

# Indiana State University

## The Freshman Profile, Fall 2006

In 2000, 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 2006 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 1,075 freshmen (63.1% of the 1,703 new freshmen) who went through Sycamore Advantage in June and August of 2006.

Age	2006	2005
% age 17-19	98.4%	97.0%
% age 20-25	1.6%	2.6%
% age 26-30	0.0%	0.2%
% age 31-35	0.0%	0.2%
% age 36 and over	0.0%	0.1%

Graduated from High School	2006	2005
This year	95.6%	94.1%
Last year	3.1%	3.1%
Two years ago	0.6%	1.1%
Three years ago	0.2%	0.5%
Four or more years ago	0.6%	1.2%

**57.4% of Fall 2006 freshmen are women**

Racial Background	2006	2005
Black or African American	13.8%	10.0%
American Indian	0.0%	0.5%
Caucasian	81.9%	84.5%
International	0.1%	0.1%
Hispanic	1.1%	1.9%
Asian American/Pacific Islander	0.8%	0.8%
Multiracial	2.3%	2.2%

Estimated Family Income	2006	2005
Under \$25,000	13.9%	15.2%
between \$25,000 & \$39,999	18.4%	16.8%
between \$40,000 & \$59,999	24.7%	24.3%
between \$60,000 & \$79,999	21.8%	22.3%
Between \$80,000 & \$99,999	10.2%	11.0%
\$100,000 or more	11.0%	10.4%

**Almost 32.3% of 2006 freshmen reported family incomes of \$40K or less (0.4% up from 2005)**

Area Lived In During High School	2006	2005
Rural area	23.0%	23.0%
Small town	38.0%	40.8%
Moderate city	23.9%	23.5%
Large city	6.0%	4.3%
Suburban area outside city	9.2%	8.4%

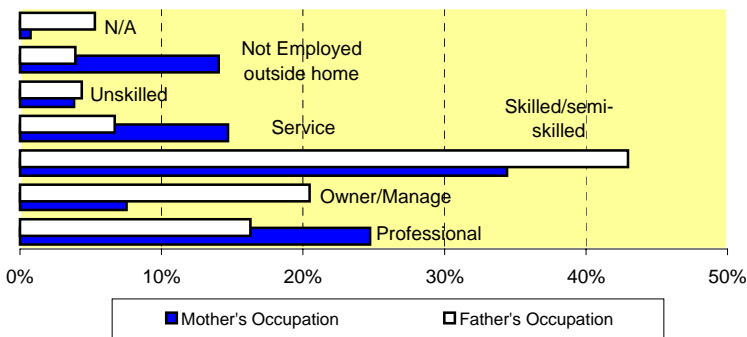
Are You the First of the Children in Your Family Going to College?	2006	2005
I am the only child	6.1%	6.8%
Yes, and I am the oldest	32.1%	33.7%
Yes, but I am not the oldest	12.7%	12.9%
No	49.0%	46.5%

**10.0% of commuters drive more than 30 minutes one way**

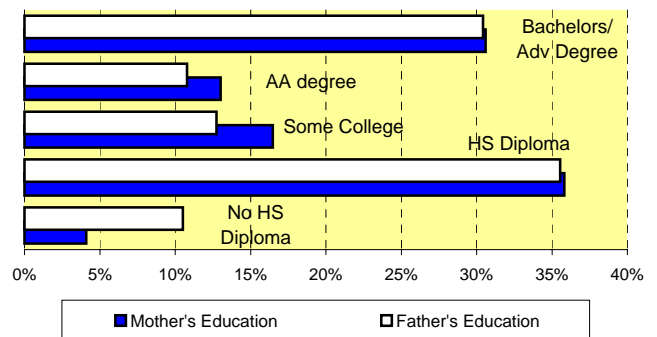
**80.3% of freshmen have major or some concerns about paying for college**

### Family Background

Parental Occupation



Parental Education



**56% of Fall 2006 freshmen cohort come from families where neither parent has a four-year degree! This is down from the 2005 freshmen cohort (58%) and the 2004 freshmen cohort (59%).**

