California State University-Los Angeles
CIRP Freshman Survey
2016 Results

First-time, Full-time Freshmen
California State University-Los Angeles
N=2,398
Public 4yr Colleges-low selectivity
N=12,317
The CIRP Freshman Survey (TFS) collects important information on what your incoming students are like before they experience college. Key sections of the survey examine:

- College admissions decisions
- Financing college
- High school experiences and behaviors
- Knowledge, skills and abilities
- Expectations for college-major and career
- Expectations for college life
Table of Contents

Demographics
- Sex & Race/Ethnicity
- Distance from Home

College Admissions Decisions
- College Applications
- Accepted/Attending First Choice
- Reasons for Attending College
- Reasons for Attending This College

Financing College
- Funding Sources
- Financial Aid
- Ability to Finance Education

High School Experiences
- Academic Preparation
- Habits of Mind
- Pluralistic Orientation
- Academic Self-Concept
- Civic Engagement
- Health and Wellness

College Preparation
- Summer Bridge Program
- Science/Research Self-Efficacy

Expectations for College:
Major and Career
- Intended Major
- Pre-Med or Pre-Law
- Intended Career
- Time-to-Degree
- Degree Aspirations

Expectations for College Life
- Engagement
- Academic Behaviors
- Student Mobility
A Note about CIRP Constructs

We use the CIRP Constructs throughout this PowerPoint to help summarize important information about your students from the TFS.

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students’ academic and social development.
Demographics

SEX

Your Institution

- Male: 61.8%
- Female: 38.2%

Comparison Group

- Male: 58.8%
- Female: 41.2%
Demographics

Race/Ethnicity

- African American/Black: 3.1%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 14.6%
- Latino: 69.2%
- White/Caucasian: 23.8%
- Other Race/Ethnicity: 1.2%
- Two or More Races/Ethnicities: 21.3%

Comparison Group:
- African American/Black: 25.8%
- American Indian/Alaska Native: 0.2%
- Asian/Native Hawaiian/Pacific Islander: 4.9%
- Latino: 21.8%
- White/Caucasian: 2.9%
- Other Race/Ethnicity: 2.2%
- Two or More Races/Ethnicities: 8.9%
Demographics

How many miles is this college from your permanent home?
College Admissions Decisions

Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
To how many colleges *other than this one* did you apply for admission this year?
College Acceptance

Were you accepted by your first choice college?

Yes: 55.5%
No: 44.5%

Is this college your...

- First Choice: 35.9% (Your Institution), 41.4% (Comparison Group)
- Second Choice: 41.0% (Your Institution), 34.8% (Comparison Group)
- Third Choice: 15.5% (Your Institution), 15.0% (Comparison Group)
- Less than Third Choice: 7.5% (Your Institution), 8.9% (Comparison Group)
College Choice

In deciding to go to college, how important to you was each of the following reasons?

To be able to get a better job
- Your Institution: 89.0% Very Important, 9.3% Somewhat Important
- Comparison Group: 86.7% Very Important, 10.7% Somewhat Important

To gain a general education and appreciation of ideas
- Your Institution: 87.5% Very Important, 11.8% Somewhat Important
- Comparison Group: 78.3% Very Important, 19.9% Somewhat Important

To make me a more cultured person
- Your Institution: 57.3% Very Important, 35.2% Somewhat Important
- Comparison Group: 51.1% Very Important, 37.8% Somewhat Important

To be able to make more money
- Your Institution: 78.8% Very Important, 19.0% Somewhat Important
- Comparison Group: 80.4% Very Important, 17.0% Somewhat Important
In deciding to go to college, how important to you was each of the following reasons?
This college has a very good academic reputation
This college’s graduates make a difference in the world
This college’s graduates gain admission to top graduate/professional schools
This college’s graduates get good jobs

College Choice

How important was each reason in your decision to attend this college?
College Choice

How important was each reason in your decision to attend this college?

I was offered financial assistance

The cost of attending this college

Not offered aid by first choice

Could not afford first choice

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important
College Choice

How important was each reason in your decision to attend *this college*?

