Claremont McKenna College
CIRP Freshman Survey
2014 Results

First-time, Full-time Freshmen

Claremont McKenna College
N=106

Private/Nonsectarian 4yr Colleges-very high selectivity
N=12,367

Higher Education Research Institute, University of California at Los Angeles
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
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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: 62.3%
- Female: 37.7%

**Comparison Group**
- Male: 55.5%
- Female: 44.5%
Demographics

Race/Ethnicity

- African American/Black: 4.8%, 4.4%
- American Indian/Alaska Native: 0.0%, 0.1%
- Asian/Native Hawaiian/Pacific Islander: 17.3%, 13.6%
- Latino: 9.6%, 5.0%
- White/Caucasian: 65.6%
- Other Race/Ethnicity: 2.9%, 1.7%
- Two or More Races/Ethnicities: 18.3%, 9.6%

Comparison Group
Demographics

How many miles is this college from your permanent home?

- 5 or less: 0.0% (Your Institution), 0.0% (Comparison Group)
- 6-10: 0.0% (Your Institution), 1.5% (Comparison Group)
- 11-50: 9.4% (Your Institution), 7.6% (Comparison Group)
- 51-100: 8.5% (Your Institution), 9.5% (Comparison Group)
- 101-500: 22.6% (Your Institution), 40.2% (Comparison Group)
- Over 500: 59.4% (Your Institution), 40.0% (Comparison Group)
Demographics

From what kind of high school did you graduate?

<table>
<thead>
<tr>
<th>School Type</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school (not charter or magnet)</td>
<td>50.9%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Public charter school</td>
<td>2.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Public magnet school</td>
<td>2.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Private religious/parochial school</td>
<td>10.4%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Private independent college-prep school</td>
<td>32.1%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Home school</td>
<td>0.9%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
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?

- None: 4.7% (Your Institution), 11.3% (Comparison Group)
- 1: 6.6% (Your Institution), 5.0% (Comparison Group)
- 2: 4.7% (Your Institution), 4.6% (Comparison Group)
- 3: 5.7% (Your Institution), 6.6% (Comparison Group)
- 4: 9.4% (Your Institution), 7.6% (Comparison Group)
- 5: 5.7% (Your Institution), 9.2% (Comparison Group)
- 6: 7.5% (Your Institution), 9.1% (Comparison Group)
- 7-10: 20.8% (Your Institution), 29.7% (Comparison Group)
- 11 or more: 34.9% (Your Institution), 17.0% (Comparison Group)
Were you accepted by your first choice college?

- Yes: 62.3%
- No: 37.7%
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: 79.2%
- Comparison Group: 76.5%

To gain a general education and appreciation of ideas
- Your Institution: 83.0%
- Comparison Group: 81.0%

To make me a more cultured person
- Your Institution: 62.3%
- Comparison Group: 61.1%

To be able to make more money
- Your Institution: 62.3%
- Comparison Group: 57.6%
College Choice

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

To learn more about things that interest me: 90.6% (Very Important), 10.8% (Somewhat Important)

To get training for a specific career: 49.5% (Very Important), 38.1% (Somewhat Important)

To prepare myself for graduate or professional school: 53.8% (Very Important), 36.8% (Somewhat Important)

Comparison Group: 56.6% (Very Important), 31.6% (Somewhat Important)
College Choice

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

Your Institution

- Very Important
- Somewhat Important

Comparison Group

- Very Important
- Somewhat Important

- This college has a very good academic reputation
- This college has a good reputation for its social activities
- This college’s graduates gain admission to top graduate/professional schools
- This college’s graduates get good jobs
- The percentage of students that graduate from this college
I was offered financial assistance: 42.0% (Very Important) and 14.0% (Somewhat Important) for Your Institution, 53.9% (Very Important) and 17.7% (Somewhat Important) for Comparison Group.

The cost of attending this college: 30.0% (Very Important) and 24.0% (Somewhat Important) for Your Institution, 32.2% (Very Important) and 30.2% (Somewhat Important) for Comparison Group.

Not offered aid by first choice: 8.5% (Very Important) and 11.6% (Somewhat Important) for Your Institution, 3.0% (Very Important) and 3.0% (Somewhat Important) for Comparison Group.

Could not afford first choice: 8.6% (Very Important) and 9.9% (Somewhat Important) for Your Institution, 3.0% (Very Important) and 3.0% (Somewhat Important) for Comparison Group.

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?

