

**The American Freshman:
2004 National Norms with Eastern Michigan University (EMU) 2004
Freshmen Comparisons, Plus Special Reports on EMU's 2004 Fall
Freshmen with 2001 and 2003 Comparisons**

Executive Summary

This summary document is comprised of two separate parts on EMU's freshmen. The first part is based on the Higher Education Research Institute's *The American Freshmen National Norms for Fall 2004*. This part includes national norms taken from the Cooperative Institutional Research Program (CIRP) 2004 data from which national trends are developed and then compared with EMU's CIRP survey responses. The second part compares EMU's responses for selected questions for Enrollment Services, Academic Affairs, and Student Affairs for 2001, 2003 and 2004. In addition, comparisons are made with other 4-year public medium select colleges and with all 4-year public colleges

EMU's 2004 percentages are based on 1,911 first-time full-time freshmen responses from a total first-time in any college (FTIAC) population of 2,239 or 85 percent of the total FTIAC population. The 2003 percentages represent 1,772 Eastern freshmen or 71% of the total FTIAC population. The 2001 percentages represent 1,248 responses from a freshmen class of 2,800 or 44% of the total population. Statistically, these response rates have a +/- 3 percent sampling error. The complete Eastern Michigan 2004 freshmen report is attached to this document.

Who are Eastern Michigan University's freshman students?

The students who responded to the survey at EMU represent 85% of the total first-time full-time freshmen. (Residence hall students are over sampled in these percentages.) Eastern has fewer men and more women than the comparison groups, which is consistent with other surveys given to EMU's students. Eastern also has more African American students than the comparison groups. Approximately, 72 percent of the incoming freshmen live within 50 miles of EMU's main campus. This compares to 54 percent of freshmen at other 4-year public medium select universities. Family income for EMU freshmen is similar to other 4-year public medium select universities with approximately 40 percent reporting family income at \$75,000 or higher. The percentage of EMU freshmen with one or more parents with a college degree is slightly lower than freshmen in our comparison groups.

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
Men	34.6	36.9	39.3	42.2	44.5
Women	65.4	63.1	60.7	57.8	55.5
African American/Black	20.4	22.9	20.7	9.0	13.6
White/Caucasian	74.2	72.0	75.1	76.8	76.2
How many miles from college is your permanent home?					
0-50 miles	50.7	65.3	71.9	53.8	42.5
51-100 miles	21.9	18.6	15.8	17.6	18.0
Over 100 miles	16.6	16.1	12.4	28.7	39.6
Family income \$75,000 or higher	36.7	38.5	40.0	40.7	41.8
One parent has a college degree or higher	41.3	39.6	38.4	43.3	43.8
Family will fund first year college expenses (\$6,000 or higher)	23.7	26.4	31.0	30.5	28.9

The overall summary data from the 2004 CIRP survey suggests that Eastern Michigan University's freshmen responses are similar to freshmen attending other four-year public medium selective colleges and universities, all four-year public colleges and the national norms.

The following are some examples of Eastern freshmen responses that are virtually identical to those of freshmen at other universities.

	<u>Eastern</u>	<u>4-Y Med Sel</u>
• Political orientation is middle of the road	50.7%	51.5%
• Family income is \$75,000 or higher	40.0%	40.7%
• Family will fund the first year of college	31.0%	30.5%
• Studied 3-5 hours per week in high school	29.3%	29.7%
• Partying 3-5 hours per week in high school	19.5%	19.6%
• Partying 6-10 hours per week in high school	12.0%	13.0%
• Watched TV 3-5 hours per week in high school	27.7%	27.8%
• Watched TV 6-10 hours per week in high school	16.7%	16.3%

Responses from Eastern students that differ from those of other freshmen:

	<u>Eastern</u>	<u>4-Y Med Sel.</u>
• Percentage of African American/Black students	20.7	9.0%
• Live within 50 miles of campus	71.9%	53.8%
• Plan to be teachers	19.7%	10.7%
• Drank wine or liquor in high school	43.7%	51.2%
• Drank beer in high school	33.7%	45.3%
• Plan to get a job to help pay for college	60.8%	52.5%

Items of General Interest:

Sixty percent of the first-time full-time freshmen students expect to receive a bachelor degree from Eastern and 26 percent expect to receive a Masters degree from Eastern.

By far, the career of choice for freshmen entering Eastern Michigan University is teaching at both the elementary and secondary levels. Teaching majors represent 19.7 percent of the freshman class. It should be noted, however, that this is a drop of 3.1 percent from last year's freshmen students selecting teaching as a major.

Twenty percent of Eastern Michigan University's entering students feel they will have a major problem paying for college, and 60 percent plan to get a job to help pay for college expenses. This is up 14 percent from last year.

Thirty-four percent of the first year freshmen selected Eastern because of the total cost of attending this University. Additionally, these data suggest that financial aid remains a valuable component in attracting and sustaining students in their educational goals. Twenty-four percent of the freshmen said that their financial aid package was a deciding factor in coming to Eastern.

Seventy-seven percent of the incoming freshmen have used computers for research or homework while in high school and eighty-one percent have experience with personal computers. This year's freshmen are coming to Eastern with more computer experience than other freshmen classes.

