



HEDS New Student Survey Fall 2023 Comparison Report Claremont McKenna College


Released 02/20/2024

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In this report, we review and compare the responses of 170 students at Claremont McKenna College who took the HEDS New Student Survey in 2023 to the responses of students at other participating institutions who took this survey in 2022 and 2023.

This report consists of a series of worksheets in which we summarize the survey data with different levels of granularity, from a high-level overview of the survey's key results to detailed responses to individual questions. You can use this report to better understand your new students.

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A quick comparative overview of the three indicators that we measured in this survey (worksheets 2-4.)
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Indicator Summary

The figures below compare your students to students at other participating institutions on three indicators from the New Student Survey: (1) Academic Motivation, (2) Grit, and (3) Worries. The Academic Motivation Indicator measures interest in working hard on academics, getting good grades, and engaging in challenging intellectual material. The Grit Indicator measures perseverance and passion for long-term goals. Finally, the Worries Indicator assesses how often students worry about academic, social, and economic issues.

Below each figure, we use effect size to gauge the magnitude of the difference between your institution and other institutions.¹

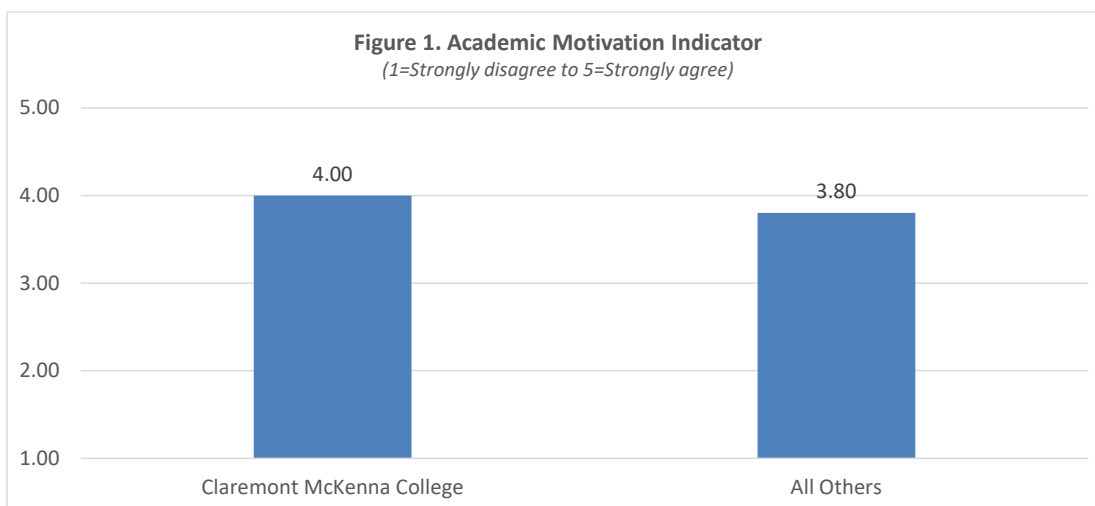


Figure 1. ↑↑ Medium positive difference

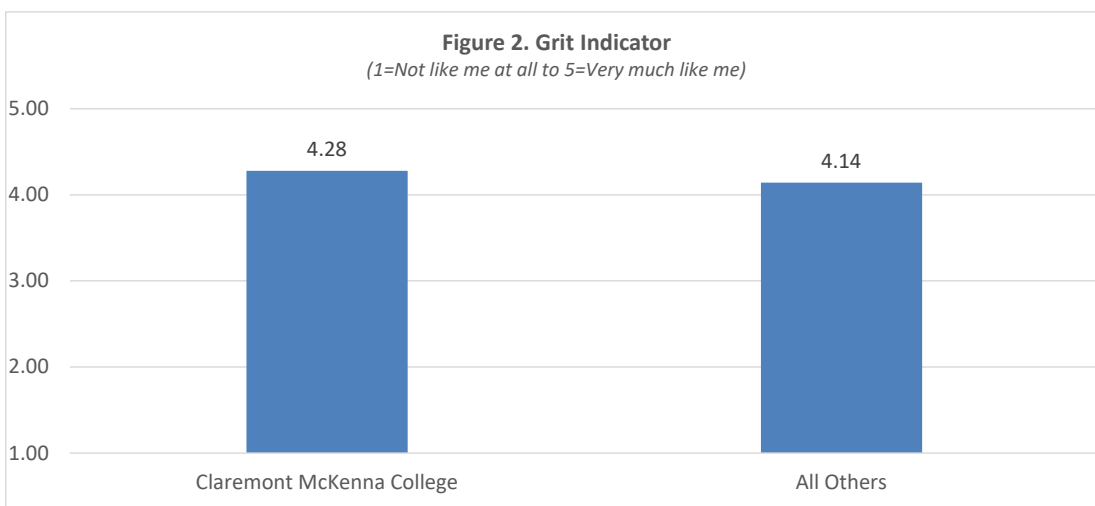
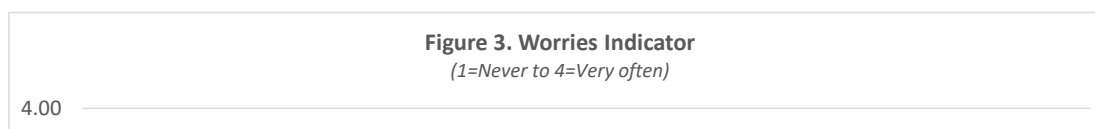


Figure 2. ↑ Small positive difference



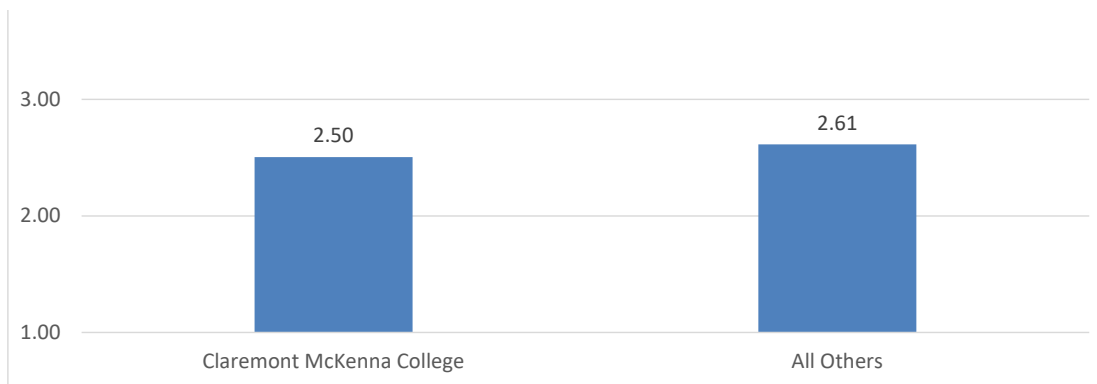


Figure 3. ↓ Small negative difference

Please note, that on this Worries Indicator a *positive* difference indicates *more worries*, a *negative* difference indicates *less worries*.

¹"Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. **We only calculate effect size when the mean is based on 10 or more people.**

For more details on effect sizes, see the Technical Information tab.



