

Indiana State University

The Freshman Profile, Fall 2003

In 1997, OSPIRE made major revisions to the SIQ. Since then, we have been adjusting the survey to accommodate the informational needs of the ISU community, while also maintaining continuity with questions asked in prior years. The survey instrument administered to Fall 2003 students marks another iteration in this process. Where possible, we have provided direct comparisons to previous years' data. The following results are based on the 1,617 freshmen (80.2% of the 2,016 new freshmen) who went through Sycamore Advantage in June and August of 2003.

Age	2003	2002
% age 17-19	96.8%	97.1%
% age 20-25	2.3%	1.9%
% age 26-30	0.3%	0.3%
% age 31-35	0.1%	0.3%
% age 36 and over	0.6%	0.5%

Graduated from High School	2003	2002
This year	94.8%	93.3%
Last year	3.1%	3.5%
Two years ago	0.7%	1.1%
Three years ago	0.4%	0.3%
Four or more years ago	0.9%	1.9%

52.6% of Fall 2003 freshmen are women

Racial Background	2003	2002
Black or African American	10.4%	10.7%
American Indian	0.5%	0.1%
Caucasian	85.8%	86.4%
International	0.4%	0.6%
Hispanic	1.5%	0.7%
Asian American/Pacific Islander	0.4%	0.4%
Multiracial	0.9%	1.0%

Estimated Family Income	2003	2002
Under \$25,000	14.5%	13.8%
between \$25,000 & \$39,999	17.4%	18.2%
between \$40,000 & \$59,999	24.0%	25.9%
between \$60,000 & \$79,999	22.6%	20.3%
Between \$80,000 & \$99,999	11.7%	11.7%
\$100,000 or more	9.8%	10.0%

Almost 32% of 2003 freshmen reported family incomes of \$40K or less (same as 2002)

Area Lived In During High School	2003	2002
Rural area	21.8%	22.5%
Small town	39.8%	39.2%
Moderate city	22.0%	22.0%
Large city	5.5%	6.5%
Suburban area outside city	11.0%	9.9%

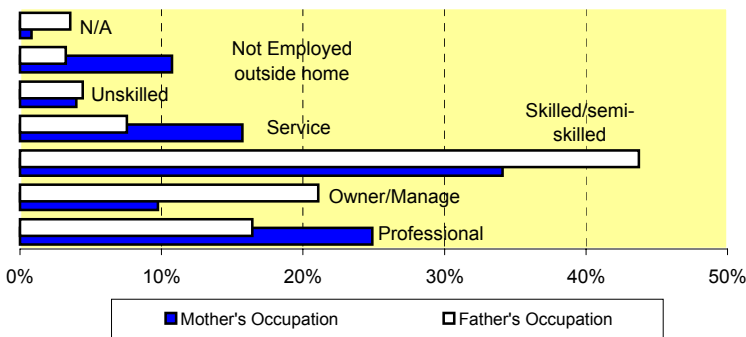
Are You the First of the Children in Your Family Going to College?	2003	2002
I am the only child	7.1%	6.4%
Yes, and I am the oldest	33.8%	34.8%
Yes, but I am not the oldest	12.6%	13.0%
No	46.4%	45.8%

7.4% of commuters drive more than 30 minutes one way

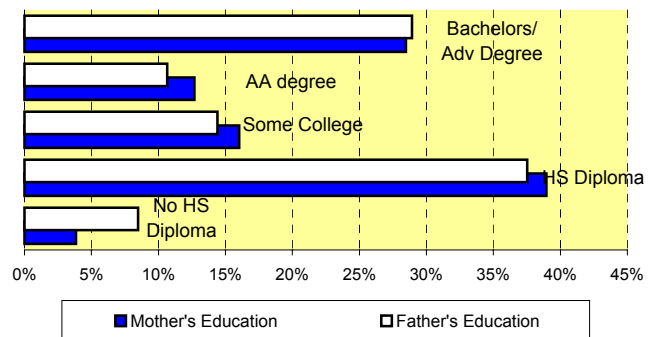
77.2% of freshmen have major or some concerns about paying for college

Family Background

Parental Occupation



Parental Education



60% of the Fall 2003 freshmen cohort come from families where neither parent has a four-year degree! This is down from the 2002 freshmen cohort (61%) and the 2001 freshmen cohort (62%).

