

**Cooperative Institutional Research Program
Freshman Survey**

**Oklahoma State University
Fall 2008**

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Table of Contents

Introduction.....	1
Methods – Overview.....	1
OSU Sample.....	2
OSU/Peer Comparisons.....	2
OSU Freshmen: 1993 – 2008.....	7
OSU Freshman Survey: Local Items.....	13

Appendix: 2008 CIRP Institutional Profile

Institutional Summary.....	1
OSU Freshman Survey: Local Items.....	19

Cooperative Institutional Research Program

Fall 2008 Freshman Survey

Introduction

The Cooperative Institutional Research Program (CIRP) is part of a continuing longitudinal study of the American higher education system with the primary purpose of assessing the effects of college on students. The Freshman Survey, a project of the CIRP, is designed to obtain data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. The CIRP is sponsored by the American Council on Education (ACE) and the Graduate School of Education and Information Studies at the University of California, Los Angeles.

Oklahoma State University has participated regularly in the Freshman Survey since 1993. Through 2006, the paper-and-pencil survey was administered during freshman orientation classes; in 2008, a link to the online survey was emailed to students. A total of 886 first-time, full-time OSU freshmen (30% of the population) participated in the survey during the Fall 2008 Semester. CIRP includes OSU in the category of “medium selectivity” public universities (see Methods – Overview for criteria), and provides summarized comparison data for respondents at all moderately selective peer institutions, as well as for all participating public universities.

This report provides an overview of the findings from OSU’s participation in the CIRP Freshman Survey 2008, comparisons of responses of freshmen at OSU and peer institutions, and a summary of OSU students’ responses over the past twelve surveys on selected items. The Appendix provides a breakdown of male, female, and overall responses for OSU, selected peer institutions, and all participating public universities for each survey item, and OSU students’ responses to additional local items.

The 43rd annual report of national normative data on characteristics of students attending colleges and universities as first-time, full-time freshmen is presented in The American Freshman: National Norms Fall 2008 (Pryor, Hurtado, DeAngelo, Sharkness, Romero, Korn & Tran, 2008).

Methods – Overview

- Students enrolled in freshman orientation classes at OSU were invited to participate in the survey. The survey instrument, the *Student Information Form*, was emailed to students one week before Fall classes began and three reminder emails were issued in the following two weeks. Students from all undergraduate colleges and University Academic Services participated.
- The 2008 national norms are based on the responses of 240,580 students at 340 of the nation’s baccalaureate colleges and universities. These data were statistically adjusted to represent the nation’s total population of approximately 1.4 million first-time, full-time students entering four-year colleges and universities as freshmen in Fall 2008.
- Responses of OSU’s students (n=886) were compared with the responses of students in its peer group of 7 medium selectivity public universities (medium selectivity institutions are those with the mean score of entering freshmen on Verbal plus Mathematical portions of SAT estimated to be between 1070-1149, or an equivalent ACT score of 23-25).

OSU Sample

A total of 886 OSU first-time, full-time freshmen completed the survey, which is a response rate of 30%. The table below shows the gender and academic affiliation of the sample and the total OSU freshman population.

	OSU Survey Sample	Total OSU Freshmen
Total		
Male	37%	49%
Female	63%	51%
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Agricultural Sciences and Natural Resources	19%	12%
Arts and Sciences	32%	27%
Education	7.9%	8.0%
Engineering, Architecture, and Technology	11%	19%
Human Environmental Sciences	15%	8.9%
Spears School of Business	13%	15%
University Academic Services	2.4%	11%

Comparisons of Responses at OSU and Peer Institutions on Selected Items

This section provides information about the OSU sample and a comparison group of public, medium selectivity universities (institutions where entering freshmen have an estimated mean score of 1070-1149 on the Verbal plus Mathematical portions of the SAT or equivalent ACT scores of 23-25).

Summary of comparisons:

OSU freshmen were more likely than their peers to predict a “very good chance” of:

- Participating in volunteer or community service work
- Participating in student government
- Participating in student clubs or groups

OSU freshmen were more likely than their peers to consider as “essential” or “very important”:

- Helping others in difficulty
- Influencing social values
- Becoming a community leader

OSU freshmen in the last year were more likely than their peers to have “frequently”:

- Taken notes during class
- Voted in a student election
- Performed community service as part of a class

OSU freshmen were also more likely than their peers to report:

- Attending school within 100 miles of their hometown
- Higher high school grades and less study time
- Attending their first choice of college and having applied only to OSU.

