



Results of the USF Freshman Profile Survey
Fall 2001

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Budget and Policy Analysis

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(813) 974-5612

Results of the Fall 2001 Freshman Profile Survey Executive Summary

In the fall of 2001, the Office of Institutional Research at the University of South Florida, in conjunction with the Office of Enrollment Management, administered the USF Freshman Profile Survey to all First Time in College (FTIC) students enrolled that term. Goals of the survey were to learn more about the USF admissions process from the point of view of FTIC students, and to collect profile information about enrolled FTIC students not otherwise available. Admissions activities and perceptions assessed included interest in other schools, points of contact with the University prior to enrollment, and images of the institution held by those successfully recruited. Profile information collected included students' educational goals, expected needs for various types of services, and demographic characteristics of students not available from the *Banner* database.

The attached report presents highlights of the survey results. A complete report detailing item-by-item responses to the survey (approximately 50 pages in length) may be obtained from the Office of Institutional Research. A facsimile of the survey instrument presented to students on line is in Appendix D.

This pilot study demonstrated that an Internet version of a freshman profile survey for USF is feasible and can be conducted at lower cost and with less effort than other forms of survey delivery. Although the 17% response rate to the survey was respectable for a pilot study, especially given its length and late distribution, increasing the response rate to the survey would help improve generalizability of results.

Important caveats for interpreting results appear on page 8. Key findings in the current study related to admissions start on page 25 of the report. Key findings related to the first year student experience start on page 27. Much further research is possible using these data. Potential follow-up studies include examining how regional origin, race/ethnic status, or intended major might influence variables such as usefulness of contact types, University image, or freshman work plans. Further studies may be undertaken upon request to the Office of Institutional Research.

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Method

Data Collected via Internet

All FTIC freshmen enrolled at the University of South Florida in the fall 2001 term received an e-mail message with a link to a web-based Freshman Profile survey. The survey was conducted confidentially, and respondents were informed that no one outside the Office of Institutional Research would see their individual survey or results. After two reminder notices, 679 of 3917 freshmen responded (a 17.1% response rate).

Characteristics of FTIC Students and Respondents

Data from the survey were merged with the University's archival databases, permitting examination of important characteristics of survey respondents compared to all FTIC students enrolled in the fall term of 2001. Tables 1-5 show characteristics of all FTIC students compared to survey respondents based on race/ethnic status, sex, geographic region of origin, major, and average SAT score. These data help provide a

better understanding of all FTIC students and also show how survey respondents resembled or differed from FTIC students in important ways.

Survey respondents were very similar to FTIC students as a group in race/ethnic characteristics (Table 1), although females were more likely to respond to the survey than males (Table 2). Table 3 shows that survey respondents were largely similar to all FTIC students regarding Florida region of origin (Florida regions by county appear in Appendix A). Local students were underrepresented among survey respondents. Students from counties in the South (Miami/Ft. Lauderdale), East Central (Orlando), and Treasure Coast (West Palm Beach/Ft. Pierce) regions of Florida were slightly over-represented in the survey.

FTIC students were enrolled in dozens of majors, but twelve majors predominated and are shown in Table 4. The top twelve majors among FTIC students as a whole and among survey respondents were identical, although the order by size was slightly different. Over half the students in both groups were enrolled in only four majors—Undeclared, Pre-Business, Pre-Medical, and Engineering/General. Undeclared students were nearly equally represented among FTIC students and survey respondents (about 20%), with Pre-Medical, Engineering/General, Pre-Education, and Psychology a little over-represented among survey respondents and Pre-Business, Mass Communication, and Political Science slightly underrepresented among survey respondents. Average SAT Combined scores among survey respondents and FTIC students as a whole were about the same (Table 5).

Table 1
FTIC and Survey Respondents
by Race/Ethnic Designation

RACE/ETHNIC	N ALL FTIC	% ALL FTIC	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
White, Non-Hisp	2668	65.8%	408	67.9%
Black, Non-Hisp	550	13.6%	71	11.8%
Hispanic	461	11.4%	63	10.5%
Asian/Pac Isl.	225	5.6%	38	6.3%
Not Reported	69	1.7%	11	1.8%
Non-Res alien	51	1.3%	8	1.3%
Am Ind/Al Native	13	.3%	2	.3%

Table 2
FTIC and Survey Respondents by Sex

SEX	N ALL FTIC	% ALL FTIC	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
Female	2377	58.9%	432	71.9%
Male	1660	41.1%	169	28.1%

Table 3
FTIC and Survey Respondents
by Florida Region of Origin

FLORIDA REGION	N ALL FTIC	% ALL FTIC	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
Local Service	2508	62.1%	316	52.6%
South	395	9.8%	71	11.8%
E. Central	332	8.2%	77	12.8%
Non-Florida	248	6.1%	40	6.7%
Southwest	176	4.4%	30	5.0%
Treasure Coast	159	3.9%	32	5.3%
Withlacoochee	52	1.3%	12	2.0%
Northeast	50	1.2%	7	1.2%
West	36	.9%	6	1.0%
Non-USA	32	.8%	5	.8%
N. Central	28	.7%	3	.5%
Apalachee	19	.5%	2	.3%
Central	1	<.1%	0	0%

Table 4
 FTIC and Survey Respondents
 Most Popular Majors

MAJOR	N ALL FTIC	% ALL FTIC	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
Undeclared	811	20.1%	119	19.8%
Pre-Business Administration	538	13.3%	64	10.7%
Pre-Medical Sciences	516	12.8%	84	14.0%
Engineering/Genl	308	7.6%	59	9.8%
Biology	279	6.9%	38	6.3%
Pre-Education	229	5.7%	45	7.5%
Psychology	201	5.0%	37	6.2%
Mass Communication	168	4.2%	19	3.2%
Pre-Engineering	149	3.7%	18	3.0%
Criminology	114	2.8%	14	2.3%
Political Science	109	2.7%	6	1.0%
Pre-Nursing	108	2.7%	20	3.3%

Table 5
 FTIC and Survey Respondents
 Average SAT Combined

TEST	N ALL FTIC	MEAN SCORE ALL FTIC	N SURVEY RESPONDENTS	MEAN SCORE ALL RESPONDENTS
SAT Combined	3580	1045	560	1053

Caveats for Interpreting Results

It cannot be claimed that the results are representative of all USF freshmen from the fall term due to the fact that most freshmen did not respond to the survey. Although data from sources other than the survey itself allowed insight into some possible sources of bias among survey respondents (more likely to be female, more likely to live outside the local service area), survey respondents may have differed from all FTIC students in other important ways that could not be assessed. For example, respondents were probably somewhat more computer-savvy than non-respondents (because the survey was completed on line) and more engaged in college life than the average FTIC student (alienated people do not fill out surveys). Nearly all respondents reported that they had access to the Internet and a PC available where they lived and this has implications for their socio-economic status, living arrangements, and financial well-being.

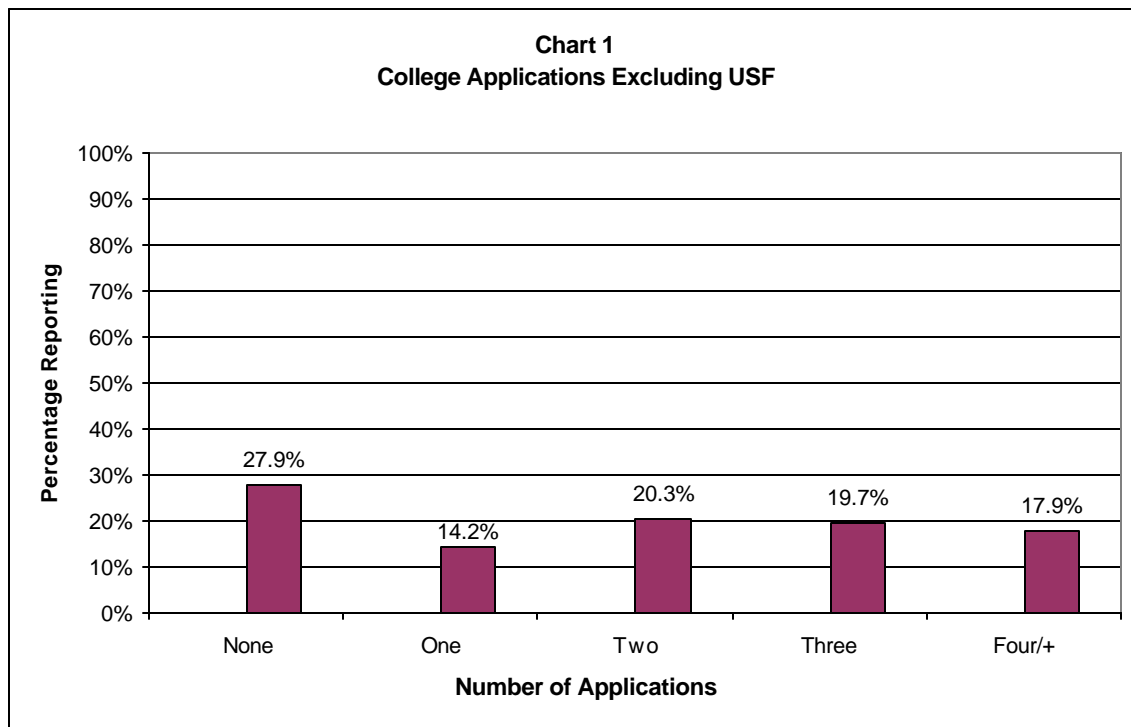
Nevertheless, the survey results represent the views of over 650 freshmen, of interest in and of themselves. And, FTIC students at USF are far from an unknown population. When interpreted by experienced professional staff in the context of what is already known about this population, survey results may permit useful, informed speculation regarding important characteristics of enrolled FTIC students as whole and related populations such as prospective and admitted students.

