

New Student Freshman Profile

Executive Summary

A 35-question online survey was conducted with students when they enrolled for summer orientation, yielding 673 valid sets of responses from 1,456 students who registered (46% response rate). Survey questions asked about demographic information, high school experiences, and MSU expectations.

Demographic information

Survey respondents were predominantly female (63.74%). 38.19% of respondents are first-generation college students, coming from homes where neither parent completed a college degree of any kind.

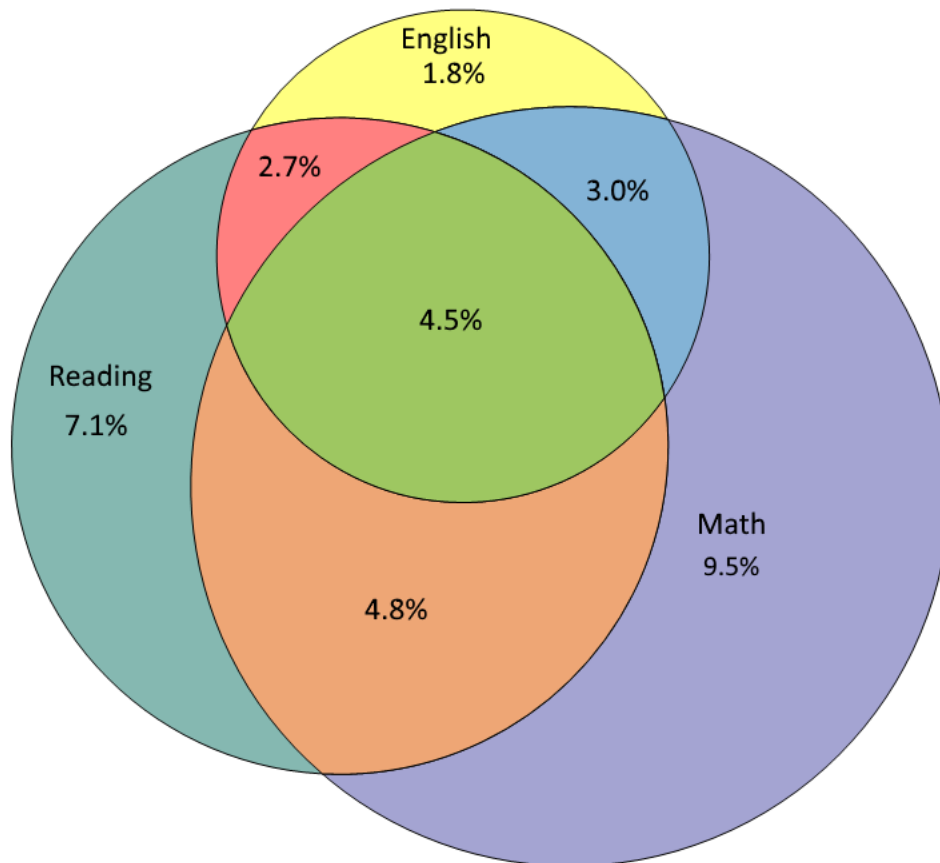
Respondents came from 20 states, although the most common locations were from Kentucky, Illinois, the St. Louis area, Tennessee, and Indiana. The following table shows the top 20 locations for respondents by county and state.

State and County	Percentage of respondents
KY - Calloway	7.11%
KY - Jefferson	4.74%
MO - St. Louis	4.44%
KY - Graves	4.30%
KY - McCracken	4.15%
KY - Christian	3.56%
KY - Marshall	3.56%
KY - Hopkins	2.96%
KY - Trigg	2.52%
IN - Vanderburgh	2.07%
KY - Daviess	1.93%
IN - Warrick	1.78%
TN - Henry	1.63%
IL - Madison	1.48%
IL - St. Clair	1.48%
IL - Monroe	1.48%
KY - Lyon	1.33%
KY - Breckinridge	1.33%
TN - Shelby	1.33%
KY - Webster	1.19%

The average high school GPA is 3.57 (SD 0.54) and ranges from 1.5 to 5.9, with females outperforming males by two tenths of a point. ACT scores ranged from 15 to 35 (composite), 10 to 36 (English), 14 to 35 (math), 13 to 36 (reading), and 12 to 36 (science). While males have almost a point higher average score on the math section of the ACT, the mean for English scores is a point and a half higher and almost a point higher in reading for females.

