

Entering Student Survey 1999- 2001

Introduction

Since 1999, the Office of Institutional Effectiveness at Texas Southern University (TSU) has administered annually during the fall semesters the *Entering Student Survey*. The major goals of the survey are as follows:

- To identify the characteristics of incoming freshmen
- To garner data from the students' responses various issues
- To recommend activities/strategies to improve retention
- To inform the campus community of the results

These goals ensure that important information for decision-making is obtained in several higher education areas. As such, this report is of immediate use to the University because the survey findings are useful in a variety of programs and policy areas, especially in retention studies. TSU has had a profound interest in the retention of students who enroll at the University. Therefore, the institution is currently evaluating those variables that impact the retention rate for the purpose of developing and instituting policies, strategies, activities, and programs in order to increase the number of students who achieve their degree goals and thereby graduate from Texas Southern University. However, increasing the retention rate is intrinsic to identifying all the reasons why students do not return to the University. Germane to dissecting the reasons is developing a detailed profile of the average entering freshman students

who enroll at TSU for a designated semester. Data from the *Entering Student Survey* will answer the following questions:

- “Who are our freshmen?”
- “Why did they choose TSU?”
- “What do freshmen expect to do at TSU?”

By analyzing student entrance data, the Office of Institutional Effectiveness has obtained answers to these questions, which provide a body of knowledge that served as the foundation for developing a detailed profile of the average entering freshman students and for addressing other retention issues at Texas Southern University. The profile primarily constitutes the summary of this report. In the meantime, the report begins with a comparative assessment of the sampled student entering population (1999-2001) with the TSU entering population (2001). The data collected from students’ responses cover a broad array of issues: demographic characteristics, academic preparation in secondary schools, college finances, reasons for continuing an education, degree goals, collegiate preferences, and perceptions about TSU.

During the fall semesters (1999, 2000, and 2001), the Office of Institutional Effectiveness administered the *Entering Student Survey* to students enrolled in Sociology 211 classes. This seminar course, Social Adjustment to College, is well designed and well taught; therefore, it is a viable component of the University’s retention plan. It is required of all entering freshmen and new transfer students, thus ensuring an ample survey population. Table I discloses that the Office of Institutional

Effectiveness surveyed 54% of the sample entering student population in 1999, 37% in 2000 and 2001, and in 2001, 22% of the TSU entering population was surveyed.

Demographic Comparison

The sample population of each year is identified in Table 1, as well as the TSU entering student population of 2001. The data collected from the survey reveal that the sample populations reflect very well the TSU entering student population.

Table 1

Variable	Percent in Entering Student Sample 1999	Percent in Entering Student Sample 2000	Percent in Entering Student Sample 2001	Percent of TSU Entering Student 2001
Age				
19 and Under	79%	85%	82%	80%
20 and Over	21%	15%	18%	20%
Gender				
Male	48%	44%	49%	49%
Female	52%	56%	51%	51%
Ethnicity				
African American	91%	92%	93%	90%
Other	9%	8%	7%	10%
Classification				
First-time Freshmen	87%	90%	90%	72%
Transfer	13%	10%	10%	28%
Totals				
	1999	2000	2001	
N of Entering Students	1045	1432	2170	
N of Survey Respondents	559	523	470	
% of Representation	54%	37%	22%	

Each year, as indicated on Table 1, nearly 80% of the population was composed of students who were 19 years old or younger. This consistency also exists relative to gender distribution, with females representing slightly more than half of the sample and total population each year. African Americans made up approximately 90% of the population each year. Of all the demographic variables concerning entering students

disparity was the most prevalent variable, with an over representation of first-time freshmen and an underrepresentation of transfer students.

One can infer that the results of the survey may be biased toward the views of the first-time freshmen and that the assessment of the data on transfer students are not valid. Such observations that the responses, in general, represent the views of students who are entering TSU from high school settings rather than collegiate environments.

Background Information of Sample Population

This section provides details on the characteristics of an average entering student at TSU. Identifying these characteristics is important before one can understand the types of students expressing these views.

