena	1
Devon Oaks	1
diner	1
Donatos	1
Donut shop, helping family	1
Dr. Dwarkin-dental asst.	1
Dr. Kelly's Office, O.D.	1
Drug Mart	1
Drug Mart and tanning salon	1
Dunkin Donuts	2
Dunkin Donuts/Baskin Robbins	1
East Coast Custard	1
Eat 'N Park	1
everywhere	1
Exody	1
Express	1
Fairview Hospital	1
Family business	1
Family Dollar	1
Famous Gyro George	1
Fashion Bug	1
freelance artist	1
Gabriel Bros.	1
Gamestop	2
gas station	1
Gentiles	1
Gerow Equipment Co.	1
Giant Eagle	6
Giant Eagle (Rocky River)	1
Giant Eagle Pharmacy	1
Giant Eagle, Hollister	1
Giant Eagle-Westlake	1
Giovanni's Restaurant	1
golf course, rec center	1
grandparents business	1
Great Lakes Brewery	1
grocery store	3
Guess	1
Gusto in Little Italy	1
have job during breaks	1
healthcare	1
Heinen's	2
Heinen's Grocery Store	2
Home Depot/Euclid	1
hospital	3
Hot Sauce Williams on Lee Rd	1
Huntington Bank Operations Center	1
Imperial Countertops	1
in Westlake	1
In Willoughby Hills	1
Indians, Giant Eagle	1
JCP Photo Studio, Ashland Symphony, Greenville Symphony	1
Kanzaman hookanlounge	1
Employers/Jobs/Locations (continued)	

Kaydon	1
Kemper House	1
Key Bank	1
K-Mart	1
Kohl's Dept. Store	1
Lakewood Massotherapy	1
Lakewood Senior Health Campus	1
Lazy Cycles Inc.	1
Legacy Electric	1
Legacy Village	1
Leroy	1
lifeguard	1
Lifeguard @CSU Rec Ctr.	1
Limited Too retail	1
Little Caesars	1
Little Caesar's	1
Macedonia	1
Machine Shop	1
Manna House Resource Recovery Ctr.	1
Manor Care	2
Marco's Pizza	1
Marc's	6
Marc's Discount Store	1
Marc's Salon	1
Marshall's	1
Mayfield Country Club	2
Mayfield Racquet Club	1
McDonalds	1
McDonald's	5
McDonald's & Veteran's Affairs Hospital	1
McMullan Realty	1
Metro Lexus	2
Migelito's Pizza	1
Mr. Rooter Plumbing	1
nanny	2
National City Bank	1
National City Operations	1
Network Parking	2
Nine West, Tower City	1
no response	9
nursing home	4
Oakwood Country Club	1
occasionally w/my dad	1
office	1
Office Max	1
Old Navy	2
Outback Steakhouse	1
Pac Sun	1
Panera Bread	1
Parma Hospital	1
Pat Catan's	1
Payless Shoe Source	2
Pennsylvania Life Insurance	1
Employers/Jobs/Locations (continued)	

Pet Store & Golf Course	1
Pet Supermarket	1
Petie's Family Restaurant, Ballantine (Willowick)-both server	1
Pick Wick	1
Pizza Hut Call Center	1
pizza shop	1
Playhouse Square, Charlottruse	1
Police Dept.-at home	1
political action	1
Ponderosa	1
Post Office	1
print shop	1
Progressive Field	1
Quizno's Subs	2
Radio Shack	1
Rascal House	1
Rascal House	1
Rascal House Pizza	1
recreation	1
Regal Cinemas	1
Rego's Fresh Market	1
restaurant	4
restaurant in Avon, OH	1
restaurant in Little Italy	1
retail store	1
retiremenet home	1
Rhodes Tower (RT)	1
RMS of Ohio	1
Rockwell Automation	1
Rocky River Brewing Company	1
Rubin's Restaurant	1
Ruby Tuesday's	1
Rue 21 steelyard	1
Salon, Cleve Hts Parks & Rec, babysitting	1
Sammy's/Met Chem	1
Sam's Club	1
Santos Restaurant	2
school summer job	1
Sears	2
Sears, Strongsville	1
Seconds City	1
self employed	1
Shaker Hts.	1
Shaker Hts. Ohio	1
Shakers IGA	1
Shore Window Shades	1
side jobs/landscaping	1
Silver Spartan Diner	1
Southwest General Hospital	1
Springvale Golf Course Buckeye Lanes	1
St. Monica's maintenance	1
St. Vincent de Paul grade school	1
Stancato's	2
Employers/Jobs/Locations (continued)	

