

**FISK UNIVERSITY**

**FIRST-TIME FRESHMEN STUDY--FALL 2003**



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## I. SURVEY INFORMATION AND ADMINISTRATION

### A. PURPOSE

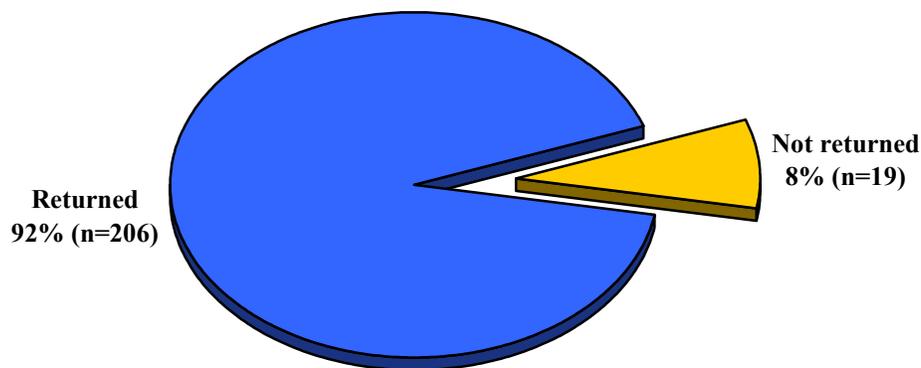
The Office of Institutional Research conducted this study to provide Fisk University's (Fisk) faculty and administrators with quantitative and qualitative data on freshmen student enrollees of fall semester 2003. The study attempted to gather information that would enable informed decision-making with regard to recruitment and retention of freshmen students. To achieve this purpose, the study covered the following areas:

- Demographics;
- General information (year graduated from high school, high school GPA, parent educational attainment, student educational aspiration, and experience using computer);
- Importance of selected reasons in decision to attend Fisk;
- Importance of selected factors in decision to enroll in Fisk; and
- Self-perception of strength in selected areas (such as academic ability, public speaking, mathematics, reading, writing, and reasoning).

### B. POPULATION AND SAMPLE

The population for this study consisted of all first-time freshmen who enrolled at Fisk in fall semester 2003. The purposeful sampling<sup>1</sup> method was used to select all 225 first-time freshmen who enrolled during this semester. Two hundred and six ( $n^2=206$ ) of the students completed and returned usable surveys, for a response rate of 92% (see Figure 1 below).

**Figure 1. Survey Administration and Return Rate**



<sup>1</sup> 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).

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

## **D. SURVEY RELIABILITY**

The reliability<sup>3</sup> coefficient of the first-time freshman survey was determined to be  $\alpha = .94$ . 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 institutions<sup>4</sup>. 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**

- Of the 206 first-time freshmen who provided data for this study, 70% (or n=145) were female, while 29% (or n=29) were male. Last year (fall 2002) the gender distribution was 78% female and 21% male.
- The majority (93%) of the freshmen students were African-American. Two percent respectively were African and Hispanic/Latino. Last year, 84% of the first-time freshmen were African-American. The next largest group last year was bi-racial or multi-racial at 9%.
- Over 90% of the first-time freshmen were between 17-20 years old. Two percent of the students respectively were between the age groups of 21-24 and 25 years and above.
- Many (84%) of the freshmen have aspirations of studying up to the doctoral degree level (19%), master's degree (29%), or first professional (36%). Last year 92% of the first-time freshmen

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

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

aspired to attaining a doctoral degree (35%), master's degree (29%), or a first professional degree (28%).

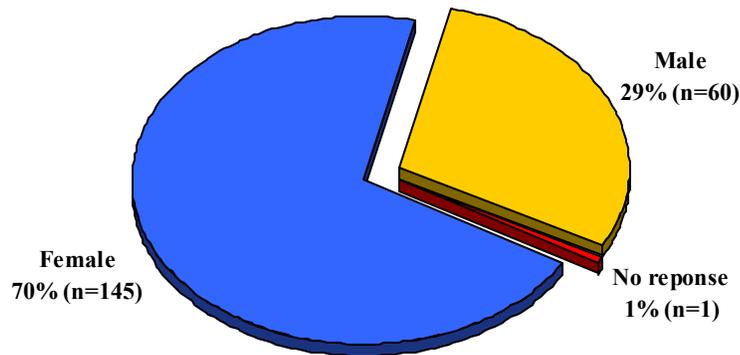
- At the time of enrolling in Fisk, 64% (or n=132) of the students owned a personal computer. Twenty-six percent (n=53) were planning to purchase one. In addition, just 10% (or n=21) of the freshmen did not own a personal computer. Last year, 60% (or n=83) of the students owned a computer and 19% (or n=27) were planning to buy one. Another 19% (or n=27) of the freshmen indicated they did not have a personal computer. In terms of experience using computers, this year's freshmen also noted that they had moderate experience (60%, n=133), extensive experience (28%, n=57), and very little experience (7%, n=14).
- Similar to last year (fall 2002), the top-three subjects the first-time students noted they would require tutoring at Fisk were Mathematics (74%, n=153), Foreign Language (52%, n=108), and Science (39%, n=81). These three subjects also constituted the top-three areas in which students received tutoring before enrolling in Fisk.
- Thirty-six percent (or n=74) of the entering students noted that they were planning to work while enrolled at Fisk University. Another 41% (or n=85) were either not sure or did not know if they would be working while enrolled. Just 23% (or n=11) of the students indicated they had no plans of working while enrolled at Fisk.
- Almost all of the freshmen students (99%) rated "I wanted to pursue a college degree" as very important (97%, n=199) and important (2%, n=2) in their decision to enroll in Fisk. A significant number (86%) of the students also rated "I wanted to increase my employment opportunities" as very important (74%, n=152) and important (11%, n=24) in their decision to attend Fisk.
- Over 90% of the first-time freshmen selected either very important or important in rating the importance of writing, math, and study skills to their decision to enroll in Fisk. Furthermore, over 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.
- As in last year (fall 2002), 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.
- When asked to rate their academic ability compared to a person of similar age, the first-time freshmen provided the following responses: top 10% (23%, n=47), above average (46%, n=94), average (30%, n=62), and below average (1%, n=2).
- Less than 30% of the first-time freshmen rated their mathematical ability in the top 10% (11%, n=22) or above average (18%, n=38). Conversely, over two-thirds of the students perceived their reading ability to be in the top 10% (28%, n=58) and above average (39%, n=81).

## II. DEMOGRAPHIC INFORMATION

### GENDER DISTRIBUTION OF FIRST-TIME FRESHMEN

Seventy percent (n=145) of the first-time freshmen were female and 29% (n=60) were male. One of the students did not provide data regarding gender (see Figure 2 below).

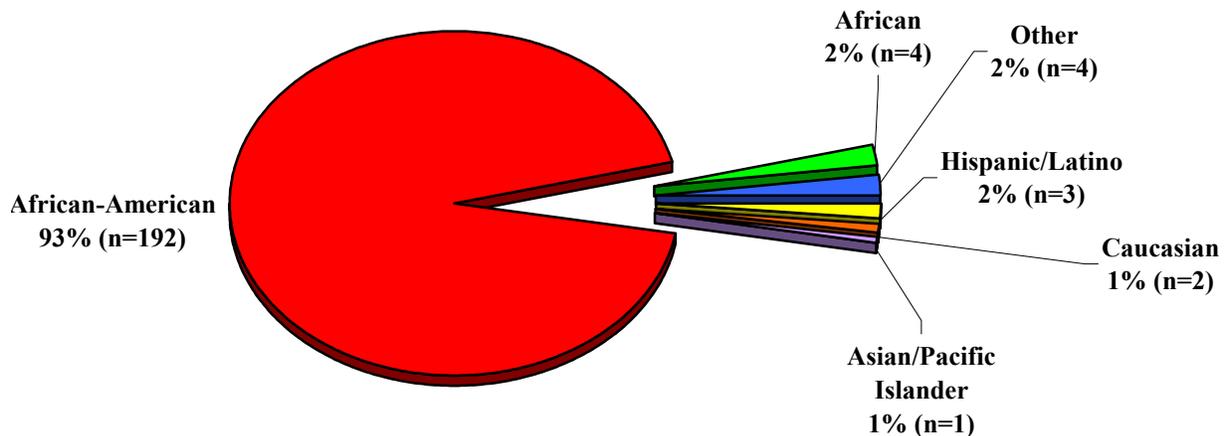
**Figure 2. Gender Distribution of First-Time Freshmen**



### RACIAL DISTRIBUTION OF FIRST-TIME FRESHMEN

The majority of the students were African-American (93% or n=192). Approximately two percent respectively were African (n=4), Hispanic/Latino (n=3), and Other (n=4). Another 1% respectively was Caucasian (n=2) and Asian/Pacific Islander (n=1) (see Figure 3 below).

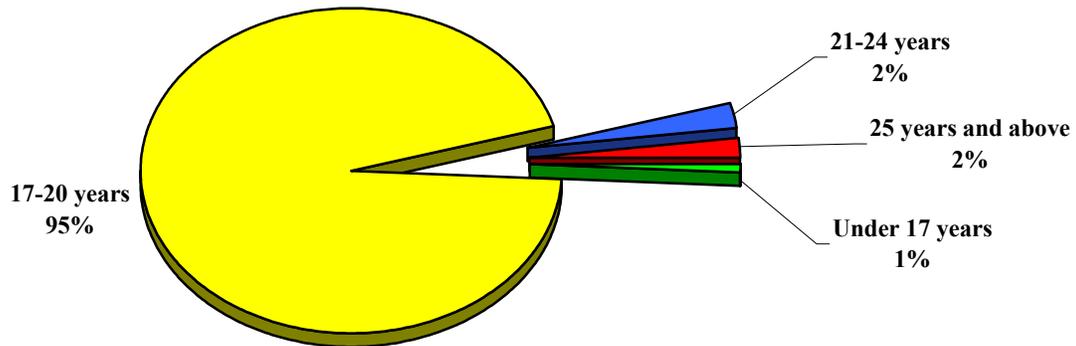
**Figure 3. Racial Distribution of First-Time Freshmen**



#### AGE DISTRIBUTION OF FIRST-TIME FRESHMEN

The majority of the freshmen students (95%, or n=195) were between 17-20 years old. Freshmen within the age groups of 21-24 years and 25 years and above constituted 2% each of the respondents. Just 1% (n=2) of the students were below the age of 17 (see Figure 4 below).

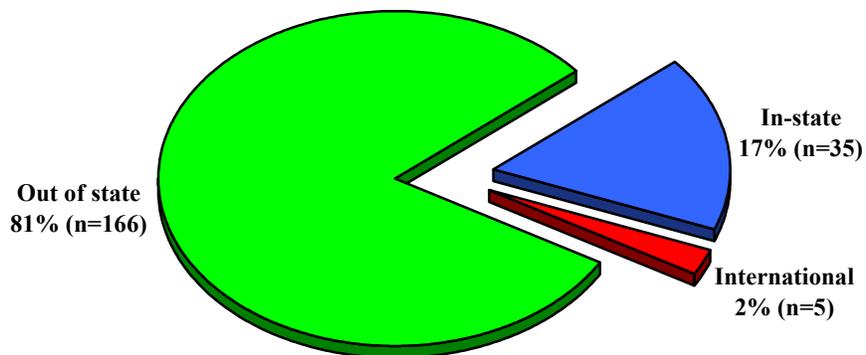
**Figure 4. Age Distribution of First-Time Freshmen**



#### RESIDENCE CLASSIFICATION OF FIRST-TIME FRESHMEN

The residence classification of freshmen students at the time of enrollment in Fisk was as follows: Out of state (81%, n=166), in state (17%, n=35) international (2%, n=5) (see Figure 5 below).

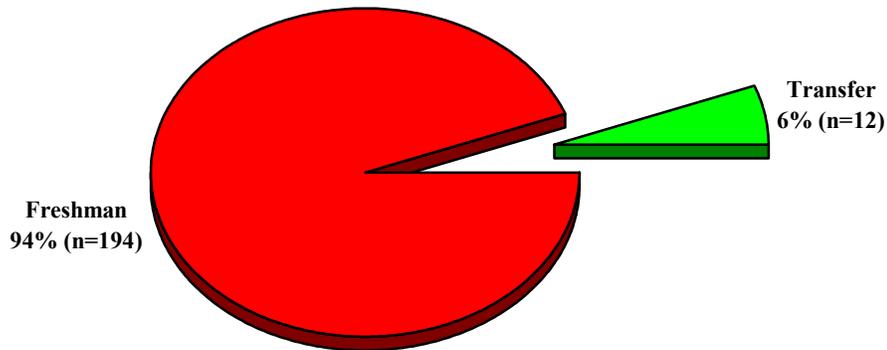
**Figure 5. Residence Classification of First-Time Freshmen**



## STUDENT CLASSIFICATION

The majority of the in-coming students were freshmen (94% or n=194), while few were transfer students (6%, n=12) (see Figure 6 below).

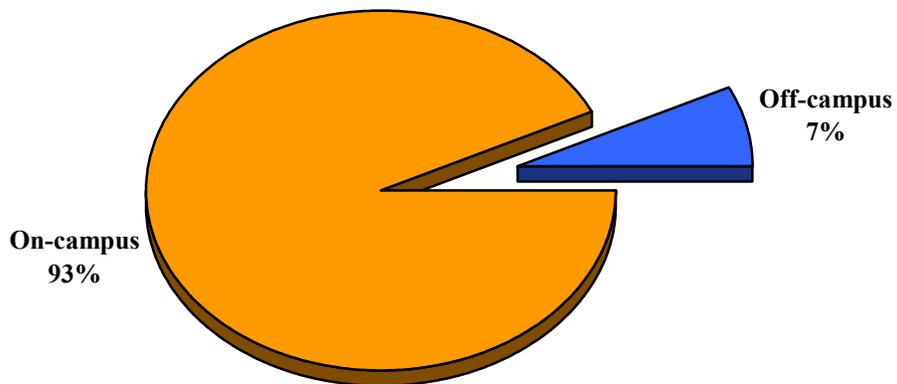
**Figure 6. Student Classification**



## WHERE STUDENTS LIVE CURRENTLY

The majority (93 or n=191) of Fisk's freshman students currently reside on-campus. Few of the students (7% or n=15) reside off-campus (see Figure 7 below).

