

**Report on the  
Cooperative Institutional Research Program (CIRP) 2007 Freshman  
Survey  
at Georgia Southern University**

Administered Fall 2007



**Office of Strategic Research  
and Analysis**

May 2, 2008

**Georgia Southern University**  
**Office of Strategic**  
**Research and Analysis (OSRA)**  
**July 19, 2007**

**Project Request:** Summary report for the *Cooperative Institutional Research Program (CIRP) 2007 Freshman Survey*, administered through the Higher Education Research Institute (HERI) at the University of California, Los Angeles

**Requested by:** Dr. Jayne Perkins Brown, Director, Office of Strategic Research and Analysis (OSRA)

**Project Abstract:** The *CIRP 2007 Freshman Survey* has provided the University with a broad range of baseline data on a sample of its incoming first-time, full-time freshmen, including: demographic characteristics; expectations of the college experience; high school experiences; degree goals and career plans; college finances; attitudes, values, and life goals; and reasons for attending college. In this report, longitudinal data from all previous CIRP administrations at the University are also presented, allowing for assessment of longitudinal trends and variations in the characteristics of the University's incoming freshmen over time.

This report presents selected results based on response information from 644 first-time, full-time freshmen from the Fall 2007 cohort at Georgia Southern University. In addition, normative comparison data from 21 public high selectivity 4-year colleges that participated in the CIRP 2007 are provided for selected survey results.

**Methodology:** The CIRP 2007 survey was administered to 750 of the University's Fall 2007 first-time, full-time freshmen by GSU 1210 (University Orientation I) instructors during class sessions within the first few weeks of the Fall 2007 semester. This report presents selected findings based on the item response information from 644 participants who completed the survey questionnaire (86% response rate).

Dr. Chris Caplinger, director of the University's First-Year Experience program, assisted in identifying GSU 1210 instructors who would allow the CIRP 2007 survey to be administered in their classes. Prior to administration, survey instruments and related materials were packaged by OSRA staff and provided to the GSU 1210 instructors. GSU 1210 instructors collected the completed surveys and delivered them to OSRA, where they were secured in a locked environment until they were sent by OSRA staff to HERI/CIRP for data processing, compilation and analyses. Aggregated and individual response data and reports were made available on the new online CIRP portal beginning in October 17, 2007.

**Project Timeframe:** July 19, 2007 – May 2, 2008

**Project Costs:** CIRP 2007 Total Cost: \$3371.00 (Participation Fee: \$675.00; Processing Fee: \$1256.00; Trends Report: \$350.00; Trends Data File: \$1000.00; Customized Peer Group Report: \$90.00); GSU 1210 instructor time; Report copies; OSRA staff time

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## EXECUTIVE SUMMARY

In Fall 2007, Georgia Southern University participated in its tenth administration of the Cooperative Institutional Research Program Freshman Survey (CIRP). CIRP is a national longitudinal study of the American higher education system administered by the Higher Education Research Institute (HERI) at the University of California, Los Angeles. Established in 1966 and involving data on some 1,800 institutions and over 11 million students, it is the nation's oldest and largest empirical study of higher education. It is regarded as the most comprehensive source of information on college students.

Since the first CIRP administration at Georgia Southern in 1994 (and subsequent administrations in 1995-2001, 2004, and 2007), the University has utilized the survey as a tool for annually assessing characteristics of incoming freshmen and comparing them against those from previous years and with freshmen at other participating universities across the nation. The CIRP 2007 survey has provided the University with a broad range of baseline data on its incoming first-time, full-time freshmen, including: demographic characteristics; expectations of the college experience; high school experiences; degree goals and career plans; college finances; attitudes, values, and life goals; and reasons for attending college.

The CIRP 2007 survey was administered to 750 of the University's Fall 2007 first-time, full-time freshmen by their GSU 1210 instructors during in-class sessions. This report presents selected findings based on item response information from 644 participants who completed the survey questionnaire (86% response rate). In addition, aggregated survey results from 21 other institutions in the same HERI classification as Georgia Southern (i.e., Public High-selectivity (SAT scores of  $\geq 1055$ ) Four-year College) that comprise the University's comparison normative data group (Norm Group) are also presented.

Some highlights from the CIRP 2007 administered at Georgia Southern University are listed below:

- Georgia Southern respondents reported a 31% increase in combined parental income since 1997.
- 46% of Georgia Southern respondents were Born-Again Christians, compared to 26% of Norm Group respondents. University respondents were more likely to be Protestant while Norm Group respondents were more likely to be Roman Catholic.
- 59% of Georgia Southern respondents reported Georgia Southern as their first choice; 9% had either one or both parents who had attended the University.
- Overall, Georgia Southern respondents were more likely to be politically conservative than Norm Group respondents.
- Approximately 75% of Georgia Southern respondents travelled more than 100 miles from home to attend the University.

In this report, survey results are organized into the following general categories: participant characteristics, high school background, and college (Georgia Southern, expectations, and finances) (pp. 9 – 33). In addition, longitudinal data on selected CIRP measures are presented graphically to depict timewise variations in the characteristics of incoming freshmen at Georgia Southern University over time.

A copy of the CIRP 2007 survey questionnaire is provided in Appendix A (p. 34). In addition, a full copy of the HERI-produced *CIRP 2007 Institutional Summary Report for Georgia Southern University*, which contains complete survey results, including breakdowns by gender, is included in Appendix B (p. 35).

## SURVEY RESULTS

This report presents selected findings from the 2007 survey, based on responses from 644 participating first-time, full-time freshmen from Georgia Southern's Fall 2007 cohort. In addition, aggregated survey results from 21 other institutions in the same HERI classification as Georgia Southern (i.e., Public High-selectivity (mean SAT scores of  $\geq 1055$ ) Four-year College) that comprise the University's normative data are also presented for comparison with University data. Longitudinal data reflecting participants' item response information from all ten Georgia Southern CIRP administrations accompany many of the items in this report.

Summaries of response data from the 2007 CIRP Freshman Survey at Georgia Southern University are presented in the following three sections: (1) Participant Characteristics; (2) High School Background; and (3) College: Georgia Southern, Expectations, and Finances

Throughout this report:

- Norm Group refers to the group 21 *public high-selectivity four-year colleges* whose aggregated CIRP 2007 data comprise the normative data against which Georgia Southern results are compared.
- All percentage values were rounded to the nearest whole percent; as a result summed percentage values may not always equal exactly 100%.
- **Red**-highlighted values indicate highest comparative percentage value between groups, unless noted otherwise.
- Group differences in any category that equaled or exceeded 5%<sup>1</sup> are highlighted in **yellow**.

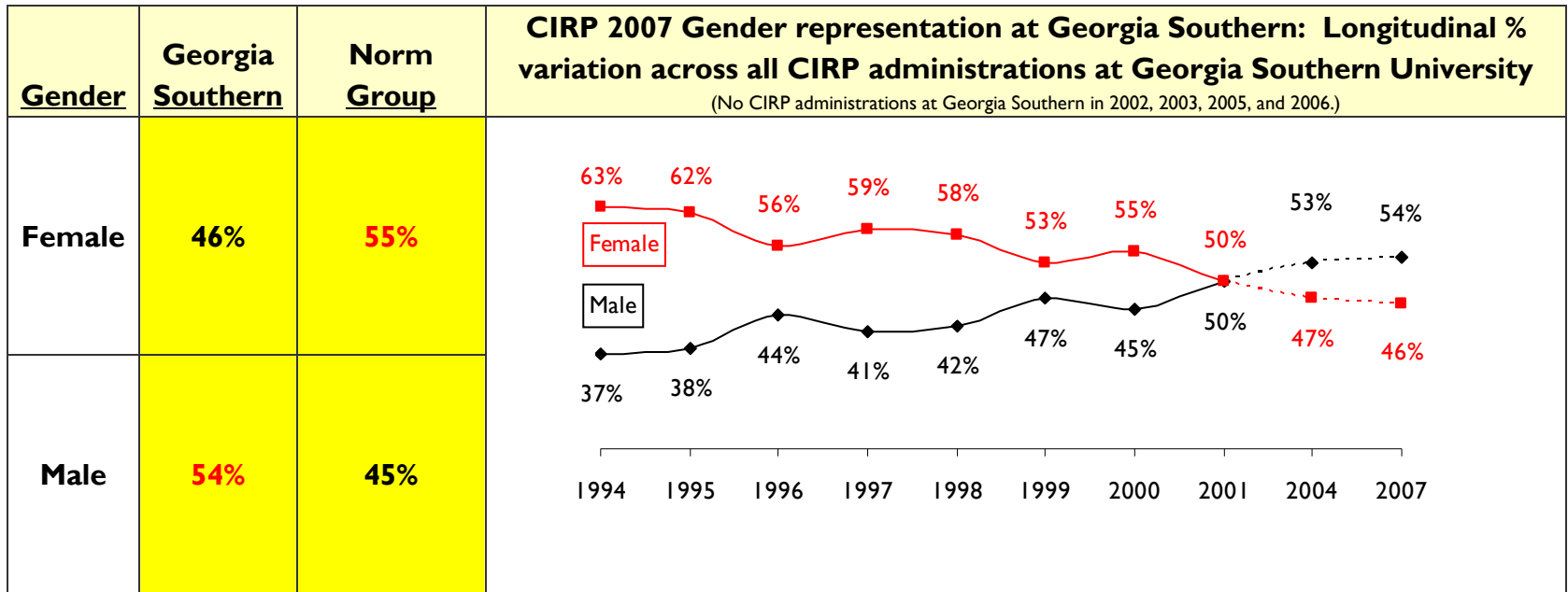
Survey results are presented on pages 9 – 33 in this report. A copy of the CIRP 2007 survey questionnaire is provided in Appendix A (p. 34). In addition, a full copy of the HERI-produced *2007 CIRP Institutional Summary Report for Georgia Southern University*, which contains complete survey results, including breakdowns by gender, is included in Appendix B (p.35).

<sup>1</sup>5% was chosen subjectively to highlight non-marginal group comparisons and is meant only as a rule-of-thumb guideline for detecting "substantial" or "marked" group differences. Statistically significant differences are not necessarily implied.

## Participant Characteristics

### *Demographics*

- Gender**

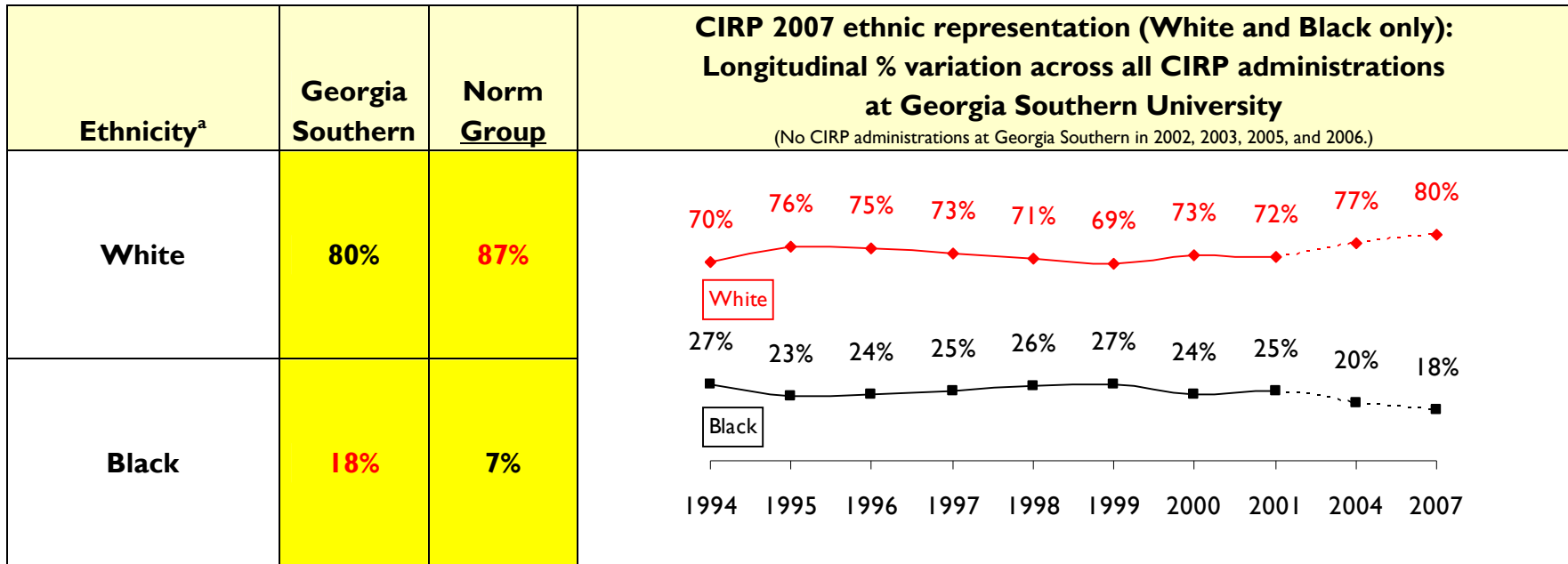


**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 644

• **Ethnicity**



Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 629

<sup>a</sup>The following ethnicities cumulatively accounted for about 10% of Georgia Southern participants: American Indian/Alaska Native (2%), Asian American/Asian (1%), Native Hawaiian/Pacific Islander (<1%), Mexican American/Chicano (<1%), Puerto Rican (<1%), Other Latino (2%), and "Other" (2%)

## Parent Information

- **Living and marital status**

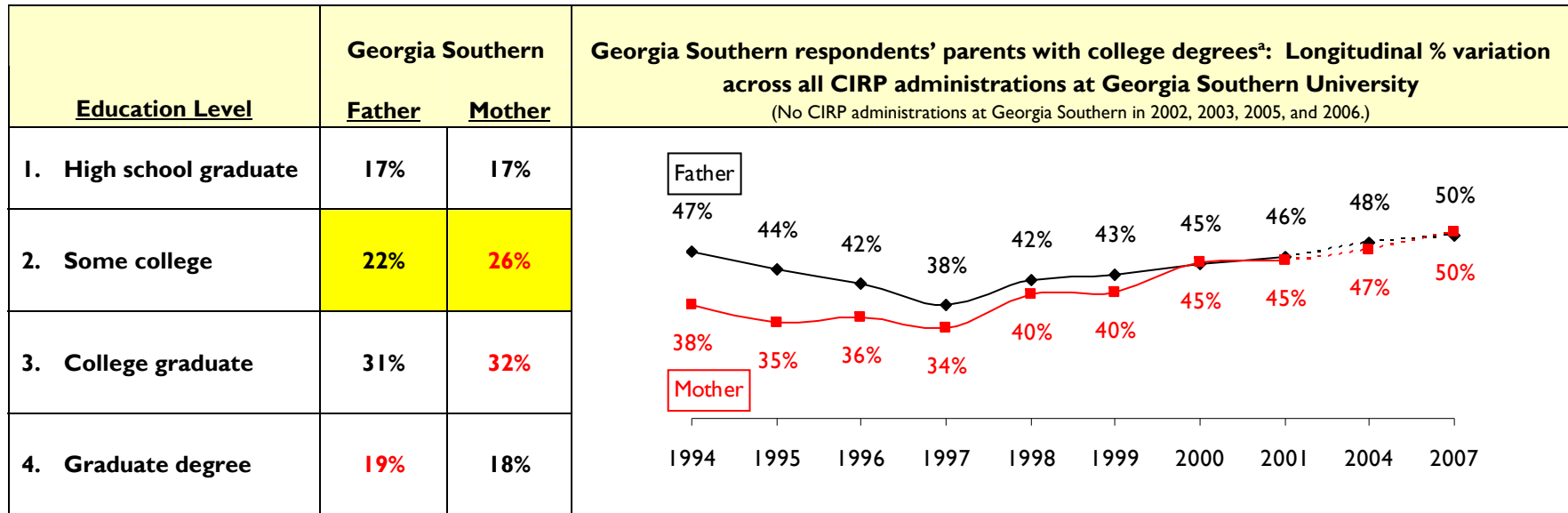
	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Both alive and living with each other</b>	<b>65%</b>	<b>72%</b>
<b>2. Both alive, divorced or living apart</b>	<b>32%</b>	<b>24%</b>
<b>3. One or both deceased</b>	<b>3%</b>	<b>4%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 639 for all 3 sub-items.

• **Parents' highest levels of formal education (Georgia Southern respondents only)**



Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: Father = 629    Mother = 638

<sup>a</sup>college degrees = College graduate + Graduate degree

• **Parents' combined income**

Georgia Southern respondents were somewhat more likely than the Norm Group to report combined parental incomes of  $\geq$  \$100,000. Otherwise, the income distributions of both groups are quite similar. The proportion of Georgia Southern survey respondents with combined parental incomes of  $\geq$  \$100,000 has risen substantially since 1994, peaking in 2007.

Income (\$)	Georgia Southern	Norm Group	Combined parental income $\geq$ \$100,000: Longitudinal % variation across all CIRP administrations at Georgia Southern
			(No CIRP administrations at Georgia Southern in 2002, 2003, 2005, and 2006.)
< 20,000	4%	6%	
20,000-29,999	4%	6%	
30,000-39,999	3%	5%	
40,000-49,999	9%	7%	
50,000-59,999	7%	9%	
60,000-74,999	12%	13%	
75,000-99,999	17%	17%	
100,000-149,999	22%	21%	
150,000-199,999	11%	8%	
200,000-249,999	4%	4%	
$\geq$ 250,000	7%	6%	

Red-highlighted values indicate highest comparative percentage value between groups.

Note. Number of Georgia Southern responses: 563

## Abilities, Values, and Beliefs

- *Self ratings of abilities and other traits*

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Academic ability</b>	<b>72%</b>	<b>69%</b>
<b>2. Drive to achieve</b>	<b>67%</b>	<b>73%</b>
<b>3. Cooperativeness</b>	<b>66%</b>	<b>72%</b>
<b>4. Self-confidence (intellectual)</b>	<b>62%</b>	<b>59%</b>
<b>5. Understanding of others</b>	<b>62%</b>	<b>64%</b>
<b>6. Competitiveness</b>	<b>61%</b>	<b>58%</b>
<b>7. Leadership ability</b>	<b>59%</b>	<b>62%</b>
<b>8. Emotional health</b>	<b>58%</b>	<b>55%</b>
<b>9. Physical health</b>	<b>57%</b>	<b>58%</b>
<b>10. Self-understanding</b>	<b>56%</b>	<b>56%</b>
<b>11. Self-confidence (social)</b>	<b>55%</b>	<b>53%</b>
<b>12. Creativity</b>	<b>51%</b>	<b>55%</b>
<b>13. Mathematical ability</b>	<b>48%</b>	<b>42%</b>
<b>14. Spirituality</b>	<b>44%</b>	<b>38%</b>
<b>15. Computer skills</b>	<b>41%</b>	<b>39%</b>
<b>16. Writing ability</b>	<b>41%</b>	<b>47%</b>
<b>17. Public speaking ability</b>	<b>34%</b>	<b>38%</b>
<b>18. Artistic ability</b>	<b>21%</b>	<b>28%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 638 - 641 across all 18 sub-items.