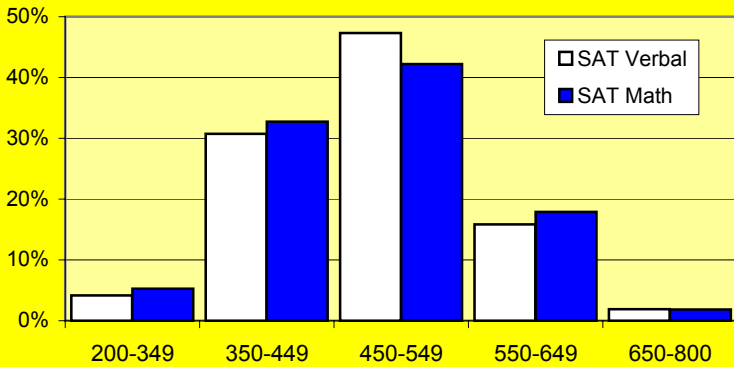
19% : Parents attended ISU
 32% : Other close relative attended ISU
 42% : Either parent or relative attended ISU



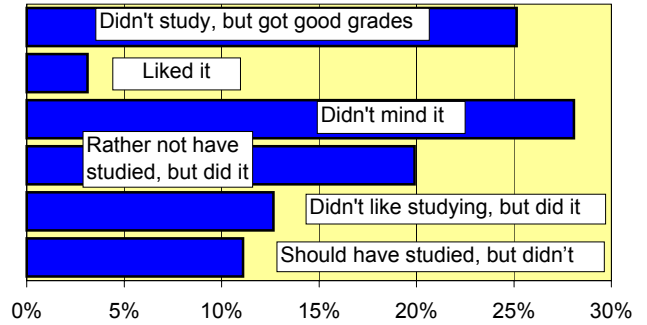
13% : Parents graduated from ISU
 19% : Close relative graduated from ISU
 27% : Either parent or relative graduated from ISU

High School Academics

Recentered Verbal & Math SAT Scores



Attitudes Toward Studying in High School



Academic Indicators

	SAT SCORES *			HS GPA *
	Avg Verbal	Avg Math	Total Avg	Avg
2003	477	474	951	2.94
2002	470	469	939	2.89

* Total cohort scores for 2003 were 946(SAT Total) and 2.91(HS GPA). These averages are higher because not all new freshmen attended Sycamore Advantage and their scores are not included here.

Only 3.1% of freshmen liked to study. But of the **50** who did, **90%** anticipate earning above a 3.00 GPA their first year. In comparison, **54%** of the 670 freshmen who indicated they didn't like to study, would rather have not studied, or should have studied but didn't, anticipated earning a 3.00 GPA. Of the **409** students indicating they got good grades w/o studying, **72%** expected a B or better.

65% of respondents ranked their high school as being **above average** (down 3% from last year)

% rating high school as above average:
1999 = 61% 2000 = 65% 2001 = 63% 2002 = 68%

High School Attitudes:

Strongly Agree/Agree

Strongly Agree/Agree

	2003		2002	
	2003	2002	2003	2002
I did well in a variety of subjects	80.0%	82.0%	34.0%	37.7%
I was interested in many subjects	58.7%	59.0%	39.0%	35.9%
I learned a lot from doing class assignments	64.8%	67.5%	52.6%	50.1%
I enjoyed participating in social activities	77.0%	77.5%	71.2%	72.9%

(Percent Responding "Often"/"Very Often")

	2003	2002
In high school, how often could personal experiences confirm or verify ideas presented in class?	46.4%	48.7%
During high school, how often did you feel "stressed" or overwhelmed by all your responsibilities?	41.8%	39.0%
How often have you been in a leadership role in a class group, or a school or community activity?	51.1%	50.5%

High School Time Allotment

In a typical week during your senior year, how many hours did you spend...

