

# Indiana State University

## The Freshman Profile, Fall 2005

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. Fall 2005 first-time freshman students were asked to complete the SIQ survey on-line. Where possible, we have provided direct comparisons to previous years' data. The following results are based on the 1,286 freshmen (78.3% of the 1,642 new freshmen) who went through Sycamore Advantage in June and August of 2005.

Age	2005	2004
% age 17-19	97.0%	97.3%
% age 20-25	2.6%	2.4%
% age 26-30	0.2%	0.1%
% age 31-35	0.2%	0.1%
% age 36 and over	0.1%	0.1%

**53.1% of Fall 2005 freshmen are women**

Racial Background	2005	2004
Black or African American	10.0%	11.5%
American Indian	0.5%	0.3%
Caucasian	84.5%	84.8%
International	0.1%	0.1%
Hispanic	1.9%	1.0%
Asian American/Pacific Islander	0.8%	1.0%
Multiracial	2.2%	1.2%

Area Lived In During High School	2005	2004
Rural area	23.0%	20.1%
Small town	40.8%	40.8%
Moderate city	23.5%	22.7%
Large city	4.3%	5.5%
Suburban area outside city	8.4%	10.9%

**9.5% of commuters drive more than 30 minutes one way**

Graduated from High School	2005	2004
This year	94.1%	93.7%
Last year	3.1%	4.0%
Two years ago	1.1%	0.8%
Three years ago	0.5%	0.4%
Four or more years ago	1.2%	1.2%

Estimated Family Income	2005	2004
Under \$25,000	15.2%	15.4%
between \$25,000 & \$39,999	16.8%	18.8%
between \$40,000 & \$59,999	24.3%	24.6%
between \$60,000 & \$79,999	22.3%	20.2%
Between \$80,000 & \$99,999	11.0%	9.6%
\$100,000 or more	10.4%	11.4%

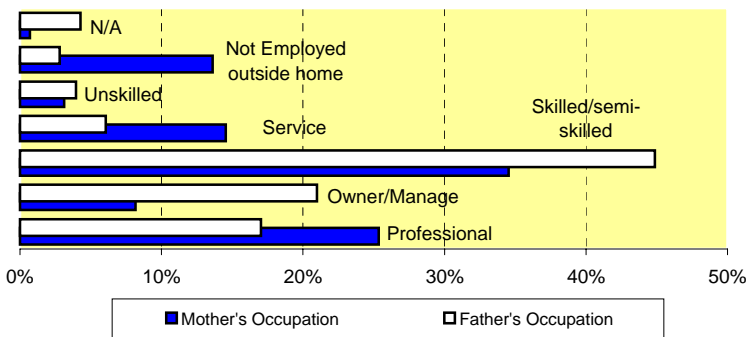
**Almost 32% of 2005 freshmen reported family incomes of \$40K or less (2% lower than 2004)**

Are You the First of the Children in Your Family Going to College?	2005	2004
I am the only child	6.8%	6.2%
Yes, and I am the oldest	33.7%	33.2%
Yes, but I am not the oldest	12.9%	13.0%
No	46.5%	47.6%

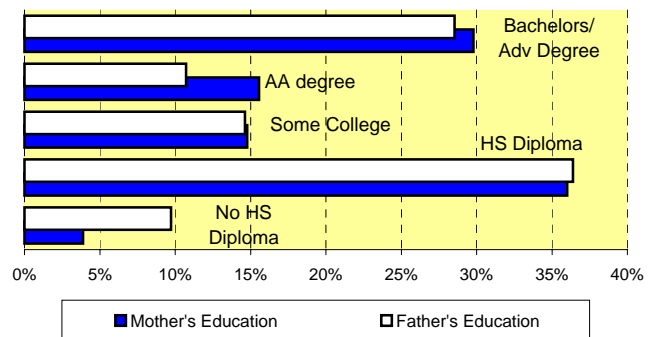
**77.0% of freshmen have major or some concerns about paying for college**

### Family Background

Parental Occupation



Parental Education



**58% of Fall 2005 freshmen cohort come from families where neither parent has a four-year degree! This is down from the 2004 freshmen cohort (59%) and the 2003 freshmen cohort (60%).**

