

NORTHERN
ARIZONA
UNIVERSITY



Fall 2006 Northern Arizona University Freshmen

Cooperative Institutional Research Program (CIRP) Survey Results

Planning and Institutional Research
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Table of Contents:

INTRODUCTION	4
EXECUTIVE SUMMARY	3
METHODOLOGY	4
DEMOGRAPHIC CHARACTERISTICS	5
ISSUES RELATED TO ATTENDING COLLEGE	6
<i>College Applications</i>	6
<i>Reasons for Attending College and for Selecting NAU</i>	6
<i>Financial Aid</i>	8
COLLEGE PREPARATION	9
<i>Student Reported Perception of Ability</i>	9
STUDENT EXPECTATIONS AND LIFE ASPIRATIONS	11
<i>Expectation of Academic Achievement:</i>	11
<i>Life Aspirations</i>	12
NORTHERN ARIZONA UNIVERSITY’S 2006 INCOMING FRESHMEN COMPARED TO NATIONAL NORMS	14
DIFFERENCES IN DEMOGRAPHIC CHARACTERISTICS	14
DIFFERENCES IN ISSUES RELATED TO ATTENDING COLLEGE	16
<i>College Applications</i>	16
<i>Reasons for Attending College and for Selecting NAU</i>	16
<i>Financial Aid</i>	18
DIFFERENCES IN COLLEGE PREPARATION	19
<i>Student Reported Perception of Ability</i>	19
DIFFERENCES IN STUDENT ACTIVITIES DURING HIGH SCHOOL	19
DIFFERENCES IN STUDENT EXPECTATIONS AND LIFE GOALS	20
<i>Expectation of Academic Achievement:</i>	20
<i>Expectation of College Experience</i>	21
<i>Life Aspirations</i>	21
Appendix A. HERI Classification of Participating Institutions	23
Appendix B. HERI Classification for Determining First-Time, Full-Time Student Status	24
Appendix C. List of Institutions that Comprise the Comparison Groups	25
Appendix D. 2006 Survey Instrument	

EXECUTIVE SUMMARY

In the summer of 2006, Northern Arizona University participated in the Cooperative Institutional Research Program (CIRP) survey of new incoming students. NAU administered the survey on a sample of 2,197 first-time, full-time students¹ and obtained data from two national norm groups and a peer group for comparison purposes. This report is separated into two parts; the first part summarizes the responses from the NAU participants whereas the second half focuses on the differences between NAU respondents and a comparable national norm group and a peer group of institutions.

Nearly eight out of ten NAU respondents reported that NAU was their first choice for college. More than eight out of ten respondents noted that “learning more about things that interest me” was a very important reason in deciding to go to college. The most commonly reported very important reason for attending NAU was “I wanted to go to a school about the size of this college.”

There are a number of differences between NAU female and male respondents, particularly in their self-perception of personal characteristics and abilities, activities they participated, and their college and life expectations. Most of the differences are expected and follow the national trends, however, in self-perceived public speaking ability, NAU male respondents out-rate their female counterparts. Interestingly, a greater proportion of female students expressed an interest in study abroad programs and improving their understanding of other countries and cultures.

NAU’s incoming freshmen are in many aspects very similar to their peers nationwide. Some differences can be attributed to the Arizona public school system and some seem to directly reflect the regional population characteristics.

There are a few notable² differences between NAU students and the comparison groups. NAU incoming freshmen

- are more confident in their academic ability, report higher average high school grades, expect to earn better grades in college, and are more likely to receive a merit-based state scholarship or grant,
- are less likely to be affiliated with a religious group and to attend a religious service, but more likely to discuss religion,
- are more likely to apply only to one college (NAU) and to expect being satisfied with their college choice,
- are more likely to select their college because of the school size and its distance from home, and less likely to consider the prospects of the college graduates,
- are less consumed by their future financial and managerial aspirations and peer recognition, and
- are more likely to pay for their college education with part-time job on campus and a job after graduation.

¹ This first-time, full-time categorization is based upon student answers to the CIRP survey instrument, and is not necessarily reflective of the institution’s official cohort definition for a first-time, full time student.

² A difference is considered notable in those instances when the NAU sample is significantly different from both comparison groups—peer institutions and low selective public universities—at 99% interval level. Significant difference is determined by comparing samples’ confidence interval ranges. More information about the methodology can be found on page 15.

INTRODUCTION

The Cooperative Institutional Research Program (CIRP), established in 1966, is a national longitudinal study of students in American colleges and universities. Since 1973, the annual CIRP survey of entering freshmen has been administered through the Higher Education Research Institute (HERI) at the University of California-Los Angeles. The CIRP is the nation's largest and oldest empirical study of higher education, involving data on some 1,201 institutions and more than 8.3 million students. It is regarded as the most comprehensive source of information on college students. The 2006 CIRP Survey is the 41th freshman survey conducted by this national research program, and is designed to provide community colleges, four-year colleges, and universities a method of collecting comparative data on their entering students for use in institutional decision-making, research, and assessment activities.

METHODOLOGY

The survey includes a wide range of questions that reflect the current concerns of the higher education community, as well as the interests of Northern Arizona University. The 2006 survey instrument sought responses to 39 nationally defined questions. The four-page survey instrument (Appendix D) covers a broad array of issues:

- demographic characteristics
- expectations of the college experience
- secondary school experiences
- degree goals and career plans
- college finances
- attitudes, values, and life goals
- reasons for attending college

The 2006 freshman norms are based on the weighted responses of 271,441³ students from 393 of the nation's baccalaureate colleges and universities. The 2006 CIRP survey was administered to 2,197 first-time, full-time freshmen⁴ during Northern Arizona University's Orientation sessions.

For Northern Arizona University, data for first-time, full-time freshmen are tabulated separately for males, females, and the total. Normative data from a variety of national comparison groups are also available⁵.

A total of 2,197 students out of a possible 2,607⁶ participated in NAU's 2006 administration of the CIRP survey. This sample size yields a maximum error rate below ± 1.7 percent⁷. For each question, frequencies for each response category were compiled and recorded as a percentage. A tabulation of Northern Arizona University's fall 2006 responses is provided online at

³ http://www.gseis.ucla.edu/heri/PDFs/06CIRPFS_Norms_Narrative.pdf

⁴ Refer to Appendix B for an explanation of how a student is determined to be a first-time, full-time freshman.

⁵ Refer to Appendix A for classification of universities.

⁶ 2,607 is the number of first-time, full-time freshmen in the 2006 cohort.

⁷ The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80% of the freshmen sample indicated satisfaction in a specific content area, the actual population parameter falls in the range of 79% - 81% (80% +/- 1%) satisfaction

<http://www4.nau.edu/pair/SurveysReport/SurveysReports.asp>. Also included are two sets of national normative figures and a peer group for comparison.