% of Respondents Indicating Hours Spent

	% of Respondents Indicating Hours Spent					2002
	LT 1	1-5	6-10	11-15	16+	0-5 hrs
Studying or preparing for class on own	18.0	57.6	17.8	4.2	2.4	77.9
Studying or preparing for class with students	52.2	41.0	5.7	0.9	0.2	94.3
Socializing with friends	1.9	16.6	29.9	21.4	30.2	19.8
Working at a job for pay	24.4	6.3	15.2	16.7	37.4	31.7
Exercising or playing sports	19.1	21.8	18.9	16.7	23.6	42.7
Using computer/internet for recreation	20.6	45.6	18.3	7.8	7.7	68.9
Playing video games or watching T.V.	22.2	46.3	18.3	7.4	5.7	71.2
Participating in community activities	40.7	40.9	12.4	3.8	2.2	83.9

High School Learning Experiences

	2003		2002
	A Lot or Higher	Little/none or nothing	A Lot or Higher
Percent of students reporting amount learned in high school by:			
Talking and working with high school teachers	51.9%	10.3%	51.0%
Interacting with student groups	33.6%	22.8%	34.4%
Percent of students reporting how much they enjoyed learning in student groups	42.7%	21.9%	43.1%
Percent of students indicating how much effort they put into high school work	41.4%	14.3%	40.5%
Percent of students indicating time spent planning for future during last year of H.S.	49.8%	11.0%	50.3%

Student Confidence

Student Confidence in Their Ability To:

	Very Good/ or Good	Not Very/ Not Good	Very Good/Good Chg over 2002
Understand and respect other cultures *	86.7%	1.7%	0.2%
Use computers or the internet for school work or research	81.2%	4.0%	3.4%
Work with others on projects	79.8%	2.1%	1.0%
Evaluate opposing options or viewpoints	65.3%	3.1%	-1.7%
Effectively plan and manage your responsibilities	63.7%	4.4%	-1.3%
Find new ways to think about problems or topics	63.0%	2.2%	-0.5%
Effectively communicate your ideas by speaking	57.2%	10.6%	0.1%
Effectively communicate your ideas in writing	52.4%	11.5%	-1.7%
Organize, prioritize, and plan your time	49.8%	12.6%	0.4%
Intelligently discuss politics or current world events	39.9%	23.2%	1.6%
Solve complex problems	37.1%	14.2%	-0.4%

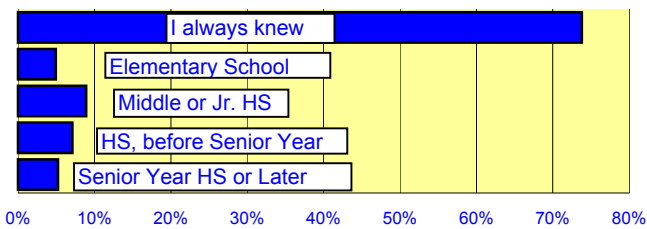
NOTE: Good and Not Good columns do not add up to 100% because a "Neutral" option was offered.

*See **Closer Look** for full phrasing of the question

Closer Look: Exposure to other backgrounds appears to have some effect on confidence in understanding and respecting others. However, the effect is not as much as might be expected. Of the 20% of ISU students who said they had *rarely* or *never* interacted in a social setting with people of different racial or ethnic backgrounds, 77% rated their ability to understand and respect cultures, attitudes, & customs of others as good or very good. Yet, of the 50% of ISU students who indicated frequent interaction with people of different backgrounds, over 92% of these students indicated similar confidence.