The results of the survey indicate that 80% of the students were classified as in-state in 1999. This percentage increased to 87% in 2000 and then slightly decreased to 85% in 2001. Forty-seven percent of the entering students described their high school programs of study as college preparatory. This percentage decreased to 45% in 2000 and decreased again in 2001 to forty-four percent. In each year, the majority of students revealed that their class rank was within the top or second quarter. This response was reflected by 56% of the sample population in 1999, 62% in 2000, and fifty-nine in 2001.

These results, as well as the remainder of the high school characteristics, are listed in Table 2. Entering students are somewhat more prepared for their college studies than is generally assumed since the University has an open enrollment policy. As noted previously, many students entering TSU completed college preparatory programs and are ranked, on average, among the top two quarters of their high schools. Based on these

results, one can assume that variables other than lack of ability contribute to the low retention rate and to the extended time required for students to graduate.

Table 2

Variable	1999	2000	2001
Type of High School Program			
College Preparatory	47%	45%	44%
Business/Vocational or Occupational	14%	17%	13%
General or Other	39%	38%	43%
High School Class Rank			
Top Quarter	22%	24%	22%
Second Quarter	34%	38%	37%
Third Quarter	37%	35%	35%
Bottom Quarter	7%	3%	6%
High School GPA			
A- to A (3.50-4.00)	8%	10%	11%
B to A- (3.00-3.49)	25%	27%	29%
B- to B (2.50-2.99)	32%	34%	30%
C to B- (2.00-2.49)	24%	23%	20%
Less than C (Less than 2.00)	11%	6%	10%
Number of Students in High School Graduating Class			
Less than 200	27%	19%	22%
200-399	42%	47%	41%
400-599	20%	21%	22%
600 or more	11%	13%	15%

Other characteristics that were assessed included the current employment status and financial aid assistance of the entering students (Table 3). In 1999 and 2000, thirty-two percent of the sample population indicated that they planned to work at least twenty hours during their first semester at TSU. This percentage decreased to 23% in 2001; however, 38% indicated they would only obtain occasional employment during the semester.

Each year, majority of the students indicated that they would receive some type of financial aid. During the 1999 semester, 83% disclosed that they received financial aid. This percentage increased to 87% in 2000 and slightly increased again in 2001 to eighty-eight percent.

Table 3

Variable	1999	2000	2001
Hours Per Week Worked			
0 or Occasional Jobs	30%	28%	38%
1 – 20 hours	32%	32%	23%
21-40 hours	20%	23%	26%
40 hours or more	2%	3%	2%
Undecided	16%	14%	11%
Receive Financial Aid			
Yes	83%	87%	88%
No	17%	13%	12%

An examination of these characteristics relating to employment and to the need of financial assistance clearly affirms that the majority of entering students are in need of some type of funding to support their degree goals. Student employment is an important variable when considering extraneous variables that have an impact on the academic performance level of students and may contribute to the unavailability of classes that employed students require.

These results can be examined in conjunction with the portion of the survey that examines the “source” of funding for the entering students. These items are based on a series of contributing sources of funding, and the students indicate whether or not the corresponding item is a “major,” “minor,” or “not” a source of funding for their education. In order to simplify the results, the “major” and “minor” categories will be

combined to indicate that the item is a source of funding for the student. The results are indicated in Table 4.

Table 4

Source of Funds	1999	2000	2001
	Major or Minor	Major or Minor	Major or Minor
<u>Parents/Relatives</u>	84%	78%	77%
<u>Social Security Benefits</u>	15%	18%	17%
<u>Veterans Benefits</u>	4%	7%	9%
<u>Spouse's Income</u>	9%	8%	9%
<u>Educational Grants</u>	74%	71%	76%
<u>Scholarships</u>	56%	56%	58%
<u>Student Loans</u>	53%	58%	59%
<u>Other Loans</u>	30%	31%	31%
<u>Employment While Attending College</u>	61%	65%	58%
<u>Summer Employment</u>	56%	59%	57%
<u>Personal Savings</u>	54%	57%	51%

In each year, the source of funding for entering students receiving the highest percentage rate is parents and relatives. Eighty-four percent of students in 1999 indicated that they would rely on their parents or relatives as a source of funding; however, this percentage decreased in 2000 to 78% and slightly decreased again to 77% in the 2001 school semester. The results remained consistent across the years again, rating educational grants with the second highest percentages. In 1999, seventy-four percent of the students indicated that they would depend on educational grants as a source of

funding their education; however, this percentage decreased to 71% in 2000, but it increased again in 2001 to seventy-six percent. In reference to the students' maintaining employment to fund their education, 61% of the entering students in 1999 indicated that salaries would be a source of funding. In 2000, sixty-five percent of the students planned to be employed, and in 2001, the percentage decreased to fifty-eight percent.

