

# Indiana State University

## The Freshman Profile, Fall 2004

In 1997, OSPIRE made major revisions to the Student Information Questionnaire (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. Instead of using the paper survey format, Fall 2004 first-time freshman students were asked to complete the survey on-line for the first-time. Where possible, we have provided direct comparisons to previous years' data. The following results are based on the 1,390 freshmen (75.1% of the 1,851 new freshmen) who went through Sycamore Advantage in June and August of 2004

Age	2004	2003
% age 17-19	97.3%	96.8%
% age 20-25	2.4%	2.3%
% age 26-30	0.1%	0.3%
% age 31-35	0.1%	0.1%
% age 36 and over	0.1%	0.6%

Graduated from High School	2004	2003
This year	93.7%	94.8%
Last year	4.0%	3.1%
Two years ago	0.8%	0.7%
Three years ago	0.4%	0.4%
Four or more years ago	1.2%	0.9%

**53.0% of Fall 2004 freshmen are women**

Racial Background	2004	2003
Black or African American	11.5%	10.4%
American Indian	0.3%	0.5%
Caucasian	84.8%	85.8%
International	0.1%	0.4%
Hispanic	1.0%	1.5%
Asian American/Pacific Islander	1.0%	0.4%
Multiracial	1.2%	0.9%

Estimated Family Income	2004	2003
Under \$25,000	15.4%	14.5%
between \$25,000 & \$39,999	18.8%	17.4%
between \$40,000 & \$59,999	24.6%	24.0%
between \$60,000 & \$79,999	20.2%	22.6%
Between \$80,000 & \$99,999	9.6%	11.7%
\$100,000 or more	11.4%	9.8%

**Almost 34% of 2004 freshmen reported family incomes of \$40K or less (higher than 2003)**

Area Lived In During High School	2004	2003
Rural area	20.1%	21.8%
Small town	40.8%	39.8%
Moderate city	22.7%	22.0%
Large city	5.5%	5.5%
Suburban area outside city	10.9%	11.0%

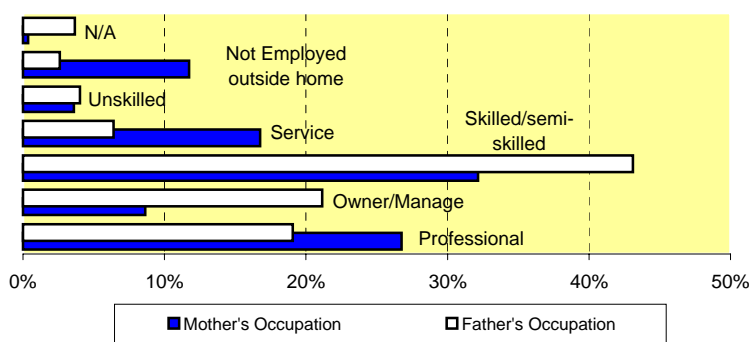
Are You the First of the Children in Your Family Going to College?	2004	2003
I am the only child	6.2%	7.1%
Yes, and I am the oldest	33.2%	33.8%
Yes, but I am not the oldest	13.0%	12.6%
No	47.6%	46.4%

**7.7% of commuters drive more than 30 minutes one way**

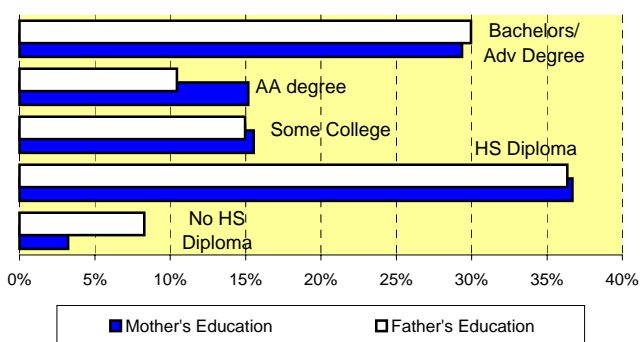
**76.5% of freshmen have major or some concerns about paying for college**

### Family Background

Parental Occupation



Parental Education



**59% of Fall 2004 freshmen cohort come from families where neither parent has a four-year degree! This is down from the 2003 freshmen cohort (60%) and the 2002 freshmen cohort (61%).**