Getting to College

% Indicating When They Decided to Attend College

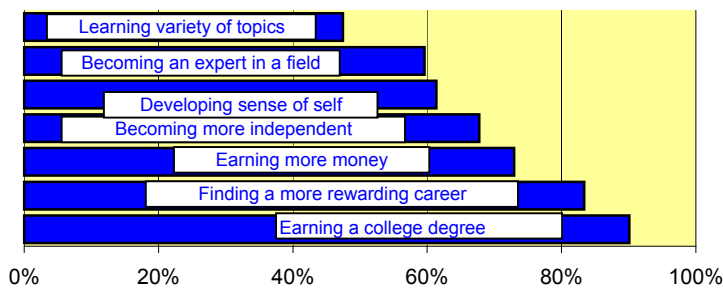


Financial Preparation: Student Perceptions of When Parents Began Saving for College

	2003	2002
Before student entered high school	19.2%	19.2%
During high school or later	6.4%	5.8%
Don't know when they started saving	29.1%	30.5%
Don't know if they saved	16.5%	15.7%
Parents didn't save, but are contributing	19.0%	19.1%
Does not apply	9.7%	9.6%

The College Decision

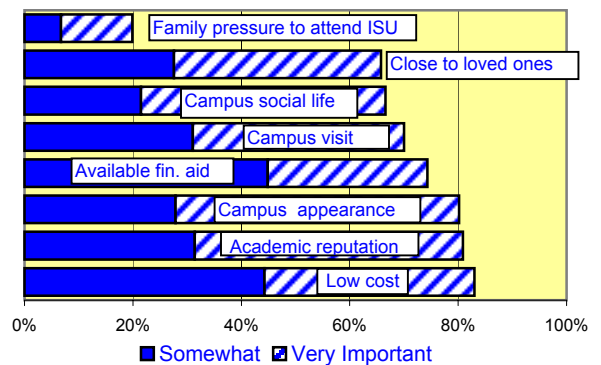
% of respondents indicating factors are a **very important** reason for deciding to go to college



Although some questions have changed, **Earning a College Degree, Employment, and Increased Income** have consistently been among the top three reasons for attending college over the past six years.

The ISU Decision: Top Reasons for Deciding on ISU

% of respondents indicating somewhat or very important



Low Cost and Reputation have been the top two reasons for coming to ISU for the past five years

69% of freshmen indicate most of their close friends from high school are attending college this year

13% of ISU freshman applied to institutions outside of Indiana

48% indicate that 2 or more of their close friends are attending Indiana State this year

73% of freshmen indicate that their family is very supportive of their decision to attend ISU

Top Choices of ISU Freshmen

	2003	2002	% Applying 2003
ISU	69.5%	68.6%	100.0%
IU	7.7%	8.0%	16.1%
Ball State	5.7%	6.5%	19.9%
Purdue	5.6%	6.2%	13.1%
Non-Indiana Schools	5.4%	4.8%	12.6%
IN Privates	3.3%	3.6%	10.6%
Other Hoosier 4-year	2.2%	1.8%	15.0%

Closer Look: About **48%** of freshmen applied to other schools. About **13%** applied to schools outside Indiana. Ball State remains ISU's greatest competitor in terms of applicants, with about 20% sending applications to both schools, followed by IU and Purdue. However, Ball State was third in being considered the first choice of ISU students who applied. IU remained the primary first for this year.