My parents wanted me to come here

- Your Institution: 38.0% Very Important, 19.0% Somewhat Important
- Comparison Group: 41.8% Very Important, 13.0% Somewhat Important

I wanted to live near home

- Your Institution: 21.0% Very Important, 8.0% Somewhat Important
- Comparison Group: 20.7% Very Important, 8.2% Somewhat Important

Rankings in national magazines

- Your Institution: 52.0% Very Important, 34.0% Somewhat Important
- Comparison Group: 43.4% Very Important, 24.6% Somewhat Important

A visit to the campus

- Your Institution: 59.6% Very Important, 21.2% Somewhat Important
- Comparison Group: 58.3% Very Important, 26.5% Somewhat Important
Financing College

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

The percentage of students with at least some funds from these various sources.

- **Family resources**: 92.3% (Your Institution), 87.4% (Comparison Group)
- **Personal resources**: 57.5% (Your Institution), 59.5% (Comparison Group)
- **Aid not to be repaid**: 61.2% (Your Institution), 68.9% (Comparison Group)
- **Aid to be repaid**: 42.5% (Your Institution), 45.0% (Comparison Group)
- **Other sources**: 8.5% (Your Institution), 6.9% (Comparison Group)
Financing College

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>37.1%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Some</td>
<td>52.4%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Major</td>
<td>10.5%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>
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: 97.1% (Your Institution) 97.7% (Comparison Group)
- Pre-Calculus/Trigonometry: 95.2% (Your Institution) 93.7% (Comparison Group)
- Probability & Statistics: 38.1% (Your Institution) 40.9% (Comparison Group)
- Calculus: 62.9% (Your Institution) 55.5% (Comparison Group)
- AP Probability & Statistics: 29.5% (Your Institution) 26.2% (Comparison Group)
- AP Calculus: 66.7% (Your Institution) 48.9% (Comparison Group)
High School Experiences

Have you *had* any remedial work in any of the following subjects?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11.3%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Reading</td>
<td>10.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15.1%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>11.3%</td>
<td>16.2%</td>
</tr>
</tbody>
</table>
High School Experiences

Do you feel you *will need* any remedial work in any of the following subjects?

- **English**: 6.6% Your Institution, 9.2% Comparison Group
- **Reading**: 5.7% Your Institution, 7.9% Comparison Group
- **Mathematics**: 13.2% Your Institution, 15.6% Comparison Group
- **Writing**: 9.4% Your Institution, 13.6% Comparison Group
**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 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
- Seek feedback on academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources
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
Academic Self-Concept

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
- Worked on a local, state, or national political campaign
- 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.

- Felt overwhelmed by all you had to do:
  - **Your Institution**: 53.3% (Frequently) and 39.0% (Occasionally)
  - **Comparison Group**: 52.3% (Frequently) and 38.7% (Occasionally)

- Felt depressed:
  - **Your Institution**: 43.8% (Frequently) and 8.6% (Occasionally)
  - **Comparison Group**: 41.5% (Frequently) and 11.3% (Occasionally)
Health and Wellness

Do you have any of the following disabilities or medical conditions?

- Learning disability
- ADHD
- Autism spectrum
- Physical disability
- Chronic illness
- Psychological disorder

<table>
<thead>
<tr>
<th>Disability</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability</td>
<td>3.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>ADHD</td>
<td>6.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Autism spectrum</td>
<td>2.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Physical disability</td>
<td>2.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Chronic illness</td>
<td>3.1%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Psychological disorder</td>
<td>11.5%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>
Knowledge, Skills and Abilities

These items illustrate students’ views of their academic skills and abilities.
High School Experiences

At this institution, which course placement tests have you taken in the following subject areas:

- **English**
  - Your Institution: 3.0%
  - Comparison Group: 6.4%

- **Reading**
  - Your Institution: 1.0%
  - Comparison Group: 3.1%

- **Mathematics**
  - Your Institution: 5.0%
  - Comparison Group: 39.0%

- **Writing**
  - Your Institution: 3.0%
  - Comparison Group: 8.3%
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- General knowledge: 44.7% A Major Strength, 25.0% Somewhat Strong
- Knowledge of a particular field or discipline: 30.1% A Major Strength, 53.4% Somewhat Strong
- Foreign language ability: 26.1% A Major Strength, 22.3% Somewhat Strong
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- Understanding of the problems facing your community
- Understanding of national issues
- Understanding of global issues