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Academic Motivation Indicator

In the table below, we summarize data on the Academic Motivation Indicator for different groups of your students. This indicator measures students' interest in working hard on academics, getting good grades, and engaging in challenging intellectual material. We used this indicator extensively in the Wabash National Study, and it is positively related to a wide range of outcomes, including psychological well-being, need for cognition, interest in reading and writing as a means of learning, openness to diversity, and interest in political and social involvement. See references below.

We compute this indicator by averaging the level of agreement that a student expresses for each of the following statements from the first question on the survey. We only calculate this for students if they answer all statements in the indicator.

Please indicate your level of agreement with each of the following statements.	
Response options: 1=Strongly disagree; 2=Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly agree	
I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	
When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	
In the past, I frequently did more reading than was required in a class simply because it interested me.	
In the past, I frequently talked to my teachers outside of class about ideas presented during class.	
Getting the best grades I can is very important to me.	
I enjoy the challenge of learning complicated new material.	
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	

Please note, Academic Motivation is not a fixed characteristic. In our research, Academic Motivation is positively related to the quality of teaching and learning that students experience.

The table below shows the average level of Academic Motivation for different groups at your institution. Higher means indicate stronger motivation. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Downward pointing arrows pointing indicate that students at your institution, on average, express less Academic Motivation than students at other institutions; arrows pointing up indicate higher levels of Academic Motivation. An "≈" sign indicates that the groups are roughly the same.