Part I

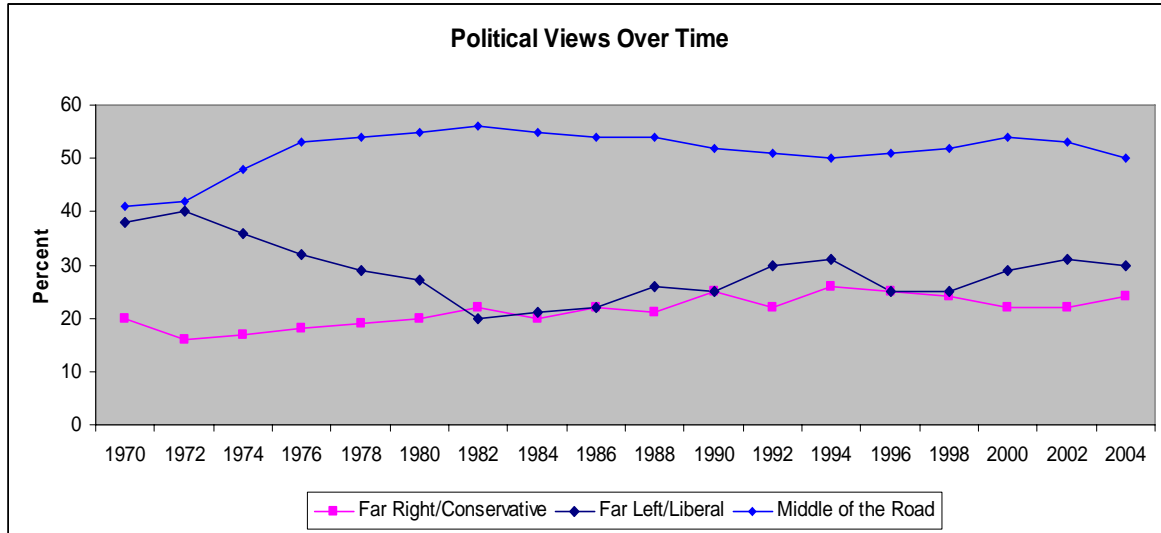
The American Freshmen National Norms for Fall 2004 with Comparisons to EMU's 2004 CIRP participants.

The following discussion and analysis is abridged from: *The American Freshman National Norms for Fall 2004*, Cooperative Institutional Research Program (CIRP), Higher Education Research Institute (HERI) Graduate School of Education & Information Studies University of California, Los Angeles, December 2004.

The 2004 freshman norms are based on the weighted responses of 289,452 students at 440 of the nation's baccalaureate colleges and universities. These data have been statistically adjusted to reflect the responses of the 1.3 million first-time, full-time students entering four-year colleges and universities as freshmen in 2004. The sections that follow summarize the 2004 results as well as major trends in the survey since fall 1966. Following each of the 2004 freshmen norms identified by HERI at UCLA is information on how Eastern's 2004 freshmen answered these questions reflected in the norms identified.

Political orientations more polarized; support for military spending declines

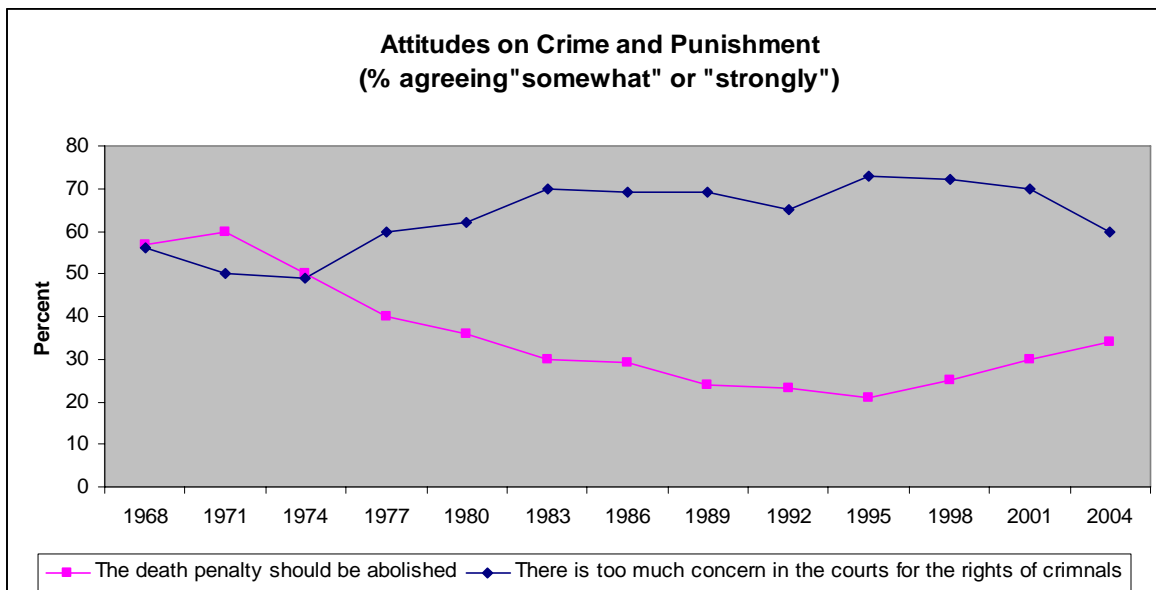
Students entering college have become increasingly polarized in their political orientations, as a record number of students label themselves as politically "far left" (3.4 percent) and "far right" (2.2 percent). Although these percentages are small, they reflect a significant increase over time in the proportion of students who define themselves at the political extremes. Identification as either "liberal" (26.1 percent) or "conservative" (21.9 percent) is also up from last year. While "middle-of-the-road" remains the most popular political category at 46.4 percent, this figure has reached its lowest point in over thirty years, and marks a nearly four-percentage point drop since last year, when 50.3 percent of the students considered themselves to be politically moderate. The change between 2003 and 2004 in students' political orientation-concurrent with the 2004 presidential election year-reflects the largest one-year shift in this item's thirty-five year history on the survey.



Concurrent with the polarization of students' political orientation is the continued growth in students' interest in politics. The percent of students who feel that "keeping up to date with political affairs" is a very important or essential life goal rose for the fourth consecutive year to 34.3 percent. This marks a substantial increase from the item's record low of 28.1 percent reported among freshmen in 2000 and the highest level of political interest since 1994. Similarly, the percent of freshmen who frequently "discussed politics" increased from 22.5 percent in 2003 to 25.5 percent in 2004, marking the highest point reached since 1992, the year that President Clinton was first elected to office. These indicators of political engagement are lower than the peaks reached in the late 1960s when 60.3 percent of the 1966 freshmen valued keeping up with politics and on-third of the 1968 freshmen discussed politics on a frequent basis. Nonetheless, these recent shifts are noteworthy given their reversal of the long-term trend toward political disengagement.

