# HEDS
**HEDS New Student Survey**
**Fall 2024 Comparison Report**
**Claremont McKenna College**

## Table of Contents

In this report, we review and compare the responses of your students who took the HEDS New Student Survey in 2024 to the responses of students at other participating institutions who took this survey in 2022, 2023, and/or 2024. We provide more information about your institution's comparison group on the Technical Information tab.

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.

Click on the underlined names below to jump to the worksheet you would like to view:

If you have any questions about this report or the data behind it, please contact us at NewStudentSurvey@hedsconsortium.org.

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## Summary

The figures below offer a summary overview comparing your students to students at other participating institutions on key indicators and measures from the New Student Survey.

Figures 1-3 below compare students on the 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.

Figure 4 shows the percentage of students at your institution who feel very confident in their choice of institution and major compared to those at all other institutions.

Figure 5 includes a range of goals students hope college will help them achieve. For each goal, it compares the percentage of students at your institution who said that outcome must happen for them to consider their college experience successful to the percentage who feel this way across all other institutions.

Below figures 1-4 we show whether there's a sigificant difference between your institution and other institutions on these measures.[1]



**Figure 1. Academic Motivation**
*(1=Strongly disagree to 5=Strongly agree)*
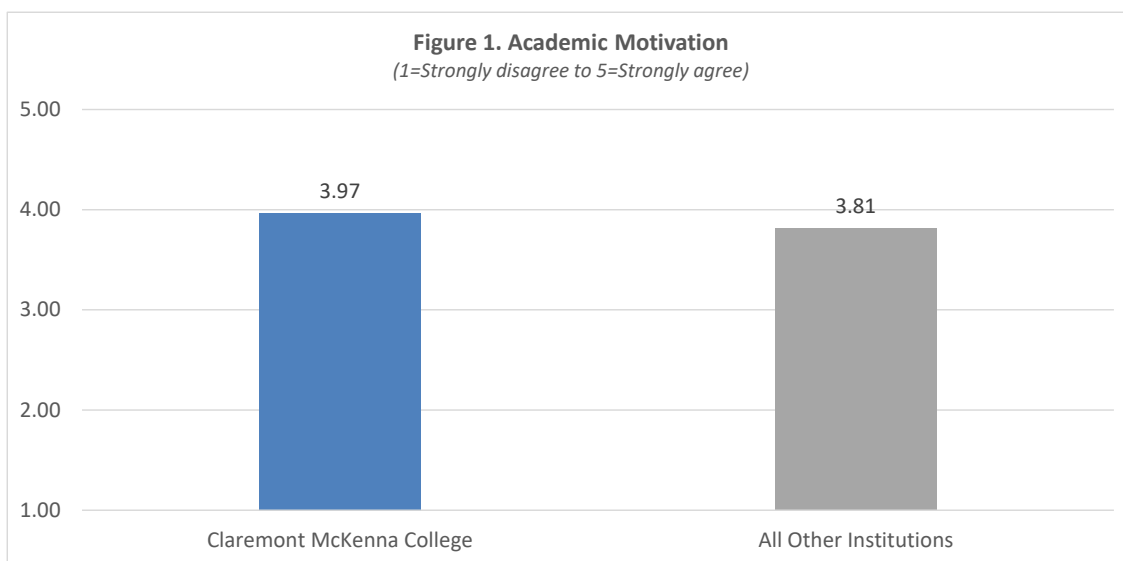
*Figure 1.  Significant Difference*