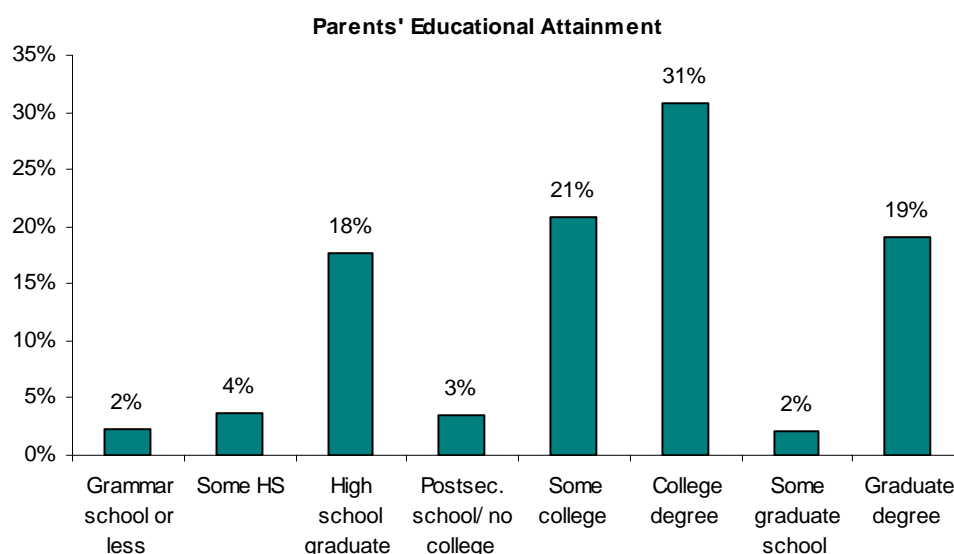
For HERI classification purposes, Northern Arizona University is considered a public, low selective university. HERI defines a low selective university as an institution where the average SAT composite score for new freshmen is less than 1,085. The average SAT score for Northern Arizona University freshmen for fall 2006 is 1,073. There are 44 institutions nationwide that fit this category. Nine of these 44 institutions participated in the 2006 CIRP administration. The norms for this category are based upon six institutions⁸. Appendix C lists the institutions that comprise the national norm group and the peer group.

NORTHERN ARIZONA UNIVERSITY'S 2005 INCOMING FRESHMAN

DEMOGRAPHIC CHARACTERISTICS

A typical fall 2006 Northern Arizona University freshman is white (83%), 18 or 19 years old (97%), a 2006 high school graduate (99%), a U.S. citizen (99%), and a native English speaker (96%), who lives more than 100 miles from Northern Arizona University (84%). Nearly seven (7) out of ten (10) students in the 2006 entering freshman class cited a religious preference.

Approximately 71 percent of freshmen estimate their parents' income to be at least \$50,000. Sixty-six percent of the students report that their parents are living with each other and 31 percent report that their parents are divorced or separated. At least some college education is reported for 73 percent of all parents. Thirty-three percent (33%) of students report both parents having less than a bachelor's degree and would therefore be considered first generation students.



Ninety percent (90%) of incoming freshmen report their average grade in high school as a B or better.

⁸ If an institution's sample is not deemed to be representative of all entering freshmen at that institution, HERI does not include the data in the national norms. This typically occurs when the sample size is too small to be representative of all entering freshmen at a given institution.

ISSUES RELATED TO ATTENDING COLLEGE

College Applications

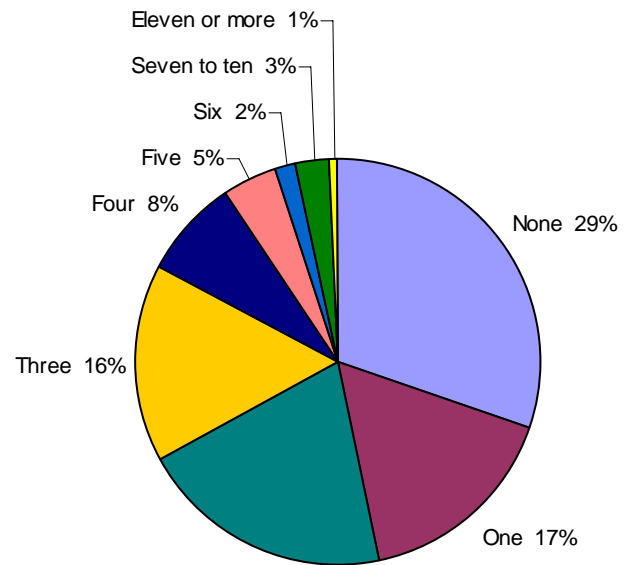
Twenty-nine percent (29%) of students reported applying to no other colleges than NAU. Thirty-six percent (36%) applied to one or two other colleges. Seventy-seven percent (77%) said that NAU was their first choice for college, whereas 18 percent said NAU was their second choice.

Reasons for Attending College and for Selecting NAU

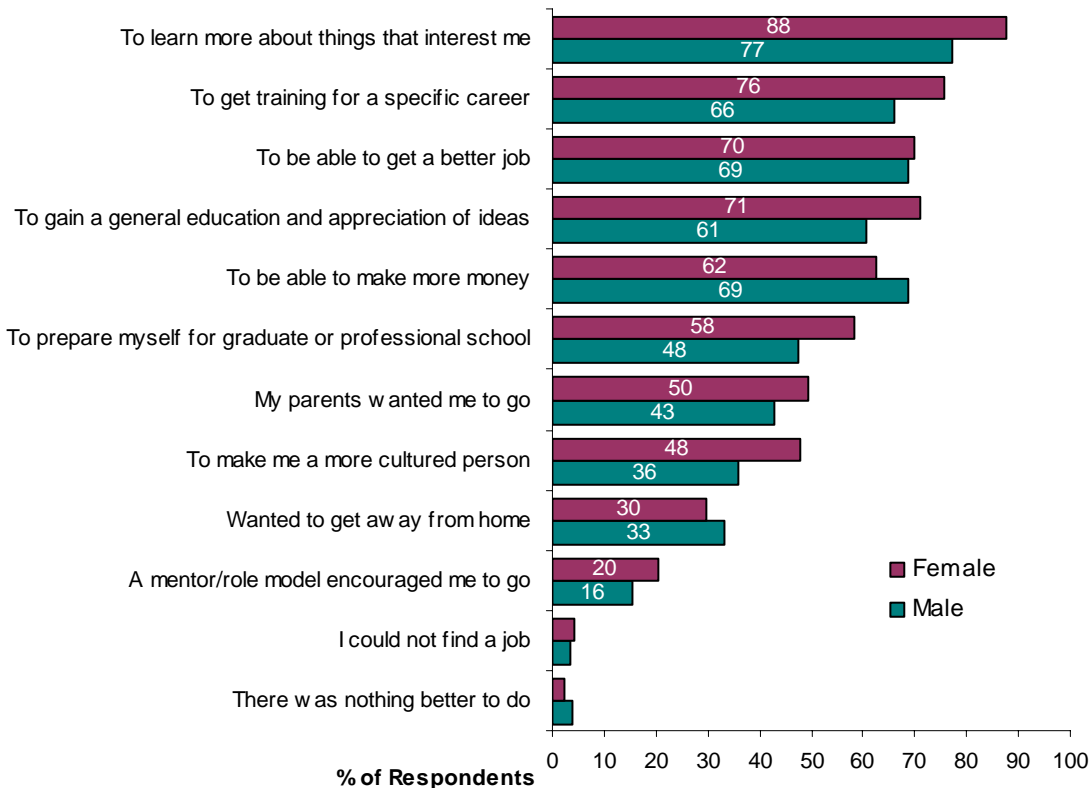
The entering freshman considered the following five reasons as very important in their decision to attend college:

- to learn more about things that interest me (77% male, 88% female),
- to be able to get a better job (69% male, 70% female),
- to be able to make more money (69% male, 62% female),
- to get training for a specific career (66% male, 71% female), and
- to gain a general education and appreciation of ideas (61% male, 71% female).

