

FISK UNIVERSITY

FIRST-TIME FRESHMEN STUDY--FALL 2002



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OFFICE OF INSTITUTIONAL RESEARCH

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I. SURVEY INFORMATION AND ADMINISTRATION

A. PURPOSE

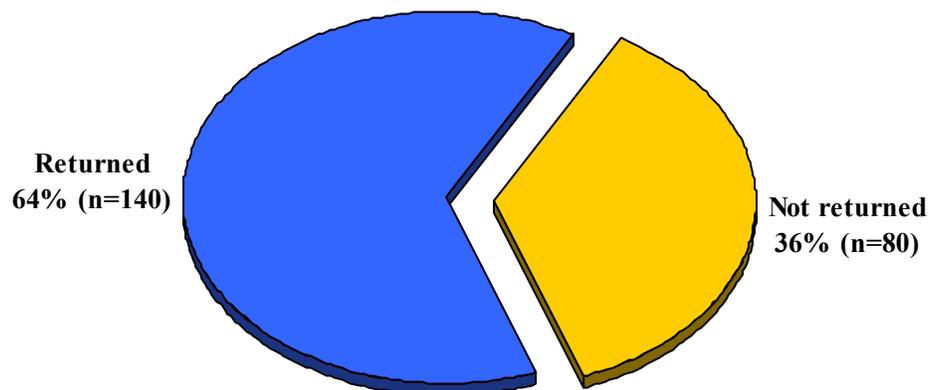
The Office of Institutional Research engaged in this study to provide Fisk University's (Fisk) faculty and administrators with quantitative and qualitative data on freshmen student enrollees of fall semester 2002. The study attempted to gather information that would enable informed decision-making with regard to recruitment and retention of freshmen students. To achieve this purpose, the study covered the following areas:

- Demographics;
- General information (such as state of origin, previous schools attended, and degree aspirations);
- Importance of selected factors in decision to enroll in Fisk; and
- Self-perception of strength in selected areas (such as academic ability, public speaking, and reasoning).

B. POPULATION AND SAMPLE

The population for this study consisted of all first-time freshmen who enrolled at Fisk in fall semester 2002. The purposeful sampling¹ method was used to select all 220 first-time freshmen students who enrolled during this semester. One hundred and forty ($n^2=140$) of the students completed and returned usable surveys, for a response rate of 64% (see Figure 1, below).

Figure 1. Survey Administration and Return Rate



¹ Purposeful sampling is a process whereby a researcher selects the sample for a study based on clear criteria and rationales (Creswell, 1998). Purposeful sampling is useful for studying an issue because it enables a researcher to select samples based on their ability to provide in-depth information on the subject (Patton, 1990).

² The symbol "n" as used in this report signifies the exact number of respondents (frequencies).

D. SURVEY RELIABILITY

The reliability³ coefficient of the first-time freshman survey was determined to be $\alpha = .93$. This number is considered high, considering the fact that the highest reliability coefficient is 1.00.

E. RATIONALE FOR THE STUDY

Nationally, there are 4,182 colleges and universities in the U.S. (National Center for Education Statistics, 2001). This number includes 622 four-year public institutions and 1,828 four-year private institutions⁴. Fisk University, like many small private colleges, is competing for its student-body nationally and internationally with these institutions. In order to succeed in this recruitment environment, Fisk would need to position itself strategically with both prospective students and their parents or guardians.

Discussions between Fisk's Office of Institutional Research and the Office of Admission reveal that both prospective students and their parents are active participants in the recruitment process. Some ways through which prospective students participate in the recruitment process include attending college fairs, visiting college campuses, researching institutions' offerings, completing admission applications, securing financial support, telephoning/e-mailing university officials for application packets, and following up with high school counselors to facilitate submission of documents. Consequently, It is fair to infer that prospective students actively participate in the activities that lead to final decisions regarding college choice.

The first-time freshman study attempted to understand how newly admitted students perceived themselves as well as Fisk in selected areas. The study also sought to understand the importance of selected factors in the students' decision to attend Fisk. Given the important role these students play in the recruitment process, it is imperative to understand how they perceived Fisk before and after visiting the campus during Fisk's orientation weekend. In addition, it is useful for Fisk officials to understand the factors that students perceived as important in deciding to attend Fisk. This knowledge could enable Fisk officials, particularly the Office of Admission officials, in their quest to increase freshmen enrollment.

F. HIGHLIGHTS OF THE STUDY

- Seventy-eight percent (n=108) of the first-time freshmen students who provided responses for this study were female, while Just 21% (n=30) were male.
- The majority (84%) of the first-time freshmen were also African-Americans. The next largest group was bi-racial or multi-racial at 9%.
- Over 75% (or n=108) of the first-time freshmen graduated from public high schools. The next largest group (5%, or n=21) graduated from private (religious) high schools.
- Many (92%) of the first-time freshmen have ambitions of attaining a doctoral degree (35%, n=49), master's degree (29%, n=41), or a first professional degree (28%, n=39).

³ Reliability is the tendency of a survey to consistently yield the same result when administered.

⁴ Digest of Education Statistics, 2001, chapter 3. Postsecondary Education <http://nces.ed.gov/pubs2002/digest2001>

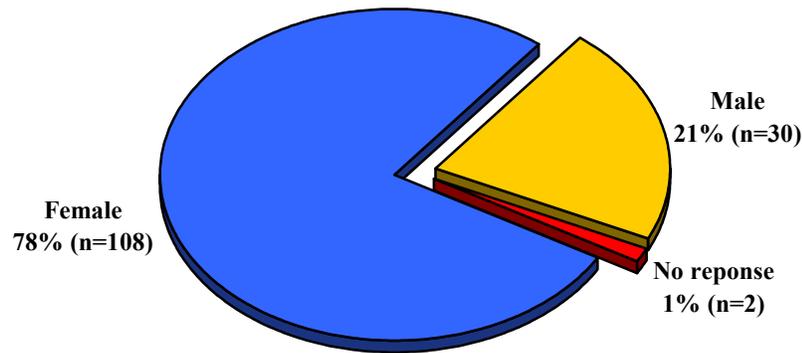
- At the time of enrolling in Fisk, 60% (or n=83) of the freshmen students owned a computer and another 19% (or n=27) were planning to purchase a computer. Furthermore, 30 % (or n=42) of the students indicated they had extensive experience using computers.
- The top-three subjects the students noted they would require tutoring upon enrolling in Fisk were Mathematics (59%, n=82), Foreign Language (46%, n=65), and Science (44%, n=31). These three subjects also constituted the top areas in which students received tutoring before enrolling in Fisk.
- Less than 50% (or n=62) of the freshmen rated Fisk as first choice at the time of applying to colleges and universities. Thirty-seven percent (or n=52) of the students rated Fisk as second choice, while 14% (or n=20) rated Fisk as third choice.
- The majority (84%) of the first-time freshmen rated “I wanted to increase my employment opportunities” as very important (66%, n=92) and important (18%, n=25) in their decision to enroll in Fisk.
- Over 70% of the first-time freshmen also selected either very important or important in rating the importance of reading, writing, math, and study skills to their decision to enroll in Fisk. Furthermore, approximately 90% of the students selected either very important or important in rating the importance of preparing for graduate school and receiving training for a career, to their decision to attend Fisk.
- Over 90% of the first-time freshmen rated Fisk’s academic reputation and academic programs/majors as either very important or important in their decision to enroll in Fisk.
- Three-quarters of the first-time freshmen perceived their leadership ability to be in the top 10% (44%, n=62) and above average (31%, n=43). Over 75% of the first-time students also rated their listening ability as top 10% (46, n=65) or above average (31%, n=43).
- Less than half of the first-time freshmen rated their mathematical ability in the top 10% (19%, n=26) or above average (21%, n=29). Conversely, over 70% of the students perceived their reading ability to be in the top 10% (33%, n=46) and above average (40%, n=56).

II. DEMOGRAPHIC INFORMATION

GENDER DISTRIBUTION OF FIRST-TIME FRESHMEN

Seventy-eight percent (n=108) of the first-time freshmen were female and 21% (n=30) were male. Two of the students did not provide data regarding gender (see Figure 2 below).

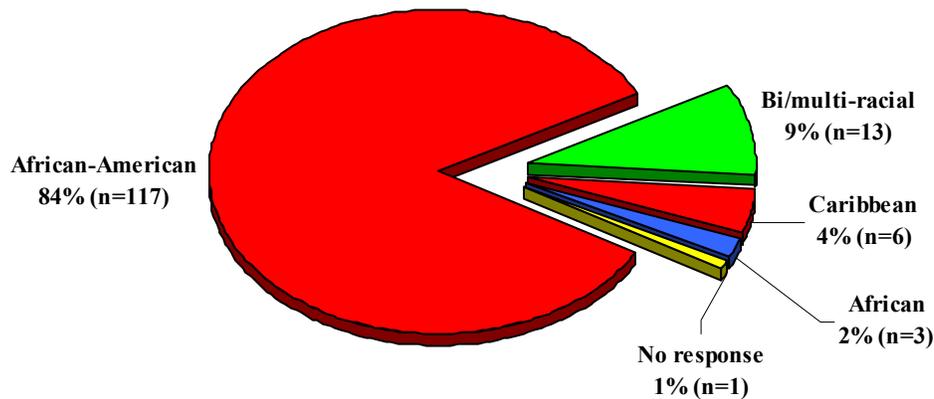
Figure 2: Gender Distribution of First-Time Freshmen



RACIAL DISTRIBUTION OF FIRST-TIME FRESHMEN

The majority of the students were African-American (84% or n=117). Nine percent (n=13) were bi-racial or multi-racial, 4% (n=6) were Caribbean, and 2% (n=3) were African (see Figure 3 below). One student did not respond to the question regarding race/ethnicity (see Figure 3 below).

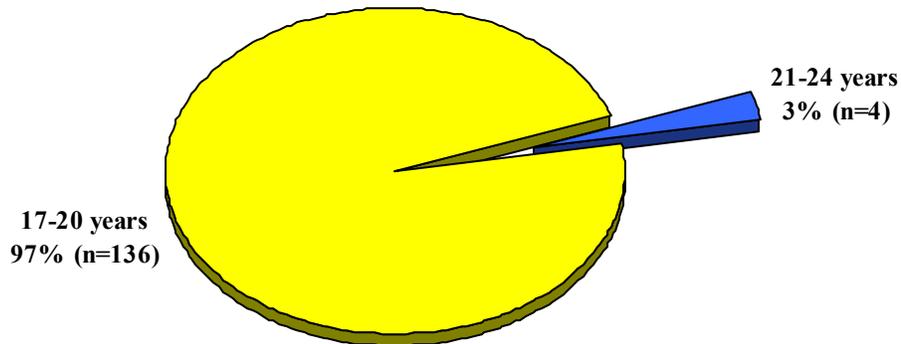
Figure 3: Racial Distribution of First-Time Freshmen



AGE DISTRIBUTION OF FIRST-TIME FRESHMEN

The majority of the freshmen students (97%, or n=136) were between 17-20 years old. Just 3% (n=4) of the students were between 21-24 years old (see Figure 4 below).

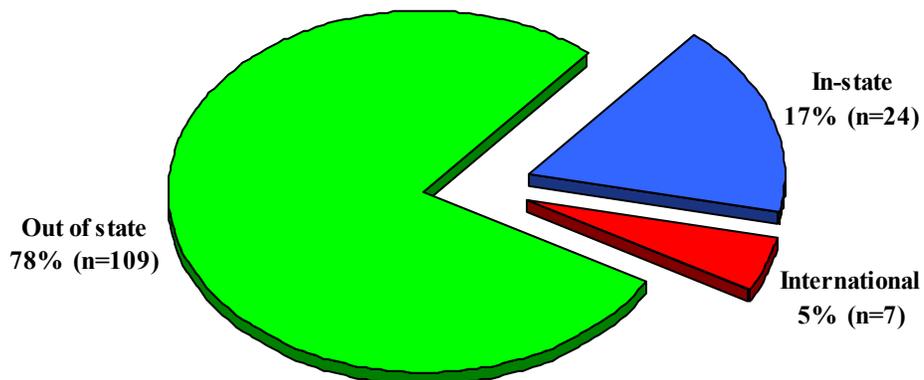
Figure 4: Age Distribution of First-Time Freshmen



RESIDENCE CLASSIFICATION OF FIRST-TIME FRESHMEN

The residence classifications of freshmen students at the time of enrollment in Fisk were as follows: Out of state (78%, n=109), in state (17%, n=24), international (5%, n=7) (see Figure 5 below).

Figure 5: Residence Classification of First-Time Freshmen

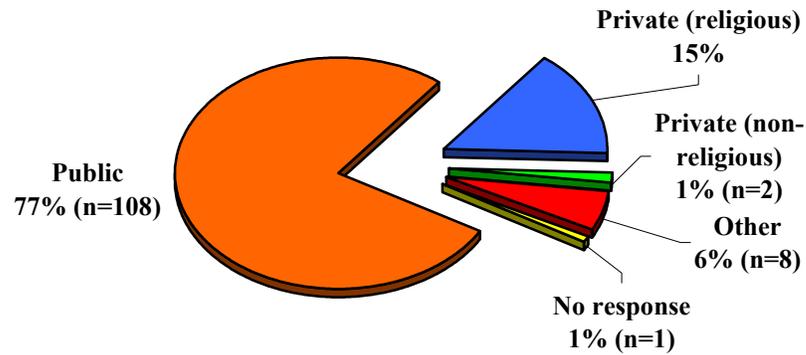


III. ANALYSES--GENERAL INFORMATION

HIGH SCHOOL GRADUATED FROM

Over three-quarters (n=108) of the first-time freshmen graduated from public high schools. The other students graduated from private (religious) high schools (5%, or n=21) and private non-religious high schools (1%, or n=2). Eight of the first-time freshmen selected an “other” response, and 1 student did skip the question (see Figure 6 below).

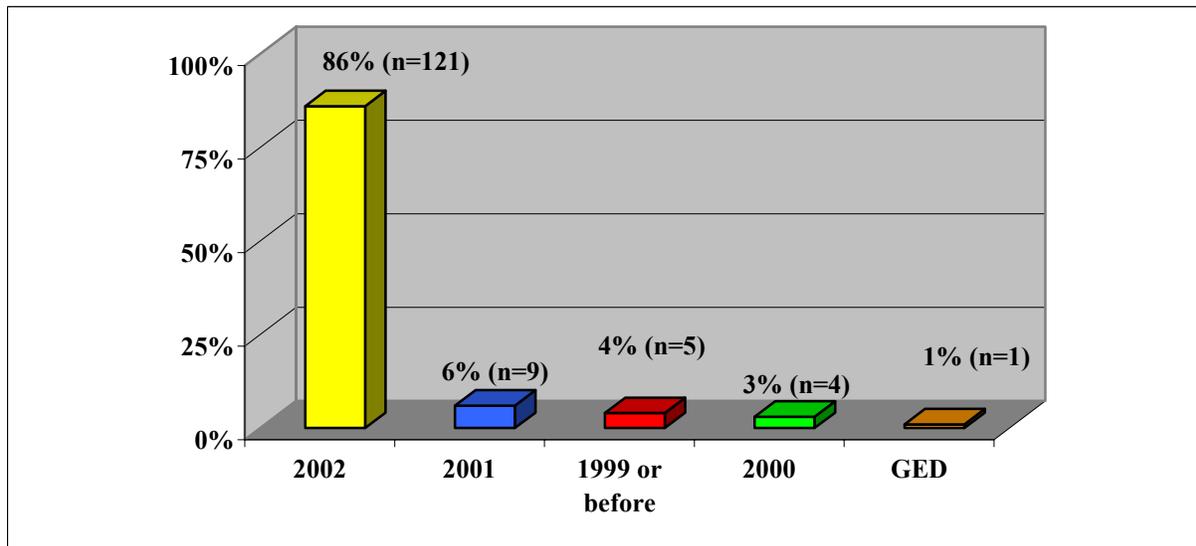
Figure 6: High School Graduated From



YEAR GRADUATED FROM HIGH SCHOOL

The majority (86%, n=121) of the freshmen graduated from high school in the year 2002. Others graduated in 2001 (6%, n=9), 1999 or earlier (4%, n=5), and 2000 (3%, n=4). One of the students did not graduate from a high school; however, he or she obtained a G.E.D. certificate (see Figure 7 below).