Even though the results disclose that most students rely on their parents and/or relatives for funding their education, data supports the assertion is not a sufficient source funding students' education. The fact that educational grants was considered a source of funds for over 70% of the students and that over 50% indicated they would rely on scholarships or student loans tends to validate that the entering students depend on financial aid sources provided by TSU.

Reasons for Continuing Education

One of the survey items generally addresses reasons for their choosing to continue their education, not necessarily at TSU. As previously stated, this survey was administered to first time freshmen as well as transfer students. Although the transfer students did not enter TSU directly from high school, the question still addresses their initial reason for attending college.

Arriving at a profile of average students entering TSU is dependant upon reasons why students chose to continue their education after graduation. The survey provides the students with a series of items, with each having these responses "major", "minor", or "not" a reason. Students selected one of these responses in each instance to reveal reasons for continuing their education. The item that received the highest percentage of responses by entering students as being either a major or minor reason for continuing their

education was “to become a better educated person” (Table 5). This item was selected by 99% of the sample in 1999 and 2001. However, in 2000 the percentage was 98%, which is slightly less than the other two years. Other reasons that were selected by over 95% of the students included the following: (1) to meet educational requirements for my occupation, (2) to increase my earning power, (3) to qualify for a high-level occupation, and (4) to develop my mind and intellectual abilities. The remainder of the top ten reasons why entering students chose to continue their education is listed in Table 5.

Table 5

Top Ten Reasons for Continuing Education	1999	2000	2001
	Major or Minor	Major or Minor	Major or Minor
<u>To meet educational requirements for occupation</u>	98%	96%	96%
<u>To become a better-educated person</u>	99%	98%	99%
<u>To increase my earning power</u>	97%	96%	97%
<u>To qualify for a high-level occupation</u>	96%	96%	98%
<u>To develop independence for parents</u>	75%	74%	76%
<u>To develop my mind and intellectual abilities</u>	98%	96%	97%
<u>To study new and different subjects</u>	90%	90%	92%
<u>To develop personal maturity</u>	82%	84%	86%
<u>To meet new and interesting people</u>	76%	74%	77%
<u>To become a more cultured person</u>	72%	73%	78%

Table 5 illustrates that most entering students chose to continue their education to ensure their personal and professional growth. This observation is rendered quite valid because students are focused on obtaining more education not only to make themselves more marketable, but to also enhance themselves personally.

Purpose for Enrolling at TSU

Relative to the primary reason for enrolling in TSU, most indicated a desire to obtain baccalaureate degrees. A review of the data in Table 6, for each year, will disclose that three of the five choices pertain to obtaining some type of degree. However, the data also reveals that other students enrolled in TSU in order to complete some courses that are desires to transfer to another university. Finally, one of the top five reasons why students enrolled at TSU was for no definite purpose. It is important to note that these students represented only 11% of the sample population in 1999, fifteen percent in 2000, and 13% in 2001.

Table 6

Purpose for enrolling at TSU	1999	2000	2001
<u>No Definite Purpose in Mind</u>	11%	15%	13%
<u>To Take a Few Job-related Courses</u>	2%	2%	1%
<u>To Take a Few Courses for Self Improvement</u>	1%	1%	1%
<u>To Take Needed Courses to Transfer</u>	5%	5%	6%
<u>To Obtain Certification</u>	2%	1%	1%
<u>To Complete a Vocational/Technical Program</u>	<1%	<1%	<1%
<u>To Obtain an Associate Degree</u>	1%	1%	2%
<u>To Obtain a Bachelor's Degree</u>	45%	45%	48%
<u>To Obtain a Master's Degree</u>	11%	15%	14%
<u>To Obtain a Doctorate or Professional Degree</u>	22%	15%	14%

Educational Preferences

Educational preferences are essential to determining the kind of collegiate environment that will increase retention and graduation rates. Therefore, students were surveyed to determine the type of classes they would prefer to attend, relative to both time scheduling and format. In 1999, eighty-five percent of the sample population

indicated that they would prefer to attend morning classes. This percentage slightly increased to 87% in 2000, but it decreased in 2001 to seventy-eight percent.