Please note, we only show means for groups of five or more people, and we only calculate effect size when the mean is based on ten or more people.

Academic Motivation Indicator by Demographic Categories					
	Claremont McKenna College			All Other Institutions	
	n	Mean	Effect Size ¹ vs. All Other Institutions	n	Mean
Overall Results					
CMC Academic Motivation	167	4.00	↑↑	20,238	3.80
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	62	3.92	↑	5,223	3.82
U.S. White	67	4.00	↑↑	11,831	3.78
International	19	4.13	↑↑	1,272	3.96
Results by Gender Identity					
Man	82	3.99	↑↑↑	6,923	3.74
Woman	68	3.99	↑	10,562	3.85
Results by Pell Grant Status					
Pell Grant recipient	15	3.89	≈	3,779	3.86
Not a Pell Grant recipient	130	4.01	↑↑	12,647	3.80
Results by First-generation Status					
First generation	27	3.87	≈	7,310	3.83
Not first generation	122	4.03	↑↑	10,879	3.79

¹"Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

For more details on effect sizes, see the Technical Information tab.

References:

Ernest T. Pascarella & Charles Blaich (2013): Lessons from the Wabash National Study of Liberal Arts Education, *Change: The Magazine of Higher Learning*, 45:2, 6-15



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Grit Indicator

In the table below, we summarize data on the Grit Indicator for different groups of your students. Duckworth et al. (2007) define grit as perseverance and passion for long-term goals. We used a subset of questions from Duckworth et al.'s original measure that focus on students' perseverance of effort. Bowman et al. (2015) and Fossnacht et al. (2019) have found that students' overall response to this group of questions is positively related to their engagement as measured by the National Survey of Student Engagement (NSSE) as well as their satisfaction with college, sense of belonging, and grade point average (see complete references below).

We compute this indicator by averaging the degree to which students indicate that the following statements apply to them. We only calculate this for students if they answer all statements in the indicator.

How much do the following statements apply to you?
Response options: 1=Not like me at all; 2=Not much like me; 3=Somewhat like me; 4=Mostly like me; 5=Very much like me
Setbacks don't discourage me. I don't give up easily.
I am a hard worker.
I finish whatever I begin.
I am diligent. I never give up.
I have overcome setbacks to conquer an important challenge.

Please note, we do not conceptualize Grit as a fixed characteristic, but one that can be positively influenced by encountering engaging experiences in college.

The table below shows the average level of Grit for different groups at your institution. Higher means indicate higher levels of Grit. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Downward pointing arrows indicate that students at your institution, on average, express less Grit than students at other institutions; arrows pointing up indicate higher levels of Grit. An "≈" sign indicates that the groups are roughly the same.

Please note, we only show means for groups of five or more people, and we only calculate effect size when the mean is based on ten or more people.

Grit Indicator by Demographic Categories					
	Claremont McKenna College			All Other Institutions	
	n	Mean	Effect Size ¹ vs. All Other Institutions	n	Mean
Overall Results					
CMC Grit	170	4.28	↑	20,111	4.14
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	63	4.23	↑	5,235	4.15
U.S. White	68	4.32	↑↑	11,859	4.15
International	19	4.27	↑	1,275	4.14
Results by Gender Identity					
Man	82	4.27	↑	6,940	4.19
Woman	70	4.25	↑	10,588	4.15
Results by Pell Grant Status					
Pell Grant recipient	15	4.13	≈	3,783	4.17
Not a Pell Grant recipient	132	4.29	↑	12,650	4.15
Results by First-generation Status					
First generation	27	4.27	↑	7,321	4.15
Not first generation	124	4.28	↑	10,911	4.15

¹"Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

For more details on effect sizes, see the Technical Information tab.

References:

Bowman, N. A., Hill, P. L., Denson, N., & Bronkema, R. (2015). Keep on Truckin' or Stay the Course? Exploring Grit Dimensions as Differential Predictors of Educational Achievement, Satisfaction, and Intentions. *Social Psychological and Personality Science*, 6, 639-645.

Duckworth, A., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.