This year's survey also reveals a number of shifts in attitude related to the role of federal and state governments. First, although the percent of students who currently advocate increased military spending is double the rate reported in 1992 (17.4 percent), it is down ten percentage points from a high of 45.0 percent in 2002, the immediate aftermath of September 11th. Currently 35.4 percent of students believe that "Federal military spending should be increased." This is a sizable decline in support among freshmen in just two years. In addition, there is declining support for the death penalty and a growing sense that the legal system is not doing enough to protect the rights of criminals. Specifically, the belief that "The death penalty should be abolished" reached 33.2 percent, its highest point since 1980, and agreement that "There is too much concern in the courts for the rights of criminals" fell to 58.1 percent, its lowest point since 1976. This may reflect the widely-publicized moratorium placed on the death penalty in states like New York, clemency for death row inmates in Illinois, and a call for moratorium from the American Bar Association (ABA 2003)

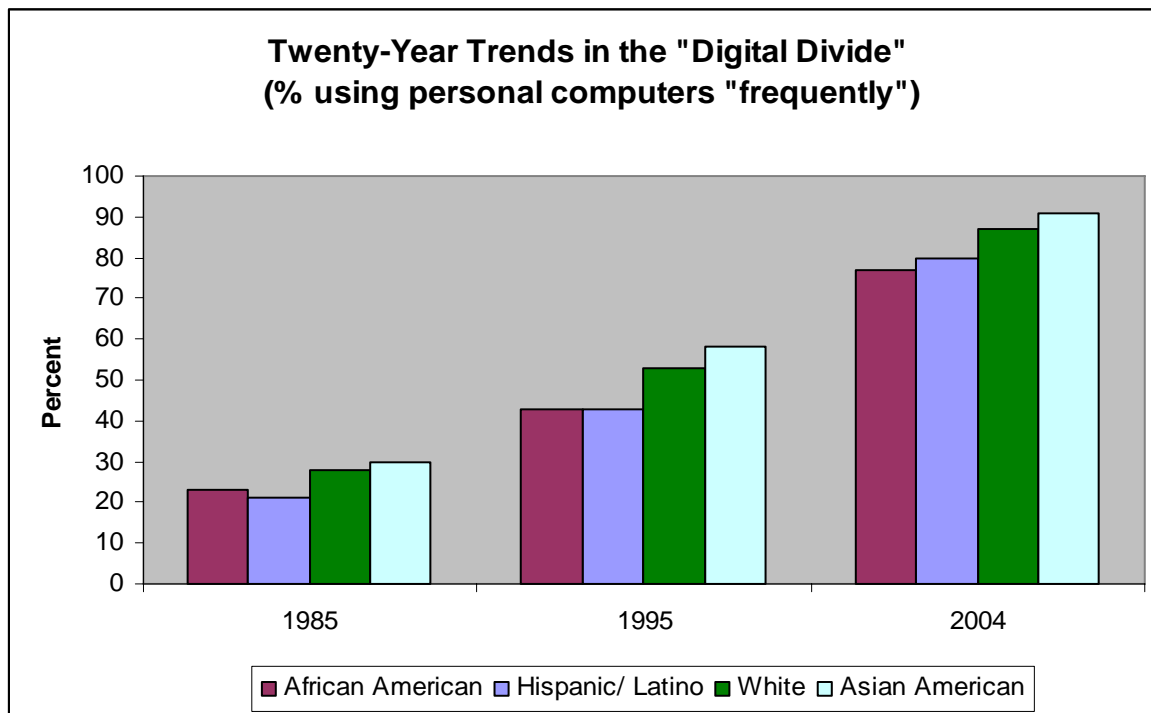
Question	Historic National Comparative Data %	National Data 2004 %	2004 4-yr Public Medium select %	EMU 2004 %
Liberal or far left	21.0 (1981) 40.9 (1971)	30.0	28.0	31.5
Middle of the road	41.2 (1970)	50.0	51.5	50.7
Conservative or far right	20.0 (1970)	22.9	20.6	17.7
Discussed politics	60.3 (1960)	25.5	22.1	21.1
Federal military spending should increase	17.4(1992)	35.4	35.0	30.4
There should be a law prohibiting homosexual relationships	50.4 (1987)	23.6	28.5	27.6
Marijuana should be legalized	51.3 (1977)	40.3	37.9	37.9
Death penalty should be abolished	59.0 (1968)	33.2	29.9	34.8
There is too much concern in the courts for the rights of criminals	59.0 (1968)	58.1	60.1	56.9



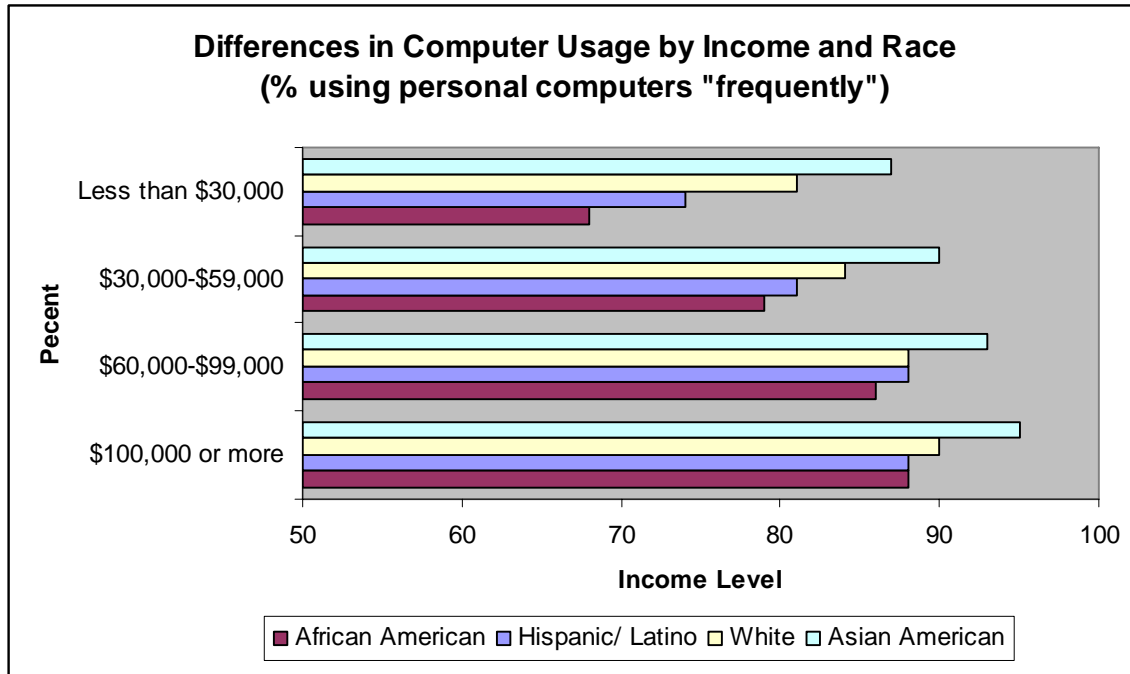
Computer Experiences Reflect a Persistent “Digital Divide”