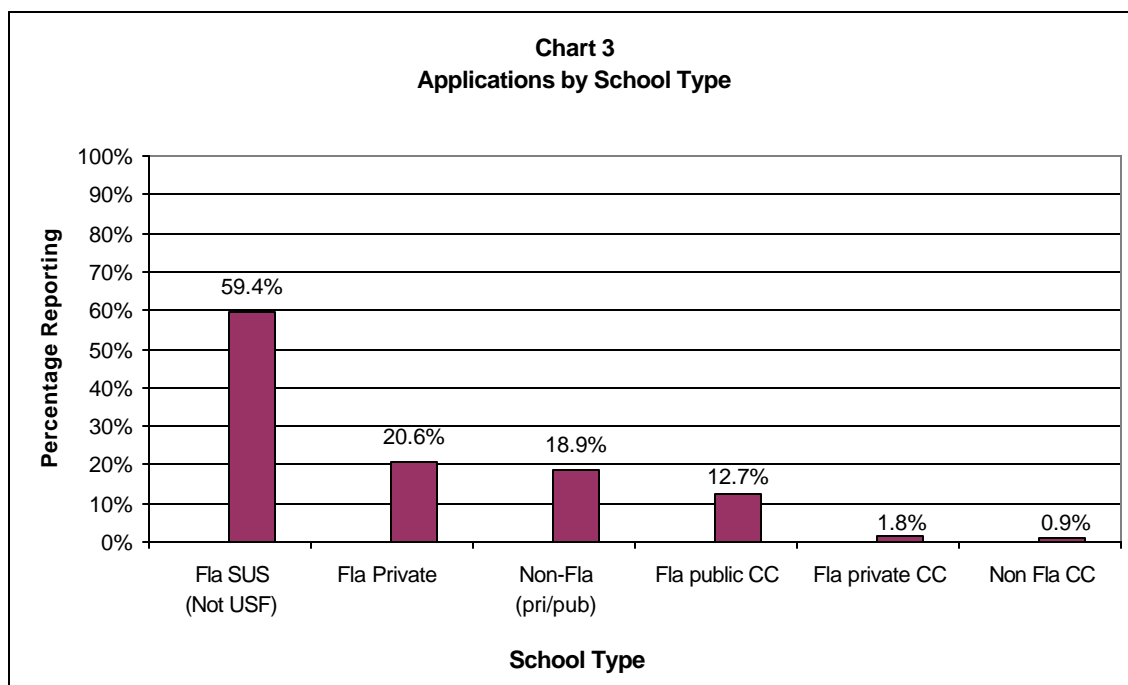
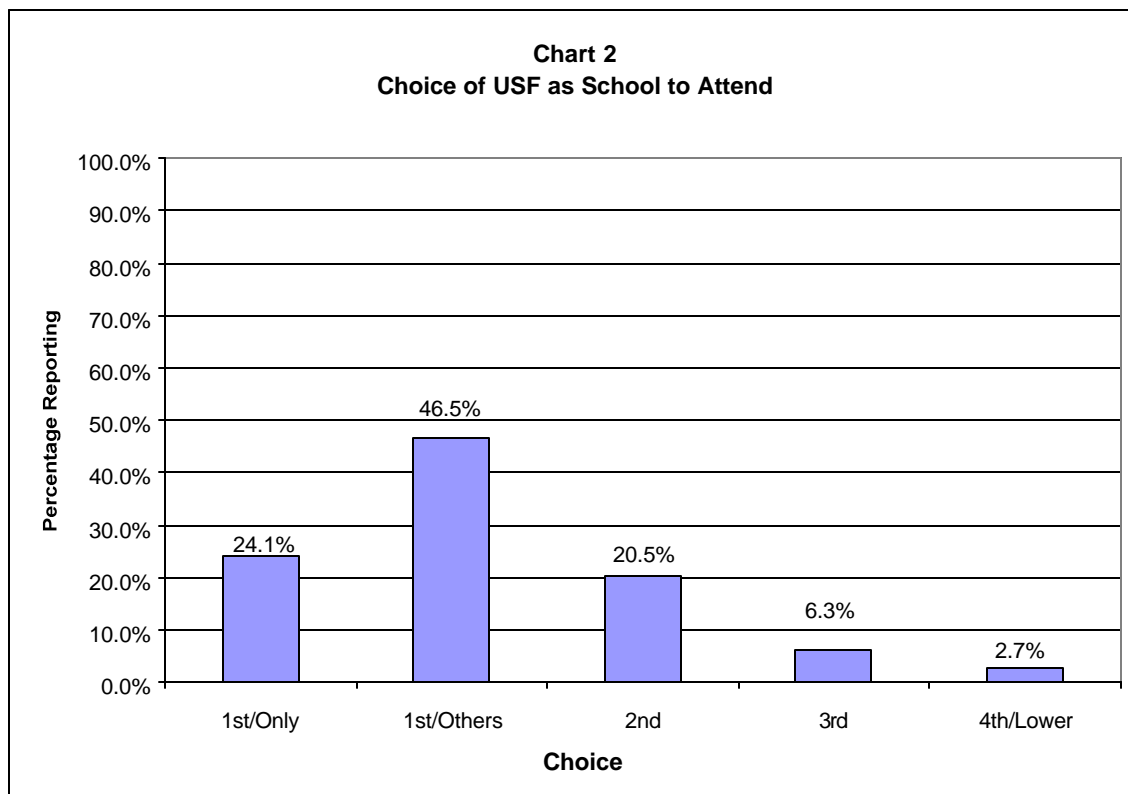
Results

This report presents highlights of the survey results. A complete report detailing item-by-item responses to the survey (approximately 50 pages in length) may be obtained from the Office of Institutional Research. A facsimile of the survey instrument presented to students on line is in Appendix D. Every survey item had a different number of missing responses, but between 575 and 675 students replied to most of the questions.

Admissions Activities and Perceptions

USF first choice of most respondents. Chart 1 shows that one fourth of survey respondents applied to no other colleges or universities besides USF. Just less than 20% of respondents applied to four or more schools besides USF. Chart 2 shows that USF was the top choice school for more than two thirds of survey respondents (70.6%) and was the first and only choice for one fourth of survey respondents (24.1%).