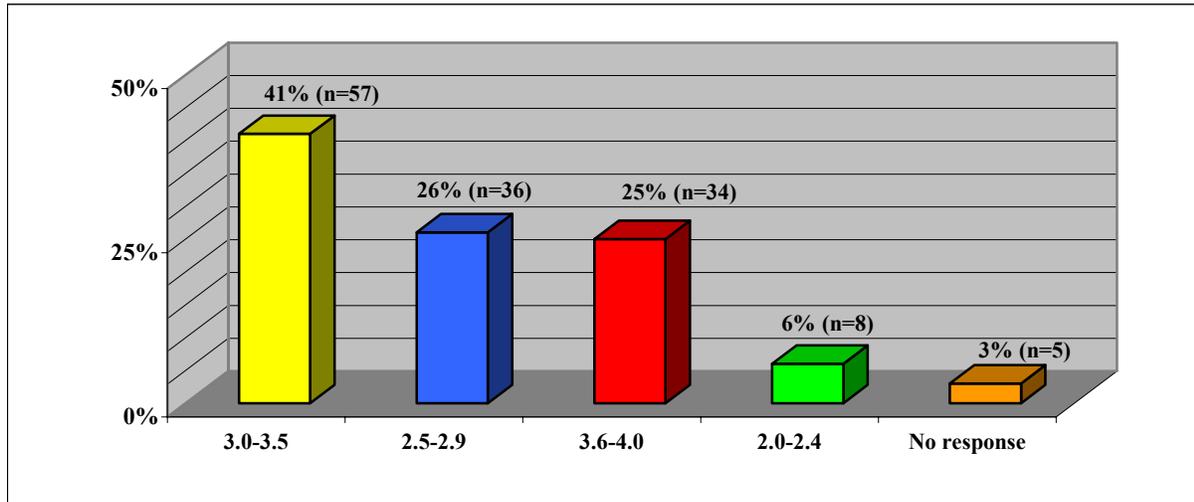
Figure 7: Year Graduated From High School



OVERALL HIGH SCHOOL GRADE POINT AVERAGE (GPA)

The overall high school GPAs of the first-time freshmen students were as follows: 3.0-3.5 (41%, n=57), 2.5-2.9 (26%, n=36), 3.6-4.0 (24%, n=34), and 2.0-2.4 (6%, n=8). Three percent (n=5) of the students did not answer the question (see Figure 8 below).

Figure 8: Overall High School Grade Point Average (GPA)



NEED TUTORING

The first-time freshmen were asked to indicate the subjects they would need tutoring at Fisk and the subjects they received tutoring in before enrolling at Fisk. Mathematics, Foreign Language, and Science emerged as the top-three areas. The students also noted the three subjects as areas they received tutoring before enrolling in Fisk (see Table 1 below).

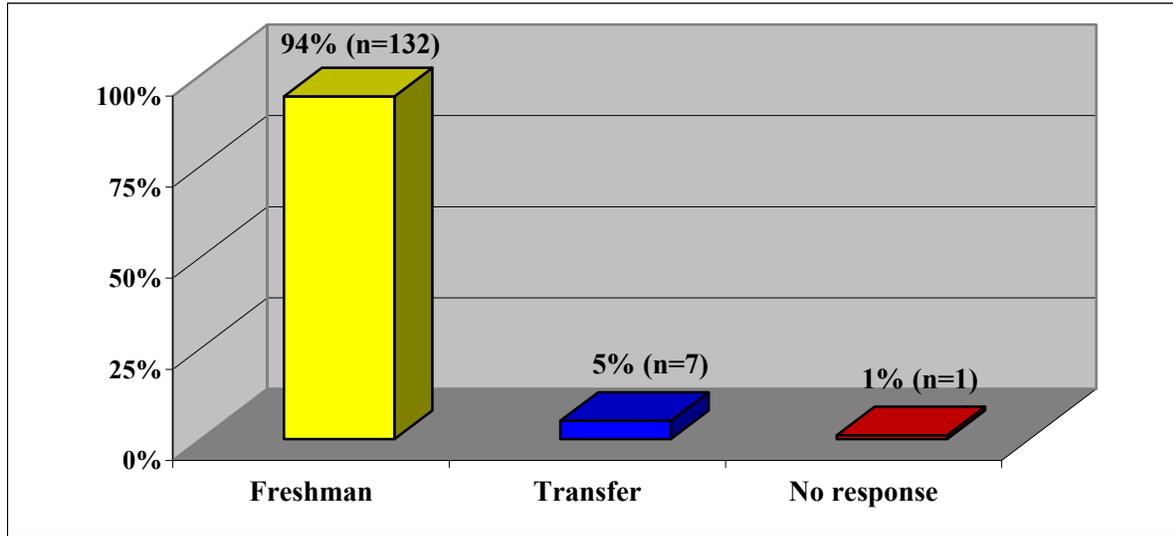
Table 1. Need Tutoring at Fisk and Previously Tutored

Need Tutoring at Fisk	Total	Previously Received Tutoring	Total
	N=140		N=140
Mathematics	82 59%	Mathematics	51 36%
Foreign Language	65 46%	Foreign Language	19 14%
Science	44 31%	Science	28 20%
Writing	26 19%	Writing	4 3%
English	25 18%	English	10 7%
Social Studies	19 14%	Social Studies	6 4%
Reading	9 6%	Reading	5 4%

STUDENT CLASSIFICATION

Ninety-four percent (n=132) of the freshmen students enrolled in Fisk as freshmen, while just 5% (n=7) of them enrolled as transfers. One student did not answer the question (see Figure 9 below).

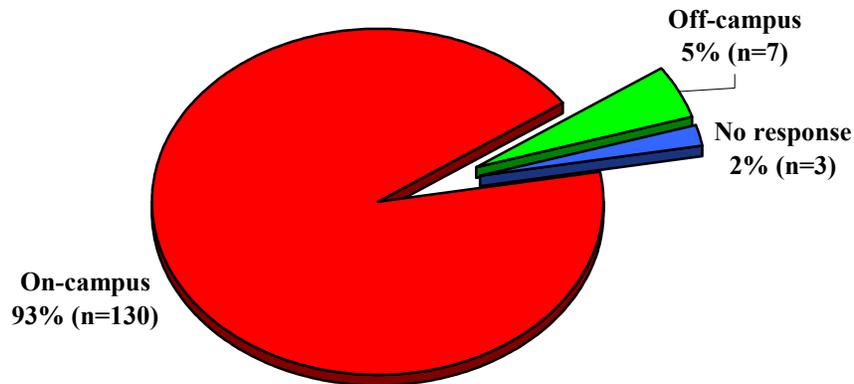
Figure 9: Student Classification



RESIDENCE CLASSIFICATION

Similarly, the majority (93%, n=130) of the freshmen students stated that they lived on-campus. Few (5%, n=7) noted that they resided off-campus. Two students did not respond to the question (See Figure 10 below).

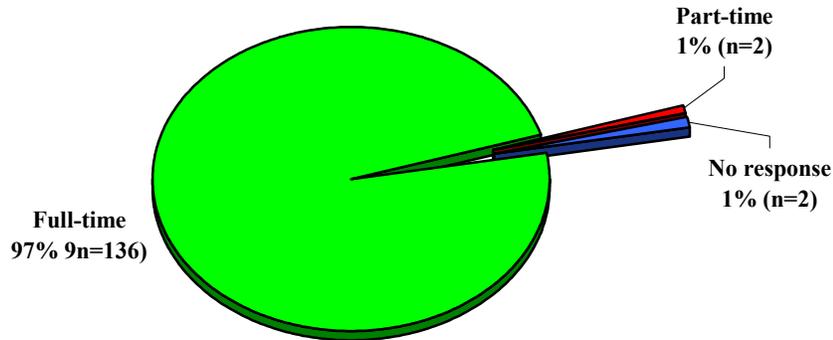
Figure 10. Residence Classification



ENROLLMENT STATUS

Almost all (93%, n=130) of the freshmen students enrolled in Fisk on a full-time basis. Just 1% (n=2) of the students enrolled as part-timers. Meanwhile, two students did not respond to the question (See Figure 11 below).

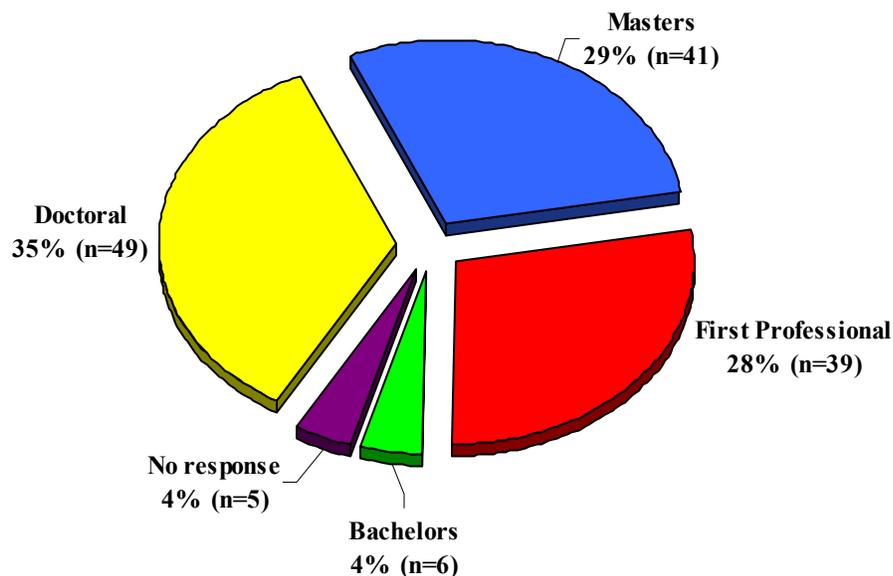
Figure 11 Enrollment Status



HIGHEST DEGREE ASPIRATIONS OF FIRST-TIME FRESHMEN

When asked “What is the highest degree you plan to achieve in your education?” first-time freshmen provided the following responses: Doctoral (35%, n=49), masters (29%, n=41), first professional (28%, n=39), and bachelors (4%, n=6). Six of the students did not answer the question (see Figure 12 below).

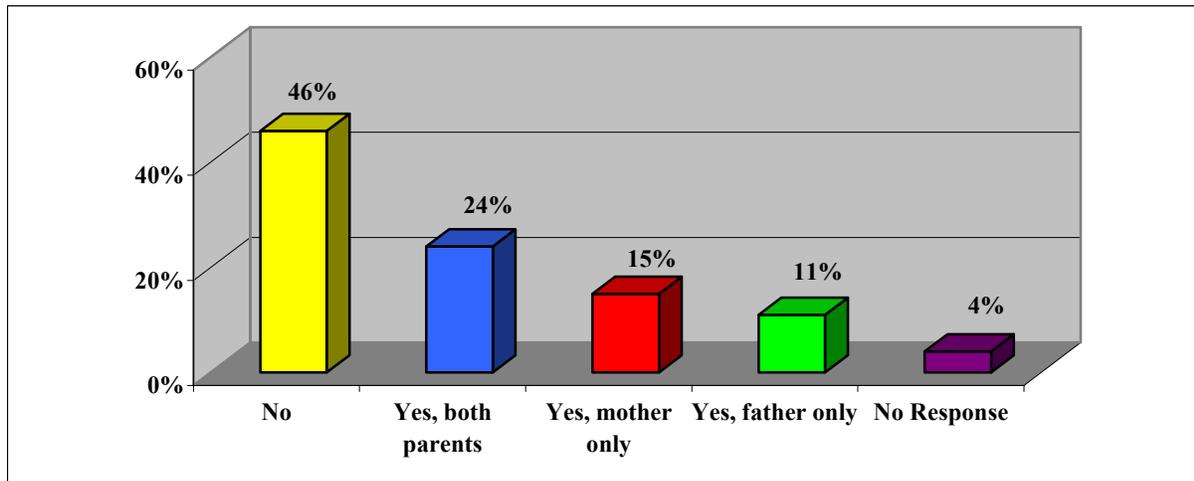
Figure 12: Highest Degree Aspirations of First-Time Freshmen



PARENTS ATTENDANCE AT FISK

When asked “Did either of your parents graduate from a four-year college?” Almost half of the first-time freshmen (46% or n=64) said “No”. Twenty-four percent (or n=33) stated both of their parents graduated from a four-year college. Other responses included: “Yes, mother only” (15%, n=21); “yes, father only” (11%, n=16), and “I do not know” (4%, n=6) (see Figure 13 below).

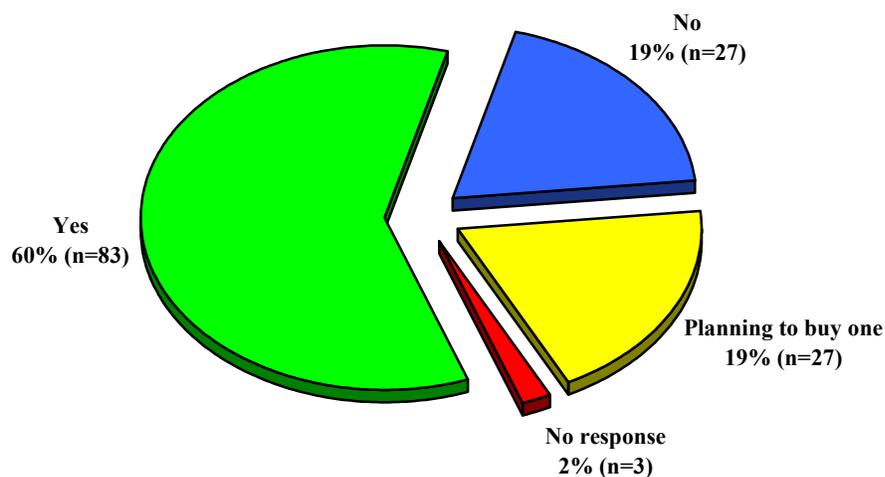
Figure 13. Parents Attendance at Fisk



OWN A COMPUTER

The majority (60%, n=83) of the freshmen students noted they owned a computer. Nineteen percent (n=27) of them stated they were planning to purchase a computer, and another 19% (n=27) indicated that they did not own a computer. Three students did not answer the question (see Figure 14 below).