It goes without saying that freshmen today are more computer-savvy than college students in the past. Increased use of technology is evident in the national trends, as a record 85.7 percent of students used a personal computer on a frequent basis during the past year, compared to 27.3 percent in 1985, when this item was first introduced on the freshman survey. An issue of particular importance, however, is whether all entering college students have prior computing experience, regardless of gender, race or income.

Although gender differences in computer usage have disappeared over time, differences based on race have persisted. Currently a spread of fifteen percentage points exists in rates of frequent computer usage across racial/ethnic groups. Disparities in technological preparedness based on race have actually widened over time. Notably, Hispanic/Latino students have surpassed African American students in their levels of pre-college computing experience. Such differentials are often attributable to income variations across racial/ethnic groups. Indeed, differences in computer use are minimized among students from high-income families, but are exacerbated at lower income levels. Overall, these results suggest that little or no progress has been made in bridging the “digital divide” since it gained national attention in the 1990s(Noivak& Hoffman, 1998; U.S. Department of Commerce, 1999).



Eight-one percent of Eastern’s entering freshmen report that they have used a personal computer and seventy-seven percent of these students report using the internet for homework during their senior year.



Increased Expectations to Work during College, Especially Among Women

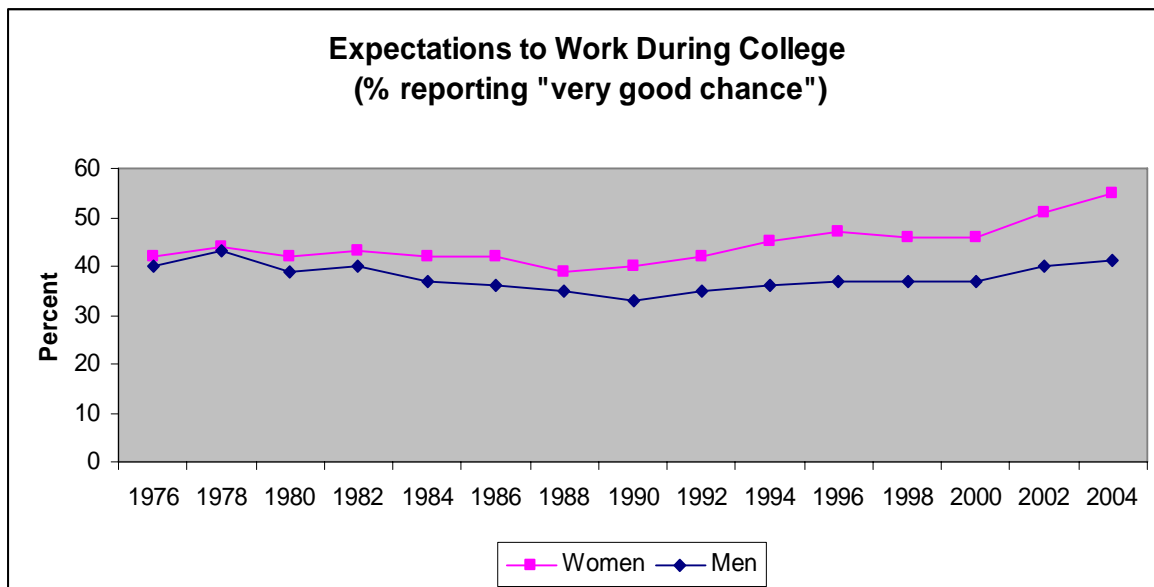
Over three quarters (79.4 percent) of today's incoming college students report that there is at least some chance that they will get a job to help pay for college expenses. A record high 47.2 percent of the 2004 entering freshmen believe that there is a very good chance that they will work during college. This is up from 47.0 percent in 2003 and a low of 35.3 percent in 1989. The gender gap has widened over time, with 53.3 percent of women (vs. 39.6 percent men) currently indicating that there is a very good chance that they will seek employment during college.

Among these predominantly 17-19 year old full-time college students, the expectation to work full-time is low (6.3 percent). The 2004 figure, however, is at its highest since this question was first asked in 1982, when 3.0 percent of men and 2.7 percent of women anticipated securing full-time employment during college. Continuing a trend that began in 1988, comparatively more women than men in this year's freshmen cohort expect to work full-time (7.1 vs. 5.2 percent). In part, this change is reflective of the fact that over the past three decades, the greatest growth in college enrollments for women has occurred among those from low-income families (Lindholm, Astin, Choi, & Gutierrez-Zamano, 2002).

Not surprisingly, both men and women students from lower and middle-income families are more likely than their peers from higher income families to anticipate working while in school. Gender differences, however, are readily apparent across income levels, with women from every socioeconomic background

notably more inclined than men from the same background to report that there is a very good chance they will work to help offset college costs.

In recent years, there has also been a steady increase in the percentage of students planning to rely on family resources and loans to cover their first-year educational expenses. This year, for example, 29.5 percent of incoming freshmen expect to receive over \$10,000 in family support, up from 28.9 percent last year and 25.6 percent in 2001, the first year this question was asked. The number of entering students planning to rely on at least \$3,000 in loans has also risen to 29.6 percent (from 27.8 percent last year and 24.1 percent in 2001). Among the 2004 incoming freshmen, 8.8 percent expect to borrow more than \$10,000 to cover first-year expenses, up from 7.9 percent last year and 5.6 percent in 2001. While just 13.0 percent of all students report "major" concerns about their ability to pay for college (down from a record high 19.1 percent in 1995), the current figure jumps to 22.7 percent among students whose families earn less the \$60,000 per year.