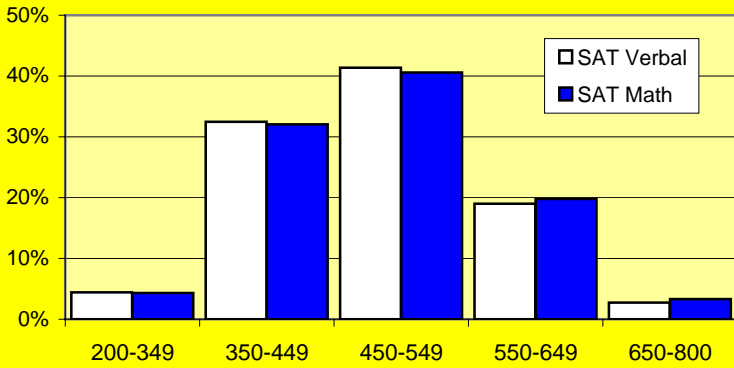
### Family Ties to ISU Students

- 22% : Parents attended ISU
- 32% : Other close relative attended ISU
- 43% : Either parent or relative attended ISU

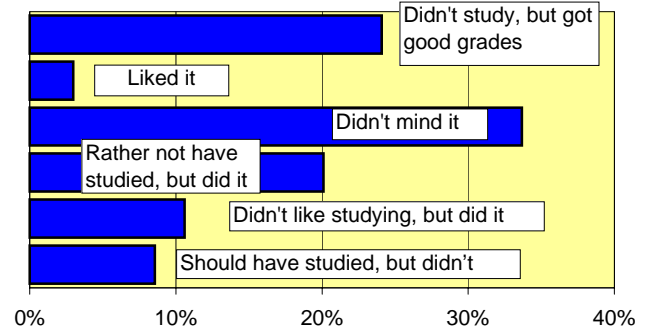
- 17% : Parents graduated from ISU
- 18% : Close relative graduated from ISU
- 28% : Either parent or relative graduated from ISU

## 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>2006</b>	477	482	959	<b>3.08</b>
<b>2005</b>	478	475	954	<b>3.02</b>

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

**Only 3.0%** of freshmen liked to study. But of the **32** who did, **91%** anticipate earning above a 3.00 GPA their first year. In comparison, **64%** 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 **280** students indicating they got good grades w/o studying, **79%** expected a B or better.

**74%** of respondents ranked their high school as being **above average** (the highest in the last 7 yrs.)

**% rating high school as above average:**  
2002 = 68% 2003 = 65% 2004 = 70% 2005 = 72%

### High School Attitudes:

Strongly Agree/Agree

Strongly Agree/Agree

	2006		2005	
I did well in a variety of subjects	<b>85.4%</b>	84.8%	84.8%	29.9%
I was interested in many subjects	<b>64.5%</b>	60.0%	60.0%	35.5%
I learned a lot from doing class assignments	<b>71.1%</b>	68.6%	68.6%	56.1%
I enjoyed participating in social activities	<b>80.2%</b>	82.3%	82.3%	69.9%

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

	2006	2005
In high school, how often could personal experiences confirm or verify ideas presented in class?	<b>51.8%</b>	53.0%
During high school, how often did you feel "stressed" or overwhelmed by all your responsibilities?	<b>45.0%</b>	44.5%
How often have you been in a leadership role in a class group, or a school or community activity?	<b>58.8%</b>	55.4%

## 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>2005</b> 0-5 hrs
Studying or preparing for class on own	17.1	59.4	16.7	4.7	2.0	73.3
Studying or preparing for class with students	54.1	38.4	5.6	1.4	0.5	93.5
Socializing with friends	2.3	16.1	28.1	24.1	29.4	18.1
Working at a job for pay	28.0	7.9	11.8	15.1	37.2	33.0
Exercising or playing sports	18.2	19.9	19.3	15.6	27.0	37.5
Using computer/internet for recreation	17.8	37.6	19.8	11.9	12.9	58.1
Playing video games or watching T.V.	24.2	39.7	20.2	8.0	7.9	64.8
Participating in community activities	33.8	43.1	12.3	6.6	4.3	76.4

## High School Learning Experiences

	2006		2005
	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>62.7%</b>	7.2%	<b>55.8%</b>
Interacting with student groups	<b>36.9%</b>	20.6%	<b>37.2%</b>
Percent of students reporting how much they enjoyed learning in student groups	<b>43.9%</b>	18.6%	<b>47.0%</b>
Percent of students indicating how much effort they put into high school work	<b>46.3%</b>	11.7%	<b>42.8%</b>
Percent of students indicating time spent planning for future during last year of H.S.	<b>63.4%</b>	5.2%	<b>63.9%</b>