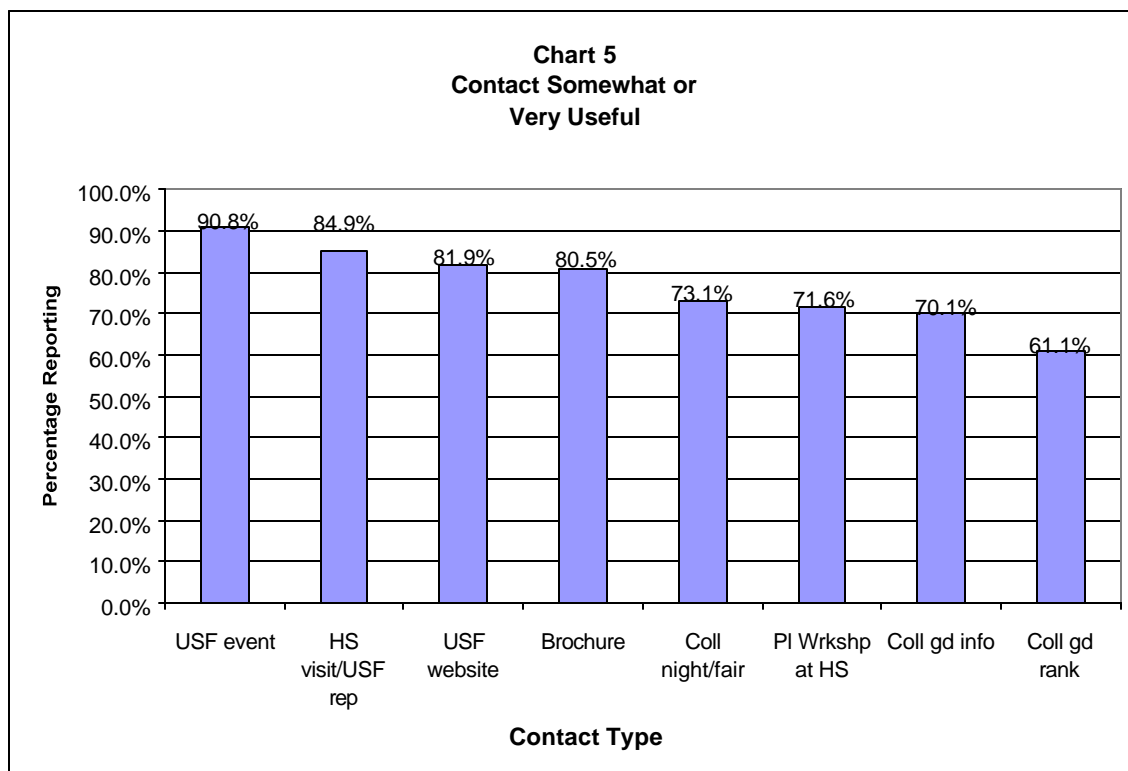
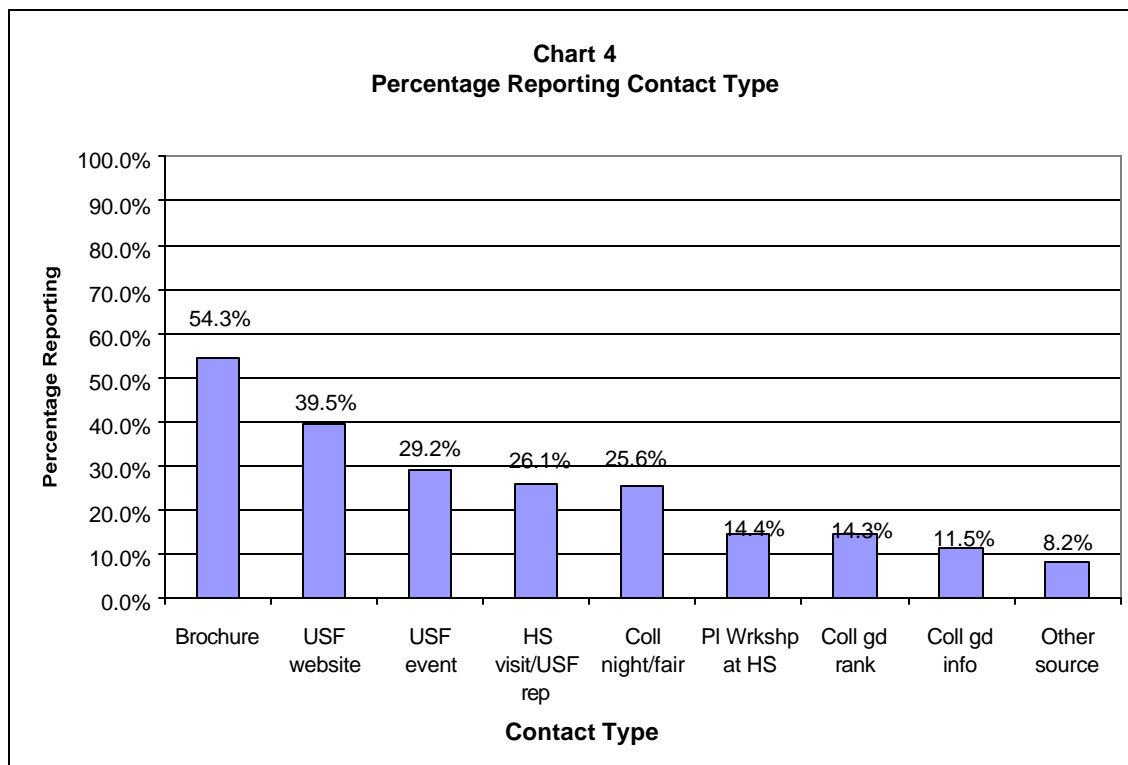




Other SUS schools top competitors. Respondents were asked to indicate other schools, by type, to which they had applied. Chart 3 shows that a majority of respondents reported applying to another SUS school (59.4%). About 20% of respondents reported applying to a private university in Florida (20.6%) or to a public or private university outside Florida (18.9%). Just over 10% of respondents reported applying to a Florida community college (12.7%), with small percentages applying to other types of schools.

Brochure most common contact type. Freshmen were also asked to indicate the types of contacts they had had with USF prior to enrolling and the usefulness of those contacts in their choice of USF. Chart 4 shows student contact types most frequently reported by FTIC students. Respondents were most likely to report that they had received brochures about USF, visited the USF website before enrolling, or attended an event at USF. They were least likely to report attending a planning workshop at their high school, using a college guide that ranks schools, or using an informational college guide. Friends and informal campus visits to USF were most likely to be cited as “other” types of contact with USF prior to enrolling not specified on the survey form (see Appendix B).

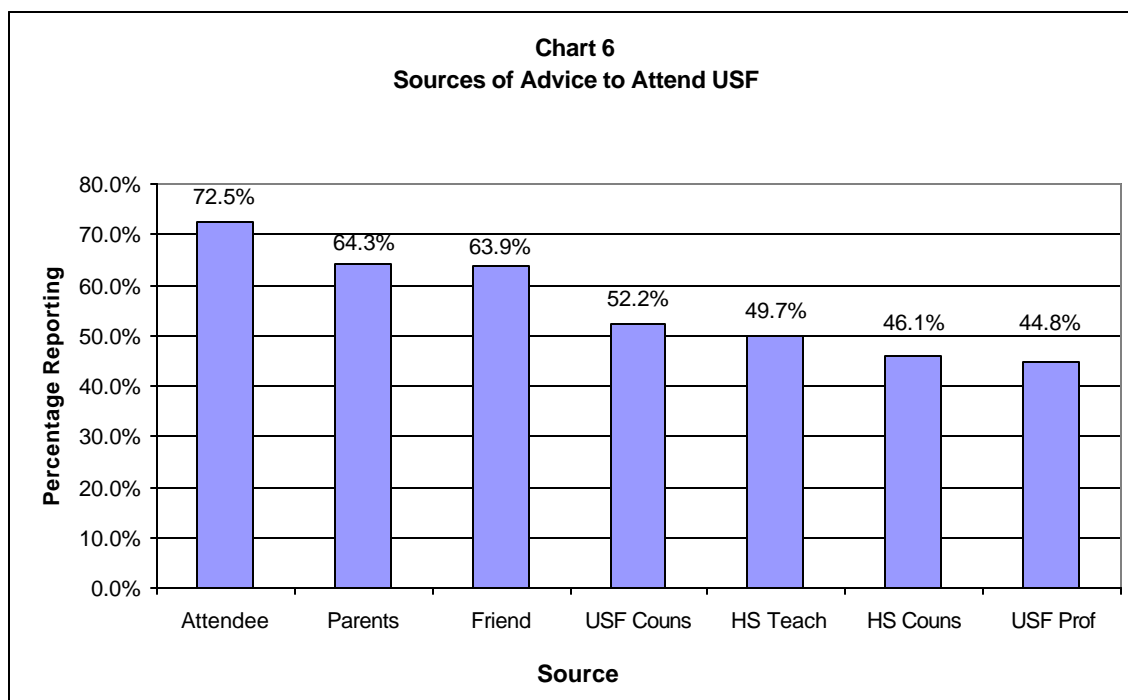
Events at USF rated most useful. Students who reported receiving each kind of contact were also asked to rate how useful the contact type was in their decision to attend USF (Chart 5). Over 90% of respondents who attended an event at USF reported that source of contact to be very or somewhat useful in their decision to attend USF. Almost 85% of respondents rated visits with a USF representative at their high school and to the USF website before enrolling as somewhat or very useful to the decision to attend.



Attending a high school planning workshop and using informational or ranking college guides were rated least useful in the decision to attend, although about two thirds of students who experienced those contacts found them to be of value.

Advice of other attendees most useful. Chart 6 shows that respondents were most likely to report that other people who had attended USF were an important or very important source of advice on whether to attend (72.5%). About two thirds of the respondents cited parents and friends as important sources of advice to attend. Respondents were slightly more likely to cite high school teachers than high school counselors as sources of advice to attend. High school counselors and USF professors were least likely to be cited as sources of advice to attend, although a substantial minority of respondents agreed that those sources of advice were important or very important.

USF a good value for cost. Freshmen receiving the survey were asked to respond



to two sets of items assessing their perceptions of USF at entry. Chart 7 shows responses to several statements intended to assess general attitudes toward USF.

Respondents were most likely to agree or strongly agree that USF is a good value for the cost, that they came for a special program, and that they wanted to live away from home. Fewer than half but more than a third of respondents reported that their relatives wanted them to come, that they wanted to go to college near home, or that they came for a financial aid offer. Fewer than half agreed that USF graduates get good jobs and only about one third agreed that USF graduates get into good graduate or professional schools (many respondents chose “neutral” for these items).