**Expectation to Work While in College, by Family Income and Gender
(percent reporting "very good chance")**

Family Income	Men	Women	Difference
\$100,000 or more	28.1	37.5	+9.40
\$60,000-\$99,000	43.5	57.1	+13.60
\$30,000-\$59,999	49.2	63.1	+13.90
Less than \$30,000	47.8	62.3	+14.50

Eastern's students continue to use cost as an influence on college choice. Nationally, financial assistance remains a very important reason for choosing a college and Eastern's freshmen fall within the national norms. Twenty-six percent of Eastern's freshmen perceive that Eastern has low tuition.

Question	2004 Public 4-yr medium select %	2004 All public 4-year colleges	EMU 2004 %
During the last year in high school, I spent working for pay	11.1	11.6	13.0
6-10 hours	14.6	14.4	17.0
11-15 hours	17.7	17.0	21.0
16-20 hours	20.2	20.0	14.4
Over 20 hours			
Student estimate chances are very good they will:			
Get a job to help pay for college	52.5	47.7	60.8
Work full-time while attending college	9.8	8.3	12.0
Do you have any concern about your ability to finance your college education?			
None	32.3	35.5	25.9
Some	54.0	51.6	54.2
Major	13.8	12.9	19.9
Reasons noted as "very important" in influencing student's decision to attend this particular college			
I was offered financial assistance	26.3	28.2	24.0
Cost of attending this college	39.2	40.4	34.6

HOW MUCH OF YOUR FIRST YEAR'S EDUCATIONAL EXPENSES (ROOM, BOARD, TUITION AND FEES) DO YOU EXPECT TO COVER FROM:	# resp	EMU M	EMU F	EMU Total	4-yr- med M	4-yr- med F	4-yr- med Total
Family resources (parents, relatives, spouse, etc.)	1,921						
None		19.4	19.9	19.7	21.6	20.5	21.0
Less than \$1,000		13.5	14.3	14.0	14.0	14.8	14.5
\$1,000 - 2,999		18.0	17.3	17.6	17.8	17.3	17.5
\$3,000 - 5,999		17.5	17.9	17.8	16.8	16.3	16.5
\$6,000 - 9,999		13.8	14.8	14.4	12.3	12.4	12.4
\$10,000 +		17.8	15.8	16.6	17.5	18.6	18.1
My own resources (savings from work, work-study, other income)	1,921						
None		34.2	31.7	32.7	37.5	36.5	36.9
Less than \$1,000		27.7	32.6	30.7	29.0	33.0	31.2
\$1,000 - 2,999		26.0	24.7	25.2	23.4	21.1	22.1
\$3,000 - 5,999		9.0	6.8	7.7	7.2	6.4	6.8
\$6,000 - 9,999		2.0	2.0	2.0	1.8	1.7	1.7
\$10,000 +		1.1	2.2	1.8	1.1	1.3	1.2
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	1,921						
None		33.4	30.1	31.4	41.8	36.6	38.8
Less than \$1,000		10.1	11.4	10.9	10.6	12.0	11.4
\$1,000 - 2,999		27.6	26.4	26.9	21.0	22.9	22.1
\$3,000 - 5,999		14.5	17.1	16.1	14.9	16.2	15.6
\$6,000 - 9,999		6.1	7.3	6.8	6.8	7.5	7.2
\$10,000 +		8.4	7.7	8.0	4.8	4.8	4.8
Aid which <u>must</u> be repaid (loans, etc.)	1,921						
None		49.2	47.8	48.4	55.7	51.4	53.3
Less than \$1,000		9.4	7.6	8.3	6.6	6.1	6.3
\$1,000 - 2,999		13.7	14.4	14.1	16.4	17.7	17.2
\$3,000 - 5,999		11.9	15.0	13.8	10.6	12.6	11.8
\$6,000 - 9,999		8.5	8.7	8.6	5.8	7.1	6.5
\$10,000 +		7.3	6.5	6.8	4.8	5.1	5.0
Other than above	1,921						
None		90.7	93.3	92.3	93.4	94.8	94.2
Less than \$1,000		4.2	3.1	3.5	3.1	2.1	2.5
\$1,000 - 2,999		2.0	1.4	1.6	1.9	1.5	1.7
\$3,000 - 5,999		0.9	1.1	1.0	0.7	0.8	0.8
\$6,000 - 9,999		0.7	0.4	0.5	0.3	0.4	0.4
\$10,000 +		1.5	0.7	1.0	0.6	0.5	0.5
Do you have any concern about your ability to finance your college education?	1,857						
None (I am confident that I will have sufficient funds)		34.4	20.4	25.9	39.5	26.9	32.3
Some (but I probably will have enough funds)		51.3	56.0	54.2	49.9	57.0	54.0
Major (not sure I will have enough funds to complete college)		14.3	23.5	19.9	10.6	16.2	13.8

Declining Interaction across Racial/Ethnic Groups

Due to the increasingly diverse population in many states across the country, we would expect to see changes in attitudes and behaviors that reflect increasing interaction across racial and ethnic groups. However, fewer freshmen today indicate that “Helping to promote racial understanding” is an “essential” or “very important” personal goal than any other entering class in the history of the survey (29.7 percent, down from a high of 46.4 percent in 1992). Further, over the last three years we have seen an increase in the number of freshmen who feel that racial discrimination is no longer a problem in America. In 2004, this belief was espoused by a record 22.7 percent of incoming freshmen (up from 22.4 percent in 2003, and a low of 12.5 percent in 1993), although differences exist across racial groups. Only 12.5 percent of African Americans, for example, agree with this view.