**Figure 2. Grit**
*(1=Not like me at all to 5=Very much like me)*
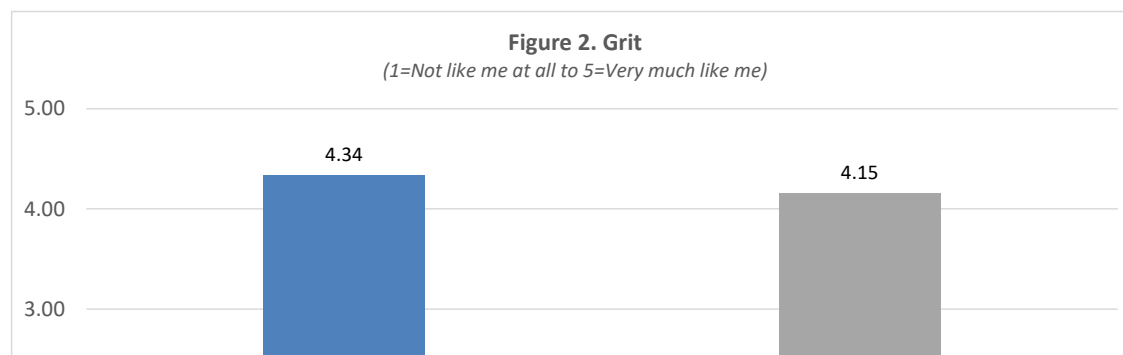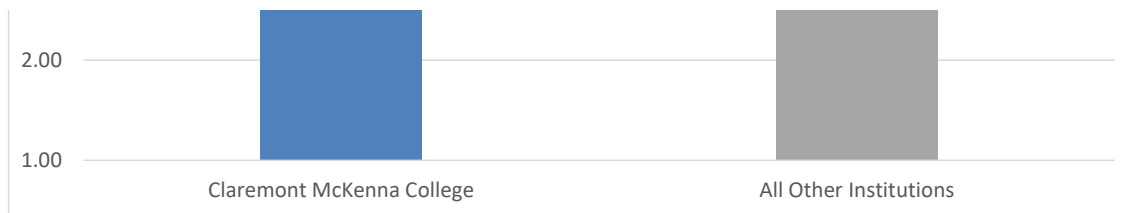
*Figure 2. Significant Difference*

**Figure 3. Worries**
*(1=Never to 4=Very often)*
***Positive difference indicates more worries***
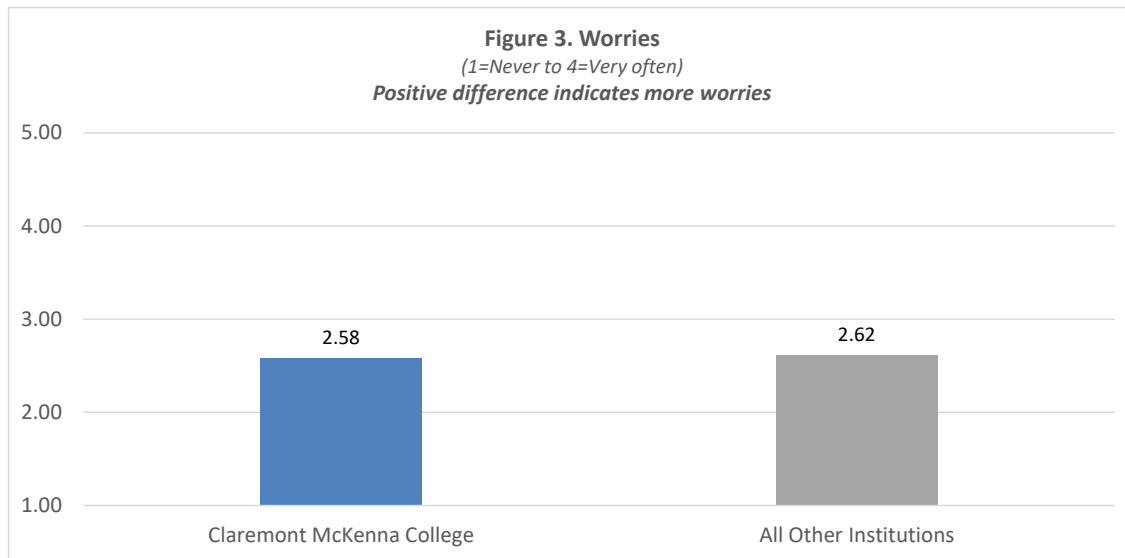