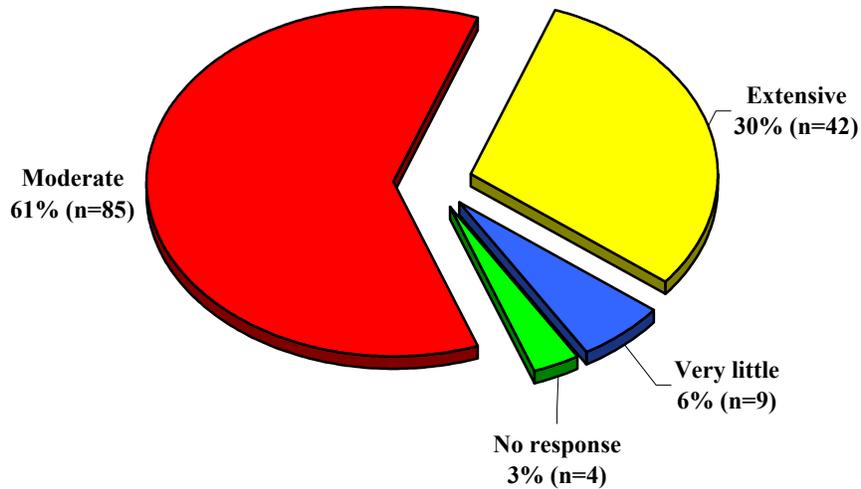
Figure 14. Own a Computer



EXPERIENCE WITH COMPUTER

Over 60% (n=85) of the freshmen students also noted that they had moderate experience with computers. Thirty percent (n=42) of them stated they had extensive experience using computers. Just 6% (n=9) of the students had very little experience with computers. Three percent of the freshmen did not respond to the question (see Figure 15 below).

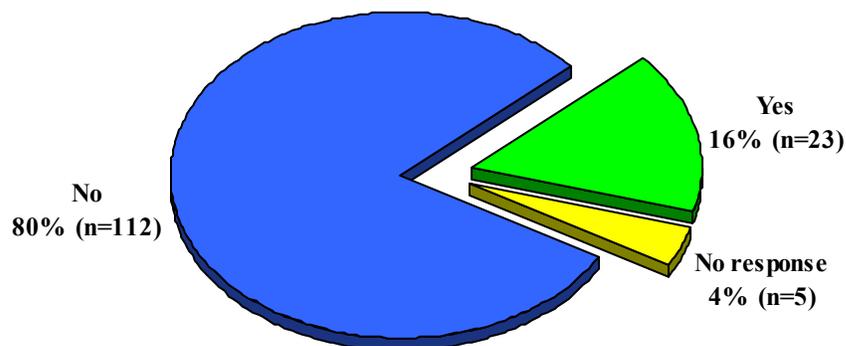
Figure 15. Experience With Computer



COURSES AT ANOTHER COLLEGE OR UNIVERSITY

The majority (80%, n=112) of the freshmen students noted they have never taken courses at another college or university. Sixteen percent (n=23) of the students said they had, and 4% of the students provided no response to the question (see Figure 16 below).

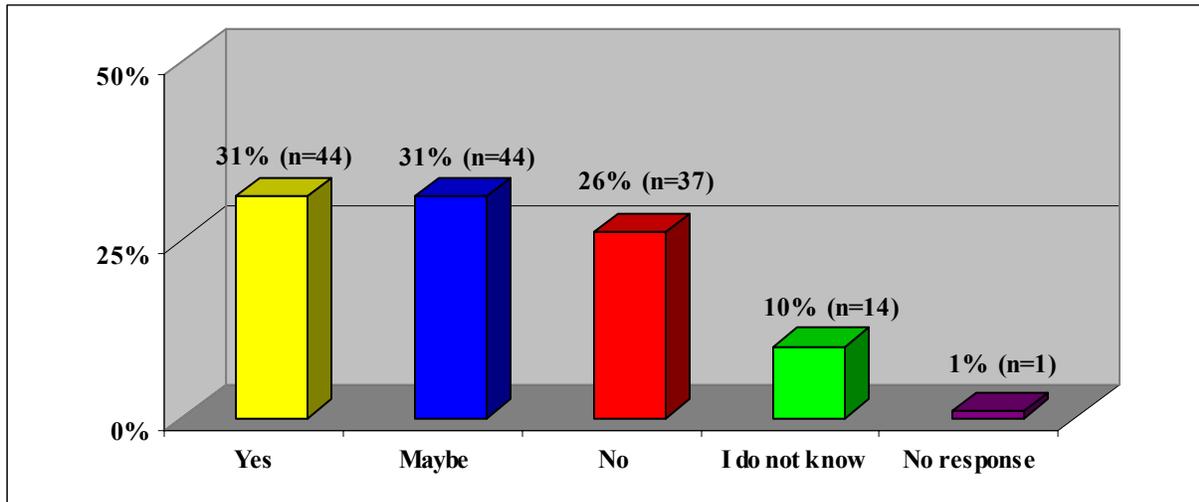
Figure 16. Courses at Another College or University



PLANNING TO WORK

When asked “Do you plan to work on or off-campus during your freshman year at Fisk University?” First-time freshmen responded by saying “yes” (31%, n=44), “maybe” (31%, n=44), “no” (26%, n=37), and “I do not know” (10%, n=14) (see Figure 17 below).

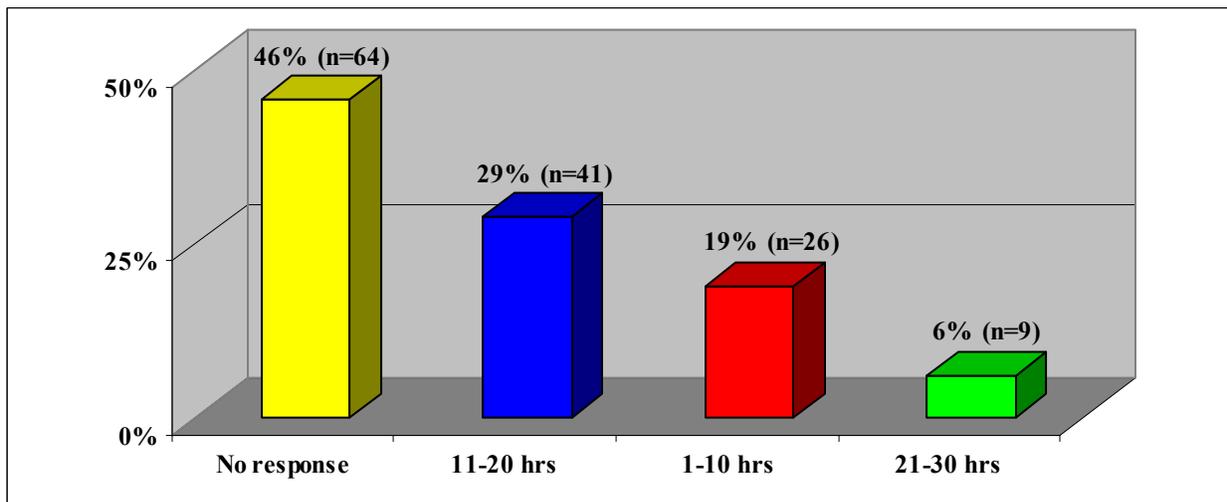
Figure 17 Planning to Work



HOURS PLANNING TO WORK

The first-time freshmen were then asked to indicate how many hours per week they were planning to work. Forty-six percent (n=64) of them did not answer the question. For those who provided a response, 29% (n=41) said “11-20 hours”, 19% (n=26) selected “1-20 hours”, and 6% (n=9) chose 21-30 hours per week (see Figure 18 below).

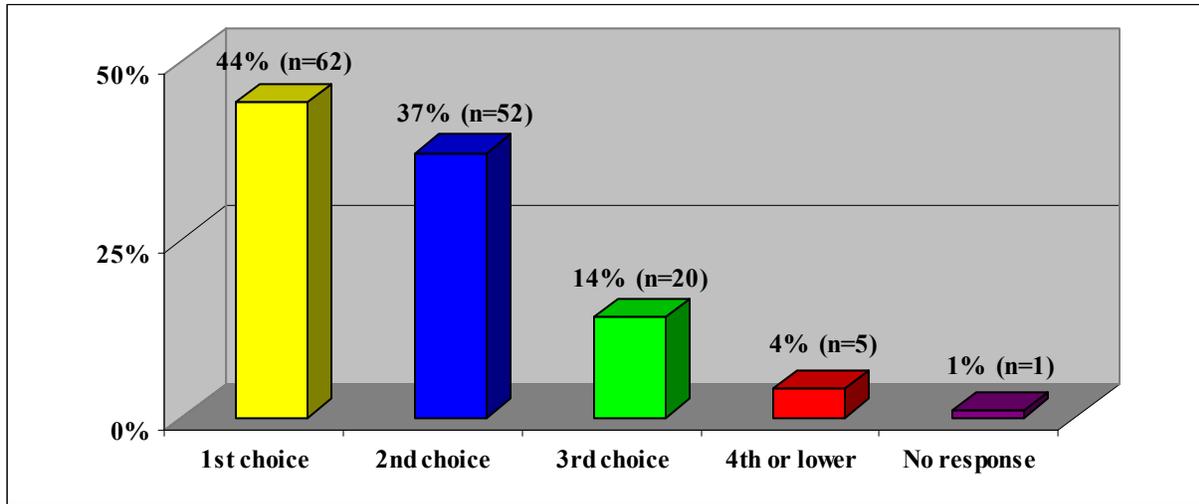
Figure 18. Hours Planning to Work



RATING OF FISK AT TIME OF APPLICATION

Forty-four percent (n=62) of the freshmen rated Fisk as first choice at the time of applying for admission to colleges and universities. Thirty-seven percent (n=52) rated Fisk as second choice. Additionally, 14% (n=20) of the freshmen rated Fisk as third choice. Just 4% (n=4) of the students rated Fisk as fourth choice or lower at time of application (see Figure 19 below).

Figure 19. Rating of Fisk at Time of Application



IV. IMPORTANCE OF SELECTED REASONS IN DECISION TO ATTEND FISK

This section of the survey asked the first-time freshmen to rate the importance of selected reasons in their decision to enroll in Fisk. Some of the reasons included “I wanted to pursue a college degree”, “I wanted to become a more cultured person”, and “I wanted to improve my writing skills”.

PURSUE COLLEGE DEGREE

Over 95% of the first-time freshmen rated “I wanted to pursue a college degree” as very important (93%, n=130) and important (5%, n=7) in their decision to enroll in Fisk. Just 2% (n=2) of the students rated “I wanted to pursue a college degree” as somewhat important (1%, n=1) and not important at all (1%, n=1) in their decision to attend Fisk (see Figure 20, page 18).

PARENTS WANTED ME TO GO

Responses were divided when first-time freshmen were asked to rate the importance of “my parents wanted me to go” in their decision to enroll in Fisk. Forty-nine percent of the students rated the reason as very important (26%, n=36) and important (23%, n=32). Another 26% (n=37) rated “my parents wanted me to go” as somewhat important. In addition, 23% of the students rated the reason as not important at all (17%, n=24) and not applicable (7%, n=10) (see Figure 20, page 18).

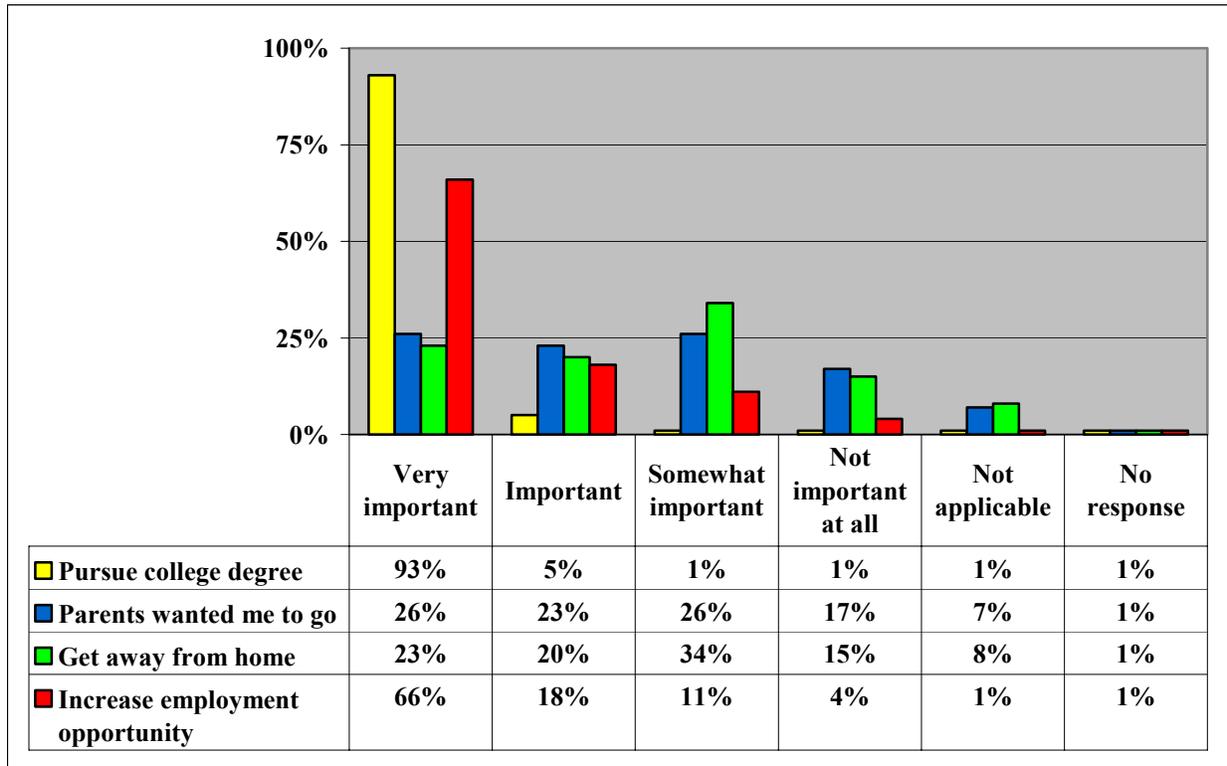
GET AWAY FROM HOME

Similarly, the first-time freshmen were almost evenly divided when asked how important “I wanted to get away from home” was in their decision to enroll in Fisk. The students rated the reason as “very important (23%, n=32), “important” (20%, n=28), “somewhat important” (34%, n=47), “not important at all” (15%, n= 21), and “not applicable” (8%, n=11) (see Figure 20, page 18).

INCREASE EMPLOYMENT OPPORTUNITIES

The majority (84%) of the first-time freshmen rated “I wanted to increase my employment opportunities” as very important (66%, n=92) and important (18%, n=25) in their decision to enroll in Fisk. Just 15% of the students rated the reason as somewhat important (11%, n=15) and not important at all (4%, n=5) in their decision to enroll in Fisk (see Figure 20, page 18).