• **Political orientation**

When asked to characterize their own political orientations, Georgia Southern respondents were more likely than their Norm Group counterparts to view themselves as being politically *conservative* (Fig. 1).

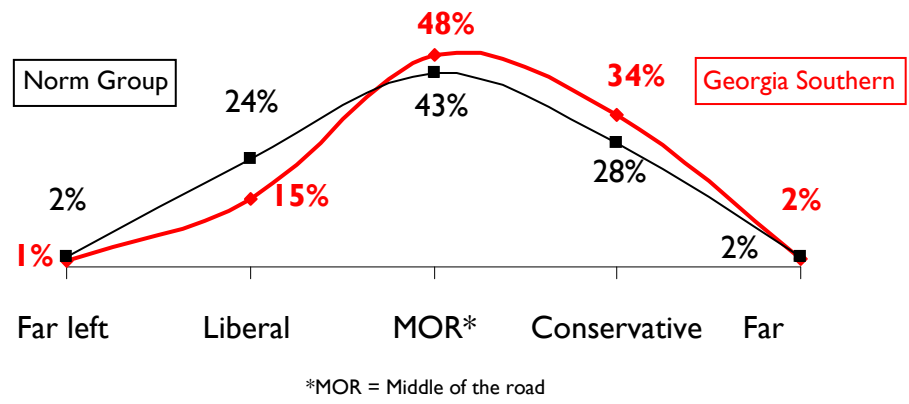


Figure 1. Groupwise distributions of political orientations reported in CIRP 2007.

From 1994 to 2001, the political orientation of Georgia Southern respondents was relatively stable, with most classifying themselves somewhere between liberal and conservative (i.e., *middle of the road*) (Fig. 2). Beginning in 2004, however, the proportion of conservative respondents surged, accompanied by a substantial drop in those who reported being “middle of the road.” This surge noticeably increased the gap between liberal and conservative respondents while substantially narrowing the gap between conservative and “middle of the road” respondents. This shift continued as of 2007. The percentage of liberal University respondents has remained relatively stable across CIRP administrations.

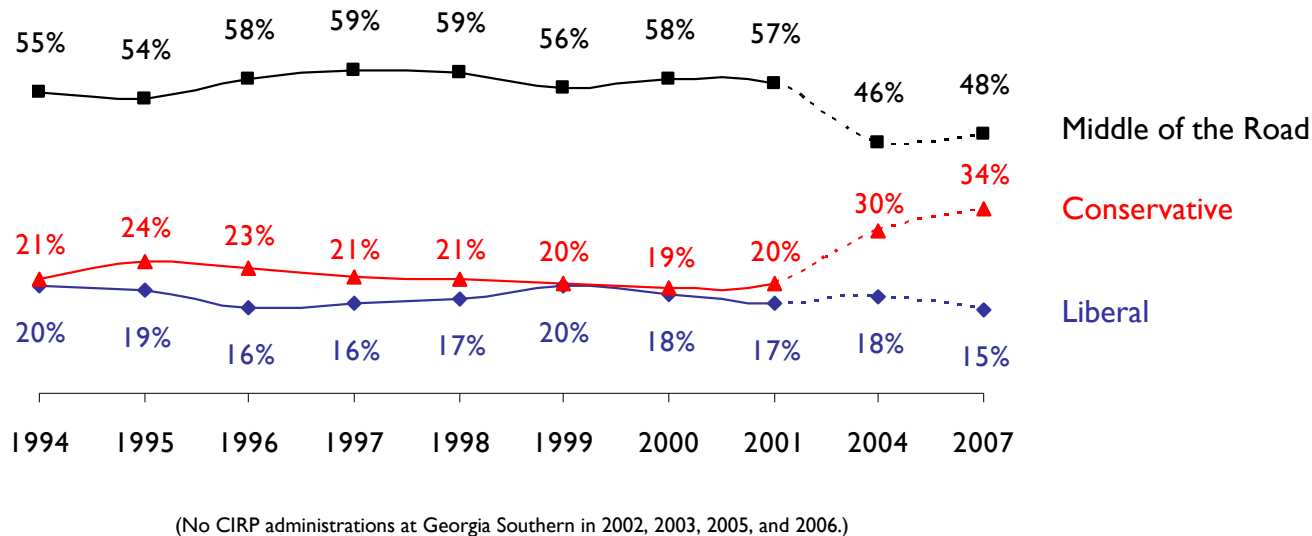


Figure 2. Longitudinal depiction of the political orientations of Georgia Southern CIRP respondents.

• **Religious preferences**

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Baptist</b>	<b>37%</b>	<b>10%</b>
<b>2. Methodist</b>	<b>16%</b>	<b>7%</b>
<b>3. Roman Catholic</b>	<b>13%</b>	<b>27%</b>
<b>4. None</b>	<b>11%</b>	<b>18%</b>
<b>5. Other Christian</b>	<b>10%</b>	<b>14%</b>
<b>6. Church of Christ</b>	<b>3%</b>	<b>3%</b>
<b>7. Presbyterian</b>	<b>3%</b>	<b>4%</b>
<b>8. Episcopalian</b>	<b>2%</b>	<b>2%</b>
<b>9. Lutheran</b>	<b>2%</b>	<b>6%</b>
<b>10. Other Religion</b>	<b>2%</b>	<b>3%</b>
<b>11. Buddhist</b>	<b>1%</b>	<b>1%</b>
<b>12. Jewish</b>	<b>1%</b>	<b>2%</b>
<b>13. Eastern Orthodox</b>	<b>0%</b>	<b>1%</b>
<b>14. United Church of Christ/Congregational</b>	<b>0%</b>	<b>1%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. The number of Georgia Southern responses = 630

• <b>Born-again Christian:</b>	<b>Georgia Southern</b>	<b>46%</b>
	<b>Norm Group</b>	<b>26%</b>
• <b>Evangelical:</b>	<b>Georgia Southern</b>	<b>9%</b>
	<b>Norm Group</b>	<b>10%</b>

• **Position on social and political issues**

	<b>Georgia Southern</b>	<b>Norm Group</b>
1. Through hard work, everybody can succeed in American society	<b>82%</b>	<b>80%</b>
2. The chief benefit of a college education is that it increases one's earning power	<b>78%</b>	<b>67%</b>
3. The federal government is not doing enough to control environmental pollution	<b>76%</b>	<b>76%</b>
4. There is too much concern in the courts or the rights of criminals	<b>64%</b>	<b>59%</b>
5. The federal government should do more to control the sale of handguns	<b>64%</b>	<b>71%</b>
6. A national health care plan is needed to cover everybody's medical costs	<b>64%</b>	<b>71%</b>
7. Undocumented immigrants should be denied access to public education	<b>63%</b>	<b>55%</b>
8. Dissent is a critical component of the political process	<b>62%</b>	<b>62%</b>
9. Only volunteers should serve in the armed forces	<b>59%</b>	<b>64%</b>
10. Abortion should be legal	<b>52%</b>	<b>54%</b>
11. Marijuana should be legalized	<b>47%</b>	<b>36%</b>
12. Same-sex couples should have the right to legal marital status	<b>47%</b>	<b>60%</b>
13. Affirmative action in college admissions should be abolished	<b>44%</b>	<b>54%</b>
14. Wealthy people should pay a larger share of taxes than they do now	<b>43%</b>	<b>57%</b>
15. Colleges have the right to ban extreme speakers from campus	<b>43%</b>	<b>45%</b>
16. Federal military spending should be increased	<b>41%</b>	<b>40%</b>
17. It is important to have laws prohibiting homosexual relationships	<b>38%</b>	<b>27%</b>
18. Realistically, an individual can do little to bring about changes in our society	<b>29%</b>	<b>27%</b>
19. Racial discrimination is no longer a major problem in America	<b>25%</b>	<b>23%</b>
20. The death penalty should be abolished	<b>24%</b>	<b>32%</b>
21. The federal government should raise taxes to reduce the deficit	<b>21%</b>	<b>27%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 582 - 630 across all 21 sub-items.

• **Top 10 values considered by CIRP respondents to be Essential or Very Important**

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Being very well off financially</b>	<b>85%</b>	<b>71%</b>
<b>2. Raising a family</b>	<b>83%</b>	<b>76%</b>
<b>3. Helping others who are in difficulty</b>	<b>66%</b>	<b>67%</b>
<b>4. Becoming an authority in my field</b>	<b>64%</b>	<b>59%</b>
<b>5. Obtaining recognition from my colleagues for contributions to my special field</b>	<b>58%</b>	<b>53%</b>
<b>6. Becoming successful in a business of my own</b>	<b>52%</b>	<b>37%</b>
<b>7. Having administrative responsibility for the work of others</b>	<b>47%</b>	<b>42%</b>
<b>8. Improving my understanding of other countries and cultures</b>	<b>46%</b>	<b>49%</b>
<b>9. Developing a meaningful philosophy of life</b>	<b>44%</b>	<b>47%</b>
<b>10. Influencing social values</b>	<b>43%</b>	<b>43%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. The number of Georgia Southern respondents ranged from 608 – 614 across the ten items.

## High School Background

- **Type of high school**

(ranked according to descending Georgia Southern percentage values)

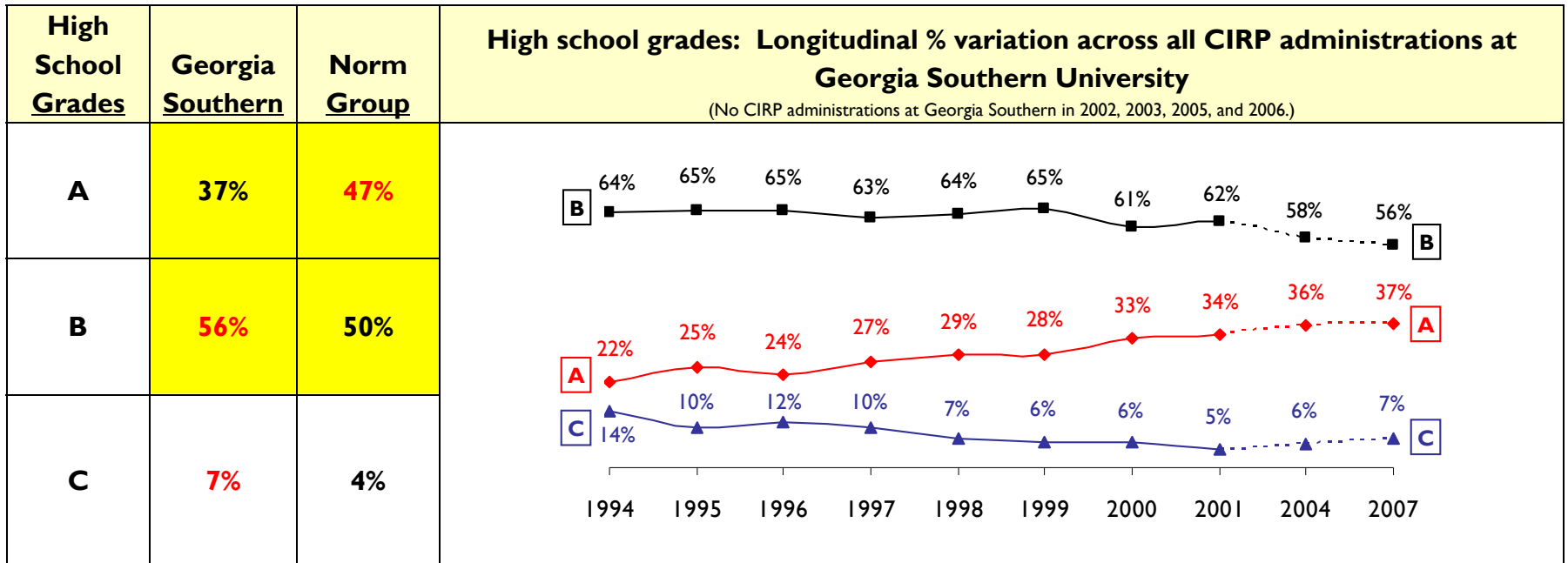
	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>Public school (<u>not</u> charter or magnet)</b>	<b>81%</b>	<b>82%</b>
<b>Private independent college-prep school</b>	<b>7%</b>	<b>1%</b>
<b>Private religious/parochial school</b>	<b>5%</b>	<b>2%</b>
<b>Public magnet school</b>	<b>4%</b>	<b>10%</b>
<b>Public charter school</b>	<b>3%</b>	<b>4%</b>
<b>Home school</b>	<b>0%</b>	<b>1%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 643

• **High school grades**



Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 636

- **Special tutoring or remedial work in high school**

<b>Subject Areas</b>	<b>While in High School</b>	<b>Expect in College<sup>a</sup></b>
<b>1. English</b>	<b>4%</b>	<b>12%</b>
<b>2. Reading</b>	<b>3%</b>	<b>4%</b>
<b>3. Mathematics</b>	<b>10%</b>	<b>26%</b>
<b>4. Social Studies</b>	<b>2%</b>	<b>5%</b>
<b>5. Science</b>	<b>4%</b>	<b>14%</b>
<b>6. Foreign Language</b>	<b>4%</b>	<b>8%</b>
<b>7. Writing</b>	<b>3%</b>	<b>19%</b>

Note. Number of Georgia Southern responses: 644 for both high school and college data represented in this table.

<sup>a</sup>This information is also presented on p.27 in the *College: Georgia Southern, Expectations, and Finances* section of this report.

• **Top 10 activities engaged during the past year in high school**

(Note: The percentage values tabulated below reflect the combined proportions of *frequently* and *occasionally* responses, unless noted otherwise.)

(ranked according to descending Georgia Southern percentage values)

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Studied with other students</b>	<b>86%</b>	<b>87%</b>
<b>2. Attended a religious service</b>	<b>84%</b>	<b>79%</b>
<b>3. Used the Internet for research or homework (<i>frequently only</i>)</b>	<b>78%</b>	<b>75%</b>
<b>4. Socialized with someone of another racial/ethnic group (<i>frequently only</i>)</b>	<b>76%</b>	<b>66%</b>
<b>5. Performed volunteer work</b>	<b>75%</b>	<b>83%</b>
<b>6. Came late to class (<i>frequently only</i>)</b>	<b>66%</b>	<b>61%</b>
<b>7. Drank wine or liquor</b>	<b>62%</b>	<b>48%</b>
<b>8. Was bored in class (<i>frequently only</i>)</b>	<b>57%</b>	<b>45%</b>
<b>9. Tutored another student</b>	<b>55%</b>	<b>54%</b>
<b>10. Drank beer</b>	<b>52%</b>	<b>42%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 638 – 643 across all 10 sub-items.

• ***Frequent learning behaviors engaged in the past year in high school***

(ranked according to descending Georgia Southern percentage values)

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Support your opinions with a logical argument</b>	<b>53%</b>	<b>59%</b>
<b>2. Ask questions in class</b>	<b>51%</b>	<b>55%</b>
<b>3. Seek solutions to problems and explain them to others</b>	<b>45%</b>	<b>49%</b>
<b>4. Take a risk because you felt you had more to gain</b>	<b>44%</b>	<b>38%</b>
<b>5. Seek alternative solutions to a problem</b>	<b>44%</b>	<b>41%</b>
<b>6. Revise your papers to improve your writing</b>	<b>43%</b>	<b>47%</b>
<b>7. Seek feedback on your academic work</b>	<b>38%</b>	<b>43%</b>
<b>8. Evaluate the quality or reliability of information you received</b>	<b>33%</b>	<b>34%</b>
<b>9. Explore topics on your own, even though it was not required for a class</b>	<b>23%</b>	<b>30%</b>
<b>10. Accept failure as part of the learning process</b>	<b>17%</b>	<b>20%</b>
<b>11. Look up scientific research articles and resources</b>	<b>15%</b>	<b>22%</b>

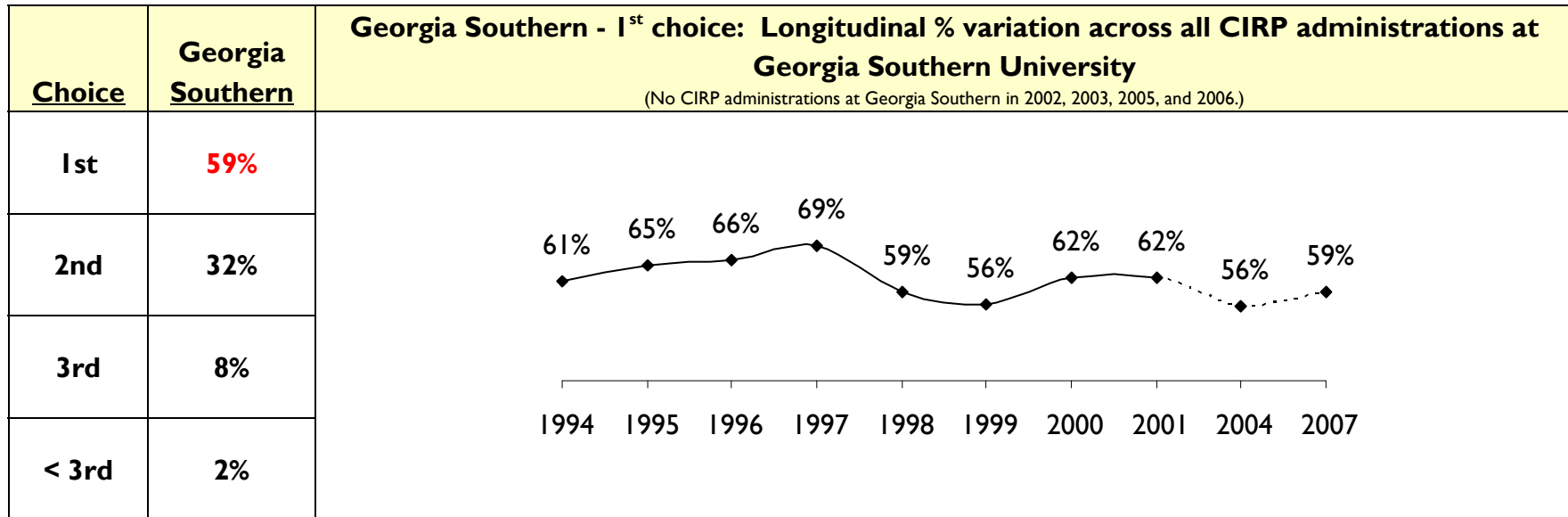
**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 639 – 642 across all 11 sub-items.