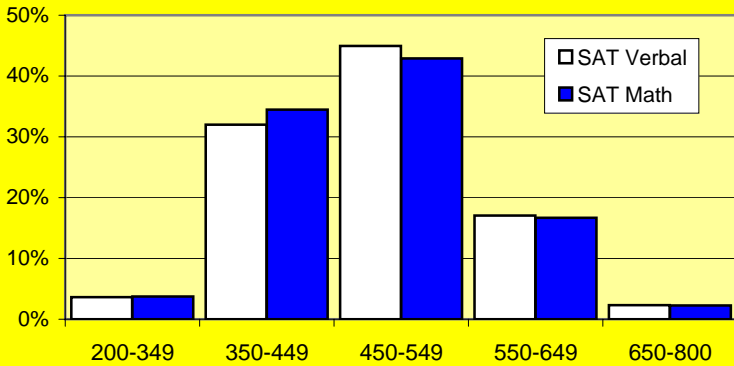
### Family Ties to ISU Students

- 20% : Parents attended ISU
- 29% : Other close relative attended ISU
- 40% : Either parent or relative attended ISU

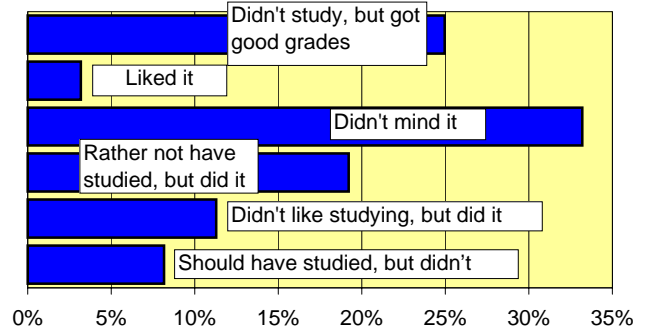
- 14% : Parents graduated from ISU
- 18% : Close relative graduated from ISU
- 27% : Either parent or relative graduated from ISU

## 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
<b>2005</b>	478	475	954	3.02
<b>2004</b>	475	479	954	2.97

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

**Only 3.2%** of freshmen liked to study. But of the **41** who did, **78%** anticipate earning above a 3.00 GPA their first year. In comparison, **59%** of the 497 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 **321** students indicating they got good grades w/o studying, **72%** expected a B or better.

**72%** of respondents ranked their high school as being **above average** (the highest in the last 6 yrs.)

**% rating high school as above average:**  
2001 = 63% 2002 = 68% 2003 = 65% 2004 = 70%

### High School Attitudes:

Strongly Agree/Agree

Strongly Agree/Agree

	2005		2004		
	2005	2004	2005	2004	
I did well in a variety of subjects	84.8%	81.1%	I only tried hard in my favorite classes	29.9%	34.4%
I was interested in many subjects	60.0%	57.2%	I was only good at one or two subjects	35.5%	39.5%
I learned a lot from doing class assignments	68.6%	65.2%	A lot of what I learned in school can be applied to the real world	56.1%	53.0%
I enjoyed participating in social activities	82.3%	79.2%	I liked being in high school	69.9%	70.0%

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

	2005	2004
In high school, how often could personal experiences confirm or verify ideas presented in class?	53.0%	50.7%
During high school, how often did you feel "stressed" or overwhelmed by all your responsibilities?	44.5%	43.3%
How often have you been in a leadership role in a class group, or a school or community activity?	55.4%	54.0%

## High School Time Allotment

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

### % of Respondents Indicating Hours Spent

	2005					2004
	LT 1	1-5	6-10	11-15	16+	0-5 hrs
Studying or preparing for class on own	15.2	58.1	19.3	5.1	2.3	82.9
Studying or preparing for class with students	55.5	38.0	5.3	0.9	0.2	95.2
Socializing with friends	1.9	16.3	26.9	25.7	29.3	16.6
Working at a job for pay	25.1	7.9	12.6	17.2	37.2	31.6
Exercising or playing sports	16.0	21.5	17.7	17.7	27.2	39.4
Using computer/internet for recreation	19.3	38.8	19.3	11.4	11.2	59.6
Playing video games or watching T.V.	26.2	38.6	18.8	8.6	7.8	64.8
Participating in community activities	37.5	39.0	14.2	5.0	4.4	75.7

## High School Learning Experiences

	2005		2004
	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	55.8%	8.4%	55.1%
Interacting with student groups	37.2%	20.8%	33.4%
Percent of students reporting how much they enjoyed learning in student groups	47.0%	19.6%	41.9%
Percent of students indicating how much effort they put into high school work	42.8%	12.8%	41.1%
Percent of students indicating time spent planning for future during last year of H.S.	63.9%	7.5%	60.5%