Stancato's Italian Restaurant	1
Stancato's Restaurant	1
Starbucks	1
Subway	3
Sunoco	1
Swing Manager@Navco Ent.	1
Swings-n-Things	1
Taco Bell	3
Target/Starbucks/Indians	1
TJ Maxx	3
TJ Maxx, Willoughby	1
T-Mobile	1
TNT Tanning	1
Tommy's Restaurant	1
Tomorrow's Fashion (clothing store)	1
TSA-Cleve Airport	1
Uhaul	1
UPS	2
US Veteran Affairs Medical Center	1
Vargo's Pizza	1
Veteran's Hospital (Wade Park)	1
VF Outlet	1
VII Hills recreation, catering business	1
WaH Printers, Marathon	1
Walgreens	1
Walmart	1
Walton Hills Auto	1
Wendy's	1
West 130th Enterprise	1
West Side Market (maintenance)	1
Westlake MRDD	1
White Castle	2
Winterhurst Ice Rink	1
with Dad	1
Woods Restaurant	1
YMCA Lifeguard	1
Zagara's Marketplace	1
ZIB Plasma Services Inc.	1
I do not work/No response	323
Grand Total	679

Appendix C

Q.9: List of other reasons for wanting a degree.

Other reasons	Total
9_backup plan	1
9_become my definition of success	1
9_Become RN	1
9_Cannot find a good job	1
9_can't make enough money w/o a degree these days to live on my own	1
9_girls	1
9_going for a degree is a good incentive to create and maintain discipline whenever	1
9_I really don't know	1
9_I want to be someone and do something to inspire others to want to be better	1
9_Knowledge is Power!	1
9_military commission	1
9_money	2
9_money/financial stability	1
9_Other-help other people	1
9_own goal	1
9_Parents didn't expect it	1
9_to find a career	1
9_What I wanted to do, wrestling	1

Q.10: List of other areas of possible difficulty.

Other subjects	Total
10_History	1
10_Other:Logic	2
10_science	1
10_unspecified	17

Appendix D

Introduction to University Life Survey Results Comparison of Non-First Generation and First Generation Students Parents Educational Level Only Fall 2008

()=First Generation Students response rate

1.) In which of the following summer academic enrichment programs have you participated (Programs can be associated with a library, church, community organization, high school, community college, university, or camp environment) ?

76.8 (75.1) None
8.1 (2.7) Math-related summer program
6.6 (7.3) Reading-related summer program
3.7 (2.2) Research-related summer program
4.4 (3.0) Study skills summer program
8.1 (11.9) Other

2.) In high school, did you hold a leadership position in a club or organization?

47.4 (48.8) Yes
52.6 (51.2) No

3.) In high school, how many hours did you study in an average week?

11.0 (8.4) 0 hours
60.7 (64.8) 1 to 5 hours
18.4 (23.0) 6 to 10 hours
5.5 (3.0) 11 to 15 hours
4.4 (.8) 16 or more hours

4.) How many hours do you devote to studying outside of class each week in college?

2.6 (1.1) 0 hours
43.4 (40.7) 1 to 5 hours
34.6 (38.5) 6 to 10 hours
14.3 (12.7) 11 to 15 hours
5.1 (7.0) 16 or more hours

5.) How many credit hours are you taking this semester?

0.0 (0.0) 0 to 3 hours
0.4 (1.9) 4 to 7 hours
1.8 (4.3) 8 to 11 hours
62.9 (59.9) 12 to 15 hours
32.0 (32.8) 16 to 19 hours
1.5 (.8) 20 or more hours
1.5 (.3) No Response

6.) Do you have a computer for your personal use?

- 3.7 (4.1) No
- 2.9 (5.1) No, but loan laptop from Mobile Campus
- 47.4 (44.4) Yes, a laptop
- 21.3 (26.0) Yes, a desktop
- 23.5 (20.3) Both a laptop and desktop
- 1.1 (0.0) No Response

7.) Do you currently have a job? If so, where?

- 48.9 (39.8) I do not work
- 4.8 (6.5) On campus (where?): _____
- 44.5 (52.8) Off campus (where?): _____
- .7 (.8) Both on and off campus (where?): _____
- 1.1 (0.0) No Response

8.) How many hours per week do you work?

- 48.9 (39.8) I do not work
- 26.1 (24.4) Yes, less than 20 hours/week
- 23.9 (35.8) Yes, 20 or more hours/week
- 1.1 (0.0) No Response

9.) What is your primary reason for wanting to obtain a university degree?

