

Fall 2001 Freshmen Survey

Every other year, Evergreen conducts a survey of new freshmen as part of our institutional research requirements from the Higher Education Coordinating Board, and we have also chosen to use the results from the survey as part of our accreditation reports. For many years, Evergreen has been asking new freshmen to participate in the national Freshmen Survey of the Cooperative Institutional Research Program (CIRP), conducted jointly by the American Council on Education (ACE) and UCLA. This CIRP Freshmen Survey contains in excess of 230 response items, many of them questions of a personal nature. For 2001, we included with the CIRP survey an additional set of 21 Evergreen-specific questions. All entering freshmen were asked to complete the survey. In addition, some transfer students volunteered to participate, but are not included in this analysis. The response rate for this survey has fallen from 38% in the 1999 administration of the survey to 19% in 2001. Anecdotal reports from students have indicated that many are irritated and offended by the length and intrusiveness of the survey. Many of these questions do not seem to us to provide information that is particularly useful to understanding what new students experience or need upon their entry into Evergreen.

We will continue to conduct a biannual survey of new freshmen, but we have concluded that Evergreen's interests are no longer well served by the CIRP survey. We therefore plan to discontinue using the CIRP as our survey of new freshmen, and substitute a survey of both new freshmen and new transfer students tailored to issues important to Evergreen.¹ Rather than an extensive list of questions concerning family education, religious preferences, partying habits and political opinions, we intend to design a much shorter survey that addresses student opinions on issues more directly related to teaching, learning, and academic and social supports at Evergreen. We invite your participation in the design of this new survey: please contact the Institutional Research office with your suggestions for specific questions or domains of study. We may retain some of the aspects of the CIRP in the new survey; if there are particular aspects of the CIRP that you think ought to be retained, please let us know.

We report below selected findings from the 2001 CIRP Freshmen Survey, concentrating on those areas where Evergreen students differ markedly from new freshmen at all participating public colleges. For some questions we report only those response items where a significant difference was observed; for others, all related questions are listed to give a more complete idea of the items where Evergreen students differ and do not differ from their peers at other four-year public colleges.² Items that were not significantly different are grayed out in the tables. The results mirror almost exactly the results from the 1999 CIRP survey, with fewer differences being statistically different due to the drop in sample size.

Judgements of statistical significance were made using the z-score test of differences in proportion at the 95% confidence level, with the comparison group of students in 4-year public colleges considered as the population. This test should not be considered particularly trustworthy for these

¹ In their last accreditation study of Evergreen, the Northwest Commission on Colleges recommended that the freshmen survey be extended to transfer students. We anticipate that the Commission will look favorably on our adoption of the National Study of Student Engagement (NSSE) survey as our primary means of comparing Evergreen students to a national group, and will not object to dropping the CIRP. We feel the NSSE survey asks questions much more directly relevant to freshmen educational experiences and needs than the CIRP survey.

² The CIRP survey results also include as an alternate comparison group the four-year "selective" public colleges. However, the response differences between the selective group and all four-year public colleges were minimal.

data.³ Also, the respondents were not a randomly selected sample, and the response rates particularly for the Evergreen-specific questions are too low to consider the results as representative of all new freshmen at Evergreen.

Summary

A summary of statistically significant results is given below. The comparison group was freshmen at all four-year public colleges that conducted the CIRP survey.

- A higher proportion of Evergreen students made Evergreen their first choice when applying to college and a higher proportion did not apply to any other college.
- New freshmen at Evergreen rate themselves higher than their peers on academic ability, artistic ability, writing ability, public speaking ability, intellectual self-confidence, self-understanding, and creativity. They rate themselves lower on competitiveness, mathematical ability, physical health, and religiousness.
- Evergreen freshmen are more likely to have discussed politics, socialized frequently with someone of another racial/ethnic group, attended a public recital or concert, visited an art gallery or museum, played a musical instrument, communicated by e-mail, and more likely to have been frequently depressed. They are less likely to have attended religious services, but are more likely to have frequently discussed religion.
- Evergreen freshmen differ the most from their peers in aspiring to create artistic work, influencing the political structure, becoming involved in programs to clean up the environment, keeping up to date with political affairs, and developing a meaningful philosophy of life. They are less likely to consider being very well off financially, raising a family, and having administrative responsibility for others as very important or essential objectives.
- Evergreen freshmen are more likely to go to college to make themselves more cultured persons, learn more about things that interest them, and to gain a general education and appreciation of ideas. They are less likely to go to college to be able to make more money, get training for a specific career, to be able to get a better job, or because their parents wanted them to go.
- Evergreen freshmen came to Evergreen versus some other college specifically because Evergreen offers special educational programs, and because of rankings in national magazines. They are less likely to choose Evergreen over another institution because Evergreen graduates get good jobs or because they were offered financial assistance.
- Evergreen freshmen are substantially more likely to characterize their political views as “far left” or “liberal” than their peers at other four-year public colleges, and the differences in specific social and political opinions expressed by Evergreen freshmen are consistent with this.