Fossnacht, K., Copridge, K., & Sarra, S. A. (2019). How Valid is Grit in the Postsecondary Context? A Construct and Concurrent Validity Analysis. *Research in Higher Education*, 60, 803-822.



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Worries Indicator

In the table below, we summarize data on the Worries Indicator for different groups of your students. We first developed this indicator in 2020 for our COVID-19 surveys that helped institutions learn more about student, faculty, and staff experiences in the first phases of the COVID pandemic. The Worries Indicator assesses how often students worry about academic, social, and economic issues.

We compute this indicator by averaging how often students indicate that they worry about the 10 items listed in the following question. We only calculate this for students if they rate their worry for all ten items in the indicator.

How often do you worry about the following? Response options: 1=Never; 2=Sometimes; 3= Often; 4=Very Often
Doing well academically in college Making friends Paying bills (tuition, books, etc.) Meeting the expectations of others Balancing class, social, family, and other life responsibilities Maintaining my mental health and well-being Figuring out what I want to do with my life National/global issues that impact society at large (e.g., climate change, the political environment, social inequality, COVID-19) Having enough to eat day-to-day Having a safe and secure place to sleep every night

The table below shows the average level of worry for different groups at your institution. Higher means indicate higher levels of worry. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Downward pointing arrows indicate that students at your institution, on average, express lower levels of worry than students at other institutions; arrows pointing up indicate higher levels of worry. An “≈” sign indicates that the groups are roughly the same.

Please note, we only show means for groups of five or more people, and we only calculate effect size when the mean is based on ten or more people.

Worries Indicator by Demographic Categories					
	Claremont McKenna College			All Other Institutions	
	n	Mean	Effect Size ¹ vs. All Other Institutions	n	Mean
Overall Results					
CMC Worries	170	2.50	↓	19,653	2.61
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	63	2.63	↓	5,187	2.70
U.S. White	68	2.31	↓↓↓	11,789	2.56
International	19	2.68	≈	1,264	2.70
Results by Gender Identity					
Man	82	2.40	↓	6,890	2.47
Woman	70	2.54	↓	10,507	2.69
Results by Pell Grant Status					
Pell Grant recipient	15	2.80	↑	3,733	2.71
Not a Pell Grant recipient	132	2.45	↓	12,545	2.58
Results by First-generation Status					
First generation	27	2.51	↓↓	7,266	2.69
Not first generation	124	2.46	↓	10,838	2.56

¹“Effect size” measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

For more details on effect sizes, see the Technical Information tab.



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Frequency Table for Close-Ended Questions

Responses to Close-Ended Questions					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Please indicate your level of agreement with each of the following statements (Q1)					
I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	Strongly agree	76	45%	7,967	39%
	Agree	81	48%	10,245	50%
	Neither agree nor disagree	11	6%	1,687	8%
	Disagree	1	1%	444	2%
	Strongly disagree	1	1%	75	0%
	Total	170	100%	20,418	100%
When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	Strongly agree	65	38%	6,096	30%
	Agree	81	48%	10,762	53%
	Neither agree nor disagree	22	13%	3,110	15%
	Disagree	2	1%	404	2%
	Strongly disagree	0	0%	39	0%
	Total	170	100%	20,411	100%
In the past, I frequently did more reading than was required in a class simply because it interested me.	Strongly agree	14	8%	2,160	11%
	Agree	63	37%	4,816	24%
	Neither agree nor disagree	60	36%	6,557	32%
	Disagree	28	17%	5,805	28%
	Strongly disagree	4	2%	1,059	5%
	Total	169	100%	20,397	100%
In the past, I frequently talked to my teachers outside of class about ideas presented during class.	Strongly agree	63	37%	3,800	19%
	Agree	60	35%	7,288	36%
	Neither agree nor disagree	34	20%	5,018	25%
	Disagree	11	6%	3,683	18%
	Strongly disagree	2	1%	604	3%
	Total	170	100%	20,393	100%
Getting the best grades I can is very important to me.	Strongly agree	104	62%	12,366	61%
	Agree	56	33%	6,649	33%
	Neither agree nor disagree	8	5%	1,087	5%
	Disagree	0	0%	244	1%
	Strongly disagree	1	1%	48	0%
	Total	169	100%	20,394	100%
I enjoy the challenge of learning complicated new material.	Strongly agree	64	38%	4,781	23%
	Agree	84	50%	9,919	49%
	Neither agree nor disagree	20	12%	4,695	23%
	Disagree	0	0%	909	4%
	Strongly disagree	1	1%	87	0%
	Total	169	100%	20,391	100%
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most	Strongly agree	57	34%	5,591	27%
	Agree	70	41%	9,210	45%