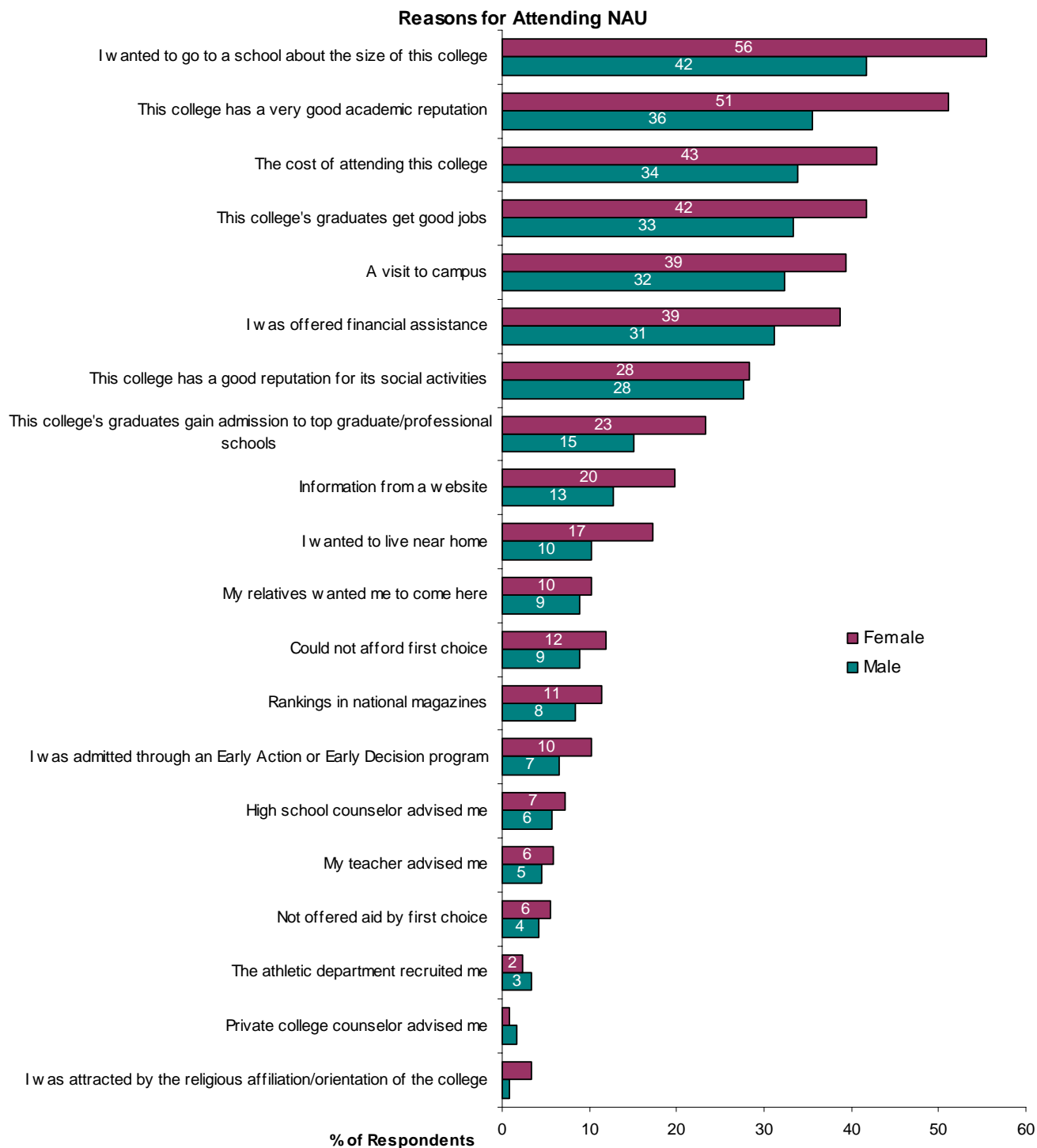
Number of Applications to Other Colleges



Important Reasons for Attending College

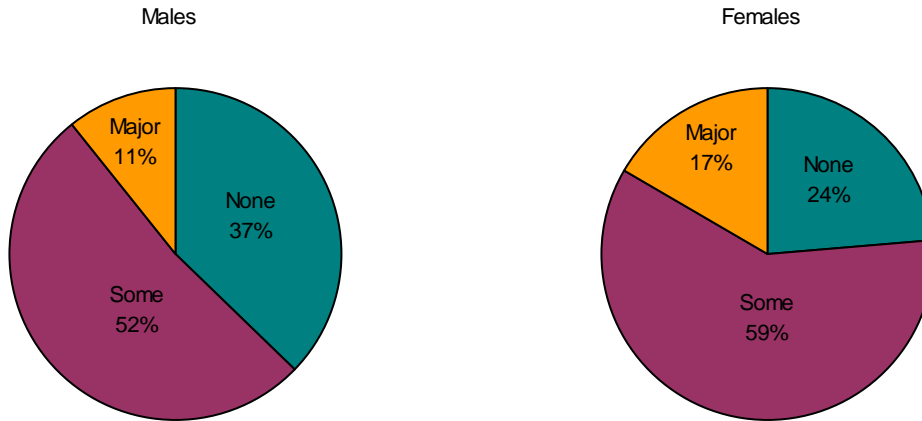


The specific reasons for attending NAU provided by respondents are listed below. Size (42% male, 56% female), academic reputation (36% male, 51% female), cost (34% male, 43% female), job prospects for graduates (34% male, 42% female), and campus visit (32% male, 39% female) were the top six reasons for attending NAU.