³ Many of the answer distributions were non-normal, and this test is not the best to use in this situation. However, we lack access to the respondent-level results of the “population” that we would need to conduct more appropriate tests of statistical significance.

Table 1 shows that a significantly higher proportion of Evergreen students made Evergreen their first choice when applying to college and a higher proportion did not apply to any other college.

| Table 1. Choice of College | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| Is this college your: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| First choice | 91 | 86.8 | 67.4 | 19.4 | 3.948059 |
| Second choice | 91 | 8.7 | 23.9 | -15.2 | 3.399954 |
| Third choice | 91 | 4.4 | 5.8 | -1.4 | 0.571359 |
| Less than third choice | 91 | 0.0 | 3.0 | -3.0 | 1.677627 |
| To how many colleges other than this one did you apply for admission this year? | | | | | |
| None | 92 | 45.7 | 22.0 | 23.7 | 5.487615 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

Table 2 shows the proportions responding to a series of self-rankings on personal skills. New freshmen at Evergreen rate themselves significantly higher than their peers on academic ability, artistic ability, writing ability, public speaking ability, intellectual self-confidence, self-understanding, and creativity. They rate themselves significantly lower on competitiveness, mathematical ability, physical health, and religiousness. All items asked in this question are shown.

| Table 2. Skills and Abilities | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| Student rated self above average or highest 10% as compared with the average person of his/her age in: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Academic ability | 91 | 76.9 | 58.4 | 18.5 | 3.580464 |
| Artistic ability | 91 | 48.4 | 29.3 | 19.1 | 4.00323 |
| Computer skills | 91 | 31.9 | 33.0 | -1.1 | 0.223161 |
| Competitiveness | 91 | 28.9 | 53.6 | -24.7 | 4.724722 |
| Cooperativeness | 91 | 62.7 | 70.6 | -7.9 | 1.654138 |
| Creativity | 91 | 79.2 | 55.3 | 23.9 | 4.585664 |
| Drive to achieve | 90 | 71.1 | 66.6 | 4.5 | 0.905156 |
| Emotional health | 91 | 48.4 | 50.7 | -2.3 | 0.438855 |
| Leadership ability | 91 | 62.7 | 57.1 | 5.6 | 1.079349 |
| Mathematical ability | 91 | 23.1 | 36.6 | -13.5 | 2.673433 |
| Physical health | 91 | 40.7 | 52.4 | -11.7 | 2.234794 |
| Persistence | 91 | 61.6 | 57.5 | 4.1 | 0.791182 |
| Popularity | 91 | 29.7 | 38.1 | -8.4 | 1.650031 |
| Public speaking ability | 91 | 45.1 | 33.7 | 11.4 | 2.300667 |
| Religiousness | 90 | 17.8 | 30.1 | -12.3 | 2.543926 |
| Self-confidence (intellectual) | 91 | 69.3 | 55.0 | 14.3 | 2.742011 |
| Self-confidence (social) | 91 | 47.3 | 51.0 | -3.7 | 0.706056 |
| Self-understanding | 91 | 67.1 | 53.2 | 13.9 | 2.657399 |
| Spirituality | 90 | 46.7 | 37.9 | 8.8 | 1.720832 |
| Understanding of others | 92 | 72.2 | 63.4 | 8.8 | 1.752231 |
| Writing ability | 90 | 66.7 | 41.3 | 25.4 | 4.893965 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