*Figure 3 .* *No difference*

**Figure 4. Confidence**
*(% who selected Very Confident)*
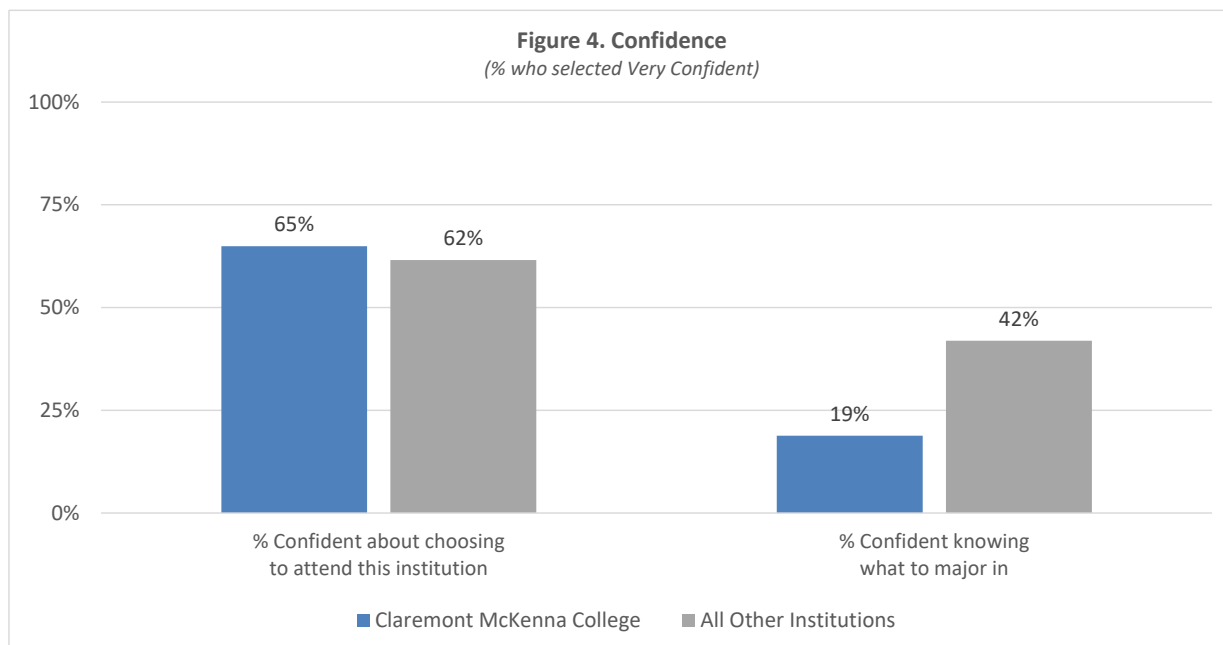


*Figure 4. %  Confident about  choosing to attend this institution:  No difference*

*Figure 4. % Confident knowing what to major in:  Significant Difference*

[1]*We only calculate statistical significance when n > 10 for an institution.*  **Please see the Technical Information tab for more information on how we calculate significance.**

## Figure 5. College Goals

| College Goal | Claremont McKenna College | All Other Institutions |
|---|---|---|
| I'm prepared to begin a meaningful career. | 93% | 83% |
| I've learned new things that will help me in my life after college. | 86% | 79% |
| I feel prepared to deal with intellectual and interpersonal challenges that will come my way. | 75% | 64% |
| I've built friendships that will last long beyond college. | 80% | 72% |
| I've figured out what I want to do with my life. | 44% | 55% |
| I feel confident that I will be able to financially support myself in the future. | 79% | 75% |
| I feel prepared to build a good life for my family. | 54% | 52% |
| I've made my family proud. | 64% | 57% |
| I'm in a position to give back to my community. | 55% | 45% |
| I've been accepted to a graduate school program (e.g., law school, medical school, business school). | 47% | 35% |
| I'm better prepared to make a positive impact on the world. | 78% | 68% |

# HEDS New Student Survey
# Fall 2024 Comparison Report
# Claremont McKenna College

**Academic Motivation Indicator**

In the tables below, we summarize data on the _Academic Motivation_ indicator. 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 calculate 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 eight 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.

Table 1 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.

Table 2 provides detail on the level of agreement students had with each of the statements in this indicator.

| Table 1: Academic Motivation Indicator by Demographic Categories | | | | | |
|---|---|---|---|---|---|
| | **Claremont McKenna College** | | | **All Other Institutions** | |
| | n | Mean[1] | Effect Size[2] | n | Mean |
| **Overall Results** | | | | | |
| Academic Motivation | 154 | 3.97 | ↑↑ | 32,200 | 3.81 |
| **Results by Broad Racial/Ethnic Identities** | | | | | |
| International | 22 | 4.10 | ↑ | 489 | 3.95 |
| People of Color | 61 | 3.96 | ↑ | 3,668 | 3.87 |
| White | 40 | 3.93 | ↑ | 6,376 | 3.80 |
| **Results by Gender** | | | | | |
| Man | 64 | 3.88 | ↑ | 11,081 | 3.75 |
| Woman | 60 | 4.10 | ↑↑ | 16,808 | 3.86 |
| **Results by Pell Grant Status** | | | | | |
| Not a Pell Grant recipient | 103 | 3.96 | ↑ | 6,697 | 3.82 |
| Pell Grant recipient | 18 | 4.11 | ↑↑ | 2,455 | 3.89 |
| **Results by First-generation Status** | | | | | |
| Continuing generation | 85 | 3.94 | ↑ | 16,937 | 3.80 |
| First generation | 38 | 4.07 | ↑↑ | 11,832 | 3.84 |