	Number of Respondents	Composite ACT Score (Mean, Std. Dev.)	English ACT Score (Mean, Std. Dev.)	Math ACT Score (Mean, Std. Dev.)	Reading ACT Score (Mean, Std. Dev.)	High School GPA (Mean, Std. Dev.)
Male	242 (36%)	23.2 (4.2)	23.1 (5.2)	22.8 (4.3)	24.1 (5.5)	3.44 (0.6)
Female	429 (64%)	23.6 (4.2)	24.7 (5.5)	22.5 (4.2)	25.0 (5.4)	3.64 (0.5)

The total number of students requiring some form of remediation based on ACT sub-scores is 33.4% of respondents who have ACT data. The following Venn diagram displays the respondents requiring remediation in each of the three subject areas of concern. The area requiring most remediation is clearly math (21.8%), while reading and English are at 19.1% and 12%, respectively. Of the students requiring remediation in any area, 44.9% require remediation in another area. Of those students requiring remediation in English, 85% also require remediation in at least one other area (60% in reading, 62.5% in math, and 37.5% in both).



High school experiences

The majority of respondents spent between 1 to 5 hours per week on most academic and extracurricular activities during the last year of high school. The most common response for each of the following activities is listed in the table below:

Activity	Amount of time per week	Percent of respondents
Assigned reading	1-5 hours	61.46%
Assigned writing	1-5 hours	54.68%
Math and quantitative reasoning	1-5 hours	40.56%
Laboratory or field work	1-5 hours	43.83%
Foreign language study	0 hours	59.29%
Practice and/or rehearsal	0 hours	29.46%
Preparing for class	1-5 hours	58.40%
Working for pay	0 hours	34.47%
Co-curricular activities	1-5 hours	27.64%
Volunteering	1-5 hours	53.49%
Relaxing and socializing	6-10 hours	32.39%

We surveyed respondents about how frequently they engaged in certain behaviors during the last year of school. The most common response for each of the following activities is listed in the table below:

Behavior	Frequency	Percent of respondents
Came to class without completing readings or assignments	sometimes	53.34%
Prepared 2 or more drafts of an assignment before submission	sometimes	47.85%
Reaching conclusions based on own analysis of numerical information	sometimes	42.94%
Used numerical information to examine a real-world issue	sometimes	47.25%
Evaluated what others have concluded from numeral information	sometimes	50.97%
Identified key information from reading assignments	often	43.09%
Reviewed notes after class	often	36.55%
Summarized what was learned in class or from class materials	sometimes	40.12%
Included diverse perspectives in course discussions or assignments	sometimes	44.43%
Examined the strengths and weaknesses of own views of a topic	sometimes	41.75%
Tried to understand another's view by imagining how an issue looks from that perspective	often	40.27%

Respondents typically wrote a small number of shorter papers in their final year of high school, with most students producing only 1 to 2 papers of up to 5 pages long (42.05%) and 1 to 2 papers between 6

to 10 pages long (42.05%). A large portion of incoming students, however, reported not writing any papers of up to 5 pages long (40.71%) or between 6 to 10 pages long (40.71%).

Most respondents either did not take advanced placement courses (32.10%) or only took 1 to 2 advanced placement courses (29.27%); additionally, most respondents either did not take college or university courses for credit in high school (35.36%) or took only 1 to 2 college or university courses for credit (31.35%). 45.91% of respondents felt that their last year of high school courses challenged them quite a bit to do their best work.

Respondents also indicated how involved they were in extracurricular activities, with athletics and volunteer work topping the list. The most common response for each of the following activities is listed in the table below:

Activity	Frequency	Percent of respondents
Performing or visual arts	not at all	41.16%
Athletic teams	very much	35.07%
Student government	not at all	64.19%
Publications	not at all	68.05%
Academic clubs or honor societies	not at all	35.36%
Vocational clubs	not at all	64.34%
Religious youth groups	not at all	42.50%
Community service or volunteer work	some	27.04%
Entrepreneurship	not at all	69.99%
Providing care for family	not at all	40.86%

10.85% of respondents worked full time prior to coming to MSU; 6.09% have received technical training prior to coming to MSU; 3.71% have started or run a small business.

MSU expectations

Overwhelmingly, respondents indicate that Murray State was their first choice (76.08%), and they expect to graduate from Murray State (95.54%).

