

1995 University of Oregon Freshman Survey

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February 1996

As one part of a continuing effort to better serve the needs of University of Oregon undergraduates, the University participated in a national study of higher education conducted by the American Council on Education at the University of California at Los Angeles. A total of 641 institutions of higher education participated in this survey. The four-page questionnaire is administered to incoming freshmen and covers their:

- demographic characteristics,
- secondary school experiences,
- college finances,
- orientation towards college,
- expectation of the college experience,
- degree goals and career plans, and
- attitudes, values, and life goals.

Over 1,500 questionnaires were administered to incoming UO freshmen during IntroDUCKtion in Summer 1995. The Oregon Survey Research Laboratory mailed an additional 844 questionnaires to freshmen who could not attend IntroDUCKtion. Of the mailed questionnaires, about 200 were completed and returned. Altogether 1,768 questionnaires were sent to the Higher Education Research Institute at UCLA (HERI) for data processing. The resulting data set was returned to UO for analysis. It includes over 270 variables.

In addition to compiling the data at the institutional level, HERI compiled a national norm report using the data from the participating institutions. The process of including an institution in the national norm report was selective; that is, only surveys which obtained a minimum response rate were included. Unfortunately, the UO sample was not used in calculation of the national norm due to a response rate lower than the criteria set by HERI for universities.

After a short summary of the demographics and enrollment status of the surveyed freshmen, this report is organized in two sections. Section 1 report focuses on the questions which parallel the Fall 1995 UO Student Satisfaction Survey. Subject areas cover academic difficulties; participation in campus activities in the past year; participation in community activities; reasons for choosing UO; and financial concerns. Section 2 of this report compares the UO incoming Freshmen Survey responses with the national normative data reported in "The American Freshmen: National Norms for Fall 1995," published by HERI.

Background and Demographic Information

UO Preference: More than two-thirds of the freshmen came to UO as their first choice.

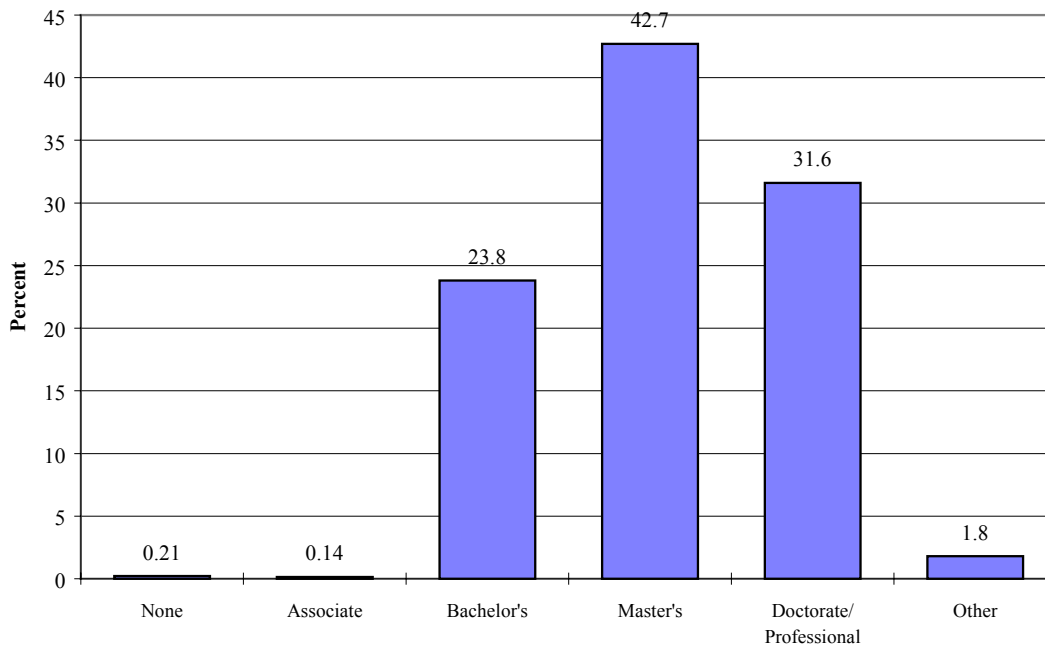
Computer Use: Close to 95% of the respondents have either used personal computers "occasionally" or "frequently."

Residency: In-state students make up 64% of the respondents. Just over 19% of all respondents are from California, 3.7% are from Washington and 2.3% are from Hawaii. About 1% of the respondents each came from Colorado, Illinois, and Nevada. Students from each of the other states represented in the survey constitute less than 1% of all respondents.

Nationality and Language: All but four respondents are either United States citizens (97.5%) or permanent residents (2.3%). Just 4.5% of the respondents reported that their native language is not English.

Academic Goals: About one-quarter of respondents plan to end their college education with a bachelor's degree, 43% are planning to obtain a master's degree, and about one-third are planning to obtain a doctorate or other professional degree (see Figure 1).

Figure 1: Highest Degree Planned at Any Institution



Enrollment Status: Only 3 respondents reported that they are enrolling part-time, compared to the 1,736 respondents enrolling full-time.

Prior College Coursework: After graduating from high school, and prior to enrolling in UO as freshmen, fewer than 10% had taken courses for credit at 2-year or 4-year colleges and universities.

Age: The average age of the survey respondents is 18.11 years old. Over 93% are between 18 and 19 years of age, while no respondent reported being over age 29.

Sex: The sex distribution of respondents is 44% men, 56% women.

Race/Ethnicity: Non-Hispanic Whites constitute 82.6% of the respondents. Other races and ethnicities of the respondents are: Blacks 0.8%; American Indians 2.7%; Asians 7%; and Hispanics 3.6%.

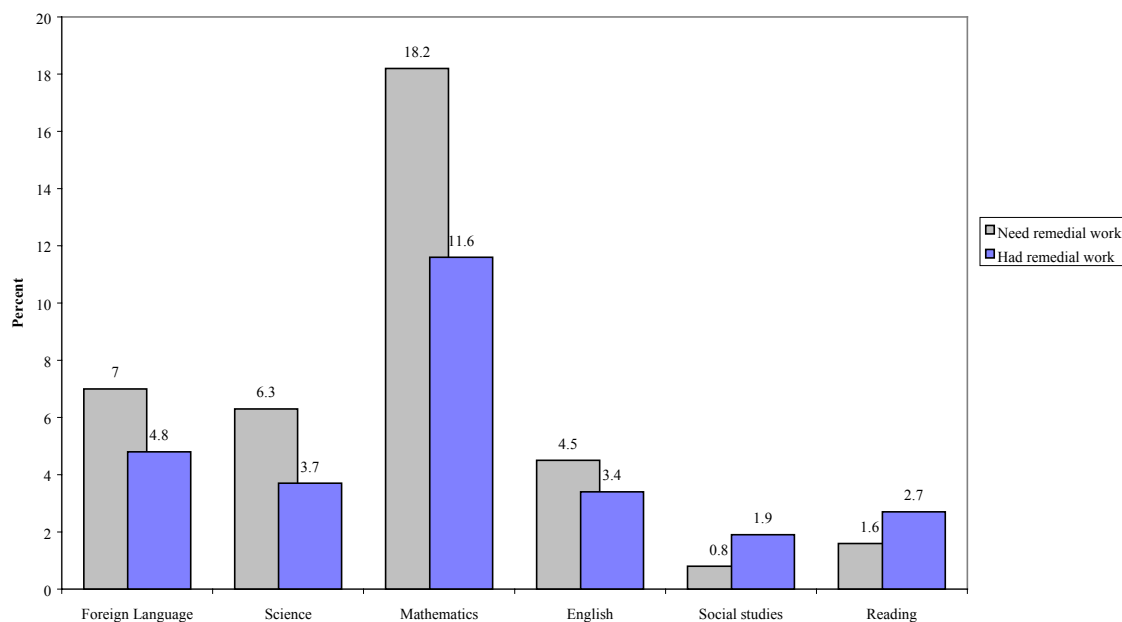
Section 1: Comparison of Freshmen Survey to Student Satisfaction Survey

This section compares results of the 1995 Freshman Survey, conducted of 1,768 incoming freshmen in the summer 1995, to the results of the 1995 Student Satisfaction Survey, conducted of 759 currently enrolled students at all levels in November 1995. Since the two surveys had different purposes, only a handful of survey questions allow comparison. These comparisons include academic difficulties (need for remedial work, chance of dropping out, likelihood of changing major), participation in campus activities, participation in community activities, reasons for choosing UO, and financial concerns.