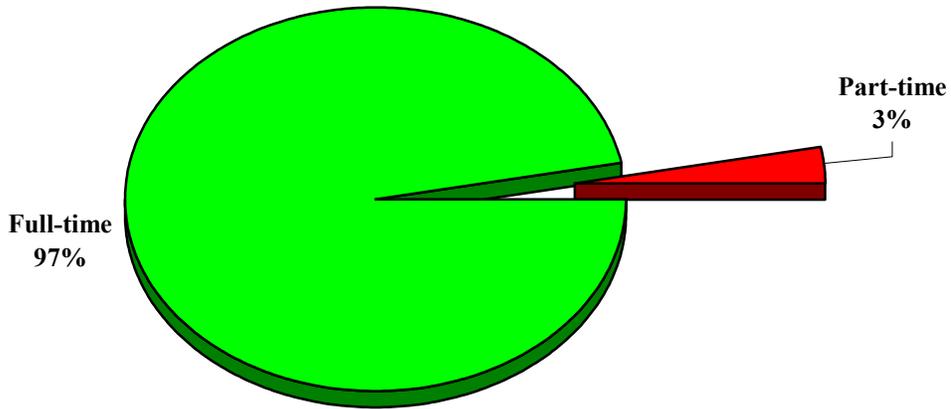
**Figure 7. Where Students Live Currently**



## ENROLLMENT STATUS

Almost all of the freshman students are enrolled as full-time (97%, n=199). Just 3% (n=6) enrolled as part-time students. One student did not indicate his or her enrollment status (see Figure 8 below).

**Figure 8. Enrollment Status**

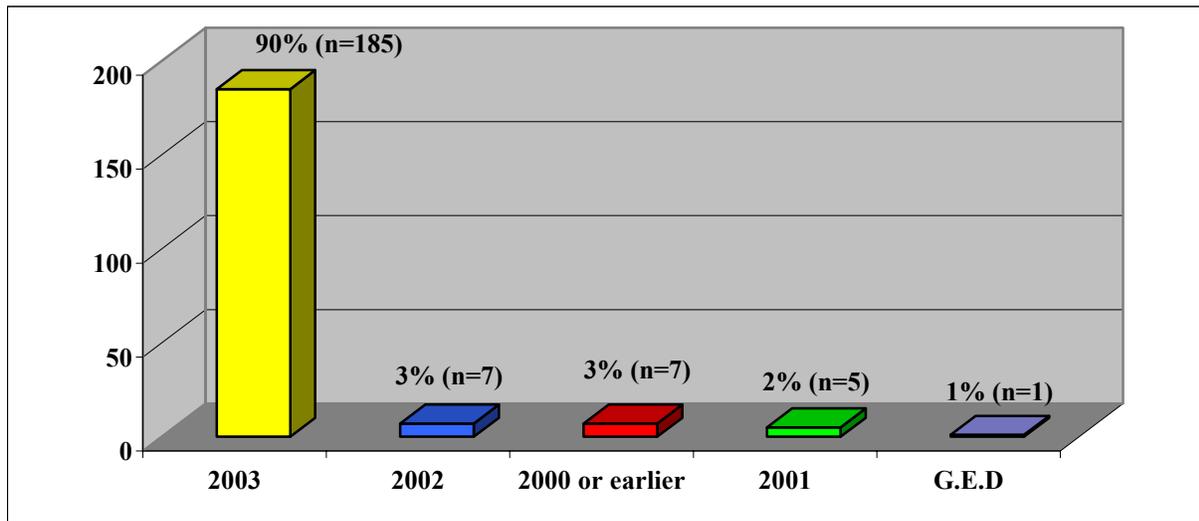


### III. ANALYSES--GENERAL INFORMATION

#### YEAR GRADUATED FROM HIGH SCHOOL

The majority (90%, or n=185) of the freshmen students graduated from high school in 2003. Less than 10% of the students graduated in 2002 (3%, n=7), 2000 or earlier (3%, n=7), and 2001 (2%, n=5). One student did not graduate from high school; however, she or he has a G.E.D. certificate (see Figure 9 below).

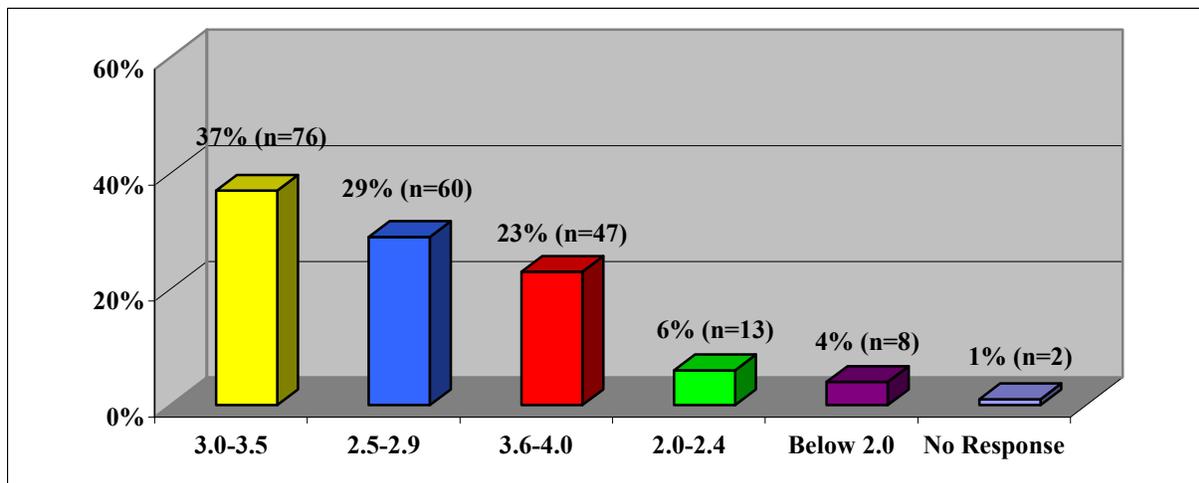
Figure 9. Year Graduated From High School



#### OVERALL HIGH SCHOOL GRADE POINT AVERAGE (GPA)

The first-time freshmen self-reported their overall high school GPAs as follows: 3.0-3.5 (37%, n=76); 2.5-2.9 (29%, n=60); 3.6-4.0 (23%, n=47); and 2.0-2.4 (6%, n=13). Four percent (n=8) of the students reported below 2.0 GPAs, and 2 students did not respond to the question (see Figure 10 below).

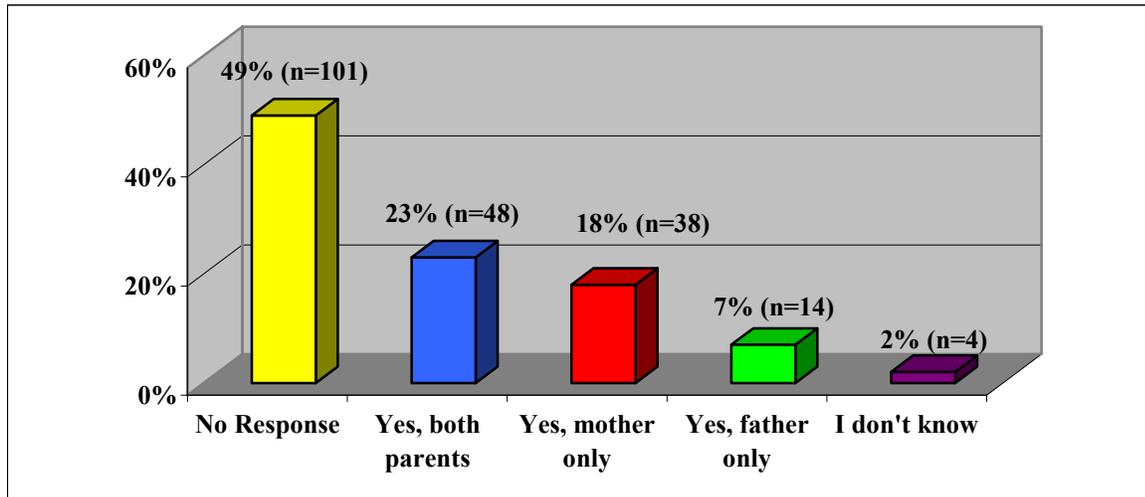
Figure 10. Overall High School Grade Point Average (GPA)



## PARENT EDUCATIONAL ATTAINMENT

When asked “Did your parents graduate from a four-year college?” Freshman students responded as follows: No (49%, n=101), Yes, both parents (23%, n=48), Yes, mother only (18%, n=38), Yes, father only (7%, n=14); and I don’t know (2%, n=4). One student did not provide an answer to the question (see Figure 11 below).

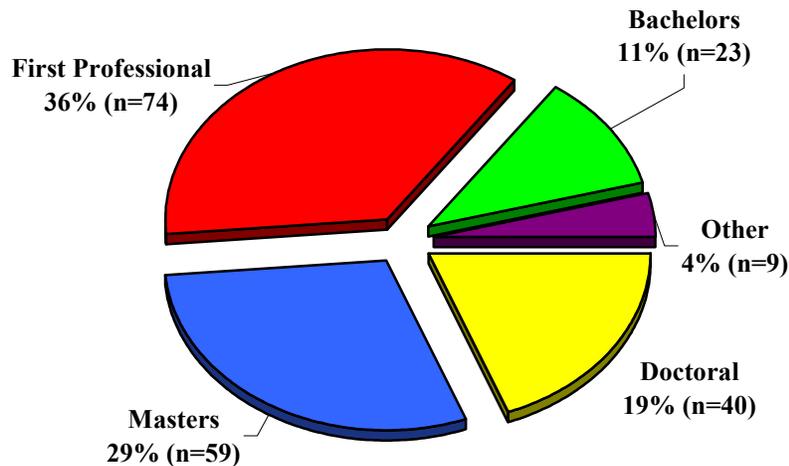
**Figure 11. Parent Educational Attainment**



## STUDENT EDUCATIONAL ASPIRATION

When asked “What is the highest degree you plan to achieve in your education?” first-time freshmen provided the following responses: Doctoral (19%, n=40), masters (29%, n=59), first professional (36%, n=74), bachelors (11%, n=23), and other (4%, n=9) (see Figure 12 below).

**Figure 12. Student Educational Aspirations**



**NEED TUTORING**

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

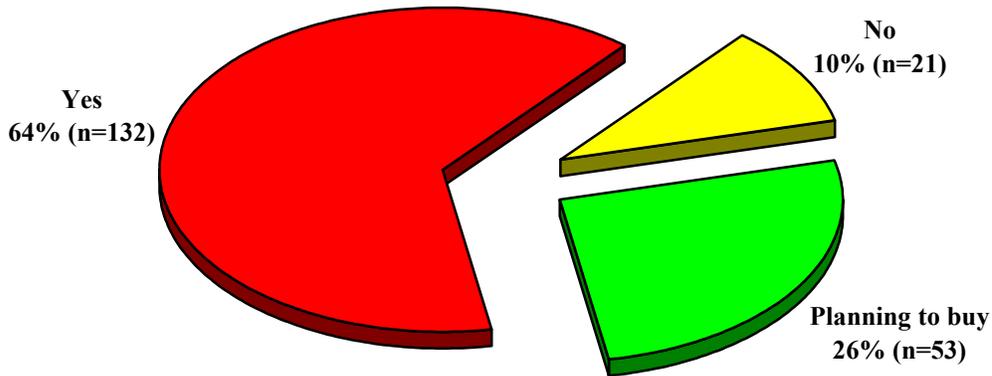
**Table 1. Need Tutoring at Fisk and Previously Tutored**

Need Tutoring at Fisk	Total	Previously Received Tutoring	Total
	N=206		N=206
Mathematics	153 74%	Mathematics	92 45%
Foreign Language	108 52%	Foreign Language	26 13%
Science	81 39%	Science	27 13%
Writing	47 23%	Writing	11 5%
English	33 16%	English	10 5%
Social Studies	20 10%	Social Studies	4 2%
Reading	12 6%	Reading	6 3%

**OWN A COMPUTER**

The majority (64%, n=132) of the freshmen students noted that they owned a computer. Twenty-six percent (n=53) of them stated they were planning to purchase a computer. Conversely, 10% (n=21) of the freshmen indicated that they did not own a computer (see Figure 13 below).

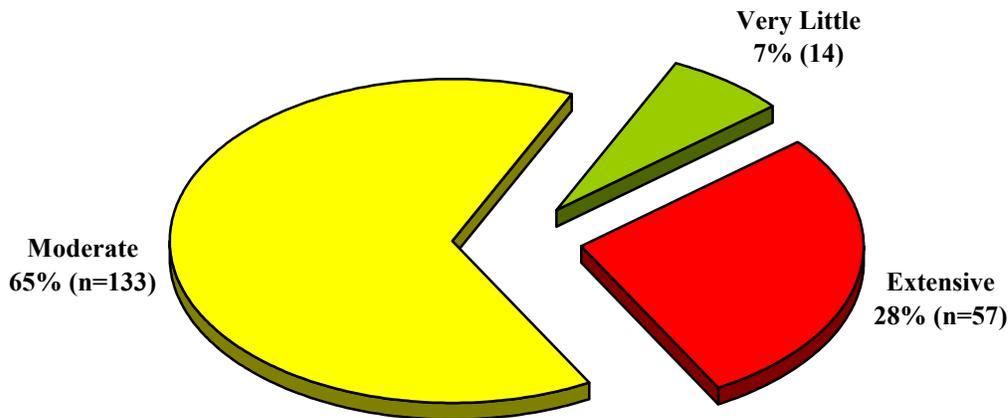
**Figure 13. Own a Computer**



## EXPERIENCE WITH COMPUTER

Over 60% (n=133) of the freshmen students also noted that they had moderate experience with computers. Twenty-eight percent (n=57) of them stated they had extensive experience using computers. Just 7% (n=14) of the students had very little experience with computers. Two freshmen did not respond to the question (see Figure 14 below).

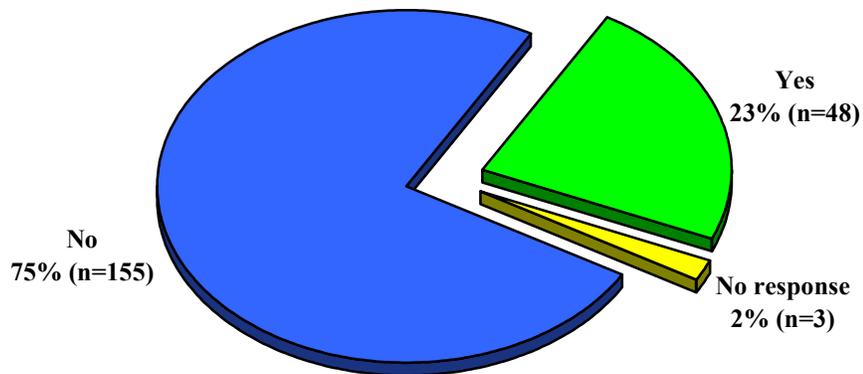
**Figure 14. Experience With Computer**



## COURSES AT OTHER COLLEGES OR UNIVERSITIES

The majority (75%, n=155) of the freshmen students noted they have never taken courses at another college or university. Twenty-three percent (n=48) of the students said they had, and 2% of the students provided no response to the question (see Figure 15 below).