In reference to class format, students seem to prefer a small group structure. Thirty-five percent of the sample population preferred the small-group structure in 1999 and 2000. The percentage increased to 39% in 2001. The second most preferred class format was the lecture as indicated by 24% of entering students in 1999. The percentage slightly decreased to 23% in 2000 and remained constant in the 2001 sample population.

Another section of the survey was designed to elicit from entering students those special academic need areas for which they would need to continue their education. During each year, most entering students indicated that they needed special help to improve their math skills (Table 7). The following data documented the students' need: 77% of the sample population in 1999 indicated this need for assistance, eighty percent in 2000 and 78% percent in 2001. The majority of the students also indicated that they would like special assistance in developing better study skills as disclosed by 71% in 1999, seventy-six percent in 2000 and 77% in 2001. Table 7 provides data on the remainder of the special help areas, thereby identifying the areas that students felt they need the most assistance in order to be productive as they continue their education. These results will inform the administration of the environment in which special programs can be offered in specific need areas.

Table 7

Will Need Special Help in This Area	1999	2000	2001
<u>Expressing Ideas in Writing</u>	48%	50%	50%
<u>Increasing Reading Speed</u>	39%		39%
<u>Improving Reading Comprehension</u>	46%	47%	42%
<u>Improving Math Skills</u>	77%	80%	78%
<u>Develop Better Study Skills and Habits</u>	71%	76%	77%
<u>Improving Test-taking Skills</u>	73%	74%	73%
<u>Improving Public Speaking Skills</u>	55%	54%	64%
<u>Identifying a Major Area of Study</u>	37%	40%	43%
<u>Selecting an Appropriate Career</u>	35%	32%	41%

Entering students were also surveyed on the types of extracurricular activities in which they would like to participate in at TSU (Table 9). This section of the survey is quite significant because it provides information that will assist the administration in understanding more comprehensively all dimensions of entering students, thereby supporting the design of an environment that coincides with some of the students' preferences. Most entering students indicated they have an interest in joining fraternities or sororities. These choices were indicated by 59% of the sample population in 1999 and 2001, while a slightly higher percentage, 61%, in 2000.

Table 9

Would Like to Participate In	1999	2000	2001
<u>Student Government</u>	37%	27%	29%
<u>Student Publications</u>	33%	26%	33%
<u>Instrumental Music</u>	18%	20%	19%
<u>Vocal Music</u>	22%	27%	28%
<u>Debate</u>	23%	22%	28%
<u>Dramatics, Theater</u>	30%	32%	36%
<u>Departmental Clubs</u>	42%	34%	38%
<u>Religious Organizations</u>	39%	33%	35%
<u>Racial or Ethnic Organizations</u>	28%	21%	30%
<u>Varsity Athletics</u>	49%	46%	43%
<u>Intramural Athletics</u>	27%	27%	25%
<u>Cheerleaders</u>	14%	16%	13%
<u>Political Organizations</u>	19%	14%	19%
<u>Student Radio or T.V.</u>	40%	41%	43%
<u>Fraternity or Sorority</u>	59%	61%	59%
<u>Special Interest Groups</u>	34%	33%	33%
<u>Campus or Community Service Organizations</u>	55%	46%	46%

The results also identified the activities receiving low responses. The combination of high and low responses contribute to the development of a comprehensive learning environment that will address the needs of both academics and non-academic projects.