A. Academic Difficulties

Remedial Work: Upon entering the University, freshmen should expect academic work to be more rigorous than it was in high school. Freshmen responses to questions regarding the need for remedial work should reflect this expectation to some degree. We expect that the proportion of students anticipating the need for remedial work will be higher than the proportion of students who have done remedial work in the past. In general, this expectation is observed in results of the Freshman Survey, but not consistently.

Figure 2: Remedial Work Needed at UO and Had Before



In foreign languages, 4.8% of freshmen have had remedial work before, and 7% expect to need it in college, consistent with expectations (see Figure 2). Similar findings are found in the areas of

science (3.7% had remedial work before, 6.3% believe they will need it at UO), mathematics (11.6% and 18.2%, respectively), and English (3.4% and 4.5%). However, just 1.9% of freshmen have done remedial work in social studies, and only 0.8% feel the need for more. Similarly, just 2.7% of freshmen have done remedial work in reading, and only 1.6% feel the need for more.

Sex differences in freshmen anticipating the need for remedial work can be seen most clearly in the areas of science and mathematics, where 2.4% more women than men believe they will need remedial work in science and 11.0% more women than men believe they will need remedial work in math. In all of the other areas of study, the proportion of men and women expressing the need for remedial work is about the same.

In the Freshman Survey, at most 18.2% of students believing they will need remedial assistance, in this instance in math. In great contrast, fully 36% of students in the 1995 Student Satisfaction Survey expressed a need for remedial work or tutoring. This strongly suggests that students discover the rigorous nature of college level work only after starting classes.

Dropping Out Permanently or Temporarily: Dropping out of UO permanently (excluding transferring) is not a concern for the great majority of freshmen, with fully 98% responding either “no chance” or “very little chance.” Similarly, 93% responded “no chance” or “very little chance” to the suggestion that they would drop out of UO temporarily (excluding transferring). The number of the students who responded that there is either “some chance” or a “very good chance” of dropping out is too small to make accurate estimates of the reasons for why they might. It appears, however, that academic reasons are not one of the main factors. Freshmen’s expectation of earning at least a “B” average does not vary substantially by their chance of dropping out temporarily (Figure 3) or permanently (Figure 4).

Finances, however, seem to play some role in freshmen concerns about dropping out permanently or temporarily. Among the freshmen who said that there is a chance of dropping out permanently, 28% reported that finances are of major concern. Among those who said that there is a chance of dropping out temporarily, 23% reported that finances are of major concern. Similarly, of freshmen who responded “no chance” or “very little chance” of dropping out permanently or temporarily, 14% and 14% respectively also checked finances as a major concern (see Figure 5).

Figure 3: Chance of Dropping Out Temporarily Among Those Expecting a “B” Average or Better

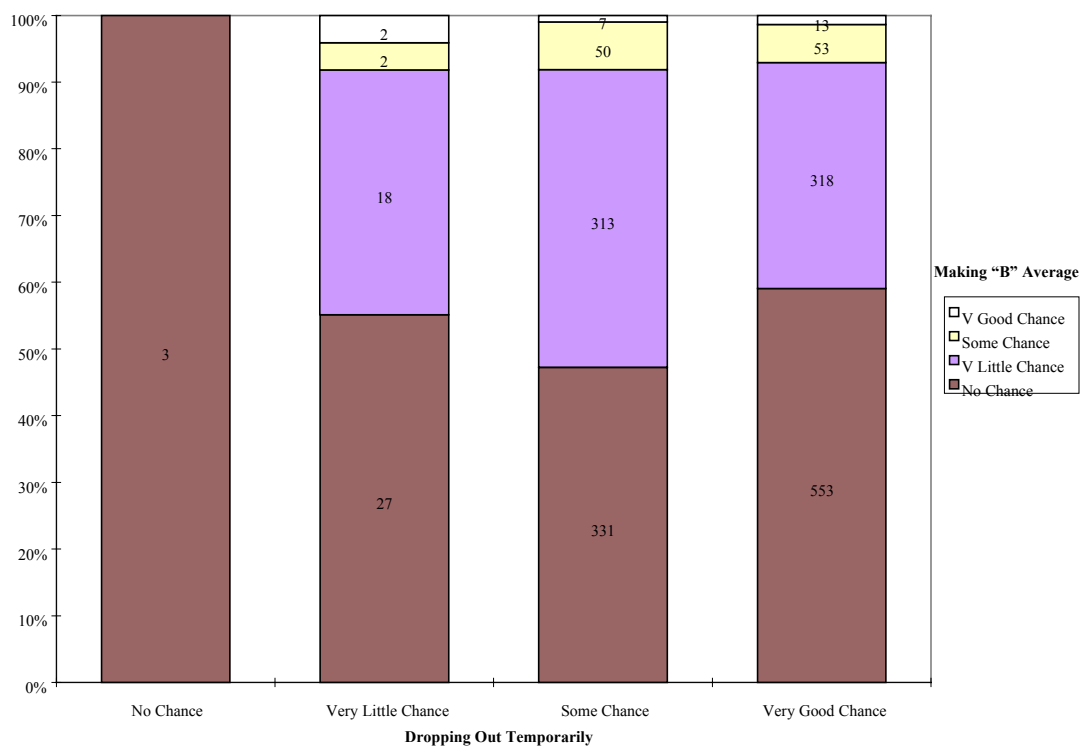


Figure 4: Chance of Dropping Out Permanently Among Those Expecting a "B" Average or Better