Of our respondents, 12% are currently undeclared. Of those who have declared majors, 113 majors are represented. STEM majors comprise 40% and STEM-H comprise 51% of respondents who have declared majors. The ten most popular majors can be seen in the following table:

Major	Percentage of respondents
Undeclared-degree seeking	12.4%
Nursing	6.7%
Animal Tech/Vet Tech/Pre-Vet	6.4%
Elementary Education	4.3%
Psychology	3.7%
Agr Science/Agribusiness	3.1%
Animal Tech/Animal/Equine	2.9%

Biology/Pre-Medical	2.7%
Music Education/Instrumental	2.6%
Business Administration (major)	2.1%

Respondents predicted how much time they anticipate spending on academic and extracurricular activities during their first year at Murray State. The most common response for each of the following activities is listed in the table below:

Activity	Amount of time per week	Percent of respondents	Change from high school experience
Assigned reading	6-10 hours	42.94%	increase
Assigned writing	6-10 hours	42.05%	increase
Math and quantitative reasoning	6-10 hours	37.74%	increase
Laboratory or field work	1-5 hours	33.58%	no change
Foreign language study	0 hours	40.86%	no change
Practice and/or rehearsal	0 hours	41.31%	no change
Preparing for class	6-10 hours	33.88%	increase
Working for pay	6-10 hours/11-15 hours	19.61%	increase
Co-curricular activities	1-5 hours	33.14%	no change
Volunteering	1-5 hours	54.68%	no change
Relaxing and socializing	6-10 hours	34.92%	no change

Respondents anticipated how frequently they would engage in certain behaviors during their first year at Murray State. The most common response for each of the following activities is listed in the table below:

Behavior	Frequency	Percent of respondents
Ask for help from learning center or tutor	sometimes	54.83%
Ask for help from another student	sometimes	47.99%
Ask for help from a faculty member	sometimes	53.64%
Explain coursework to other students	sometimes	60.92%
Prepare for exams with other students in study group	often	46.06%
Work with other students on projects/assignments	often	46.81%
Work with faculty on activities other than coursework	sometimes	60.33%
Discuss your academic performance with faculty	sometimes	57.80%
Discuss course content with faculty outside of class	sometimes	59.88%
Choose not to attend class	never	89.00%
Attend class without completing readings or assignments	never	84.25%
Prepare 2 or more drafts of an assignment before submission	often	43.09%

Respondents were very positive about the likelihood of engaging in behavior linked to being successful in college, reporting that they were somewhat or very certain for the following positive academic behaviors.

Behavior	Certainty	Percentage of respondents
Study when there are more interesting things to do	somewhat certain	56.02%
Find additional information for course assignments when you don't understand the material	very certain	52.30%
Participate in course discussions, even when you don't feel like it	somewhat certain	50.37%
Ask for help when you struggle with assignments	very certain	58.54%
Finish something you have started when you encounter challenges	very certain	57.36%
Stay positive, even when you do poorly on a test or assignment	very certain	42.79%