| Table 2: Level of Agreement with Statements in the Academic Motivation Indicator[2] | | | | |
|---|---|---|---|---|
| | **Claremont McKenna College** | | **All Other Institutions** | |
| | n | % | n | % |
| **Q1. Please indicate your level of agreement with each of the following statements.** | | | | |
| I am willing to work hard in a course to learn the material even if it won't lead to a higher grade. — Strongly disagree | 1 | 1% | 129 | 0% |
| Disagree | 4 | 3% | 688 | 2% |
| Neither agree nor disagree | 15 | 10% | 2,671 | 8% |
| Agree | 70 | 45% | 15,997 | 49% |
| Strongly agree | 67 | 43% | 13,010 | 40% |
| Total | 157 | 100% | 32,495 | 100% |
| When I do well on a test, it is usually because I am well-prepared, not because the test is easy. — Strongly disagree | 1 | 1% | 83 | 0% |
| Disagree | 2 | 1% | 624 | 2% |
| Neither agree nor disagree | 21 | 13% | 4,836 | 15% |
| Agree | 72 | 46% | 16,943 | 52% |
| Strongly agree | 62 | 39% | 9,999 | 31% |
| Total | 158 | 100% | 32,485 | 100% |
| In the past, I frequently did more reading than was required in a class simply because it interested me. — Strongly disagree | 6 | 4% | 1,672 | 5% |
| Disagree | 36 | 23% | 9,031 | 28% |
| Neither agree nor disagree | 37 | 23% | 10,554 | 33% |
| Agree | 50 | 32% | 7,764 | 24% |
| Strongly agree | 29 | 18% | 3,444 | 11% |
| Total | 158 | 100% | 32,465 | 100% |
| In the past, I frequently talked to my teachers outside of class about ideas presented during class. — Strongly disagree | 2 | 1% | 905 | 3% |
| Disagree | 17 | 11% | 5,744 | 18% |
| Neither agree nor disagree | 26 | 16% | 8,003 | 25% |
| Agree | 63 | 40% | 11,648 | 36% |
| Strongly agree | 50 | 32% | 6,158 | 19% |
| Total | 158 | 100% | 32,458 | 100% |
| Getting the best grades I can is very important to me. — Strongly disagree | 1 | 1% | 94 | 0% |
| Disagree | 0 | 0% | 356 | 1% |
| Neither agree nor disagree | 10 | 6% | 1,615 | 5% |
| Agree | 48 | 30% | 10,377 | 32% |
| Strongly agree | 99 | 63% | 20,010 | 62% |
| Total | 158 | 100% | 32,452 | 100% |
| I enjoy the challenge of learning complicated new material. — Strongly disagree | 1 | 1% | 159 | 0% |
| Disagree | 3 | 2% | 1,457 | 4% |
| Neither agree nor disagree | 18 | 12% | 7,560 | 23% |
| Agree | 77 | 49% | 15,670 | 48% |
| Strongly agree | 57 | 37% | 7,595 | 23% |
| Total | 156 | 100% | 32,441 | 100% |
| My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the *most important* part of college. — Strongly disagree | 1 | 1% | 216 | 1% |
| Disagree | 10 | 6% | 1,710 | 5% |
| Neither agree nor disagree | 30 | 19% | 6,766 | 21% |
| Agree | 68 | 43% | 14,465 | 45% |
| Strongly agree | 49 | 31% | 9,297 | 29% |
| Total | 158 | 100% | 32,454 | 100% |
| My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the *most enjoyable* part of college. — Strongly disagree | 5 | 3% | 880 | 3% |
| Disagree | 26 | 17% | 6,151 | 19% |
| Neither agree nor disagree | 66 | 42% | 14,153 | 44% |
| Agree | 44 | 28% | 8,460 | 26% |
| Strongly agree | 16 | 10% | 2,784 | 9% |
| Total | 157 | 100% | 32,428 | 100% |

References:

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

**Grit Indicator**

In the tables 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 Fosnacht 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 calculate 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.

Table 1 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.