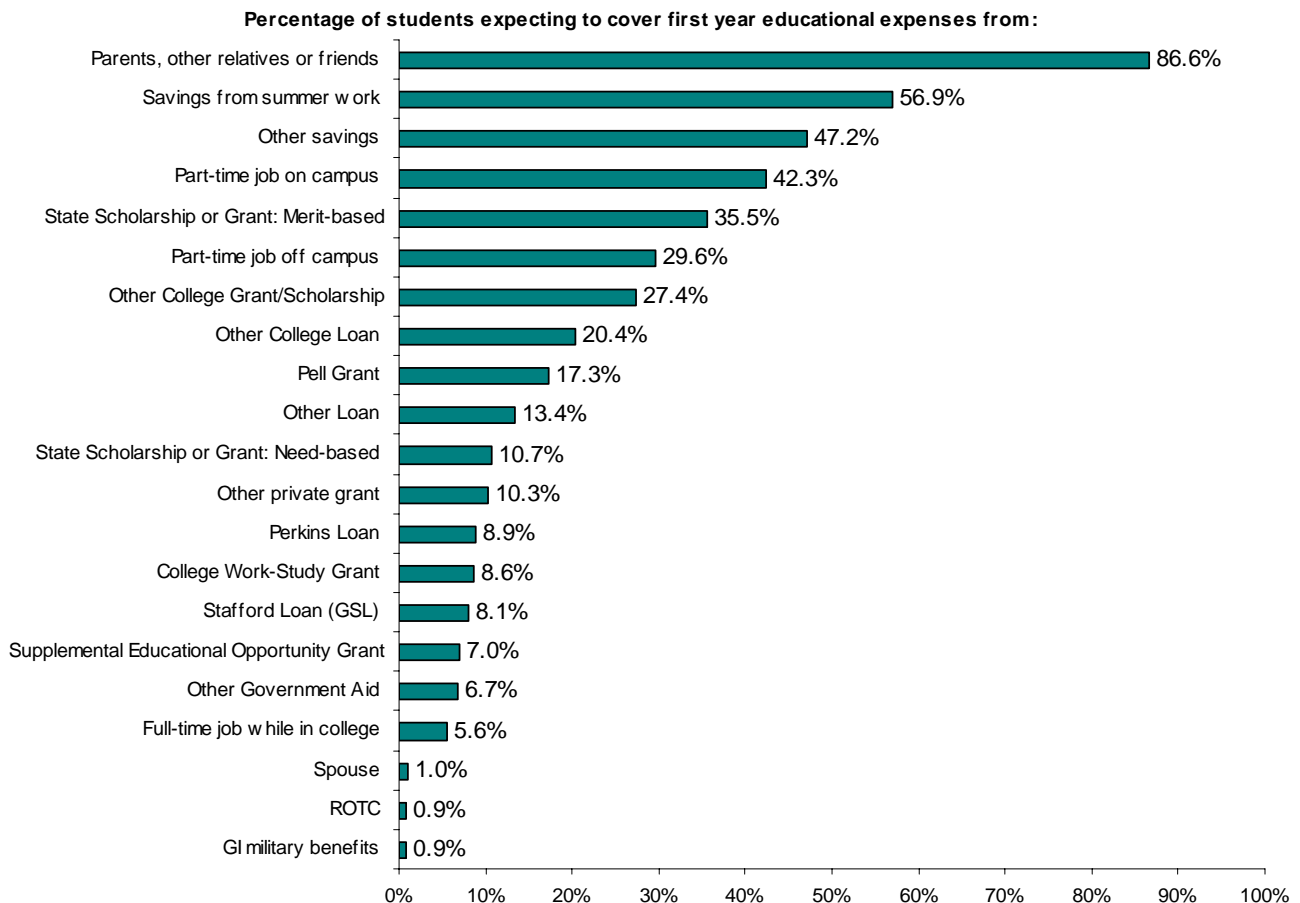


Financial Aid

For NAU entering freshmen in 2006, 71 percent report at least some concern about their ability to finance college education. Females are more likely to indicate at least some level of concern than are the males (76% vs. 63%).



The following figure presents the percentage of fall 2006 entering freshmen who expect to receive some support (in any amount) from each of the sources listed. The largest percentage of students (87%) expects to receive some aid from their family.



COLLEGE PREPARATION

Student Reported Perception of Ability

Students at NAU were asked to rate themselves on various traits and abilities compared to the average person their age. Incoming freshmen rated themselves higher in academic ability (75%), cooperativeness (74%), drive to achieve (73%), and understanding of others (70%) when compared to the average person their age. The below figures compare the percentage of students, by gender, who rate themselves above average or in the top 10 percent as compared with the average person of his/her age. Focusing on just the largest differences, males rated themselves higher than the females in eight areas:

- physical health (22.6% difference)
- computer skills (21% difference)
- intellectual self-confidence (18.6% difference)
- emotional health (15.1% difference)
- social self-confidence (14% difference)
- self-understanding (12.8% difference)
- mathematical ability (12.5% difference)
- public speaking skills (10.9% difference)

The females rated themselves higher, in comparison to the male respondents, in their drive to achieve (11.6% difference).

The gender-based differences in self-perception among NAU students generally follow the national trends. However, the gender differences in social self-confidence, self-understanding, and public speaking ability are greater among NAU students than they are nationally among students from all public universities.

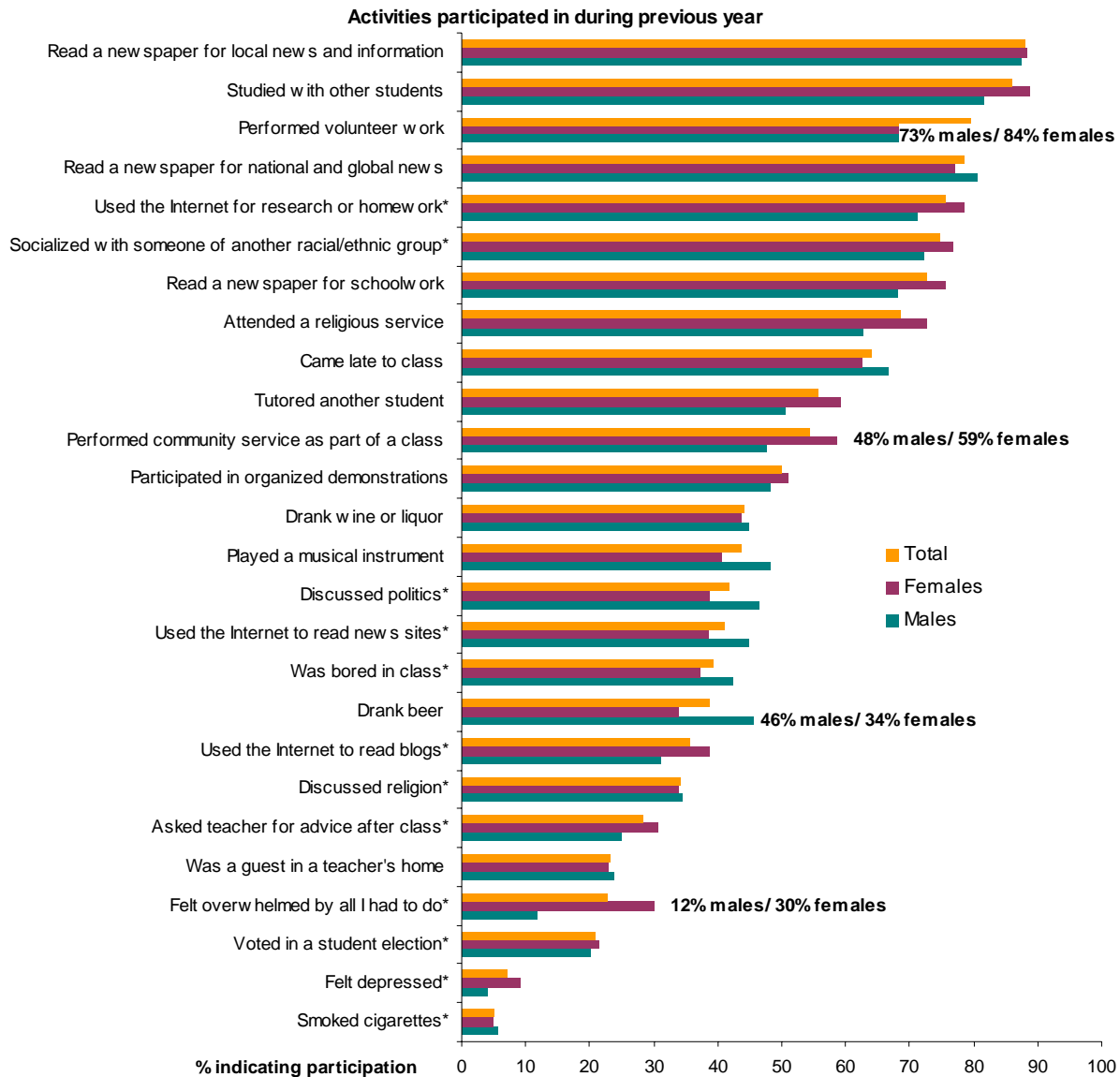
Personal Characteristics	Males'06 (%)	Female '06 (%)	Difference '06 (%)
Physical health	67	44	22.6
Computer skills	48	27	21
Self-confidence (intellectual)	75	56	18.6
Emotional health	64	49	15.1
Self-confidence (social)	62	48	14
Self-understanding	68	56	12.8
Mathematical ability	54	41	12.5
Drive to achieve	66	78	11.6
Public speaking ability	46	35	10.9
Leadership ability	68	62	6.5
Religiousness	24	30	5.6
Academic ability	77	73	4.5
Spirituality	37	41	4.2
Creativity	64	60	4.1
Writing ability	51	54	3.5
Understanding of others	68	71	3.3
Cooperativeness	73	75	2.1
Artistic ability	32	32	0.1

STUDENT ACTIVITIES DURING HIGH SCHOOL

Sixty percent (60%) or more of the NAU incoming freshmen reported engaging in the following activities during the previous year in high school at least occasionally:

- read a newspaper for local news and information (88%)
- studied with other students (86%)
- performed volunteer work (80%)
- read a newspaper for national and global news (79%)
- used the Internet for research or homework (76%)
- socialized with someone of another racial/ethnic group (75%)
- read a newspaper for schoolwork (73%)
- attended a religious service (69%)
- came late to class (64%)

The greatest differences in reporting participation between males and females are in the following activities: feeling overwhelmed by all he/she needs to do, drinking beer, performing community service as part of a class, and performing volunteered work.