Table 3 indicates how Evergreen freshmen are similar to and different from their peers at other four-year public colleges. Only selected activities of particular interest from the complete list of choices are shown. Evergreen freshmen are significantly more likely to have discussed politics, socialized frequently with someone of another racial/ethnic group, attended a public recital or concert (no distinction is made in this item between string quartets and raves), visited an art gallery or museum, discussed religion, played a musical instrument, and communicated by e-mail. While the second-largest difference is seen for discussing religion (after discussing politics), Evergreen freshmen are significantly less likely to have attended a religious service. They are also more likely to have been frequently depressed, and do not significantly differ from their peers at all four-year public colleges in participation in organized demonstrations, performance of volunteer work, and frequent voting in student elections.

| Table 3. Participation in Activities | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| Activities in the past year (occasionally or frequently except where noted): | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Attended a religious service | 91 | 48.4 | 82.3 | -33.9 | 8.472934 |
| Participated in organized demonstrations | 91 | 52.8 | 52.5 | 0.3 | 0.057308 |
| Felt depressed [frequently] | 91 | 19.8 | 8.2 | 11.6 | 4.033206 |
| Performed volunteer work | 91 | 78.1 | 78.3 | -0.2 | 0.046285 |
| Played a musical instrument | 91 | 61.6 | 38.0 | 23.6 | 4.638153 |
| Discussed politics [frequently] | 91 | 59.3 | 17.5 | 41.8 | 10.49424 |
| Voted in student election [frequently] | 91 | 20.9 | 23.3 | -2.4 | 0.541572 |
| Socialized with someone of another racial/ethnic group [frequently] | 90 | 83.3 | 70.8 | 12.5 | 2.608094 |
| Attended a public recital or concert | 91 | 92.3 | 76.6 | 15.7 | 3.537513 |
| Visited an art gallery or museum | 91 | 81.3 | 54.9 | 26.4 | 5.061161 |
| Discussed religion [frequently] | 91 | 57.1 | 28.1 | 29.0 | 6.154618 |
| Communicated via e-mail [frequently] | 90 | 81.1 | 61.0 | 20.1 | 3.90949 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

Personal objectives and aspirations are shown in Table 4. All items from this survey question are shown. Evergreen freshmen differ the most from their peers in aspiring to create artistic work, influencing the political structure, becoming involved in programs to clean up the environment, keeping up to date with political affairs, and developing a meaningful philosophy of life. They are substantially less likely to consider being very well off financially, raising a family, and having administrative responsibility for others as very important or essential objectives. It is also interesting that they do not differ significantly from their peers in the objectives of becoming an authority in their field, helping others who are in difficulty, making a theoretical contribution to science, becoming a community leader, or integrating spirituality into their life.

| Table 4. Personal Objectives | | | | | |
|---|------------------|----------|----------------------------|----------------|----------|
| Objectives considered to be essential or very important: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Becoming accomplished in one of the performing arts | 90 | 26.6 | 15.4 | 11.2 | 2.943701 |
| Becoming an authority in my field | 88 | 50.0 | 59.4 | -9.4 | 1.795614 |
| Obtaining recognition from colleagues for contributions to my special field | 90 | 35.5 | 50.7 | -15.2 | 2.88428 |

| Table 4. Personal Objectives | | | | | |
|---|------------------|----------|----------------------------|----------------|----------|
| Objectives considered to be essential or very important: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Influencing the political structure | 90 | 45.5 | 18.7 | 26.8 | 6.520636 |
| Influencing social values | 89 | 53.9 | 37.9 | 16.0 | 3.111355 |
| Raising a family | 90 | 38.9 | 71.5 | -32.6 | 6.851149 |
| Having administrative responsibility for the work of others | 90 | 15.5 | 38.6 | -23.1 | 4.501481 |
| Being very well off financially | 90 | 30.0 | 76.9 | -46.9 | 10.55662 |
| Helping others who are in difficulty | 87 | 65.5 | 60.9 | 4.6 | 0.879266 |
| Making a theoretical contribution to science | 90 | 8.8 | 14.7 | -5.9 | 1.580666 |
| Writing original works (poems, novels, short stories, etc.) | 90 | 32.7 | 15.0 | 17.7 | 4.702615 |
| Creating artistic work (painting, sculpture, decorating, etc) | 90 | 44.4 | 15.9 | 28.5 | 7.393832 |
| Becoming successful in a business of my own | 90 | 22.3 | 41.1 | -18.8 | 3.624938 |
| Becoming involved in programs to clean up the environment | 90 | 41.1 | 16.5 | 24.6 | 6.287401 |
| Developing a meaningful philosophy of life | 90 | 68.9 | 39.8 | 29.1 | 5.63994 |
| Participating in a community action program | 90 | 40.0 | 20.6 | 19.4 | 4.55071 |
| Helping to promote racial understanding | 90 | 48.9 | 31.0 | 17.9 | 3.671714 |
| Keeping up to date with political affairs | 90 | 55.6 | 27.7 | 27.9 | 5.914478 |
| Becoming a community leader | 90 | 34.4 | 30.4 | 4.0 | 0.824973 |
| Integrating spirituality into my life | 90 | 37.8 | 40.4 | -2.6 | 0.502667 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