important part of college.	Neither agree nor disagree	31	18%	4,327	21%
	Disagree	10	6%	1,138	6%
	Strongly disagree	2	1%	128	1%
	Total	170	100%	20,394	100%
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	Strongly agree	6	4%	1,651	8%
	Agree	64	38%	5,184	25%
	Neither agree nor disagree	68	40%	9,042	44%
	Disagree	25	15%	3,940	19%
	Strongly disagree	7	4%	557	3%
	Total	170	100%	20,374	100%
Please rate your confidence in the following. (Q2)					
Choosing to attend Claremont McKenna College	Very confident	119	70%	12,303	61%
	Fairly confident	44	26%	6,387	32%
	Somewhat confident	6	4%	1,315	7%
	Not confident	1	1%	178	1%
	Total	170	100%	20,183	100%
Knowing what I want to major in	Very confident	33	19%	8,165	41%
	Fairly confident	78	46%	6,815	34%
	Somewhat confident	37	22%	3,202	16%
	Not confident	22	13%	1,935	10%
	Total	170	100%	20,117	100%
How much do the following statements apply to you? (Q3)					
Setbacks don't discourage me. I don't give up easily.	Very much like me	55	32%	4,666	23%
	Mostly like me	79	46%	9,045	45%
	Somewhat like me	28	16%	5,196	26%
	Not much like me	6	4%	1,180	6%
	Not like me at all	2	1%	147	1%
	Total	170	100%	20,234	100%
I am a hard worker.	Very much like me	107	63%	10,755	53%
	Mostly like me	49	29%	7,506	37%
	Somewhat like me	11	6%	1,772	9%
	Not much like me	3	2%	171	1%
	Not like me at all	0	0%	15	0%
	Total	170	100%	20,219	100%
I finish whatever I begin.	Very much like me	68	40%	6,685	33%
	Mostly like me	62	36%	8,514	42%
	Somewhat like me	30	18%	4,101	20%
	Not much like me	10	6%	819	4%
	Not like me at all	0	0%	97	0%
	Total	170	100%	20,216	100%
I am diligent. I never give up.	Very much like me	64	38%	6,371	32%
	Mostly like me	78	46%	9,393	46%
	Somewhat like me	24	14%	3,859	19%
	Not much like me	4	2%	544	3%
	Not like me at all	0	0%	44	0%
	Total	170	100%	20,211	100%
I have overcome setbacks to conquer an important challenge.	Very much like me	101	59%	9,597	48%
	Mostly like me	56	33%	8,309	41%
	Somewhat like me	13	8%	2,100	10%
	Not much like me	0	0%	174	1%
	Not like me at all	0	0%	14	0%
	Total	170	100%	20,194	100%

