Students’ Involvement Outside the Classroom & Students’ Relationships with Others

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 5,556 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’ involvement outside the classroom and their experience with others. 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’ involvement outside the classroom and students’ relationships with others. 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 describing the student regarding his/her involvement in high school, parents’ and students’ responses were very similar. Most parents and students (over 64%) responded that students were “very involved” in high school activities. Only a small percentage of parents and students answered that students did not participate in high school activities. (See Chart 1.0)

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>very involved in activities</em></td>
<td>64.16%</td>
<td>70.17%</td>
</tr>
<tr>
<td><em>involved in one activity</em></td>
<td>27.66%</td>
<td>22.98%</td>
</tr>
<tr>
<td><em>not involved in activities</em></td>
<td>8.16%</td>
<td>6.83%</td>
</tr>
</tbody>
</table>

Note:
- * very involved in activities = very involved in activities in high school
- * involved in one activity = participated exclusively in one activity throughout high school
- * not involved in activities = did not participate in activities in high school
With respect to parents’ and students’ responses about why students were looking forward to coming to The Ohio State University, there were differences. While most parents and students (over 71%) responded that the major reason was to “do well academically and take advantage of activities,” more parents thought the reason was to “succeed academically” than students did (37.76% compared to 21.73%). (See Chart 1.1)

Chart 1.1: The student is looking forward to coming to The Ohio State University in order to…: BY PARENTS AND STUDENTS (Multiple responses, will not equal 100%)

Students and parents also had some different views regarding how they thought students would spend most of their time outside of class.

- The two largest differences between parents’ and students’ responses were regarding studying and being on the Internet. Over 62% of parents thought that their child would spend most of the time outside of class studying compared to over 45% of students who responded this way. In addition, over 24% of parents thought that their child would spend most of his/her time outside of class “surfing” the internet, only 12.6% of students thought that this was how they would use the majority of their time.
- In spite of these gaps, most parents and students responded that students would spend most of time outside of class either socializing (over 57%) or studying (over 45%). (See Chart 1.2)
When responding to perceptions of students’ relationships with others, most parents and students described the student as an individual who liked to share.

- More students (over 82%) described themselves as “an individual who understands the necessity of sharing and compromise” compared to parents who described their sons/daughters this way (over 74%).
- In addition, more parents described their child as “an individual who has been placed in situations where sharing occurred, but was not required,” as someone “who has not had to share much in his/her life,” or as “an individual who refuses to share” than students who described themselves in these ways. (See Chart 1.3)
There was also a big gap between parents’ and students’ responses regarding what they thought the student would do if he/she were involved in a roommate conflict in which his/her roommate were at fault. Parents thought that their child was less likely to deal directly with the situation than students were.

Thus, the majority of parents thought that their child would ignore the first few things before bringing it to his/her roommate’s attention, while students thought that they would talk with their roommates about the situation sooner.

Also, compared to students, more parents thought their child would not say anything in order to minimize any potential conflict or tension, would call home to discuss the situation, would ignore most of the things until a heated argument resulted, or would approach a residence life staff member to discuss the situation. (See Chart 1.4)
Involvement

Chart 1.4: If the student were in a conflict with an "at-fault" roommate, he/she would…: BY PARENTS AND STUDENTS (Multiple responses, will not equal 100 %)

Note:
* ignore the first few things = ignore the first few things before bringing it to his/her roommate’s attention
* say nothing = not say anything in order to minimize any potential conflict or tension
* call home = call home to discuss the situation
* ignore more of the things = ignore most of the things until a heated argument resulted
* approach a staff member = approach a residence life staff member to discuss the situation
* talk with roommate = talk with his/her roommate about the situation

Comparisons between Female and Male Students

This section compares female students’ and male students’ responses regarding involvement outside the classroom and students’ relationships with others.

- Most students (over 63%) described themselves as individuals who were very involved in high school activities. Female students (76.28%) were more involved in high school activities than male students (63.17%) were. Only a small number of students (fewer than 9%) responded that they did not participate in high school activities. (See Chart 2.0)
Chart 2.0: Regarding activity involvement in high school, I can be described as a person who was...: BY GENDER

Note:
* very involved in activities = very involved in activities in high school
* involved in one activity = participated exclusively in one activity throughout high school
* not involved in activities = did not participate in activities in high school

- When asked why they were looking forward to coming to The Ohio State University, a majority of students (75%) responded “in order to do well academically, and take advantage of activities.” However, more female students (over 82%) responded this way than male students (75%), and slightly more female students responded that they were looking forward to getting away from home and high school than did male students.
- More male students (23.58%) responded that they were looking forward to college in order “to succeed academically” than female students (20.01%) did. (See Chart 2.1)
Compared to male students’ responses regarding how they would spend most of their time outside of class, female students were more likely to think that they would spend most of their time studying, with clubs and/or organizations, socializing, and working (employment). Male students thought they would spend most of their time watching TV and/or movies, playing video games, on the internet, and with recreational activities/team sports.