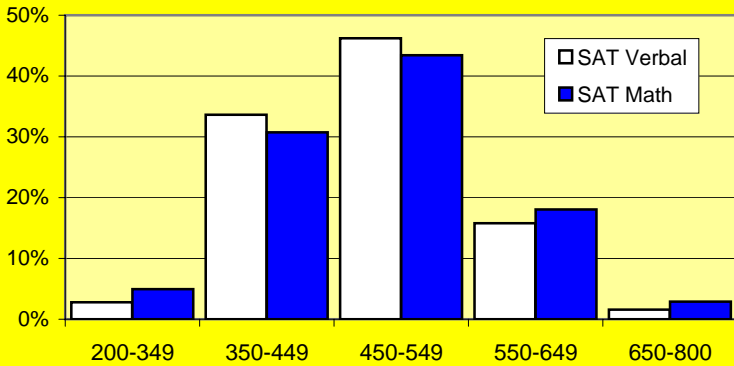
### Family Ties to ISU Students

- 20% : Parents attended ISU
- 32% : Other close relative attended ISU
- 41% : Either parent or relative attended ISU

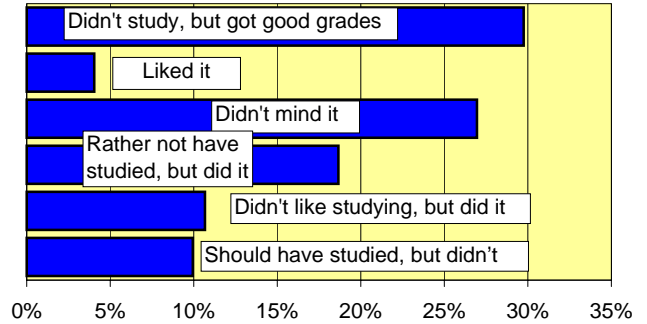
- 15% : Parents graduated from ISU
- 20% : Close relative graduated from ISU
- 28% : Either parent or relative graduated from ISU

## 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
<b>2004</b>	475	479	954	<b>2.97</b>
<b>2003</b>	477	474	951	<b>2.94</b>

\* The above averages are based on students who completed the SIQ

**Only 4.0%** of freshmen liked to study. But of the **56** who did, **83%** anticipate earning above a 3.00 GPA their first year. In comparison, **63%** of the 545 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 **413** students indicating they got good grades w/o studying, **77%** expected a B or better.

**70%** of respondents ranked their high school as being **above average** (the highest in the last 5 yrs.)

**% rating high school as above average:**  
2000 = 65% 2001 = 63% 2002 = 68% 2003 = 65%

#### High School Attitudes:

Strongly Agree/Agree

Strongly Agree/Agree

	2004		2003	
I did well in a variety of subjects	<b>81.1%</b>	80.0%	I only tried hard in my favorite classes	<b>34.4%</b> 34.0%
I was interested in many subjects	<b>57.2%</b>	58.7%	I was only good at one or two subjects	<b>39.5%</b> 39.0%
I learned a lot from doing class assignments	<b>65.2%</b>	64.8%	A lot of what I learned in school can be applied to the real world	<b>53.0%</b> 52.6%
I enjoyed participating in social activities	<b>79.2%</b>	77.0%	I liked being in high school	<b>70.0%</b> 71.2%

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

	2004	2003
In high school, how often could personal experiences confirm or verify ideas presented in class?	<b>50.7%</b>	46.4%
During high school, how often did you feel "stressed" or overwhelmed by all your responsibilities?	<b>43.3%</b>	41.8%
How often have you been in a leadership role in a class group, or a school or community activity?	<b>54.0%</b>	51.1%

## High School Time Allotment

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

#### % of Respondents Indicating Hours Spent

	LT 1	1-5	6-10	11-15	16+	<b>2003</b> 0-5 hrs
<b>Studying or preparing for class on own</b>	22.7	60.2	12.5	3.4	1.2	75.6
<b>Studying or preparing for class with students</b>	56.0	39.2	3.5	1.1	0.1	93.2
<b>Socializing with friends</b>	1.2	15.4	24.9	23.5	35.0	18.4
<b>Working at a job for pay</b>	23.6	8.0	11.8	16.9	39.8	30.7
<b>Exercising or playing sports</b>	16.4	23.1	16.5	17.4	26.7	40.9
<b>Using computer/internet for recreation</b>	18.4	41.2	21.2	9.4	9.7	66.2
<b>Playing video games or watching T.V.</b>	21.2	43.7	20.7	7.4	7.0	68.5
<b>Participating in community activities</b>	35.5	40.2	14.5	5.5	4.3	81.6

## High School Learning Experiences

	2004		2003
	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	<b>55.1%</b>	<b>8.9%</b>	<b>51.9%</b>
Interacting with student groups	<b>33.4%</b>	<b>20.6%</b>	<b>33.6%</b>
Percent of students reporting how much they enjoyed learning in student groups	<b>41.9%</b>	<b>18.9%</b>	<b>42.7%</b>
Percent of students indicating how much effort they put into high school work	<b>41.1%</b>	<b>14.1%</b>	<b>41.4%</b>
Percent of students indicating time spent planning for future during last year of H.S.	<b>60.5%</b>	<b>8.6%</b>	<b>49.8%</b>