Library and computer resources rated highest. Respondents were asked to rate characteristics of the university on a five-point scale that ranged from “Poor” to “Excellent”. Table 6 shows the percentage of students who rated each aspect of USF

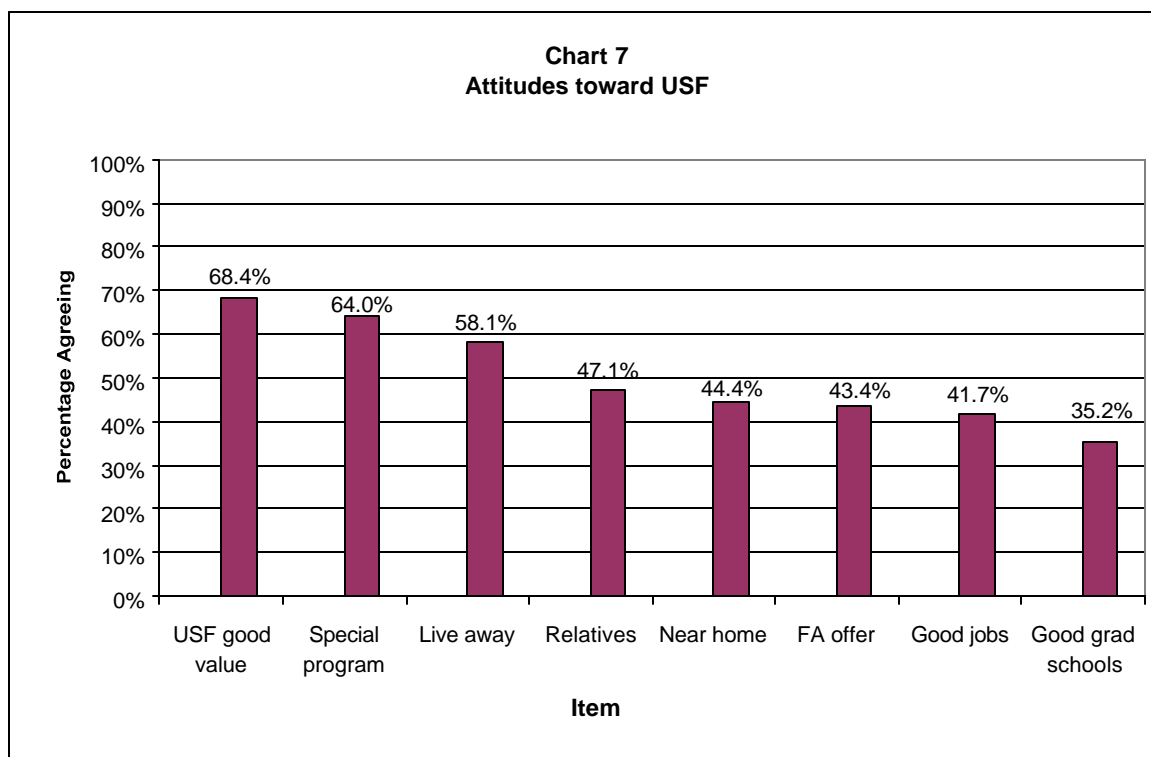


Table 6
Images of USF

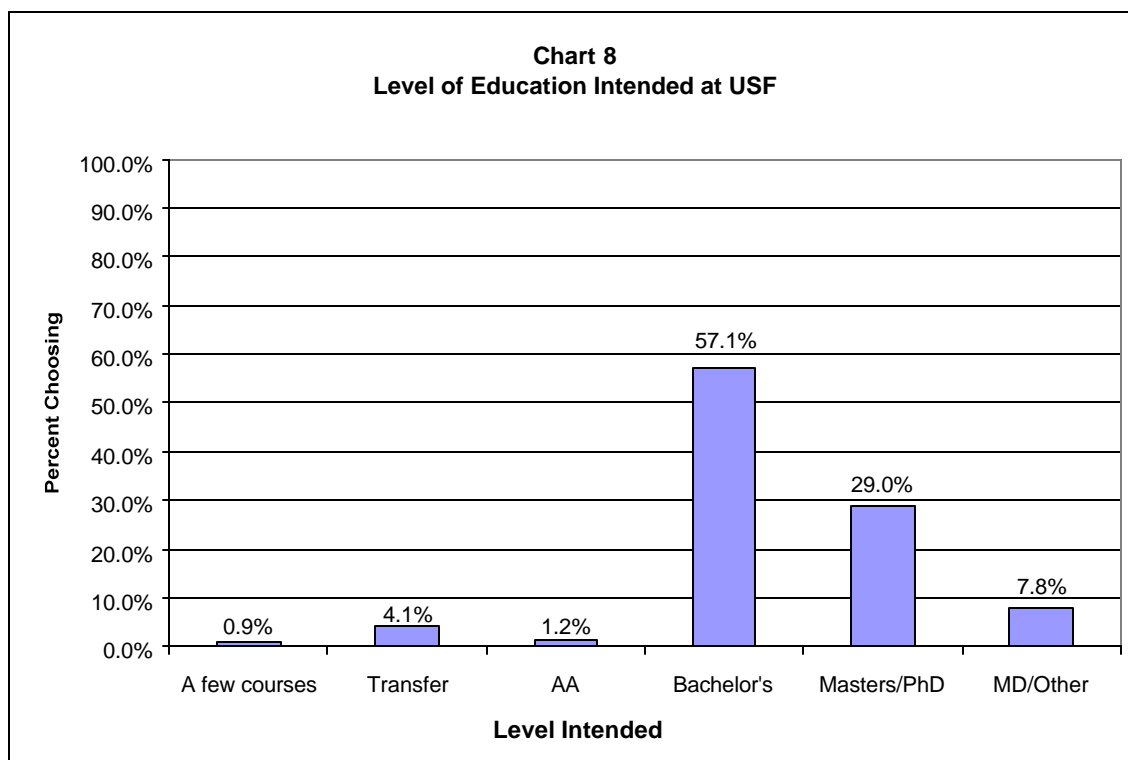
ITEM	PERCENT REPORTING “VERY GOOD” OR “EXCELLENT”
Library resources	79.9%
Computer resources	77.3%
Diversity	72.8%
Quality of desired major	72.1%
Availability of desired major	70.1%
Size of the institution	68.5%
Academic quality	65.2%
Career preparation	61.9%
Extracurricular activities	59.9%
Friendliness	59.7%
Institutional cost (after FA)	58.9%
Faculty quality	54.6%
Financial aid availability	50.0%
Personal interest shown in me	42.9%
Residence halls	30.5%

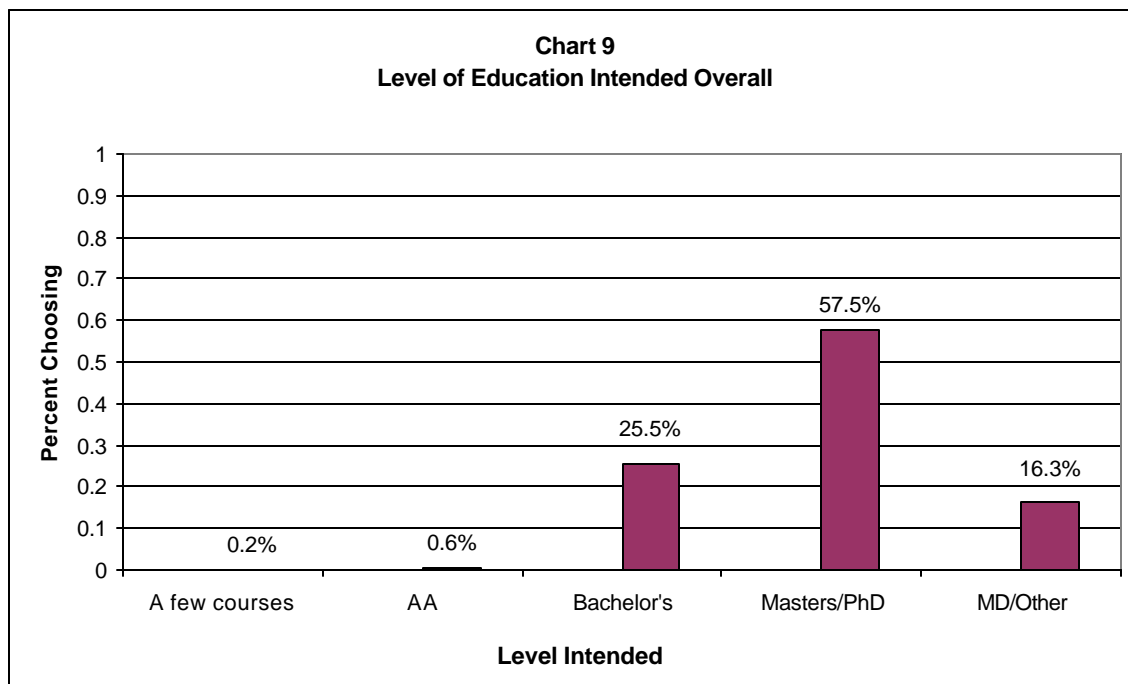
very good or excellent. Most respondents rated USF library resources and computer resources as very good or excellent (more than 75% each). Respondents also rated USF highly on diversity, quality of their desired major, availability of their desired major, and size of the institution. Close to two thirds rated USF’s academic quality as very good or excellent. Most other image areas were rated very good or excellent by between half and two thirds of survey respondents. Fewer than half of respondents rated USF’s personal interest in them (42.9%) or residence halls (30.5%) as very good or excellent.