Table 2 provides detail on how students responded to each of the statements in this indicator.

| Table 1: Grit Indicator by Demographic Categories | | | | | |
|---|---|---|---|---|---|
| | **Claremont McKenna College** | | | **All Other Institutions** | |
| | n | Mean[1] | Effect Size[2] | n | Mean |
| **Overall Results** | | | | | |
| Grit | 153 | 4.34 | ↑↑ | 31,973 | 4.15 |
| **Results by Broad Racial/Ethnic Identities** | | | | | |
| International | 22 | 4.39 | ↑↑ | 489 | 4.20 |
| People of Color | 63 | 4.24 | ↑ | 3,678 | 4.17 |
| White | 40 | 4.51 | ↑↑↑ | 6,394 | 4.17 |
| **Results by Gender** | | | | | |
| Man | 65 | 4.40 | ↑↑ | 11,112 | 4.20 |
| Woman | 61 | 4.33 | ↑ | 16,852 | 4.15 |
| **Results by Pell Grant Status** | | | | | |
| Not a Pell Grant recipient | 105 | 4.36 | ↑↑ | 6,723 | 4.17 |
| Pell Grant recipient | 18 | 4.36 | ↑ | 2,465 | 4.21 |
| **Results by First-generation Status** | | | | | |
| Continuing generation | 87 | 4.32 | ↑ | 16,981 | 4.16 |
| First generation | 38 | 4.44 | ↑↑ | 11,862 | 4.16 |

[1] We only show means for groups of five (5) or more people.
[2] "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 at your institution includes 10 or more people.

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

| Table 2: Responses to Statements in the Grit Indicator |
|---|

| | | Claremont McKenna College | | All Other Institutions | |
|---|---|---|---|---|---|
| | | n | % | n | % |
| **Q3. How much do the following statements apply to you?** | | | | | |
| Setbacks don't discourage me. I don't give up easily. | Not like me at all | 0 | 0% | 244 | 1% |
| | Not much like me | 7 | 5% | 1,818 | 6% |
| | Somewhat like me | 27 | 18% | 8,228 | 26% |
| | Mostly like me | 72 | 47% | 14,306 | 44% |
| | Very much like me | 48 | 31% | 7,577 | 24% |
| | **Total** | 154 | 100% | 32,173 | 100% |
| I am a hard worker. | Not like me at all | 0 | 0% | 21 | 0% |
| | Not much like me | 0 | 0% | 258 | 1% |
| | Somewhat like me | 9 | 6% | 2,702 | 8% |
| | Mostly like me | 46 | 30% | 11,823 | 37% |
| | Very much like me | 99 | 64% | 17,343 | 54% |
| | **Total** | 154 | 100% | 32,147 | 100% |
| I finish whatever I begin. | Not like me at all | 0 | 0% | 141 | 0% |
| | Not much like me | 5 | 3% | 1,244 | 4% |
| | Somewhat like me | 22 | 14% | 6,383 | 20% |
| | Mostly like me | 64 | 42% | 13,584 | 42% |
| | Very much like me | 63 | 41% | 10,786 | 34% |
| | **Total** | 154 | 100% | 32,138 | 100% |
| I am diligent. I never give up. | Not like me at all | 0 | 0% | 75 | 0% |
| | Not much like me | 1 | 1% | 832 | 3% |
| | Somewhat like me | 20 | 13% | 6,074 | 19% |
| | Mostly like me | 62 | 41% | 14,715 | 46% |
| | Very much like me | 70 | 46% | 10,432 | 32% |
| | **Total** | 153 | 100% | 32,128 | 100% |
| I have overcome setbacks to conquer an important challenge. | Not like me at all | 0 | 0% | 22 | 0% |
| | Not much like me | 1 | 1% | 257 | 1% |
| | Somewhat like me | 8 | 5% | 3,297 | 10% |
| | Mostly like me | 50 | 32% | 12,953 | 40% |
| | Very much like me | 95 | 62% | 15,578 | 49% |
| | **Total** | 154 | 100% | 32,107 | 100% |

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., L. 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

Fosnacht, 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.

**Worries Indicator**

In the tables 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 calculate 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)
Having enough to eat day-to-day
Having a safe and secure place to sleep every night

Table 1 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.