Recent declines in interaction patterns are also evident, and others have documented a deepening segregation in American schools (Orfield and Easton, 1996). Although 67.8 percent of freshmen in 2004 state that they frequently socialized with someone of a different racial/ethnic group in high school, this represents a decline from 70.0 percent in 2001. Moreover, while 63.1 percent of entering freshmen report that chances are “very good” that they will socialize with someone of a different racial/ethnic group during college, the current figure is the lowest since we began asking this question in 2000. Racial differences are also evident in interaction patterns. In an increasingly multicultural world, curricular and co-curricular activities designed to improve students’ knowledge and skills in this realism, such as diversity courses and inter-group dialogue, may be especially important (Schoem & Hurtado, 2001).

Racial/Ethnic Differences in Racial Attitudes and Interactions

Survey Item	White	African American	American Indian	Asian American	Hispanic/Latino
<i>Indicates "very important" or "essential":</i>					
Helping to promote racial understanding	23.5	54.8	33.8	40.9	43.6
<i>Agrees with the statement:</i>					
Racial Discrimination is no longer a problem in American	24.9	12.5	19.8	17.7	18.3
<i>While in High School:</i>					
Frequently socialized with someone of another racial/ethnic group	62.9	79.8	77.2	83.4	82.1
<i>Reports "very good chance" that they will:</i>					
Socialize with someone of another racial/ethnic group in college	60.1	67.6	70.7	73.6	73.2

Question	Historic National Comparative Data %	National Data 2004 %	2004 4-yr Public Medium Select %	EMU 2004 %
Incoming freshmen have socialized with someone of another racial or ethnic group	58.0 (1992)	67.8	68.0	67.5
Chances are very good that I will socialize with someone of another race/ethnic group	X	X	61.5	60.2
Helping to promote racial understanding is important	46.4 (1992) 30.0 (1999)	29.7	29.6	29.0
Racial discrimination is no longer a problem in America	12.5 (1993)	22.7	23.2	19.6
Affirmative action in college admissions should be abolished	49.9 (2000)	56.6	47.9	52.7

Women Manage Time Better but Feel More Overwhelmed than Men

While women are more likely than men to rate their time management skills as “above average” or “highest 10 percent” (37.4 vs.31.5 percent), they are also twice as likely as men to indicate that they frequently feel overwhelmed by all they have to do (36.4 vs.16.3 percent). In part, the greater tendency for women to feel overwhelmed may be a reflection of how they spend their time. Men, for example, were comparatively more inclined than women to spend more than 10 hours per week during their last year in high school engaged in recreational activities such as socializing with friends (53.1 vs.48.7 percent), exercising or playing sports (40.7 vs. 27.2 percent), watching television (15.5 vs. 9.1), and partying (13.7 vs.8.2). By comparison, women were more likely than men to spend more than 10 hours per week in non-recreational activities such as working for pay (45.7 vs. 42.3 percent), studying and doing homework (18.5 vs. 11.6 (percent), and engaging in housework and childcare (5.2 vs. 2.8).

Perhaps as a function of their comparatively higher levels of involvement in potentially stress-buffering activities, men are more likely than women to rate their emotional health as “above average” or “highest 10 percent” (57.1 vs. 45.8

percent). Similarly, men within the 2004 entering freshmen class are less likely than women to report that they felt frequently or occasionally depressed over the past year (48.5 vs. 61.6 percent). Men are also less likely than women to indicate at least “some” chance of seeking personal counseling while in college (30.3 vs. 37.5 percent).

Gender differences are also apparent in terms of students’ self-rated physical health, with 42.6 percent of women rating their physical health as “above average” or “highest 10 percent,” compared to 64.1 percent among men. Further, women are more likely to report that they missed school because of illness during the past year (76.6 vs. 62.9 percent). In response to a new item added to the survey their year, fewer women than men indicated that they frequently maintained a healthy diet (33.7 vs. 37.9 percent). Finally, 78.1 percent of incoming college students report that they stayed up all night at least occasionally during their senior year in high school, with men being more likely than women to frequently go without sleep (18.6 vs. 15.7).

Question	Historic National Comparative Data %	National Data 2004 %	2004 4-yr Public Medium Select %	EMU 2004 %
Rated their physical health above average for their age	64.3 (1986)	49.8	48.1	48.7
Rated their emotional health above average for their age	63.6 (1985)	48.3	47.5	46.5
There was a very good chance they will seek personal counseling	3.5 (1989)	6.6	6.7	7.1
Feels overwhelmed	X	27.9	27.9	28.5
While in high school I drank beer	73.7 (1982)	46.4	45.3	33.7
While in high school I drank wine or liquor	67.8 (1987)	53.2	51.2	43.7
While in high school I smoked cigarettes	12.7 (1998)	8.2	8.0	6.5

The chart on the next page shows that a gender gap persists in the area of physical and mental health between men and women. However, it appears that there is not a gender gap between men and women when it comes to drinking beer, wine or liquor and smoking cigarettes.

Question	EMU 2001 %	EMU 2003 %	EMU 2004%	2004 4-yr Public Medium Select %	2004 All Public %
Rated their physical health above average for their age	66.8 men 39.7 women	60.8 men 44.0 women	64.2 men 38.8 women	60.8 men 38.6 women	63.1 men 39.5 women
Rated their emotional health above average for their age	59.7 men 39.8 women	56.4 men 46.0 women	54.0 men 41.7 women	53.9 men 42.6 women	54.8 men 43.4 women
Feels overwhelmed	17.5 men 40.6 women	17.8 men 35.3 women	17.2 men 35.7 women	16.5 men 36.5 women	16.3 men 36.4 women
While in high school I drank beer	49.2 men 37.7 women	42.5 men 38.6 women	42.6 men 44.3 women	49.4 men 42.3 women	53.1 men 53.3 women
While in high school I drank wine or liquor	52.4 men 56.5 women	48.3 men 51.8 women	42.6 men 44.3 women	49.9 men 52.2 women	53.1 men 53.3 women
While in high school I smoked cigarettes	7.9 men 10.1 women	9.2 men 10.8 women	6.6 men 6.5 women	8.0 men 8.0 women	8.3 men 8.8 women

High School Grades- and Student Boredom-Reach Record Highs

Students' grades continue to improve, with the proportion of students earning "A" averages in high school increasing to an all-time high of 47.5 percent, compared to 46.4 percent last year and a record low of 17.6 percent in 1968. Similarly, the percent of students earning average grades of "C+" or below stayed at the all-time low of 5.1 percent reached in 2003 (compared to a high of 23.1 percent in 1968).