	OSU Freshmen	Public, Medium Selectivity Universities
Age		
18 or younger	56%	64%
19	42%	35%
20 or older	1.8%	1.4%
Gender		
Male	37%	48%
Female	63%	52%
Ethnicity*		
White/Caucasian	90%	83%
American Indian/Alaska Native	14%	1.7%
African American/Black	3.4%	3.9%
Mexican American/Chicano	2.4%	4.7%
Asian American/Asian	2.8%	8.9%
Other Latino	1.2%	2.2%
Native Hawaiian/Pacific Islander	0.1%	0.9%
Puerto Rican	0.3%	0.6%
Other	2.7%	3.0%
<i>*Ethnicity percentages may not equal 100 because students could mark more than one answer.</i>		
Average Grade in High School		
A	68%	52%
B	31%	47%
C	1.0%	1.3%
Time Spent Weekly Studying or Doing Homework		
Less than 3 hours	36%	32%
3 to 5 hours	34%	30%
6 or more hours	30%	38%
Miles from Home		
50 or less	17%	21%
51 to 100	40%	25%
101 to 500	38%	45%
Over 500	5.6%	8.2%
Estimated Parental Income		
Less than \$30,000	12%	11%
\$30,000 to \$99,999	53%	49%
\$100,000 or more	36%	41%

	OSU Freshmen	Public, Medium Selectivity Universities
Parents' Status		
Both alive and living with each other	71%	76%
Both alive, divorced or living apart	26%	21%
One or both deceased	2.6%	2.8%
Self Rating Above Average or Highest 10% Among Peers		
Drive to Achieve	78%	75%
Cooperativeness	77%	74%
Academic Ability	73%	75%
Understanding of Others	69%	67%
Leadership Ability	68%	62%
Self-Confidence (Intellectual)	61%	61%
Self-Understanding	60%	58%
Emotional Health	58%	56%
College Choices		
This college is student's first choice	84%	66%
Applied only to this college	42%	22%
<i>Very important reasons for choosing this college:</i>		
Very good academic reputation	66%	64%
Graduates get good jobs	59%	53%
Offer of financial assistance	53%	32%
Good reputation for social activities	50%	40%
A visit to campus	48%	37%
Cost of attending this college	43%	36%
Size of this college	36%	32%
Frequent Activities During the Past Year (High School)		
Used the internet (for research or homework)	72%	77%
Socialized with someone of another racial/ethnic group	68%	64%
Was bored in class	37%	42%
Used the internet (to read blogs)	29%	25%
Used the internet (to read news sites)	42%	42%
Discussed religion	40%	33%
Discussed politics	38%	36%
Highest Degree Planned at Any College		
Bachelor's degree	32%	28%
Master's degree	32%	42%
Ph.D. or Ed.D.	13%	17%
Parents Education		
Father has college degree	34%	33%
Father has graduate degree	21%	24%
Mother has college degree	39%	37%
Mother has graduate degree	16%	18%

	OSU Freshmen	Public, Medium Selectivity Universities
Expect to Cover \$3000 or More of First-Year Educational Expenses from:		
Family resources (parents, relatives, spouse, etc.)	53%	60%
Own resources (savings from summer work, work study, other income)	9.5%	18%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	54%	38%
Aid which must be repaid (loans, etc.)	28%	38%
Other than above	3.6%	1.9%
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During Fall Term Will Live:		
College residence hall	80%	86%
Fraternity or sorority house	8.7%	0.7%
With my family or other relatives	6.0%	4.7%
Other private home, apartment or room	2.5%	4.1%
Other campus student housing	2.1%	4.0%
Other	0.3%	0.3%

OSU Freshmen: 1993-2008

Detailed data on selected items from the last twelve surveys is reported below.

Participation in survey:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008 ¹
Surveys completed:	1119	1293	1638	1675	1356	1613	1752	1915	2117	2277	2226	886
New freshmen enrollment:	2188	2177	2470	2442	2377	2676	2929	3113	3265	3264	3222	2947
Percent surveyed:	51%	59%	66%	69%	57%	60%	60%	62%	65%	70%	69%	30%

¹Data were collected online beginning with the 2008 administration.