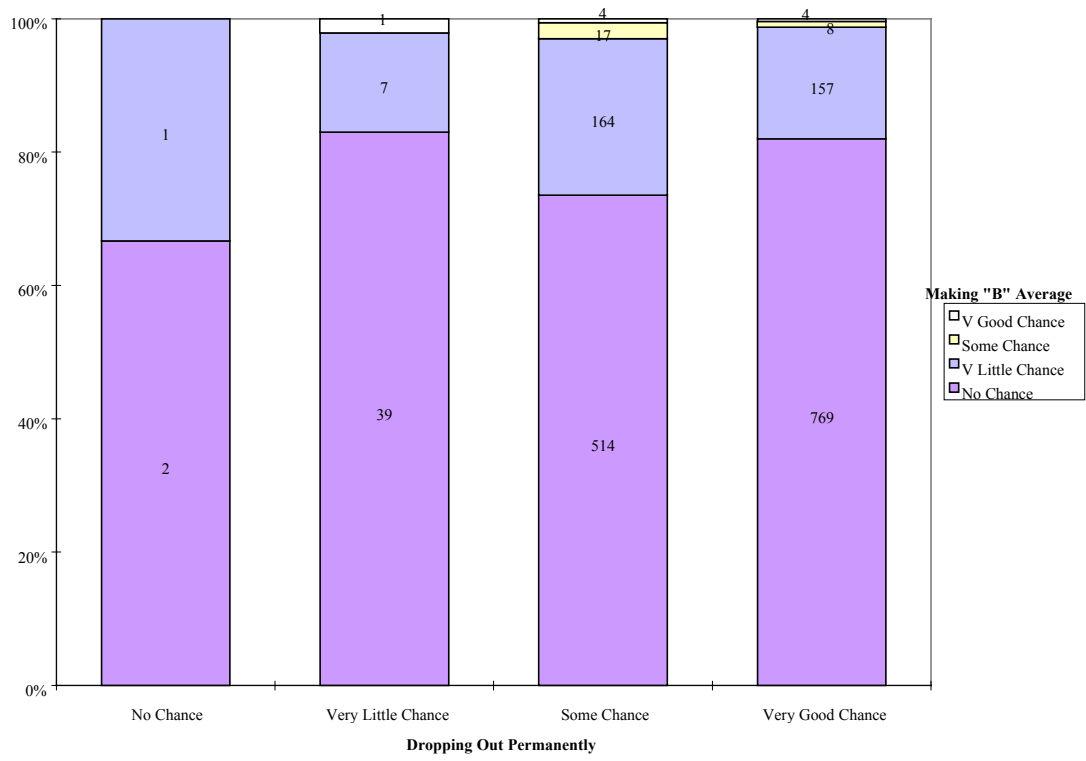
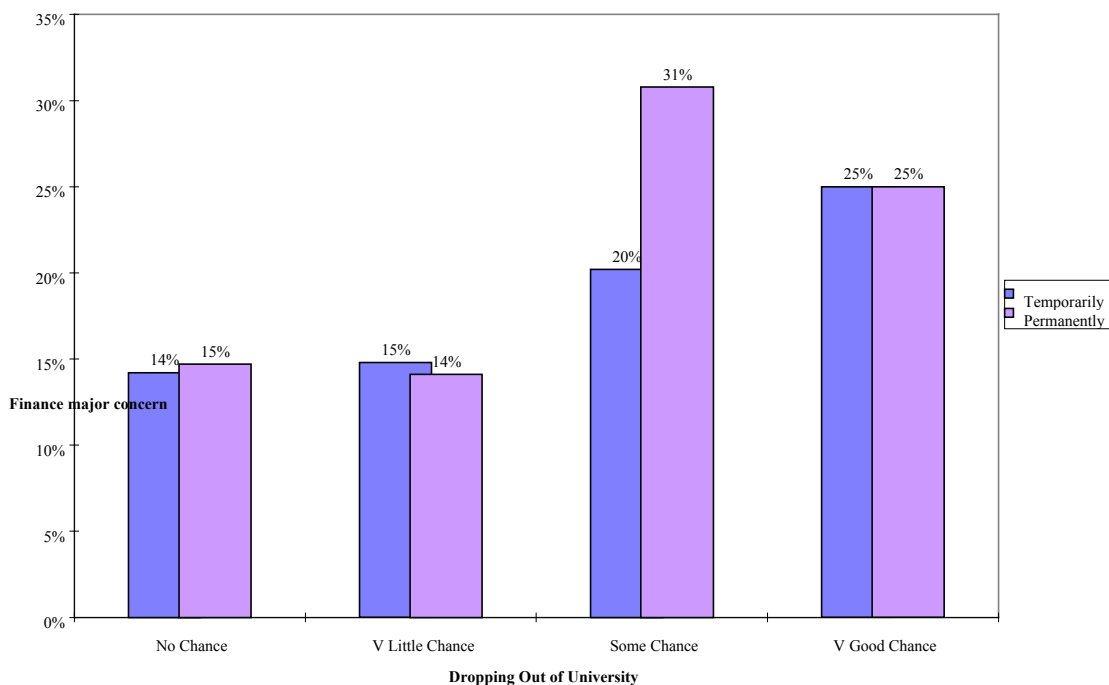


Figure 5: For Students with Major Financial Concerns, Chance of Dropping Out Temporarily or Permanently

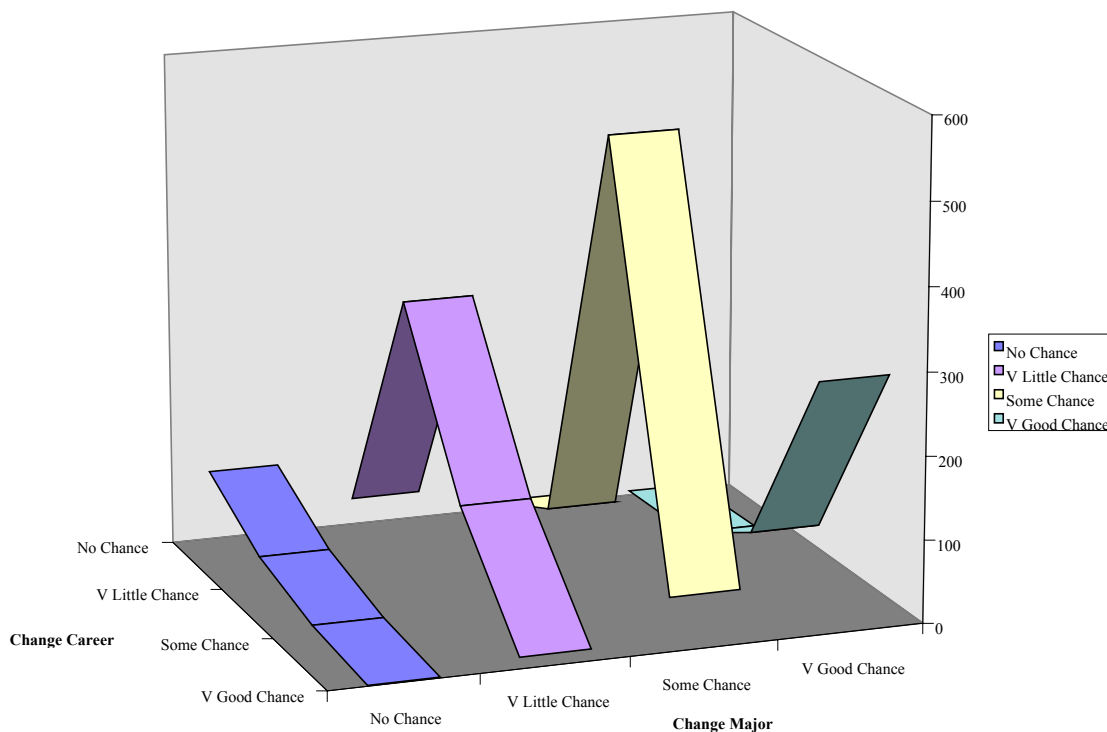


Changing Academic Major and Changing Career Choice: Students indicate probable majors as 21% humanities, 16% business, 13% social science, 13% professional, 10% biological science, 4% education, 3% physical science, 1% engineering, and 4% other. Notably, 15% of freshmen selected “undecided” as their response. Indecisiveness is also reflected in the question “chance of changing major field of study.” In response to this question, 63% answered either “some chance” or a “very good chance.”

Indecisiveness in the area of study, however, does not seem purely academic in nature; it is closely related to indecisiveness in career choice. That is, responses to questions about the chance of “changing major field” has clear and direct correlation with “changing career choice.” For example, among the freshmen who responded “no chance” to the change career choice question, 89% answered “no” or “very little” chance when asked the change major field question. Likewise, among the freshmen who responded “very good chance” to the change career choice question, 96% responded either “some” or “very good” chance when asked the change major field question (see Figure 6).

In addition, if a student checked “undecided” as the probable major, the likelihood of that student also selecting “very good chance of changing career choice” was much higher than the rest of the sample. While 15% of the sample indicates an “undecided” major, more than a third (38%) of all freshmen who responded that there is “very good chance of changing career choice” checked “undecided” as their probable major.

Figure 6: Chance of Changing Major by Chance of Changing Career Choice



B. Participation in Campus Activities

The survey indicates that freshmen are likely to be involved in campus activities to a very high degree. The survey also indicates that attitudes about participating in different types of campus activities differ according to sex (Figure 7; see also Section 2, sex difference in time allocation). Close to half of freshmen responded that there is “some chance” (31%) or “very good chance” (16%) of joining a fraternity or sorority. As a point of reference, 17% of respondents to the 1995 Student Satisfaction Survey actually pledged a fraternity or sorority. Women have somewhat more interest in joining the Greek system than do men: 49% of women, compared to 45% of men.

Among freshmen, interest in taking part in student protests is also high. Thirty-five percent of freshmen responded “some chance” and 11% responded “a very good chance” of taking part in student protests. Students’ actual participation in protests was 17% (1995 Student Satisfaction Survey). Interest in protest participation is also higher among women: half of women, compared to 40% of men, responded that there is a chance of taking part in student protests. A little over one-fourth of the freshmen responded that there is “some chance” (18%) or “very good chance” (9%) of taking part in varsity athletics. Men tend to anticipate playing varsity athletics (35%) more than women (21%).

Freshmen’s actual behavior in high school activities also differs according to sex. The proportion of freshmen who frequently tutored another student during the past year is 10% women to 7% men; the proportion of freshmen who were frequently guests in a high school teacher’s home is 5% women to 3% men; and the proportion of freshmen who asked high school teachers for advice after class is 25% women to 22% men.