Figure 20. Pursue College Degree; Parents Wanted Me to Go; Get Away From Home; Increase Employment Opportunities



IMPROVE READING SKILLS

Over 70% of the first-time freshmen rated “I wanted to improve my reading skills” as very important (45%, n=63) and important (28%, n=39) in their decision to enroll in Fisk. Twenty-two percent of the students rated the reason as somewhat important (16%, n=23) and not important at all (6%, n=9) in their decision to attend Fisk (see Figure 21, page 19).

IMPROVE WRITING SKILLS

The majority (77%) of the first-time freshmen rated “I wanted to improve my writing skills” as very important (54%, n=75) and important (24%, n=33) in their decision to enroll in Fisk. An additional 19% of the students rated the reason as somewhat important (14%, n=20) and not important at all (5%, n=7) in their decision to attend Fisk (see Figure 21, page 19).

IMPROVE MATH SKILLS

Similarly, many of the first-time freshmen rated “I wanted to improve my math skills” as very important (54%, n=75) and important (28%, n=39) in their decision to enroll in Fisk. An additional 15% of the students rated the reason as somewhat important (11%, n=16) and not important at all (4%, n=6) in their decision to attend Fisk (see Figure 21, page 19).

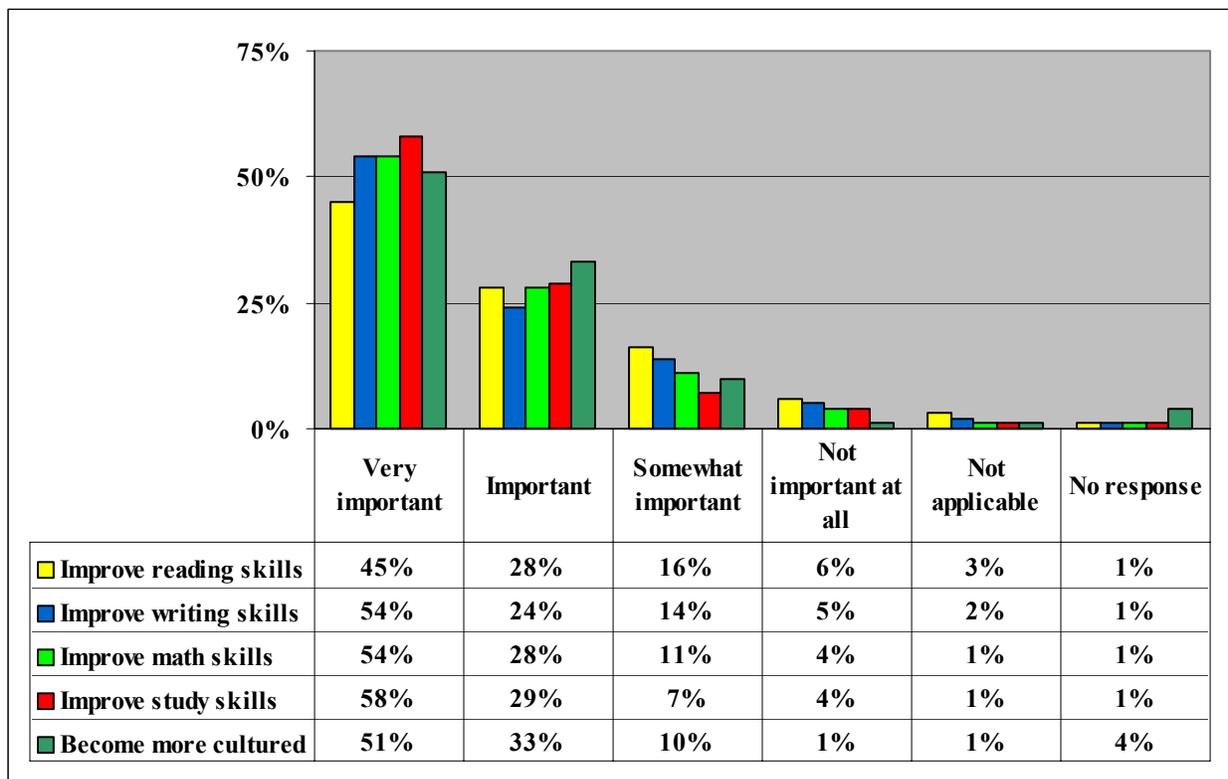
IMPROVE STUDY SKILLS

The majority (86%) of the first-time freshmen also rated “I wanted to improve my study skills” as very important (58%, n=81) and important (29%, n=40) in their decision to enroll in Fisk. Just 11% of the students rated the reason as somewhat important (7%, n=10) and not important at all (4%, n=5) in their decision to attend Fisk (see Figure 21 below).

BECOME A MORE CULTURED PERSON

Over 80% of the first-time freshmen rated “I wanted to become a more cultured person” as very important (51%, n=71) and important (33%, n=46) in their decision to enroll in Fisk. Few (11%) of the students rated the reason as somewhat important (10%, n=14) and not important at all (1%, n=2) in their decision to attend Fisk (see Figure 21 below).

Figure 21. Improve Reading, Writing, Math, and Study Skills; Become More Cultured



PREPARE FOR GRADUATE/PROFESSIONAL SCHOOL

Almost 90% of the first-time freshmen rated “I wanted to prepare for graduate/professional school” as very important (75%, n=105) and important (14%, n=19) in their decision to enroll in Fisk. Just 8% of the freshmen students rated the reason as somewhat important (6%, n=9) and not important at all (2%, n=3) in their decision to enroll in Fisk (see Figure 22, page 20).

RECEIVE TRAINING FOR CAREER

Similarly, close to 90% of the first-time freshmen rated “I wanted to be trained for a particular career” as very important (67%, n=94) and important (19%, n=27) in their decision to enroll in Fisk.

Meanwhile, 11% of the freshmen students rated the reason as somewhat important (9%, n=13) and not important at all (2%, n=3) in their decision to attend Fisk (see Figure 22, below).

LEARN MORE ABOUT LIFE

The majority (81%) of the first-time freshmen rated “I wanted to learn more about life” as very important (52%, n=73) and important (29, n=40) in their decision to enroll in Fisk. Seventeen percent of the students rated the reason as somewhat important (15%, n=21) and not important at all (2%, n=3) in their decision to enroll in Fisk (see Figure 22 below).

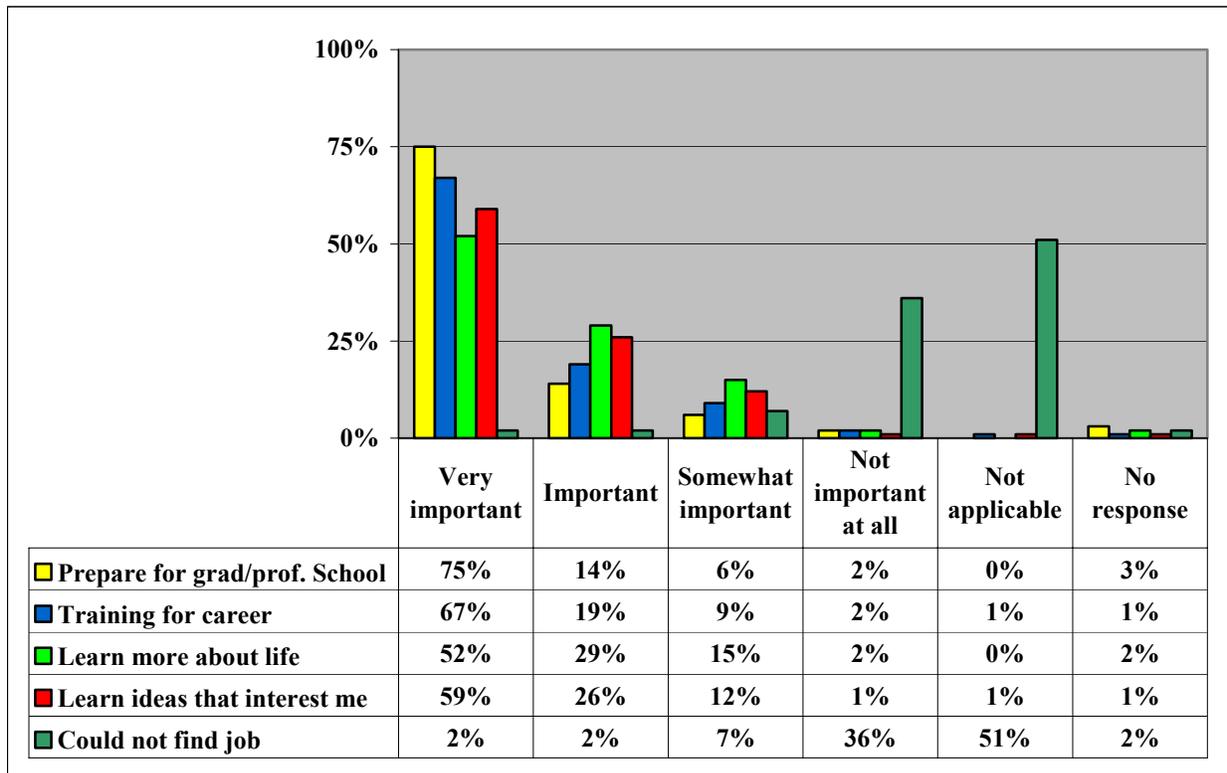
LEARN MORE ABOUT IDEAS THAT INTEREST ME

Over 80% of the first-time freshmen also rated “I wanted to learn more about ideas that interest me” as very important (59, n=82) and important (26%, n=36) in their decision to enroll in Fisk. Just 13% of the students rated the reason as somewhat important (12%, n=17) and not important at all (1%, n=1) in their decision to enroll in Fisk (see Figure 22 below).

COULD NOT FIND A JOB

Less than 15% of the first-time freshmen rated “I could not find a job” as very important (2%, n=3), important (2%, n=3), and somewhat important (7%, n=10) in their decision to attend Fisk. Conversely, over 80% of the students rated the reason as not important at all (36%, n=50) and not applicable (51%, n=71) in their decision to attend Fisk (see Figure 22 below).

Figure 22 Prepare for Graduate/Professional School; Training for Career; Learn More About Life; Learn About Ideas that Interest Me; Could Not Find a Job



IV. IMPORTANCE OF SELECTED FACTORS IN DECISION TO ATTEND FISK

This section of the survey asked the first-time freshmen to rate the importance of selected factors in their decision to enroll in Fisk. Sample factors included U.S. News and World Report, academic reputation, dining services, Fisk's history, HBCU status, and class size.

ACADEMIC REPUTATION

Almost all of the first-time freshmen rated Fisk's academic reputation as very important (69%, n=96) and important (21%, n=30) in their decision to attend Fisk. Just 8% of the students rated academic reputation as somewhat important (6%, n=9) and not important at all (2%, n=3) in their decision to come to Fisk (see Figure 23, page 22).

ACADEMIC PROGRAMS/MAJORS

Similarly, the majority (97%) of the freshmen students rated academic programs/majors as very important (72%, n=101) and important (24%, n=33) in their decision to enroll in Fisk. Few (3%, n=4) of the students rated academic programs/majors as somewhat important to their decision to attend Fisk (see Figure 23, page 22).

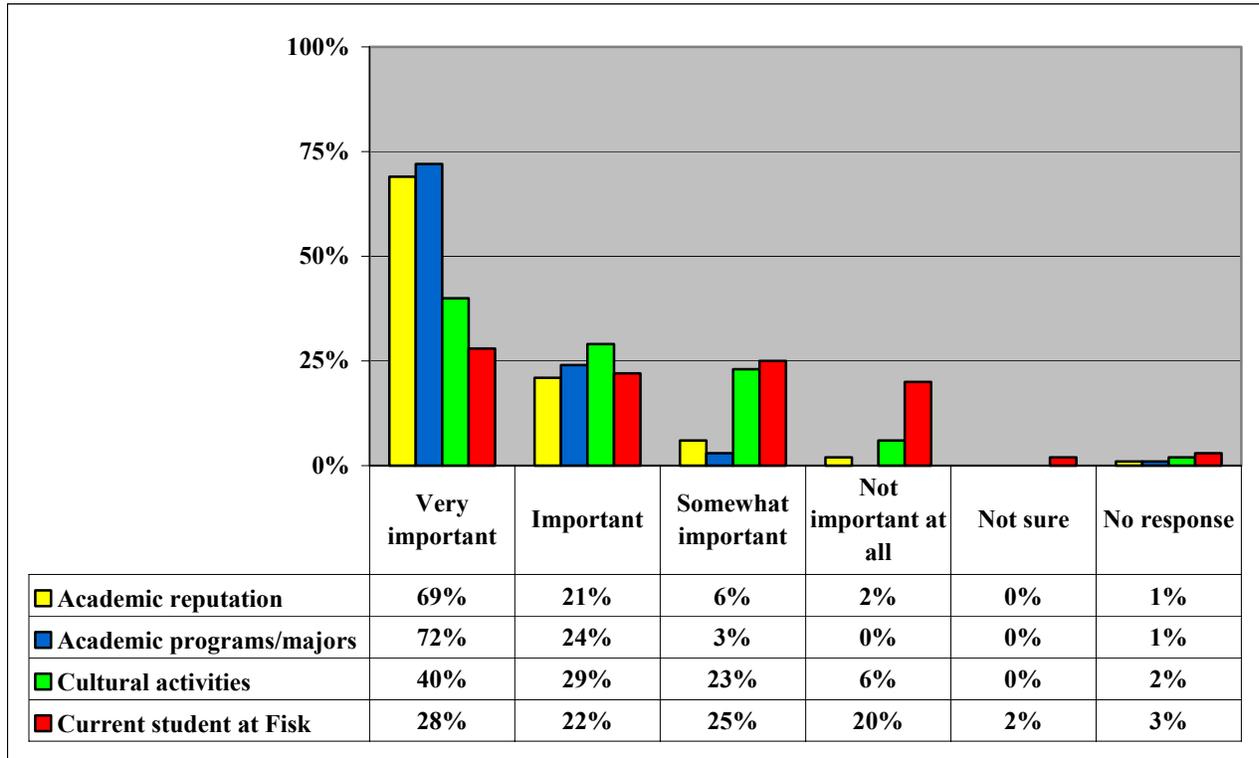
CULTURAL ACTIVITIES

Over 65% of the freshmen students rated cultural activities as very important (40%, n=56) and important (29%, n=41) in their decision to attend Fisk. An additional 29% of the students rated cultural activities as somewhat important (23%, n=32) and not important at all (6%, n=8) in their decision to attend Fisk (see Figure 23, page 22).

CURRENT STUDENT(S) AT FISK

Precisely half of the students rated current student at Fisk as very important (28%, n=39) and important (22%, n=31) in their decision to attend Fisk. Another 45% of the students rated the factor as somewhat important (25%, n=35) and not important at all (20%, n=28) in their decision to come to Fisk (see Figure 23, page 22).

Figure 23. Academic Reputation; Academic Programs/Majors; Cultural Activities; Current Student(s) at Fisk



ADMINISTRATOR(S) AT FISK

Over 60% of the freshmen students rated administrator(s) at Fisk as very important (32%, n=45) and important (41%, n=57) in their decision to enroll in Fisk. Meanwhile, 23% of the students rated administrator(s) at Fisk as somewhat important (15%, n=21) and not important at all (8%, n=11) in their decision to come to Fisk (see Figure 24, page 23).