The table below shows the activities students report spending six (6) hours or more doing during their last year in high school. Just focusing on the largest differences between the male and female respondents, the males were more likely to have spent time playing video/computer games, exercising or playing sports, and partying.

Activities during last year of high school:			
Percent spending six (6) or more hours per week	Males (%)	Females (%)	Total (%)
Socializing with friends	77	72	74
Working (for pay)	62	65	64
Exercise or sports	54	40	45
Studying/homework	23	32	28
Watching TV	27	22	24
Partying	23	15	18
Student clubs/groups	11	19	16
Reading for pleasure	11	17	15
Household/childcare duties	8	13	11
Playing video/computer games	24	4	12
Volunteer work	8	12	10
Talking with teachers outside of class	4	5	5

STUDENT EXPECTATIONS AND LIFE ASPIRATIONS

Expectation of Academic Achievement:

The incoming NAU freshmen were asked to indicate the highest degree they plan to pursue at any institution. Eighty-nine percent (89%) of students plan on obtaining a bachelor’s degree, master’s degree, or PhD/ EdD. When asked specifically about the highest degree that they plan on obtaining at NAU, 95% of students reported they plan on obtaining a bachelor’s degree, master’s degree, or PhD or EdD.

Percentage of respondents with intention to obtain:	At any College (%)	At NAU (%)
None	1	1
Vocational certificate	0	0
Associate (A.A. or equivalent)	0	1
Bachelor's degree (B.A., B.S., etc.)	31	68
Master's degree (M.A., M.S., etc.)	41	22
Ph.D. or Ed.D.	17	5
M.D., D.O., D.D.S., D.V.M.	7	1
J.D. (Law)	2	0
B.D. or M.DIV. (Divinity)	0	0
Other	1	1

Expectation of College Experience

Students were asked to indicate which of the activities they were likely to engage in while at NAU. Overall, the females were more likely to indicate that they planned on being involved in a variety of activities, but in particular were significantly more likely to indicate that they would

- participate in volunteer or community service work,
- participate in students clubs/groups,

- participate in study abroad programs,
- get a job to help pay for college expenses, and
- socialize with someone of another racial/ethnic group.

Gender Differences in Student Expectations	Males (%)	Females (%)	Total (%)
Socialize with someone of another racial/ethnic group	67	76	72
Make at least a "B" average	61	65	63
Be satisfied with your college	55	59	58
Get a job to help pay for college expenses	48	60	55
Participate in student clubs/groups	33	48	42
Communicate regularly with your professors	31	35	34
Participate in a study abroad program	18	32	27
Participate in volunteer or community service work	14	34	26
Change career choice	14	15	14
Change major field	13	15	14
Play varsity/intercollegiate athletics	11	8	9
Join a social fraternity or sorority	6	10	9
Seek personal counseling	5	9	8
Need extra time to complete your degree requirements	6	9	8
Participate in student protests or demonstrations	7	8	8
Transfer to another college before graduating	5	8	7
Work full-time while attending college	5	8	7
Participate in student government	4	6	5

Life Aspirations

Raising a family (71%) and being very well off financially (68%) were identified as essential or very important life goals by the greatest percent of entering NAU students. Other important life goals included: helping others who are in difficulty (64%), becoming an authority in my field (54%), and improving my understanding of other countries and cultures (51%). The figure below highlights the differences in life goals between male and female respondents. The greatest differences were that females were more likely to identify the following four aspirations as being essential or very important:

- helping others who are in difficulty
- participating in a community action program
- improving my understanding of other countries and cultures
- influencing social values

Gender Differences in Student Aspirations/Life Goals	Males (%)	Females (%)	Total (%)
Raising a family	68	72	71
Being very well off financially	69	67	68
Helping others who are in difficulty	54	71	64
Becoming an authority in my field	59	51	54
Improving my understanding of other countries and cultures	45	55	51
Obtaining recognition from my colleagues for contributions to my special field	51	47	49
Developing a meaningful philosophy of life	47	43	44

Becoming successful in a business of my own	43	38	40
Influencing social values	33	43	39
Keeping up to date with political affairs	40	35	37
Having administrative responsibility for the work of others	36	33	34
Helping to promote racial understanding	28	35	32
Becoming a community leader	29	32	31
Participating in a community action program	17	28	24
Becoming involved in programs to clean up the environment	21	25	23
Influencing the political structure	23	20	21
Making a theoretical contribution to science	19	16	18
Creating artistic work (painting, sculpture, decorating, etc.)	14	19	17
Writing original works (poems, novels, short stories, etc.)	16	17	17
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15	18	17
Participating in an organization like the Peace Corps or AmeriCorps/VISTA	9	16	13

NORTHERN ARIZONA UNIVERSITY'S 2006 INCOMING FRESHMEN COMPARED TO NATIONAL NORMS

Higher education institutions participating in the annual CIRP survey are categorized into 26 institutional groupings based on institutional race, control, type, and selectivity⁹. NAU is classified as a low selective public university (public univ-low) as the average composite SAT score for incoming freshmen is less than 1,085 and the university grants doctorates in more than five disciplines. The national norms for the low selective public universities group derived from responses of 11,631 students from six universities. In addition to the low selective public university normative data, NAU incoming freshmen responses are compared to the norms of peer institutions¹⁰ (peer group). The peer norms are based upon six institutions that participated in the 2006 CIRP administration and appear on NAU's lists of peers (appendix C).

This report focuses on significant differences between NAU incoming freshmen and the two comparison groups. A significant difference between two samples was calculated by comparing the samples' confidence interval ranges at 99% confidence level¹¹. The **teal highlight** indicates a significant difference between NAU sample and one of the comparison groups' sample. The **blue highlight** indicates that there is a significant difference of the same direction between NAU and both comparison groups' samples.

DIFFERENCES IN DEMOGRAPHIC CHARACTERISTICS

In comparison to the norms for similar public universities and the peer group, NAU had a significantly greater proportion of American Indian/Alaska Native and significantly lesser proportion of African American/Black incoming freshmen.

Ethnicity	NAU (%)	Peer Group (%)	Public Univ-low (%)
<i>White/Caucasian</i>	83	88	62
<i>Mexican American/Chicano</i>	11	2	9
American Indian/Alaska Native	7	2	3
Other	4	2	5
Other Latino	3	1	5
African American/Black	3	7	11
<i>Asian American/Asian</i>	3	3	15
Native Hawaiian/Pacific Islander	2	1	2
Puerto Rican	1	1	1

⁹ http://www.gseis.ucla.edu/heri/PDFs/06CIRPFS_Norms_Narrative.pdf

¹⁰ The peer group is comprised of institutions from the ABOR peer list, the President's peer list, and the National Trust peer list that participated in the 2006 CIRP Freshmen Survey. Appendix C lists the participating universities that comprise the "peer group."

¹¹ For example, the percentage of NAU respondents agreeing with a statement is 65%. The percentage of a peer group's respondents agreeing with the same statement is 68%. The 99% confidence interval of NAU sample is between 63% and 67% and the peer group's interval between 65% and 71%. Because the intervals overlap, the difference between 65% (NAU) and 68% (peer group) is not significant but a result of a chance when drawing these particular samples.

A significantly greater percentage of NAU's incoming freshmen than reported A or A+ as their average high school grade.

Average HS Grade	NAU (%)	Peer Group (%)	Public Univ-low (%)
A or A+	22	19	16
A-	22	25	20
B+	21	23	22
B	24	23	27
B-	8	6	9
C+	2	3	4
C	1	1	1
D	0	0	0

NAU students are significantly more likely to attend college more than 100 miles from home than students from both comparison groups.

Distance from Home	NAU (%)	Peer Group (%)	Public Univ-low (%)
5 or less	4	3	6
6 to 10	2	3	7
11 to 50	2	23	33
51 to 100	7	20	24
101 to 500	65	45	24
Over 500	19	7	6

In relation to both comparison groups, NAU incoming freshmen were

- more likely to report their own and their parents' religious preference as "none,"
- more likely to report their own and their parents' affiliation with the Mormon church,
- more likely to report their own religious preference as "other Christian," and
- less likely to report their own and their parents' affiliation with the Roman Catholic church

Religious Affiliation	Father			Mother			Student		
	NAU (%)	Peer Group (%)	Public Univ-low (%)	NAU (%)	Peer Group (%)	Public Univ-low (%)	NAU (%)	Peer Group (%)	Public Univ-low (%)
None	25.5	14.5	17.0	16.8	10.2	11.0	28.8	20.3	21.1
Roman Catholic	23.1	34.0	30.8	25.9	35.5	32.4	20.3	31.2	27.8
<i>Other Christian</i>	15.8	10.7	13.1	18.2	11.7	14.8	17.5	11.6	14.4
<i>Lutheran</i>	7.1	9.6	4.7	6.9	9.8	4.9	5.8	8.3	4.0
Other Religion	3.8	1.8	2.8	4.1	1.9	2.8	5.7	2.6	3.9
<i>Baptist</i>	4.9	5.2	8.9	5.6	5.9	9.7	4.5	5.5	9.0
Church of Christ	2.7	3.7	4.0	3.6	4.1	4.8	3.4	3.6	4.4
LDS (Mormon)	3.3	0.2	1.0	3.3	0.2	1.0	3.1	0.2	1.0
<i>Methodist</i>	3.8	7.1	3.2	4.5	7.5	3.5	2.9	6.1	2.6
Presbyterian	3.0	3.9	2.4	4.0	3.9	2.9	2.1	3.1	2.0
Jewish	2.5	3.4	1.6	2.4	3.1	1.5	1.9	2.7	1.2

Episcopalian	1.9	1.5	0.9	2.5	1.8	1.2	1.8	1.2	0.9
Buddhist	0.6	0.6	3.9	0.5	0.5	4.2	0.7	0.6	2.7
United Church of Christ/Congregational	0.6	1.7	0.6	0.5	1.9	0.6	0.6	1.6	0.6
Quaker	0.3	0.2	0.2	0.2	0.3	0.2	0.3	0.2	0.1
Eastern Orthodox	0.4	0.8	1.1	0.4	0.8	0.9	0.2	0.6	0.8
Seventh Day Adventist	0.3	0.2	0.3	0.4	0.2	0.4	0.2	0.1	0.3
Hindu	0.0	0.3	1.6	0.1	0.3	1.5	0.1	0.2	1.4
Islamic	0.2	0.5	2.0	0.1	0.3	1.8	0.0	0.4	1.8

No notable differences exist in parents' income or level of education.

DIFFERENCES IN ISSUES RELATED TO ATTENDING COLLEGE

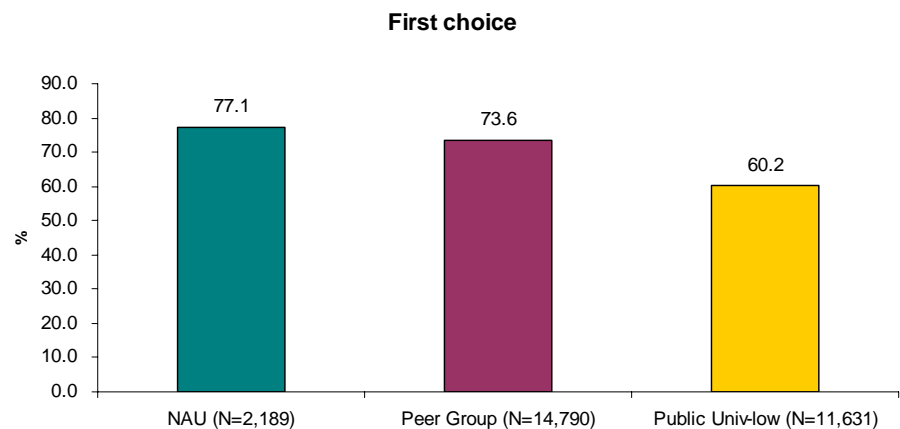
College Applications

When compared to students at similar public universities, NAU students were more likely to report that NAU was their first choice.

Seventy-seven percent of NAU's incoming freshman class reported that NAU was their first choice for college

compared to 60 percent of

students at similar public universities. The NAU freshmen were more likely to report that they have applied to no other schools when compared to students at similar public universities and overall they applied to fewer colleges than their peers.



Number of Additional College Applications	NAU (%)	Peer Group (%)	Public Univ-low (%)
None	30	21	20
One	17	13	12
Two	20	17	15
Three or more	33	50	54

Reasons for Attending College and for Selecting NAU

The number one reason NAU students gave for attending college was to learn more about things that interest them. Of a list of 12 possible important reasons for attending college, NAU students were significantly different from both comparison groups in four areas. NAU students were significantly *more likely* to report that an important reason for attending college was to learn more about things that interest them and to get away from home. They were significantly *less likely* to report that an important reason for attending college was to be able to make more money and that they had not been able to find a job.

Reasons to Attend a College	NAU (%)	Peer Group (%)	Public Univ-low (%)
To learn more about things that interest me	83	75	77
To get training for a specific career	72	69	73
<i>To be able to get a better job</i>	69	72	73
<i>To gain a general education and appreciation of ideas</i>	67	63	65
To be able to make more money	65	71	74
To prepare myself for graduate or professional school	54	56	62
My parents wanted me to go	47	46	50
To make me a more cultured person	43	40	41
Wanted to get away from home	31	21	21
A mentor/role model encouraged me to go	19	17	20
I could not find a job	4	6	7
There was nothing better to do	3	4	4