## Student Confidence

### Student Confidence in Their Ability To:

	Very Good/ or Good	Not Very/ Not Good	Very Good/Good Chg over 2003
Understand and respect other cultures	85.6%	1.7%	-1.1%
Work with others on projects	80.0%	2.7%	0.2%
Use computers or the internet for school work or research	79.5%	2.5%	-1.7%
Evaluate opposing options or viewpoints	69.2%	2.0%	3.9%
Find new ways to think about problems or topics	68.7%	2.1%	5.7%
Effectively plan and manage your responsibilities	65.9%	4.9%	2.3%
Effectively communicate your ideas by speaking	58.2%	10.5%	1.1%
Effectively communicate your ideas in writing	52.8%	10.4%	0.4%
Organize, prioritize, and plan your time	51.8%	13.1%	2.0%
Solve complex problems	41.5%	13.1%	4.4%
Intelligently discuss politics or current world events	38.0%	27.2%	-1.9%

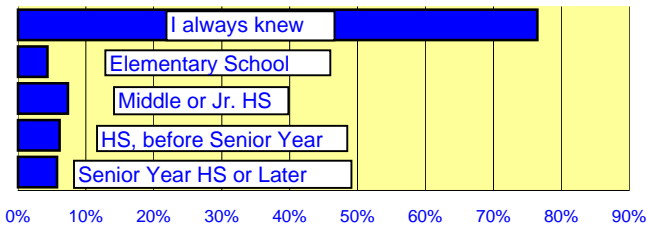
NOTE: Good and Not Good columns do not add up to 100% because a "Neutral" option was offered.

\*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 21% of ISU students who said they had *rarely* or *never* interacted in a social setting with people of different racial or ethnic backgrounds, 76% rated their ability to understand and respect cultures, attitudes, & customs of others as good or very good. Yet, of the 52% of ISU students who indicated frequent interaction with people of different backgrounds, over 91% of these students indicated similar confidence.

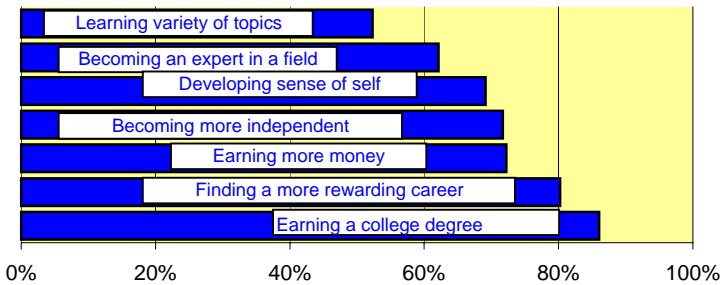
## Getting to College

### % Indicating When They Decided to Attend College



### 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 seven years.

**74%** of freshmen indicate most of their close friends from high school are attending college this year

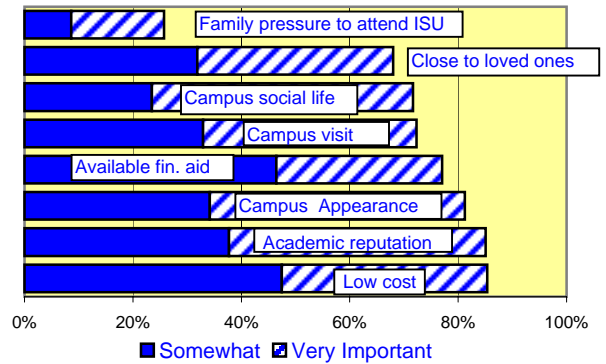
**15%** of ISU freshman applied to institutions outside of Indiana

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

	2004	2003
Before student entered high school	22.1%	19.2%
During high school or later	6.0%	6.4%
Don't know when they started saving	27.9%	29.1%
Don't know if they saved	14.4%	16.5%
Parents didn't save, but are contributing	19.7%	19.0%
Does not apply	9.9%	9.7%

### 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 six years

**51%** indicate that 2 or more of their close friends are attending Indiana State this year

**74%** of freshmen indicate that their family is very supportive of their decision to attend ISU

### Top Choices of ISU Freshmen

	2004	2003	% Applying 2004
ISU	70.2%	69.5%	100.0%
IU	8.2%	7.7%	18.5%
Non-Indiana Schools	5.6%	5.4%	14.7%
Ball State	5.2%	5.7%	21.9%
Purdue	5.0%	5.6%	13.3%
IN Privates	3.2%	3.3%	12.0%
Other Hoosier 4-year	2.3%	2.2%	20.5%

**Closer Look:** About **44%** of freshmen applied to other schools. About **15%** applied to schools outside Indiana. Ball State remains ISU's greatest competitor in terms of applicants, with about 22% sending applications to both schools, followed by other IN 4-yr. However, Ball State was third in being considered the first choice of ISU students who applied. IU remained as the primary first for this year.