Interestingly, as grades have risen, so has student boredom. The percent of students who were frequently "bored in class" during their last year of high school reached a record 42.8 percent, compared to 40.1 percent last year and a low of 29.3 percent reported in 1985. We also witness a downward trend in the amount of students' out-of-class interactions with their high school teachers. Less than half of students (47.0 percent) report spending at least one hour per week talking with their teachers outside of class, compared to a high of 63.0 percent reported in 1989. Further, this year marks a record low in the percent of students who report being a guest in a teacher's home (24.0 percent, compared to 39.7 percent in 1967).

Nationally, boredom and tardiness signal levels of academic disengagement in high school. The data reported by Eastern’s freshmen are consistent with the national averages with boredom. Eastern’s students “report coming late to class” more than the national norm. Eastern’s freshmen report spending less time on homework than the national norms but Eastern is consistent with the 4-year public schools. Eastern’s freshmen report they do not get as many A’s as the national norm.

Question	Historic National Comparative Data %	National Data 2004 %	4-year Public Medium Select 2004%	EMU 2004 %
Report being bored in high school class	29.3 (1985)	42.8	44.9	48.5
Came late to class frequently or occasionally	48.2 (1966)	63.9	64.6	74.9
Spent 6 hours or more on homework per week during high school	47.0 (1987)	24.7	24.7	22.1
Freshmen reported their high school grades averaged an A or A-	17.6 (1968)	47.5	35.3	24.3

Volunteerism Remains High; Youth Service Most Prominent Activity

The data from Eastern’s freshmen showed that they participated in organized demonstrations more than the national average. Also, Eastern’s freshmen volunteered less than the national norms.

Participated in organized demonstration	15.8 (1966)	53.1	53.8	55.1
Volunteered less than 1 hr.	66.0 (1989)	66.5	57.5	61.5
High school required community service for graduation	23.2 (1998)	28.4	27.2	25.3

Continuing the high levels of engagement in service activities that have characterized recent cohorts of entering freshmen, the vast majority of entering college students (82.1 percent) report participating in volunteer work during their last year of high school. Women continue to be more likely than their male

counterparts to participate in volunteer work (85.9 vs. 77.5 percent). Fifty-three percent of the 2004 entering class reports performing community service as part of a high school course. Here again, women participate in greater numbers than do men (55.9 vs. 49.4 percent).

Nearly one in three students came from high schools that had a community service requirement for graduation however the service requirement varied depending on the type of high school attended. More than two-thirds (68.1 percent) of students from private high schools reported that service was a required activity, compared with only 22.9 percent of students from public high schools.

In 2004, the survey also collected data on the nature of students' volunteer activities. The most common activities are connected with servicing youth: 44.5 percent of all students participated in tutoring/teaching activities during high school, and 32.9 percent provide child care. One in three students (33.2 percent) also performed service activities connected to their religious community. Over one-quarter of students report engaging in environmental activities (25.5 percent) and community improvement/construction work (25.3 percent). Other volunteer activities included services to the homeless (21.2 percent), counseling/mentoring (18.2 percent), and eldercare (18.1 percent).

Part II:

This part of the report compares Eastern Michigan University's 2001, 2003 and 2004 CIRP participants with 2004 CIRP participants at other 4-year public medium select colleges and with all 4-year public colleges. These data are isolated in order to identify items of interest to Enrollment Service, Academic Affairs and Student Affairs

Data of Interest for Enrollment Services

Sixty percent of the freshmen expect to obtain a Bachelor degree from Eastern, 26.5 percent expect to obtain a master degree from Eastern and 4 percent expect to obtain an Ed.D. or Ph.D. from Eastern. Sixty nine percent of the freshmen class plan to live in the residence halls fall term. Students note several important reasons for deciding to go to college: ability to get a better job, to gain a general education, to earn more money, learn things of interest, and to get training for a specific career. The primary influences on freshmen student's decision to attend Eastern is that Eastern has a good academic reputation; offer of financial assistance; graduates get good jobs; the size of Eastern's campus; close to home; a visit to campus and the cost of attending this college.

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
What influenced my decision to attend EMU?					
This college has a very good academic reputation	39.0	36.7	40.7	44.4	47.3
I was offered financial assistance	31.4	31.0	24.0	26.3	28.2
The cost of attending this college	29.4	26.1	34.6	39.2	40.4
A visit to the campus	NA	25.5	28.1	32.2	35.4
I wanted to go to a school about the size of this college	30.6	24.7	28.2	31.7	34.1
I wanted to live near home	21.9	23.4	27.0	25.3	21.1
This college has a good reputation for its social activities	16.1	19.5	18.3	23.2	25.4
My relatives wanted me to come here	4.6	11.4	7.4	9.0	9.9
Information from a website	8.1	10.8	10.0	11.6	12.8
High school guidance counselor advised me	7.1	10.0	7.9	7.5	7.9
My teacher advised me	4.0	8.3	5.1	5.0	5.1
Not offered aid by first choice	6.4	8.1	4.6	5.5	6.2
I was admitted through an Early Action or Early Decision program	4.8	8.1	6.2	5.5	6.6
Private college counselor advised me	1.5	4.1	1.3	1.7	1.9
What is the highest academic degree you intend to obtain from Eastern?					
Bachelor's	50.4	47.1	60.1	66.4	68.8
Master's	24.1	26.5	26.5	21.6	20.2
Ph.D. or Ed.D.	15.9	14.7	4.2	2.5	2.6
I plan to live in the residence halls.	85.0	81.4	68.8	62.0	69.7
Very important reasons for deciding to go to college:					
To get training in a specific career	76.4	71.4	80.6	77.9	78.4
To learn more things that interest me	73.9	68.1	74.5	74.4	74.1
To earn more money	68.2	63.6	74.8	72.9	73.8
To be able to get a better job	69.9	62.6	75.0	72.9	73.8
To gain a general education	63.0	61.7	60.3	61.0	61.0