- **My parents/relatives wanted me to come here**: 37.9% Very Important, 38.6% Somewhat Important, 23.2% Very Important, 22.4% Somewhat Important
- **I wanted to live near home**: 39.2% Very Important, 36.5% Somewhat Important, 36.9% Very Important, 32.3% Somewhat Important
- **Rankings in national magazines**: 39.2% Very Important, 32.3% Somewhat Important, 10.7% Very Important, 9.4% Somewhat Important
- **A visit to this campus**: 38.0% Very Important, 38.0% Somewhat Important, 30.2% Very Important, 34.2% Somewhat Important

*Your Institution* and *Comparison Group*
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

Students’ first-year funding sources:

- Family resources: 63.1% (Your Institution), 60.0% (Comparison Group)
- Personal resources: 56.2% (Your Institution), 52.6% (Comparison Group)
- Aid not to be repaid: 76.4% (Your Institution), 62.9% (Comparison Group)
- Aid to be repaid: 41.1% (Your Institution), 43.4% (Comparison Group)
Financing College

Did you receive any of the following forms of financial aid?

- Military grants
- Work-study
- Pell grant
- Need-based grants or scholarships
- Merit-based grants or scholarships

<table>
<thead>
<tr>
<th>Financial Aid Type</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military grants</td>
<td>1.0%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Work-study</td>
<td>6.8%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Pell grant</td>
<td>58.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Need-based grants or scholarships</td>
<td>34.9%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Merit-based grants or scholarships</td>
<td>14.7%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>
Financing College

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

- None: 10.0%
- Some: 61.9%
- Major: 28.1%

Comparison Group:
- None: 23.8%
- Some: 58.3%
- Major: 18.0%
High School Experiences

Understanding students’ established behaviors in high school helps foster skills, knowledge, and abilities in the curriculum and co-curriculum.
High School Experiences
Please mark which of the following courses you have completed.

- Algebra II: 99.0%
- Pre-Calculus/Trigonometry: 70.9%
- Probability & Statistics: 31.1%
- Calculus: 11.2%
- AP Probability & Statistics: 9.5%
- AP Calculus: 15.5%
- AP Computer Science A: 1.9%

Comparison Group:
- Algebra II: 98.0%
- Pre-Calculus/Trigonometry: 74.0%
- Probability & Statistics: 21.1%
- Calculus: 16.9%
- AP Probability & Statistics: 15.3%
- AP Calculus: 18.9%
- AP Computer Science A: 2.7%
Habits of Mind

*Habits of Mind* is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

**Construct Items**

- Support your opinion with a logical argument
- Seek solutions to problems and explain them to others
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Ask questions in class
- Take a risk because you felt you had more to gain
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you

---

![Bar chart showing habits of mind for All FTFT, Men, and Women.](image)

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FTFT</td>
<td>48.1</td>
<td>47.7</td>
</tr>
<tr>
<td>Men</td>
<td>48.4</td>
<td>48.2</td>
</tr>
<tr>
<td>Women</td>
<td>47.9</td>
<td>47.3</td>
</tr>
</tbody>
</table>
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Construct Items

- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

**Construct Items**
- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral and political activities.

**Construct Items**

- Publicly communicated your opinion about a cause
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt overwhelmed by all I had to do</td>
<td>53.8%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Felt depressed</td>
<td>29.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td></td>
<td>38.6%</td>
<td>11.9%</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>39.9%</td>
</tr>
</tbody>
</table>
College Preparation

These items illustrate students’ academic preparation.
Summer Bridge Program

How many weeks this summer did you participate in a bridge program at this institution?

- **Your Institution**
- **Comparison Group**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>76.2%</td>
<td>85.4%</td>
</tr>
<tr>
<td>1 to 2</td>
<td>3.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>3 to 4</td>
<td>5.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>5 to 6</td>
<td>6.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>7 or more</td>
<td>3.3%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
Science/Research Self-Efficacy

How confident are you that you can do the following?

Understand scientific concepts

Your Institution
- Absolutely Confident: 14.4%
- Very Confident: 29.6%

Comparison Group
- Absolutely Confident: 15.4%
- Very Confident: 27.7%

Use technical science skills (use of tools, instruments, and/or techniques)

Your Institution
- Absolutely Confident: 18.7%
- Very Confident: 24.6%

Comparison Group
- Absolutely Confident: 18.8%
- Very Confident: 25.8%

Explain the results of a study

Your Institution
- Absolutely Confident: 16.8%
- Very Confident: 29.9%

Comparison Group
- Absolutely Confident: 17.8%
- Very Confident: 31.5%
Expectations for College: Major and Career

Understanding students’ intended majors and career aspirations helps them plot an intentional and meaningful course of study.
## Expectations: Major

Please indicate your intended major.