Race:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
White/Caucasian	92.0	90.2	89.4	89.1	91.2	91.0	89.3	86.4	86.8	88.0	90.4	89.7
American Indian/Alaska Native*	9.1	11.0	10.8	11.1	12.4	12.0	11.4	12.0	9.0	10.5	11.0	14.0
African American/Black	2.4	2.4	3.8	3.4	3.6	3.1	4.3	4.7	3.1	3.6	4.1	3.4
Mexican American/Chicano	0.8	1.5	0.9	1.1	2.2	1.1	1.4	1.9	1.0	1.6	2.4	2.4
Asian American	1.6	2.0	2.4	2.8	0.7	2.5	2.2	3.6	2.7	1.7	1.6	2.8

(Students may check more than one category; additional categories not reported here.)

*In 2001, the category "American Indian" was changed to "American Indian/Alaska Native."

Average high school grades:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
A	52.7	53.9	58.2	58.1	64.0	61.6	63.6	63.1	59.7	59.1	63.7	68.4
B	40.5	41.5	36.9	37.7	33.4	34.3	33.5	34.4	37.5	38.3	34.7	30.6
C	6.2	4.5	4.9	4.1	2.7	3.9	2.8	2.3	2.7	2.6	1.7	1.0
D	0.5	0.2	0.1	0.2	0.0	0.1	0.0	0.2	0.1	0.0	0.0	0.0

Miles from college to home:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
100 or less	61.9	60.1	59.6	58.7	61.5	60.5	63.0	63.5	58.4	56.6	58.3	56.9
500 or less	92.5	95.4	93.8	93.1	94.3	92.8	94.9	94.8	92.0	91.6	92.2	94.4

Estimated parental income:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
\$39,999 or less	32.1	33.8	30.5	31.5	26.2	27.8	25.8	24.5	20.3	16.6	16.8	17.3
\$40,000-\$74,999	42.3	42.8	39.4	39.2	41.6	35.5	39.2	39.2	34.1	31.5	30.1	34.3
\$75,000 or more	25.5	23.4	30.0	29.3	32.1	36.5	34.9	40.0	45.8	51.6	53.0	48.5

Choice of school:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Applied only to OSU:	46.7	45.9	48.0	49.2	46.9	48.5	46.2	49.8	50.5	45.9	45.8	41.5
OSU was first college choice:	83.9	83.5	84.0	83.9	81.5	86.6	85.8	84.5	87.0	85.9	85.4	83.7

Highest degree planned anywhere:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000*	2002	2004	2006	2008
Bachelor's	26.5	25.4	24.2	24.9	23.9	24.5	25.8	14.9	30.7	32.9	30.0	32.0
Master's	38.3	36.2	34.8	37.4	37.5	38.6	35.2	39.9	35.9	34.0	33.8	31.5
Ed.D./Ph.D.	13.9	18.2	16.6	14.6	16.8	18.3	18.6	18.3	12.8	11.9	13.8	12.8

Reasons most often noted as "very important" in deciding to go to OSU:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Good academic reputation	53.0	50.4	51.5	53.0	51.8	59.4	53.5	46.9	50.0	52.4	53.4	66.2
Good social reputation	34.3	32.0	34.4	35.2	34.8	38.0	35.9	34.7	38.0	40.8	46.3	49.5
Graduates get good jobs	44.4	41.7	41.5	46.4	49.7	48.9	46.5	41.7	—	45.2	45.5	59.3
Offered financial assistance	38.7	37.6	44.2	45.3	50.1	44.2	45.4	40.8	39.5	38.5	40.3	52.8
A visit to the campus	—	—	—	—	—	—	—	—	—	39.7	37.6	47.5
Size of college	28.4	27.6	24.6	27.6	29.1	25.1	24.5	28.7	27.5	31.8	36.8	36.3
Cost of attending this college	20.0	20.5	19.1	22.0	23.0	28.7	26.8	22.2	20.5	29.4	29.9	42.7
Graduates go to top grad schools	23.1	19.3	21.0	25.8	26.6	27.1	23.6	19.7	—	21.3	21.6	30.2

Political orientation:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Far Left	0.9	1.9	1.1	1.6	1.9	1.5	1.7	1.3	1.5	1.7	1.2	1.7
Liberal	18.7	17.4	14.5	15.7	14.8	14.9	17.7	16.4	16.1	15.5	15.9	16.7
Middle of the Road	46.6	52.0	54.1	52.6	52.7	51.8	51.5	51.4	51.5	45.5	37.7	40.6
Conservative	31.4	26.8	27.9	28.2	28.7	29.9	27.6	29.2	29.2	34.0	42.8	37.2
Far Right	2.3	2.0	2.5	1.8	1.9	1.9	1.5	1.6	1.8	3.3	2.3	3.7

Student's religious preference:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Baptist	32.4	29.8	23.7	31.4	26.9	29.9	28.9	32.7	30.8	30.8	28.0	27.0
Methodist	18.1	16.2	14.8	14.8	15.9	13.8	14.4	12.9	15.0	14.0	14.4	14.7
Roman Catholic	11.6	11.9	10.8	11.6	12.5	12.4	12.1	12.0	12.4	12.3	12.9	11.5
(Other categories are not reported here.)												

Activities engaged in “frequently” or “occasionally” during the last year: (some figures report “frequently” responses only)

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Attended a religious service	92.3	92.5	92.4	92.5	92.5	90.1	91.4	92.5	90.7	90.9	89.2	87.3
Studied with other students	92.0	91.8	91.2	89.8	89.3	88.1	88.4	87.2	87.9	86.4	86.1	88.9
Performed volunteer work	74.8	75.6	78.0	77.3	80.4	81.6	84.0	83.1	84.6	83.8	83.3	88.9
Drank wine or liquor	60.3	56.5	54.4	56.7	54.0	56.7	54.8	57.6	50.4	56.9	55.1	40.6
Drank beer	61.4	57.5	56.2	58.7	51.8	52.7	50.1	51.5	49.2	53.9	49.7	36.5
Tutored another student	61.1	58.4	60.0	56.2	55.7	55.8	53.8	52.2	55.3	53.1	48.3	61.3
Was frequently bored in class	41.6	41.3	40.3	36.7	36.6	39.2	46.1	44.0	42.9	49.8	47.4	37.2
Frequently felt overwhelmed by all I have to do	30.3	32.5	31.2	32.9	34.4	32.3	35.6	37.0	31.7	31.0	34.4	30.6
Was a guest in a teacher's home	40.8	41.2	41.3	40.0	43.4	40.5	40.6	38.1	39.8	34.5	29.5	33.5
Frequently asked a teacher's advice	21.0	20.7	22.3	24.2	24.5	24.6	24.1	25.1	24.1	22.4	24.0	28.1
Frequently smoked cigarettes	10.5	12.1	9.6	13.4	13.5	12.6	11.8	10.8	7.4	7.5	5.6	4.2

Student rated self “above average” or in “highest 10%” on these characteristics:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004*	2006	2008
Cooperativeness	76.2	74.8	76.1	73.6	74.8	72.7	74.3	74.4	72.8	68.6	74.3	76.5
Drive to achieve	75.7	73.4	75.4	75.2	76.6	72.4	76.4	73.8	71.1	70.7	73.8	77.6
Academic ability	68.3	66.0	71.4	68.9	69.9	70.0	72.1	67.2	64.5	65.9	66.6	73.0
Understanding of others	71.5	73.4	72.7	67.8	67.4	67.5	68.0	66.3	63.7	62.8	63.8	68.9
Leadership ability	61.4	59.1	64.5	60.5	63.7	60.5	62.7	61.7	61.5	60.0	62.7	67.5
Self-confidence (intellectual)	61.4	55.6	61.9	60.8	62.3	62.1	63.8	59.3	58.9	57.9	59.5	60.6
Physical health	58.5	53.8	56.4	57.3	56.6	58.0	55.1	54.2	56.2	53.3	56.8	55.4
Self-confidence (social)	53.8	49.5	54.1	52.7	53.6	51.7	52.3	53.3	52.8	53.3	56.5	52.8
Emotional health	60.6	61.5	61.2	59.2	59.1	59.3	56.9	56.0	56.4	50.9	54.5	58.0
Writing ability	44.3	41.5	43.9	42.8	46.4	44.6	47.4	42.7	40.1	41.3	44.0	47.2
Mathematical ability	39.9	39.2	42.0	42.1	43.1	44.2	43.5	44.4	40.1	41.7	42.4	48.0

*These items were included in the Freshman Survey for the indicated year. However, the results were deemed by HERI to be not comparable to other years, due to changes in item format, wording, response options, or order.

Life objectives considered to be “essential” or “very important”:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008									
Raise a family	80.5	77.9	79.2	79.2	81.3	81.4	79.9	78.3	78.2	81.2	81.8	84.4									
Help others in difficulty	68.3	65.7	63.1	66.7	67.3	64.5	64.5	65.5	64.2	65.2	67.4	76.7									
Be very well-off financially	76.4	73.5	75.3	74.7	71.1	72.9	71.9	73.7	74.3	75.1	76.5	76.5									
Become an authority in my field	78.8	68.9	71.7	73.5	69.0	63.4	61.0	60.2	58.8	58.5	60.3	66.7									
Obtain recognition from colleagues	59.7	56.3	56.3	56.8	53.8	52.2	49.9	50.3	51.7	51.5	54.7	62.5									
Be successful in my own business	48.7	43.8	47.4	47.5	45.4	41.3	40.5	44.5	48.2	50.4	49.6	51.5									
Influence social values	46.9	40.7	42.7	43.0	43.5	42.6	40.1	40.7	39.4	40.5	40.7	51.9									
Improve my understanding of other countries and cultures											38.4	49.6									
Develop a meaningful philosophy of life	42.0	37.7	37.1	39.8	37.3	38.4	39.0	35.4	33.5	36.0	37.7	48.6									
Be a community leader											38.8	39.5	42.2	40.2	39.8	33.7	35.0	35.4	33.7	35.9	44.9
Adopting “green” practices to protect the environment													42.5								
Promote racial understanding	33.3	27.2	26.0	27.9	25.3	25.9	22.4	24.3	23.0	22.3	22.0	32.6									

Student's estimate: Chances are very good that he/she will:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Be satisfied with college	57.6	54.4	54.8	58.0	59.3	61.4	60.1	52.5	58.8	59.4	61.3	74.0
Make at least a "B" average	57.2	56.7	60.1	59.3	63.6	62.2	63.3	57.7	58.2	58.1	57.5	73.3
Socialize with someone of another racial/ethnic group	_____							59.7	53.9	54.0	56.6	68.6
Participate in student clubs/groups	_____							47.6	42.6	41.1	47.2	58.0
Get a job to help pay expenses	36.8	38.8	37.2	36.2	38.7	35.5	37.8	37.1	38.2	37.4	35.1	49.3
Join a social fraternity or sorority	_____							31.4	31.3	27.4	31.2	27.5
Participate in volunteer work/community service	22.9	22.0	23.1	21.5	24.9	27.2	28.2	27.0	31.3	26.3	30.0	43.9
Communicate regularly with professors	_____							22.8	25.5	20.4	20.3	43.2
Participate in a study abroad program	_____							12.3	14.9	19.4	26.9	
Participate in student government	_____							11.5	12.4	12.6	13.7	14.6
Change major field	12.8	16.3	15.6	16.5	16.6	18.1	17.3	16.3	15.8	13.6	12.9	12.2
Change career choice	12.8	16.0	15.4	15.9	17.1	17.6	17.3	15.5	14.8	13.0	12.3	12.2
Play varsity/intercollegiate athletics	12.1	11.5	12.9	12.5	12.2	12.3	10.0	10.0	9.7	12.5	11.5	10.4
Need extra time for degree	13.2	15.8	13.4	14.6	10.7	12.0	11.5	11.7	_____		10.0	12.1
Transfer to another college before graduating	8.6	8.7	8.2	7.5	7.7	6.8	7.0	8.9	8.2	7.3	7.4	5.8
Seek personal counseling	_____			3.5	4.4	3.3	3.4	4.6	3.9	4.9	5.2	7.0
Work full time while attending college	3.5	3.0	3.6	2.9	3.0	3.0	3.0	4.7	5.0	4.8	4.5	6.7
Participate in student protests or demonstrations	4.1	3.6	3.8	2.8	2.5	3.1	3.7	3.3	4.3	3.2	3.8	5.4

Agree strongly or somewhat:

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Through hard work, everybody can succeed in American society	_____										82.0	87.5
The federal government is not doing enough to control environmental pollution	_____										69.5	71.9

Agree strongly or somewhat: (continued)

Survey year:	1993	1994	1995	1996	1997	1998	1999	2000	2002	2004	2006	2008
Federal gov't should do more to control sale of handguns					76.2	77.1	76.7	76.2	69.4	69.6	67.2	67.7
A national health care plan is needed to cover everybody's medical costs											66.0	62.0
There is too much concern in courts for criminals' rights	75.0	76.8	80.6	79.7	78.4	80.2	76.2	73.0	70.1	65.1	64.0	72.4
Undocumented immigrants should be denied access to public education											61.6	61.6
Dissent is a critical component of the political process											61.2	70.8
Only volunteers should serve in the armed forces											54.5	63.6
Colleges have the right to ban extreme speakers										50.4	49.0	48.6
Wealthy people should pay a larger share of taxes than they do now	63.6	57.8	59.2	58.6	56.4	49.6	49.9	43.9	42.6	46.2	47.7	53.5
Affirmative action in college admissions should be abolished			51.5	48.2	48.8		47.3	46.3	41.6	48.1	44.8	54.1
Abortion should be legal	57.9	54.7	51.0	47.4	44.0	42.3	43.0	40.3	37.7	41.0	44.0	45.6
Federal military spending should be increased									54.0	47.2	42.7	42.6
Same-sex couples should have right to legal marital status					35.4	33.6	37.1	37.3	37.8	36.0	41.3	51.0
It is important to have laws prohibiting homosexual relationships	47.2	43.4	42.6	46.5	44.0	41.8	39.1	39.9	41.9	48.9	40.8	37.4
Marijuana should be legalized	25.7	23.5	22.3	23.5	23.7	26.5	25.2	25.2	28.9	29.5	26.7	32.0
Realistically, an individual can do little to bring about changes in our society	27.1	30.1	28.9	29.1	29.1	26.8	27.8	26.8	26.2	26.9	26.1	28.3
The federal government should raise taxes to reduce the deficit	25.7	19.3	20.6	20.5	20.3						25.9	25.1
Racial discrimination is no longer a major problem in America	15.0	18.6	21.0	19.2	22.1	24.4	25.5	26.3	28.3	31.1	23.5	24.8
The death penalty should be abolished	12.3	10.0	13.0	14.7	15.6	16.7	17.8	23.0	21.8	21.7	20.1	22.6

OSU Freshman Survey: Local Items*

As an addition to the national survey, OSU freshmen were asked to respond to the following questions related to their coursework and practices during their senior year in high school.

Percentage responding 'often' or 'very often':

2008

During your senior year in high school, about how often did you do each of the following?

- 80.5 Worked on a paper or project that required integrating ideas or information from various sources
- 70.9 Discussed grades or assignments with an instructor
- 67.5 Prepared two or more drafts of a paper or assignment before turning it in
- 64.3 Made a class presentation
- 58.7 Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
- 57.7 Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- 57.0 Worked with classmates outside of class to prepare class assignments
- 54.8 Talked about career plans with a faculty member or advisor
- 52.0 Had serious conversations with students of a different race or ethnicity than your own
- 21.4 Came to class without completing readings or assignments

Percentage responding 'quite a bit' or 'very much':

2008

During your senior year in high school, how much did your coursework emphasize the following mental activities?

- 67.9 **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
- 67.2 **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- 61.7 **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- 58.9 **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- 62.9 **Applying** theories or concepts to practical problems or in new situations

Percentage producing written papers or reports:

2008		
<i>During your senior year in high school, about how much writing did you do?</i>	<i>at least one</i>	<i>more than five</i>
Number of written papers or reports of 20 pages or more	22.7	3.5
Number of written papers or reports between 5 and 19 pages	85.9	23.0
Number of written papers or reports of fewer than 5 pages	97.9	74.8

Percentage responding ‘often’ or ‘very often’:

2008	
<i>During your senior year in high school, about how often did you do each of the following?</i>	
69.4	Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
65.6	Examined the strengths and weaknesses of your own views on a topic or issue

*Items used with permission from *The College Student Report*, National Survey of Student Engagement, Copyright 2001-08 The Trustees of Indiana University.

Appendix

2008 CIRP Institutional Summary