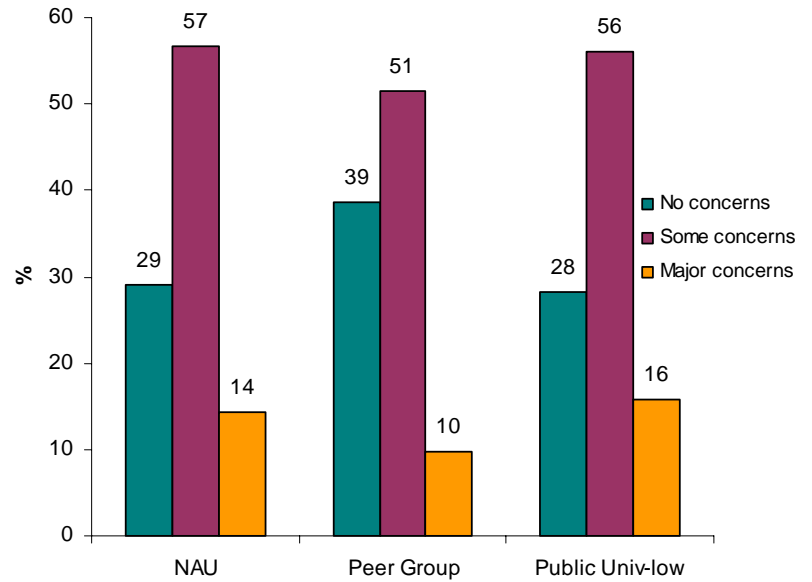
The top three reasons given by the NAU first-time, full-time students for attending NAU was that they wanted to go to a school about the size of this college, this college has a very good academic reputation, and the cost of attending NAU. When asked about the important reasons for attending their current college, the NAU respondents were significantly *more likely* than both comparison groups to report that they wanted to go to a school about this size. They were *less likely* to report that the college's graduates got good jobs and gained admission to top graduate or professional schools.

Reasons to Attend this College	NAU (%)	Peer Group (%)	Public Univ-low (%)
I wanted to go to a school about the size of this college	50	35	30
<i>This college has a very good academic reputation</i>	45	56	46
<i>The cost of attending this college</i>	39	27	40
This college's graduates get good jobs	38	48	44
<i>A visit to campus</i>	37	37	26
<i>I was offered financial assistance</i>	36	25	33
<i>This college has a good reputation for its social activities</i>	28	35	27
This college's graduates gain admission to top graduate/professional schools	20	27	26
Information from a website	17	14	15
<i>I wanted to live near home</i>	15	15	25
Could not afford first choice	11	8	13
<i>Rankings in national magazines</i>	10	17	11
My relatives wanted me to come here	10	10	13
I was admitted through an Early Action or Early Decision program	9	10	6
High school counselor advised me	7	8	10
My teacher advised me	5	5	7
Not offered aid by first choice	5	6	8
The athletic department recruited me	3	5	4
I was attracted by the religious affiliation/orientation of the college	2	3	3
Private college counselor advised me	1	3	2

Financial Aid

No notable differences exist between NAU's incoming freshmen when compared to the students at similar public universities in regards to their financial concerns. Compared to the peer group of students, however, a greater proportion of NAU incoming freshmen is concerned about their ability to finance their college education.

Compared to both comparison groups, NAU incoming freshmen are *more likely* to finance their college education using merit-based state scholarship or grant and earnings from part-time jobs on campus. They are *less likely* to use Stafford loans, and college work-study grants.



Financing Sources	NAU (%)	Peer Group (%)	Public Univ-low (%)
Parents, other relatives or friends	87	85	81
Savings from summer work	57	57	49
Other savings	47	45	40
Part-time job on campus	42	31	33
State Scholarship or Grant: Merit-based	36	24	21
Part-time job off campus	30	24	32
Other College Grant/Scholarship	27	28	25
Other College Loan	20	18	14
Pell Grant	17	12	18
Other Loan	13	12	10
State Scholarship or Grant: Need-based	11	11	12
Other private grant	10	11	9
Perkins Loan	9	9	8
College Work-Study Grant	9	12	15
Stafford Loan (GSL)	8	18	19
Supplemental Educational Opportunity Grant	7	7	7
Other Government Aid	7	6	8
Full-time job while in college	6	5	7
Spouse	1	2	1
GI military benefits	1	2	2
ROTC	1	2	1

DIFFERENCES IN COLLEGE PREPARATION

Student Reported Perception of Ability

Students were asked to rate themselves on various traits and abilities compared to their perception of an average person their age. Of the 18 abilities to rate themselves on, the NAU respondents scored themselves significantly *higher* than both comparison groups in academic ability, creativity, and writing ability. They rated themselves significantly *lower* than both comparison groups in computer skills.

Percent of students rated self "above average" or "highest 10%" as compared with the average person	NAU (%)	Peer Group (%)	Public Univ-low (%)
Academic ability	75	69	67
Cooperativeness	74	74	74
Drive to achieve	73	71	73
Understanding of others	70	66	69
<i>Leadership ability</i>	64	63	60
Self-confidence (intellectual)	64	60	60
Creativity	62	57	57
Self-understanding	61	58	59
Emotional health	55	56	54
Self-confidence (social)	54	54	54
Physical health	53	58	53
Writing ability	53	48	45
Mathematical ability	46	43	44
Public speaking ability	39	37	35
<i>Spirituality</i>	39	33	37
Computer skills	36	40	40
Artistic ability	32	29	29
Religiousness	27	26	27

DIFFERENCES IN STUDENT ACTIVITIES DURING HIGH SCHOOL

Students were asked to report on a variety of behaviors that they engaged in during the past year in high school. Compared to both comparison groups, NAU respondents were *more likely* to engage in the following activities: coming late to class, discussing politics, and discussing religion. They were *less likely* to attend a religious service and to feel overwhelmed with all they had to do.

Frequent Activities	NAU (%)	Peer Group (%)	Public Univ-low (%)
Read a newspaper for local news and information	88	87	86
Studied with other students	86	87	85
Performed volunteer work	80	80	78
Read a newspaper for national and global news	79	77	76
Used the Internet for research or homework [4]	76	75	74
Socialized with someone of another racial/ethnic group [4]	75	58	73
Read a newspaper for schoolwork	73	72	71
Attended a religious service	69	76	73

Came late to class	64	60	59
<i>Tutored another student</i>	56	48	55
<i>Performed community service as part of a class</i>	54	54	50
Participated in organized demonstrations	50	48	50
<i>Drank wine or liquor</i>	44	52	41
Played a musical instrument	44	42	41
Discussed politics [4]	42	30	34
Used the Internet to read news sites [4]	41	45	43
Was bored in class [4]	39	42	38
<i>Drank beer</i>	39	49	34
Used the Internet to read blogs [4]	36	34	36
Discussed religion [4]	34	26	30
<i>Asked teacher for advice after class [4]</i>	28	24	27
Was a guest in a teacher's home	23	22	19
Felt overwhelmed by all I had to do [4]	23	29	26
<i>Voted in a student election [4]</i>	21	17	20
Felt depressed [4]	7	7	8
Smoked cigarettes [4]	5	7	6

[4] Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" or "occasionally."

The below table shows the activities students report spending six (6) hours or more doing during their last year in high school. Compared to both comparison groups, NAU incoming freshmen were *more likely* to report reading for pleasure at least six hours a week.

Percent spending six (6) or more hours per week	NAU (%)	Peer Group (%)	Public Univ-low (%)
<i>Socializing with friends</i>	74	76	70
<i>Working (for pay)</i>	64	61	57
<i>Exercise or sports</i>	45	53	42
Studying/homework	28	30	29
Watching TV	24	25	26
<i>Partying</i>	18	27	19
<i>Student clubs/groups</i>	16	14	13
Reading for pleasure	15	9	11
Playing video/computer games	12	12	13
Household/childcare duties	11	9	12
Volunteer work	10	8	10
Talking with teachers outside of class	5	4	4

DIFFERENCES IN STUDENT EXPECTATIONS AND LIFE GOALS

Expectation of Academic Achievement:

A *lesser proportion* of NAU incoming freshmen indicated an intention to continue their graduate education at their current university compared to the incoming freshmen at similar public universities.