## Student Confidence

### Student Confidence in Their Ability To:

	Very Good/ or Good	Not Very/ Not Good	Very Good/Good Chg over 2005
Understand and respect other cultures	86.2%	1.8%	2.6%
Use computers or the internet for school work or research	82.3%	2.1%	-1.7%
Work with others on projects	79.3%	3.4%	-3.4%
Evaluate opposing options or viewpoints	73.3%	2.6%	0.2%
Effectively plan and manage your responsibilities	69.5%	4.3%	2.1%
Find new ways to think about problems or topics	67.9%	2.0%	0.0%
Effectively communicate your ideas by speaking	56.2%	11.0%	-3.3%
Organize, prioritize, and plan your time	53.9%	11.8%	0.0%
Effectively communicate your ideas in writing	53.0%	10.7%	-0.8%
Solve complex problems	44.3%	14.0%	2.1%
Intelligently discuss politics or current world events	36.2%	27.6%	-3.9%

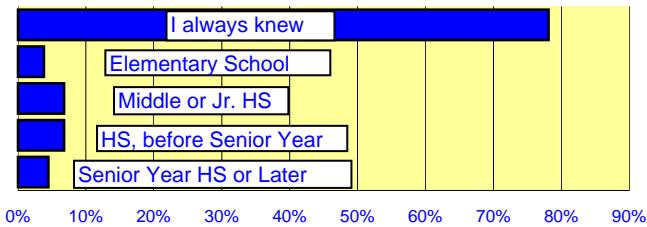
NOTE: Good and Not Good columns do not add up to 100% because a "Neutral" option was offered.

\*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 18% 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 54% 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

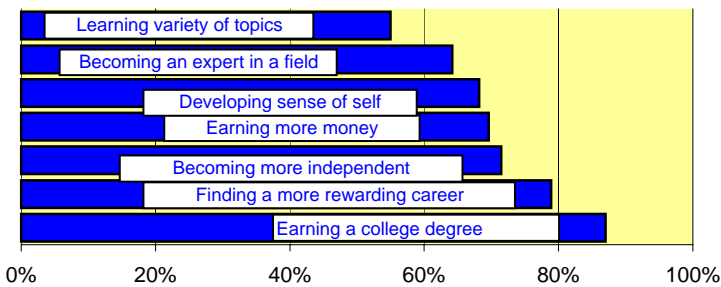


### Financial Preparation: Student Perceptions of When Parents Began Saving for College

	2006	2005
Before student entered high school	19.0%	19.2%
During high school or later	6.3%	7.3%
Don't know when they started saving	30.6%	28.3%
Don't know if they saved	16.6%	12.5%
Parents didn't save, but are contributing	17.9%	21.5%
Does not apply	9.7%	11.2%

### The College Decision

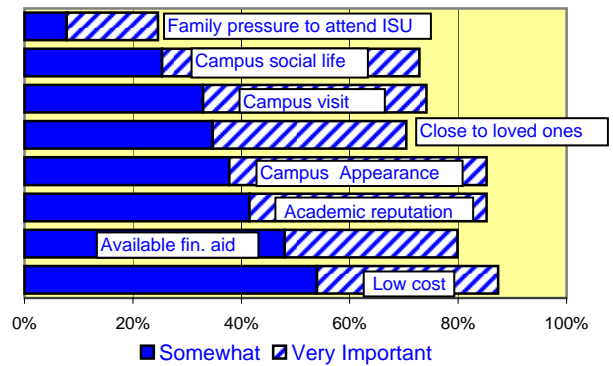
% of respondents indicating factors are a **very important** reason for deciding to go to college



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 nine years.

### The ISU Decision: Top Reasons for Deciding on ISU

% of respondents indicating somewhat or very important



**Low Cost** has been the top reason for coming to ISU for the past nine years, followed by financial aid.

**77%** of freshmen indicate most of their close friends from high school are attending college this year

**17%** of ISU freshman applied to institutions outside of Indiana

**52%** 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

	2006	2005	% Applying
ISU	66.0%	67.4%	100.0%
IU	8.4%	6.7%	20.0%
Non-Indiana Schools	7.7%	6.7%	17.4%
IN Privates	5.1%	5.7%	15.3%
Ball State	5.0%	4.6%	20.1%
Purdue	3.9%	5.2%	13.0%
Other Hoosier 4-year	3.3%	2.2%	22.4%

**Closer Look:** About **62%** of freshmen applied to other schools. About **17%** applied to schools outside Indiana. Other IN 4-year inst. emerged as ISU's greatest competitor in terms of applicants, with about 22% sending applications to both schools, followed by Ball State. However, other IN 4-year inst. was seventh in being considered the first choice of ISU students who applied. IU remains as the primary first for this year.