Table 5 indicates those reasons for going to college where Evergreen freshmen differ significantly from their peers at all four-year public colleges. They are significantly more likely to go to college to make themselves more cultured persons, learn more about things that interest them, and to gain a general education and appreciation of ideas. They are significantly (and substantially) less likely to go to college to be able to make more money, get training for a specific career, to be able to get a better job, or because their parents wanted them to go.

| Table 5. Reasons for Going to College | | | | | |
|---|------------------|----------|----------------------------|----------------|----------|
| Reasons noted as very important in deciding to go to college: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| My parents wanted me to go | 91 | 18.7 | 37.2 | -18.5 | 3.651246 |
| To be able to get a better job | 90 | 52.2 | 72.4 | -20.2 | 4.286954 |
| To gain a general education and appreciation of ideas | 91 | 78.0 | 63.4 | 14.6 | 2.891268 |
| To make me a more cultured person | 91 | 57.1 | 37.3 | 19.8 | 3.905689 |
| To be able to make more money | 90 | 32.2 | 73.3 | -41.1 | 8.813643 |
| To learn more about things that interest me | 91 | 89.0 | 75.4 | 13.6 | 3.012357 |
| To get training for a specific career | 91 | 39.6 | 76.0 | -36.4 | 8.130358 |

Only significantly different items are shown (z-score test of proportions, $p = 0.05$)

Table 6 shows those factors influencing the decision to attend their specific institution where Evergreen freshmen differ significantly from their peers. Evergreen freshmen came to Evergreen versus some other college specifically because Evergreen offers special educational programs, and to a lesser degree because of rankings in national magazines. They are significantly less likely to choose Evergreen over another institution because Evergreen graduates get good jobs or because they were offered financial assistance.

| Table 6. Factors Influencing Decision to Attend TESC | | | | | |
|---|------------------|----------|----------------------------|----------------|----------|
| Influencing student's decision to attend this particular college (very important) | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| I was offered financial assistance | 91 | 15.4 | 29.1 | -13.7 | 2.877211 |
| Offers special educational programs | 90 | 44.4 | 22.2 | 22.2 | 5.067666 |
| Graduates get good jobs | 91 | 23.1 | 42.2 | -19.1 | 3.689215 |
| Rankings in national magazines | 91 | 13.2 | 5.8 | 7.4 | 3.020042 |

Only significantly different items are shown (z-score test of proportions, $p = 0.05$)

In Table 7, Evergreen freshmen indicate what educational changes, activities, or attitudes they expect to make or have in the future. Only those items where Evergreen freshmen differ significantly from their peers at all four-year public colleges are shown. By a substantial margin, the largest difference is observed for "Participate in student protests or demonstrations." Recall from Table 3 that Evergreen freshmen are *not* significantly more likely than their peers to have participated in organized demonstrations in high school. Evergreen freshmen are also substantially more likely to estimate that they will participate in volunteer or community service work.

| Table 7. Estimation of Future Activities | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| Student's estimates: Chances are very good that he/she will: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Change major field | 90 | 21.1 | 13.7 | 7.4 | 2.041678 |
| Change career choice | 90 | 25.6 | 11.8 | 13.8 | 4.058121 |
| Get a job to help pay for college expenses | 89 | 65.2 | 45.8 | 19.4 | 3.673367 |
| Participate in student protests or demonstrations | 90 | 33.3 | 4.7 | 28.6 | 12.82011 |
| Drop out of this college temporarily (exclude transferring) | 90 | 4.4 | 1.1 | 3.3 | 3.001516 |
| Be satisfied with your college | 90 | 60.0 | 42.6 | 17.4 | 3.33818 |
| Participate in volunteer or community service work | 90 | 44.4 | 18.1 | 26.3 | 6.48031 |
| Seek personal counseling | 90 | 17.8 | 7.1 | 10.7 | 3.952465 |
| Communicate regularly with your professors | 90 | 46.7 | 30.1 | 16.6 | 3.433266 |
| Socialize with someone of another racial/ethnic group | 90 | 77.8 | 64.2 | 13.6 | 2.691232 |