ALUMNI OF FISK

Fifty-six percent of the freshmen students rated Fisk alumni as very important (26%, n=36) and important (30% n=42) in their decision to enroll in Fisk. Another 38% of the students rated Fisk alumni as somewhat important (24%, n=34) and not important at all (14%, n=20) to their decision to attend Fisk (see Figure 24, page 23).

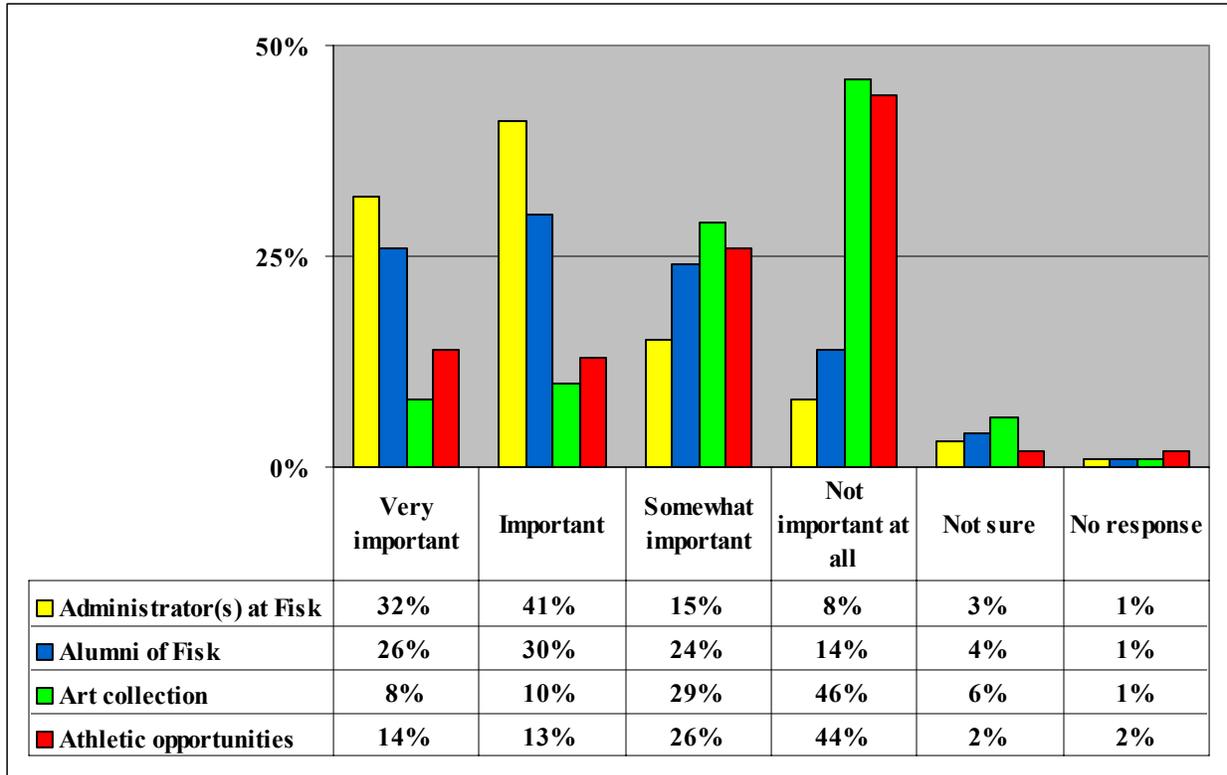
ART COLLECTION

Fisk's art collection appears not to have greatly influenced the freshmen students' decision to enroll in the university. Just 18% of the students rated art collection as very important (8%, n=11) and important (10%, n=14) to their decision to attend Fisk. Conversely, three-quarters of the students rated art collection as somewhat important (29%, n=40) and not important at all (46%, n=64) in their decision to enroll in Fisk (see Figure 24, page 23).

ATHLETIC OPPORTUNITIES

Responses mirrored those in art collection when the freshmen students were asked to rate the importance of Fisk’s athletic opportunities in their decision to enroll at the institution. Less than 30% of the students rated athletic opportunities as very important (14%, n=19) and important (13%, n=18) in their decision to attend Fisk. Meanwhile, 70% of the students rated athletic opportunities as somewhat important (26%, n=36) and not important at all (44%, n=61) in their decision to attend Fisk (see Figure 24 below).

Figure 24 Administrators at Fisk; Alumni of Fisk; Art Collection; Athletic Opportunities



ATTRACTIVENESS OF CAMPUS

Less than 50% of the freshmen students rated attractiveness of campus as very important (19%, n=27), and important (28%, n=39) in their decision to enroll in Fisk. In addition, 38% of the students rated attractiveness of campus as somewhat important (30%, n=42) and not important at all (18%, n=25) in their decision to come to Fisk (see Figure 25, page 24).

AVAILABILITY OF TECHNOLOGY

Two-thirds of the freshmen students rated availability of technology as very important (27%, n=38) and important (39%, n=54) in their decision to enroll in Fisk. Another 29% of the students rated availability of technology as somewhat important (18%, n=25) and not important at all (11%, n=16) to their decision to attend Fisk (see Figure 25 page 24).

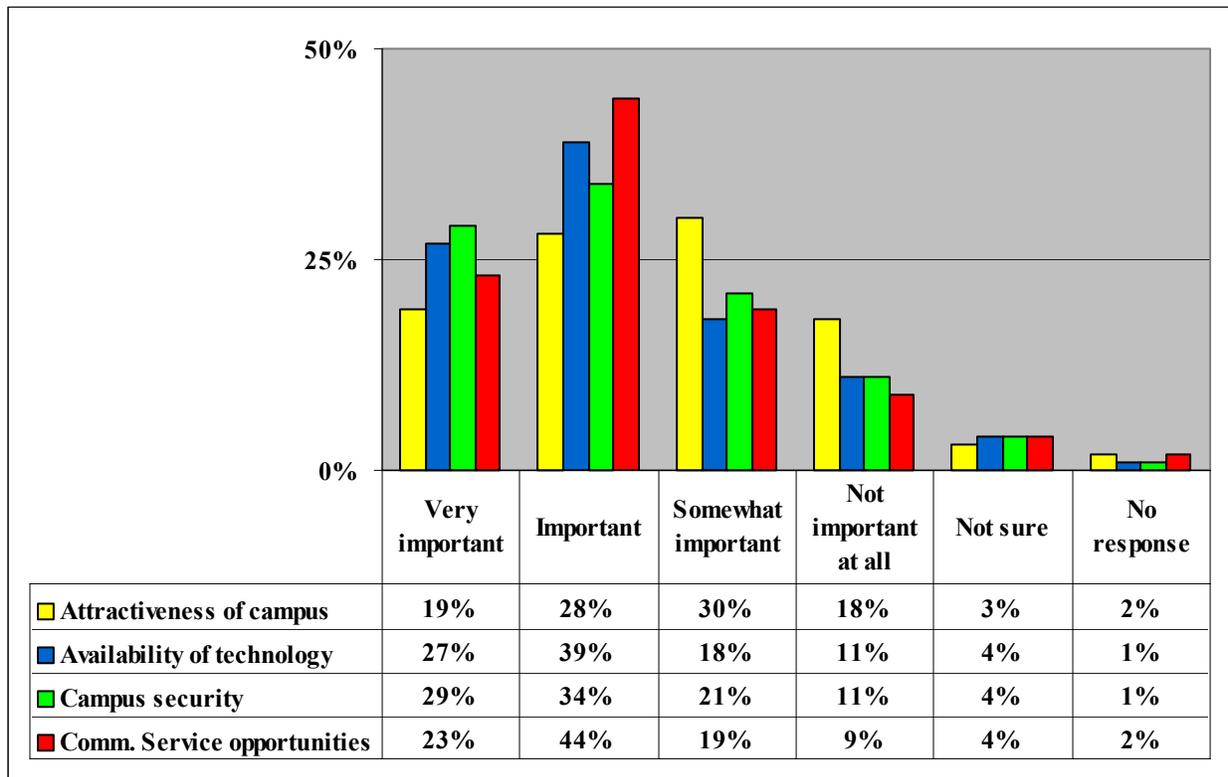
CAMPUS SECURITY

More than 60% of the freshmen students rated campus security as very important (29%, n=40) and important (34%, n=47) in their decision to enroll in Fisk. Meanwhile, 32% of the students rated campus security as somewhat important (21%, n=30) and not important at all (11%, n=15) to their decision to attend Fisk (see Figure 25 below).

COMMUNITY SERVICE OPPORTUNITIES

Over two-thirds of the first-time freshmen also rated community service opportunities as very important (23%, n=32) and important (44%, n=61) in their decision to attend Fisk. Additionally, 28% of the first-time freshmen saw community service as somewhat important (19%, n=26) and not important at all (9%, n=13) to their decision to attend Fisk (see Figure 25 below).

Figure 25. Attractiveness of Campus; Availability of Technology; Campus Security; Community Service Opportunities



CAREER SERVICES

When asked to rate the importance of career services in their decision to enroll in Fisk, the majority (79%) of the freshmen students rated the services as very important (43%, n=60) and important (36%, n=50). A smaller number (17%) rated career services as somewhat important (12%, n=17) and not important at all (5%, n=7) to their decision to attend Fisk (see Figure 26, page 25).

COLLEGE-SPONSORED EVENTS

Over half of the first-time freshmen rated college-sponsored events as very important (29%, n=40) and important (28%, n=39) in their decision to enroll in Fisk. Another 37% of the first-time freshmen rated college-sponsored events as somewhat important (28%, n=39) and not important at all (9%, n=12) to their decision to attend Fisk (see Figure 26 below).

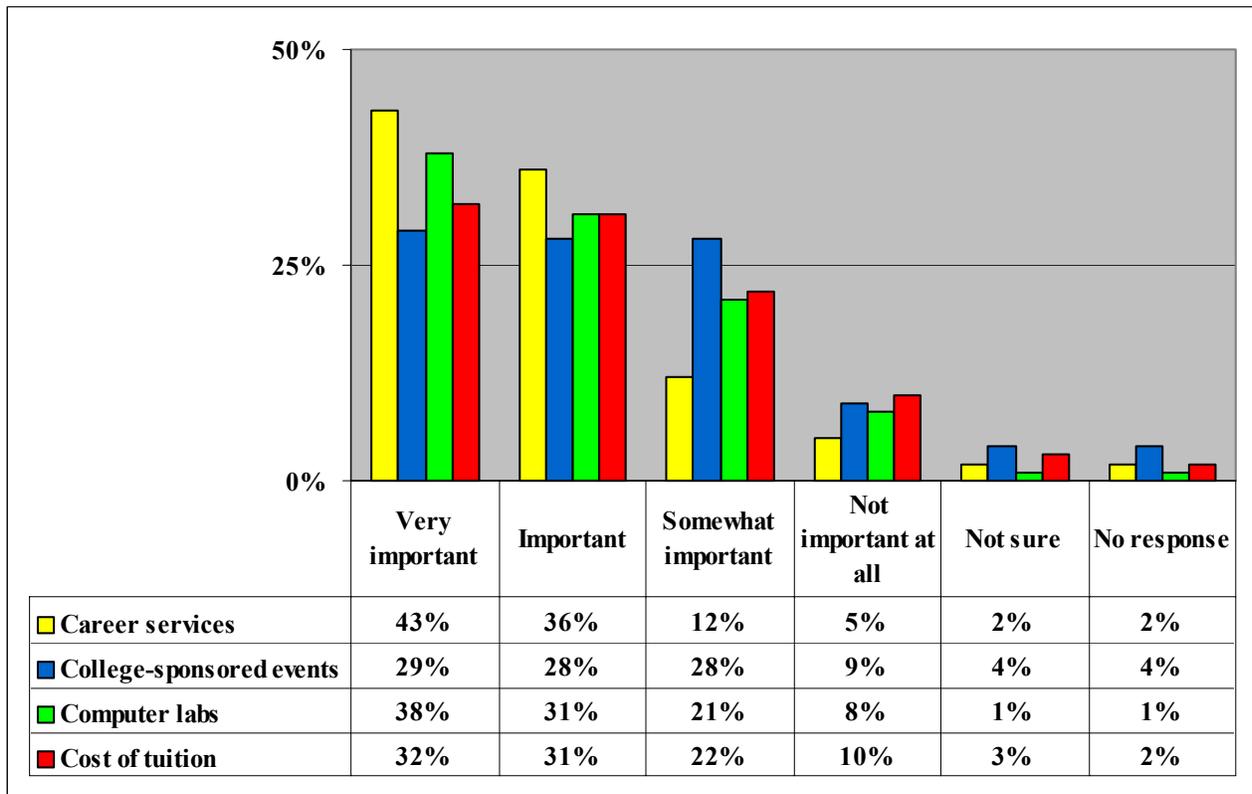
COMPUTER LABS

Almost 70% of the freshmen students rated computer labs as very important (38%, n=53) and important (31%, n=43) in their decision to attend Fisk. An additional 29% of the first-time freshmen rated computer labs as somewhat important (21%, n=29) and not important at all (8%, n=11) to their decision to enroll in Fisk (see Figure 26 below).

COST OF TUITION

Over 60% of the freshmen students rated cost of tuition as very important (32%, n=45) and important (31%, n=43) in their decision to enroll in Fisk. Meanwhile, 32% of the students rated cost of tuition as somewhat important (22%, n=31), and not important at all (10%, n=14) to their decision to enroll in Fisk (see Figure 26 below).

Figure 26. Career Services; College-sponsored Events; Computer Labs; Cost of Tuition



DINING SERVICES

The first-time freshmen were divided in responding to the importance of dining services to their decision to attend Fisk. Forty-two percent of the students rated the services as very important (23%, n=32) and important (19%, n=27), and 53% of them rated the services as somewhat important (29%, n=40) and not important at all (24%, n=34) to their decision to enroll in Fisk (see Figure 27 below).

FACULTY MEMBER(S) AT FISK

Almost 70% of the first-time freshmen rated faculty member(s) at Fisk as very important (36%, n=50) and important (31%, n=43) in their children's decision to enroll in Fisk. Another 29% rated faculty member(s) at Fisk as somewhat important (14%, n=20) and not important at all (15%, n=21) in their decision to attend Fisk (see Figure 27 below).