Table 2 provides detail on how students responded to each of the statements in this indicator.

| Table 1. Worries Indicator by Demographic Categories | | | | | |
|---|---|---|---|---|---|
| | **Claremont McKenna College** | | | **All Other Institutions** | |
| | n | Mean[1] | Effect Size[2] | n | Mean |
| **Overall Results** | | | | | |
| Worries | 147 | 2.58 | ⇇ | 31,209 | 2.62 |
| **Results by Broad Racial/Ethnic Identities** | | | | | |
| International | 23 | 2.44 | ↓↓ | 494 | 2.69 |
| People of Color | 62 | 2.68 | ⇇ | 3,633 | 2.69 |
| White | 40 | 2.51 | ↓ | 6,332 | 2.57 |
| **Results by Gender** | | | | | |
| Man | 65 | 2.51 | ⇇ | 11,019 | 2.48 |
| Woman | 61 | 2.65 | ⇇ | 16,712 | 2.69 |
| **Results by Pell Grant Status** | | | | | |
| Not a Pell Grant recipient | 104 | 2.56 | ⇇ | 6,668 | 2.58 |
| Pell Grant recipient | 19 | 2.73 | ⇇ | 2,428 | 2.71 |
| **Results by First-generation Status** | | | | | |
| Continuing generation | 86 | 2.47 | ↓ | 16,863 | 2.56 |
| First generation | 39 | 2.80 | ↑ | 11,743 | 2.69 |

[1] We only show means for groups of five (5) or more people.
[2] "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 at your institution includes 10 or more people.

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

| Table 2: Responses to Statements in the Worries Indicator |
|---|

|  |  | Claremont McKenna College | | All Other Institutions | |
|---|---|---|---|---|---|
|  |  | n | % | n | % |
| **Q5. How often do you worry about the following?** | | | | | |
| Doing well academically in college | Never | 2 | 1% | 715 | 2% |
|  | Sometimes | 21 | 14% | 5,939 | 19% |
|  | Often | 46 | 31% | 10,805 | 34% |
|  | Very often | 79 | 53% | 14,223 | 45% |
|  | **Total** | 148 | 100% | 31,682 | 100% |
| Making friends | Never | 7 | 5% | 3,507 | 11% |
|  | Sometimes | 44 | 30% | 10,258 | 32% |
|  | Often | 47 | 32% | 9,197 | 29% |
|  | Very often | 50 | 34% | 8,656 | 27% |
|  | **Total** | 148 | 100% | 31,618 | 100% |
| Paying bills (tuition, books, etc.) | Never | 38 | 26% | 4,460 | 14% |
|  | Sometimes | 58 | 39% | 9,385 | 30% |
|  | Often | 28 | 19% | 8,063 | 25% |
|  | Very often | 24 | 16% | 9,747 | 31% |
|  | **Total** | 148 | 100% | 31,655 | 100% |
| Meeting the expectations of others | Never | 10 | 7% | 2,557 | 8% |
|  | Sometimes | 35 | 24% | 9,217 | 29% |
|  | Often | 61 | 41% | 10,869 | 34% |
|  | Very often | 41 | 28% | 8,976 | 28% |
|  | **Total** | 147 | 100% | 31,619 | 100% |
| Balancing class, social, family, and other life responsibilities | Never | 1 | 1% | 950 | 3% |
|  | Sometimes | 26 | 18% | 6,599 | 21% |
|  | Often | 51 | 34% | 11,165 | 35% |
|  | Very often | 70 | 47% | 12,935 | 41% |
|  | **Total** | 148 | 100% | 31,649 | 100% |
| Maintaining my mental health and well-being | Never | 14 | 9% | 2,596 | 8% |
|  | Sometimes | 42 | 28% | 8,217 | 26% |
|  | Often | 45 | 30% | 9,093 | 29% |
|  | Very often | 47 | 32% | 11,724 | 37% |
|  | **Total** | 148 | 100% | 31,630 | 100% |
| Figuring out what I want to do with my life | Never | 8 | 5% | 3,021 | 10% |
|  | Sometimes | 45 | 30% | 9,078 | 29% |
|  | Often | 44 | 30% | 9,300 | 29% |
|  | Very often | 51 | 34% | 10,235 | 32% |
|  | **Total** | 148 | 100% | 31,634 | 100% |
| National/global issues that impact society at large (e.g., climate change, the political environment, social inequality) | Never | 16 | 11% | 5,617 | 18% |
|  | Sometimes | 72 | 49% | 13,419 | 42% |
|  | Often | 39 | 26% | 7,904 | 25% |
|  | Very often | 21 | 14% | 4,696 | 15% |
|  | **Total** | 148 | 100% | 31,636 | 100% |
| Having enough to eat day-to-day | Never | 108 | 73% | 17,445 | 55% |
|  | Sometimes | 26 | 18% | 7,543 | 24% |
|  | Often | 10 | 7% | 3,803 | 12% |
|  | Very often | 4 | 3% | 2,830 | 9% |
|  | **Total** | 148 | 100% | 31,621 | 100% |
| Having a safe and secure place to sleep every night | Never | 112 | 76% | 21,101 | 67% |
|  | Sometimes | 21 | 14% | 4,775 | 15% |
|  | Often | 9 | 6% | 2,717 | 9% |
|  | Very often | 6 | 4% | 3,027 | 10% |
|  | **Total** | 148 | 100% | 31,620 | 100% |