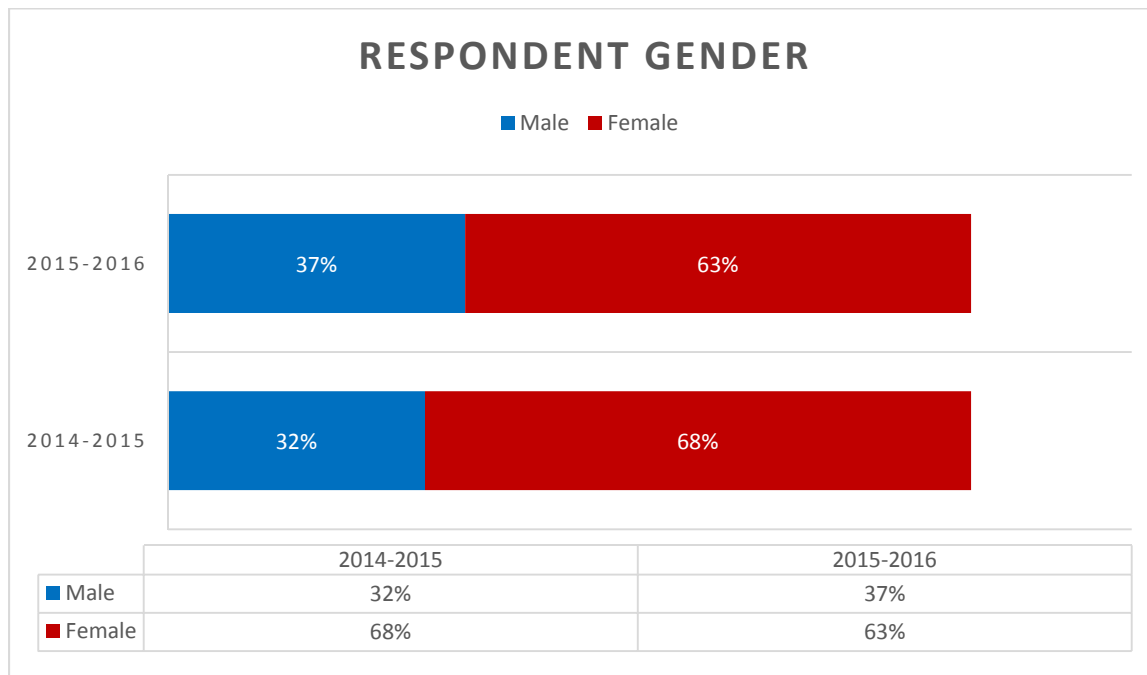
Respondents were also positive about how difficult they might find common university challenges, reporting that social challenges will not be difficult at all, and academic challenges will be a little to somewhat difficult. Nearly 70% of respondents indicate that paying colleges expenses will be either somewhat difficult (34.32%) or very difficult (34.62%), with nearly equal scores.

MSU experience	Level of difficulty	Percentage of respondents
Learning course material	somewhat difficult	49.78%
Writing papers	somewhat difficult	47.25%
Speaking in or in front of class	somewhat difficult	29.87%
Managing time	somewhat difficult	38.93%
Paying college expenses	very difficult	34.62%
Getting help with coursework	a little difficult	49.48%
Interacting with faculty	a little difficult	42.20%
Making new friends	not at all difficult	46.21%
Living on campus with roommate	not at all difficult	51.56%
Getting involved in campus activities	not at all difficult	48.44%
Being away from home	not at all difficult	37.89%

Most incoming freshmen (79.02%) expect to graduate within 4 to 4.5 years. 96.21% expect to graduate in 5.5 years or fewer. However, the graduation rate, according to the National Center for Educational Statistics' most recent available data, is 59 (58 at public institutions) percent (cohort beginning college Fall 2007). The graduation rate itself is defined as the number of students who complete their degree within six years, not four. Most student anticipate taking 15 credit hours each semester (44.11%), with 97.64% indicating that they anticipate they will attend MSU full time. Respondents predicted that most of their grades would be A's (44.28%) or B's (52.15%) in their first year at Murray State.

Comparison between 2014-15 Results and 2015-16 Results

Demographic Information



County and State of Origin

2014-2015 State and County (percentage)	2015-2016 State and County (percentage)
KY – Calloway (7.6%)	KY – Calloway (7.1%)
KY – Jefferson (5.5%)	KY – Jefferson (4.7%)
KY – Graves (5.3%)	MO – St. Louis (4.4%)
KY – McCracken (3.9%)	KY – Graves (4.3%)
KY – Marshall (3.1%)	KY – McCracken (4.2%)
MO - St. Louis (2.6%)	KY – Christian (3.6%)
KY – Daviess (2.3%)	KY – Marshall (3.6%)
KY – Trigg (2.3%)	KY – Hopkins (3.0%)
KY – Henderson (2.2%)	KY – Trigg (2.5%)
IN – Warrick (2.1%)	IN – Vanderburgh (2.1%)
TN – Shelby (1.9%)	KY – Daviess (1.9%)
KY – Oldham (1.8%)	IN – Warrick (1.8%)
KY – Christian (1.7%)	TN – Henry (1.6%)
TN – Henry (1.6%)	IL – Madison (1.5%)
KY – Hopkins (1.6%)	IL – St. Clair (1.5%)
KY – Muhlenberg (1.6%)	IL – Monroe (1.5%)
IN – Vanderburgh (1.6%)	KY – Lyon (1.3%)
IL – Madison (1.4%)	KY – Breckinridge (1.3%)
KY – Logan (1.4%)	TN – Shelby (1.3%)
KY – Union (1.1%)	KY – Webster (1.2%)