College Impressions

The level of importance students placed on various factors related to choosing to attend TSU was also assessed. The survey listed a series of items listed that allowed students to indicate whether or not they felt the items were “very important,” “moderately important,” “slightly important,” or “not important” relative to their decision to attend TSU. The students were also presented with a series of statements which afforded the opportunity for them to rate TSU at the time they applied for admissions. Additionally, students had to respond to rating TSU as their first choice and to reveal the grade levels when they decided to attend TSU. The final section of the survey lists a battery of 14 items so that students could indicate whether or not each item was a “major,” “minor,” or “not” a source used to gather information about TSU.

Importance of Factors in Deciding to Attend TSU

Entering students who rated TSU quite highly relative to enrolling at the University were very much interested in the availability of financial assistance. Seventy-six percent of the students in 1999 indicated that the availability of such aid was very important. This percentage slightly decreased to 74% in 2000 and then increased again in 2001 to seventy-seven percent (Table 10). The second most important factor also related to financial circumstances. Sixty-eight percent of the population indicated that the cost of attending TSU was very important in 2000. The percentage decreased to 65% and then

slightly decreased again to 64% in 2001. These results showed that entering students placed a strong emphasis on economic variables. Other factors that received high percentages related to the location of the University, availability of particular programs of study, and entrance requirements of the University. The specific percentages of these factors are disclosed in Table 10.

Table 10

Factors that were very important in the decision to attend TSU	1999	2000	2001
<u>Academic reputation of the college</u>	49%	46%	48%
<u>Availability of a Particular Program of Study</u>	57%	47%	55%
<u>Variety of Courses Offered</u>	47%	45%	50%
<u>Location of College</u>	57%	52%	57%
<u>Size of the College</u>	31%	33%	30%
<u>Entrance Requirements of College</u>	56%	49%	51%
<u>Cost of attending the College</u>	68%	65%	64%
<u>Type of Community in which the College is Located</u>	28%	28%	27%
<u>Availability of Financial aid or Scholarship</u>	76%	74%	77%
<u>Opportunity for Part-time Work</u>	40%	35%	38%
<u>Sports Opportunities</u>	44%	44%	38%
<u>Social Climate & Activities at College</u>	21%	23%	22%
<u>Ethnic makeup of College</u>	33%	34%	28%
<u>Gender ratio of Student Body</u>	19%	21%	23%
<u>Religious Affiliation of the College</u>	16%	21%	17%
<u>Type of Housing Availability</u>	38%	42%	40%
<u>Facilities Available: Labs Classrooms</u>	38%	37%	37%
<u>Extracurricular Activities Available</u>	32%	37%	34%
<u>Friends Attend the College</u>	10%	17%	17%
<u>Advice of Parents or Relatives</u>	38%	31%	30%
<u>Advice of High School Counselors or Teachers</u>	25%	23%	24%
<u>Advice of someone who has attended the College</u>	33%	32%	31%
<u>Contact with College Representatives</u>	36%	29%	28%

Agreement with Statements About TSU

The highest percentage of students agreed with the statement asserting that TSU has many activities and organizations available for students. Eighty-one percent of the entering students sampled agreed with this statement in 1999, eighty-two percent in 2000, and 74% in 2001 (Table 11). A large majority of the students also agreed that the University offers a variety of courses, and they also agreed, in many instances, that TSU has a quality program in their chosen fields of study. The specific percentages and the remainder of the statements are shown in Table 11.

Table 11

Strongly Agree/Agree to the item	1999	2000	2001
<u>College has high-quality academic programs</u>	65%	66%	64%
<u>Cost of attending this college is reasonable</u>	68%	60%	71%
<u>College personnel care about individual students</u>	60%	47%	51%
<u>It is difficult to earn good grades at this college</u>	10%	13%	14%
<u>College has high-quality program in the subject area I am pursuing</u>	67%	65%	65%
<u>College has many activities and organizations for students</u>	81%	82%	74%
<u>College has a strong Inter-collegiate Athletic Program</u>	56%	62%	52%
<u>There are large number & variety of course offered at this college</u>	73%	71%	68%
<u>Students at this college are friendly</u>	53%	50%	52%
<u>This college has too many required courses</u>	17%	20%	19%
<u>Excellent recreational facilities for individual students</u>	51%	42%	44%
<u>Many students at this college use drugs and/ or alcohol</u>	28%	37%	40%
<u>There are comfortable residence halls at this college</u>	32%	26%	35%
<u>Students from various ethnic backgrounds get along well</u>	62%	57%	59%
<u>Many students at this college hold extreme political views</u>	39%	35%	39%
<u>Students at this college are more interested in having fun than studying</u>	33%	36%	43%
<u>This college offers many cultural events and programs</u>	54%	52%	54%
<u>Students must be above average to be admitted into this college</u>	14%	13%	17%
<u>There are too many rules and regulations at this college</u>	16%	10%	13%
<u>The college has high quality classroom and lab facilities</u>	39%	36%	38%
<u>This college provides sufficient financial aid for students who need assistance</u>	58%	55%	62%
<u>The foreign language requirement at this college is too strict</u>	14%	13%	19%
<u>This college offers many job related courses</u>	58%	60%	49%