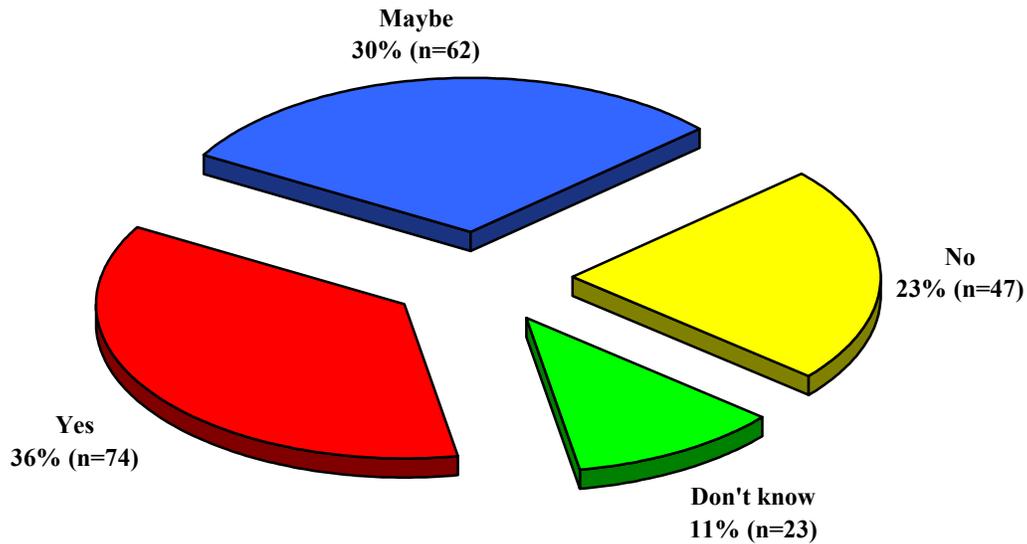
**Figure 15. Courses at Other Colleges or Universities**



## 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 as follows: “yes” (36%, n=74), “maybe” (30%, n=62), “no” (23%, n=11), and “I do not know” (11%, n=23) (see Figure 16 below).

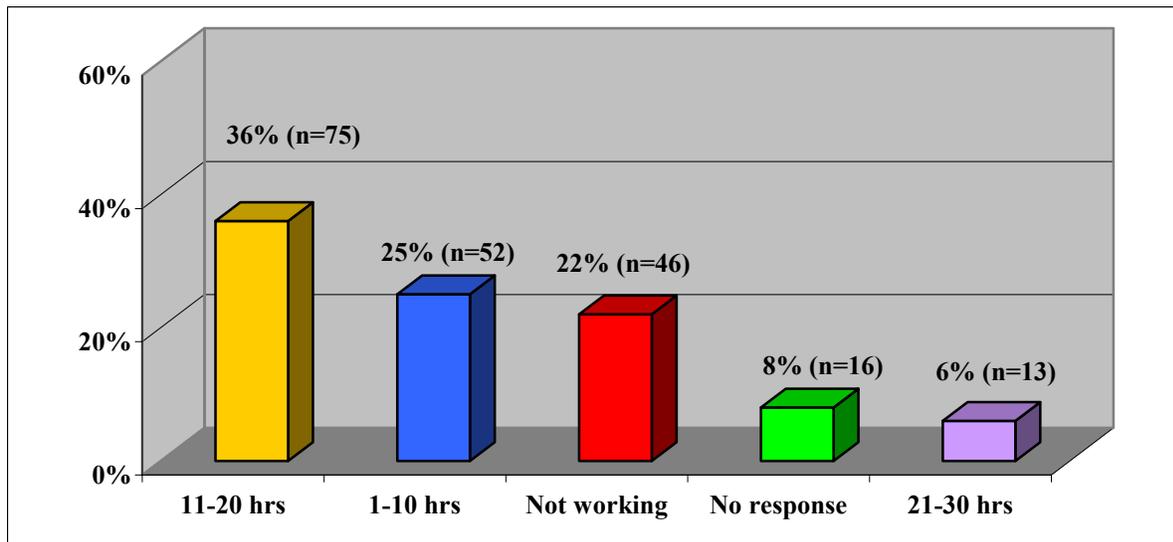
**Figure 16. Planning to Work**



## HOURS PLANNING TO WORK

The first-time freshmen were then asked to indicate how many hours per week they were planning to work. Eight percent (or n=16) of them did not answer the question. For those who provided a response, 36% (n=75) said “11-20 hours”, 25% (n=52) selected “1-10 hours”, and 6% (n=13) chose 21-30 hours per week. Twenty-two percent (or n=46) noted they would not be working at all (see Figure 17).

**Figure 17. Hours Planning to Work**



**TOP-TEN COLLEGES FRESHMEN APPLIED TO FOR ADMISSION/AND ACCEPTED**

The freshmen students were asked to list the colleges/universities that they applied to for admission. They were also asked to list all the institutions that accepted them. Table 2 presents the top-ten institutions (rank-ordered) that the students indicated:

**Table 2. Top-Ten Colleges Freshmen Applied to for Admission/and Accepted (Rank-ordered)**

<b>Applied for Admission</b>	<b># Applied</b>	<b>Accepted</b>	<b># Accepted</b>
Tennessee State University	39	Xavier University	33
Hampton University	37	Hampton University	30
Xavier University	35	Tennessee State University	25
Spelman College	30	Alabama State University	20
Howard University	26	Clark Atlanta University	19
Clark Atlanta University	21	Spelman College	18
Alabama State University	21	Tuskegee University	15
Tuskegee University	18	Howard University	14
Ohio University	5	Ohio University	4
Vanderbilt	5	Vanderbilt University	1

#### IV. IMPORTANCE OF SELECTED REASONS IN DECISION TO ATTEND FISK

This section of the study asked the freshmen students “*How important were the following reasons in your decision to enroll in Fisk University?*” 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 reasoning, math, writing, and reading skills”.

##### **PURSUE COLLEGE DEGREE**

Exactly 99% of the first-time students rated “I wanted to pursue a college degree” as very important (97%, n=199) and important (2%, n=2) in their decision to enroll in Fisk. Just 1 student rated “I wanted to pursue a college degree” as somewhat important in his or her decision to attend Fisk. One student did not rate the reason (see Figure 18, page 18).

##### **PARENTS WANTED ME TO GO**

Responses varied when first-time freshmen were asked to rate the importance of “my parents wanted me to go” in their decision to enroll in Fisk. Sixty-two percent of the students rated the reason as very important (33%, n=68) and important (29%, n=60). Another 20% (n=41) rated “my parents wanted me to go” as somewhat important. Meanwhile, 18% of the students rated the reason as not important at all (13%, n=26) and not applicable (5%, n=11) (see Figure 18, page 18).

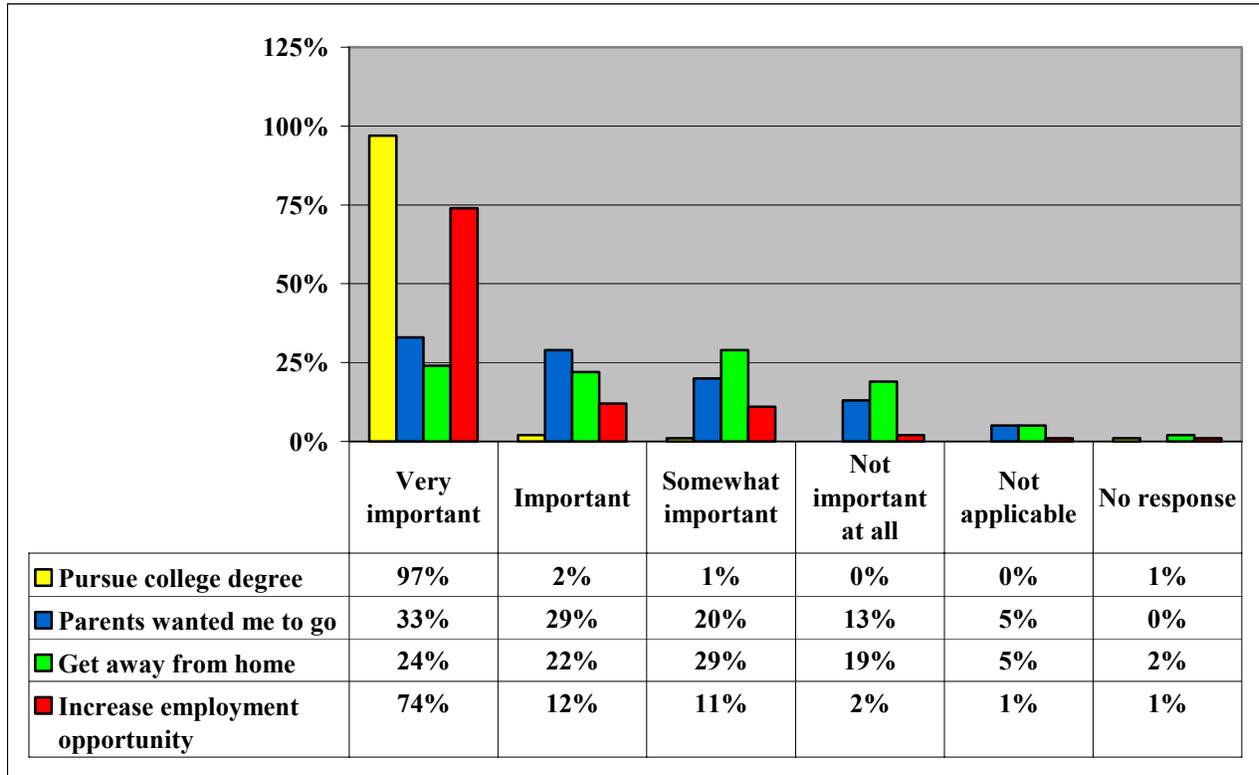
##### **GET AWAY FROM HOME**

Likewise, the freshmen proffered varying responses when asked about the importance of “I wanted to get away from home” in their decision to enroll in Fisk. Forty-six percent of the students rated the reason as very important (24%, n=49) and important (22%, n=45). Another 29% (n=59) rated “I wanted to get away from home” as somewhat important. Meanwhile, 24% of the students rated the reason as not important at all (19%, n=40) and not applicable (5%, n=10) (see Figure 18, page 18).

##### **INCREASE EMPLOYMENT OPPORTUNITIES**

The majority (86%) of the freshmen rated “I wanted to increase my employment opportunities” as very important (74%, n=152) and important (12%, n=24) in their decision to enroll in Fisk. Just 13% of the students rated the reason as somewhat important (11%, n=23) and not important at all (2%, n=4) in their decision to enroll in Fisk. Two students rated the reason as “not applicable” in their decision to come to Fisk (see Figure 18, page 18).

**Figure 18. 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 (53%, n=110) and important (19%, n=39) in their decision to enroll in Fisk. Approximately 23% of the students rated the reason as somewhat important (17%, n=35) and not important at all (7%, n=15) in their decision to attend Fisk. Three percent (or n=7) of the freshmen students rated the reason as “not applicable” to their decision to attend Fisk (see Figure 19, page 19).

### IMPROVE WRITING SKILLS

Close to 90% of the first-time freshmen rated “I wanted to improve my writing skills” as very important (60%, n=124) and important (18%, n=38) in their decision to enroll in Fisk. An additional 19% of the students rated the reason as somewhat important (15, n=30) and not important at all (4, n=9) in their decision to attend Fisk. Three students selected a “not applicable” response, and 2 students did not respond to the question (see Figure 19, page 19).

### IMPROVE MATH SKILLS

Similarly, almost 90% of the first-time freshmen rated “I wanted to improve my math skills” as very important (65%, n=134) and important (20%, n=42) in their decision to enroll in Fisk. Just 12% of the students rated the reason as somewhat important (9%, n=18) and not important at all (3%, n=7) in their decision to attend Fisk. Two percent of the students chose a “not applicable” response (see Figure 19, page 19).

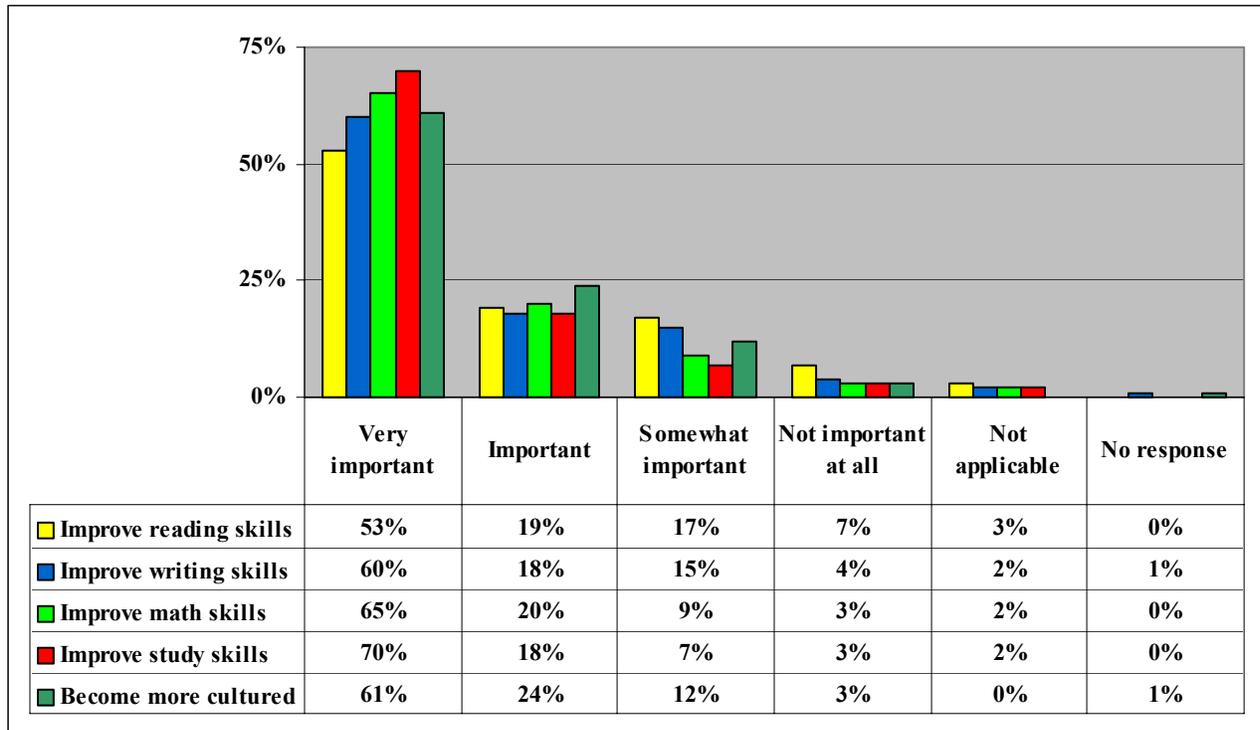
## IMPROVE STUDY SKILLS

The majority (88%) of the first-time freshmen also rated “I wanted to improve my study skills” as very important (70%, n=144) and important (18%, n=38) in their decision to enroll in Fisk. Few (10%) of the students rated the reason as somewhat important (7%, n=14) and not important at all (3%, n=7) in their decision to attend Fisk. Meanwhile, 2% (or n=3) of the students rated the reason as “not applicable” (see Figure 19 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 (61%, n=125) and important (24%, n=49) in their decision to enroll in Fisk. Few (15) of the students rated the reason as somewhat important (12%, n=25) and not important at all (3%, n=6) in their decision to attend Fisk (see Figure 19 below).