Figure 7: Participation in Campus Activities by Sex

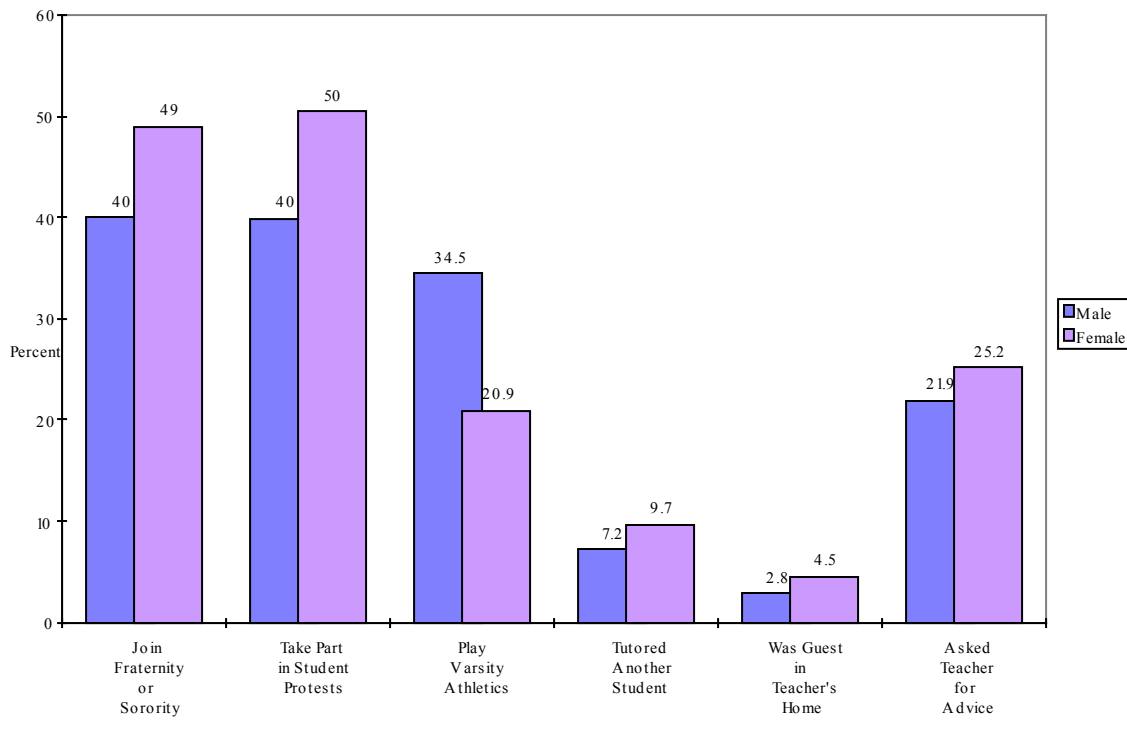
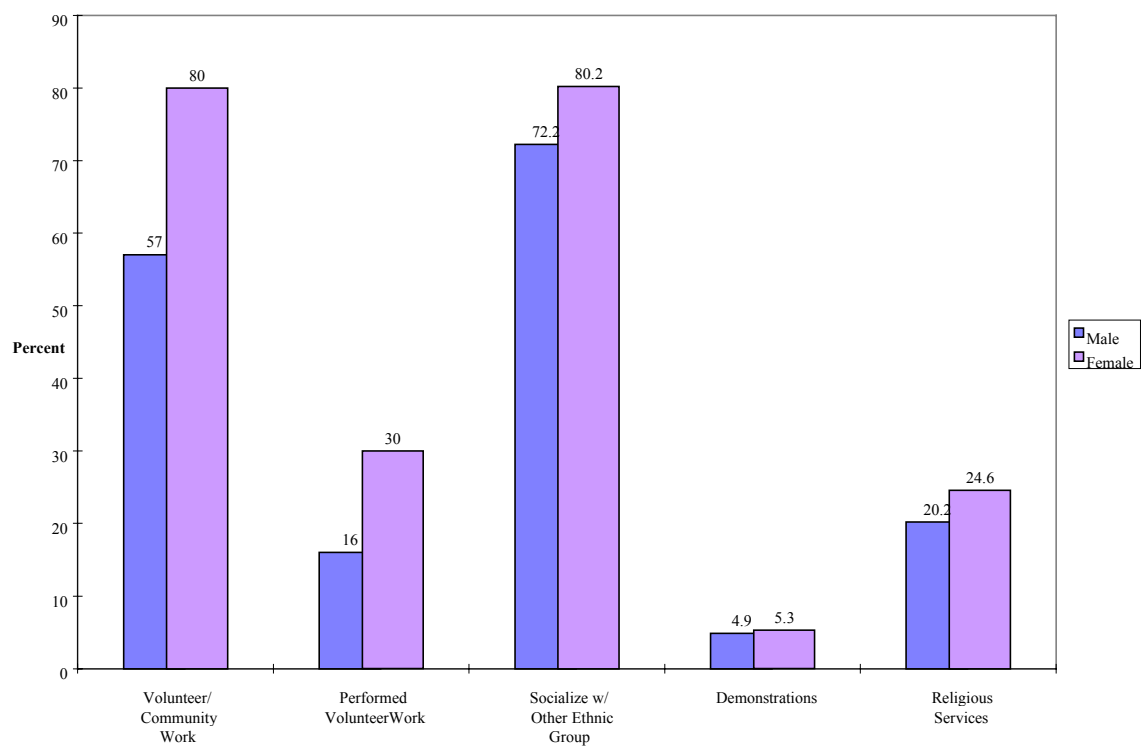


Figure 8: Participation in Community Activities by Sex



C. Participation in Community Activities

Women expect to participate in community activities at a higher rate than men. In response to the question “chance of participating in volunteer or community service work,” 32% of women, compared to 11% of men responded “very good chance,” and 48% of women compared to 46% of men responded “some chance.”

When asked about their actual behavior, response to the question “performed volunteer work last year” shows the same pattern (Figure 8). While 30% of women actually participated in volunteer work last year, only 16% of men did so. It is also interesting to note that the number of those who responded “very good chance of participating in volunteer or community service work” is considerably higher for freshmen whose home is within 50 miles from college (30%) than for the freshmen whose home is 50 miles or farther away from college (21%). This may indicate that freshmen from a closer proximity are already involved with volunteer or community service work and intend to maintain that participation, or those freshmen are more strongly tied to community than the others.

Additionally, women more frequently socialized with different ethnic groups (80%) than men (72%); and they more frequently participated in religious services (24.6%) than men (20.2%).

D. Reason for Choosing University of Oregon

A comparatively large proportion of freshmen selected reputation of the institution, its size, job opportunity after graduation, study opportunity after graduation, and finances as the reason for choosing UO. The least mentioned reason for choosing UO is advice from a third party. The list of reasons included in the Freshmen Survey, however, is not complete. The Freshmen Survey used a closed-ended and limited-to-list format in asking reasons for choosing a college to attend; thus the list of reasons is not exhaustive. For example, reasons such as “variety of majors” or “availability of a specific major” was not included in the list. In the 1995 UO student satisfaction survey, 40% and 65% of students, respectively, responded that these reasons were “very important” in their decision to attend UO. The proportion of incoming UO freshmen answering “very important” to reasons for choosing UO is:

- good academic reputation (40%),
- size of the college (27%),
- UO graduates get good jobs (26%),
- good social reputation (23%),
- low tuition (21%),
- offers special programs (17%),
- offered financial aid (17%),
- graduates from this college gain admission to top graduate schools (15%), and
- wanted to live near home (11%),
- friend’s suggestion (7%),
- ranking in a national magazine (6%),
- relatives’ wishes (5%),
- advice from high school guidance counselors (4%), and
- advice of teachers (2%).

E. Financial Concerns

The Freshmen Survey shows that, for most of the freshmen, financing their college education is not a large concern. Compared with 31% of students who responded finance is “no concern” only 15% of freshmen responded financing as a “major concern.”