## College: Georgia Southern, Expectations, and Finances

- **Choosing Georgia Southern University**



Note. Number of Georgia Southern responses: 642

### Georgia Southern respondents

- **78% were accepted by their first-choice college**
- **25% did not apply to another college or university**
- **60% applied to 1 – 3 additional institutions**
- **91% Neither parents/legal guardians attended Georgia Southern University**
- **6% Mother/female legal guardian or Father/male legal guardian only attended Georgia Southern University**
- **3% Both parents/legal guardians attended Georgia Southern University**

Note. Number of Georgia Southern responses: ranged from 641- 643 for the bulleted items above.

• ***Very Important influences on respondents' decisions to attend Georgia Southern University***

(ranked according to descending Georgia Southern percentage values)

	<b>Georgia Southern</b>	<b>Norm Group</b>
1. I wanted to go to a school about the size of this college	<b>46%</b>	<b>40%</b>
2. This college has a good reputation for its social activities	<b>43%</b>	<b>33%</b>
3. The cost of attending this college	<b>43%</b>	<b>42%</b>
4. This college's graduates get good jobs	<b>39%</b>	<b>51%</b>
5. A visit to campus	<b>39%</b>	<b>43%</b>
6. This college has a very good academic reputation	<b>37%</b>	<b>60%</b>
7. I was offered financial assistance	<b>34%</b>	<b>32%</b>
8. This college's graduates gain admission to top graduate/professional schools	<b>21%</b>	<b>30%</b>
9. I wanted to live near home	<b>16%</b>	<b>17%</b>
10. Information from a website	<b>14%</b>	<b>17%</b>
11. Could not afford first choice	<b>13%</b>	<b>9%</b>
12. My parents wanted me to come here	<b>10%</b>	<b>12%</b>
13. Rankings in national magazines	<b>10%</b>	<b>15%</b>
14. Not offered aid by first choice	<b>9%</b>	<b>6%</b>
15. I was admitted through an Early Action or Early Decision program	<b>9%</b>	<b>12%</b>
16. High school counselor advised me	<b>5%</b>	<b>8%</b>
17. I was attracted by the religious affiliation/orientation of the	<b>5%</b>	<b>4%</b>
18. My relatives wanted me to come here	<b>4%</b>	<b>4%</b>
19. The athletic department recruited me	<b>4%</b>	<b>8%</b>
20. My teacher advised me	<b>3%</b>	<b>6%</b>
21. Private college counselor advised me	<b>2%</b>	<b>2%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 607 – 625 across all 21 sub-items.

• **Academics**

**What is the highest academic degree that you intend to obtain?**

	<b>None</b>	<b>Associate</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Ph.D. , Ed.D.</b>	<b>M.D., D.O., D.D.S., D.V.M.</b>	<b>J.D.</b>	<b>Other</b>
<b>At any college</b>	1%	0%	22%	48%	17%	7%	4%	1%
<b>At Georgia Southern</b>	4%	4%	66%	23%	2%	n/a	n/a	1%

Note. Number of Georgia Southern responses: At any college: 559 At Georgia Southern: 396.

**Do you feel you will need any special tutoring or remedial work?**

(ranked according to descending Georgia Southern percentage values)

<b>Subject Areas</b>	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Mathematics</b>	<b>26%</b>	<b>22%</b>
<b>2. Writing</b>	<b>19%</b>	<b>9%</b>
<b>3. Science</b>	<b>14%</b>	<b>10%</b>
<b>4. English</b>	<b>12%</b>	<b>7%</b>
<b>5. Foreign Language</b>	<b>8%</b>	<b>12%</b>
<b>6. Social Studies</b>	<b>5%</b>	<b>3%</b>
<b>7. Reading</b>	<b>4%</b>	<b>4%</b>

Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 644

• **Distance from home to Georgia Southern University**

Distance (miles)	Georgia Southern	Norm Group	More than 100 miles from home to Georgia Southern University: Longitudinal % variation across all CIRP administrations at Georgia Southern University (No CIRP administrations at Georgia Southern in 2002, 2003, 2005, and 2006.)																						
≤ 5	5%	3%	<table border="1"> <caption>Longitudinal % variation across all CIRP administrations at Georgia Southern University</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>1994</td><td>75%</td></tr> <tr><td>1995</td><td>76%</td></tr> <tr><td>1996</td><td>73%</td></tr> <tr><td>1997</td><td>66%</td></tr> <tr><td>1998</td><td>68%</td></tr> <tr><td>1999</td><td>68%</td></tr> <tr><td>2000</td><td>69%</td></tr> <tr><td>2001</td><td>70%</td></tr> <tr><td>2004</td><td>70%</td></tr> <tr><td>2007</td><td>75%</td></tr> </tbody> </table>	Year	Percentage	1994	75%	1995	76%	1996	73%	1997	66%	1998	68%	1999	68%	2000	69%	2001	70%	2004	70%	2007	75%
Year	Percentage																								
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1999	68%																								
2000	69%																								
2001	70%																								
2004	70%																								
2007	75%																								
6-10	1%	4%																							
11-50	9%	22%																							
51-100	11%	18%																							
101-500	71%	40%																							
> 500	4%	13%																							

Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 636

• **College Expectations**

Respondent estimates chances are *Very Good* that he/she will:

(ranked according to descending Georgia Southern percentage values)

	<b>Georgia Southern</b>	<b>Norm Group</b>
<b>1. Make at least a "B" average</b>	<b>69%</b>	<b>58%</b>
<b>2. Socialize with someone of another racial/ethnic group</b>	<b>63%</b>	<b>63%</b>
<b>3. Be satisfied with your college</b>	<b>49%</b>	<b>53%</b>
<b>4. Participate in student clubs/groups</b>	<b>38%</b>	<b>43%</b>
<b>5. Get a job to help pay for college expenses</b>	<b>35%</b>	<b>43%</b>
<b>6. Have a roommate of different race/ethnicity</b>	<b>35%</b>	<b>28%</b>
<b>7. Join a social fraternity or sorority</b>	<b>23%</b>	<b>8%</b>
<b>8. Participate in a study abroad program</b>	<b>22%</b>	<b>24%</b>
<b>9. Participate in volunteer or community service work</b>	<b>21%</b>	<b>24%</b>
<b>10. Communicate regularly with your professors</b>	<b>21%</b>	<b>34%</b>
<b>11. Transfer to another college before graduating</b>	<b>18%</b>	<b>7%</b>
<b>12. Change career choice</b>	<b>14%</b>	<b>13%</b>
<b>13. Play varsity/intercollegiate athletics</b>	<b>14%</b>	<b>19%</b>
<b>14. Change major field</b>	<b>13%</b>	<b>13%</b>
<b>15. Need extra time to complete your degree requirements</b>	<b>12%</b>	<b>6%</b>
<b>16. Seek personal counseling</b>	<b>6%</b>	<b>7%</b>
<b>17. Work full-time while attending college</b>	<b>5%</b>	<b>7%</b>
<b>18. Participate in student government</b>	<b>4%</b>	<b>6%</b>
<b>19. Participate in student protests or demonstrations</b>	<b>3%</b>	<b>5%</b>