<table>
<thead>
<tr>
<th>Area</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the problems facing your community</td>
<td>48.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Understanding of national issues</td>
<td>46.6%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Understanding of global issues</td>
<td>40.8%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

Your Institution:
- A Major Strength
- Somewhat Strong

Comparison Group:
- A Major Strength
- Somewhat Strong
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- Critical thinking skills
- Problem-solving skills
- Ability to manage your time effectively

Your Institution
- A Major Strength
- Somewhat Strong

Comparison Group
- A Major Strength
- Somewhat Strong
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

Knowledge of people from different races/cultures

- **Your Institution**
  - A Major Strength: 42.7%
  - Somewhat Strong: 36.8%

- **Comparison Group**
  - A Major Strength: 40.8%
  - Somewhat Strong: 39.8%

Interpersonal skills

- A Major Strength: 19.4%
- Somewhat Strong: 14.4%
- Somewhat Strong: 20.7%
- Somewhat Strong: 36.6%
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>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.0%</td>
<td>0.1%</td>
<td>1.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>14.2%</td>
<td>17.1%</td>
<td>1.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Business</td>
<td>10.4%</td>
<td>9.2%</td>
<td>1.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Education</td>
<td>0.9%</td>
<td>1.9%</td>
<td>25.5%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>4.7%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>English</td>
<td>0.0%</td>
<td>3.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>1.9%</td>
<td>5.4%</td>
<td>1.9%</td>
<td>1.2%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>16.0%</td>
<td>8.2%</td>
<td>16.0%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.8%</td>
<td>5.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

- Pre-Med:
  - Your Institution: 16.2%
  - Comparison Group: 18.5%

- Pre-Law:
  - Your Institution: 12.4%
  - Comparison Group: 8.4%
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>1.9%</td>
<td>1.6%</td>
<td>1.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Artist</td>
<td>5.7%</td>
<td>10.2%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Business</td>
<td>26.7%</td>
<td>11.7%</td>
<td>1.9%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.2%</td>
<td>7.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Clergy</td>
<td>1.0%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>1.9%</td>
<td>1.3%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.0%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>14.3%</td>
<td>11.0%</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>1.0%</td>
<td>4.4%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineer</td>
<td>3.8%</td>
<td>2.6%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Government</td>
<td>3.8%</td>
<td>3.5%</td>
<td>4.8%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Health Professional</td>
<td></td>
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<tr>
<td>Homemaker/Stay-at-Home Parent</td>
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<tr>
<td>Information Technology Professional</td>
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<tr>
<td>Lawyer</td>
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<td>Military</td>
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<tr>
<td>Nurse</td>
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<tr>
<td>Research Scientist</td>
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<tr>
<td>Service Industry</td>
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<tr>
<td>Skilled worker</td>
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<tr>
<td>Social/Non-Profit Services</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
Expectations: Time to Degree

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

- 4 years: 94.1%
- 3 years: 91.8%
- 2 years: 0.1%
- 1 year: 0.0%
- 6+ years: 0.3%

Do not plan to graduate from this college: 0.0%
Expectations: Degree Aspirations

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

- None: 1.0%, Vocational certificate: 0.4%
- Associate (A.A. or equivalent): 0.0%, Bachelor's degree (B.A., B.S., etc.): 9.5%
- Master's degree (M.A., M.S., etc.): 45.7%, Ph.D. or Ed.D.: 40.4%
- B.D. or M.DIV. (Divinity): 12.4%, Other: 12.2%

Your Institution: blue, Comparison Group: orange
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: Your Institution 52.7%, Comparison Group 42.1%
- Participate in a study abroad program: Your Institution 69.9%, Comparison Group 54.3%
- Discuss course content with students outside of class: Your Institution 93.5%, Comparison Group 66.6%

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:

- Communicate regularly with your professors: Your Institution 80.6%, Comparison Group 59.0%
- Take a course exclusively online at this institution: Your Institution 19.4%, Comparison Group 36.2%
- Work on a professor’s research project: Your Institution 2.2%, Comparison Group 5.4%

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:

- Need extra time to complete your degree requirements: 1.1% Very Good Chance, 18.5% Some Chance, 4.5% Very Good Chance, 18.1% Some Chance
- Take a leave of absence from this college temporarily: 4.3% Very Good Chance, 4.3% Some Chance, 2.6% Very Good Chance, 9.3% Some Chance
- Transfer to another college before graduating: 4.3% Very Good Chance, 6.5% Some Chance, 3.2% Very Good Chance, 15.2% Some Chance

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