# HEDS New Student Survey
## Fall 2024 Comparison Report
## Claremont McKenna College

**Responses to Questions about Confidence, Goals, and Time Planning**

Table 1 provides detail on how students responded to the questions on the survey that asked about confidence in their choices of institution and major, the importance of goals they hope to achieve, and how much time they plan to spend on study, extracurricular, or work activities while in college.

Table 2 shows the number of students who chose to have a follow-up conversation with someone at their institution.

| Table 1. Responses to Questions about Confidence, Goals, and Time Planning | | | | | |
|---|---|---|---|---|---|
| | | **Claremont McKenna College** | | **All Other Institutions** | |
| | | n | % | n | % |
| **Q2. Please rate your confidence in the following.** | | | | | |
| Choosing to attend this institution | Not confident | 3 | 2% | 292 | 1% |
| | Somewhat confident | 9 | 6% | 2,061 | 6% |
| | Fairly confident | 42 | 27% | 9,979 | 31% |
| | Very confident | 100 | 65% | 19,754 | 62% |
| | **Total** | 154 | 100% | 32,086 | 100% |
| Knowing what I want to major in | Not confident | 19 | 12% | 2,847 | 9% |
| | Somewhat confident | 27 | 18% | 4,954 | 15% |
| | Fairly confident | 79 | 51% | 10,767 | 34% |
| | Very confident | 29 | 19% | 13,405 | 42% |
| | **Total** | 154 | 100% | 31,973 | 100% |
| **Q4. People go to college to achieve many different goals. Which of the following <u>must</u> happen by the time you graduate from this institution for you to feel like you've had a successful college experience? (Select all that apply)** | | | | | |
| I'm prepared to begin a meaningful career. | | 137 | 93% | 26,324 | 83% |
| I've learned new things that will help me in my life after college. | | 127 | 86% | 25,059 | 79% |
| I feel prepared to deal with intellectual and interpersonal challenges that will come my way. | | 111 | 75% | 20,303 | 64% |
| I've built friendships that will last long beyond college. | | 119 | 80% | 23,030 | 72% |
| I've figured out what I want to do with my life. | | 65 | 44% | 17,528 | 55% |
| I feel confident that I will be able to financially support myself in the future. | | 117 | 79% | 23,903 | 75% |
| I feel prepared to build a good life for my family. | | 80 | 54% | 16,618 | 52% |

| | | | | | |
|---|---|---|---|---|---|
| I've made my family proud. | | 94 | 64% | 18,057 | 57% |
| I'm in a position to give back to my community. | | 81 | 55% | 14,327 | 45% |
| I've been accepted to a graduate school program (e.g., law school, medical school, business school). | | 70 | 47% | 11,016 | 35% |
| I'm better prepared to make a positive impact on the world. | | 115 | 78% | 21,756 | 68% |
| Other | | 3 | 2% | 577 | 2% |
| **Number of Students Who Responded to This Question** | | 148 | | 31,783 | |
| **Q7. How many hours per week, on average, do you plan to spend on the following activities while you're in college?** | | | | | |
| Studying, doing homework, or preparing for classes | 0 hours | 0 | 0% | 60 | 0% |
| | 1-5 hours | 2 | 1% | 5,077 | 16% |
| | 6-10 hours | 36 | 24% | 9,574 | 30% |
| | 11-15 hours | 39 | 27% | 8,059 | 26% |
| | 16-20 hours | 43 | 29% | 5,478 | 17% |
| | 21-25 hours | 20 | 14% | 2,206 | 7% |
| | 26 hours plus | 7 | 5% | 1,057 | 3% |
| | **Total** | 147 | 100% | 31,511 | 100% |
| Extracurricular activities (sports, music, drama, media, clubs, organizations, etc.) | 0 hours | 1 | 1% | 1,501 | 5% |
| | 1-5 hours | 18 | 12% | 9,223 | 29% |
| | 6-10 hours | 44 | 30% | 8,805 | 28% |
| | 11-15 hours | 47 | 32% | 5,969 | 19% |
| | 16-20 hours | 21 | 14% | 3,720 | 12% |
| | 21-25 hours | 13 | 9% | 1,332 | 4% |
| | 26 hours plus | 2 | 1% | 919 | 3% |
| | **Total** | 146 | 100% | 31,469 | 100% |
| Working for pay | 0 hours | 36 | 25% | 7,842 | 25% |
| | 1-5 hours | 36 | 25% | 5,780 | 19% |
| | 6-10 hours | 43 | 30% | 7,455 | 24% |
| | 11-15 hours | 20 | 14% | 4,824 | 15% |
| | 16-20 hours | 8 | 6% | 3,199 | 10% |
| | 21-25 hours | 1 | 1% | 1,139 | 4% |
| | 26 hours plus | 0 | 0% | 970 | 3% |
| | **Total** | 144 | 100% | 31,209 | 100% |