**Red**-highlighted values indicate highest comparative percentage value between groups.

**Yellow** highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: ranged from 608 – 619 across all 19 items.

- **Parental Involvement**

How involved were your parents (or legal guardians) in your:

	<u>Too little</u>	<u>Right amount</u>	<u>Too much</u>
<b>1. Decision to go to college</b>	5%	<b>82%</b>	<b>13%</b>
<b>2. Application(s) to college</b>	15%	74%	11%
<b>3. Decision to go to Georgia Southern</b>	14%	79%	7%
<b>4. Dealings with officials at Georgia Southern</b>	16%	77%	7%
<b>5. Choosing college courses</b>	<b>21%</b>	74%	5%
<b>6. Choosing college activities</b>	19%	76%	6%

**Note.** The red-highlighted values in this table represent highest percentage values *per column*.  
 Note. Number of Georgia Southern responses: ranged from 639 – 642 across all 6 sub-items.

• **Financing College Education**

**Do you have any concern about your ability to finance your college education?**

- **None (I am confident that I will have sufficient funds) 47%**
- **Some (but I probably will have enough funds) 47%**
- **Major (not sure I will have enough funds to complete college) 6%**

Note. Number of Georgia Southern responses: 638

**How much of your first year's educational expenses do you expect to cover from:**

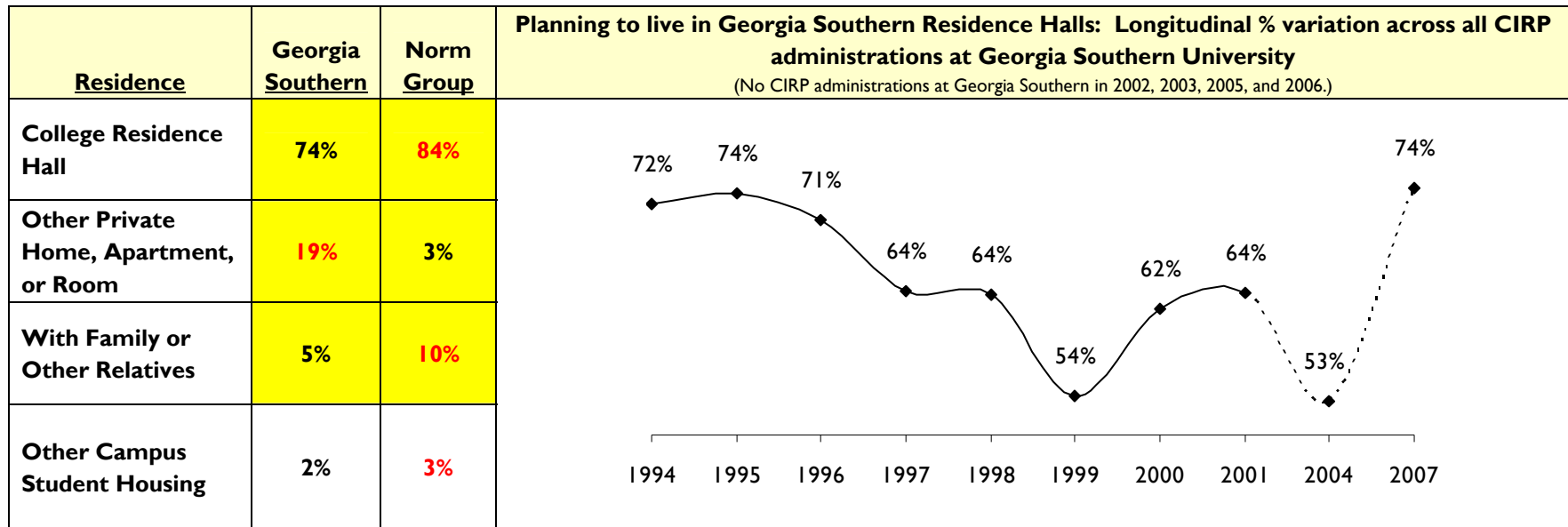
	<b>None</b>	<b>&lt; \$1,000</b>	<b>\$1,000 to 2,999</b>	<b>\$3,000 to 5,999</b>	<b>\$6,000 to 9,999</b>	<b>≥ \$10,000</b>
<b>1. Family resources (parents, relatives, spouse, etc.)</b>	17%	15%	<b>25%</b>	21%	10%	13%
<b>2. My own resources (savings from work, work-study, other income)</b>	<b>46%</b>	33%	17%	4%	1%	0%
<b>3. Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)</b>	<b>33%</b>	8%	24%	24%	7%	3%
<b>4. Aid which <u>must</u> be repaid (loans, etc.)</b>	<b>62%</b>	4%	11%	16%	3%	4%
<b>5. Other than above</b>	<b>97%</b>	1%	0%	1%	0%	1%

**Note.** The red-highlighted values in this table represent highest percentage values per row.

Note. Number of Georgia Southern responses: 644 for all 5 sub-items

• **Planned Residence for Fall 2007**

(ranked according to descending Georgia Southern percentage values)



Red-highlighted values indicate highest comparative percentage value between groups.

Yellow highlights indicate group differences of at least 5%.

Note. Number of Georgia Southern responses: 643

## CONCLUSION

The CIRP Freshman Survey continues to be a rich source of information on the characteristics of the University's freshmen, providing a broad range of baseline data on its first-time, full-time freshmen, including: demographic characteristics; expectations of the college experience; high school experiences; degree goals and career plans; college finances; attitudes, values, and life goals; and reasons for attending college. Not only can these baseline data be compared to those from other participating institutions, their utility can be extended by merging with data from other sources such as the *National Survey of Student Engagement* to yield an even richer database on student characteristics and behaviors that are related to engagement in educationally meaningful activities and practices during the first year at Georgia Southern University.

## **Appendix A. CIRP 2007 Survey Questionnaire (Attached)**

## **Appendix B. CIRP 2007 Institutional Summary Report for Georgia Southern University (Attached)**