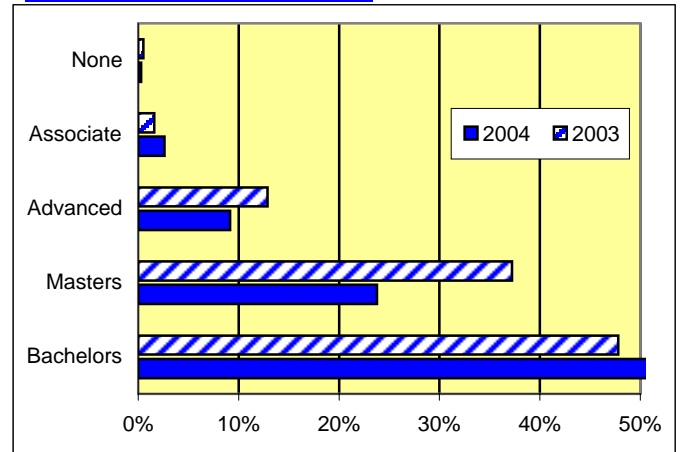
## College Expectations

### Academic Expectations

I expect college to help me improve my ability to:

	% Agree	
	<u>2004</u>	<u>2003</u>
Effectively plan and manage my responsibilities	91.3%	90.0%
Find new ways to think about problems	91.1%	88.0%
Organize, prioritize, and plan my time	91.1%	87.2%
Effectively communicate my ideas by speaking	89.1%	86.0%
Evaluate opposing points of view	87.9%	85.7%
Understand & appreciate other cultures	87.3%	85.5%
Effectively communicate my ideas in writing	86.3%	83.3%
Solve complex problems	85.1%	82.3%
Work with others on projects	84.3%	81.0%
Use computers or the internet	77.7%	76.7%
Intelligently discuss politics or current events	77.6%	73.8%

### Highest Degree Aspirations



### Time Allocation Expectations

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

						2003	
	<u>0-5 hrs</u>	<u>6-10 hrs</u>	<u>11-15 hrs</u>	<u>16-20 hrs</u>	<u>20+ hrs</u>	<u>0-5 hrs</u>	<u>20+ hrs</u>
Studying, researching, doing homework	10.4%	24.7%	26.7%	20.6%	17.6%	7.2%	18.3%
Meeting with students to prep for class	49.8%	33.8%	11.5%	3.5%	1.3%	58.2%	0.8%
Meeting with professors or instructors to discuss preparing for class	70.2%	20.4%	6.0%	2.6%	0.9%	74.9%	0.3%
Going to campus events	49.6%	27.8%	12.9%	6.8%	2.9%	58.3%	2.6%
Participating in campus organizations	63.5%	22.3%	7.7%	5.0%	1.5%	68.1%	1.4%
Socializing with:							
friends who are ISU students	23.6%	30.8%	21.5%	12.8%	11.3%	24.2%	9.9%
friends who are <u>not</u> ISU students	49.6%	26.5%	12.8%	5.9%	5.2%	56.0%	3.9%
Using a computer/internet for recreation	48.8%	25.1%	14.2%	6.1%	5.8%	56.0%	3.2%
Playing video games or watching T.V.	73.1%	16.3%	6.6%	2.4%	1.6%	76.3%	0.6%
Participating in sports or exercising	46.2%	30.6%	11.1%	6.6%	5.5%	51.3%	4.8%
Participating in community activities	79.2%	12.9%	5.0%	2.0%	1.0%	85.2%	0.4%
Working:							
in an off-campus job	62.6%	10.5%	10.9%	8.6%	7.4%	54.2%	7.0%
in an on-campus job	58.9%	19.6%	13.4%	6.6%	1.6%	64.8%	1.0%

### Expectations That There is Some Chance of the Following Happening at ISU

	<u>2004</u>	<u>2003</u>		<u>2004</u>	<u>2003</u>
Join a fraternity or sorority	48.6%	46.3%	Transfer to another college	31.9%	32.0%
Fail one or more classes	9.6%	11.2%	Drop out permanently	3.6%	1.6%
Get tutoring help	80.2%	81.0%	Be satisfied with your college	97.9%	98.3%
Need extra time to complete degree	52.6%	47.1%	Be gainfully employed during first year	85.6%	84.9%
Graduate with honors	68.5%	60.7%			



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