Perceptions and Characteristics of New FTIC Students

Most expected to earn a bachelor's or higher. Chart 8 shows that over half of survey respondents expected to earn a bachelor's degree from USF (57%). An additional one third (37%) expected to earn an advanced degree from USF. Only about 6% of respondents thought they would leave USF without at least a bachelor's degree. This corresponds to results in Chart 9 that show that three fourths of respondents expect to earn a Master's, Ph.D., or professional degree either at USF or somewhere else.

Career preparation and increasing knowledge top goals. Respondents were asked to indicate the importance to them of various possible educational goals for attending USF. Table 7 shows that more than half reported all listed goals as important or very important. Nevertheless, some goals were rated considerably more important





than others. Nearly all respondents reported that preparing for a career (98.4%) and increasing knowledge in an academic area (95.5%) were important or very important goals for them in attending USF. Other goals most likely to be rated as important or very important were learning about themselves (86.9%), and improving their speaking (84.2%) and writing skills (83.1%). Even though most respondents endorsed a good general education as an important goal for them (85.7%), respondents were much less likely to say that understanding the nature of science and experimentation (58.0%) or appreciating the arts (52.5%) were important or very important goals to them.

Help selecting courses topped list. Survey respondents were asked to indicate what kinds of help they expected to need in their first year at USF. Table 8 shows areas in which respondents thought they would very likely or probably want help. Selecting courses was the area in which most respondents thought they would be seeking

Table 7
Goals of Entering Freshmen

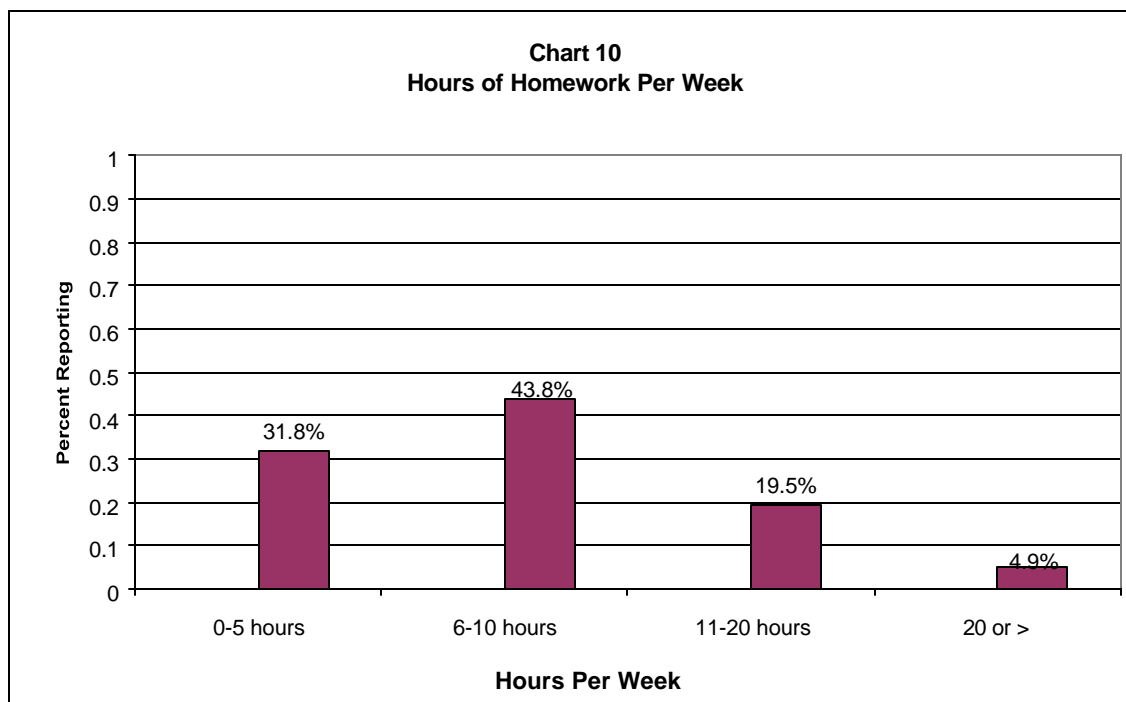
GOAL	PERCENTAGE RATING IMPORTANT OR VERY IMPORTANT
Career preparation	98.4%
Increasing my knowledge in an academic area	95.5%
Learning about myself	86.9%
Acquire a broad general education	85.7%
Speak effectively and persuasively	84.2%
Improve my ability to write well	83.1%
Develop leadership skills/abilities	82.6%
Prepare for graduate/professional study	82.1%
Improve ability to think analytically/logically	82.0%
Understand my own beliefs/values	80.3%
Learn to appreciate views different from my own	77.8%
Understand global/international issues	70.7%
Learn new computer technologies/applications	70.3%
Understand science/experimentation	58.0%
Aware of gender issues in everyday/prof life	57.7%
Gain better appreciation of the arts	52.5%

help (76.9%), followed by improving their study skills (67.9%), oral communication skills (67.1%), and writing skills (65.7%). About half expected to want help selecting a career (50.5%). Just under half thought they would want or need help making friends (48.4%), joining clubs and organizations (48.1%), or seeking tutoring assistance (47.2%).

Most respondents were full-time students. Over 90% of respondents were enrolled for 10 or more credit hours at USF. Only about 4% were also enrolled at another institution of higher education. Most of those individuals were taking no more than one or two courses at the other institution. Despite the fact that most students were enrolled full-time at USF, Chart 10 shows that most respondents reported studying an average of less than 10 hours per week, with nearly one third studying fewer than five hours per