However, this result becomes harder to interpret when compared with the 1995 UO Student Satisfaction Survey. In that survey, 41% of freshmen indicated that financing their college education is a major concern. This increase is considerable for the period in question, between the period of time when IntroDUCKtion was in process and November when the Student Satisfaction Survey was conducted. This may be interpreted as an indication of how quickly the euphoria of entering university wears off, also suggesting that the timing of the Freshmen Survey must be taken into consideration in analysis of the data. Apparently the timing of the Freshmen Survey is not suitable for realistically assessing the financial needs of freshmen.

Section 2: Comparison of UO Freshmen and National Norms for Fall 1995

This section of the report compares the survey results from UO incoming freshmen with the national normative data reported in “The American Freshmen: National Norms for Fall 1995,” published by the Higher Education Research Institute (HERI).

Before beginning the comparison, it should be noted that interpretation of the data, using either the national norm alone or in comparison to the UO Freshmen Survey must be done very carefully. One of the reasons that warrants careful interpretation is in the survey methodology used by HERI. The population defined by the HERI for this survey is 2,700 institutions of higher education across the United States. Of the 2,700 institutions, 641 institutions participated in the study (23% of the population), and those participating institutions were not randomly selected. Of the participating institutions, only 473 institutions are used in the analysis of the national norm, reducing the effective response rate to 17% at the institutional level. The combination of the low response rate and a non-probability sample makes it very likely that the data contain coverage biases and non-response biases, the direction of which is unknown. Although HERI adjusts the data, using a weighting procedure on the sample to better reflect the population, by no means is the sample used by HERI representative of the population. Thus, we recommend caution in generalizing the results.

A straightforward comparison between the UO Freshmen Survey and the national norm is also problematic for the following reasons. First, the national norms report is based on weighted data. HERI uses the sex distribution of students within an institution as one of the weighting factors. The UO sample has not been weighted. Second, in the national norms report, part-time students and students who had previously enrolled in any other institution were excluded from analysis. In the UO sample, about 5% had previously taken courses at 4-year institutions and less than 1% were part-time students. Third, the normative report excludes colleges with lower response rates; the cut-off rate for universities being 75%. The response rate among the UO freshmen is 73%, lower than the cut off-rate used by the normative report.

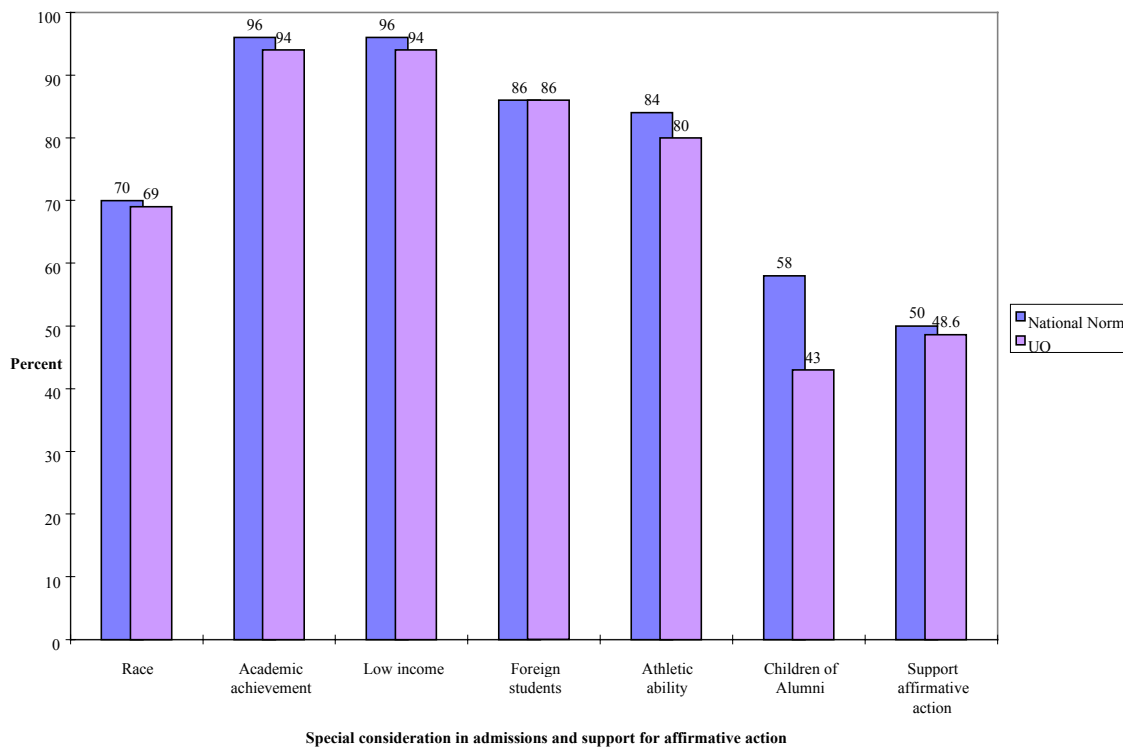
Because of these limitations, interpretation and generalization of the survey results here should be undertaken with caution. The results presented in this report provide some impressions about differences and similarities between the national norm and UO freshmen, but they should not be interpreted as an accurate representation of the population or UO freshmen.

For easier reference, the following analysis is organized in roughly the same order as the “American Freshmen: National Norms for Fall 1995.”

A. Support for Use of Race in Admissions

UO freshmen’s support for the use of race in college admissions criteria closely mirrors the national norm of 70% (see Figure 9). Sixty-nine percent of UO freshmen support the use of race in college admissions. When compared to an average of 65% for other four-year universities, UO freshmen support for consideration of race in admissions is five percentage points higher. Although the majority of the freshmen support use of race in admissions criteria, it is not as widely accepted as the other types of considerations. Giving special consideration to academic achievement is supported by 94% of UO freshmen, compared to 96% nationally; 94% also support low income consideration (national norm 96%); 86% support foreign students consideration (national norm 86%), and 80% support giving special consideration to those with athletic ability (national norm 84%). The only factor which received less support from freshmen than race was consideration for children of alumni, with 43% (national norm 58%).

Figure 9: Special Consideration in Admissions and Support for Affirmative Action



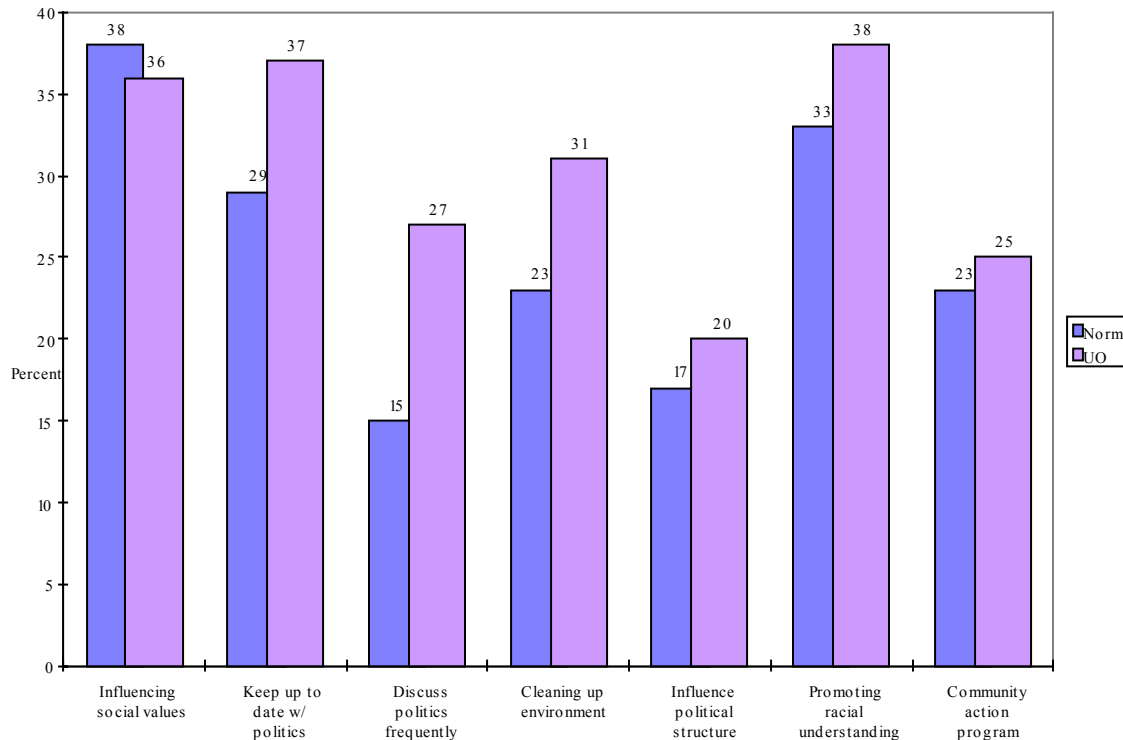
HERI reported that support for affirmative action was considerably less than support of use of race in admission. Nationally, 50% of freshmen responded “somewhat agree” or “strongly agree” with the statement “affirmative action in college admissions should be abolished.” Support for affirmative action among the UO student is slightly lower than the national norm. Of those who responded to the question, 48.6% responded in support of affirmative action.