**FIGURE 19. IMPROVE READING, WRITING, MATH, AND STUDY SKILLS; BECOME MORE CULTURED**



## PREPARE FOR GRADUATE/PROFESSIONAL SCHOOL

Over 90% of the first-time freshmen rated “I wanted to prepare for graduate/professional school” as very important (80%, n=165) and important (11%, n=22) in their decision to attend Fisk. Just 8% of the freshmen students rated the reason as somewhat important (7%, n=14) and not important at all (1%, n=1) in their decision to enroll in Fisk. In addition, 3 of the students rated the reason as “not applicable” (see Figure 20, page 20).

## RECEIVE TRAINING FOR CAREER

Similarly, more than 90% of the first-time students rated “I wanted to be trained for a particular career” as very important (77%, n=159) and important (15%, n=30) in their decision to enroll in Fisk.

Meanwhile, 8% of the freshmen students rated the reason as somewhat important (7%, n=15) and not important at all (1%, n=2) in their decision to enroll in Fisk (see Figure 20 below).

**LEARN MORE ABOUT LIFE**

The majority (86%) of the first-time freshmen also rated “I wanted to learn more about life” as very important (62%, n=128) and important (24, n=51) in their decision to enroll in Fisk. Just 12% of the students rated the reason as somewhat important (11%, n=22) and not important at all (1%, n=2) in their decision to attend Fisk. Three of the students selected a “not applicable” answer (see Figure 20 below).

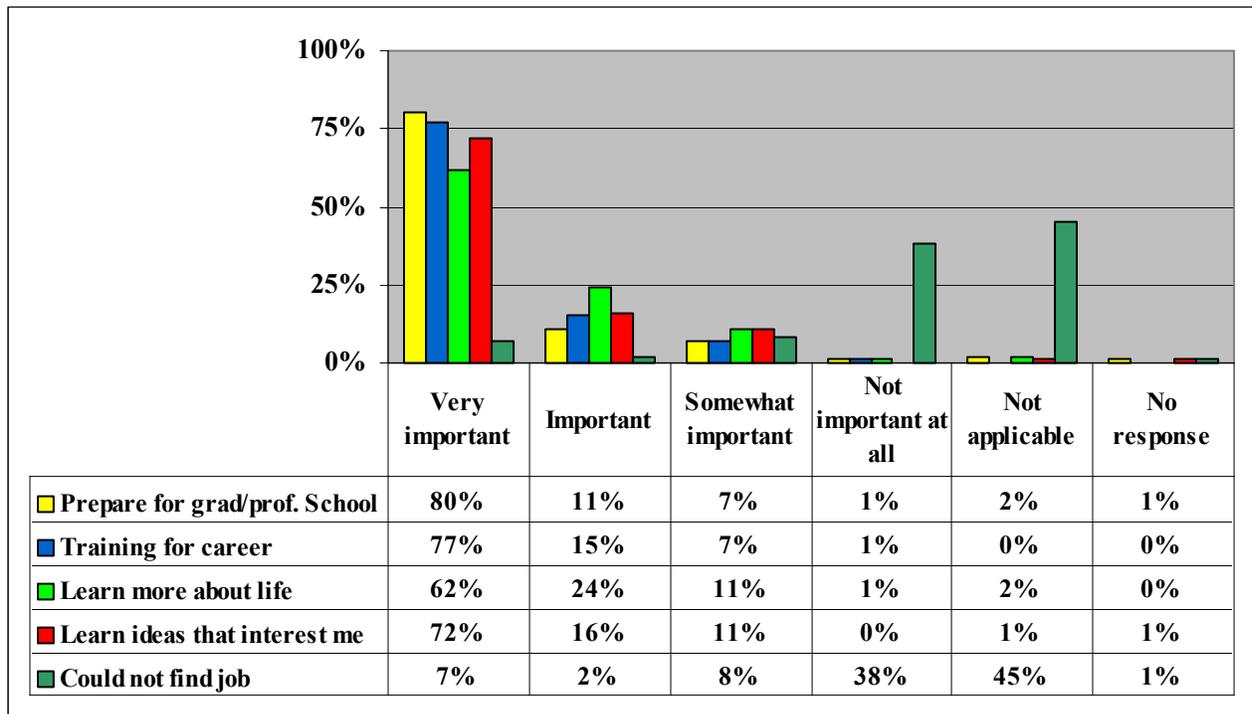
**LEARN MORE ABOUT IDEAS THAT INTEREST ME**

Close to 90% of the first-time freshmen also rated “I wanted to learn more about ideas that interest me” as very important (72, n=149) and important (16%, n=33) in their decision to enroll in Fisk. Just 11% (n=22) of the students rated the reason as somewhat important in their decision to enroll in Fisk. One student rated the reason as “not applicable”, while another student did not respond to the question (see Figure 20 below).

**I COULD NOT FIND A JOB**

Unlike the responses to the reasons above, few (9%) of the first-time students rated “I could not find a job” as very important (7%, n=14), and important (2%, n=5) in their deciding to come to Fisk. Eight percent of them (or n= 16) rated the reason as somewhat important. Conversely, over 80% of the students rated “I could not find a job” as not important at all (38%, n=78) and not applicable (45%, n=92) in their decision to attend Fisk. One student did not answer the question (see Figure 20 below).

**Figure 20. Prepare for Graduate/Professional School; Training for Career; Learn More About Life; Learn About Ideas that Interest Me; I Could Not Find a Job**



#### IV. IMPORTANCE OF SELECTED FACTORS IN DECISION TO ATTEND FISK

This section of the study asked the first-time freshmen to *“Indicate the importance of the following factors in your decision to enroll in Fisk University”*. Sample factors included U.S. News and World Report, academic reputation, dining services, Fisk’s history, HBCU status, and class size.

##### ACADEMIC REPUTATION

Over 95% of the first-time freshmen rated Fisk’s academic reputation as very important (75%, n=154) and important (21%, n=43) in their decision to attend Fisk. Just 4% of the students rated academic reputation as somewhat important (3%, n=6) and not important at all (1%, n=2) in their decision to come to Fisk. One student selected a “not sure” response (see Figure 21, page 22).

##### ACADEMIC PROGRAMS/MAJORS

Similarly, the majority (95%) of the freshmen students rated academic programs/majors as very important (72%, n=148) and important (23%, n=47) in their decision to enroll in Fisk. Few (5%) of the students rated academic programs/majors as somewhat important (4%, n=9) and not important at all (1%, n=1) to their decision to attend Fisk. One student chose a “not sure” answer (see Figure 21, page 22).

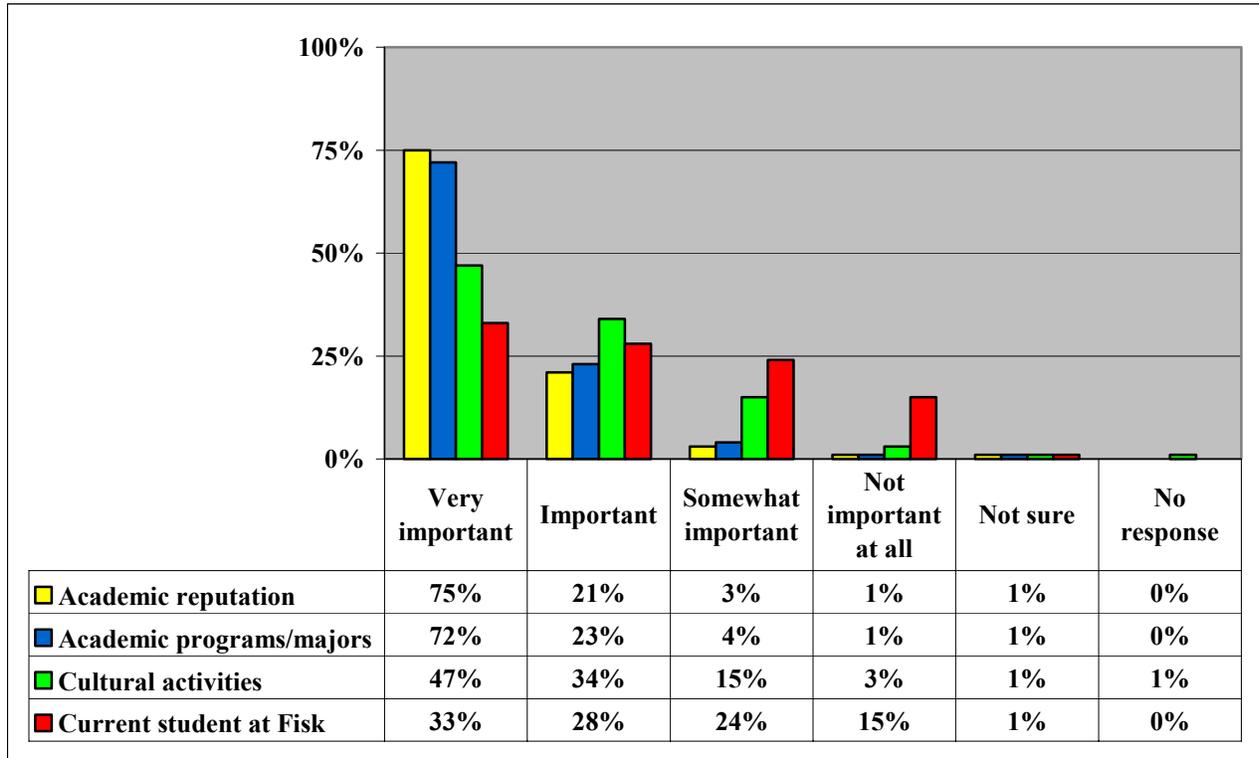
##### CULTURAL ACTIVITIES

Over 80% of the freshmen students rated cultural activities as very important (47%, n=96) and important (34%, n=70) in their decision to attend Fisk. An additional 18% of the students rated cultural activities as somewhat important (15%, n=30) and not important at all (3%, n=6) in their decision to come to Fisk (see Figure 21, page 22).

##### CURRENT STUDENT(S) AT FISK

Sixty-one percent of the students rated current student at Fisk as very important (33%, n=68) and important (28%, n=57) in their decision to attend Fisk. Another 39% of the students rated the factor as somewhat important (24%, n=49) and not important at all (15%, n=30) in their decision to come to Fisk. Two students selected a “not sure” response (see Figure 21, page 22).

**Figure 21. Academic Reputation; Academic Programs/Majors; Cultural Activities; Current Student(s) at Fisk**



#### ADMINISTRATOR(S) AT FISK

Seventy percent of the freshmen students rated administrator(s) at Fisk as very important (41%, n=85) and important (29%, n=59) in their decision to enroll in Fisk. Meanwhile, one-quarter of the students rated administrator(s) at Fisk as somewhat important (16%, n=33) and not important at all (9%, n=11) in their decision to come to Fisk. Another 4% (n=8) of the freshmen rated the factor as “not sure” (see figure 24, page 23).

#### ALUMNI OF FISK

More than 60% of the freshmen students rated Fisk alumni as very important (34%, n=69) and important (31% n=64) in their decision to enroll in Fisk. Another 31% of the students rated Fisk alumni as somewhat important (19%, n=39) and not important at all (12%, n=25) to their decision to attend Fisk. Similar to the importance of administrator, 4% (n=8) of the freshmen selected a “not sure” response regarding the importance of alumni to their decision to come to Fisk (see Figure 24, page 23).

#### ART COLLECTION

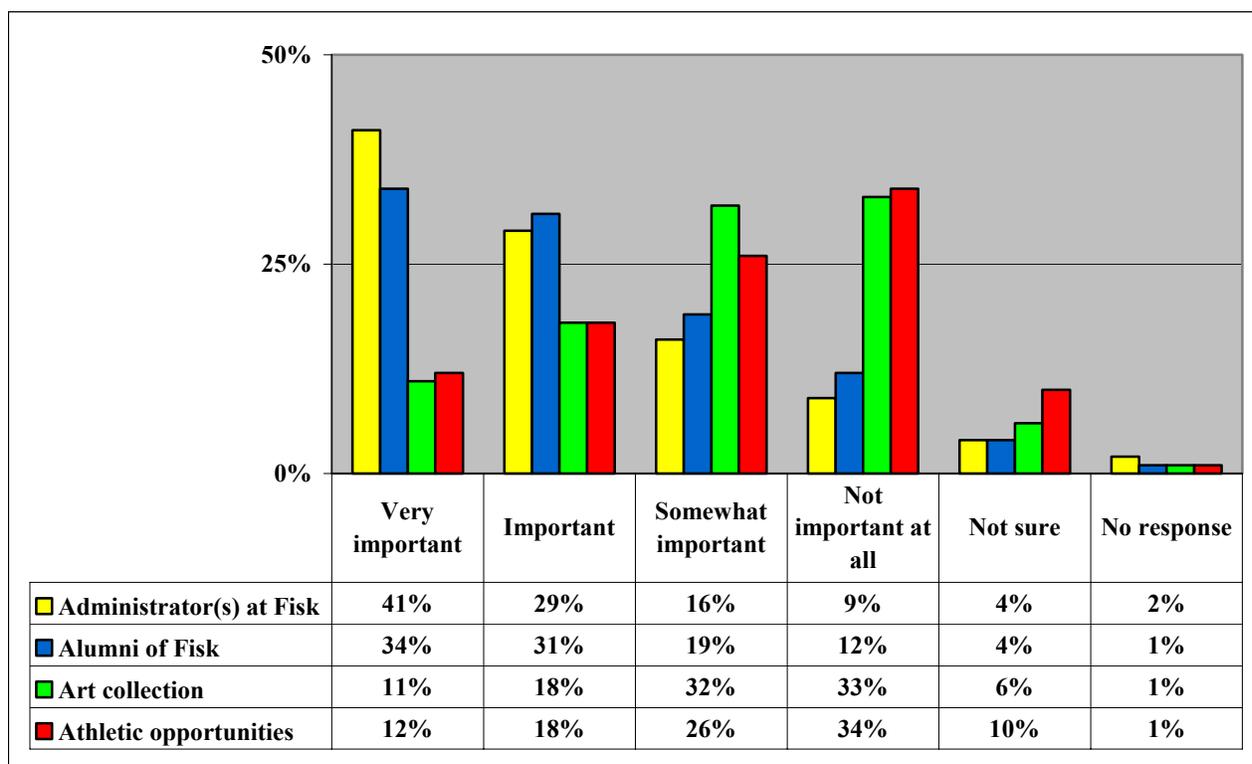
Fisk’s art collection appears not to have greatly influenced the freshmen students’ decision to attend the institution. Less than one-third of the students rated art collection as very important (11%, n=23) and important (18%, n=37) to their decision to attend Fisk. On the contrary, almost two-thirds of the students rated art collection as somewhat important (32%, n=65) and not important at all (33%, n=68)

in their decision to enroll in Fisk. Six percent (n=12) of the student were “not sure” about the importance of the factor in their decision to attend Fisk (see Figure 22 below).