During each year, most students indicated that they decided to attend TSU after completing high school as reflected in the responses of 42% of the sample population in 1999, 43% in 2000, and forty-five percent in 2001. Table 12 shows that many (35%) of the students in 1999 chose to attend TSU while in the 12th grade. This percentage slightly increased to 36% in 2000 and remained the same in the 2001 sample population.

Table 12

Grade Level	1999	2000	2001
<u>Before 9th grade</u>	6%	7%	7%
<u>During 9th grade</u>	2%	1%	1%
<u>During 10th grade</u>	5%	3%	4%
<u>During 11th grade</u>	10%	9%	8%
<u>During 12th grade</u>	35%	36%	36%
<u>After Completing High School</u>	42%	43%	45%

The highest percentage of students responded that TSU was their first choice of colleges at the time they applied for admission. Figures 1, 2 and 3 display the results.

Figure 1

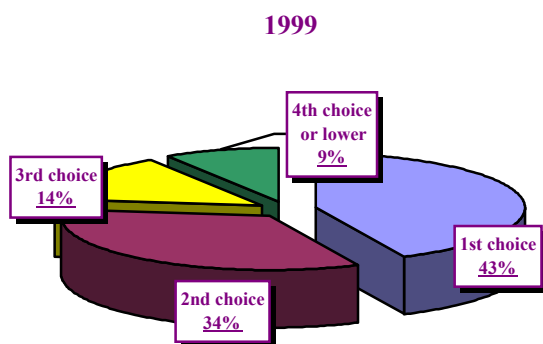


Figure 2

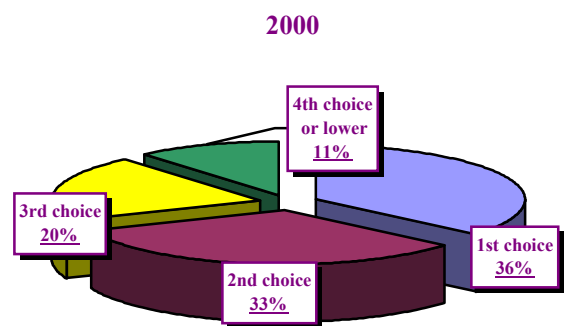
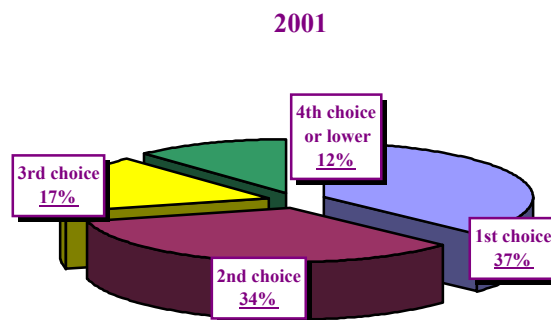


Figure 3



Major Source of Information About TSU

In 1999, forty-six percent, of the entering students indicated that they obtained information about TSU from their parents or relatives. This percentage slightly decreased to 41% in 2000 and decreased again to 39% in 2001 (Table 13). Data collected in this area revealed that most of the entering students are from local areas of Texas. A high percentage of students also indicated that the location of TSU was an important factor in their choosing to attend.