ACT Scores and High School GPA

Academic Year	Number of Respondents	Composite ACT Score (Mean)	English ACT Score (Mean)	Math ACT Score (Mean)	Reading ACT Score (Mean)	High School GPA (Mean)
2014-2015	871	22.93	23.33	22.3	24.13	3.41
2015-2016	594	23.49	24.12	22.65	24.71	3.57

Percentage of Respondents Requiring Remediation

Academic Year	Requiring any Remediation	English Remediation	Math Remediation	Reading Remediation	Requiring Remediation in More than One Area
2014-2015	36.2%	10.9%	23%	19%	43.5%
2015-2016	33.4%	12%	21.8%	19.1%	44.9%

High School Experiences

Time Spent on Common Activities

Activity	2014-2015 – Amount of time per week (percent)	2015-2016 – Amount of time per week (percent)
Assigned reading	1-5 hours (62%)	1-5 hours (61%)
Assigned writing	1-5 hours (56%)	1-5 hours (55%)
Math and quantitative reasoning	1-5 hours (42%)	1-5 hours (41%)
Laboratory or field work	1-5 hours (45%)	1-5 hours (44%)
Foreign language study	0 hours (60%)	0 hours (60%)
Practice and/or rehearsal	0 hours (32%)	0 hours (29%)
Preparing for class	1-5 hours (27%)	1-5 hours (59%)
Working for pay	0 hours (35%)	0 hours (35%)
Co-curricular activities	1-5 hours (27%)	1-5 hours (28%)
Volunteering	1-5 hours (51%)	1-5 hours (56%)
Relaxing and socializing	6-10 hours (37%)	6-10 hours (32%)

Frequency of Behaviors

Behavior	2014-2015 Frequency (percent)	2015-2016 Frequency (percent)
Came to class without completing readings or assignments	sometimes (49%)	sometimes (53%)
Prepared 2 or more drafts of an assignment before submission	sometimes (42%)	sometimes (48%)
Reaching conclusions based on own analysis of numerical information	often (40%)	sometimes (41%)
Used numerical information to examine a real-world issue	sometimes (41%)	sometimes (48%)
Evaluated what others have concluded from numeral information	sometimes (44%)	sometimes (50%)
Identified key information from reading assignments	often (47%)	often (44%)
Reviewed notes after class	often (40%)	often (38%)
Summarized what was learned in class or from class materials	often (42%)	sometimes/often (39%)
Included diverse perspectives in course discussions or assignments	often (39%)	sometimes (44%)
Examined the strengths and weaknesses of own views of a topic	often (40%)	sometimes (41%)
Tried to understand another's view by imagining how an issue looks from that perspective	often (41%)	often (40%)

Extracurricular High School Activities

Activity	2014-2015 Frequency (percent)	2015-2016 Frequency (percent)
Performing or visual arts	not at all (39%)	not at all (41%)
Athletic teams	very much (33%)	very much (37%)
Student government	not at all (63%)	not at all (64%)
Publications	not at all (66%)	not at all (68%)
Academic clubs or honor societies	not at all (34%)	not at all (35%)
Vocational clubs	not at all (61%)	not at all (63%)
Religious youth groups	not at all (38%)	not at all (41%)
Community service or volunteer work	some (28%)	some (28%)
Entrepreneurship	not at all (69%)	not at all (70%)
Providing care for family	not at all (35%)	not at all (42%)

MSU expectations

Attendance and Graduation

Academic Year	Murray State was first choice	Expect to graduate from Murray State
2014-2015	80%	96%
2015-2016	76.1%	95.5%

Most Popular Majors

2014-2015 – Major (percent)	2015-2016 – Major (percent)
Undeclared-degree seeking (12%)	Undeclared-degree seeking (12.4%)
Nursing (11%)	Nursing (6.7%)
Elementary Education (5%)	Animal Tech/Vet Tech/Pre-Vet (6.4%)
Animal Tech/Vet Tech/Pre-Vet (4.8%)	Elementary Education (4.3%)
Biology/Pre-Medical (3.3%)	Psychology (3.7%)
Psychology (3%)	Agr Science/Agribusiness (3.1%)
Animal Tech/Animal/Equine (2.5%)	Animal Tech/Animal/Equine (2.9%)
Animal Tech/Veterinary Tech (2.3%)	Biology/Pre-Medical (2.7%)
Music Education/Instrumental (1.9%)	Music Education/Instrumental (2.6%)
Accounting (1.8%)	Business Administration (2.1%)