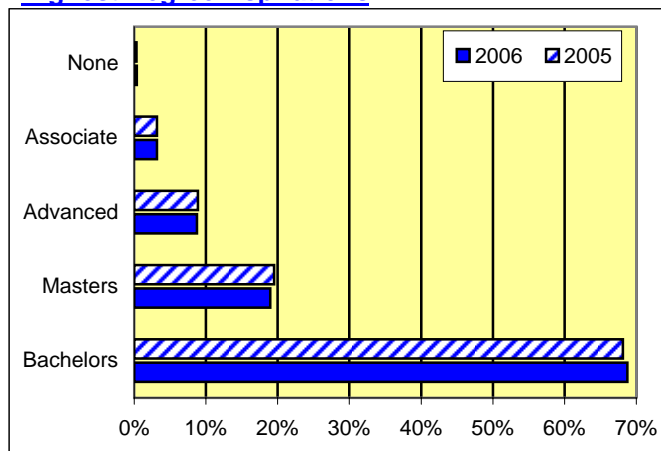
## College Expectations

### Academic Expectations

I expect college to help me improve my ability to:

	% Agree	
	<u>2006</u>	<u>2005</u>
Find new ways to think about problems	91.9%	92.8%
Organize, prioritize, and plan my time	91.4%	92.1%
Effectively plan and manage my responsibilities	90.7%	91.8%
Evaluate opposing points of view	90.1%	91.3%
Effectively communicate my ideas by speaking	89.2%	90.4%
Understand & appreciate other cultures	88.1%	89.3%
Effectively communicate my ideas in writing	87.8%	88.3%
Solve complex problems	87.5%	87.6%
Work with others on projects	85.0%	84.2%
Intelligently discuss politics or current events	81.4%	80.7%
Use computers or the internet	81.3%	77.2%

### Highest Degree Aspirations



### Time Allocation Expectations

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

						2005	
	<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	8.5%	27.4%	31.9%	20.3%	11.9%	6.1%	13.8%
Meeting with students to prep for class	49.0%	34.1%	11.5%	3.7%	1.6%	52.5%	0.9%
Meeting with professors or instructors to discuss preparing for class	67.3%	21.1%	7.0%	3.2%	1.4%	73.3%	1.0%
Going to campus events	48.8%	28.2%	13.2%	5.7%	4.1%	50.2%	2.8%
Participating in campus organizations	62.0%	21.0%	10.6%	3.6%	2.7%	65.5%	2.3%
Socializing with:							
friends who are ISU students	23.3%	28.4%	24.4%	13.0%	10.9%	21.9%	11.5%
friends who are <u>not</u> ISU students	47.4%	25.9%	14.2%	7.5%	4.9%	50.2%	5.9%
Using a computer/internet for recreation	42.6%	25.6%	15.9%	7.9%	8.0%	47.7%	6.7%
Playing video games or watching T.V.	72.7%	16.4%	5.7%	2.7%	2.5%	72.0%	2.3%
Participating in sports or exercising	45.1%	27.7%	14.0%	6.0%	7.1%	43.2%	5.0%
Participating in community activities	76.3%	15.1%	5.4%	1.4%	1.9%	79.8%	0.9%
Working:							
in an off-campus job	60.8%	10.8%	11.5%	9.1%	7.7%	60.7%	8.6%
in an on-campus job	60.1%	18.1%	13.1%	6.1%	2.5%	59.9%	1.1%

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

	<u>2006</u>	<u>2005</u>		<u>2006</u>	<u>2005</u>
Join a fraternity or sorority	44.6%	46.0%	Transfer to another college	25.6%	29.5%
Fail one or more classes	7.6%	7.6%	Drop out permanently	2.5%	2.0%
Get tutoring help	83.3%	82.5%	Be satisfied with your college	98.2%	98.3%
Need extra time to complete degree	49.5%	50.2%	Be gainfully employed during first year	86.7%	85.5%
Graduate with honors	73.4%	65.1%			



Office of Strategic Planning,  
Institutional Research and Effectiveness

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