Only significantly different items are shown (z-score test of proportions, $p = 0.05$)

The political views and opinions of Evergreen freshmen are shown in Tables 8 and 9. All survey items for these questions are shown. Table 8 shows that Evergreen freshmen are substantially to the left on the political spectrum than their peers at other four-year public colleges:

| Table 8. Political Spectrum | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| How would you characterize your political views? | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Far left | 90 | 27.8 | 3.0 | 24.8 | 13.79197 |
| Liberal | 90 | 47.8 | 24.6 | 23.2 | 5.110413 |
| Middle-of-the-road | 90 | 20.0 | 53.1 | -33.1 | 6.292389 |
| Conservative | 90 | 4.4 | 17.7 | -13.3 | 3.305874 |
| Far right | 90 | 0.0 | 1.6 | -1.6 | 1.209717 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

The differences in specific social and political opinions expressed by Evergreen freshmen compared to their peers are consistent with the significantly different place of Evergreen freshmen on the political spectrum. The largest positive differences are seen for favoring the legalization of marijuana, the right of same-sex couples to legal marital status, abolishing the death penalty, keeping abortion legal, and “If two people really like each other, it’s all right for them to have sex even if they’ve known each other for only a very short time.” The largest negative differences are seen for their substantial disagreement with the statements that “There is too much concern in the courts for the rights of criminals,” “Employers should be allowed to require drug testing of employees or job applicants,” “It is important to have laws prohibiting homosexual relationships,” and “The activities of married women are best confined to the home and family.”

| Table 9. Social & Political Opinions | | | | | |
|---|------------------|----------|----------------------------|----------------|----------|
| Student agrees strongly or somewhat that: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| There is too much concern in the courts for the rights of criminals | 91 | 29.6 | 66.7 | -37.1 | 7.509475 |
| Abortion should be legal | 91 | 83.9 | 53.2 | 30.7 | 5.869219 |
| The death penalty should be abolished | 90 | 62.2 | 29.2 | 33.0 | 6.885368 |
| If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time | 91 | 72.6 | 43.1 | 29.5 | 5.682611 |
| Marijuana should be legalized | 90 | 72.2 | 36.0 | 36.2 | 7.154653 |
| It is important to have laws prohibiting homosexual relationships | 90 | 4.4 | 26.3 | -21.9 | 4.719041 |
| Employers should be allowed to require drug testing of employees or job applicants | 89 | 46.1 | 76.3 | -30.2 | 6.699857 |
| The federal government should do more to control the sale of handguns | 90 | 75.5 | 80.9 | -5.4 | 1.303239 |
| Racial discrimination no longer a major problem in America | 91 | 9.9 | 20.9 | -11.0 | 2.580786 |
| Realistically, an individual can do little to bring about changes in our society | 91 | 20.9 | 28.7 | -7.8 | 1.644862 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

| Table 9. Social & Political Opinions | | | | | |
|--|------------------|----------|----------------------------|----------------|----------|
| Student agrees strongly or somewhat that: | # of respondents | TESC (%) | 4-Year Public Colleges (%) | Difference (%) | z-score |
| Wealthy people should pay a larger share of taxes than they do now | 90 | 73.3 | 52.6 | 20.7 | 3.93287 |
| Colleges should prohibit racist/sexist speech on campus | 91 | 40.7 | 61.4 | -20.7 | 4.056142 |
| Same-sex couples should have the right to legal marital status | 91 | 92.3 | 56.4 | 35.9 | 6.906092 |
| Affirmative action in college admissions should be abolished | 82 | 36.6 | 45.9 | -9.3 | 1.689993 |
| The activities of married women are best confined to the home and family | 90 | 6.7 | 24.8 | -18.1 | 3.976171 |

Grayed out items *not* significantly different (z-score test of proportions, $p = 0.05$)

Optional Questions

Only 49 students chose to answer at least some of the optional, TESC-specific questions on the CIRP survey. This sample is unlikely to be representative of all first-time first-year students, but does provide some preliminary indications of the extent of computer usage among freshmen entering Evergreen in Fall 2001. Among this sample, 48 indicated a place of residence this quarter, with 41 (85%) indicating on-campus housing and 7 (15%) off-campus.