However, the majority of students (both male and female) thought they would spend most of their out-of-class time socializing. (See Chart 2.2)
A majority of students (over 77%) described themselves as individuals who like to share in relationships. However, more female students (87.3%) described themselves as a person who “understands the necessity of sharing and compromise” than male students (77.63%) did. (See Chart 2.3)
When asked what they would do if they were involved in a roommate conflict in which their roommates were at fault, responses from female students and male students were very similar. The majority of students (over 61%) responded that they would talk with their roommates about the situation. Another 33% of students would ignore the first few things before bringing it to their roommates’ attention. (See Chart 2.4)
Chart 2.4: If I were in a conflict with an "at-fault" roommate, I would…: BY GENDER (Multiple responses, will not equal 100%)

Note:
* ignore the first few things = ignore the first few things before bringing it to his/her roommate’s attention
* say nothing = not say anything in order to minimize any potential conflict or tension
* call home = call home to discuss the situation
* ignore more of the things = ignore most of the things until a heated argument resulted
* approach a staff member = approach a residence life staff member to discuss the situation
* talk with roommate = talk with his/her roommate about the situation

Comparisons by Race/Ethnicity

This section examines the differences of the students’ responses regarding their involvement outside the classroom and relationships with others by race/ethnicity.

- More African American students (72.87%), Hispanic students (74%) and white/Caucasian students (70.51%) reported that they were “very involved in activities in high school” than American Indian students (60%) and Asian American students (60.46%). (See Table 1.0)

Table 1.0: Regarding involvement in high school, I can be described as a person who was…: BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Responses by percentage</th>
<th>American Indian n=5</th>
<th>African American n=190</th>
<th>Asian American n=129</th>
<th>Hispanic n=50</th>
<th>White/Caucasian n=2429</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Very involved</em></td>
<td>60.00</td>
<td>72.87</td>
<td>60.46</td>
<td>74.00</td>
<td>70.51</td>
</tr>
<tr>
<td><em>Involved in one activity</em></td>
<td>40.00</td>
<td>22.87</td>
<td>34.88</td>
<td>22.00</td>
<td>22.40</td>
</tr>
<tr>
<td><em>Not involved in activities</em></td>
<td>0.00</td>
<td>4.25</td>
<td>4.65</td>
<td>4.00</td>
<td>7.08</td>
</tr>
</tbody>
</table>

Note:
* very involved in activities = very involved in activities in high school
* involved in one activity = participated exclusively in one activity throughout high school
* not involved in activities = did not participate in activities in high school
Most students expressed that the reason they looked forward to coming to the OSU was to “do well academically, and take advantage of activities.” More African American students responded that their focus was to “succeed academically” than any other racial group. An interesting finding was that none of the American Indian students responded that they were looking forward to college in order to “succeed academically” or to “successfully complete coursework and work at a job to help with expenses.” (See Table 1.1)

Table 1.1: I am looking forward to coming to The Ohio State University in order to…: BY RACE/ETHNICITY (Multiple responses, will not equal 100%)

<table>
<thead>
<tr>
<th>Responses by percentage</th>
<th>American Indian n=5</th>
<th>African American n=190</th>
<th>Asian American n=129</th>
<th>Hispanic n=50</th>
<th>White/ Caucasian n=2429</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succeed academically</td>
<td>0.00</td>
<td>25.26</td>
<td>19.37</td>
<td>18.36</td>
<td>21.51</td>
</tr>
<tr>
<td>Do well academically &amp; socially</td>
<td>80.00</td>
<td>78.49</td>
<td>78.29</td>
<td>84.71</td>
<td>78.81</td>
</tr>
<tr>
<td>Complete coursework &amp; work</td>
<td>0.00</td>
<td>13.44</td>
<td>7.75</td>
<td>12.24</td>
<td>11.65</td>
</tr>
<tr>
<td>Get away from home &amp; high school</td>
<td>40.00</td>
<td>13.44</td>
<td>13.17</td>
<td>14.28</td>
<td>17.28</td>
</tr>
</tbody>
</table>

More white/Caucasian students replied that they would spend most of their time socializing when compared to the other racial groups.

Hispanic and African American students expressed a greater likelihood to spend most of their time working than the other groups.

Since more African American students expressed that they were looking forward to succeeding academically at OSU in the question above, they were also more likely to expect that they would spend most of their time outside of class studying compared to the other groups. (See Table 1.2)

Table 1.2: Outside of class, I will spend most of my time…: BY RACE/ETHNICITY (Multiple responses, will not equal 100%)