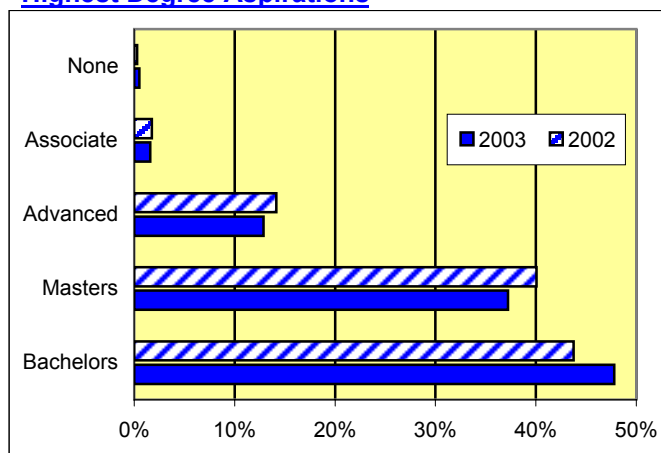
College Expectations

Academic Expectations

I expect college to help me improve my ability to:

	% Agree	
	<u>2003</u>	<u>2002</u>
Find new ways to think about problems	90.0%	91.5%
Organize, prioritize, and plan my time	88.0%	89.7%
Effectively plan and manage my responsibilities	87.2%	88.3%
Evaluate opposing points of view	86.0%	87.8%
Effectively communicate my ideas by speaking	85.7%	87.8%
Understand and appreciate other cultures	85.5%	87.5%
Effectively communicate my ideas in writing	83.3%	85.5%
Solve complex problems	82.3%	82.2%
Work with others on projects	81.0%	81.9%
Use computers or the internet	76.7%	77.0%
Intelligently discuss politics or current events	73.8%	74.5%

Highest Degree Aspirations



Time Allocation Expectations

Hours Students Expect to Spend During their First Year of College:

						2002	
	0-5 hrs	6-10 hrs	11-15 hrs	16-20 hrs	20+ hrs	0-5 hrs	20+ hrs
Studying, researching, doing homework	7.2%	25.8%	27.1%	21.5%	18.3%	4.7%	26.8%
Meeting with students to prep for class	58.2%	30.5%	8.9%	1.6%	0.8%	56.7%	1.0%
Meeting with professors or instructors to discuss preparing for class	74.9%	18.7%	4.3%	1.8%	0.3%	76.0%	0.5%
Going to campus events	58.3%	28.1%	8.3%	2.8%	2.6%	61.0%	2.0%
Participating in campus organizations	68.1%	21.4%	7.5%	1.8%	1.4%	67.4%	1.6%
Socializing with:							
friends who are ISU students	24.2%	32.4%	22.5%	11.0%	9.9%	25.6%	9.5%
friends who are <u>not</u> ISU students	56.0%	25.2%	10.2%	4.7%	3.9%	59.9%	4.0%
Using a computer/internet for recreation	56.0%	24.5%	11.2%	5.2%	3.2%	62.3%	2.8%
Playing video games or watching T.V.	76.3%	16.3%	5.4%	1.3%	0.6%	79.8%	0.6%
Participating in sports or exercising	51.3%	28.6%	10.4%	4.9%	4.8%	51.8%	3.7%
Participating in community activities	85.2%	10.5%	3.3%	0.6%	0.4%	87.0%	0.5%
Working:							
in an off-campus job	54.2%	14.1%	13.3%	11.5%	7.0%	58.4%	9.1%
in an on-campus job	64.8%	18.2%	11.7%	4.4%	1.0%	64.8%	1.5%

Expectation That There is Some Chance of the Following Happening at ISU

	<u>2003</u>	<u>2002</u>		<u>2003</u>	<u>2002</u>
Join a fraternity or sorority	46.3%	50.5%	Transfer to another college	32.0%	33.3%
Fail one or more classes	11.2%	10.2%	Drop out permanently	1.6%	2.9%
Get tutoring help	81.0%	82.7%	Be satisfied with your college	98.3%	97.7%
Need extra time to complete degree	47.1%	50.7%	Be gainfully employed during first year	84.9%	82.7%
Graduate with honors	60.7%	65.5%			



**Office of Strategic Planning,
Institutional Research and
Effectiveness**

**Should you have any comments or
questions regarding this material,
please contact us at x2305.**