<table>
<thead>
<tr>
<th>Major</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>7.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Business</td>
<td>10.6%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Education</td>
<td>2.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>8.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>English</td>
<td>0.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>18.9%</td>
<td>17.5%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>2.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.5%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>7.5%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td>4.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>1.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Social Science</td>
<td>11.0%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Justice and Security</td>
<td>8.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Library Science</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Non-technical</td>
<td>3.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>10.2%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>
Expectations: Major

Do you consider yourself Pre-Med or Pre-Law?

- Pre-Med:
  - Your Institution: 25.8%
  - Comparison Group: 22.9%
- Pre-Law:
  - Your Institution: 12.2%
  - Comparison Group: 8.4%
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career</th>
<th>Your Inst (%)</th>
<th>Comp Inst (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Artist</td>
<td>8.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Business</td>
<td>10.5%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>6.3%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>4.1%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Engineer</td>
<td>9.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Government</td>
<td>6.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Health Professional</td>
<td>10.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Homemaker/Stay-at-Home Parent</td>
<td>0.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Information Technology Professional</td>
<td>3.0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Military</td>
<td>0.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Nurse</td>
<td>9.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Service Industry</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Social/Non-Profit Services</td>
<td>0.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other</td>
<td>12.2%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>
Expectations: Time-to-Degree

How many years do you expect it will take you to graduate from this college?

- 1 year: 73.4% (Your Institution), 78.4% (Comparison Group)
- 2 years: 73.4% (Your Institution), 78.4% (Comparison Group)
- 3 years: 73.4% (Your Institution), 78.4% (Comparison Group)
- 4 years: 73.4% (Your Institution), 78.4% (Comparison Group)
- 5 years: 73.4% (Your Institution), 78.4% (Comparison Group)
- 6+ years: 73.4% (Your Institution), 78.4% (Comparison Group)
- Do not plan to graduate from this college: 4.2% (Your Institution), 2.5% (Comparison Group)

0.0% 0.1% 0.7% 0.7% 1.9% 2.4% 73.4% 78.4% 16.7% 13.2% 3.2% 2.8% 4.2% 2.5%
Expectations: Degree Aspirations

What is the highest academic degree that you intend to attain?

- None: 0.8% (Your Institution), 1.0% (Comparison Group)
- Vocational certificate: 0.3% (Your Institution), 0.1% (Comparison Group)
- Associate (A.A. or equivalent): 1.6% (Your Institution), 1.0% (Comparison Group)
- Bachelor's degree (B.A., B.S., B.D., etc.): 28.0% (Your Institution), 28.8% (Comparison Group)
- Master's degree (M.A., M.S., M.B.A., etc.): 42.8% (Your Institution), 39.8% (Comparison Group)
- J.D. (Law): 2.3% (Your Institution), 2.8% (Comparison Group)
- M.D., D.D.S., D.V.M., etc. (Medical): 6.5% (Your Institution), 6.9% (Comparison Group)
- Ph.D.: 10.9% (Your Institution), 11.7% (Comparison Group)
- Professional Doctorate (Ed.D., Psy.D., etc.): 6.3% (Your Institution), 7.0% (Comparison Group)
- Other: 0.6% (Your Institution), 0.8% (Comparison Group)

Comparison Group: 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Expectations for College Life

Understanding students’ expectations helps provide opportunities for students to grow intellectually, interpersonally, and affectively.
Expectations for College Life

What is your best guess as to the chances that you will:

- Participate in volunteer or community service work: 32.9% Very Good Chance, 45.9% Some Chance
- Participate in a study abroad program: 28.8% Very Good Chance, 26.0% Some Chance
- Get tutoring help in specific courses: 48.7% Very Good Chance, 41.6% Some Chance
Expectations for College Life

What is your best guess as to the chances that you will:

- Communicate regularly with your professors: 51.0% Very Good Chance, 44.0% Some Chance
- Take a course exclusively online: 6.6% Very Good Chance, 8.1% Some Chance
- Work on a professor’s research project: 22.1% Very Good Chance, 43.9% Some Chance

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance
Expectations for College Life

What is your best guess as to the chances that you will:

Take a leave of absence from this college temporarily

- Very Good Chance: 2.6%, 8.5%
- Some Chance: 3.4%, 10.2%

Transfer to another college before graduating

- Very Good Chance: 10.3%
- Some Chance: 28.3%, 25.2%

Your Institution

- Very Good Chance
- Some Chance

Comparison Group

- Very Good Chance
- Some Chance
The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu