

# Research Reports

Institutional Assessment  
Boise State University

## *A Profile of Fall 2003 First-Time-In-College Students*

Research Report 2004-04

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### ABSTRACT

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In order to either modify new students' first-year experiences or to predict who will return based on their experiences and characteristics, we must first know what those experiences are. This report summarizes information that was gathered on Fall 2003 first-time-in-college (FTIC) students. The information was gathered from the university's student information system and supplemented with results of a web-based survey that 36% of the class took. Information included demographics, course enrollments and instructors, financial aid, admissions scores, reasons for coming to Boise State and likelihood of returning, how students spent their time, use of drugs and alcohol, commitment to their education, interpersonal relationships, social integration into university life, grades and study practices, perceptions of campus climate, and satisfaction with first semester experiences. Among the findings:

- Most students were female (55%), white non-Hispanic (77%), and single (64%) with an average age of 22. Over 75% enrolled for 12 or more credits their first semester.
- Boise State was the first choice of 71% of the new students. Academics was the main reason for choosing Boise State (selected by 69%) but convenience was also important (53%).
- Over 90% planned to return to Boise State, mainly for reasons of convenience.
- Most (84%) received some form of financial aid, with over half receiving some Promise scholarship money and a third some federal grant funds. A majority of students, however, still had financial needs, even with the financial aid they received.
- Over 70% of first-time-in-college (FTIC) students who were commuters spent five hours or less each week on campus. Eighty percent of new students lived off-campus.
- Most students (72%) spent time each week working, with 40% working more than 20 hours per week.
- Most students consumed neither alcohol (65%) nor drugs (96%) in a typical week. However, of those who did use them, 40% reported consuming four or more drinks in a day or using drugs four or more times in the week.

- Less than half of students surveyed reported meeting with an advisor or using their professors' office hours.
- While 90% of new students knew some students in their classes, few students participated in the social life of the university by belonging to student organizations (only 20% of the group) or participating in school sponsored activities (only 25% of the group). Over 60% of students did not feel a part of campus life.
- While most students reported attending class and taking notes, about 40% reported that their study time was either never or only occasionally effective.
- The average GPA for new students at the end of the fall term was 2.17, with almost two-thirds attaining a GPA above 2.0 and one-third attaining a GPA above 3.0. Students' estimates of their GPAs tended to be overly optimistic, and 12% indicated that they had no idea what their grades would be.
- The most popular courses were ENGL 101 (taken by more than 60% of new students), PSYC 101 (35%) and COMM 101 (25%). Rounding out the five most popular courses were MATH 108 and MATH 25, taken by 17% of new students.
- The most difficult course for new students was MATH 108, where 73% of new students received a grade of "D", "F", or "W." PHYS 100 and MATH 25 also were in the top three courses in difficulty with rates of 69% and 67% respectively.
- Most students were enrolled in at least one course with fewer than 50 students. Only 5% of part-time and 1% of full-time students enrolled solely in large classes.
- Most students enrolled mainly or solely in core courses. Only 2% of students were taught solely by full-time faculty compared to 26% taught solely by adjuncts. Part-time students were more likely to have only adjuncts as instructors compared to full-time students (46% vs. 20%).
- With heavy enrollments at the lower division and late registration appointments for many new students, many were frustrated about getting into classes that they wanted. Only 29% agreed that courses were available at times that they wanted, and only 39% agreed that it was easy to enroll in the classes that they wanted.
- Many students were unaware of the services offered to them by Boise State. However, students enrolled in UNIV 101, a course designed in part to introduce students to the university, were significantly more likely to know about available services.
- While over 70% thought that faculty treated them with respect and provided a high quality of instruction, only half were comfortable talking to their instructors outside of class or thought their professors cared whether or not they succeeded academically.
- Almost all students thought they would select Boise State again if starting over. Only 3% said that it was not at all likely that they would select Boise State again.

The profile that emerges of the Fall 2003 class is one that is busy and engaged in attempting to meet multiple priorities. They are at Boise State in part because of the education and in part because it is convenient to them. They are generally pleased with the institution, despite the fact that they had difficulty getting classes and are being taught largely by adjunct faculty. The size of the institution, however, may create a difficulty for some. Study skills, time on campus, and knowledge of services are among the areas that showed some weakness.

The variables detailed in this report will next be linked to the likelihood of continued enrollment in the spring and fall 2004 semesters. While this report provides at least a partial portrait of our

new students, the succeeding reports will hopefully highlight the areas where we should focus in order to improve student retention.

# A PROFILE OF FALL 2003 FIRST-TIME-IN-COLLEGE STUDENTS<sup>1</sup>

Understanding students' first year experiences when they enroll in college can be a difficult but important task for administrators and faculty. Large institutions such as Boise State University can have an especially difficult time due to their somewhat impersonal nature. Yet understanding the first-year experience is a critical first step before initiating changes, especially those designed to improve student retention.

This report summarizes information that was gathered on Fall 2003 first-time-in-college (FTIC) students. The focus was on information which might possibly relate to student retention. Several methods were used to gather this information. One was to utilize our PeopleSoft system to gather information on students' course enrollments and instructors, financial aid, admissions index scores (if available), and basic demographics. Other information was gathered through an on-line survey which all FTIC students were asked to complete.

## **Who was included in the study?**

The Fall 2003 class included 1,777 students identified by the Registrar's office as first-time-in-college and seeking an academic degree. Students in Applied Technology programs were excluded from the analysis.

All of these students were sent an e-mail toward the end of October and asked to complete an on-line survey about their first-semester experiences. By the end of the semester, 845 responses were obtained. However, when duplicate responses were eliminated, 634 unique surveys were available for further analysis. Thus, the survey response rate was 36%.

To ascertain if survey respondents differed from non-respondents, a small group (N=20) was contacted by phone and asked a subset of 10 survey questions considered likely to relate to retention. No significant differences were found for seven of the items (experience fulfilled expectations, commitment to degree has increased, hours worked per week, feel part of campus life, use professor's office hours, class attendance, and plans to return). However, non-respondents were more likely to be undecided about their major, to recommend Boise State or a friend of family member, and to have no idea what their GPA might be at the end of the semester.

A further analysis using PeopleSoft data indicated that students who responded to the survey had more credits, a higher first semester GPA, higher admission index scores, and were more likely to be female. No significant differences were found by age and ethnicity.

## **What was in the survey of first-semester experiences?**

The major purpose of developing a survey of first-semester experiences was to gain information that might relate to retention that we were unable to get through the university's information

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<sup>1</sup> I am grateful to everyone who helped me obtain the data summarized in this study. In particular, I would like to thank the students of PSYC 421 who learned about survey development and administration while helping me with this project, David Tolman who explained some of the intricacies of the financial aid system, and Chris Collins who always responded to my questions on how to get some of the instructor, student, and course data out of the PeopleSoft system. In addition, thanks to Annie Abraham, my graduate assistant, who toiled diligently to capture and summarize a variety of data from the PeopleSoft system.

system. To develop the survey, a variety of individuals and groups were first asked to indicate what attitudes, experiences, characteristics etc. they thought would be related to student success and retention. Students enrolled in PSYC 421, Psychological Measurement, took this information and conducted a literature review before developing the final survey in conjunction with the author. Besides some additional demographic information, the survey covered: reasons for coming to Boise State, likelihood of returning, how students spent their time, use of drugs and alcohol, commitment to their education, interpersonal relationships, social integration into university life, grades and study practices, campus climate, and satisfaction with first semester experiences.

In addition, the 11 items from the Hope Scale were included with the survey. This instrument measures students' willpower (or Agency) to pursue their goals and their Waypower (or Pathways) to develop a variety of paths to reach those goals. Prior studies (Pattengale, 2002; Snyder et al., 2002) indicated that responses were related to retention.

## **RESULTS**

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### **Demographic Information**

About 55% of all FTIC students were female, and 77% indicated that they were white non-Hispanic students. The next largest ethnic group was Hispanic at 7%; however, even more students (10%) declined to identify their ethnic background. Almost 90% listed Idaho as the state of their permanent address. Survey results indicated that most students (64%) were single, while 12% were married and 5% were divorced.

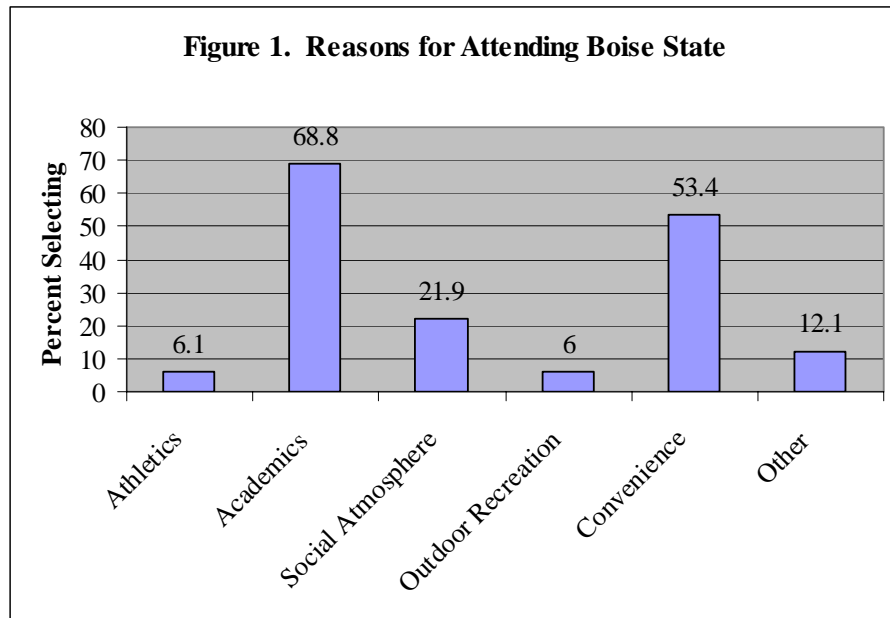
A majority of students (65%) were under 21; the average age was 22. One in five (or 20%) lived on campus, while 5% had a job on campus. Most students enrolled full-time at the university; only 13% took fewer than nine credits (the number required for financial aid) and only 23% took fewer than 12 credits (the number typically used to indicate full-time status). The most frequently listed major was "undecided," selected by 29% of the new students. The next most popular major was pre-nursing, selected by 8%.

Students under the age of 21 are required to submit either ACT or SAT scores and their high school transcripts in order to determine their eligibility for admission. Using a prediction equation that weighs high school GPA approximately twice as heavily as test scores, an admissions index score is calculated for each student. About 63% of Fall 2003 FTIC students had an admissions index score. The average score was 47 with a standard deviation of 16.3. The average high school GPA was 3.2 with an average ACT score of 21.

### **Reasons for Coming to Boise State**

Most (71%) of FTIC students who answered the survey indicated that Boise State was their first choice when selecting a college. Almost all (96.5%) of the survey respondents said they were here to obtain a degree. Those who did not plan to get a degree said that they were taking courses based on their personal interests (45%), to transfer elsewhere (35%), or to help with job skills (21%).

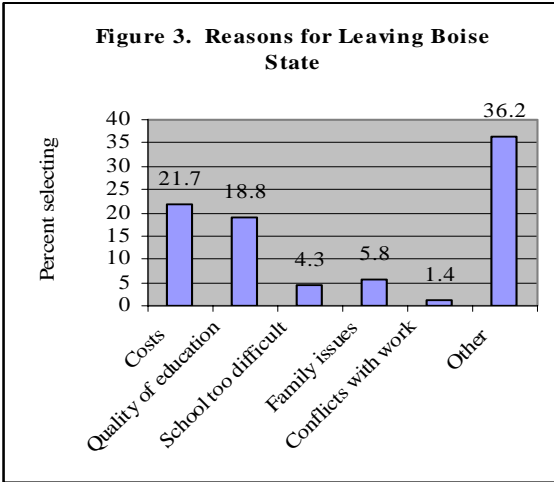
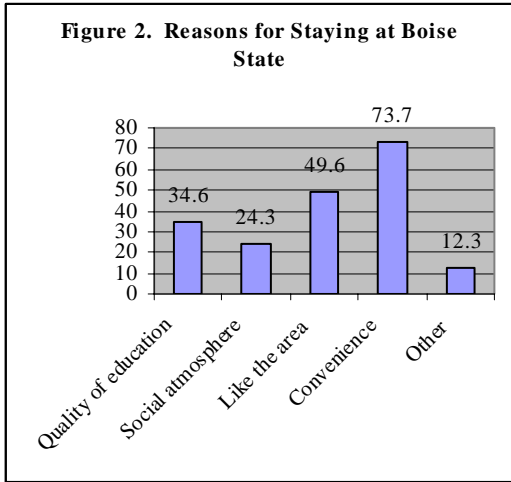
As shown by Figure 1 below, the main reason that students said that they chose to attend Boise State was because of academics. Convenience was the other major reason students enrolled.



### **Likelihood of Returning to Boise State**

Students were asked twice on the survey about their plans for staying at Boise State, and both times a strong majority indicated that they would return. When asked how likely it was that they would return next year, 73% said it was extremely or quite likely while 23% said it was moderately likely. Only 5% indicated that it was not at all likely that they would return. Later, when asked simply if they planned to return, 94% said that they did. Their main reason for returning was convenience (see Figure 2 below) followed by an affinity to the Boise area. Only 35% said they were returning because of the quality of education offered.

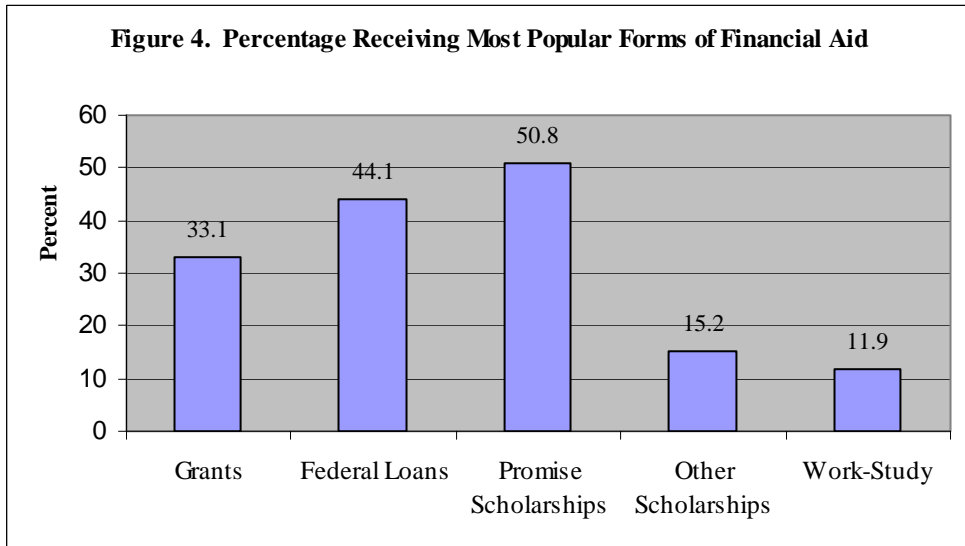
Those who were leaving had a variety of reasons for doing so, most of which did not fit comfortably into any of the categories provided. Most who selected “other” as the reason for leaving said they were transferring or moving out of state. Other reasons given by more than one student included bad roommate or dorm experiences, too many students, and just needing a break. Other reasons selected included quality of education offered and costs of education (see Figure 3).



**Financial Aid Information**

A large majority (84% or 1500) of new students received some form of financial aid. The amount of aid ranged from a low of \$164 to a high of \$20,453. The average aid package was close to \$5000. See details in Appendix A.

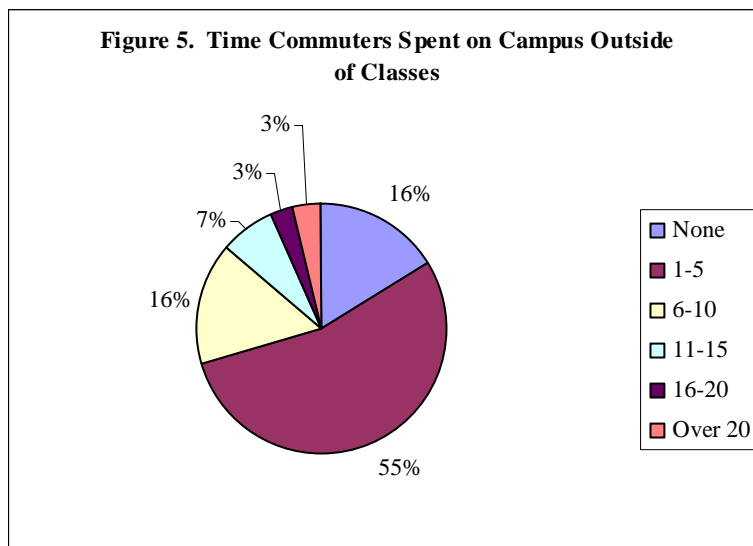
As shown by Figure 4, scholarships were the most common form of aid; 51% of FTIC students received Promise scholarships and 15% received other scholarship monies. Federal loans were the second most common form of aid with 44% of new students receiving monies in this form. Grants were the third most common form of aid; 33% of new students received a grant. Most (60% of all FTICs) still had financial needs, however, even after monies were awarded.



**How Students Spend Their Time**

With only 20% of FTIC students living on campus, commuting to campus can be a major challenge for students. Getting students to spend time on campus once they are there can be a major institutional challenge. Survey results indicated that students living off-campus spend an

average of four hours weekly commuting to campus. As shown by Figure 4, these students then hop in their cars and leave. Over 70% of FTIC students who are commuters spend five hours or less on campus, and 16% spend no time. Even when the students who are living on campus are added (see table in Appendix B), over half of new students still spend five hours or less on campus.



Students were also asked about the amount of time they spent sleeping, working and studying. Most (75%) reported that they received less than 8 hours of sleep a night. Most (72%) also spent at least some hours each week working, with 40% of new FTIC students working more than 20 hours per week. Not surprisingly, students were divided on whether or not they had enough time in the day to accomplish their tasks. While 32% thought they did not have enough time, 38% thought that they did. The remaining students (31%) were neutral.

The amount of time students spent studying varied widely, too. While about a quarter reported studying five hours or less per week, close to half (44%) reported studying more than ten hours. Of course, we would expect that students who carried more hours would spend more hours studying. However, the correlation between these two variables was only .17 and a review of the average number of hours carried for each five-hour increment in hours spent studying failed to show large changes. Evidently, the relationship between study time and credit load is moderated by other factors. See Appendix B tables for details.

**Drugs and Alcohol:**

Drugs and alcohol can play a prominent role in college student life. Thus, students were asked several questions about the extent of their use of drugs and alcohol. Most students (65%) said that they never consumed alcohol in a typical week, while an additional 22% reported consuming it only once a week. However, of those who do drink, 40% reported consuming four or more drinks per day when they did drink and almost 30% reported consuming five or more drinks. These figures dropped to 16% and 11% respectively when all survey respondents were included.

Even fewer students reported using drugs. Only 4% said that they used controlled substances for recreational purposes. For the few that do use drugs, 38% reported using drugs four or more times

per week, while 33% reported use of five or more times per week. See Appendix C for further details on both alcohol and drug use.

### **Commitment to Education:**

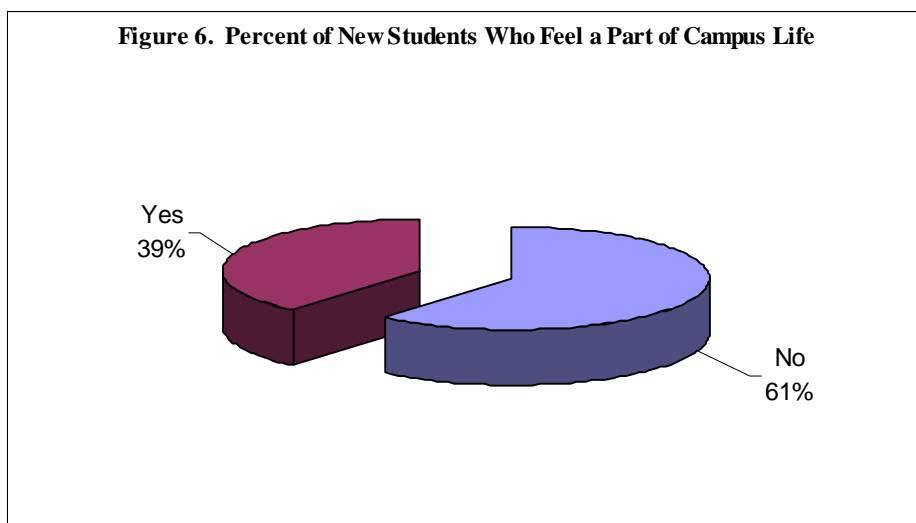
Hopefully, when students arrive at college their commitment to obtaining an education will only increase as they experience all the university has to offer. Almost 60% of FTIC students agreed their commitment had increased since enrolling, while only 8% disagreed.

There are several ways that students can demonstrate their commitment. These include understanding what they will need to do in order to graduate, taking an active part in their classes, and taking the initiative to meet with their advisors and professors. About 65% of the new students thought that they understood the requirements for their major, while only 10% indicated that they did not. In addition, only 5% of students said that they never contributed to class discussions. However, less than half (44%) had met with an advisor or used their professors' office hours. See Appendix D for details.

### **Interpersonal Relationships and Social Integration:**

One hypothesis is that students who are socially isolated on campus are less likely to continue at Boise State. Students were therefore asked about their relationships with family, friends, and others. Almost all students (89%) reported having a good relationship with their family, while 72% had close friends who lived nearby. When asked about their comfort level in talking to people whom they did not know (an indicator of ease in making new friends), 61% agreed that they were comfortable talking to strangers.

Students were also asked about their social integration on campus. While 90% indicated that they knew some students in their classes, social integration outside the classroom was low. Only 20% belonged to student or campus organizations, and only 25% participated in one or more school sponsored activities, though most (60%) said they were aware of campus organizations. On a more positive note, about two-thirds of FTIC respondents indicated that they attended campus athletic events at least occasionally. All in all, most new students indicated that they did not feel a part of campus life at Boise State (see Figure 6 below). For details, see Appendix E.



## **The Hope Scale**

The psychological components that compel students to either continue with their education or to leave the institution have been difficult to pin down. One area, however, has shown some promise. It has been hypothesized (Pattengale, 2002; Snyder et al., 2002) that students need hope in order to maintain a commitment to getting an education. The Hope Scale has been developed to measure two main components of hope. Four of the items measure willpower or agency and indicate goal commitment. Four other items measure “waypower” or the pathways that people think are available to them as they pursue those goals. Three additional items that are meant to be distractors complete the scale.

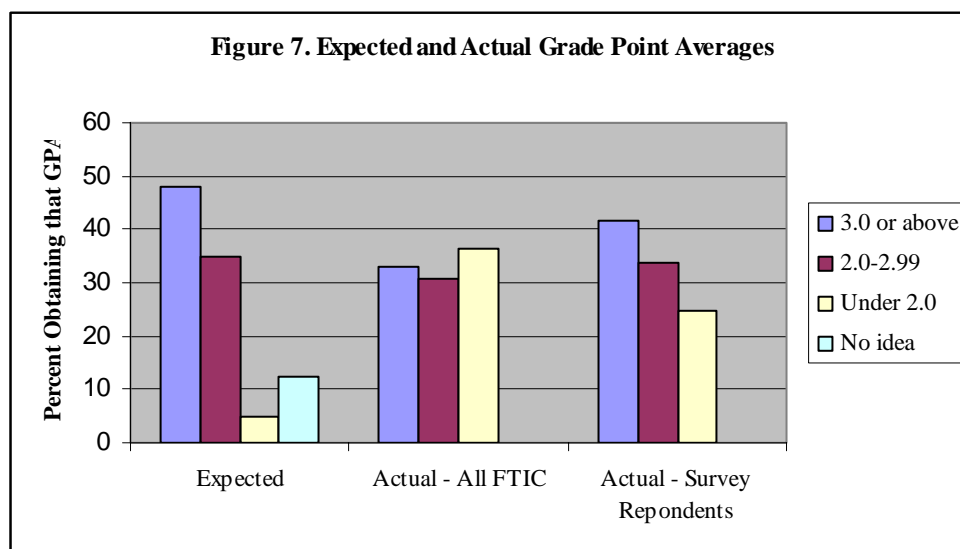
Generally, FTIC students had fairly high scores on both willpower and waypower (see Appendix F). The mean score ranged from 6.0 to 6.4 on an 8-point scale for both sets of items where higher scores meant the item was more true for them. Instead, worry was a bigger issue for students with a mean of 5.0 for “I worry about my health” and 5.5 for “I usually find myself worrying about something.”

## **Grades and Study Practices**

Class attendance, study methods, and notes are all important tools in helping students to succeed academically. Students who completed the survey almost universally reported that they attended class frequently (31%) or always (67%). They also took notes frequently (26%) or always (68%) and these notes typically helped them study. However, fewer read their textbooks frequently (38%) or always (21%).

About two-thirds of students at least occasionally studied with others—a tactic that has documented value in improving grades. Students could probably use some guidance in using their study time effectively since about 40% reported that their study time was never or only occasionally effective.

The average GPA for first-time-in-college students at the end of the fall semester was 2.17. Overall, 64.5% of the new students attained a GPA above 2.0 and 33% attained a GPA above 3.0. Generally, students’ actual GPAs were somewhat lower than their expectations, though survey respondents were more accurate in estimating their GPA compared to students in general (see Figure 7). Tables containing further information can be found in Appendix G.



## Course Enrollments

Sixteen courses were identified that had an enrollment of at least 100 new freshmen in the fall semester, making them the most popular courses for FTIC students to take. They are listed in Appendix H. By far, the most popular course was ENGL (English) 101, which was taken by more than 60% of new students. PSYC (Psychology) 101 and COMM (Communication) 101 were also quite popular, taken 35% and 25% of new students respectively. Brushing up on math skills was also popular, with 17% of new students enrolling in either MATH 108 or MATH 25 during their first semester at Boise State.

In what courses did new students struggle the most? In order to discover this, the number of D, F, or W grades for FTIC students was summed and compared to the total number of grades received by FTIC students.<sup>2</sup> In the following five courses, more than half of the new students enrolled received a grade of D, F, or W:

- MATH 108 (73% out of 304 enrolled)
- PHYS 100 (69% out of 16 enrolled)
- MATH 25 (67% out of 292 enrolled)
- UNIV 108 (54% out of 13 enrolled)
- ANTH 102 (52% out of 62 enrolled)

Clearly, the courses in mathematics that are designed to bring students to the level of college algebra are causing the most difficulty when the number enrolled and the percentage who are failing to progress are considered.

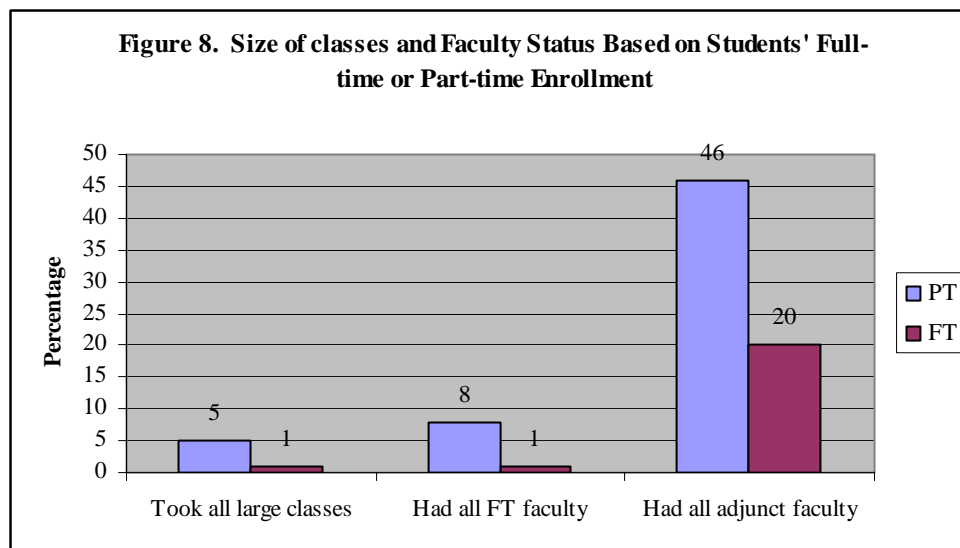
Note that both MATH 108 and MATH 25 are among the five most popular courses. For the other three most popular courses, students performed much better. In COMM 101, 11% had grades of D, F, or W, while 13% “failed” ENGL 101. PSYC 101 was somewhat harder with 24% of new students receiving grades of D, F, or W.

<sup>2</sup> Courses with fewer than 10 FTIC students were eliminated from the analysis.

Some research has indicated that new students who are enrolled in large courses or who are taught by part-time faculty (e.g., Schibik & Harrington, 2004) are at increased risk for leaving the institution. Certainly, faculty contact has been found to be related to academic success and persistence (e.g., Belcheir, 1997). At Boise State, however, only 2% of new students are enrolled solely in large classes (defined as an enrollment of 50 or more students). Part-time students are more likely to be enrolled solely in large classes than are full-time students (5% vs. 1%). It is likely that ENGL 101 enrollment contributes to this finding since enrollment is capped at 28 students in this course.

It is well-known that adjunct faculty are most likely to be teaching introductory and general education (core) courses. These are also the courses that new students are most likely to enroll in. Indeed, over one-fourth (26.5%) of new students enrolled solely in core courses. Again, part-time students were more likely to enroll solely in core courses compared to full-time students (45% vs. 21%).

Very few (2%) students were taught only by full-time faculty. Because they take fewer courses, part-time students were more likely to have only full-time faculty as their instructors compared to full-time students (8% vs. 1%). Instead, about one in four new students (26%) had only adjuncts as their instructors. Again, part-time students were more likely to have only adjuncts compared to full-time students (46% vs. 20%).

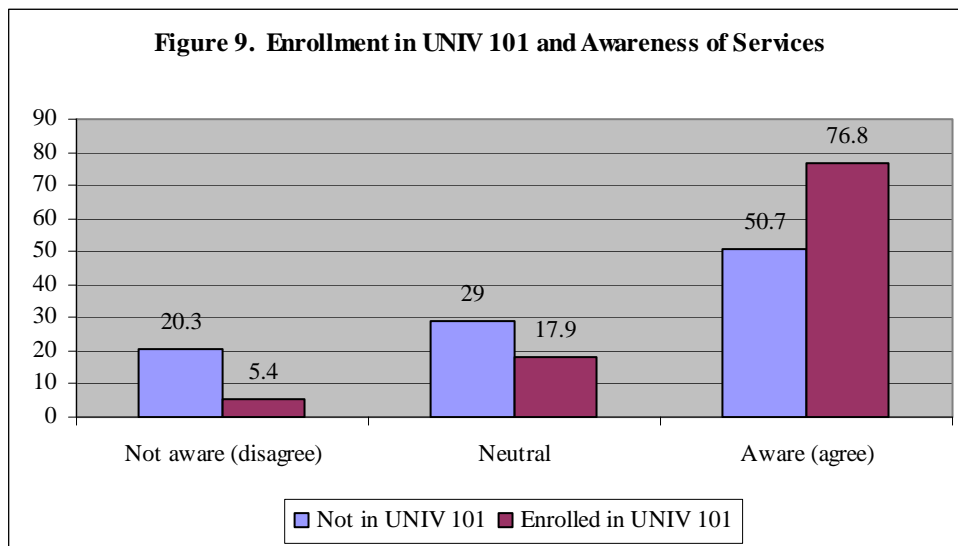


### **Campus Climate**

With our current enrollment crunch, it is not surprising that FTIC students expressed some frustration about getting into the classes that they wanted. Only 29% agreed that courses were available at times that they wanted, while 40% disagreed. Similarly, only 39% agreed that it was easy to enroll in the classes that they wanted, while 34% disagreed. Most (72%) felt that they were treated with respect by Boise State staff, though a sizeable minority (25%) felt that they were treated like a number by administrative staff.

New students often are not aware of the services offered to them by Boise State. Slightly over half agreed that they were aware of services, while almost 20% disagreed. Enrollment in UNIV 101, a

course designed in part to introduce students to the services available to them, was helpful in increasing students' knowledge of Boise State services (see Figure 9 below).



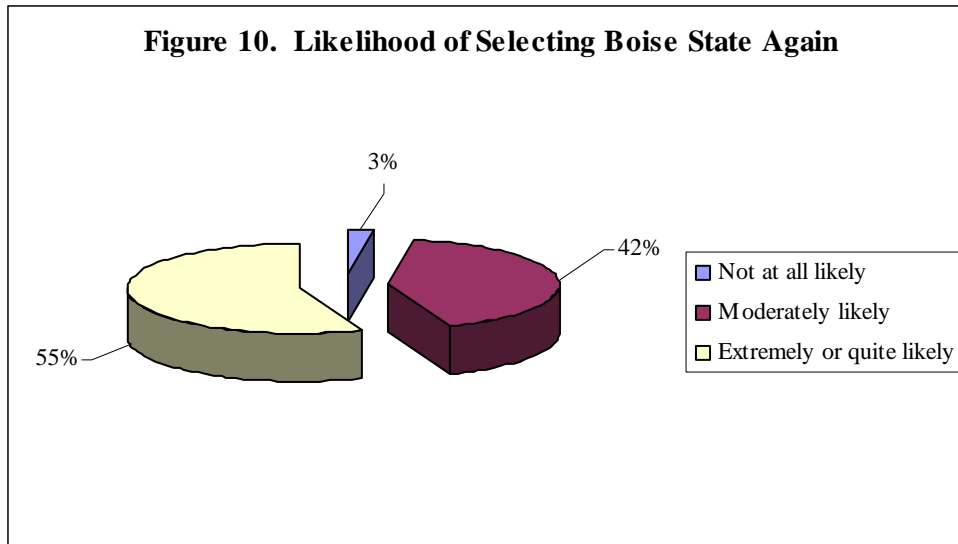
Feeling safe on campus is another issue that affects perceptions of the campus. While over 75% of students agreed that they felt safe on campus, differences emerged by sex. While virtually no male student disagreed that they felt safe, 7% of female students did. In addition, while 88% of males agreed they felt safe on campus (with the remaining 12% neutral), the figure was 77% for females with 20% neutral.

Besides administration, faculty are the other main way that students develop their perceptions of the campus. Most students (70%) agreed that faculty treated them with respect. About 60% thought that faculty were accessible outside of class if they needed support. Only half, however, were comfortable talking to their instructors outside of class or thought that their professors cared whether or not they succeeded academically. See details in Appendix I.

### **Satisfaction with Their First Semester Experiences**

Students who are satisfied with their college experience are more likely to return. Satisfaction, however, depends in part on what students expected from college. Over 80% of new students indicated that their first semester experience had met or exceeded their expectations. Looking at three critical areas where students interact with the university—financial aid, academic advising, and instruction—at least 80% of students rated the quality as average, good, or excellent in each area. Financial aid received the lowest ratings with 20% rating the services as “poor” or “below average” while 40% rated it as “good” or “excellent.” The quality of teaching received the highest ratings with only 6% rating it as “poor” or “below average” while almost 70% rated their instruction as “good” or “excellent.” Advising received ratings that fell in the middle with 46% rating it as “good” or “excellent.” See details in Appendix J.