People go to college to achieve many different goals. Which of the following must happen by the time you graduate from Claremont McKenna College for you to feel like you've had a successful college experience? (Check all that apply) (Q4)				
I'm prepared to begin a meaningful career.		149	88%	16,470 82%
I've learned new things that will help me in my life after college.		153	90%	16,062 80%
I feel prepared to deal with intellectual and interpersonal challenges that will come my way.		141	83%	13,089 66%
I've built friendships that will last long beyond college.		150	88%	14,637 73%
I've figured out what I want to do with my life.		82	48%	10,997 55%
I feel confident that I will be able to financially support myself in the future.		147	86%	15,098 76%
I feel prepared to build a good life for my family.		103	61%	10,348 52%
I've made my family proud.		102	60%	11,227 56%
I'm in a position to give back to my community.		101	59%	9,209 46%
I've been accepted to a graduate school program (e.g., law school, medical school, business school).		67	39%	7,054 35%
I'm better prepared to make a positive impact on the world.		138	81%	13,994 70%
Other		3	2%	372 2%
Number of Students Who Responded to This Question		170		19,972
How often do you worry about the following? (Q5)				
Doing well academically in college	Very often	74	44%	8,778 44%
	Often	58	34%	6,789 34%
	Sometimes	34	20%	3,887 20%
	Never	4	2%	479 2%
	Total	170	100%	19,933 100%
Making friends	Very often	40	24%	5,387 27%
	Often	60	35%	5,803 29%
	Sometimes	51	30%	6,495 33%
	Never	19	11%	2,204 11%
	Total	170	100%	19,889 100%
Paying bills (tuition, books, etc.)	Very often	32	19%	6,106 31%
	Often	31	18%	5,078 26%
	Sometimes	55	32%	5,946 30%
	Never	52	31%	2,777 14%
	Total	170	100%	19,907 100%
Meeting the expectations of others	Very often	35	21%	5,672 29%
	Often	65	38%	6,827 34%
	Sometimes	56	33%	5,829 29%
	Never	14	8%	1,564 8%
	Total	170	100%	19,892 100%
Balancing class, social, family, and other life responsibilities	Very often	62	36%	8,076 41%
	Often	63	37%	7,084 36%
	Sometimes	38	22%	4,171 21%
	Never	7	4%	584 3%
	Total	170	100%	19,915 100%
Maintaining my mental health and well-being	Very often	50	29%	7,557 38%
	Often	44	26%	5,682 29%
	Sometimes	59	35%	5,058 25%
	Never	17	10%	1,597 8%
	Total	170	100%	19,894 100%
Figuring out what I want to do with my life	Very often	66	39%	6,325 32%
	Often	55	32%	5,800 29%
	Sometimes	38	22%	5,841 29%

	Never	11	6%	1,929	10%
	Total	170	100%	19,895	100%
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality, COVID-19)	Very often	19	11%	3,075	15%
	Often	57	34%	5,088	26%
	Sometimes	73	43%	8,306	42%
	Never	21	12%	3,437	17%
	Total	170	100%	19,906	100%
Having enough to eat day-to-day	Very often	7	4%	1,712	9%
	Often	17	10%	2,390	12%
	Sometimes	25	15%	4,697	24%
	Never	121	71%	11,093	56%
	Total	170	100%	19,892	100%
Having a safe and secure place to sleep every night	Very often	7	4%	1,796	9%
	Often	17	10%	1,614	8%
	Sometimes	19	11%	3,072	15%
	Never	127	75%	13,414	67%
	Total	170	100%	19,896	100%
How many hours per week, on average, do you plan to spend on the following activities while you're in college? (Q7)					
Studying, doing homework, or preparing for classes	0 hours	0	0%	35	0%
	1-5 hours	4	2%	2,994	15%
	6-10 hours	21	13%	6,020	30%
	11-15 hours	46	27%	5,109	26%
	16-20 hours	59	35%	3,552	18%
	21-25 hours	28	17%	1,443	7%
	26 hours plus	10	6%	671	3%
	Total	168	100%	19,824	100%
Extracurricular activities (sports, music, drama, media, clubs, organizations, etc.)	0 hours	0	0%	942	5%
	1-5 hours	14	8%	5,763	29%
	6-10 hours	54	32%	5,583	28%
	11-15 hours	42	25%	3,826	19%
	16-20 hours	43	26%	2,298	12%
	21-25 hours	11	7%	842	4%
	26 hours plus	4	2%	548	3%
	Total	168	100%	19,802	100%
Working for pay	0 hours	28	17%	5,050	26%
	1-5 hours	40	24%	3,625	18%
	6-10 hours	63	38%	4,716	24%
	11-15 hours	23	14%	3,018	15%
	16-20 hours	11	7%	1,986	10%
	21-25 hours	1	1%	673	3%
	26 hours plus	1	1%	570	3%
	Total	167	100%	19,638	100%
Did students choose to share their survey responses with someone on campus for a follow-up conversation? (Q10 customized for each institution)					
	Yes	46	30%	5,729	32%
	No	106	70%	12,172	68%
	Total	152	100%	17,901	100%



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Information About Respondents

On this tab, we provide more detail on the demographics of respondents.