## Student Confidence

### Student Confidence in Their Ability To:

	Very Good/ or Good	Not Very/ Not Good	Very Good/Good Chg over 2004
Use computers or the internet for school work or research	84.1%	2.0%	4.6%
Understand and respect other cultures	83.7%	1.9%	-2.0%
Work with others on projects	82.7%	2.7%	2.7%
Evaluate opposing options or viewpoints	73.1%	2.4%	3.9%
Find new ways to think about problems or topics	67.9%	2.1%	-0.8%
Effectively plan and manage your responsibilities	67.4%	3.8%	1.5%
Effectively communicate your ideas by speaking	59.5%	9.7%	1.3%
Organize, prioritize, and plan your time	53.9%	10.6%	2.1%
Effectively communicate your ideas in writing	53.8%	11.9%	1.0%
Solve complex problems	42.2%	12.0%	0.7%
Intelligently discuss politics or current world events	40.1%	24.8%	2.2%

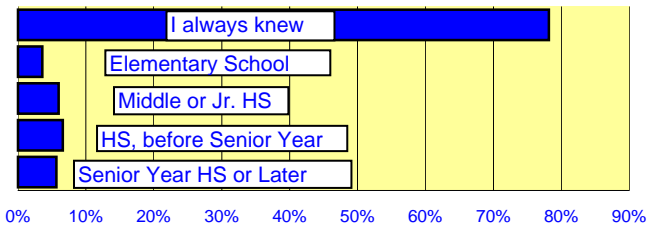
NOTE: Good and Not Good columns do not add up to 100% because a "Neutral" option was offered.

\*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 18% of ISU students who said they had *rarely* or *never* interacted in a social setting with people of different racial or ethnic backgrounds, 69% rated their ability to understand and respect cultures, attitudes, & customs of others as good or very good. Yet, of the 56% of ISU students who indicated frequent interaction with people of different backgrounds, over 90% of these students indicated similar confidence.

## Getting to College

### % Indicating When They Decided to Attend College

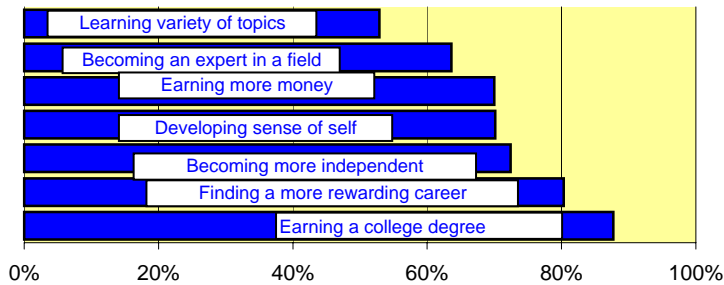


### Financial Preparation: Student Perceptions of When Parents Began Saving for College

	2005	2004
Before student entered high school	19.2%	22.1%
During high school or later	7.3%	6.0%
Don't know when they started saving	28.3%	27.9%
Don't know if they saved	12.5%	14.4%
Parents didn't save, but are contributing	21.5%	19.7%
Does not apply	11.2%	9.9%

### The College Decision

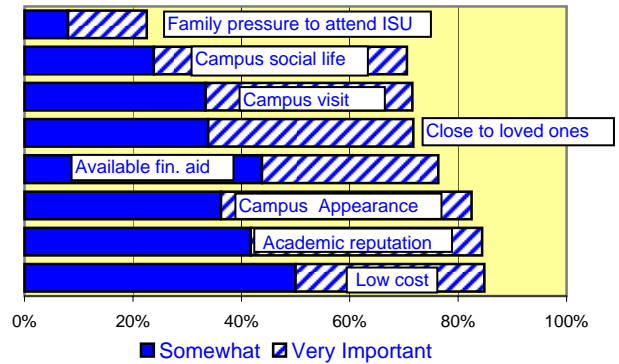
% of respondents indicating factors are a **very important** reason for deciding to go to college



Although some questions have changed, **Earning a College Degree** and **finding a rewarding career** have consistently been among the top two reasons for attending college over the past eight 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 eight years

71% of freshmen indicate most of their close friends from high school are attending college this year

16% of ISU freshman applied to institutions outside of Indiana

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

75% of freshmen indicate that their family is very supportive of their decision to attend ISU

### Top Choices of ISU Freshmen

	2005	2004	% Applying 2004
ISU	67.4%	70.2%	100.0%
Ball State	4.6%	5.2%	20.4%
Other Hoosier 4-year	2.2%	2.3%	20.1%
IU	6.7%	8.2%	16.8%
Non-Indiana Schools	6.7%	5.6%	16.1%
Purdue	5.2%	5.0%	15.5%
IN Privates	5.7%	3.2%	14.2%

**Closer Look:** About **42%** of freshmen applied to other schools. About **16%** 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 other IN 4-yr. However, Ball State was fifth in being considered the first choice of ISU students who applied. IU and Non-IN remained as the primary first for this year.