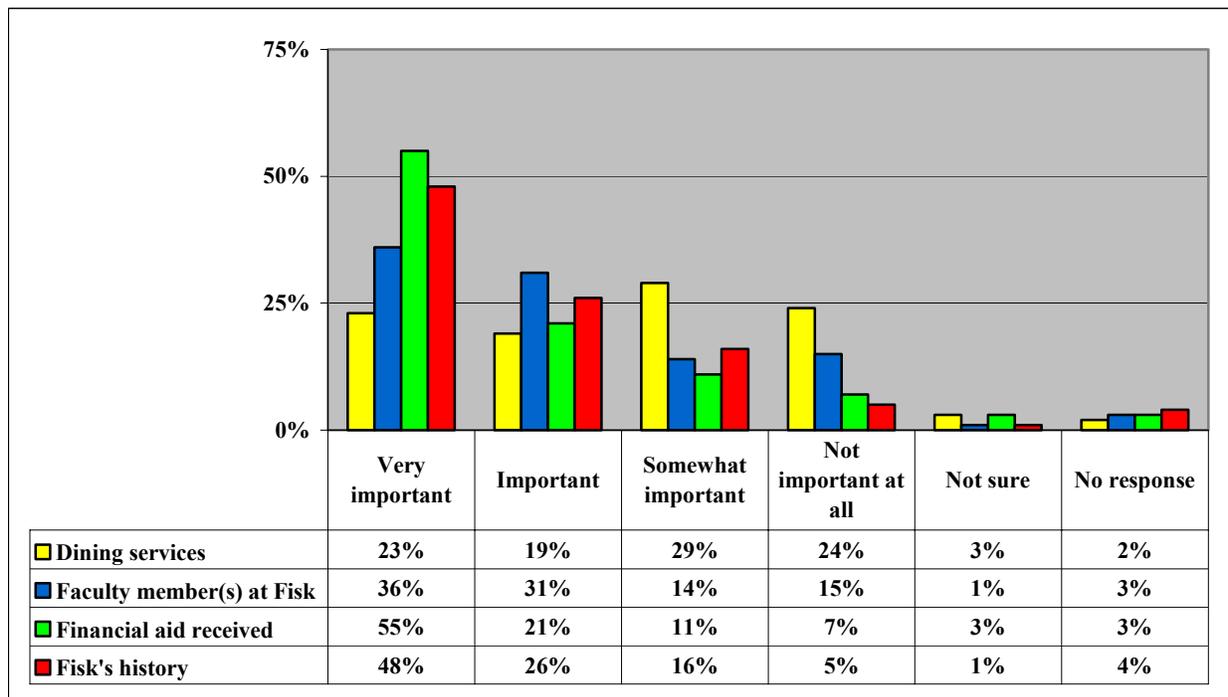
FINANCIAL AID RECEIVED

Over three-quarters of the freshmen students rated financial aid received as very important (55%, n=77) and important (21%, n=30) in their decision to enroll in Fisk. Meanwhile, 18% of the students rated financial aid received as somewhat important (11%, n=15), and not important at all (7%, n=10) to their decision to enroll in Fisk (see Figure 27 below).

FISK'S HISTORY

Many (74%) of the first-time freshmen also rated Fisk's history as very important (48%, n=67) and important (26%, n=37) in their decision to attend Fisk. On the other hand, 21% of the students rated Fisk's history as somewhat important (16%, n=23), and not important at all (5%, n=7) to their decision to enroll in Fisk (see Figure 27 below).

Figure 27. Dining Services; Faculty Member at Fisk; Financial Aid Received; Fisk's History



FISK'S WEBSITE

When asked to rate the importance of Fisk's website in their decision to enroll in Fisk, the first-time freshmen provided the following answers: very important (14%, n=20), important (27%, n=38), somewhat important (31%, n=44), and not important at all (22%, n=31) (see Figure 28 below).

FRATERNITIES/SORORITIES

Responses were divided when the first-time students rated the importance of fraternities/sororities in their decision to enroll in Fisk. Forty-eight percent of the students rated fraternities/sororities as very important (25%, n=35) and important (23%, n=33), while 44% rated the factor as somewhat important (25%, n=35) and not important at all (19%, n=26) to their decision to attend Fisk (see Figure 28 below).

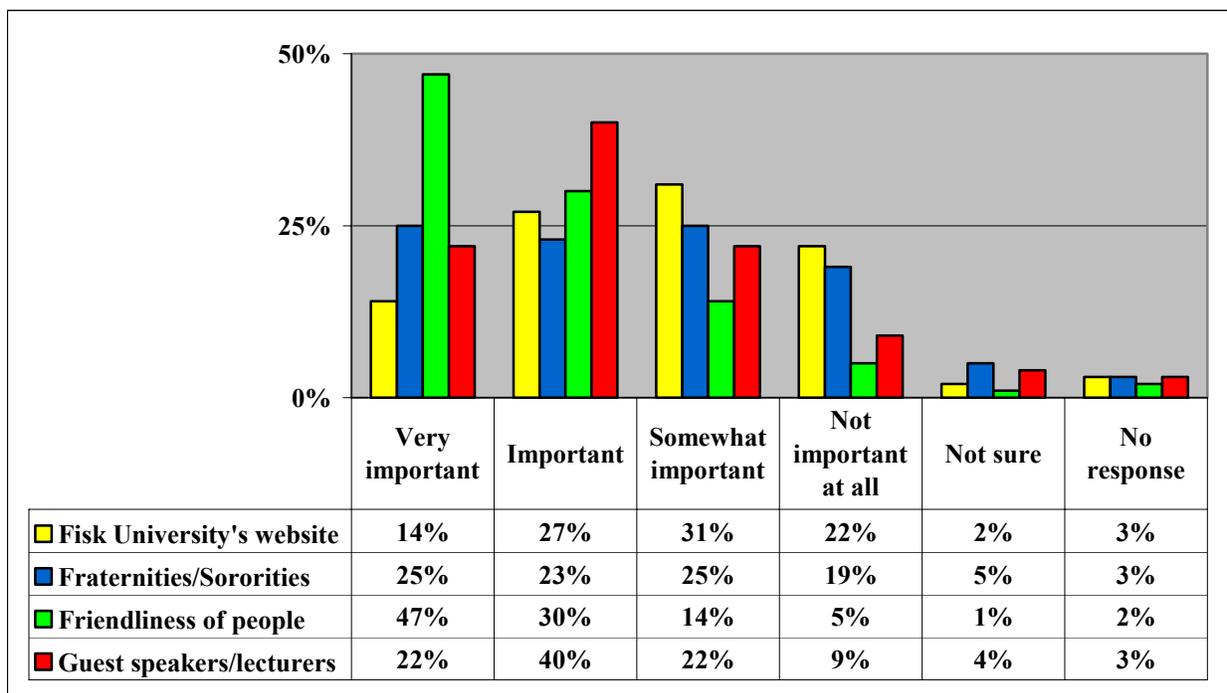
FRIENDLINESS OF PEOPLE ON CAMPUS

The majority (77%) of the freshmen students rated friendliness of people on campus as very important (47%, n=66) and important (30%, n=42) to their decision to attend Fisk. Just 19% of the students rated friendliness of people on campus as somewhat important (14%, n=20) and not important at all (5%, n=7) to their decision to enroll in Fisk (see Figure 28 below).

GUEST SPEAKERS/LECTURERS

The first-time freshmen were also asked to rate the importance of guest speakers/lecturers to their decision to attend Fisk. Over 60% of them rated the factor as very important (22%, n=31) and important (40%, n=56) to their decision to enroll in Fisk. Another 31% of the students rated guest speakers/lecturers as somewhat important (22%, n=31) and not important at all (9%, n=12) to their decision to come to Fisk (see Figure 28 below).

Figure 28. Fisk's Website; Fraternities/Sororities; Friendliness of People on Campus; Guest Speakers/Lecturers



HISTORICALLY BLACK COLLEGE AND UNIVERSITY (HBCU) STATUS

Many (81%) of the first-time freshmen rated Fisk's HBCU status as very important (59%, n=83) and important (22%, n=31) to their decision to enroll in Fisk. Just 15% of the students rated Fisk's HBCU status as somewhat important (11%, n=15) and not important at all (4%, n=5) to their decision to attend Fisk (see Figure 29, page 29).

INTERNSHIP OPPORTUNITIES

Many (80%) of the first-time freshmen also rated internship opportunities as very important (49%, n=69) and important (31%, n=44) to their decision to enroll in Fisk. In addition, few (15%) of the students rated internship opportunities as somewhat important (11%, n=16) and not important at all (4%, n=5) to their decision to attend Fisk (see Figure 29, page 29).

LIBRARY HOLDINGS (BOOKS, JOURNALS, MAGAZINES)

Precisely 70% of the students rated Fisk's library holdings as very important (31%, n=44) and important (39%, n=54) in their decision to attend Fisk. Meanwhile, 26% of the students rated Fisk's library holdings as somewhat important (19%, n=26) and not important at all (7%, n=10) in their decision to come to Fisk (see Figure 29, page 29).

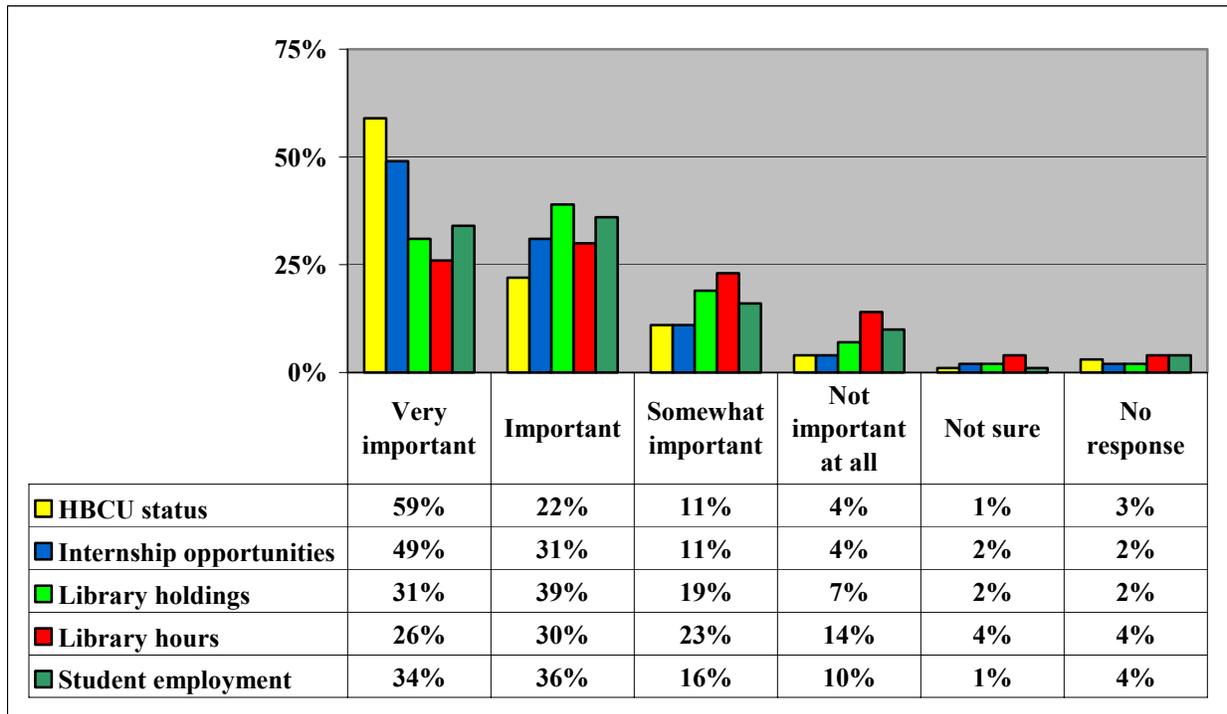
LIBRARY HOURS

Over 50% of the first-time students rated Fisk's library hours as very important (26%, n=37) and important (30%, n=42) in their decision to enroll in Fisk. A lower number (37%) of the students rated Fisk's library hours as somewhat important (23%, n=32) and not important at all (14%, n=19) in their decision to attend Fisk (see Figure 29, page 29).

OPPORTUNITIES FOR STUDENT EMPLOYMENT

The majority (70%) of the first-time freshmen rated opportunities for student employment at Fisk as very important (34%, n=47) and important (36%, n=51) to their decision to come to Fisk. In addition, 26% of the students rated the factor as somewhat important (16%, n=22) and not important at all (10%, n=14) to their decision to come to Fisk (see Figure 29, page 29).

Figure 29. HBCU Status; Internship Opportunities; Library Holdings; Library Hours; Opportunities for Student Employment



PARENT/FAMILY AFFILIATION

Half of the freshmen students rated parent/family affiliation as very important (29%, n=40) and important (21%, n=30) in their decision to attend Fisk. An additional 41% of the students rated parent/family affiliation as somewhat important (17%, n=24) and not important at all (24%, n=33) in their decision to come to Fisk (see Figure 30, page 30).

PROXIMITY TO HOME

Over 50% of the first-time students also rated proximity to home as very important (29%, n=40) and important (25%, n=35) in their decision to attend Fisk. Conversely, 40% of the students rated proximity to home as somewhat important (16%, n=23) and not important at all (24%, n=33) in their decision to enroll in Fisk (see Figure 30, page 30).

QUALITY OF INSTRUCTION

More than 80% of the first-time students rated quality of instruction as very important (54%, n=75) and important (27, n=38) in their decision to come to Fisk. Just 14% of the students rated the factor as somewhat important (9%, n=12) and not important at all (5%, n=7) in their decision to enroll in Fisk (see Figure 30, page 30).

RESIDENCE HALL LIFE

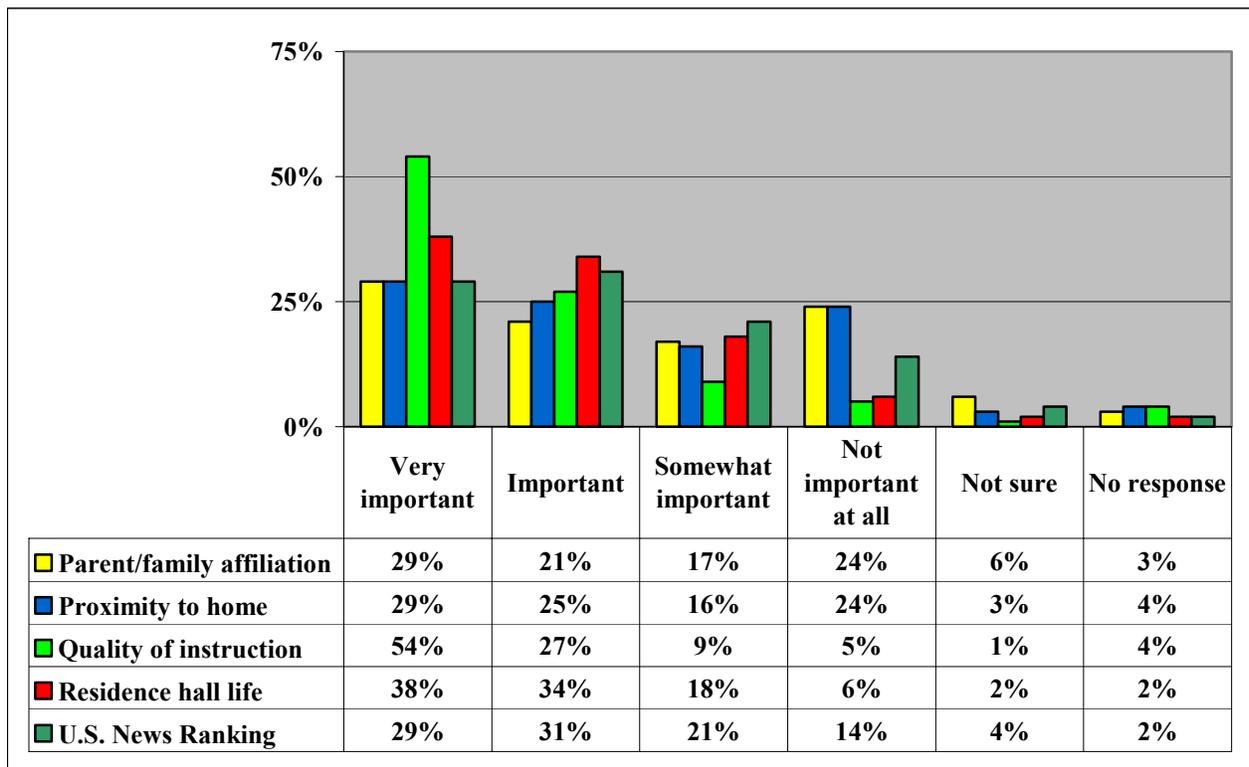
The majority of the freshmen students (72%) also rated residence hall life as very important (38%, n=53) and important (34%, n=48) in their decision to enroll in Fisk. Meanwhile, 24% of the

students rated residence hall life as somewhat important (18%, n=25) and not important at all (6%, n=8) in their decision to come to Fisk (see Figure 30 below).