Anticipated Participation in Activities

Activity	2014-2015 Amount of time per week (percent)	2015-2016 Amount of time per week (percent)	2014-2015 Change from high school experience	2015-2016 Change from high school experience
Assigned reading	6-10 hours (38%)	6-10 hours (44%)	increase	increase
Assigned writing	6-10 hours (40%)	6-10 hours (42%)	increase	increase
Math and quantitative reasoning	6-10 hours (39%)	6-10 hours (38%)	increase	increase
Laboratory or field work	1-5 hours (35%)	1-5 hours (35%)	no change	no change
Foreign language study	0 hours (44%)	0 hours (38%)	no change	no change
Practice and/or rehearsal	0 hours (42%)	0 hours (40%)	no change	no change
Preparing for class	6-10 hours (29%)	6-10 hours (33%)	increase	increase
Working for pay	11-15 hours (20%)	11-15 hours (22%)	increase	increase
Co-curricular activities	1-5 hours (33%)	1-5 hours (34%)	no change	no change
Volunteering	1-5 hours (52%)	1-5 hours (56%)	no change	no change
Relaxing and socializing	6-10 hours (39%)	6-10 hours (35%)	no change	no change

Anticipated Frequency of Behaviors

Behavior	2014-2015 Frequency (percent)	2015-2016 Frequency (percent)
Ask for help from learning center or tutor	sometimes (47%)	sometimes (54%)
Ask for help from another student	sometimes (43%)	sometimes (49%)
Ask for help from a faculty member	sometimes (48%)	sometimes (54%)
Explain coursework to other students	sometimes (57%)	sometimes (62%)
Prepare for exams with other students in study group	often (44%)	often (45%)
Work with other students on projects/assignments	often (50%)	sometimes (35%)
Work with faculty on activities other than coursework	sometimes (51%)	sometimes (61%)
Discuss your academic performance with faculty	sometimes (45%)	sometimes (58%)
Discuss course content with faculty outside of class	sometimes (55%)	sometimes (61%)
Choose not to attend class	never (91%)	never (89%)
Came to class without completing readings or assignments	never (84%)	never (83%)
Prepared 2 or more drafts of an assignment before submission	often (45%)	often (42%)

Anticipated Frequency of Behaviors Linked to Academic Success

Behavior	2014-2015 Certainty (percent)	2015-2016 Certainty (percent)
Study when there are more interesting things to do	somewhat certain (55%)	somewhat certain (53%)
Find additional information for course assignments when you don't understand the material	very certain (62%)	very certain (52%)
Participate in course discussions, even when you don't feel like it	somewhat certain (52%)	somewhat certain (50%)
Ask for help when you struggle with assignments	very certain (72%)	very certain (60%)
Finish something you have started when you encounter challenges	very certain (67%)	very certain (60%)
Stay positive, even when you do poorly on a test or assignment	very certain (53%)	very certain (46%)

Anticipated Difficulty with Common University Challenges

MSU experience	2014-2015 Level of Difficulty (percent)	2015-2016 Level of Difficulty (percent)
Learning course material	somewhat difficult (48%)	somewhat difficult (49%)
Writing papers	somewhat difficult (45%)	somewhat difficult (46%)
Speaking in or in front of class	somewhat difficult (30%)	somewhat difficult (31%)
Managing time	a little difficult (40%)	somewhat difficult (38%)
Paying college expenses	very difficult (37%)	somewhat difficult (36%)
Getting help with coursework	a little difficult (49%)	somewhat difficult (49%)
Interacting with faculty	not at all difficult (42%)	somewhat difficult (42%)
Making new friends	not at all difficult (53%)	not at all difficult (47%)
Living on campus with roommate	not at all difficult (56%)	not at all difficult (51%)
Getting involved in campus activities	not at all difficult (53%)	not at all difficult (49%)
Being away from home	not at all difficult (38%)	somewhat difficult (38%)

Anticipated Graduation Rates and MSU GPA

Academic Year	Expect to graduate within 4 to 4.5 years	Expect to graduate in 5.5 years or fewer	Expect most MSU grades to be A's	Expect most MSU grades to be B's
2014-2015	81.3%	96.8%	44%	52%
2015-2016	79%	96.2%	44.3%	52.2%