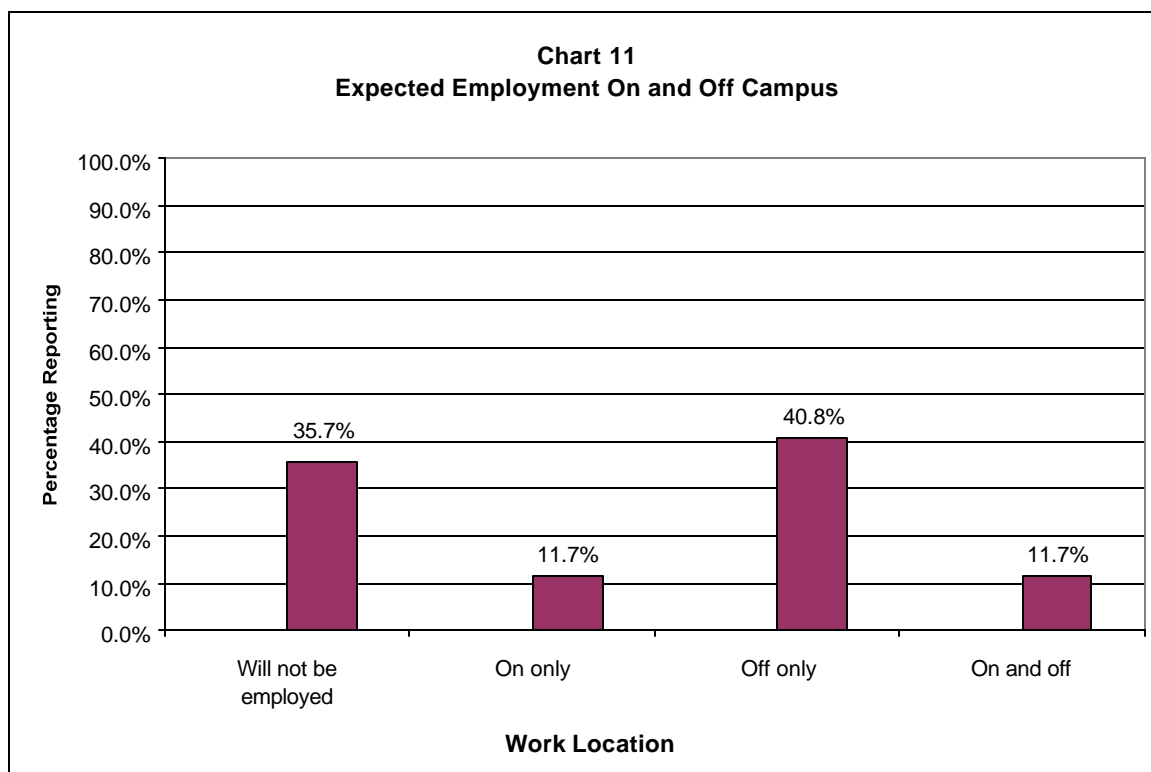
Table 8
Expected Need for Services

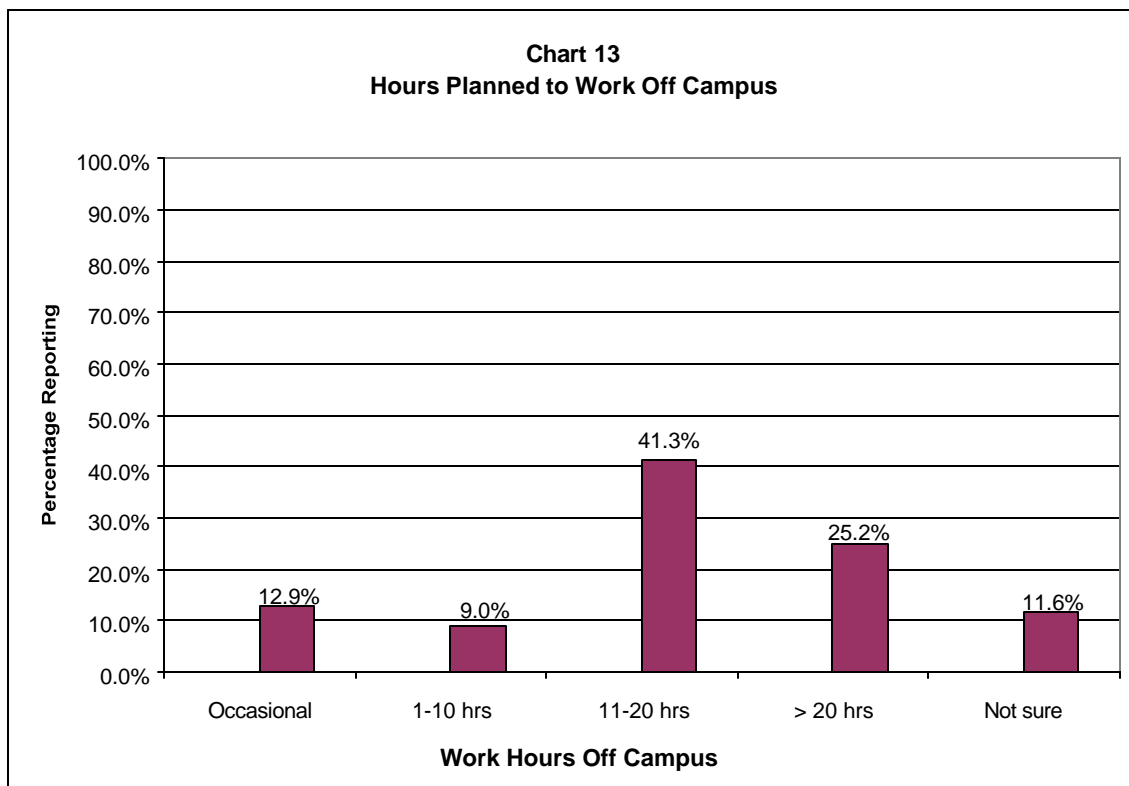
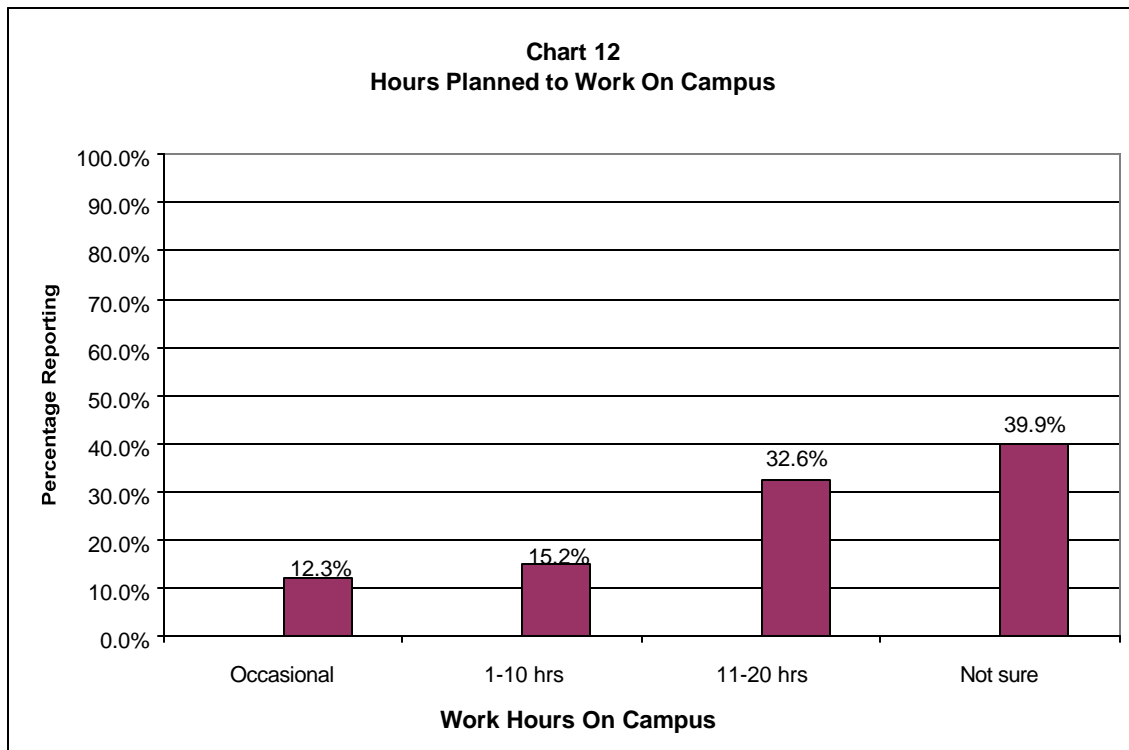
SERVICE	PERCENT WHO "PROBABLY OR "VERY LIKELY" WILL WANT HELP
Selecting courses	76.9%
Improving my study skills	67.9%
Improving oral communication	67.1%
Improving writing	65.7%
Developing leadership skills	61.9%
Managing my time	57.7%
Financial aid counseling	55.4%
Computer skills	53.5%
Library/internet skills	53.2%
Select career	50.5%
Making friends	48.4%
Joining clubs and organizations	48.1%
Tutoring assistance	47.2%



week for all of their courses. This was well into the fall term (after mid-term).

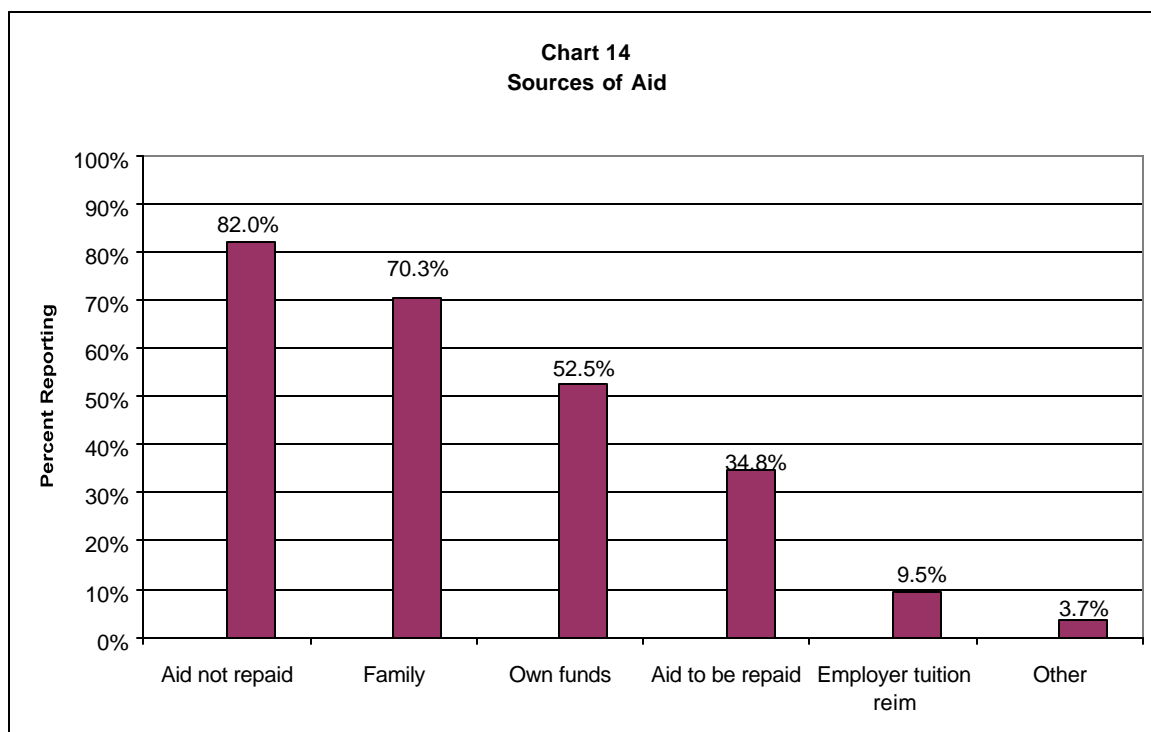
Most expected to work. Respondents were asked to indicate whether they were working on or off campus during the fall term, and if they were working, to report the average hours worked per week. Chart 11 shows that about two thirds of freshmen were working or expecting to work during the fall term (64.2%), with most of those planning to work off campus. Just 12% of respondents expected to work only on campus during the fall term, with another 12% expecting that they might work both on and off campus. Chart 12 shows that about one third of students who expected to be employed on campus during the fall term planned to work between 11 and 20 hours per week,





with a larger number unsure how many hours they would be working on campus per week. Chart 13 shows that most students expecting to work off campus thought they would be working between 11 and 20 hours per week (41.3%), with one quarter expecting to be working more than 20 hours per week.