U.S. NEWS AND WORLD REPORT RANKING

Exactly 60% of the freshmen students rated the U.S. News and World Report ranking of Fisk as very important (29%, n=41) and important (31%, n=43) to their decision to come to Fisk. Another 35% of the students rated the factor as somewhat important (21%, n=29) and not important at all (14%, n=19) to their decision to come to Fisk (see Figure 30 below).

Figure 30. Parent/Family Affiliation; Proximity to Home; Quality of Instruction; Residence Hall Life; U.S. News and World Report Ranking



SMALL CAMPUS

The majority of the freshmen students (83%) rated Fisk’s small campus as very important (59%, n=82) and important (24%, n=34) in their decision to enroll in Fisk. Conversely, just 13% of the students rated Fisk’s small campus as somewhat important (9%, n=12) and not important at all (4%, n=6) in their decision to come to Fisk (see Figure 31, page 31).

SMALL CLASSES

A significant number (86%) of the first-time freshmen also rated Fisk’s small classes as very important (64%, n=89) and important (22%, n=31) to their decision to attend Fisk. Just 10% of the first-time freshmen rated Fisk’s small classes as somewhat important (7%, n=10) and not important at all (3%, n=4) in their decision to come to Fisk (see Figure 31, page 31).

TUTORING OPPORTUNITIES

Seventy-eight percent of the freshmen students rated tutoring opportunities at Fisk as very important (51%, n=71) and important (27%, n=38) in their decision to come to Fisk. Conversely, 17% of the students rated tutoring opportunities as somewhat important (14%, n=20) and not important at all (3%, n=4) in their decision to attend Fisk (see Figure 31 below).

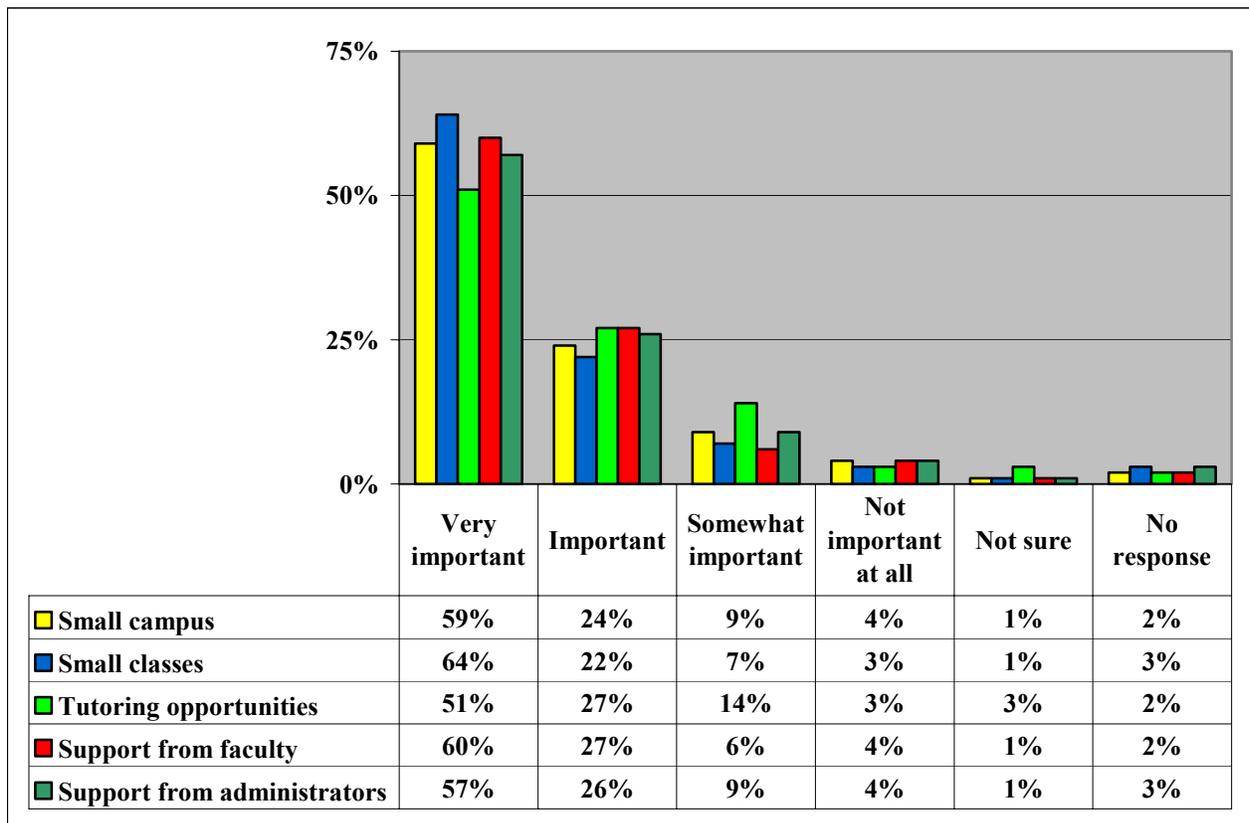
SUPPORT FROM FACULTY

When asked to rate the importance of support from faculty to their decision to enroll in Fisk, almost 90% of the freshmen students noted that it was very important (60%, n=84) and important (27%, n=38). Few (10%) of the freshmen rated support from faculty as somewhat important (6%, n=9) and not important at all (4%, n=5) in their decision to come to Fisk (see Figure 31 below).

SUPPORT FROM ADMINISTRATORS

The freshmen students were also asked to rate the importance of support from administrators to their decision to attend Fisk. Similar to support from faculty, a significant number of the freshmen (83%) rated support from administrators as very important (57%, n=80) and important (26%, n=37) in their decision to enroll in Fisk. Just 13% of the students rated support from administrators as somewhat important (9%, n=12) and not important at all (4%, n=5) in their decision to come to Fisk (see Figure 31 below).

Figure 31. Small Campus; Small Classes; Tutoring Opportunities; Support From Faculty; Support From Administrators



V. PERCEPTION OF SELF

This section of the survey asked the freshmen students “compared to a person your age, how would you rate yourself on each of the following areas?” Students were asked to rate themselves on a five-point scale that ranged from “top 10%” to lowest “10%.” Sample areas assessed included academic ability, appreciation of others’ point of view, creative ability, emotional health, reasoning ability, and social self-confidence.

ACADEMIC ABILITY

When asked to rate their academic ability compared to a person of similar age, the first-time freshmen provided the following responses: top 10% (29%, n=40), above average (44%, n=62), average (21%, n=30), and below average (1%, n=2). Four percent (n=5) of the students did not answer the question (see Figure 32, page 33).

APPRECIATION OF OTHERS’ POINT OF VIEW

Over 70% of the freshmen students rated their appreciation of others’ point of view to be in the top 10% (36%, n=50), above average (38%, n=53), and average (22%, n=31). As in academic ability, 4% (n=5) of the students did not respond to the question (see Figure 32, page 33).

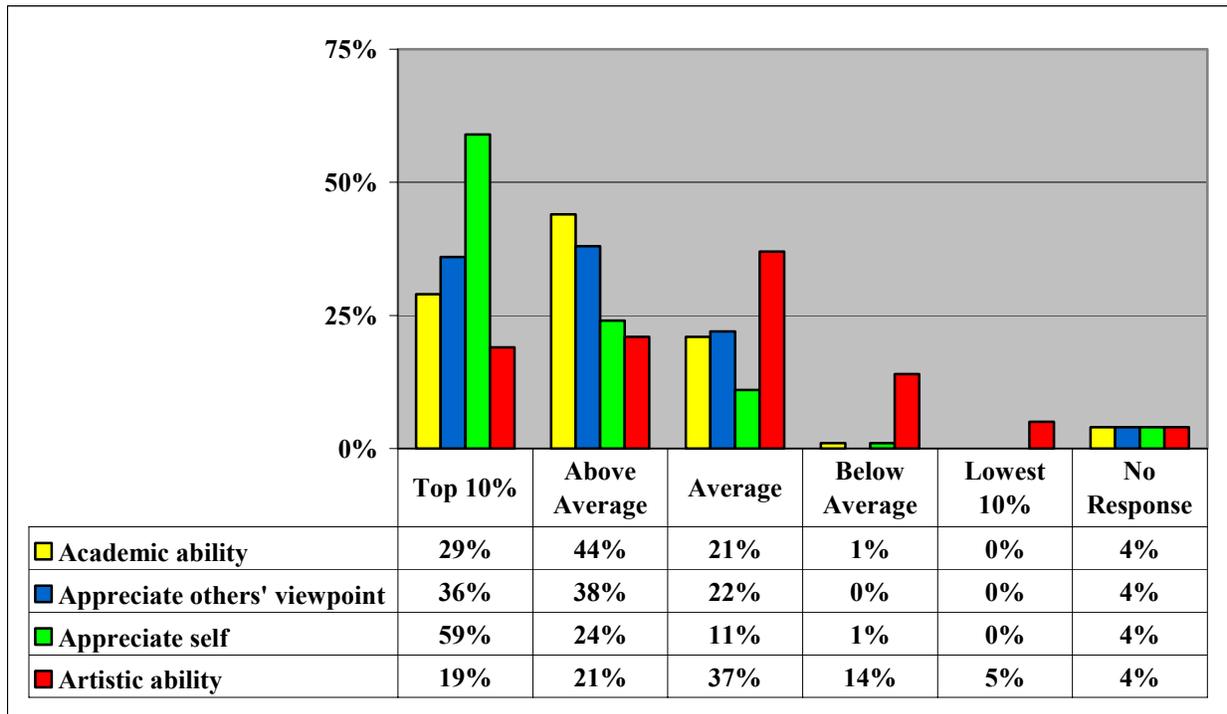
APPRECIATION OF SELF

A significant number (83%) of the first-time freshmen rated their appreciation of self to be in the top 10% (59%, n=83) and above average (24%, n=34). Just 12% of the students rated their appreciation of self as average (11%, n=16) and below average (1%, n=2). Another 4% (n=5) of the students skipped the question (see Figure 32, page 33).

ARTISTIC ABILITY

Less than 50% of the first-time freshmen perceived their artistic ability to be in the top 10% (19%, n=26) and above average (21%, n=30). Meanwhile, 51% of the students perceived their artistic ability as average (37%, n=52) and below average (14%, n=20). Five percent (n=7) of the students rated their artistic ability to be in the lowest 5%. Another 4% (n=5) of the students skipped the question (see Figure 32, page 33).

Figure 32. Academic Ability; Appreciation of Others' Point of View; Appreciation of Self; Artistic Ability



COMPETITIVENESS

Over 65% of the freshmen students rated their competitive ability to be in the top 10% (34%, n=47) and above average (34%, n=47). Twenty-nine percent of the students perceived their competitive ability to be average (25%, n=35) and below average (4%, n=5) (see Figure 33, page 34).

CREATIVE ABILITY

Almost similar to competitive ability, over two-thirds of the freshmen students rated their creative ability to be in the top 10% (35%, n=49) and above average (34%, n=47). Another 26% of the students rated their creativity as average (22%, n=31) and below average (4%, n=5). Just 1% (n=1) of the students rated his or her creative ability to be in the lowest 10% (see Figure 33, page 34).

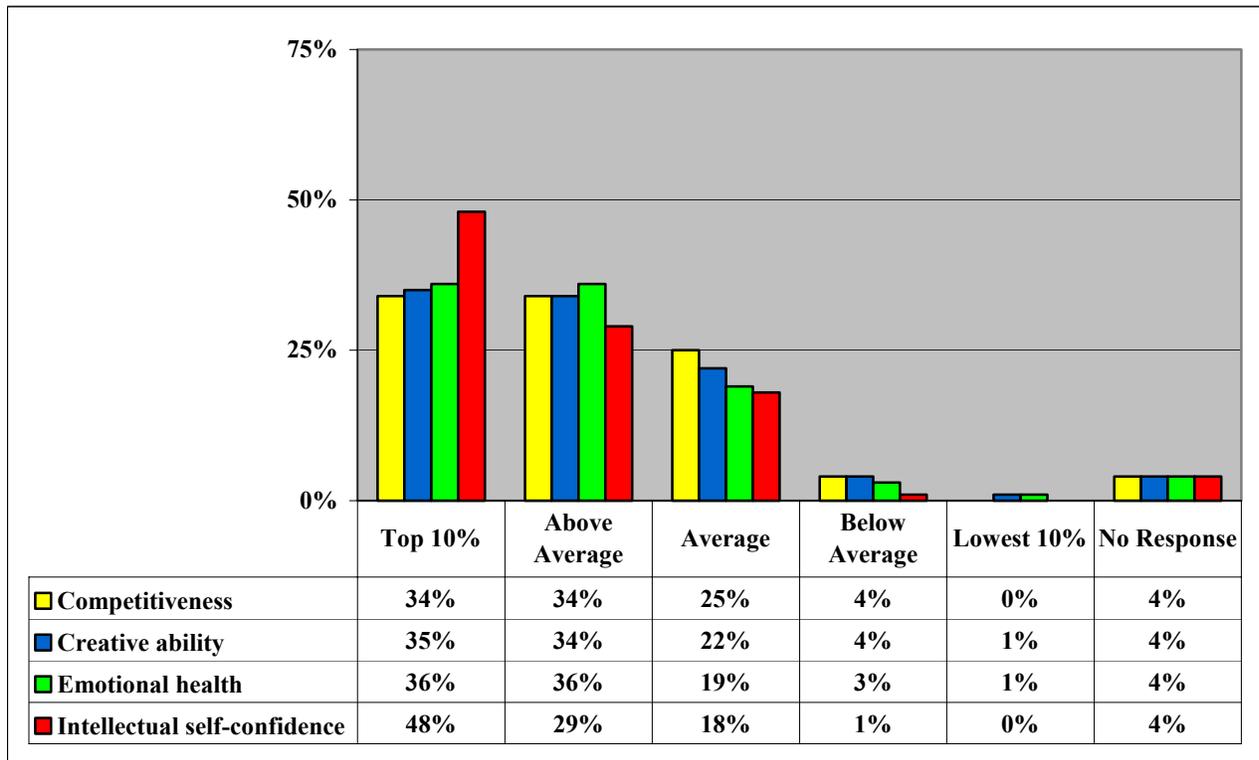
EMOTIONAL HEALTH

Over 70% of the first-time freshmen rated their emotional health to be in the top 10% (36%, n=51) and above average (36%, n=51). Twenty-two percent of the students rated their emotional health as average (19%, n=27) and below average (3%, n=4). One student rated her or his emotional health to be in the lowest 10% (see Figure 33, page 34).