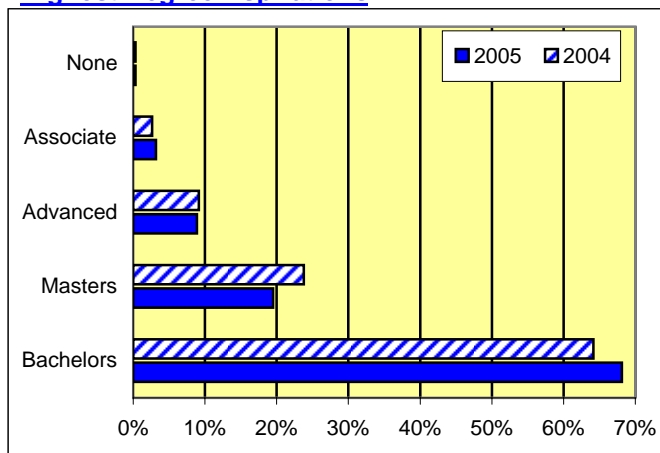
## College Expectations

### Academic Expectations

I expect college to help me improve my ability to:

	% Agree	
	<u>2005</u>	<u>2004</u>
Organize, prioritize, and plan my time	92.8%	91.3%
Find new ways to think about problems	92.1%	91.1%
Effectively plan and manage my responsibilities	91.8%	91.1%
Effectively communicate my ideas by speaking	91.3%	89.1%
Evaluate opposing points of view	90.4%	87.9%
Effectively communicate my ideas in writing	89.3%	87.3%
Solve complex problems	88.3%	86.3%
Understand & appreciate other cultures	87.6%	85.1%
Work with others on projects	84.2%	84.3%
Intelligently discuss politics or current events	80.7%	77.7%
Use computers or the internet	77.2%	77.6%

### Highest Degree Aspirations



### Time Allocation Expectations

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

						2004	
	<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	6.1%	29.1%	30.8%	20.2%	13.8%	10.4%	17.6%
Meeting with students to prep for class	52.5%	31.6%	11.5%	3.4%	0.9%	49.8%	1.3%
Meeting with professors or instructors to discuss preparing for class	73.3%	17.2%	6.1%	2.3%	1.0%	70.2%	0.9%
Going to campus events	50.2%	27.2%	13.7%	6.1%	2.8%	49.6%	2.9%
Participating in campus organizations	65.5%	20.5%	8.4%	3.3%	2.3%	63.5%	1.5%
Socializing with:							
friends who are ISU students	21.9%	31.3%	22.8%	12.4%	11.5%	23.6%	11.3%
friends who are <u>not</u> ISU students	50.2%	25.3%	13.5%	5.1%	5.9%	49.6%	5.2%
Using a computer/internet for recreation	47.7%	23.3%	14.6%	7.6%	6.7%	48.8%	5.8%
Playing video games or watching T.V.	72.0%	16.3%	7.6%	1.9%	2.3%	73.1%	1.6%
Participating in sports or exercising	43.2%	28.5%	14.7%	8.6%	5.0%	46.2%	5.5%
Participating in community activities	79.8%	12.4%	4.9%	2.0%	0.9%	79.2%	1.0%
Working:							
in an off-campus job	60.7%	10.7%	9.8%	10.1%	8.6%	62.6%	7.4%
in an on-campus job	59.9%	17.4%	14.5%	7.1%	1.1%	58.9%	1.6%

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

	<u>2005</u>	<u>2004</u>		<u>2005</u>	<u>2004</u>
Join a fraternity or sorority	46.0%	48.6%	Transfer to another college	29.5%	31.9%
Fail one or more classes	7.6%	9.6%	Drop out permanently	2.0%	3.6%
Get tutoring help	82.5%	80.2%	Be satisfied with your college	98.3%	97.9%
Need extra time to complete degree	50.2%	52.6%	Be gainfully employed during first year	85.5%	85.6%
Graduate with honors	65.1%	68.5%			



Office of Strategic Planning,  
Institutional Research and Effectiveness

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