Table 1. Demographic Information about Respondents				
	Claremont McKenna College		All Others	
	n	%	n	%
What is your gender? (Q11)				
Man	82	53%	6,993	38%
Woman	70	45%	10,656	58%
Non-binary	3	2%	821	4%
Total	155	100%	18,470	100%
What is your citizenship status? (Q12)				
U.S. citizen	136	88%	17,397	93%
U.S. permanent resident but not a U.S. citizen	3	2%	221	1%
Not a U.S. citizen or permanent resident	16	10%	1,066	6%
Total	155	100%	18,684	100%
Which of the following racial or ethnic categories applies to your identity? (Check all that apply) (Q13)				
African	2	1%	288	2%
African American/Black	5	3%	1,548	8%
Alaska Native	0	0%	13	0%
Asian	39	26%	1,281	7%
Asian American	26	17%	537	3%
Caribbean/West Indian	1	1%	197	1%
Hispanic or Latino/a	10	7%	2,340	13%
Latin American	3	2%	342	2%
Middle Eastern	9	6%	201	1%
Native American/American Indian	2	1%	273	1%
Native Hawaiian or other Pacific Islander	1	1%	141	1%
South Asian	6	4%	211	1%
Southeast Asian	5	3%	197	1%
White	90	60%	13,950	75%
Some other race or ethnicity	0	0%	226	1%
Number of Students Who Responded to This Question	150		18,541	
Broad Racial/Ethnic Identities¹				
<i>For additional information on creating the categories below, please refer to Tab 7. Technical Information</i>				
U.S. People of Color	63	42%	5,279	29%
U.S. White	68	45%	11,927	64%
International	19	13%	1,287	7%
Total	150	100%	18,493	100%
What is the highest level of education completed by either of your parents (or those who raised you)? (Q14)				
Did not finish high school	1	1%	464	3%
High school diploma or G.E.D.	22	15%	5,762	31%
Attended college but did not complete degree	4	3%	1,163	6%
Associate's degree (A.A., A.S., etc.)	2	1%	1,038	6%
Bachelor's degree (B.A., B.S., etc.)	35	23%	4,150	23%
Master's degree (M.A., M.S., etc.)	44	29%	4,036	22%
Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	43	28%	1,740	9%
Total	151	100%	18,353	100%

First-generation Status¹				
<i>Based on "14. What is the highest level of education completed by either of your parents (or those who raised you)?"</i>				
First generation	27	18%	7,389	40%
Not first generation	124	82%	10,964	60%
Total	151	100%	18,353	100%
Have you received a Pell Grant? (Q15)				
Pell Grant Recipient	15	10%	3,819	23%
Not a Pell Grant Recipient	132	90%	12,753	77%
Total	147	100%	16,572	100%

Table 2. Number of Respondents who Selected Prefer Not to Respond				
	Claremont McKenna College		All Others	
	n	%	n	%
What is your gender? (Q11)				
Selected a Gender	155	99%	18,470	98%
Selected "Prefer not to respond"	1	1%	302	2%
What is your citizenship status? (Q12)				
Selected a citizenship status	155	99%	18,684	100%
Selected "Prefer not to respond"	1	1%	80	0%
Which of the following racial or ethnic categories applies to your identity? (Check all that apply) (Q13)				
Selected a race or ethnic category	150	97%	18,560	99%
Selected "Prefer not to respond"	5	3%	173	1%
What is the highest level of education completed by either of your parents (or those who raised you)? (Q14)				
Selected a level of education	151	97%	18,353	98%
Selected "Prefer not to respond"	4	3%	383	2%
Have you received a Pell Grant? (Q15)				
Selected a Pell Grant status	147	95%	12,800	86%
Selected "Prefer not to respond"	8	5%	2,002	14%

¹ These are calculated variables. See Technical Information tab for more information on how we calculate these.



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Technical Information

This report summarizes data from 53 institutions that administered the HEDS New Student Survey in 2022 and/or 2023.

	Claremont McKenna College		All 2022-2023 Institutions	
	n	Response Rate	n	Response Rate
All Student Respondents	170	56%	20,613	Average institutional response rate is 51% Institutional response rates range from 5-97%.

Notes about response rate data in the above table:

- Respondents include students who answered at least one question.
- We calculate the response rate by dividing the number of respondents by the number of invited participants.
- The n value in the "All 2022-2023 Institutions" section of the table reflects the total number of respondents across all institutions (see the Participating Institutions tab).