Many had concerns about finances. About half of respondents had at least some concerns about how they would finance their college education, with another fourth very concerned and one fourth not at all concerned. Chart 14 shows that respondents were most likely to report receiving aid from sources that do not need to be repaid (82.0%), their families (70.3%), and funds they produced themselves through jobs, savings or other income (52.5%). To briefly summarize the results regarding specific types of aid received, of those receiving aid that did not need to be repaid, about 30%



were receiving \$1,000 to \$2,999 with another one third receiving \$3,000 to \$5,999. Of those receiving aid from their families, 44% received \$2,999 or less, with 7.6% receiving \$10,000 or more. About 30% of respondents reported receiving no aid at all from their families. Of those reporting use of their own funds to attend college, 61% reported that they expected this to provide \$1,000 or less. Of those receiving aid that must be repaid, 58% reported that aid to be between \$1,000 and \$2,999, with 9% claiming to be receiving \$3,000 or more in aid to be repaid. Other sources of funds not specified on the survey cited by students appear in Appendix C. Most frequently cited sources were the Florida pre-paid tuition program and the Florida Bright Futures Scholarship.

Miscellaneous demographics. Finally, over 90% of respondents reported access to a PC/laptop and to the Internet where they live. Over 90% of survey respondents reported their native language to be English, with a relatively large number of respondents (10%) leaving the item blank.

Conclusions

General Findings

This report touches on just the highlights of survey results. Much further research is possible using these data. Potential follow-up studies include examining how regional origin, race/ethnic status, or intended major might influence variables such as usefulness of contact types, University image, or freshman work plans. Further studies may be undertaken upon request.

This pilot study demonstrated that an Internet version of a freshman profile survey for USF is feasible and can be conducted at lower cost and with less effort than other forms of survey delivery. Although the 17% response rate to the survey was respectable for a pilot study, increasing the response rate to the survey would help improve generalizability of results. Study of appropriate distribution methods for future surveys is called for. Optimal distribution in the future may rely on combined methods, rather than distributing the survey solely through e-mail messages on the Internet. The feasibility of surveying only a sample of freshmen should be investigated.

Much of the value of surveys such as this one comes from being able to compare current findings to previous findings. Data collected over a series of years can show evidence of important trends, document changes in student preferences and plans over time, and test the effectiveness of newly implemented programs. Annual administration of this survey, or one like it, is strongly recommended.

In fact, it may be appropriate to supplement this survey or split it into multiple surveys conducted at various points in the admissions process. Collecting information from prospective students regarding admissions activities earlier in the enrollment

process may be beneficial because recollections are likely to be fresher and admittees who will eventually choose not to enroll (a substantial group) are still available for questioning. The freshman survey could then be narrowed in focus to just those issues that are best addressed at the time of enrollment, such as planned living and working arrangements, perceptions of the freshman experience, and so on. Simplifying the survey would likely produce a better response rate than the present instrument.

Successful completion of this study opens the door for future Internet-based surveys at USF to collect information useful for improving programs and procedures for prospective and enrolled students.

Key Findings: Admissions

Following are specific findings of particular note in the area of admissions, along with recommendations for further research or action. Survey results are suggestive only, and should be interpreted in the context of perceptions and experiences of professional staff in related areas. Feedback to the Office of Institutional Research regarding the usefulness of survey results in policy and planning will assist in the collection of increasingly relevant and useful data in future survey efforts.

- USF was the first choice of schools to attend for 70% of survey respondents and the first and only choice of one fourth of respondents. Implications for recruiting are to: 1) identify the more competitive prospects early in the admissions process and focus recruiting resources on them; 2) focus on other SUS schools as primary competitors; and 3) monitor changing interests in private and out-of-state schools among higher quality prospects over time.

- Despite increasing familiarity with and use of the Internet, printed materials (brochures) are still an important form of contact for prospects, warranting continued improvement in quality and message targeting for market segments (for example, different messages for local and out-of-state prospects).
- Internet contact was the second most popular form of contact prior to enrollment for these FTIC students (after brochures) and its popularity has probably not yet peaked. Prospective students already find it to be a valuable resource and this is likely to increase over time. Combining this form of contact with others may prove to be a particularly valuable strategy for improving recruiting (see below).
- Events at USF were rated the most useful form of contact prior to enrollment, but only one fourth of respondents had visited USF before enrolling. Enhancing prominence of tour information at the USF web site along with electronic sign-up for tours might help expand use of this effective contact type.
- The second most valuable contact type was high school visits from USF representatives, but, once again, relatively few respondents reported experiencing this contact type. Dates and times of visits of USF representatives to local high schools could be posted on the USF website to facilitate use of this resource.
- Positive messages about the USF library and computer resources got through to many prospective students (at least the ones that enrolled). Prospects who chose to enroll at USF also reported positive perceptions of diversity at the university.
- Positive images related to faculty quality and quality of student outcomes were less likely to be reported by enrolled students. Even those who chose USF were

- unlikely to endorse statements saying USF graduates get good jobs or get into good graduate schools. What about those who did not enroll?
- Lack of personal treatment during the admissions process and a poor image of the residence halls did not stop these students from enrolling. Did they stop others?

Key Findings: The First Year Experience

Following are specific findings of particular note regarding the first year experience along with recommendations for further research or action. Survey results are suggestive only, and should be interpreted in the context of perceptions and experiences of university staff in related areas. Feedback to the Office of Institutional Research regarding the usefulness of survey results in policy and planning will assist in the collection of increasingly relevant and useful data in future survey efforts.

- A large number of FTIC freshmen were working or expecting to work during the fall term, especially off campus. Heavy outside workloads are suspected to be one reason why USF students take so long to graduate. Positive actions the University may take include: 1) learning more about work patterns of enrolled students and how they affect progress toward a degree; 2) investigating ways to help students better balance paid employment and the demands of college level courses; and 3) investigating whether working FTIC students can be directed toward on-campus rather than off-campus employment, which is related to improved retention for undergraduates.
- Only about 20% of respondents said they spent more than 10 hours per week preparing for classes, even though most respondents were full time students and

- the survey was conducted well into the fall term. This means that many respondents spent only about an hour a day studying for a full-time load of college courses. If this is true, important questions arise about the content of the first year curriculum and the amount of effort expected from first year students.
- Career preparation was by far the most important goal of FTIC students and half of the respondents wanted assistance in choosing a career. Addressing students' career concerns early in their academic careers, as is now done in the University Experience course, seems well advised. Emphasizing career preparation might be used to attract even more students to the University Experience course.
 - Survey respondents expressed strong interests in a broad, general education, learning to think more analytically, and improving their writing skills and oral presentation skills (all parts of a broad, general education), but were less likely to see understanding science and appreciating the arts as important goals for them. Early articulation of the importance of the arts and sciences in a broad, general education may help this group better understand and value the University's lower-level liberal arts curriculum.
 - Finances were a moderate or serious concern for about 75% of survey respondents. In addition, about 30% of respondents said they were getting no financial help from their families to attend college, an important retention danger sign. FTIC students appear to be turning to employment to meet their financial needs, but that may cause as many problems as it solves. Continued study of how the university can help students balance financial needs, need or desire for outside employment, and timely completion of a bachelor's degree is encouraged.

Appendix A
Florida Regions

Florida Planning Districts
Florida Statistical Abstract 2001

District 1 (West Florida)

Bay, Escambia, Holmes, Okaloosa, Santa Rosa, Walton, Washington

District 2 (Apalachee)

Calhoun, Franklin, Gadsden, Gulf, Jackson, Jefferson, Leon, Liberty, Wakulla

District 3 (North Central)

Alachua, Bradford, Columbia, Dixie, Gilchrist, Hamilton, Lafayette, Madison, Suwannee, Taylor, Union

District 4 (Northeast)

Baker, Clay, Duval, Flagler, Nassau, Putnam, St. Johns

District 5 (Withlacoochee)

Citrus, Hernando*, Levy, Marion, Sumter

District 6 (East Central Florida)

Brevard, Lake, Orange, Osceola, Seminole, Volusia

District 7 (Central Florida)

De Soto*, Hardee*, Highlands*, Okeechobee, Polk*

District 8 (Tampa Bay)

Hillsborough*, Manatee*, Pasco*, Pinellas*

District 9 (Southwest Florida)

Charlotte, Collier, Glades, Hendry, Lee, Sarasota*

District 10 (Treasure Coast)

Indian River, Martin, Palm Beach, St. Lucie

District 11 (South Florida)

Broward, Miami-Dade, Monroe

Local Service

De Soto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, Sarasota

Source: Florida Statistical Abstract 2001 p. 56

* Included in USF's Local Service region in Table 3

Appendix B
“Other” Contacts With USF
Prior to Enrollment
(Accompanies Chart 4)