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
Chances are very good that I will: Be satisfied with this college	40.4	36.5	42.6	44.7	45.6
Transfer to another college before graduation	11.0	10.9	9.2	11.0	10.1
Chances are very good that : I will get a job to help pay expenses	54.3	47.4	60.8	52.5	47.7
I will work full time	8.3	11.0	12.0	9.8	8.3
Do you have any concern about your ability to finance your college education?					
Some	51.2	48.6	54.2	54.0	51.6
None	33.6	34.6	25.9	32.3	35.5
Major	15.2	16.7	19.9	13.8	12.9

Data of Interest to Academic Affairs

By far, students who come to Eastern chose a career as a teacher or administrator in elementary or secondary education. Twelve percent of freshmen coming to Eastern in the fall are undecided on a career and 6.8 percent are undecided on a major. Eighty-one percent of the freshmen surveyed said they have used a personal computer

Your probable major is:					
Elementary Education	12	17.9	11.3	7.7	7.2
Secondary Education	9.4	11.1	8.4	4.0	3.7
Nursing	2.9	7.6	5.5	4.6	5.1
Management	3.4	5.5	4.2	4.4	4.1
Undecided	5.4	5.0	6.8	8.0	7.4
Psychology	4.8	4.9	4.4	4.8	4.5
Fine Arts	3.3	3.2	2.8	2.6	2.1
Marketing	3.5	2.8	3.1	2.9	2.7
Therapy	2.3	2.4	2.3	2.2	3.0
Computer Science	2.3	2.0	0.8	1.8	1.8
Activities of note in the past year:					
Studied with other students	86.3	82.0	84.8	84.3	84.2
Used internet for research or homework	72.9	77.0	77.0	76.1	75.4
Used a personal computer	77.8	76.1	80.9	83.2	83.3
Came late to class	68.7	68.3	74.9	64.6	63.9
Tutored another student	50.3	47.8	49.8	50.1	50.5
Was bored in class	40.9	42.7	48.5	44.9	45.3
Asked for teacher advice	26.2	25.7	25.1	22.9	22.9

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
How many hours did you spend during a typical week doing these activities?					
Studying/homework					
1-2 hours	25.1	46.9	28.0	26.4	26.4
3-5 hours	31.9	28.0	29.3	29.6	29.7
6-10 hours	15.7	24.6	14.6	15.9	15.4
Working for pay					
None	19.7	17.9	23.5	24.8	25.3
11-15 hours	16.4	25.4	17.0	14.6	14.4
16-20 hours	22.7	18.6	21.0	17.7	17.0
Over 20 hours	22.7	21.1	14.4	20.2	20.0
Reading for pleasure					
None or less than 1 hour	47.7	45.4	50.7	52.9	53.9

Data of Interest to Student Affairs

Issues that apply to Student Affairs relate to the mental and physical health of the students, their involvement in co-curricular activities, their career aspirations and the number of students who expect to live on campus.

Health and Rec/IM Issues

The freshmen entering Eastern report smoking and drinking less than their counterparts, and report that they party about the same amount. They also report feeling slightly more overwhelmed and depressed than the other public university students in 2004. Eastern's entering freshmen seem to exercise about the same as their counterparts.

Health and Recreation					
Drank wine or liquor	55.1	50.5	43.7	51.2	53.2
Drank beer	41.7	40.0	33.7	45.3	46.4
Felt overwhelmed by all I have to do	32.4	29.0	28.5	27.9	27.9
Smoked cigarettes	9.3	10.2	6.5	8.0	8.2
Felt depressed	11.4	10.1	9.1	8.7	8.8

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
Health and Recreation, continued					
Exercised/ 1-2 hours	9.8	15.5	10.8	13.4	12.1
Played sports	17.7	17.5	20.5	18.6	18.0
3-5 hours	14.8	17.7	16.5	18.2	17.2
Men	17.5	18.2	20.2	20.9	19.6
Women	13.6	16.7	19.2	18.3	18.5
6-10 hours	16.2	14.3	15.3	16.2	16.8
Men	18.2	18.6	21.1	19.6	20.2
Women	20.2	20.3	18.4	19.6	19.7
Partying	14.6	11.7	12.5	13.8	14.1
3-5 hours	12.6	13.2	11.6	12.4	12.4
6-10 hours					
Men					
Women					
Will most likely seek personal counseling	8.0	8.0	7.1	6.7	6.6

Campus Life

Eastern's freshmen seem to be similar to other public college and university students in the amount and kind of activities that they participated in while in high school.

Activities noted in the past year:					
Socialized with someone of another racial/ethnic group	62.9	59.7	67.5	68.0	66.8
Participated in organized demonstrations	53.0	49.6	55.1	53.8	53.1
Voted in a student election	24.2	19.7	18.7	19.0	19.6
Did volunteer work					
None or less than 1 hour	58.3	55.9	61.5	57.5	56.5
1 to 5 hours	49.7	44.1	30.4	33.8	34.8

Career Services

Freshmen entering college ranked Education higher than other professions. Career Services might elect to plan programs for education majors on job market opportunities.

Other careers selected were in business and nursing. Eighty-one percent of the students coming to Eastern said training for a career was essential or very important. Sixty-eight percent said they wanted to get a job to help pay for college.

Question	EMU 2001 %	EMU 2003 %	EMU 2004 %	2004 4-year Public Medium Select %	2004 All 4-year Public Colleges %
Very important reasons for deciding to go to college:					
Get training for a career	76.4	71.4	80.6	77.9	78.4
To make more money	68.2	63.6	74.8	72.8	73.8
To get a better job	69.8	62.6	75.0	72.9	73.8
Prepare myself for graduate school	54.2	56.2	48.5	52.3	52.9
Students estimate chances are very good they will:					
Get a job to help pay for college	54.3	47.4	60.8	52.5	47.7
Change major fields	15.0	12.6	9.8	13.5	13.4
Work full-time while attending college	8.3	11.0	12.0	9.8	8.3
Change career choice	13.4	10.5	9.5	11.9	11.8

The complete 2004 report from the Cooperative Institutional Research Program (CIRP) conducted from the Higher Education Research Institute (HERI) at the University of California, Los Angeles is found in the appendix which follows.

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