Indicators Used in this Report

This file contains information on three dimensions of undergraduate experience. The three indicators and their reliabilities are:

- Academic Motivations – 8 statements, Cronbach's $\alpha = 0.70$
- Grit – 5 questions, Cronbach's $\alpha = 0.81$
- Worries – 10 questions, Cronbach's $\alpha = 0.78$

We only calculate indicator scores when students answered every question in the indicator.

Calculating Means

Please note, we only show means for groups of five or more people.

Calculating Effect Sizes

We calculated effect sizes for key comparisons rather than using tests of statistical significance. We have so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the null hypothesis be correct in any of the comparisons. Unfortunately, correcting for this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the differences are the result of more than random influences. So, we have calculated effect sizes to provide a guide for assessing the magnitude of the differences between groups. We compared the means of two groups calculating effect size using Cohen's d . We only calculated Cohen's d when $n \geq 10$ in each cell in the comparison.

Following the practice of the National Survey of Student Engagement (http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA_Summer_Fall_Issue_2018_A2.pdf) we used the following thresholds for small, medium, and large effect sizes for Cohen's d :

- * Large – 0.5
- * Medium – 0.3
- * Small – 0.1

Demographic Calculations Used Throughout This Report

Broad Race/Ethnicity Categories

This information comes from Question 12, "What is your citizenship status?" and Question 13, "Which of the following racial or ethnic categories applies to your identity? (Check all that apply)." Students have to answer both questions to be included in the calculation. We labeled students according to the citizenship status and races and/or ethnicities they selected as follows:

- "US White" if the student selected "U.S. Citizen" in Question 12 and *only* "White" in Question 13;
- "US POC" if the student selected "US Citizen" in Question 12 and *any* of the following in Question 13: "African," "African American/Black," "Alaska Native," "Asian," "Asian American," "Caribbean/West Indian," "Hispanic or Latino/a," "Latin American," "Middle Eastern," "Native American/American Indian," "Native Hawaiian or other Pacific Islander," "South Asian," "Southeast Asian," or "Some other race or ethnicity;"
- "International" if the student selected "U.S. permanent resident but not a U.S. citizen" or "Not a U.S. citizen or permanent resident" in Question 12 *regardless* of response(s) to Question 13.

First-generation Status

This information comes from Question 14, "What is the highest level of education completed by either of your parents (or those who raised you)?" We've labeled students who selected "Did not finish high school," "High school diploma or G.E.D.," or "Attended college but did not complete degree" as "First generation." We labeled students who selected "Associate's degree (A.A., A.S., etc.)," "Bachelor's degree (B.A., B.S., etc.)," "Master's degree (M.A., M.B.A., M.S., etc.)" or "Doctoral or professional degree (Ph.D., J.D., M.D., etc.)" as "Not first generation." We do not include respondents who selected "Prefer not to respond" in this calculation.



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Below we provide a list of the institutions that administered the New Student Survey in 2022 and/or 2023 and are included in this report.

Participating Institutions
Agnes Scott College
Augustana College
Beloit College
Biola University
Camden County College
Cardinal Stritch University
Champlain College
Claremont McKenna College
Dominican University of California
Eckerd College
Emerson College
Fresno Pacific University
Georgian Court University
Greensboro College
Guilford College
Hanover College
Heidelberg University
Hollins University
Hope College
Illinois Wesleyan University
Imperial Valley College
Indian River State College
John A. Logan College
Kenyon College
Keystone College
Lawrence University
Lewis & Clark College
Manor College
McDaniel College
Mount Mary University
Olivet College
Pacific Lutheran University
Purdue University Fort Wayne
Roanoke College
Saint Norbert College
Salem State University
Seattle Pacific University
Simpson College
St. Lawrence University
St. Mary's College of Maryland
St. Olaf College
St. Thomas University
The College of Saint Rose
The University of Findlay
Tusculum University
University of Puget Sound
University of Saint Katherine
University of South Carolina-Upstate
Virginia Wesleyan University
Wells College
Westminster College/University (UT)
Whitman College
Woodbury University



Understandings Regarding the Use of Information Gathered for HEDS

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Data Sharing Practices

You can share this report without any restrictions. We send each participating institution this report, comparing their results to those of the other participating institutions. The report aggregates data from all these institutions into one comparison group and does not identify data from any individual institution.