Academic Skills and Computer Usage

Table 10 indicates the hours of computer usage in high school. The mean and median computer usage time estimated from the table frequencies and ranges is approximately nine hours per week.

| Table 10. Hours of Computer Usage in High School | | |
|---|----|-----|
| When you were in high school, about how many hours a week did you use a computer? | N | % |
| not at all | 3 | 6% |
| less than 10 | 26 | 53% |
| 11 to 15 | 13 | 26% |
| 16 to 20 | 4 | 8% |
| more than 20 | 3 | 6% |

The following table shows the level of comfort of the 49 respondents with various academic activities that are more unique to Evergreen.

| Table 11. Comfort Level with Academic Activities | | | | | | |
|--|--------------|-----|--------------|-----|-----|------|
| How comfortable are you with each of the activities listed below? (Total N = 49) | % Responding | | | | | Mean |
| | Not at all | | A great deal | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| Using a computer for academic work | 2% | 8% | 18% | 12% | 59% | 4.2 |
| Working in a group on an academic project | 0% | 6% | 26% | 37% | 31% | 3.9 |
| Giving a presentation in your class | 4% | 14% | 29% | 22% | 31% | 3.6 |
| Having another student read a paper you wrote | 6% | 6% | 18% | 41% | 29% | 3.8 |
| Meeting individually with teachers on academic matters | 0% | 2% | 22% | 37% | 39% | 4.1 |

We presently have little information regarding the nature and extent of computer skills among entering freshmen. Table 12 provides some preliminary indications of this:

| Table 12. Experience Level with Computer Activities | | | | | | |
|---|--------------|-----|--------------|-----|-----|------|
| How much experience have you had in using a computer for each of the activities listed below? | % Responding | | | | | Mean |
| | Not at all | | A great deal | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| Writing a paper for a class assignment (N = 48) | 2% | 0% | 8% | 19% | 71% | 4.6 |
| Accessing the Internet (N = 48) | 0% | 2% | 17% | 8% | 73% | 4.5 |
| Using a computer to give a presentation (N = 48) | 19% | 21% | 35% | 17% | 8% | 2.8 |
| Preparing a newsletter, brochure, or poster (N = 48) | 12% | 31% | 33% | 10% | 12% | 2.8 |
| Developing a web page (N = 48) | 40% | 23% | 25% | 6% | 6% | 2.2 |
| Working with computer graphics (N = 47) | 30% | 32% | 19% | 8% | 11% | 2.4 |

Advising, Persistence and Employment

Thirty-one students (66% of all respondents) indicated that they had attended a *New Student Advising Session*. Responses to the statement, “All freshmen should be required to take the 2 ½ hour *New Student Advising Session*,” were 17% strongly disagree, 23% somewhat disagree, 40% in the middle, 17% somewhat agree, and 4% strongly agree (mean response of 2.7 on a scale of 1=strongly disagree to 5=strongly agree). In describing their attitude towards participating in the required *Advising Session for New Students*, 12% were irritated, 19% dutiful, 27% don’t care, 40% thankful, and 2% enthusiastic (mean response of 3.0 on a scale of 1=irritated to 5=enthusiastic).

Students were also asked to indicate their level of persistence, defined as “how willing and determined you are to stick to a task or continue a course of action in spite of difficulties.” Of 47 respondents, on a scale from 1=Not at all persistent to 5=Extremely persistent, 2% indicated 1, 2% 2, 13% 3, 64% 4, and 19% 5, with a mean response of 4.0.

Of 48 respondents, 54% indicated that they had held a paying job for one year or more before starting college. Of 47 respondents, none indicated that they were not planning to work any hours per week this year, 15% indicated they were planning to work less than ten hours per week, 13% 11 to 20 hours per week, 37% 21 to 30 hours, and 35% 31 to 40 hours per week.

Finally, the students were asked to select from among five geometrical shapes the symbol that they thought best represented themselves. Of 46 respondents, 15% selected a rectangle, 13% a triangle, 37% a circle, and 35% a squiggly line. No students selected the square.