Other Sources of Contact with USF

A Friend
 Alumni contacts such as teachers and my brother
 College Tour
 Current Student
 Decision Day
 Family
 Fantastic Friday
 Friend Katy Dowd
 Friends of family
 Generic Florida application form
 Group tour for possible students
 I applied to USF b/c it was 4mi away!
 I wanted to attend this university regardless of the above
 I wanted to live in Tampa for a while- get away from Miami and still be in a city type area
 Information Session
 Just happen to be here
 Kaplan
 Math Field Day
 My guidance counselor
 Parents
 Past friend who attended
 Personal visit when looking at different schools.
 Presentation given at local hotel about admissions and programs offered at USF
 Preview USF
 Recruiting Visit for Softball
 Scholarship letters
 Siblings Attend this University
 Spoke with Students
 Students told me about USF
 Talking to USF students
 Teachers that went to USF
 Two Alumni Brothers
 USF Festival of Winds
 USF students
 Visit to USF on my own
 Visit to the school
 Visit with family on my own
 Visited campus
 What the people I look up to say about USF
 all my friends
 alumni
 an associate
 athletic scholarship

campus tours and etc
campus visit
family attending
family visit on my own time
financial aid presentation
friend
friend and previously visiting campus
friends
friends that attend usf
friends who attend
friends&teachers
friends, co workers, teachers
friends, relatives that attended
heard from teacher it was the best school for accounting
just coming and visiting the campus
my dad
my sister attend USF
my sister attends
orientation
others
papers handed out by guidance counselor
recruiting vist
representative came to my community college.
sister attended usf
visit to USF
visited school, and took a tour
word of mouth (teacher)
word of mouth from colleges

Appendix C
Other Sources of Funds to Attend USF
(Accompanies Chart 14)

Brevard County Early Admit= Tuition + Books
College Pre-Paid
Florida Bright Futures Scholarship
Florida Pre-Paid
Florida Prepaid
Florida Prepaid Program
LAC scholarship
Living expenses and room sharings (not enough)
Scholarships
Florida Brights Scholarship
VA Benefits
Veterans Benefits
bright future scholarship
florida merit scholarship
florida prepaid
florida pre-paid
florida pre-paid
florida prepaid
florida prepaid program
inheritance
loans
paying back my credit card
personal family
vocational rehabilitation

Appendix D
Survey Instrument



Freshman Survey

As a new student at the University of South Florida, you are being asked to complete the USF Freshman Profile Survey. The goal of collecting the information in this survey is to improve the programs and services offered to you and to students like you who might enroll at USF in the future. This survey is voluntary and you are under no obligation to participate.

For best results, complete the survey with an Internet Explorer browser at 800 X 600 resolution.

Most items in this survey have circles corresponding to possible answer choices for that item. Click on the circle that best represents your answer to that item. Other items have blank spaces for you to type your answers or comments.

If you have questions about the survey, please call the USF Office of Institutional Research at 813-974-2450.

[NEXT]

Your responses to the survey will be kept confidential. Your social security number is requested for research purposes only and will never be listed on any report. Only group responses will be reported.

To participate in the drawing for the USF Book Store gift certificate, you must be a USF freshman attending college for the first time and submit a valid social security number. Only one entry per person is allowed.

Please record your social security number in the box below and click "Submit SSN." Dashes are optional.

Social Security:

[Submit SSN](#)

Processed SSN

[Continue Survey](#)

1. What level of education do you intend to attain at USF?

Just take a few courses that interest me

Coursework necessary for transferring to another higher education institution

Associate degree

Bachelor's degree

Master's degree or Ph.D.

M.D. or other postgraduate degree

[NEXT]

2. What level of education do you plan to attain overall?

Just take a few courses that interest me

Associate degree

Bachelor's degree

Master's degree or Ph.D.

M.D. or other postgraduate degree

[NEXT]

3. What choice is this university in your preference to attend?

First and only choice

First choice among others

Second choice

Third choice

Fourth choice or lower

[NEXT]

4. To how many colleges or universities other than USF did you apply for admission this year?
(Include both two year and four year institutions.)

None

One

Two

Three

Four or more

[NEXT]

5. Please indicate whether you applied for admission to each type of institution listed below (you may choose all that apply).

Florida public community or junior college

Florida private community or junior college

Community or junior college outside of Florida (public or private)

Florida public 4-yr college or university (other than USF)

Florida private 4-yr college or university

4-yr private college or university outside of Florida (public or private)

[NEXT]

6.

Please indicate whether you experienced any of the following contacts with USF before choosing to enroll here. If you experienced a contact, please indicate how useful it was in your decision to choose USF.

NU=	Not useful
LU=	A little useful
SU=	Somewhat useful
VU=	Very useful

Yes		NU	LU	SU	VU
<input type="checkbox"/>	USF College Planning Workshop at your high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	College night / College fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	High School visit with a USF representative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Event held on the USF campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Brochures or information you received in the mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Visits to the USF website before you applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	College guide that ranks schools (i.e. U.S News)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Informational college guide (i.e. Peterson's Guide, Barron's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

7. Rate how important each of the following was in your decision to attend USF.

NI=	Not important
SI=	Somewhat important
I=	Important
VI=	Very important
NA=	Not applicable

	NI	SI	I	VI	NA
Advice of parents or relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of high school counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of someone who has attended USF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of a USF admissions counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of a USF professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice of a friend or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

8. Please indicate the extent to which you agree or disagree with the following statements.

SD= Strongly disagree

D= Disagree

N= Neutral

A= Agree

SA= Strongly agree

	SD	D	N	A	SA
My relatives wanted me to come to USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF's graduates get good jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF offered better financial aid to me than other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF's graduates gain admission to top graduate/professional schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This University offers special programs of interest to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF is a good value for the cost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live away from home while attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live near home while attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

9. To what extent are the following goals important to you in attending USF?

NI=	Not important
SI=	Somewhat important
I=	Important
VI=	Very important

	NI	SI	I	VI
Increase my knowledge and understanding in an academic field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand my personal values and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn more about my abilities, interests and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the nature of science and experimentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my ability to think analytically and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my ability to write clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an understanding and appreciation of the arts (art, music, drama, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

10. Here are some more goals. To what extent are these goals important to you in attending USF?

NI=	Not important
SI=	Somewhat important
I=	Important
VI=	Very important

	NI	SI	I	VI
Appreciate views different from my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn new computer technologies and applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak effectively and persuasively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop leadership skills/abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire a broad, general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand global and international issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become more aware of the nature and impact of gender differences in everyday and professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

11. Please rate USF on the characteristics described.

P=	Poor
F=	Fair
G=	Good
VG=	Very Good
E=	Excellent
DK=	Don't Know

	P	F	G	VG	E	DK
Academic quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer resources for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of desired major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of desired major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

12. Here are some more characteristics. Please rate USF on these characteristics.

P=	Poor
F=	Fair
G=	Good
VG=	Very good
E=	Excellent
DK=	Don't know

	P	F	G	VG	E	DK
Institutional cost (including any financial aid you receive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest shown in you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness of the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic diversity of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of on-campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

13. Indicate the degree to which you feel you will need/want help in the following areas during your first year at USF.

VU=	Very unlikely
U=	Unlikely
NS=	Not sure
P=	Probably
VL=	Very likely

	VU	U	NS	P	VL
Selecting a career area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting courses for a program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my ability to use library resources effectively (including internet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining or tutoring assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining financial aid counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

14. Here are some more areas in which you may need/want help. Please indicate the degree to which you feel you will need/want help in these areas during your first year at USF.

VU=	Very unlikely
U=	Unlikely
NS=	Not sure
P=	Probably
VL=	Very likely

	VU	U	NS	P	VL
Joining clubs and organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

15. Are you now employed or expect to be employed **ON CAMPUS** this term?

No

Yes, but only occasionally

1-10 hours per week

11-20 hours per week

Not sure

16. Are you now employed or expect to be employed **OFF CAMPUS** this term?

No

Yes, but only occasionally

1-10 hours per week

11-20 hours per week

More than 20 hours per week

Not sure

[NEXT]

17. How many credit hours are you currently enrolled for at USF?

18. Are you currently enrolled at any other institution of higher education?

No

Yes., If yes, for how many credits are you enrolled?

[NEXT]

19. How many hours, on average, do you study per week for all of your classes combined?

0-5

6-10

11-20

20 or more

[NEXT]

20. How much of your first year's educational expenses (room, board, tuition and fees) do you expect to cover from each of the sources listed below? Choose one answer for each possible source

Family resources (parents, relatives, spouse)	<input type="text"/>
Employer tuition reimbursement	<input type="text"/>
My own resources (job on or off campus, savings from work, other income)	<input type="text"/>
Aid which need not be repaid (grants, scholarships, etc.)	<input type="text"/>
Aid which must be repaid	<input type="text"/>
Other	<input type="text"/>

[NEXT]

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

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

[NEXT]

22. Do you have a personal computer/laptop available where you live?

Yes No

23. Do you have access to the internet where you live?

Yes No

24. Is English your native language?

Yes No

[SUBMIT]