The HERI report suggests that the discrepancy between relatively high support for the use of race in admissions and relatively low support for affirmative action is because people are unwilling to support the politically loaded term “affirmative action” even if they support the use of race in admissions. Alternatively, this difference, particularly the high support for the use of race in admissions, can be interpreted as the students’ preference for diversity on the university campus, which is not the same as supporting affirmative action. It is possible, therefore, for a student to support race in admissions while not supporting affirmative action.

B. Political Interest and Engagement

In general, UO freshmen show considerably higher political interest and engagement than the national norm (see Figure 10). Only the proportion of the respondents who are interested in influencing social values is slightly lower than the national norm (38% nationally, 36% UO). For all of the other questions regarding political interest and engagement, UO freshmen involvement is higher than the national norm.

Figure 10: Political Interest



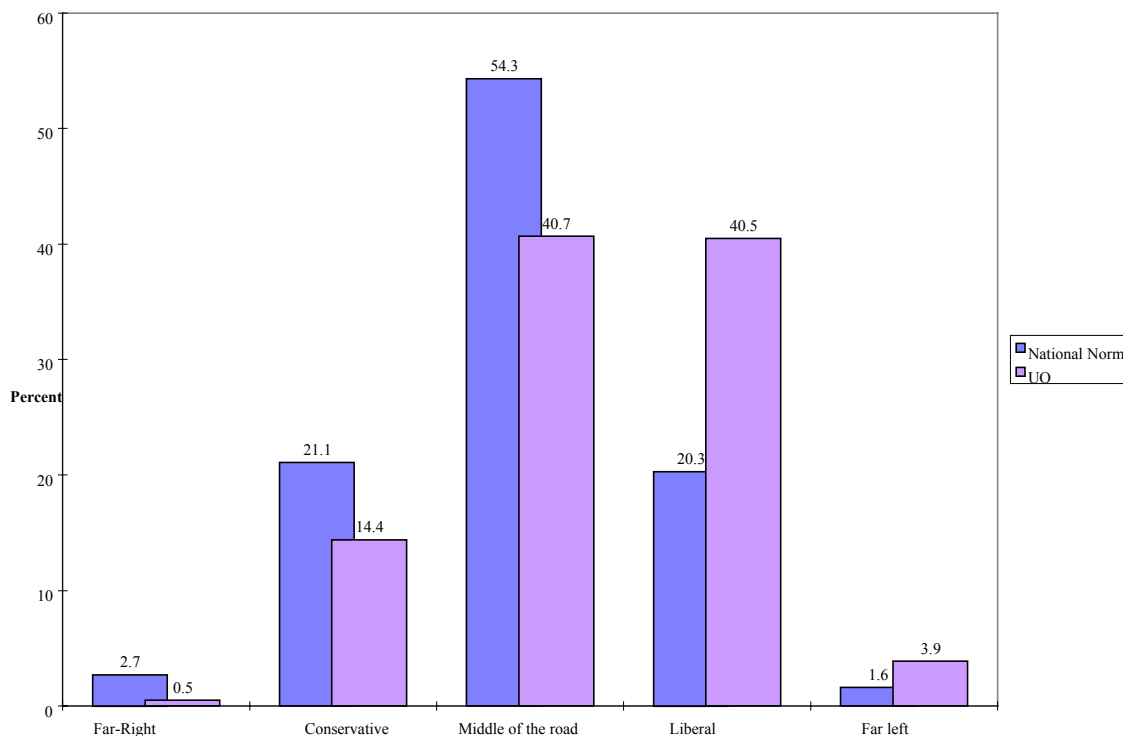
Student commitments to “keeping up to date with political affairs” among UO freshmen is 8 percentage points more than the national norm (29% nationally, 37% UO). Likewise, the proportion of UO freshmen who responded that they discuss politics frequently is 12 percentage points higher than the national norm (15% nationally, 27% UO). Student interest in cleaning up the environment is 23% for the national norm, and 31% for UO freshmen. The national norm for interest in influencing the political structure is 17%, and 20% for UO freshmen. Interest in promoting racial understanding is 33% for the national norm, and 38% for UO freshmen. Interest in participating in a community action program follows the pattern, with 23% for the national

norm, 25% for UO freshmen. Furthermore, the proportion of the freshmen who “somewhat agree” or “strongly agree” with the statement “an individual can do little to change society” is 9 percentage points lower among the UO students (25%) than the national norm (34%).

C. Freshmen Political Attitudes

The political orientation of UO freshmen is skewed toward liberal and political left. While only 14% labeled themselves as conservative and less than 1% labeled themselves as far right, 41% chose the label liberal and 4% consider themselves to be far left (see Figure 11). The most notable difference in political orientation between the national norms and UO freshmen is that the proportion of UO freshmen who label their political view as “middle of the road” is considerably less than the national norm. Only 41% percent of the UO freshmen label their political stance as “middle of the road,” while this view averaged 54% nationally. The low proportion of students with a “middle of the road” political orientation stands out when compared with the lowest national average of 45% (1970) in 13 years of survey administration.

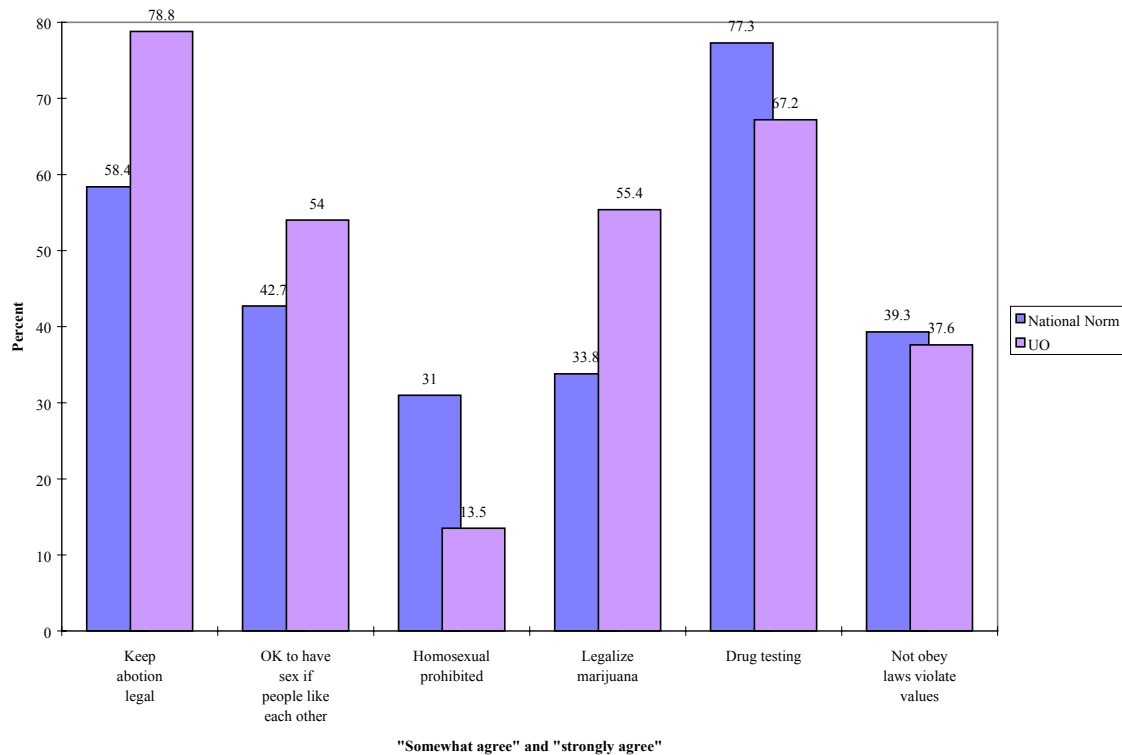
Figure 11: Political Orientation



The politically liberal orientations of UO freshmen are also reflected in their responses to questions regarding personal freedom and personal choice, such as attitudes toward abortion, sexual relationships, homosexual relationships, legalization of marijuana, and mandatory drug testing (see Figure 12). The UO students’ support for keeping abortion legal is fully 20 percentage points higher than the national norm (nationally 58.4%, UO 78.8%). Fifty-four percent of UO freshmen either “agree somewhat” or “strongly agree” with the statement “If two people like each other, it’s all right for them to have sex even if they’ve known each other for a very short time.” The proportion of UO freshmen who agree with the preceding statement is 11 percentage points higher than the national norm.