- 33.8 (38.5) Gain skills and knowledge
- 64.3 (60.2) Need degree for a good job
- 12.9 (17.9) Become a better person
- 24.3 (25.7) Interested in area of study
- 8.8 (11.1) Love of learning
- 20.6 (23.0) Want a degree
- 3.7 (6.8) Fun setting
- 10.3 (10.8) Parents expect/demand it
- 2.2 (2.4) Not ready for real world
- 7.4 (10.3) Good way to make friends
- 2.2 (2.2) Nothing else to do
- 1.1 (1.4) Cannot find a job
- 2.2 (3.8) Other: _____

10.) If you anticipate needing academic assistance services such as tutoring while you are here at CSU, please check the area(s) in which you would need assistance.

- 26.1 (13.0) Don't anticipate needing assistance
- 9.2 (8.9) Foreign language
- 5.9 (4.9) Reading
- 19.5 (20.1) English
- 23.2 (20.9) Writing skills
- 36.8 (49.6) Mathematics
- 4.8 (6.0) Social science
- 15.1 (17.6) Natural/physical science
- 6.6 (9.5) Note Taking
- 11.0 (14.1) Time Management
- 5.9 (8.7) Organizational skills
- 4.4 (10.6) Textbook Reading
- 15.4 (24.7) Test Taking Strategies
- 3.3 (5.4) Goal Setting
- 2.9 (5.1) Other

11.) Are you in the TRiO/SSS program at CSU?

- 2.6 (7.0) Yes
- 75.0 (74.3) No
- 22.4 (18.7) Not Sure

12.) Upon graduation, where will you most likely live/search for employment?

- 16.9 (16.3) Cleveland Metro Area
- 22.1 (32.0) State of Ohio
- 21.0 (18.4) Out-of-State
- 7.4 (3.3) Outside USA/Foreign Country
- 32.7 (30.1) Not sure

13.) Indicate how important the following statement is to you: "I want to do something to improve the city of Cleveland, and the Northeast Ohio region."

- 8.1 (3.0) Not at all important
- 8.1 (7.3) Not very important
- 25.4 (20.9) Neither important or unimportant
- 34.6 (38.2) Somewhat important
- 23.9 (30.6) Very important

14.) Do you anticipate experiencing difficulty with any of the following?

	None / No response	Little	Some	Quite a Bit
Leaving family	7.7 (5.7)	44.5 (43.6)	34.6 (32.2)	13.2 (18.4)
Fitting into campus environment	7.4 (5.7)	58.5 (53.1)	29.0 (34.7)	5.1 (6.5)
Balancing responsibilities	5.9 (3.5)	33.5 (32.0)	44.5 (48.5)	16.2 (16.0)
Doing well academically	4.0 (3.8)	32.0 (30.9)	46.0 (43.9)	18.0 (21.4)
Being in large classes	7.7 (7.3)	66.5 (59.1)	20.2 (24.9)	5.5 (8.7)
Maintaining relationships from home	7.7 (6.5)	54.0 (54.5)	30.1 (27.1)	8.1 (11.9)
Having enough money	5.5 (2.7)	24.6 (20.9)	35.3 (33.6)	34.6 (42.8)
Living with a roommate	11.4 (10.3)	64.0 (66.4)	18.0 (15.2)	6.6 (8.1)
Making new friends	7.7 (7.0)	54.8 (56.6)	29.8 (26.8)	7.7 (9.5)
Getting involved in campus activities	7.4 (6.8)	43.0 (41.2)	40.8 (39.8)	8.8 (12.2)

15.) Since classes started, how many times have you:

	No response	0 times	1 to 2 times	3 to 5 times	6 or more times
Visited the library?	0.0 (.8)	20.2 (16.0)	36.0 (37.4)	25.7 (24.7)	18.0 (21.1)
Met with a tutor?	0.7 (2.2)	84.2 (80.2)	8.5 (11.7)	3.7 (3.8)	2.9 (2.2)
Called/emailed your professors with a question?	2.2 (1.1)	39.7 (36.9)	36.4 (37.9)	17.3 (20.6)	4.4 (3.5)
Participated in a study group?	2.2 (1.6)	68.8 (61.5)	18.4 (23.6)	6.6 (8.4)	4.0 (4.9)
Missed a class?	1.8 (.5)	44.1 (36.6)	43.8 (47.7)	7.7 (13.0)	2.6 (2.2)