Most students indicated that they were likely to select Boise State again. As shown by Figure 10 below, only 2.5% were not at all likely to select Boise State again. Similar percentages were found for the likelihood of recommending Boise State to a friend or family member.



## SUMMARY AND DISCUSSION

The purpose of this study was to provide a wealth of information that could be used both to better understand our first-time-in-college (FTIC) students and to relate that information to student retention and attrition. Information was gathered through the university's student information system and through an on-line survey that students were asked to complete. Those who completed the survey were likely to have higher admissions scores, to be registered for more credits, and to have earned higher first semester grades.

Boise State FTIC students fit the profile of the modern student attending a metropolitan university. Many were older (with an average age of 22) and 80% lived off-campus. One-third qualified for federal grants that are income-based. Most (72%) worked with 40% working more than 20 hours per week. However, only 5% worked on campus (though 12% received work-study funds).

The reasons for selecting Boise State also reflect the place-bound nature of our student body. While the top reason for attending Boise State was academics (chosen by almost 70%), the second reason was convenience (chosen by over half). When asked for their reasons that they would stay at Boise State, convenience jumped to the top of the list while quality of education dropped to third place behind liking the area.

Over half of new students spent less than five hours per week on campus outside of classes. Perhaps this helps to explain why less than half (44%) had met with an advisor or used their professors' office hours. In addition, only 20% belonged to student or campus organizations, and only 25% participated in school sponsored activities, which would also keep students on campus. Indeed, less than 40% agreed that they felt a part of campus life.

Professors have long suspected that the amount of time spent studying outside of class does not necessarily reflect the credit load that students are taking. In fact, number of credit hours (or number of courses) correlated only .17 with reported amount of time spent studying in an average

week. And it appears that students feel that they don't have enough time. Three-quarters reported getting less than eight hours of sleep per night, and only 13% agreed that they had enough time in the day to accomplish their tasks.

Students almost universally reported that they were attending class and taking notes that helped them study. Fewer, however, read their textbooks. In addition, about 40% reported that their study time was never or only occasionally effective. This could, of course, lead to academic difficulty.

Concluding that they were in academic difficulty and needed to take further steps to improve their grades came too late for a number of new students. While 65% finished their first semester with a GPA of 2.0 or better, 35% did not. In fact, when asked during the fall semester what they expected their grades to be, 12% had no idea, despite the fact that the mid-point of the semester had already passed.

Math courses caused the most difficulty for FTIC students, despite their popularity. In MATH 108, 73% of new students received a grade of "D," "F," or "W." In MATH 25, the figure was 67%. Both of these courses were in the top five in terms of enrollment, though ENGL 101, PSYC 101 and COMM 101 had more enrollments overall than did Math.

Students typically start their academic careers by enrolling in general education courses—many of which are large and taught by adjunct faculty. Probably due to the enrollment caps in the popular courses ENGL 101 and COMM 101, only 2% of new students exclusively had classes where the enrollment was over 50. However, about one-fourth of new students were taught solely by adjunct faculty. Part-time students were more likely to have only adjuncts compared to full-time students (46% vs. 20%).

New students also register later than most. With reduced faculty and budget and climbing enrollment, getting into desired classes can be difficult. Only about 30% of new students agreed that courses were available at times that they wanted, while 40% disagreed. Similarly, only 40% agreed it was easy to enroll in the classes they wanted.

Boise State is a large institution, especially when compared to what many students have been used to. This size led about 25% of students to feel that they were treated like a number by administrative staff. In addition, only about half indicated that they were aware of the services available to them at Boise State. However, students who enrolled in UNIV 101 were more aware of services. Size may also have been a factor that led only half of the new students to feel comfortable talking to their professors outside of class or feel their professors cared whether or not they succeeded academically.

Still, almost all (97%) new students thought it was moderately or quite likely that they would select Boise State again. Satisfaction levels were generally high. The quality of teaching received the highest satisfaction rating with almost 70% rating the quality of instruction as "good" or "excellent." In addition, over 80% of new students thought their first semester experiences had met or exceeded their expectations.

The profile that emerges of the Fall 2003 class is one that is busy and engaged in attempting to meet multiple priorities. They are at Boise State in part because of the education and in part

because it is convenient to them. They are generally pleased with the institution, despite the fact that they had difficulty getting classes and are being taught largely by adjunct faculty. The size of the institution, however, may create a difficulty for some. Study skills, time on campus, and knowledge of services are among the areas that showed some weakness.

The variables detailed in this report will next be linked to the likelihood of continued enrollment in the spring and fall 2004 semesters. While this report provides at least a partial portrait of our new students, the succeeding reports will hopefully highlight the areas where we should focus in order to improve student retention.

## Appendix A. Financial Aid Information

### Types and amounts of financial aid awarded

Type of Aid	Number Receiving	Minimum Award	Maximum Award	Mean Award	Standard Deviation
Benefits thru Voc Rehab, etc.	84	\$150	\$11,500	\$3277	\$2617
Grants	589	\$114	\$5850	\$2763	\$1348
Federal Loans	784	\$54	\$13,800	\$3780	\$2224
Other loans	31	\$500	\$13,778	\$4941	\$3304
Veterans' benefits	17	\$1410	\$6680	\$4342	\$1767
Work-Study	212	\$99	\$4321	\$2893	\$1211
Promise scholarships	903	\$250	\$500	\$483	\$63
Other Scholarships	270	\$100	\$14,000	\$1558	\$1676
Athletics award	36	\$400	\$17,870	\$10,366	\$5343
Non-resident waivers	90	\$2547	\$6720	\$5729	\$1061
Still has financial need after award(s)	1064	\$.50	\$32,953	\$6112	\$4615

## Appendix B. How Students Spend Their Time:

**If you live off campus, how many per week do you spend on campus,  
outside of classes?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	76	4.3	12.4	12.4
	1-5	251	14.1	41.1	53.5
	6-10	74	4.2	12.1	65.6
	11-15	35	2.0	5.7	71.4
	16-20	15	.8	2.5	73.8
	20+	160	9.0	26.2	100.0
	Total	611	34.4	100.0	
Missing	System	1166	65.6		
Total		1777	100.0		

**On average, how many hours of sleep do you get each night?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 or less	15	.8	2.4	2.4
	5	94	5.3	15.3	17.7
	6	160	9.0	26.0	43.7
	7	192	10.8	31.2	75.0
	8	117	6.6	19.0	94.0
	9	29	1.6	4.7	98.7
	10 or more	8	.5	1.3	100.0
Total	615	34.6	100.0		
Missing	System	1162	65.4		
Total		1777	100.0		

**How many hours do you work per week?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	171	9.6	27.9	27.9
	1-10	60	3.4	9.8	37.6
	11-20	139	7.8	22.6	60.3
	21-30	131	7.4	21.3	81.6
	31-40	70	3.9	11.4	93.0
	41+	43	2.4	7.0	100.0
	Total	614	34.6	100.0	
Missing	System	1163	65.4		
Total		1777	100.0		

**I find I have enough time in the day to accomplish my tasks.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	2.5	7.4	7.4
	Disagree	148	8.3	24.3	31.6
	Neutral	188	10.6	30.8	62.5
	Agree	208	11.7	34.1	96.6
	Strongly Agree	21	1.2	3.4	100.0
	Total	610	34.3	100.0	
Missing	System	1167	65.7		
Total		1777	100.0		