The HERI report attributes the decline over past years in the proportion of college students with relaxed attitudes toward sex to the “. . . increasing consciousness about AIDS and other sexually transmitted diseases.” However, this inference should not be used to conclude that UO students are less aware of AIDS and other sexually transmitted diseases than the national norm. The causal relationship between relaxed attitudes toward sex and awareness of sexually transmitted disease can not be substantiated from the survey data. The 1995 Freshmen Survey does not include a question concerning the awareness of the AIDS and other sexually transmitted diseases.

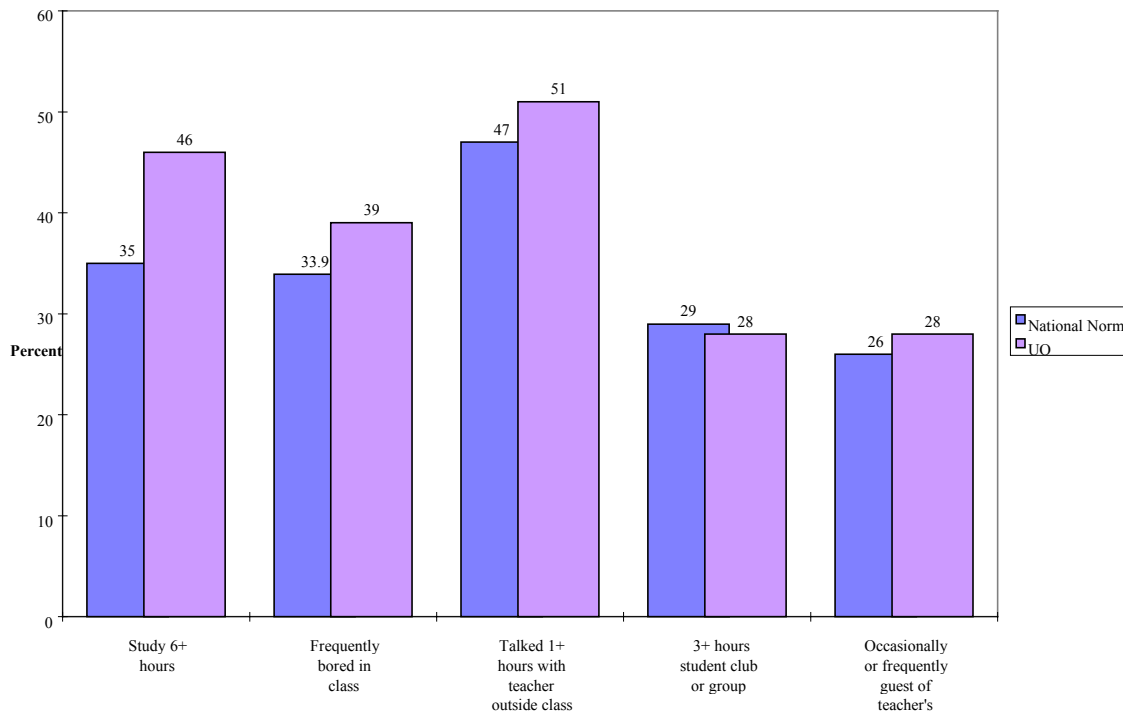
Figure 12: Political Attitudes



Less than 14% of UO freshmen either “somewhat agree” or “strongly agree” that homosexual relationship should be prohibited. Compared with the national norm of 31%, UO freshmen show a greater acceptance toward personal sexual preference. Fifty-five percent of UO freshmen favor legalization of marijuana, compared to 34% nationally, and 57% of UO freshmen are in favor of mandatory employee drug testing compared with the national norm of 77%. The proportion of UO freshmen—39%—who either “somewhat agree” or “strongly agree” with the statement “People should not obey laws which violate their personal values” is also somewhat higher than the national norm--37.6%.

D. Academic Engagement

A notable difference between UO freshmen and the national norm can be found in both the number of hours spent studying or doing homework, and in response to the question about frequency of being bored in class (see Figure 13). HERI reports that the national norm for number of hours spent studying or doing homework more than 6 hours per week has dropped from 43.7% in 1987 to 35.0% in 1995. However, this trend does not seem to apply to UO freshmen. Close to 46% of UO freshmen reported studying or doing homework more than 6 hours per week, which is even higher than the 1987 national norm.

Figure 13: Academic Engagement

Interestingly, the proportion of UO freshmen who reported that they were frequently bored in class in the past year (39%) is also 5% higher than the national norm (33.9%). Considering that the national norm in 1995 was the highest ever recorded, the proportion of UO freshmen who frequently get bored in class seems very high.

UO freshmen responses to the other questions regarding academic engagement are not notably different from the national norm. The proportion of UO freshmen who responded that they have talked one or more hours with a teacher outside of the classroom is 51%, while the national norm is 47%; and 28% of UO freshmen reported that they were occasionally or frequently a guest in a teacher's home, while the national norm is 26%. The percent of UO freshmen who responded that they have spent three or more hours in student clubs or groups is 28%, while nationally the norm is 29%.

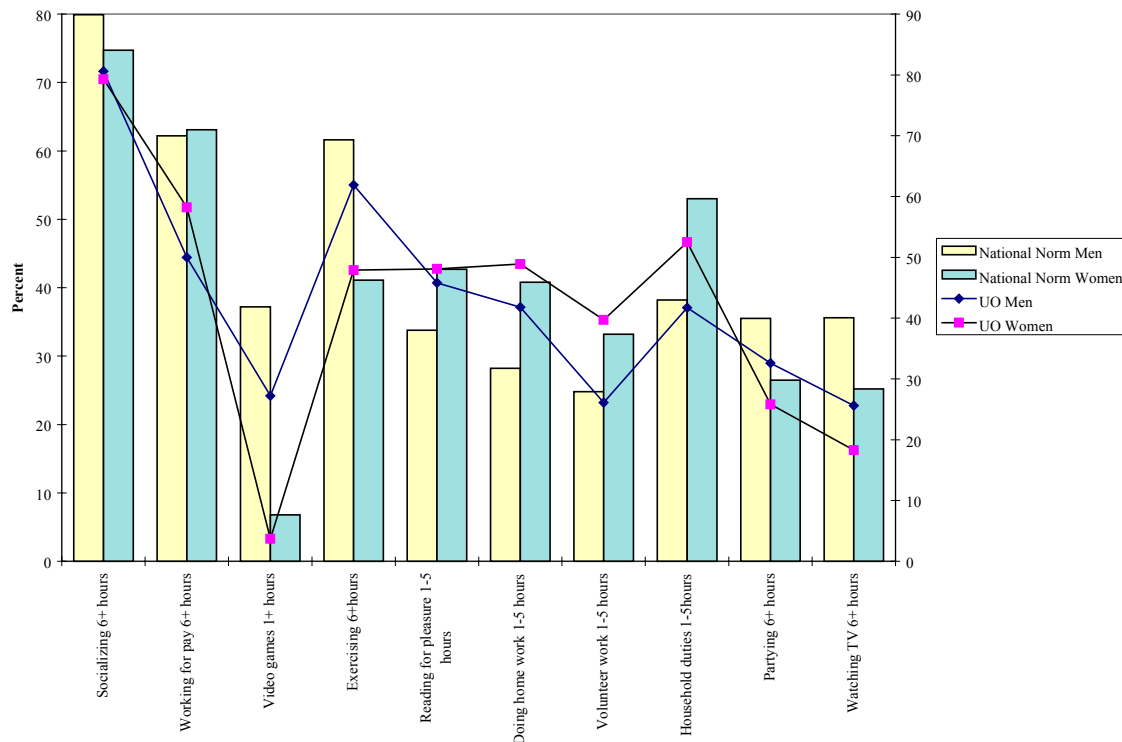
E. Sex Differences in Time Allocation

The national study found sex differences in freshmen time allocation that are also found for UO freshmen (see Figure 14). The national norm shows that both men and women spend a good portion of their time socializing and working for pay. The national norm for spending 6 or more hours socializing and working for pay is 77% and 63% respectively. Similarly, 80% of UO students socialize 6 or more hours per week, and 55% work 6 or more hours per week.