### ATHLETIC OPPORTUNITIES

Responses reflected those in art collection when the freshmen were asked to rate the importance of Fisk’s athletic opportunities in their decision to enroll at the institution. Less than 33% of the students saw athletic opportunities as very important (12%, n=25) and important (18%, n=38) in their decision to attend Fisk. Meanwhile, 60% of the students rated athletic opportunities as somewhat important (26%, n=53), and not important at all (34%, n=69) in their decision to attend Fisk. Ten percent (n=20) of the students selected a “not sure” response (see Figure 22 below).

**Figure 22. Administrators at Fisk; Alumni of Fisk; Art Collection; Athletic Opportunities**



### ATTRACTIVENESS OF CAMPUS

Over half of the freshmen students rated attractiveness of campus as very important (22%, n=46) and important (36%, n=75) in their decision to enroll in Fisk. In addition, 38% of the students rated attractiveness of campus as somewhat important (27%, n=55), and not important at all (11%, n=22) in their decision to come to Fisk. Three percent of the students selected a “not sure” response (see Figure 23, page 24).

### AVAILABILITY OF TECHNOLOGY

Over 70% of the freshmen students rated availability of technology as very important (38%, n=79) and important (35%, n=71) in their decision to attend Fisk. Another 24% of the students rated

availability of technology as somewhat important (18%, n=36) and not important at all (6%, n=13) to their decision to attend Fisk. As in the importance of attractiveness of campus, 3% of the freshmen selected a “not sure” response regarding the importance of availability of technology to their decision to attend Fisk (see Figure 23 below).

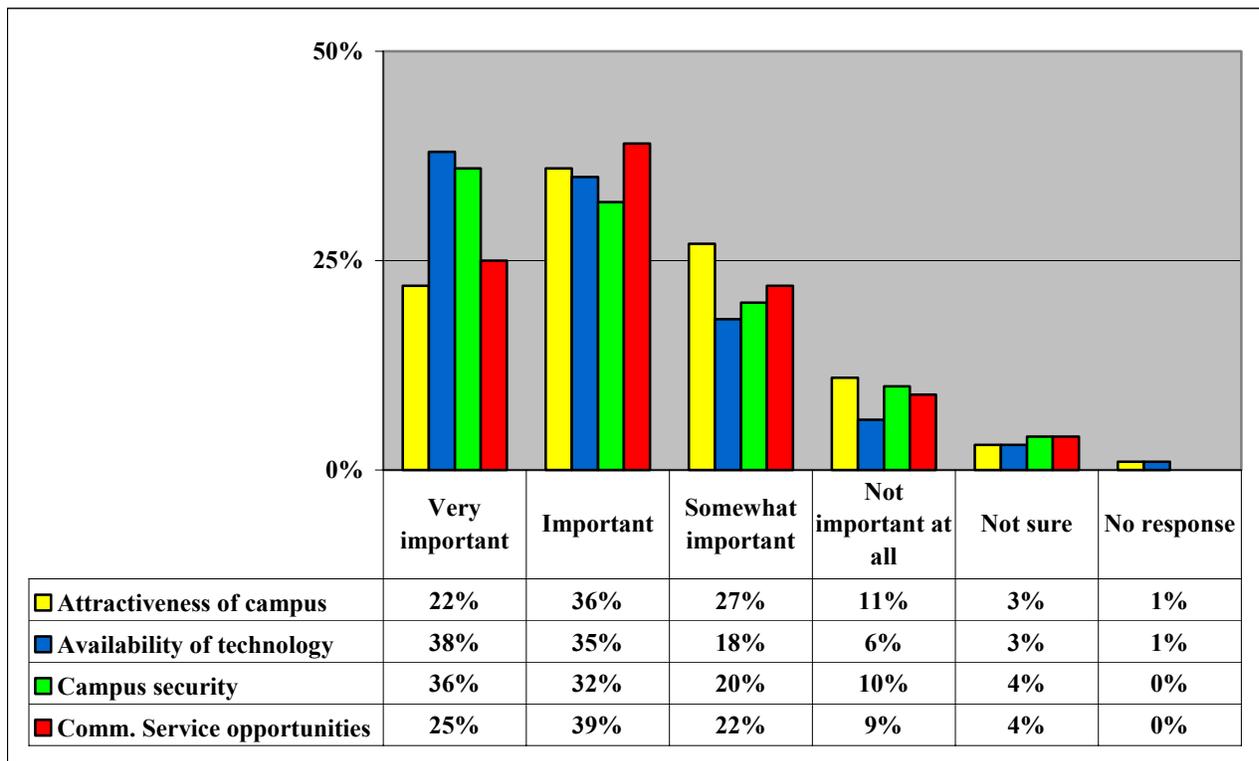
### CAMPUS SECURITY

Sixty-eight percent of the freshmen students rated campus security as very important (36%, n=71) and important (32%, n=65) in their decision to enroll in Fisk. Meanwhile, 30% of the students rated the factor as somewhat important (20%, n=42) and not important at all (10%, n=20) to their decision to attend Fisk. Four percent (n=8) of the freshmen chose a “not sure” answer (see Figure 23 below).

### COMMUNITY SERVICE OPPORTUNITIES

More than 60% of the first-time freshmen also rated community service opportunities as very important (25%, n=52) and important (39%, n=81) in their decision to attend Fisk. Additionally, 31% of the freshmen saw community service as somewhat important (22%, n=46), and not important at all (9%, n=19) to their decision to come to Fisk. Four percent (n=8) of the students selected a “not sure” response (see Figure 23 below).

**Figure 23. Attractiveness of Campus; Availability of Technology; Campus Security; Community Service Opportunities**



### CAREER SERVICES

When asked about the importance of career services in their decision to enroll in Fisk, the majority (87%) of the freshmen students rated the services as very important (63%, n=130), and important

(24%, n=49). A smaller number (11%) of the students rated career services as somewhat important (9%, n=18) and not important at all (2%, n=5) to their decision to attend Fisk. Three (or 2%) of the freshmen rated the importance of career services as “not sure” to their decision to come to Fisk, and 1 student did not answer the question (see Figure 24 below).

**COLLEGE-SPONSORED EVENTS**

Over three-quarters of the first-time freshmen rated college-sponsored events as very important (41%, n=84) and important (35%, n=72) in their decision to enroll in Fisk. Another 23% of the first-time freshmen rated college-sponsored events as somewhat important (18%, n=37) and not important at all (5%, n=11) to their decision to attend Fisk. Two of the students were not sure about the importance of career services to their decision to attend Fisk (see Figure 24 below).

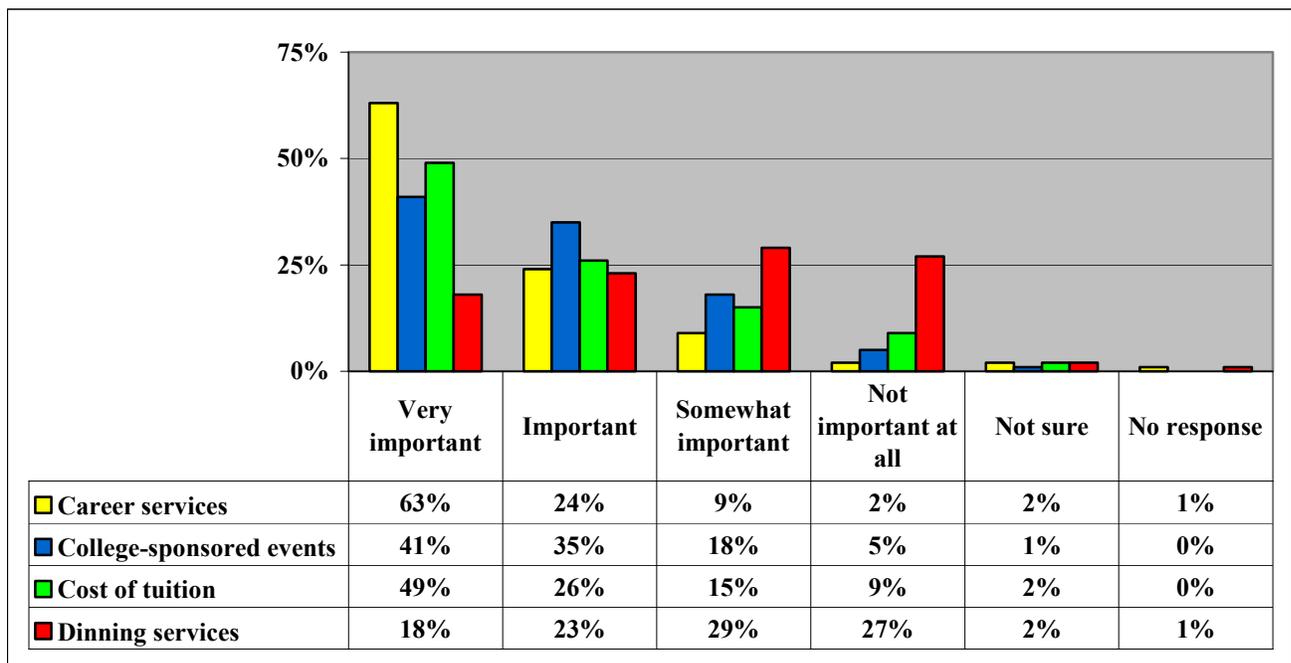
**COST OF TUITION**

Precisely 75% of the freshmen rated cost of tuition as very important (49%, n=100) and important (26%, n=54) in their decision to enroll in Fisk. Meanwhile, 24% of the students rated cost of tuition as somewhat important (15%, n=31), and not important at all (9%, n=14) to their decision to enroll in Fisk. Two percent (or n=3) of the students selected a “not sure” response (see Figure 24 below).

**DINING SERVICES**

The first-time freshmen were divided in responding to the importance of dining services to their decision to attend Fisk. Forty-one percent of the students rated the services as very important (18%, n=36) and important (23%, n=48), and 56% of them rated the services as somewhat important (29%, n=60) and not important at all (27%, n=56) to their decision to enroll in Fisk. Two percent (n=2) of the students chose a “not sure” response (see Figure 24 below).

**Figure 24. Career Services; College-sponsored Events; Cost of Tuition; Dining Services**



## FACULTY MEMBER(S) AT FISK

Seventy percent of the first-time freshmen rated faculty member at Fisk as very important (39%, n=80) and important (31%, n=63) in their decision to enroll in Fisk. Another 28% rated faculty member at Fisk as somewhat important (16%, n=33) and not important at all (12%, n=24) in their decision to attend Fisk. Four (2%) of the students selected a “not sure” response (see Figure 25 below).

## FINANCIAL AID RECEIVED

The majority (85%) of the freshmen students rated financial aid received as very important (62%, n=127) and important (23%, n=47) in their decision to enroll in Fisk. Meanwhile, Just 14% of the students rated financial aid received as somewhat important (6%, n=13), and not important at all (8%, n=16) to their decision to enroll in Fisk. Three (or 2%) of the students were unsure about the importance of financial aid to their decision to come to Fisk (see Figure 25 below).

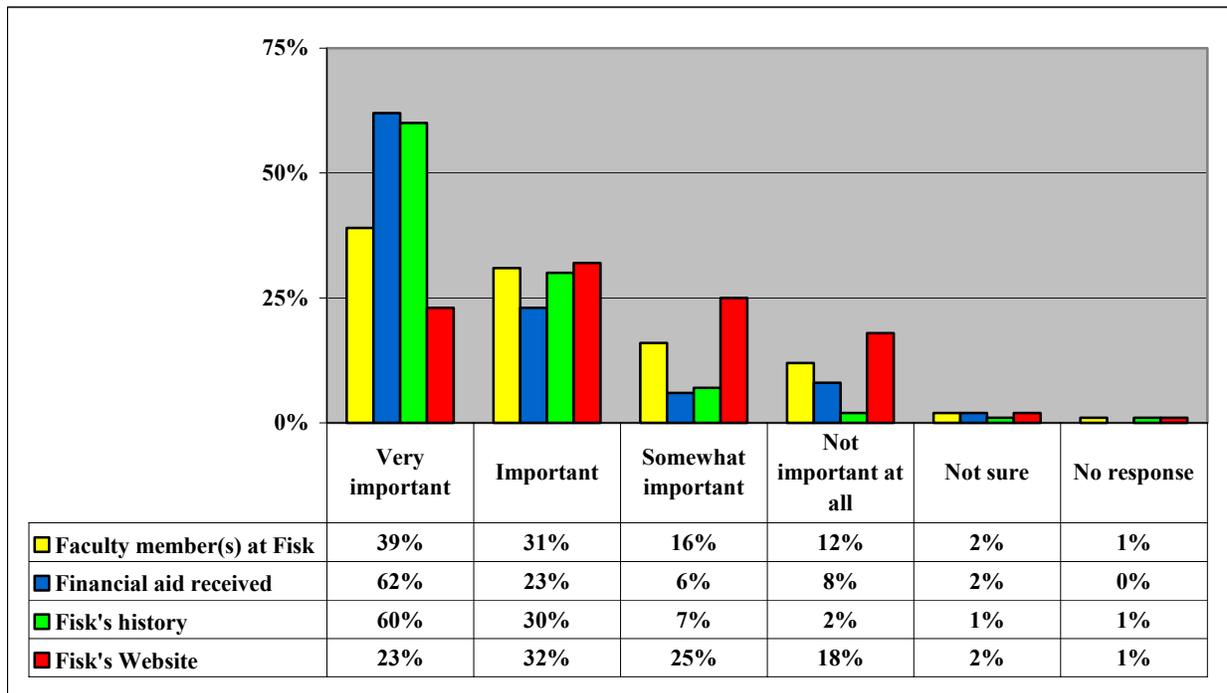
## FISK’S HISTORY

When asked about the importance of Fisk’s history to their decision to enroll in Fisk, the majority (90%) of the freshmen also rated the factor as very important (60%, n=123) and important (30%, n=62). On the other hand, just 9% of the students rated Fisk’s history as somewhat important (7%, n=14), and not important at all (2%, n=5) to their decision to come to Fisk (see Figure 25 below).

## 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 (23, n=48), important (32%, n=65), somewhat important (25%, n=51), and not important at all (18%, n=37) (see Figure 25 below).

**Figure 25. Faculty Member at Fisk; Financial Aid Received; Fisk’s History; Fisk’s Website**



## FRATERNITIES/SORORITIES

Less than half of the first-time students rated fraternities/sororities as very important (16%, n=33) and important (29%, n=60) in their decision to attend Fisk. Slightly more than half of the students rated the factor as somewhat important (30%, n=61) and not important at all (22%, n=46) to their decision to attend Fisk. Six (or 3%) of the students chose a “not sure” response (see Figure 26 below).

## FRIENDLINESS OF PEOPLE ON CAMPUS

Exactly 90% of the freshmen students rated friendliness of people on campus as very important (65%, n=133) and important (25%, n=52) to their decision to attend Fisk. Just 9% of the students rated friendliness of people on campus as somewhat important (7%, n=15) and not important at all (2%, n=4) to their decision to enroll in Fisk (see Figure 26 below).

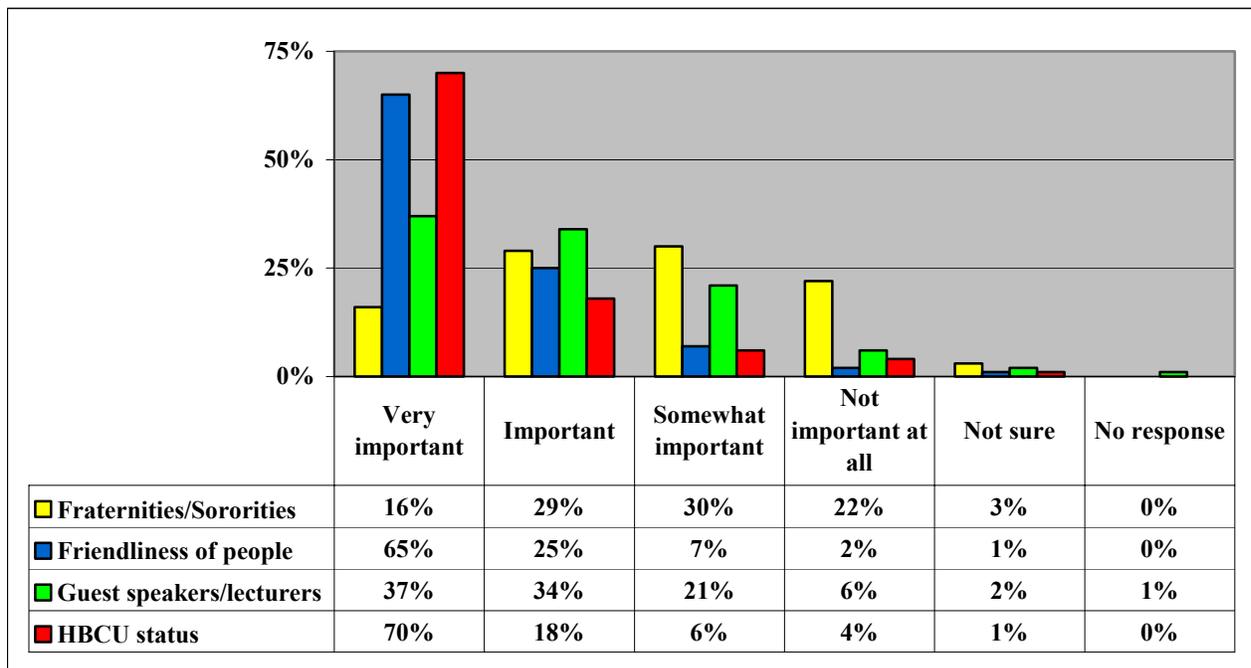
## GUEST SPEAKERS/LECTURERS

The first-time freshmen were also asked to rate the importance of guest speakers/lecturers to their decision to attend Fisk. Over 70% of them rated the factor as very important (37%, n=76) and important (34%, n=70) to their decision to enroll in Fisk. Another 27% of the students rated guest speakers/lecturers as somewhat important (21%, n=44) and not important at all (6%, n=12) to their decision to come to Fisk (see Figure 26 below).

## HISTORICALLY BLACK COLLEGE AND UNIVERSITY (HBCU) STATUS

Many (88%) of the first-time freshmen rated Fisk’s HBCU status as very important (70%, n=144) and important (18%, n=38) to their decision to enroll in Fisk. Few (10%) of the students rated Fisk’s HBCU status as somewhat important (6%, n=13) and not important at all (4%, n=9) to their decision to attend Fisk (see Figure 26 below).

**Figure 26. Fraternities/Sororities; Friendliness of People on Campus; Guest Speakers/Lecturers; HBCU Status**



## INTERNSHIP OPPORTUNITIES

Many (83%) of the first-time freshmen rated internship opportunities as very important (60%, n=124) and important (23%, n=48) to their decision to enroll in Fisk. Conversely, few (14%) of the students rated internship opportunities as somewhat important (11%, n=23) and not important at all (3%, n=6) to their decision to attend Fisk. Five (2%) of the students selected a “not sure” response (see Figure 27 below).

## LIBRARY HOLDINGS (BOOKS, JOURNALS, MAGAZINES)

Over three-quarters the students rated Fisk’s library holdings as very important (36%, n=75) and important (31%, n=64) in their decision to attend Fisk. Meanwhile, 31% of the students rated Fisk’s library holdings as somewhat important (22%, n=45) and not important at all (9%, n=18) in their decision to come to Fisk. As in internship opportunities, 2% of the students selected an “unsure” answer (see Figure 27 below).

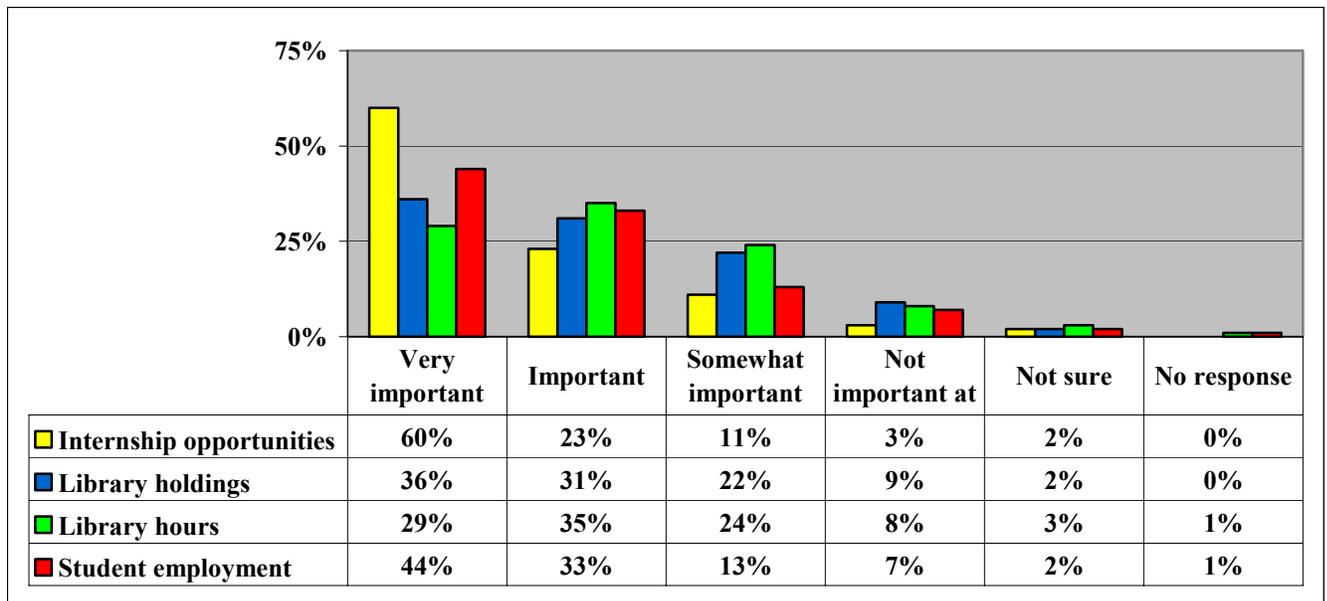
## LIBRARY HOURS

Over 60% of the first-time students rated Fisk’s library hours as very important (29%, n=59) and important (35%, n=72) in their decision to enroll in Fisk. A lower number (32%) of the students rated Fisk’s library hours as somewhat important (24%, n=50) and not important at all (8%, n=17) in their decision. Seven (or 3%) of the students were unsure about the importance of library hours to their decision to come to Fisk (see Figure 27 below).

## OPPORTUNITIES FOR STUDENT EMPLOYMENT

When asked about the importance of opportunities for student employment to their decision to come to Fisk, the first-time students responded as follows: very important (44%, n=91), important (33%, n=68), somewhat important (13%, n=27), and not important at all (7%, n=15). Three (2%) of the students selected a “not sure” response (see Figure 27 below).

**Figure 27. Internship Opportunities; Library Holdings; Library Hours; Student Employment**



## **PARENT/FAMILY AFFILIATION**

Over half of the freshmen students rated parent/family affiliation as very important (27%, n=56) and important (28%, n=58) in their decision to attend Fisk. An additional 42% of the students rated the factor as somewhat important (18%, n=36) and not important at all (24%, n=49) in their decision to come to Fisk (see Figure 28, page 30).

## **PROXIMITY TO HOME**

Less than 50% of the first-time students saw proximity to home as very important (20%, n=42) and important (20%, n=42) in their decision to attend Fisk. Conversely, over 50% of the students rated proximity to home as somewhat important (23%, n=48) and not important at all (30%, n=62) in their decision to enroll in Fisk. Five percent of the students selected a “not sure” response and 2 of them did not respond to the question (see Figure 28, page 30).

## **QUALITY OF INSTRUCTION**

Over 90% of the first-time students rated quality of instruction as very important (68%, n=141) and important (23%, n=47) in their decision to come to Fisk. Just 8% of the students rated the factor as somewhat important (7%, n=15) and not important at all (1%, n=2) in their decision to enroll in Fisk (see Figure 28, page 30).

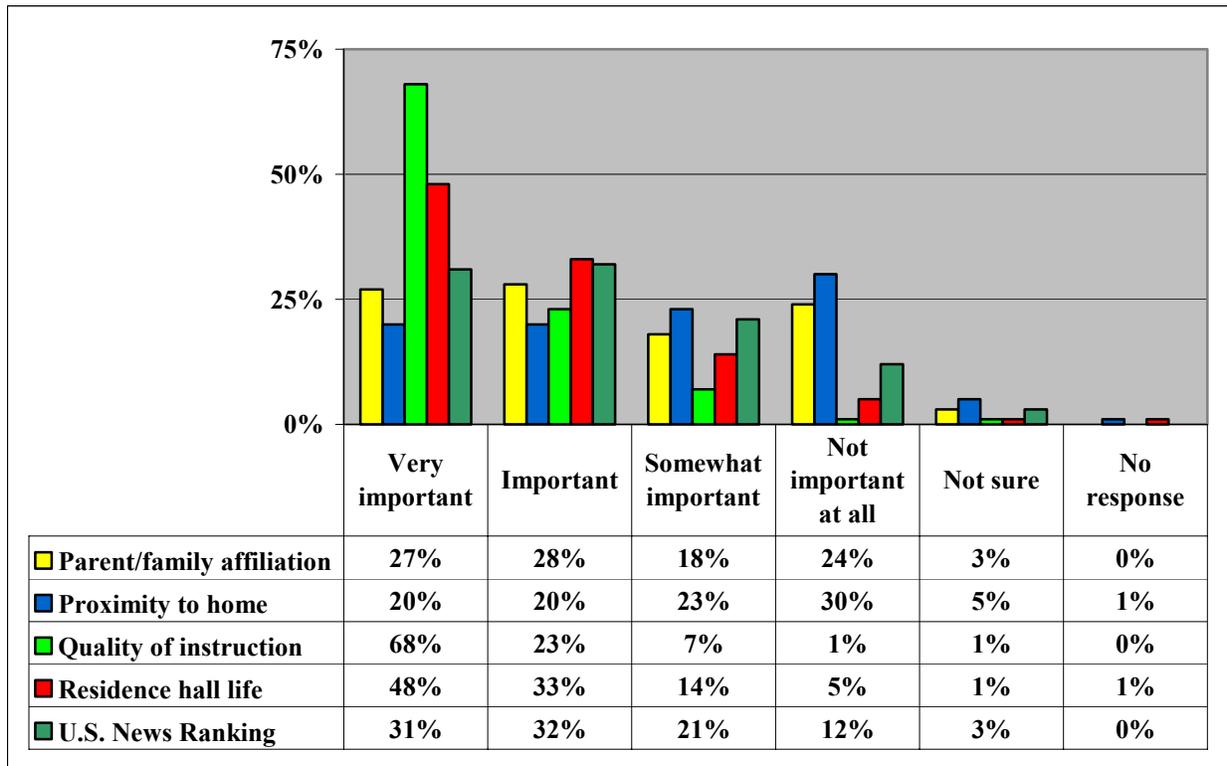
## **RESIDENCE HALL LIFE**

The majority (81%) of the freshmen students also rated residence hall life as very important (48%, n=98) and important (33%, n=68) in their decision to enroll in Fisk. Meanwhile, 19% of the students rated residence hall life as somewhat important (14%, n=28) and not important at all (5%, n=10) in their decision to come to Fisk (see Figure 28, page 30).

## **U.S. NEWS AND WORLD REPORT RANKING**

Over 60% of the freshmen students rated the U.S. News and World Report ranking of Fisk as very important (31%, n=64) and important (32%, n=66) to their decision to come to Fisk. Another 33% of the students rated the factor as somewhat important (21%, n=44) and not important at all (12%, n=25) to their decision to come to Fisk. Meanwhile, 3% (n=7) of the students rated the factor as “not sure” (see Figure 28, page 30).

**Figure 28. 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 (81%) rated Fisk’s small campus as very important (56%, n=115) and important (25%, n=52) in their decision to enroll in Fisk. Conversely, 19% of the students rated Fisk’s small campus as somewhat important (13%, n=27), and not important at all (6%, n=12) in their decision to come to Fisk (see Figure 29, page 31).

### SMALL CLASSES

An even larger number (92%) of the first-time freshmen rated Fisk’s small classes as very important (67%, n=138) and important (25%, n=51) to their decision to attend Fisk. Few (7%) of the first-time freshmen rated Fisk’s small classes as somewhat important (5%, n=11) and not important at all (2%, n=5) in their decision to attend Fisk (see Figure 29, page 31).

### TUTORING OPPORTUNITIES

A significant number (90%) of the freshmen students rated tutoring opportunities at Fisk as very important (69%, n=143) and important (21%, n=43) in their decision to come to Fisk. Conversely, just 9% of the students rated tutoring opportunities as somewhat important (8%, n=16), and not important at all (1%, n=2) in their decision to attend Fisk (see Figure 29, page 31).

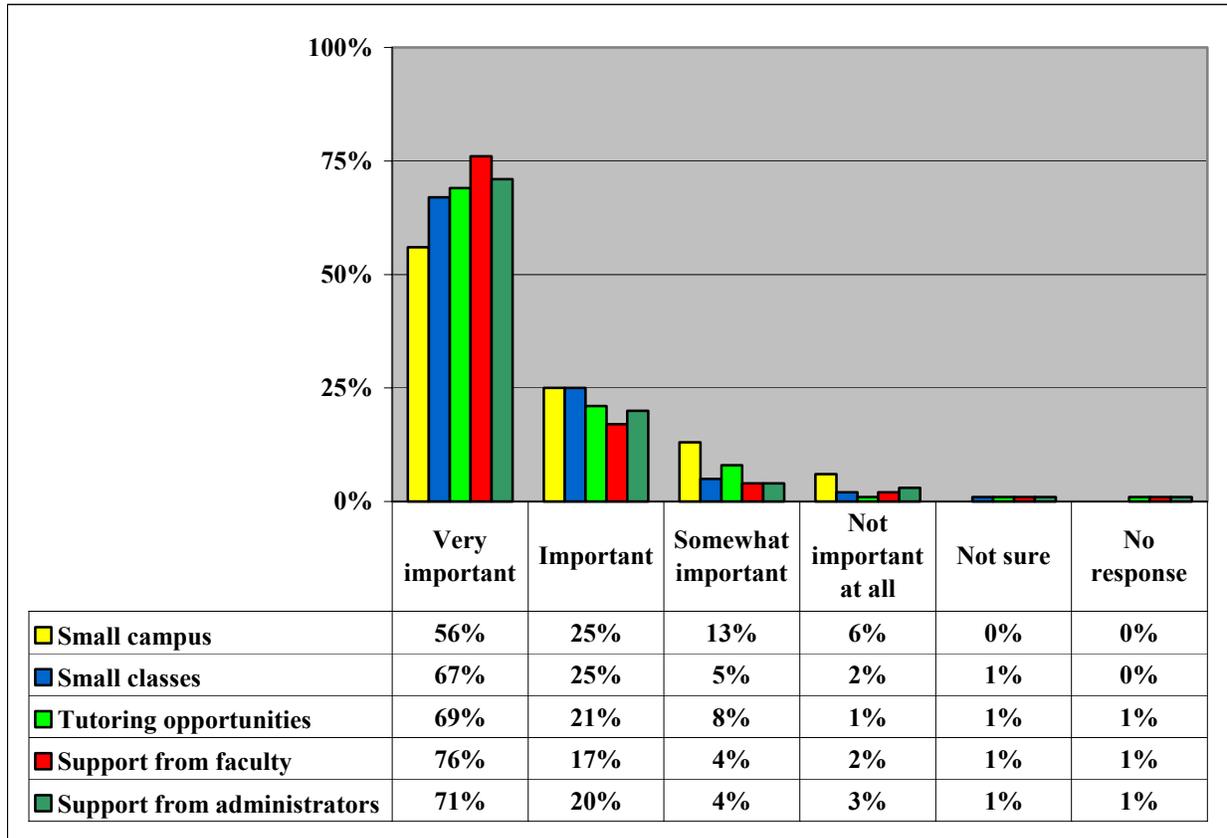
## SUPPORT FROM FACULTY

When asked to rate the importance of support from faculty to their decision to enroll in Fisk, over 90% of the freshmen students noted that it was very important (76%, n=157) and important (17%, n=34). Few (6%) of the freshmen rated support from faculty as somewhat important (4%, n=8) and not important at all (2%, n=4) in their decision to come to Fisk (see Figure 29 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 (91%) rated support from administrators as very important (71%, n=147) and important (20%, n=42) in their decision to enroll in Fisk. Just 7% of the students rated support from administrators as somewhat important (4%, n=6) and not important at all (3%, n=6) in their decision to come to Fisk (see Figure 29 below).

**Figure 29. 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% (23%, n=47), above average (46%, n=94), average (30%, n=62), and below average (1%, n=2). One student did not answer the question (see Figure 30, page 33).

### **APPRECIATION OF OTHERS’ POINT OF VIEW**

Over 80% of the freshmen students rated their appreciation of others’ point of view to be in the top 10% (46%, n=94), above average (38%, n=78), and average (16%, n=32). Two of the students did not respond to the question (see Figure 30, page 33).

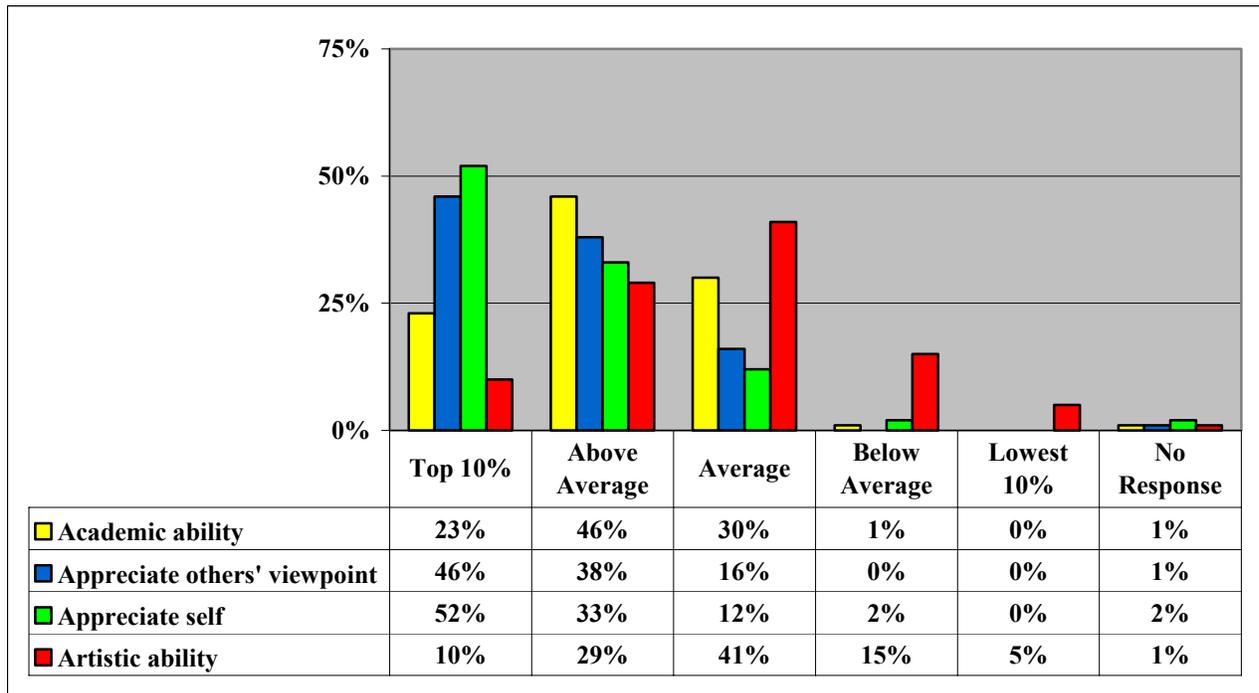
### **APPRECIATION OF SELF (KNOWING AND LIKING WHO YOU ARE)**

Close to 90% of the first-time freshmen rated their appreciation of self to be in the top 10% (52%, n=107) and above average (33%, n=68). Just 14% of the students rated their appreciation of self as average (12%, n=24) and below average (2%, n=4). Another 2% (n=3) of the students skipped the question (see Figure 30, page 33).

### **ARTISTIC ABILITY**

Less than 40% of the first-time freshmen perceived their artistic ability to be in the top 10% (10%, n=20) and above average (29%, n=59). Meanwhile, Over half of the students perceived their artistic ability as average (41%, n=85) and below average (15%, n=30). Five percent (n=10) of the students rated their artistic ability to be in the lowest 10%. Two of the students did not answer the question (see Figure 30, page 33).

**Figure 30. Academic Ability; Appreciation of Others' Point of View; Appreciation of Self; Artistic Ability**



**COMPETITIVENESS**

Two-thirds of the freshmen students rated their competitive ability to be in the top 10% (27%, n=55) and above average (39%, n=80). Thirty-two percent of the students perceived their competitive ability to be average (30%, n=62) and below average (30, n=5). Three students skipped the question (see Figure 31, page 34).

**CREATIVE ABILITY**

As in competitiveness, two-thirds of the freshmen students rated their creative ability to be in the top 10% (27%, n=55) and above average (39%, n=81). Another 31% of the students rated their creativity as average (28%, n=58) and below average (3%, n=7). Just 2% (n=4) of the students rated their creative ability to be in the lowest 10% (see Figure 31, page 34).

**EMOTIONAL HEALTH**

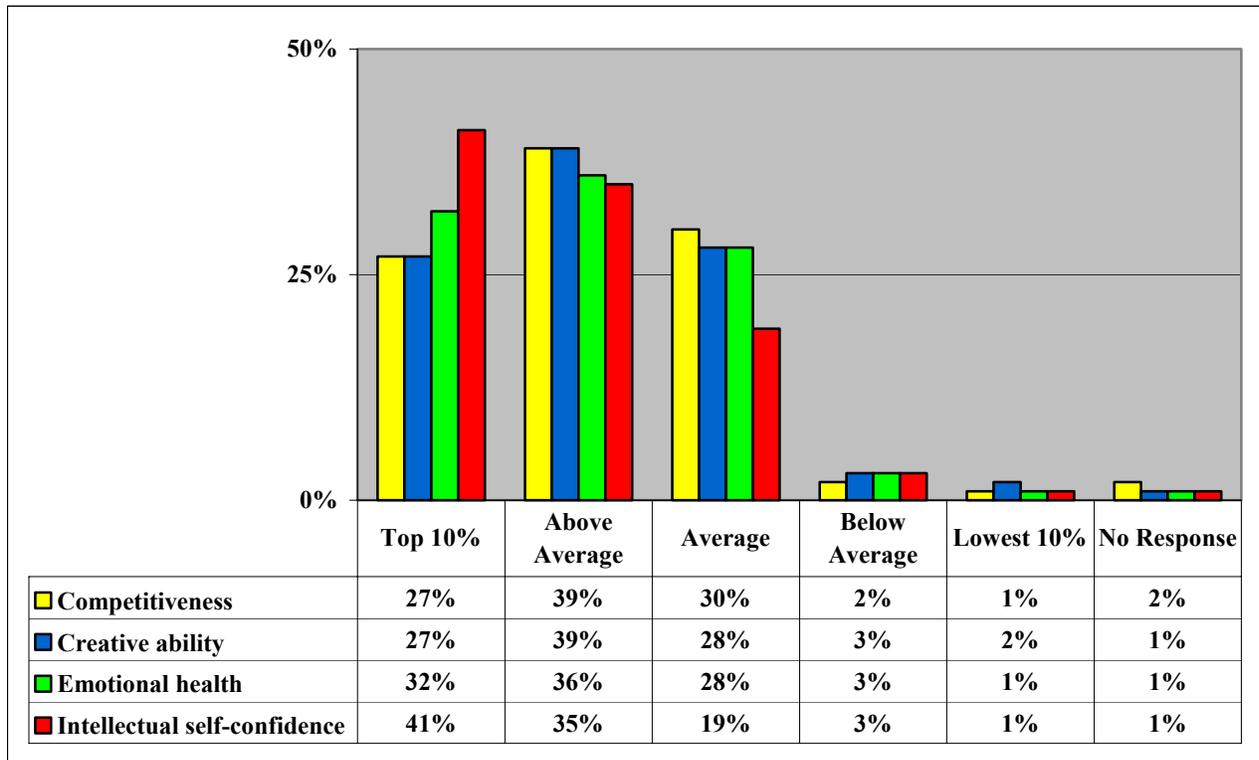
Over two-thirds of the first-time freshmen rated their emotional health to be in the top 10% (32%, n=66) and above average (36%, n=74). Thirty-one percent of the students rated their emotional health as average (28%, n=57) and below average (3%, n=6). One student rated her or his emotional health to be in the lowest 10%. Meanwhile, two students skipped the question (see Figure 31, page 34).

**INTELLECTUAL SELF-CONFIDENCE**

A significant number (77%) of the first-time freshmen rated their intellectual self-confidence in the top 10% (41%, n=85) and above average (35%, n=73). Another 22% of the students rated their

intellectual self-confidence as average (19%, n=39) and below average (3%, n=6). Two of the students rated their intellectual self-confidence as lowest 10% (see Figure 31 below).

**Figure 31. Competitiveness; Creative Ability; Emotional Health; Intellectual Self-Confidence**



**LEADERSHIP ABILITY**

Over three-quarters of the first-time students perceived their leadership ability to be in the top 10% (43%, n=88) and above average (33%, n=67). Meanwhile, 23% of the first-time freshmen saw their leadership ability as average (22%, n=44) and below average (2%, n=4). Just 1 of the students rated his or her leadership ability in the lowest 10% (see Figure 32, page 35).

**LISTENING ABILITY**

Almost 80% of the first-time students rated their listening ability as top 10% (44%, n=90) and above average (35%, n=73). Twenty percent of the first-time freshmen perceived their listening ability as average (18%, n=36) and below average (2%, n=4) (see Figure 32, page 35).

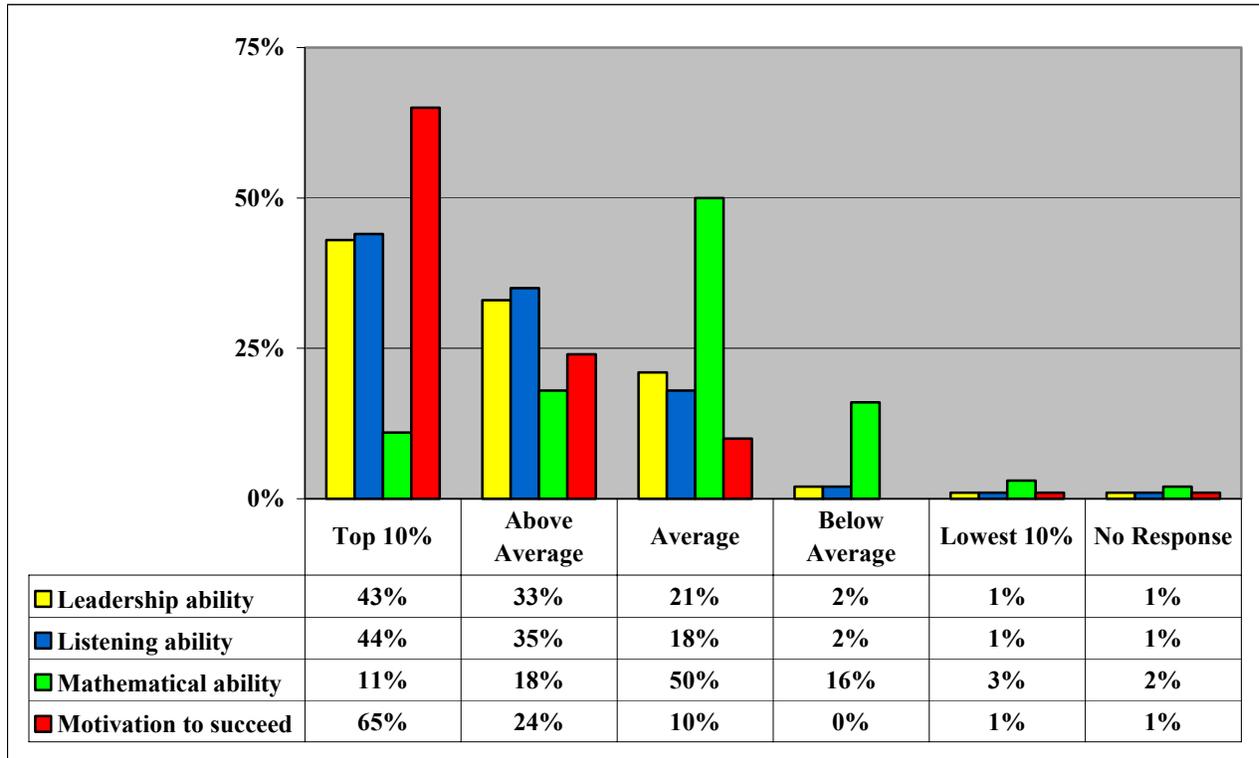
**MATHEMATICAL ABILITY**

Less than thirty percent of the first-time freshmen rated their mathematical ability as top 10% (11%, n=22) and above average (18%, n=38). Conversely, over 60% of the students saw their mathematical ability as average (50%, n=103) and below average (16%, n=33). Three percent (n=7) of the students also rated their mathematical ability as lowest 10%. Meanwhile, 2% (or n=3) of the students did not answer the question (see Figure 32, page 35).

## MOTIVATION TO SUCCEED

Almost 90% of the first-time students rated their motivation to succeed as top 10% (65%, n=133) and above average (24%, n=50). Few (11%) of the students rated their motivation to succeed as average (10%, n=20) and lowest 10% (1%, n=1). Two of the students skipped the question (see Figure 32 below).

**Figure 32. Leadership Ability; Listening Ability; Mathematical Ability; Motivation to Succeed**



## PHYSICAL HEALTH

Fifty-seven percent of the first-time freshmen rated their physical health in the top 10% (25%, n=51) and above average (32%, n=67). Meanwhile, 42% of the students rated their physical health as average (34%, n=69) and below average (8%, n=17). Two of the students rated their physical health in the lowest 10% (see Figure 33, page 36).

## PERSISTENCE ON TASKS

Over 70% of the first-time freshmen perceived their persistence on tasks to be in the top 10% (28%, n=58) and above average (45%, n=93). Another 27% of the first-time freshmen rated their persistence on tasks as average (25%, n=51) and below average (2%, n=4) (see Figure 33, page 36).

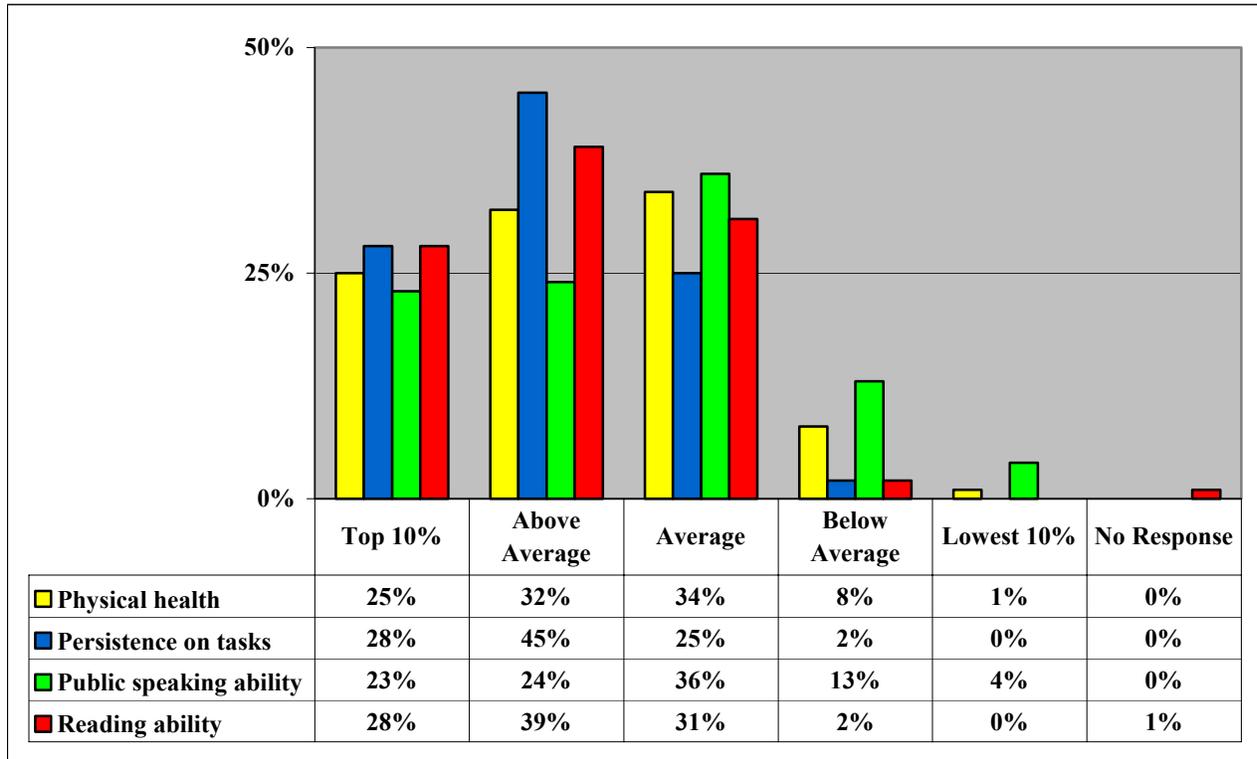
## PUBLIC SPEAKING ABILITY

When asked to rate their public speaking ability, less than 50% of the first-time freshmen selected top 10% (23%, n=47) and above average (24%, n=50). Conversely, over 50% of the first-time freshmen rated their public speaking ability as average (36%, n=69), below average (13%, n=26), and lowest 10% (4%, n=8) (see Figure 33, page 36).

## READING ABILITY

Over two-thirds of the first-time freshmen perceived their reading ability to be in the top 10% (28%, n=58) and above average (39%, n=81). Furthermore, 33% of the students rated their reading ability as average (31%, n=63) and below average (2%, n=3) (see Figure 33 below).

**Figure 33. Physical Health; Persistence on Tasks; Public Speaking Ability; Reading Ability**



## REASONING ABILITY

Over 70% of the freshmen students rated their reasoning ability as top 10% (35%, n=71) and above average (37%, n=76). On the other hand, 27% of the students rated their reasoning ability as average (25%, n=52) and below average (2%, n=3). Two of the students skipped the question (see Figure 34, page 37).

## RESPECT FOR OTHERS

The majority (94%) of the first-time freshmen rated themselves highly with regard to respect for others. Sixty-four percent (n=132) perceived their respect for other to be in the top 10%, while 30% (n=62) rated themselves as above average. Few (6%, n=12) of the students rated their respect for others as average (see Figure 34, page 37).

## SELF UNDERSTANDING

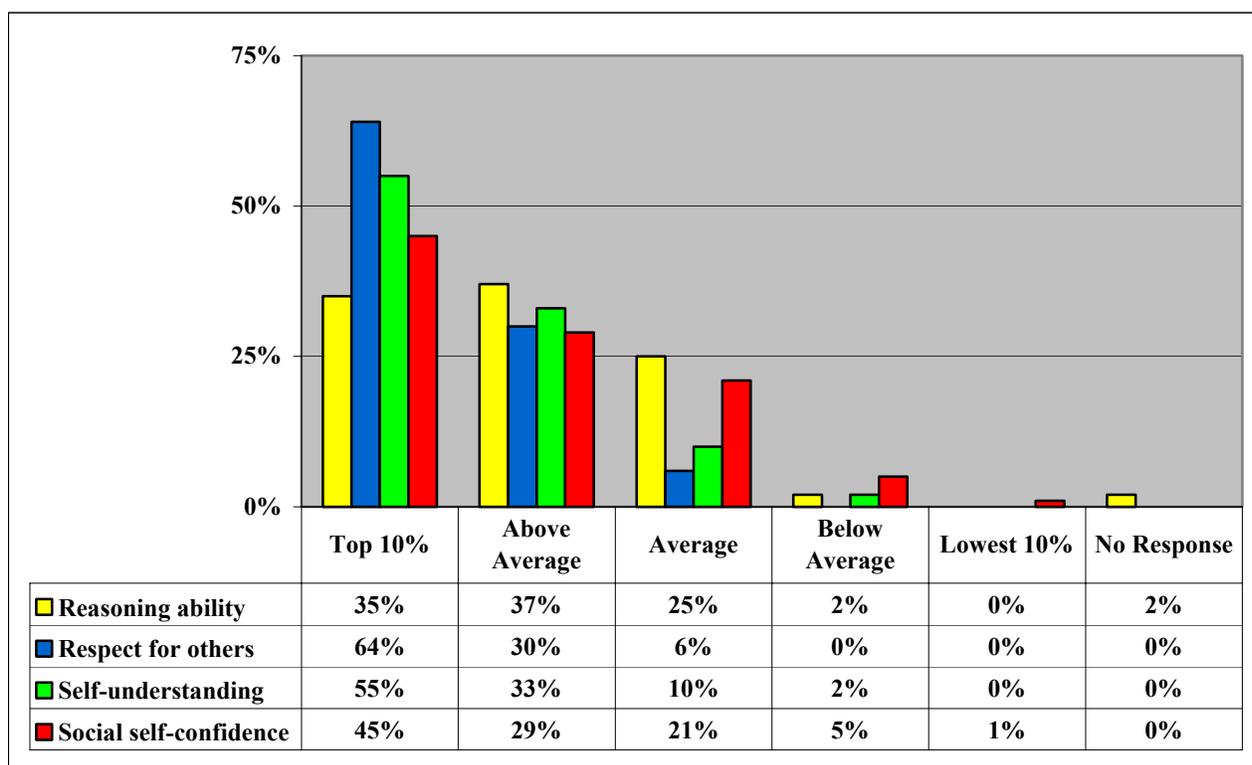
When asked about self-understanding, almost 90% of the first-time freshmen also rated themselves in the top 10% (55%, n=114) and above average (33%, n=68). Meanwhile, just 12% of the

first-time freshmen rated their self-understanding as average (10%, n=21) and below average (2%, n=3) (see Figure 34 below).

### SOCIAL SELF-CONFIDENCE

Almost three-quarters of the first-time freshmen rated their social self-confidence in the top 10% (45%, n=93) and above average (29%, n=59). In addition, 26% of the students perceived their social self-confidence as average (21%, n=43) and below average (5%, n=10) (see Figure 34 below).

**FIGURE 34. REASONING ABILITY; RESPECT FOR OTHERS; UNDERSTANDING OF SELF; SOCIAL SELF-CONFIDENCE**



### TEAMWORK ABILITY

The majority (82%) of the freshmen students rated their teamwork ability in the top 10% (52% n=107) and above average (30%, n=61). Another 19% of the students rated their teamwork ability as average (17%, n=35) and below average (2%, n=3) (see Figure 35, page 38).

### TECHNOLOGICAL ABILITY

Slightly over half of the first-time freshmen perceived their technological ability to be in the top 10% (18%, n=37) and above average (36%, n=74). Furthermore, 46% of the students perceive their technological ability as average (41%, n=84) and below average (5%, n=11) (see Figure 35, page 38).

## TEST-TAKING ABILITY

Less than one-third of the first-time freshmen rated their test-taking ability in the top 10% (10%, n=21) and above average (21%, n=43). Meanwhile, two-thirds of the students rated their test-taking ability as average (52%, n=106) and below average (14%, n=29). Three percent (n=6) of the first-time freshmen rated their test-taking ability in the lowest 10% (see Figure 35 below).

## WRITING ABILITY

Precisely half of the first-time freshmen rated their writing ability in the top 10% (17%, n=34) and above average (33%, n=67). About the same number (49%) of students also rated their writing ability as average (44%, n=90) and below average (5%, n=11). Just 1 of the students rated his or her writing ability in the lowest 10%. In addition, 2% (or n=3) of the students skipped the question (see Figure 35 below).

**Figure 35. Teamwork Ability; Technological Ability; Test-Taking Ability; Writing Ability**