**Average number of hours per week I spend studying for all my classes this semester**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	.3	1.0	1.0
	1-5	139	7.8	23.0	24.0
	6-10	195	11.0	32.3	56.3
	11-15	128	7.2	21.2	77.5
	16-20	67	3.8	11.1	88.6
	21-25	35	2.0	5.8	94.4
	25+	34	1.9	5.6	100.0
	Total	604	34.0	100.0	
Missing	System	1173	66.0		
Total		1777	100.0		

**Credits Taken By Average number of hours per week I spend studying for all my classes this semester**

		Average number of hours per week spent studying							Total
		None	1-5	6-10	11-15	16-20	21-25	25+	
Credits taken	less than 6	1	4	1	0	1	0	0	7
	6-8	0	13	10	4	2	1	2	32
	9-11	0	16	15	7	2	2	1	43
	12-14	4	79	111	67	37	18	21	337
	15 or more	1	27	58	50	25	14	10	185
Total		6	139	195	128	67	35	34	604

### Average Number of Credits Taken Based on Hours Spent Studying

Number of credits taken in Fall 2003

Hours spent studying	Mean	N	Std. Deviation	Minimum	Maximum
None	12.00	6	4.147	4	16
1-5	12.08	139	3.153	3	19
6-10	13.11	195	2.603	3	19
11-15	13.84	128	2.731	6	23
16-20	13.61	67	2.564	3	18
21-25	13.77	35	2.680	6	19
25+	13.38	34	2.487	6	18
Total	13.12	604	2.839	3	23

## Appendix C: Drugs and Alcohol

### How often do you consume alcohol in a typical WEEK?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	399	22.5	65.1	65.1
	Once per week	134	7.5	21.9	86.9
	Twice weekly	51	2.9	8.3	95.3
	Three times weekly	18	1.0	2.9	98.2
	Four times weekly	7	.4	1.1	99.3
	Five or more times weekly	4	.2	.7	100.0
	Total	613	34.5	100.0	
Missing	System	1164	65.5		
Total		1777	100.0		

### How many alcoholic drinks do you typically consume PER DAY when you drink? (Includes All Respondents)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	360	20.3	58.6	58.6
	1	53	3.0	8.6	67.3
	2	44	2.5	7.2	74.4
	3	58	3.3	9.4	83.9
	4	29	1.6	4.7	88.6
	5+	70	3.9	11.4	100.0
Total		614	34.6	100.0	
Missing	System	1163	65.4		
Total		1777	100.0		

### How many alcoholic drinks do you typically consume PER DAY when you drink? (Includes Only Those Who Drink)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	3.3	3.3	3.3
	1	42	19.6	19.6	22.9
	2	31	14.5	14.5	37.4
	3	48	22.4	22.4	59.8
	4	23	10.7	10.7	70.6
	5+	63	29.4	29.4	100.0
Total		214	100.0	100.0	

**Do you use controlled substances for recreational purposes:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	589	33.1	96.4	96.4
	Yes	22	1.2	3.6	100.0
	Total	611	34.4	100.0	
Missing	System	1166	65.6		
Total		1777	100.0		

**If you use controlled substances, how many times per week do you use them? (All Respondents)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	587	33.0	96.1	96.1
	1	10	.6	1.6	97.7
	2	3	.2	.5	98.2
	3	1	.1	.2	98.4
	4	1	.1	.2	98.5
	5+	9	.5	1.5	100.0
	Total	611	34.4	100.0	
Missing	System	1166	65.6		
Total		1777	100.0		

**If you use controlled substances, how many times per week do you use them? (Only Respondents Who Use Drugs)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.8	4.8
	1	9	40.9	42.9	47.6
	2	3	13.6	14.3	61.9
	4	1	4.5	4.8	66.7
	5+	7	31.8	33.3	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

## Appendix D: Commitment to Education

**My commitment to completing my degree has increased since starting school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	.6	1.7	1.7
	Disagree	38	2.1	6.0	7.8
	Neutral	212	11.9	33.7	41.5
	Agree	252	14.2	40.1	81.6
	Strongly Agree	116	6.5	18.4	100.0
	Total	629	35.4	100.0	
Missing	System	1148	64.6		
Total		1777	100.0		

**I understand the requirements for the major I am considering.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stongly Disagree	12	.7	1.9	1.9
	Disagree	53	3.0	8.5	10.4
	Neutral	162	9.1	25.9	36.3
	Agree	276	15.5	44.1	80.4
	Strongly Agree	123	6.9	19.6	100.0
	Total	626	35.2	100.0	
Missing	System	1151	64.8		
Total		1777	100.0		

**I contribute to class discussions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	29	1.6	4.6	4.6
	Occasionally	285	16.0	45.2	49.8
	Frequently	230	12.9	36.5	86.2
	Always	87	4.9	13.8	100.0
	Total	631	35.5	100.0	
Missing	System	1146	64.5		
Total		1777	100.0		

**I have met with an academic advisor.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	338	19.0	56.0	56.0
	Yes	266	15.0	44.0	100.0
	Total	604	34.0	100.0	
Missing	System	1173	66.0		
Total		1777	100.0		

**Do you use your professor's office hours?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	332	18.7	55.9	55.9
	Yes	262	14.7	44.1	100.0
	Total	594	33.4	100.0	
Missing	System	1183	66.6		
Total		1777	100.0		

## Appendix E: Interpersonal Relationships and Social Integration

### Interpersonal Relationships of New Students

	I have positive relationships with the members of my family.		I have close friends that live nearby		I am comfortable talking with people that I do not know	
	Count	%	Count	%	Count	%
Strongly Disagree	1	0%	28	5%	19	3%
Disagree	19	3%	59	10%	56	9%
Neutral	49	8%	84	14%	160	26%
Agree	169	28%	214	35%	268	44%
Strongly Agree	372	61%	224	37%	106	17%

### Do you belong to any student or campus organizations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	486	27.3	79.8	79.8
	Yes	123	6.9	20.2	100.0
	Total	609	34.3	100.0	
Missing	System	1168	65.7		
Total		1777	100.0		

### Do you know some of the students in your class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	60	3.4	9.8	9.8
	Yes	550	31.0	90.2	100.0
	Total	610	34.3	100.0	
Missing	System	1167	65.7		
Total		1777	100.0		

### How often do you attend campus athletic events?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	207	11.6	33.8	33.8
	Occasionally	265	14.9	43.3	77.1
	Frequently	111	6.2	18.1	95.3
	Always	29	1.6	4.7	100.0
	Total	612	34.4	100.0	
Missing	System	1165	65.6		
Total		1777	100.0		

**How many school sponsored activities are you currently participating in?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	451	25.4	74.2	74.2
	1	104	5.9	17.1	91.3
	2	39	2.2	6.4	97.7
	3	8	.5	1.3	99.0
	4	2	.1	.3	99.3
	5+	4	.2	.7	100.0
	Total	608	34.2	100.0	
Missing	System	1169	65.8		
Total		1777	100.0		

**Are you a member of a sorority or fraternity?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	588	33.1	96.2	96.2
	Yes	23	1.3	3.8	100.0
	Total	611	34.4	100.0	
Missing	System	1166	65.6		
Total		1777	100.0		