For both UO freshmen and the national norm, men tend to spend more time exercising, partying, watching television, and playing video games. Women tend to spend more time studying, doing homework, doing household chores or child care, participating in student clubs or groups, reading for pleasure, performing volunteer work, talking with teachers outside of class, and feeling overwhelmed by all they have to do.

One notable difference between UO freshmen and the national norm is that sex differences in time allocated for exercising is not as wide as national norm. Nationally, about 61% of men exercise 6 or more hours per week compared to about 40% of women. This 21 percentage point difference in the national norm is just a 14 percentage point difference among UO freshmen. Similarly, sex differences among UO freshmen are narrower than the national norm in time allocated for reading for pleasure (9 percentage point difference nationally, compared with a 2 point difference at UO), studying or doing homework (a 13 point difference nationally, compared with a 7 point difference at UO).

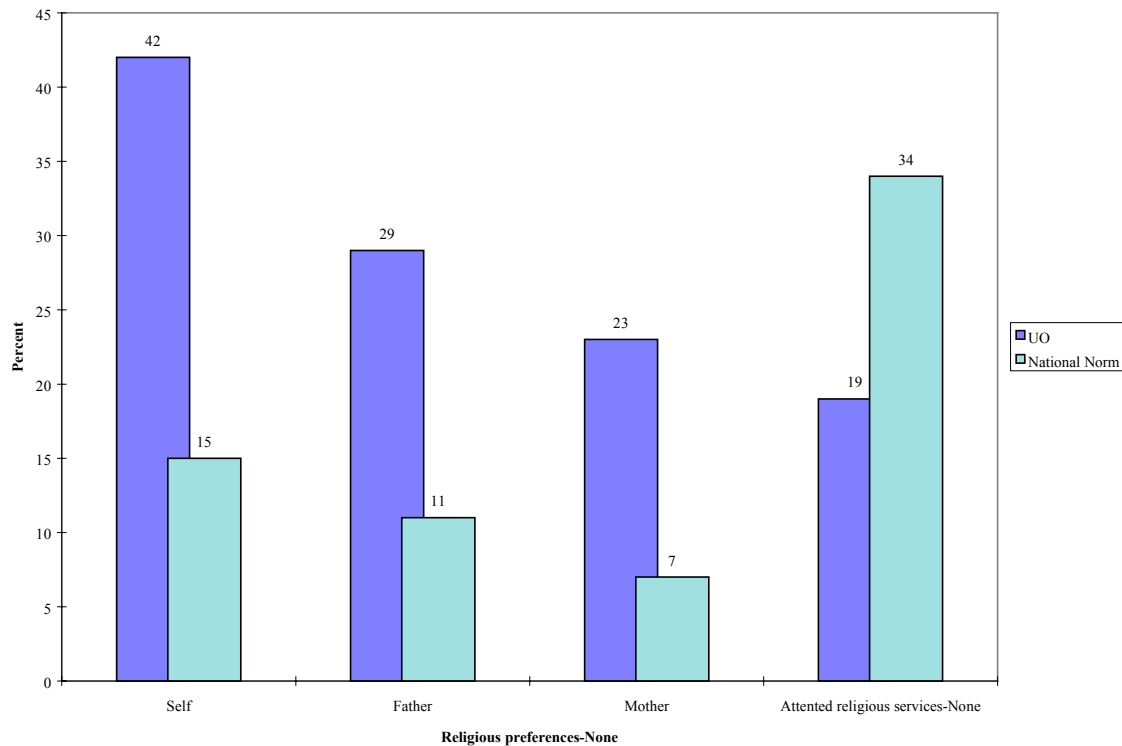
Figure 14: Sex Difference in Time Allocation



Only the time allocated for volunteer work shows a greater gap between sexes among UO freshmen than the national norm. The proportion of freshmen women volunteering 1-5 hours per week exceeds men by 13 percentage points, while the sex difference in the national norm is 8 points.

F. Religious Preferences

Fully 42% of incoming UO freshmen identified themselves as having no religious preferences (see Figure 15). Compared with the national norm of 15%, this proportion of freshmen with no religious preferences is considerably higher. This result is consistent with the parents' religious preferences. On father's religious preference, 29% of UO freshmen reported "none," compared with 11% at the national norm, and on mother's religious preference, 23% of UO freshmen reported "none," compared with the 7% national norm. Additionally, 15% more UO freshmen than the national norm reported "none at all" to the question "attended religious services during the past year" (34% UO, 19% nationally).

Figure 15: Religious Preference-None

G. Financial Concerns

The national norm report indicates that “students are increasingly depending on multiple sources of support for college.” In the case of UO freshmen, this trend is even stronger than the national norm (see Table 1). Except for the “state grant” and “other government aid,” a much higher proportion of UO freshmen tends to be dependent on all types of financial assistance. (In Table 1, cells in bold letters indicate that the proportion of UO freshmen is higher than the national norm.)

Table 1: Sources of Financial Resources

	<i>Received any aid</i>		<i>Received \$1,500 or more aid</i>	
	UO freshmen	National norm	UO freshmen	National norm
<i>Family/Self resources</i>				
Parental or family aid	93.0	76.2	78.5	52.4
Savings from summer work	84.8	49.7	20.2	8.3
Other savings	51.5	29.8	18.1	7.2
Part-time job on campus	49.1	22.5	10.3	2.3
Part-time job off campus	39.6	23.5	6.7	2.2
Full-time work while in college	3.1	3.0	1.1	0.9
<i>Grants</i>				
Pell Grant	28.2	22.7	10.6	5.4
Supp Educational Oppty Grant	17.8	5.8	0.8	1.0
State scholarship or grant	20.7	16.2	2.2	3.6
College work-study grant	30.2	12.9	7.2	1.5
Other college grant	28.1	26.0	16.0	14.8
Other private grant	18.8	9.9	7.9	2.9
Other government aid	1.9	3.0	1.0	1.8
<i>Loans</i>				
Stafford/Guaranteed student loan	51.3	28.8	29.8	14.5
Perking loan	30.7	8.9	9.1	2.5
Other college loan	27.0	9.9	12.6	5.8
Other loan	22.6	7.2	8.3	4.5
Other	8.7	4.2	3.3	2.1

H. Concluding Remark

Besides the caveats already mentioned about the HERI freshmen survey, several factors need to be taken into consideration in further analysis of UO's 1995 incoming Freshmen Survey data. First, although relatively small in size, the number of international students is under-represented, because international freshmen participated in international student orientation instead of IntroDUCKtion. Second, since only about 200 of the 844 surveys mailed out were returned, there is a possibility that: a) the results include non-response biases, b) characteristics of freshmen who attended the IntroDUCKtion may be different from the freshmen who did not attend, and c) the characteristics of freshmen who returned mailed surveys may be different from the freshmen who did not return them. Third, the timing of the survey administration was somewhat extraordinary, and responses to some of the questions may be biased due to the special timing (e.g., as noted earlier, financial concerns of freshmen may be misleading due to the timing).

Due to these limitations, the results of the Freshmen Survey can be used most effectively in conjunction and cross reference with the 1995 UO Student Satisfaction Survey, which resulted in an 86% overall response rate, and was conducted without systematic sampling error.