Intention to obtain the highest degree at this university	NAU (%)	Peer Group (%)	Public Univ-low (%)
None	1	2	2
Vocational certificate	0	0	0
Associate (A.A. or equivalent)	1	1	1
<i>Bachelor's degree (B.A., B.S., etc.)</i>	68	67	61
<i>Master's degree (M.A., M.S., etc.)</i>	22	23	26
Ph.D. or Ed.D.	5	4	5
M.D., D.O., D.D.S., D.V.M.	1	2	3
J.D. (Law)	0	1	1
B.D. or M.Div. (Divinity)	0	0	0
Other	1	1	1

Expectation of College Experience

Students were asked to rate the likelihood of participating/ experiencing a variety of activities while at college. In comparison to both groups, the NAU respondents were significantly *more likely* to estimate their chances as very good that they would

- make at least a “B” average,
- be satisfied with their college, and
- get a job to pay for college expenses.

Future Intentions	NAU (%)	Peer Group (%)	Public Univ-low (%)
<i>Socialize with someone of another racial/ethnic group</i>	72	57	69
Make at least a "B" average	63	57	58
Be satisfied with your college	58	51	47
Get a job to help pay for college expenses	55	45	49
Participate in student clubs/groups	42	41	40
<i>Communicate regularly with your professors</i>	34	26	31
<i>Participate in a study abroad program</i>	27	28	21
<i>Participate in volunteer or community service work</i>	26	20	23
Change career choice	14	14	12
Change major field	14	14	13
Play varsity/intercollegiate athletics	9	11	10
<i>Join a social fraternity or sorority</i>	9	12	10
<i>Seek personal counseling</i>	8	7	10
<i>Participate in student protests or demonstrations</i>	8	6	6
Need extra time to complete your degree requirements	8	7	8
Transfer to another college before graduating	7	6	9
Work full-time while attending college	7	5	7
Participate in student government	5	6	7

Life Aspirations

Out of 21 possible statements, NAU respondents were different from both comparison groups in four categories. NAU respondents were *less likely* to select raising family, being very well off financially,

obtaining recognition from their colleagues for contributions to their special field, and having administrative responsibility for the work of others as “essential” or “very important.”

Life Aspirations	NAU (%)	Peer Group (%)	Public Univ-low (%)
Raising a family	70.6	75.0	75.0
Being very well off financially	67.5	72.8	78.3
<i>Helping others who are in difficulty</i>	64.1	62.0	68.3
<i>Becoming an authority in my field</i>	54.3	56.2	59.9
<i>Improving my understanding of other countries and cultures</i>	51.2	44.4	49.8
Obtaining recognition from my colleagues for contributions to my special field	48.7	55.0	55.9
Developing a meaningful philosophy of life	44.4	43.5	45.7
<i>Becoming successful in a business of my own</i>	39.7	41.2	46.5
Influencing social values	39.0	39.4	42.6
Keeping up to date with political affairs	37.1	34.7	36.1
Having administrative responsibility for the work of others	34.4	41.6	42.6
<i>Helping to promote racial understanding</i>	32.3	29.6	37.8
Becoming a community leader	30.6	33.0	33.4
Participating in a community action program	23.6	23.6	25.8
Becoming involved in programs to clean up the environment	23.4	22.0	22.6
Influencing the political structure	20.8	21.2	23.7
<i>Making a theoretical contribution to science</i>	17.6	20.1	22.1
Creating artistic work (painting, sculpture, decorating, etc.)	16.9	17.6	16.1
Writing original works (poems, novels, short stories, etc.)	16.7	15.8	16.4
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.6	14.0	15.4
Participating in an organization like the Peace Corps or AmeriCorps/VISTA	13.3	11.5	11.6

The Office of Planning, Budget, and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.

Appendix A. HERI Classification of Participating Institutions

CIRP STRATIFICATION CELLS

CELL INSTITUTIONAL TYPE/SELECTIVITY 1 SELECTIVITY SCORE 2

Public Universities

01 low less than 1,085

02 medium 1,085 – 1,139

03 high 1,140 or more

Private Universities

04 medium less than 1,174

05 high 1,174 – 1,309

06 very high 1,310 or more

Public Four-year Colleges

07 low less than 985

08 medium 985 – 1,054

09 high 1,055 or more

10 unknown

NOTES:

1 The broad categories of institutional type are defined as follows:

University is an institution that awards a substantial number of doctoral-level degrees in at least five different disciplines. The CIRP “university” is roughly equivalent to the Carnegie “Research” and “Doctoral” designations.

Four-year College is an institution that awards master- and/or bachelor-level degrees. Corresponds equivalent to the Carnegie “Master’s (Comprehensive)” and “Baccalaureate (Liberal Arts)” designations.

Appendix B. HERI Classification for Determining First-Time, Full-Time Student Status

DETERMINING FIRST-TIME FULL-TIME STATUS

HERI uses the following algorithm to determine whether or not a CIRP Freshman Survey respondent should be considered a first-time full-time freshman.

RULE #1

IF a respondent indicates that he/she did not graduate from high school in the current year (Question #4) **AND**,
IF the respondent reports having taken courses for credit at his/her freshman institution (Question #10) **OR** the respondent reports having taken any courses (for credit or not for credit) at any other postsecondary institution (Question #11),
THEN the respondent is considered “not first-time”, or **TRANSFER**.

RULE #2

IF a respondent fails the tests in Rule #1 (i.e., is considered a first-time respondent) **AND** indicates he/she is enrolling as a part-time student (Question #5),
THEN the respondent is considered “not full-time, or **PART-TIME**

RULE #3

IF a respondent fails the tests in Rule #1 **AND** Rule #2,
THEN the respondent is considered a “**FIRST-TIME FULL-TIME** freshman.”

RULE #4

IF the tests in Rule #1 or Rule #2 can not be performed because the respondent did not respond to any or all of Question #s 4,5, 10 and 11,
THEN the respondent is considered to have failed the test. That is, the algorithm assumes that the respondent is a **FIRST-TIME FULL-TIME** freshman unless he/she passes the tests in Rule #1 or Rule #2.

* The structure of Rule #1 is designed to account for respondents who took college courses during their high school career by requiring that they took at least one year off between high school graduation and college entry in order to pass the test. It is possible that a student who took college courses in high school **and** took a year or more off before entering college would incorrectly be considered a “not first-time” student, but HERI deems that to be a very low-probability occurrence.

** Please note that this Rule might cause a person to be considered a first-time full-time freshman when he/she in fact isn't.

Appendix C. List of Institutions that Comprise the Comparison Groups

The national norm group of similar public universities was comprised of the six institutions listed below:

Institution	Strat
Northern Arizona University	01
Northern Illinois University	01
Rutgers University-Newark	01
University of California – Riverside	01
University of Louisville	01
University of Massachusetts	01

One group available to compare Northern Arizona University respondents was the group of peer institutions. The peer group was comprised of the six institutions listed below:

2006 FRESHMAN SURVEY PEER GROUP REPORT for Northern Arizona University

Institution	Strat	State	# Resp
Iowa State University	03	IA	2,777
Miami University	03	OH	2,547
Northern Illinois University	01	IL	3,037
Oakland University	08	MI	1,683
Ohio University	02	OH	2,916
U of Vermont	03	VT	1,912
			14,872

APPENDIX D. 2006 Survey Instrument

Visit http://www.gseis.ucla.edu/heri/PDFs/CIRP_survey_2006.pdf to view the survey instrument.