How do freshmen who plan to enroll in Education differ from other freshmen?

Men and women differ in their responses to survey questions, as do participants in special programs. **Freshmen who are enrolled or plan to enroll in Education are much more likely to be female than other freshmen.** This brief focuses on the differences between freshmen who plan to enroll or are enrolled in Education and other members of the freshmen class, while allowing for gender differences.

**Why do freshmen in Education go to college?**

- To be able to make more money 76%
- To be able to get a better job 74%
- To gain a general education and appreciation of ideas 65%
- To prepare for graduate school 51%

In general, these are the reasons given by the freshmen class as a whole; Education majors are slightly more likely than the freshmen class as a whole to emphasize preparation for graduate school as a reason for going to college.

**Why do Education freshmen choose Buffalo State?**

These freshmen name the following reasons as very important influences on their decision to choose Buffalo State:

- Good academic reputation 54%
- Low tuition 45%
- Graduates get good jobs 41%
- Offers special programs 36%
Again, the reasons are similar to those given by other freshmen, but Education freshmen differ from other freshmen in the greater frequency with which they cite all of these reasons; the most significant difference is "good academic reputation" (Education majors: 54%; other freshmen: 39%).

How do Education majors rank Buffalo State among other institutions they considered?

Slightly more than two-thirds (68%) rank Buffalo State first among the colleges they considered, and about a quarter (24%) rank Buffalo State second. The remaining 8% rank Buffalo State third or lower. These rankings are higher than other freshmen, particularly the percentage of first choice rankings (Education: 68%; other freshmen: 60%).

What predictions do Education majors make about their careers at Buffalo State?

Freshmen in Education expect to succeed at Buffalo State; most (95%) say there is a very good chance or some chance they will graduate with a "B" average. Only 15% think there is some chance or a very good chance they will fail a course. Unlike other freshmen, significantly fewer of these students think there is some chance or a very good chance they will change majors (20%) or career choices (10%) while in college.

Over one-third (38%) of these freshmen think there is a very good chance they will be satisfied with Buffalo State, and another 56% think there is some chance they will be satisfied. Significantly fewer Education freshmen (29%) than other freshmen think there is some chance or a very good chance they will transfer to another institution.

What are the long-term academic goals of Education freshmen?

Freshmen who plan to enter Education have very high long-term academic goals. Only 14% expect the baccalaureate to be their highest degree; 70% expect to get a master’s degree, and 16% say they will earn a doctoral or first-professional degree. Education freshmen are significantly more likely than other freshmen to plan to earn a master’s degree. Half (50%) expect to earn a graduate degree at Buffalo State.
How do education freshmen see themselves?

Freshmen were asked to rate themselves on nineteen traits by comparing themselves with "the average person your age." Their responses can be compared to those of a large norm group of freshmen who entered four-year public colleges in Fall 1997. Generally speaking, Buffalo State freshmen who intend to enter Education are more likely to rate themselves above average on the following traits:

- Cooperativeness 70%
- Drive to achieve 60%
- Understanding of others 60%
- Leadership ability 52%

Education freshmen are somewhat more likely than other freshmen to rate themselves above average on "cooperativeness." Overall, the majority of Education freshmen rated themselves above average on less than half as many traits as other freshmen. In general, men tend to rate themselves higher than women; the proportion of women to men is higher for Education majors than other freshmen.

What are the long-term personal goals of Education majors?

Freshmen were asked to rate the personal importance of eighteen long-term goals. These are the long-term goals rated essential or very important by the greatest number of Education freshmen:

- Raise a family 84%
- Be very well off financially 80%
- Help others in difficulty 76%
- Obtain recognition from my colleagues 54%

Although "being well off financially" is cited by four out of five Education majors, they are significantly more likely than other freshmen to rate "raising a family" as an essential or very important goal. Again, there is a higher proportion of women planning to major in education than in the freshmen class in general.
*All data reported here is from the Freshmen Survey administered during Summer, 1998 orientation. This group includes the following major identification codes: business, elementary, music, art, secondary, special and "other" education.

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