**Are you aware of the student and/or campus organizations available to you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	243	13.7	39.8	39.8
	Yes	368	20.7	60.2	100.0
	Total	611	34.4	100.0	
Missing	System	1166	65.6		
Total		1777	100.0		

**Do you feel a part of campus life at Boise State?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	372	20.9	61.1	61.1
	Yes	237	13.3	38.9	100.0
	Total	609	34.3	100.0	
Missing	System	1168	65.7		
Total		1777	100.0		

## Appendix F. The Hope Scale

### The Hope Scale Statistics

	Valid N	Mean	Std Deviation	Minimum	Maximum
Items that Measure Willpower or Agency					
I energetically pursue my goals	618	6.4	1.2	1	8
My past experiences have prepared me well for my future	617	6.2	1.7	1	8
I have been pretty successful in life	618	6.2	1.5	1	8
I meet the goals that I set for myself	619	6.0	1.3	1	8
Items that Measure Waypower or Pathways					
I can think of many ways to get out of a jam	619	6.1	1.4	1	8
There are lots of ways around any problem	611	6.1	1.6	1	8
I can think of many ways to get the things in life that are important to me	613	6.4	1.3	1	8
Even when others get discouraged, I know I can find a way to solve the problem	618	6.0	1.3	1	8
Additional Items					
I am easily downed in a argument	606	3.2	1.9	1	8
I worry about my health	610	5.0	2.2	1	8
I usually find myself worrying about something	618	5.5	2.0	1	8

## Appendix G. Study Practices and Expected GPA

### Study Practices

	Never		Occasionally		Frequently		Always	
	Count	%	Count	%	Count	%	Count	%
I attend class	1	0%	13	2%	185	31%	407	67%
I study with others	189	32%	284	47%	111	19%	15	3%
I use study-time effectively	24	4%	213	35%	279	46%	88	15%
I read my textbooks	32	5%	217	36%	229	38%	127	21%
I take notes in class	4	1%	37	6%	155	26%	408	68%
My notes help me study	16	3%	99	16%	198	33%	291	48%

### What do you expect your GPA to be this semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0 or above (mostly A's and B's)	282	15.9	48.1	48.1
	2.0-2.99 (mostly B's or C's)	204	11.5	34.8	82.9
	Under 2.0 (C's or less)	28	1.6	4.8	87.7
	I have no idea	72	4.1	12.3	100.0
	Total	586	33.0	100.0	
Missing	System	1191	67.0		
Total		1777	100.0		

### Fall Term GPAs obtained by FTIC Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0 or better	584	32.9	32.9	32.9
	2.0-2.99	543	30.6	30.6	63.5
	Below 2.0	648	36.5	36.5	100.0
	Total	1775	99.9	100.0	
Missing	System	2	.1		
Total		1777	100.0		

### Fall Term GPAs obtained by Survey Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0 or better	263	41.5	41.5	41.5
	2.0-2.99	214	33.8	33.8	75.2
	Below 2.0	157	24.8	24.8	100.0
	Total	634	100.0	100.0	



## Appendix H. Course Enrollments

### Enrollment in the Most Popular Courses for First Time in College Students

Course:	Not enrolled		Enrolled	
	Count	%	Count	%
ENGL 101	675	39.3%	1041	60.7%
PSYC 101	1107	64.5%	609	35.5%
COMM 101	1278	74.5%	438	25.5%
MATH 108	1412	82.3%	304	17.7%
MATH 25	1423	82.9%	293	17.1%
ART 100	1492	86.9%	224	13.1%
ENGL 90	1497	87.2%	219	12.8%
THEA 101	1538	89.6%	178	10.4%
POLS 101	1548	90.2%	168	9.8%
BIOL 227	1576	91.8%	140	8.2%
MUS 100	1587	92.5%	129	7.5%
ENGL 102	1590	92.7%	126	7.3%
BIOL 100	1592	92.8%	124	7.2%
HIST 111	1604	93.5%	112	6.5%
UNIV 101	1610	93.8%	106	6.2%
SOC 101	1614	94.1%	102	5.9%

## Appendix I. Campus Climate

### Administration and Campus Climate Items

		Courses are available at the times I want	It is easy to enroll in the classes I want	The staff at Boise State treat me with respect	I feel safe on campus	I am aware of services offered to me by Boise State	I feel as though I am treated like a number by the administrative staff.
Strongly Disagree	Count	72	73	12	7	23	48
	%	11.7%	11.9%	2.0%	1.1%	3.8%	8.0%
Disagree	Count	176	135	29	22	93	150
	%	28.6%	22.0%	4.7%	3.6%	15.2%	25.0%
Neutral	Count	191	165	133	108	171	254
	%	31.0%	26.8%	21.7%	17.6%	27.9%	42.3%
Agree	Count	162	201	326	313	245	116
	%	26.3%	32.7%	53.2%	51.1%	40.0%	19.3%
Strongly Agree	Count	15	41	113	163	81	33
	%	2.4%	6.7%	18.4%	26.6%	13.2%	5.5%

### Faculty and Campus Climate Items

		Faculty are accessible during hours other than class if you need support	My professors care that I succeed academically.	I am comfortable talking with my instructors out of class.	Faculty treat me with respect
Strongly Disagree	Count	14	19	14	6
	%	2.3%	3.1%	2.3%	1.0%
Disagree	Count	41	75	64	19
	%	6.8%	12.4%	10.6%	3.2%
Neutral	Count	184	201	151	155
	%	30.5%	33.3%	25.0%	25.8%
Agree	Count	305	234	291	325
	%	50.5%	38.7%	48.3%	54.2%
Strongly Agree	Count	60	75	83	95
	%	9.9%	12.4%	13.8%	15.8%

## Appendix J. Satisfaction with First Semester Experiences

**To what extent has your first college year experience fulfilled your expectations?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Far below Expectations	15	.8	2.4	2.4
	Below Expectations	88	5.0	13.9	16.2
	Met Expectations	359	20.2	56.6	72.9
	Above Expectations	150	8.4	23.7	96.5
	Far Above Expectations	22	1.2	3.5	100.0
	Total	634	35.7	100.0	
Missing	System	1143	64.3		
Total		1777	100.0		

### Faculty and Campus Climate Items

		The quality of financial aid services is:	The quality of academic advising is:	The quality of teaching is:
Poor	Count	42	34	5
	%	7.2%	5.6%	.8%
Below Average	Count	73	68	30
	%	12.5%	11.3%	4.9%
Average	Count	232	223	158
	%	39.7%	36.9%	25.8%
Good	Count	179	213	310
	%	30.6%	35.3%	50.6%
Excellent	Count	59	66	110
	%	10.1%	10.9%	17.9%

**How likely are you to recommend Boise State to a friend or family member?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	23	1.3	3.7	3.7
	Moderately	282	15.9	45.9	49.6
	Extremely or quite likely	310	17.4	50.4	100.0
	Total	615	34.6	100.0	
Missing	System	1162	65.4		
Total		1777	100.0		

**Overall, how likely would you be to select this College/University again?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	.9	2.5	2.5
	Moderately	264	14.9	41.8	44.3
	Extremely or quite likely	352	19.8	55.7	100.0
	Total	632	35.6	100.0	
Missing	System	1145	64.4		
Total		1777	100.0		