INTELLECTUAL SELF-CONFIDENCE

A significant number (77%) of the first-time freshmen also rated their intellectual self-confidence in the top 10% (48%, n=67) and above average (29%, n=41). Another 19% of the students rated their intellectual self-confidence as average (18%, n=25) and below average (1%, n=2) (see Figure 33, page 34).

Figure 33. Competitiveness; Creative Ability; Emotional Health; Intellectual Self-Confidence



LEADERSHIP ABILITY

Three-quarters of the first-time students perceived their leadership ability to be in the top 10% (44%, n=62) and above average (31%, n=43). Meanwhile, 21% of the first-time freshmen saw their leadership ability as average (19%, n=26) and below average (2%, n=3) (see Figure 34, page 35).

LISTENING ABILITY

Over 75% of the first-time students rated their listening ability as top 10% (46, n=65) and above average (31%, n=43). Eighteen percent of the first-time freshmen perceived their listening ability as average (16%, n=22) and below average (2%, n=3) (see Figure 34, page 35).

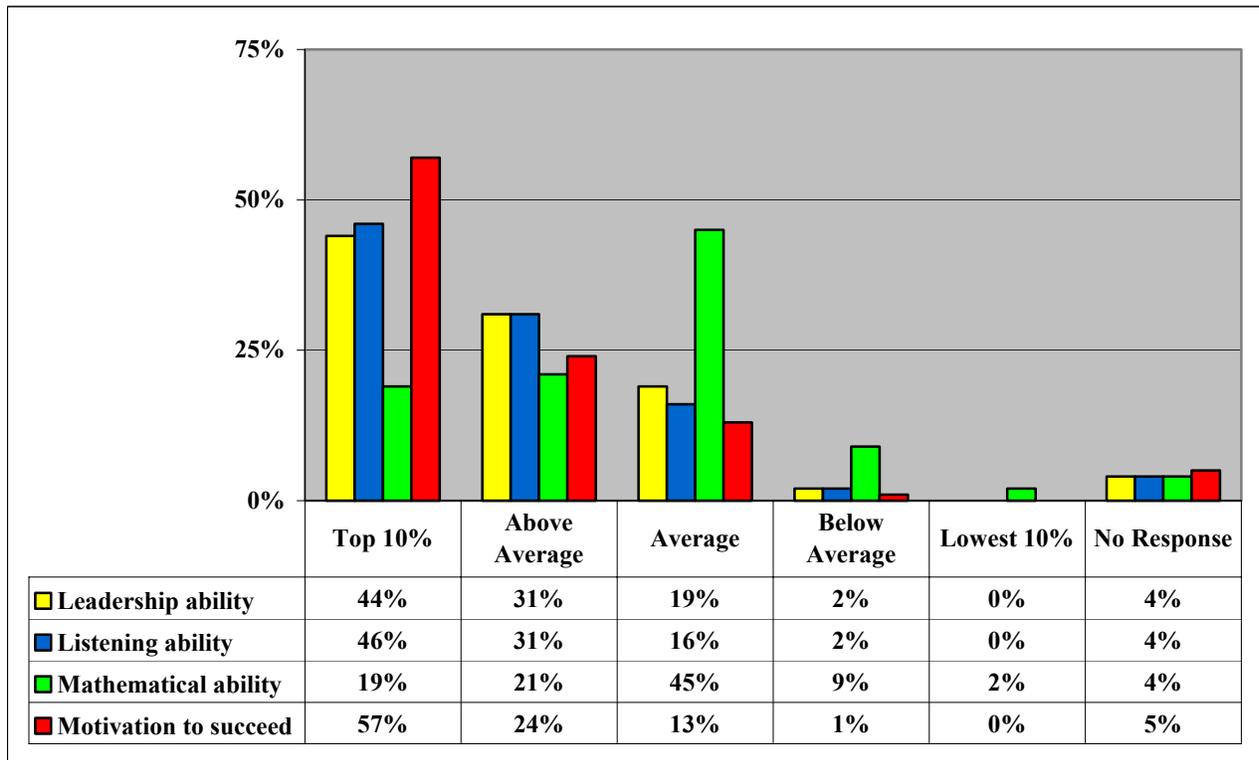
MATHEMATICAL ABILITY

Less than half of the first-time freshmen rated their mathematical ability as top 10% (19%, n=26) and above average (21%, n=29). Conversely, over 50% of the students saw their mathematical ability as average (45%, n=63) and below average (9%, n=13). Two percent (n=3) of the students also rated their mathematical ability as lowest 10% (see Figure 34, page 35).

MOTIVATION TO SUCCEED

The majority (81) of the first-time students rated their motivation to succeed as top 10% (57%, n=80) and above average (24%, n=33). Few (14%) of the students rated their motivation to succeed as average (13%, n=18) and below average (1%, n=2) (see Figure 34, page 35).

Figure 34. Leadership Ability; Listening Ability; Mathematical Ability; Motivation to Succeed



PHYSICAL HEALTH

Sixty-four percent of the first-time freshmen rated their physical health in the top 10% (33%, n=46) and above average (31%, n=43). Meanwhile, 31% of the students rated their physical health as average (29%, n=40) and below average (2%, n=3). Two of the students rated their physical health in the lowest 10% (see Figure 35, page 36).

PERSISTENCE ON TASKS

Over 70% of the first-time freshmen perceived their persistence on tasks to be in the top 10% (29%, n=41) and above average (43%, n=60). Another 22% of the first-time freshmen rated their persistence on tasks as average (21%, n=30) and below average (1%, n=2) (see Figure 35, page 36).

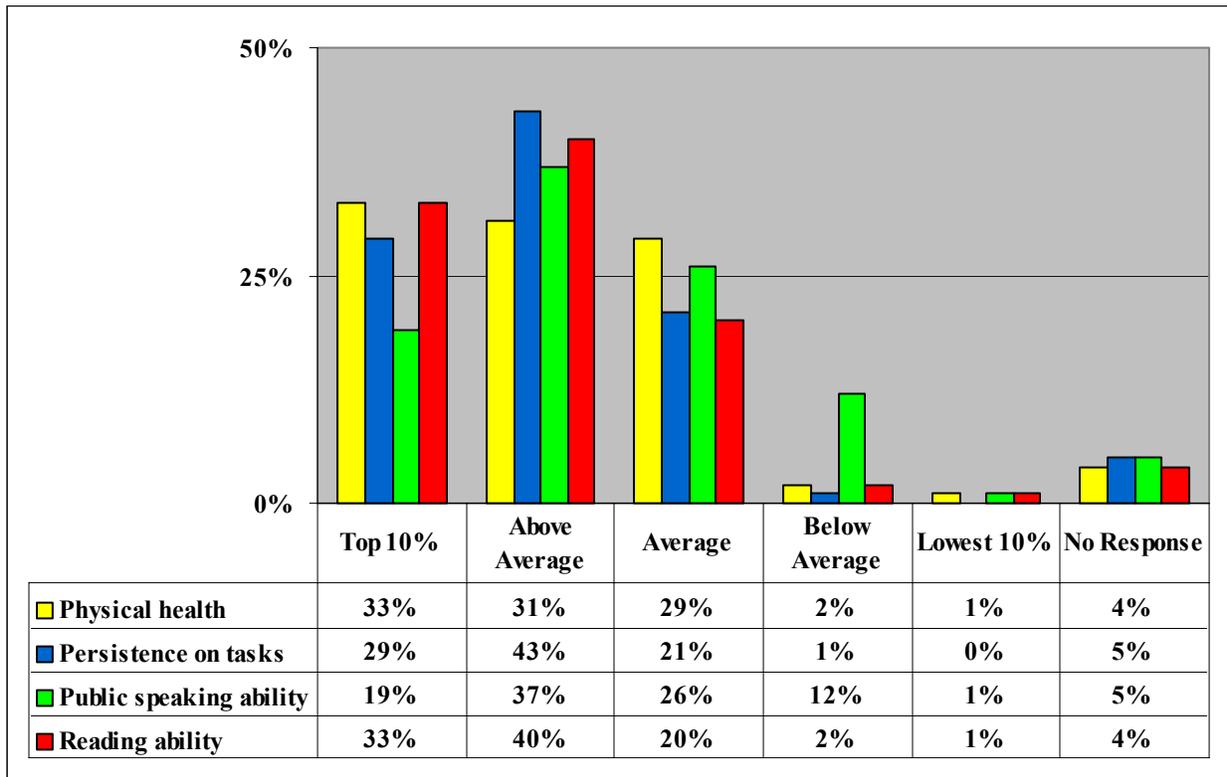
PUBLIC SPEAKING ABILITY

When asked to rate their public speaking ability, 56% of the first-time freshmen selected top 10% (19%, n=27) and above average (37%, n=52). Another 39% of the first-time freshmen selected average (26%, n=36), below average (12%, n=17), and lowest 10% (1%, n=1) (see Figure 35, page 36).

READING ABILITY

Over 70% of the first-time freshmen perceived their reading ability to be in the top 10% (33%, n=46) and above average (40%, n=56). Furthermore, 23% of the students rated their reading ability as average (20%, n=28), below average (2%, n=3), and lowest 10% (1%, n=1) (see Figure 35, page 36).

Figure 35. Physical Health; Persistence on Tasks; Public Speaking Ability; Reading Ability



REASONING ABILITY

A significant number of the freshmen students rated their reasoning ability as top 10% (36%, n=50) and above average (41%, n=58). On the other hand, 18% of the students rated their reasoning ability as average (16%, n=23) and below average (2%, n=3) (see Figure 36, page 37).

RESPECT FOR OTHERS

The majority of the first-time freshmen also rated themselves highly with regard to respect for others. Eighty-seven percent of the students perceived their respect for other to be in the top 10% (63%, n=88) and above average (24%, n=34). Just 9% (n=12) of the students rated their respect for others as average (see Figure 36, page 37).

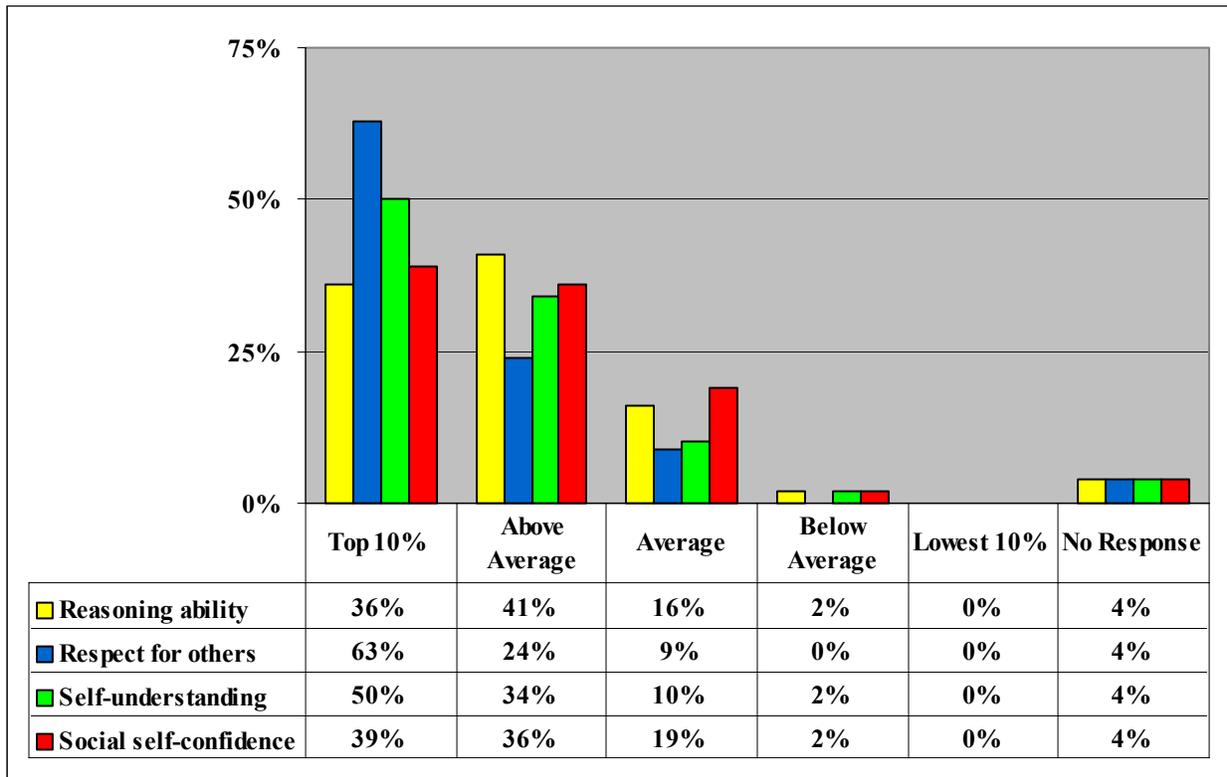
SELF UNDERSTANDING

When asked about self-understanding, over 80% of the first-time freshmen also rated themselves in the top 10% (50%, n=70) and above average (34%, n=47). Less than 15% of the first-time freshmen rated their self-understanding as average (10%, n=14) and below average (2%, n=3) (see Figure 36, page 37).

SOCIAL SELF-CONFIDENCE

Three-quarters of the first-time freshmen rated their social self-confidence in the top 10% (39%, n=54) and above average (36%, n=51). In addition, 21% of the students perceived their social self-confidence as average (19%, n=26) and below average (2%, n=3) (see Figure 36, page 37).

Figure 36. Reasoning Ability; Respect for Others; Understanding of Self; Social Self-Confidence



TEAMWORK ABILITY

Seventy-six percent of the freshmen students rated their teamwork ability in the top 10% (45% n=63) and above average (31%, n=44). Another 19% of the students rated their teamwork ability as average (18%, n=25) and below average (1%, n=2) (see Figure 37, page 38).

TECHNOLOGICAL ABILITY

Half of the first-time freshmen perceived their technological ability to be in the top 10% (19%, n=27) and above average (31%, n=43). Furthermore, 45% of the students perceive their technological ability as average (36%, n=51) and below average (9%, n=13) (see Figure 37, page 38).

TEST-TAKING ABILITY

Less than 50% of the first-time freshmen rated their test-taking ability in the top 10% (14%, n=20) and above average (26%, n=36). Meanwhile, over 50% of the students rated their test-taking ability as average (41%, n=57) and below average (13%, n=18). Two percent (n=3) of the first-time freshmen rated their test-taking ability in the lowest 10% (see Figure 37, page 38).

WRITING ABILITY

Fifty-six percent of the first-time freshmen rated their writing ability in the top 10% (24%, n=33) and above average (32%, n=45). Conversely, 37% of the first-time freshmen rated their writing ability as average (31%, n=44) and below average (6%, n=9). Two of the students rated their writing ability in the lowest 10% (see Figure 37, page 38).

Figure 37. Teamwork Ability; Technological Ability; Test-Taking Ability; Writing Ability