Table 13

Major Source of Information about TSU	1999	2000	2001
<u>Friends at the College</u>	17%	16%	20%
<u>High School Teachers</u>	12%	14%	13%
<u>High school Counselors</u>	13%	16%	16%
<u>High School Administrators</u>	9%	11%	11%
<u>Parents or Relatives</u>	46%	41%	39%
<u>High School Classmates</u>	13%	16%	20%
<u>College Catalog</u>	20%	25%	26%
<u>College Brochure or Pamphlet</u>	22%	25%	29%
<u>College Alumni</u>	22%	22%	20%
<u>Visit to Campus</u>	28%	31%	28%
<u>College Representative's Visit to High School</u>	19%	23%	21%
<u>Announcements on Radio or Television</u>	6%	8%	10%
<u>Articles in Newspapers or Magazines</u>	5%	7%	8%
<u>High School Library Materials</u>	9%	7%	9%

When examining Table 12 and 13, that statistical information suggests most students did not chose to attend TSU until later in high school or after obtaining their diplomas and they became more aware of TSU from family members or relatives. This information and other enrollment management variables will be utilized to modify recruitment strategies, particularly those concerning geographical areas from where students are recruited.

Summary

A detailed profile of an average entering student at TSU involves the coalescing of information from several broad areas impacting both the retention and graduation rates of the University. As for education, the average entering student has acquired adequate academic preparation required to pursue college studies. This observation can be validated by survey data which disclose that approximately 50% of the students sampled were enrolled in secondary college preparatory programs administered by a high school located in an urban environ in the State of Texas. More than half of these students were either in the top or second quarter of their classes when they graduated. When enrollment management evaluators consider these findings along with the statistical information that discloses over 30% of the entering students stated that TSU was their first choice for collegiate matriculation, the evaluators will rule “null and void” the notion that these students enrolled at TSU because they did not have any other options.

Directly related to students’ educational preparation are the experiences they expect to receive from college - the reasons why they enrolled. According to survey results, the majority of the students stated that they enrolled in the University in order to receive some type of degree. However, it should be noted that each year slightly more than 10%

of the students comprising the sample population stated that they enrolled in TSU with no definite purpose in mind. Although the percentage is somewhat minimal, it informs enrollment managers of the need for a greater degree of advising these students and for systematic monitoring of their progress in order to provide appropriate intervention strategies.

Relative to personal growth, 60% of the entering students asserted that they expected college experiences to assist them in personal growth. That is, to provide for them a learning environment with opportunities to interact with its diverse members by exploring academic, cultural, and international issues and by participating in field trips, group social activities, and informal meetings, as well as formal meetings, with the faculty.

With regards to financial assistance, the constant observation noted throughout all the surveys was the entering students' need for financial to support their college education. Over 70% of the students indicated that the availability of financial aid was an important factor relative to their choosing to enroll at TSU. Over 60% placed some level of importance on the cost of tuition when contrasting the cost with other universities. The desire to have enough money for all variables impacting the pursuit of academic degrees encouraged many of the students to work the first semester. However, this same survey population ironically indicated that their parents/relatives would be the source of funding for their college education. The irony associated with the source of financing a college education stems, perhaps, from students desire to purchase and pay for non-academic possessions.

Concerning the entering students' attitudes toward Texas Southern University, enrollment analysts noted that the highest percentage of the respondents selected TSU as their first choice for collegiate matriculation. However, many of the students did not make the choice until they had graduated from high school. Others decided during their senior year. It can be inferred from this information that high school students often do not receive firm advisement on the importance developing and carrying out plans for collegiate enrollment and matriculation. Such information offers a window of opportunity for enrollment management to explore further high school advisement practices on preparing students for continuing their education, for developing stronger ties with high school advisers/counselors, and for modifying its recruitment strategies.

Concisely stated, the profile of an average entering students at TSU includes the following characteristics:

- The student attended an urban high school located in Texas.
- The student has amassed academic skills, resulting from participation in a college preparatory program.
- The student is goal oriented and desires to pursue initially a baccalaureate degree.
- The student has respect for the University as a prominent institution of higher education that has provisions for diversity.
- The student expects TSU to provide a learning environment conducive to educational, cultural, social, and personal growth.
- The student needs, in most instances, financial assistance and support services.

- The student usually has full-time, part-time, or occasional employment.