<table>
<thead>
<tr>
<th>Responses by percentage</th>
<th>American Indian n=5</th>
<th>African American n=190</th>
<th>Asian American n=129</th>
<th>Hispanic n=50</th>
<th>White/ Caucasian n=2429</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>40.00</td>
<td>58.60</td>
<td>50.00</td>
<td>48.00</td>
<td>44.21</td>
</tr>
<tr>
<td>*With clubs</td>
<td>40.00</td>
<td>38.70</td>
<td>33.59</td>
<td>34.00</td>
<td>28.10</td>
</tr>
<tr>
<td>Watching TV/movies</td>
<td>20.00</td>
<td>20.96</td>
<td>11.71</td>
<td>12.00</td>
<td>11.03</td>
</tr>
<tr>
<td>Socializing</td>
<td>60.00</td>
<td>47.84</td>
<td>53.90</td>
<td>48.00</td>
<td>58.57</td>
</tr>
<tr>
<td>Playing video games</td>
<td>20.00</td>
<td>6.98</td>
<td>8.59</td>
<td>4.00</td>
<td>6.24</td>
</tr>
<tr>
<td>On the internet</td>
<td>40.00</td>
<td>13.97</td>
<td>20.31</td>
<td>10.00</td>
<td>12.03</td>
</tr>
<tr>
<td>*Working</td>
<td>20.00</td>
<td>26.88</td>
<td>13.28</td>
<td>28.00</td>
<td>16.98</td>
</tr>
<tr>
<td>*With sports</td>
<td>60.00</td>
<td>22.04</td>
<td>17.96</td>
<td>30.00</td>
<td>24.60</td>
</tr>
<tr>
<td>*Others</td>
<td>0.00</td>
<td>5.91</td>
<td>8.59</td>
<td>4.00</td>
<td>4.87</td>
</tr>
</tbody>
</table>

Note: * With club = with clubs and/or organizations
* Working = working (employment)
* With sports = with recreational activities/team sports
* “Other” should be specified, but the responses were not provided
Involvement

- In their relationships with others, a majority of students (over 76%) described themselves as someone who understands the necessity of sharing and compromising and who would like to share with others.
- However, African American students appeared to be less comfortable sharing with others than the other groups. They were less likely to respond that they “understood the necessity of sharing and compromising” than the other groups, and over 9% answered that they rarely shared with others. (See Table 1.3)

Table 1.3: I could be described as an individual who…: BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Responses by percentage</th>
<th>American Indian n=5</th>
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<th>Asian American n=129</th>
<th>Hispanic n=50</th>
<th>White/Caucasian n=2429</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Likes to share</em></td>
<td>100.00</td>
<td>76.66</td>
<td>80.48</td>
<td>85.10</td>
<td>83.24</td>
</tr>
<tr>
<td><em>Shares occasionally</em></td>
<td>0.00</td>
<td>32.22</td>
<td>29.26</td>
<td>19.14</td>
<td>22.88</td>
</tr>
<tr>
<td><em>Rarely shares</em></td>
<td>0.00</td>
<td>9.44</td>
<td>5.69</td>
<td>6.38</td>
<td>7.48</td>
</tr>
<tr>
<td><em>Refuses to share</em></td>
<td>0.00</td>
<td>0.55</td>
<td>0.81</td>
<td>0.00</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Note:
- * likes to share = understands the necessity of sharing and compromising
- * shares occasionally = has been placed in situations where sharing occurred, but was not required
- * rarely shares = is a person who has not had to share much in his/her life
- * refuses to share = refuses to share and can be inflexible at times

- If they were involved in a roommate conflict in which their roommate were at fault, most students (over 54%) thought they would talk with their roommate, with the exception of American Indian students. Most American Indian students (60%) responded that they would “ignore the first few things before bringing it to their roommate’s attention.” Only a third of the other students responded this way.
- Overall, students did not think that they would “ignore most of the things until a heated argument resulted.” (See Table 1.4)

Table 1.4: If I were in a conflict with an "at-fault" roommate, I would…: BY RACE/ETHNICITY (Multiple responses, will not equal 100%)

<table>
<thead>
<tr>
<th>Responses by percentage</th>
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<th>African American n=190</th>
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<th>White/Caucasian n=2429</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ignore the first few things</em></td>
<td>60.00</td>
<td>32.02</td>
<td>33.60</td>
<td>31.91</td>
<td>34.37</td>
</tr>
<tr>
<td><em>Say nothing</em></td>
<td>0.00</td>
<td>6.74</td>
<td>5.73</td>
<td>4.25</td>
<td>7.61</td>
</tr>
<tr>
<td><em>Call home</em></td>
<td>0.00</td>
<td>3.93</td>
<td>0.81</td>
<td>4.25</td>
<td>5.85</td>
</tr>
<tr>
<td><em>Ignore more of the things</em></td>
<td>0.00</td>
<td>5.61</td>
<td>4.09</td>
<td>2.12</td>
<td>4.66</td>
</tr>
<tr>
<td><em>Approach a staff member</em></td>
<td>0.00</td>
<td>14.04</td>
<td>10.65</td>
<td>12.76</td>
<td>9.66</td>
</tr>
<tr>
<td><em>Talk with roommate</em></td>
<td>40.00</td>
<td>69.66</td>
<td>54.91</td>
<td>70.21</td>
<td>62.03</td>
</tr>
</tbody>
</table>

Note:
- * ignore the first few things = ignore the first few things before bringing it to his/her roommate’s attention
- * say nothing = not say anything in order to minimize any potential conflict or tension
- * call home = call home to discuss the situation
- * ignore more of the things = ignore most of the things until a heated argument resulted
- * approach a staff member = approach a residence life staff member to discuss the situation
- * talk with roommate = talk with his/her roommate about the situation