## Table 2. Number of Respondents Who Chose to Have a Follow-up Conversation

**Q10. Would you like to have a conversation about your goals and how to accomplish them with any of the people or offices listed below?**
*The follow-up conversation options were customized for each institution. Students could choose from a list of people and/or offices provided by their institution. A copy of the student's survey responses were forwarded to the selected people/offices when the student submitted their survey.*

| | | | | |
|---|---|---|---|---|
| Chose to have a follow-up conversation | 48 | 38% | 5,616 | 28% |
| Chose not to have a follow up conversation | 77 | 62% | 14,262 | 72% |
| **Total** | 125 | 100% | 19,878 | 100% |

**HEDS New Student Survey**
**Fall 2024 Comparison Report**
**Claremont McKenna College**

## Information About Respondents

On this worksheet, we provide more detail on the demographics your new students.

Table 1 includes the responses to the demographic questions in our survey along with any HEDS calculated variables. We've listed the calculated variables below the questions we used to derive those calculations. For more information about how we calculate these variables, see the Technical Information tab.

Table 2 shows the number of respondents who selected "Prefer not to respond" for each question.

| Table 1. Responses to Demographic Questions and HEDS Calculated Demographic Variables | | | | |
|---|---|---|---|---|
| | Claremont McKenna College | | All Other Institutions | |
| | n | % | n | % |
| **Q11. What is your gender?** | | | | |
| Man | 66 | 52% | 11,195 | 38% |
| Non-binary | 0 | 0% | 1,132 | 4% |
| Woman | 61 | 48% | 16,957 | 58% |
| **Total** | 127 | 100% | 29,284 | 100% |
| **Q12. Are you transgender?** | | | | |
| Yes | 1 | 1% | 237 | 2% |
| No | 126 | 99% | 9,945 | 97% |
| Unsure | 0 | 0% | 103 | 1% |
| **Total** | 127 | 100% | 10,285 | 100% |
| **Q13. What is your citizenship status?** | | | | |
| Not a U.S. citizen or permanent resident | 23 | 18% | 1,578 | 5% |
| U.S. permanent resident but not a U.S. citizen | 2 | 2% | 405 | 1% |
| U.S. citizen | 102 | 80% | 27,591 | 93% |
| **Total** | 127 | 100% | 29,574 | 100% |
| **Q14. What is your race and/or ethnicity? (Select all that apply)** | | | | |
| American Indian or Alaska Native<br>*For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.* | 2 | 2% | 227 | 2% |
| Asian<br>*For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, Pakistani, Hmong, Afghan, etc.* | 58 | 46% | 922 | 9% |
| Black or African American<br>*For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.* | 9 | 7% | 1,318 | 12% |
| Hispanic or Latino<br>*For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, Colombian, Honduran, Spaniard, etc.* | 18 | 14% | 1,688 | 16% |
| Middle Eastern or North African<br>*For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, Moroccan, Yemeni, Kurdish, etc.* | 4 | 3% | 188 | 2% |
| Native Hawaiian or Pacific Islander<br>*For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, Chuukese, Palauan, Tahitian, etc.* | 1 | 1% | 61 | 1% |

| | Claremont McKenna College | | All Others | |
|---|---|---|---|---|
| White *For example, English, German, Irish, Italian, Polish, Scottish, French, Swedish, Norwegian, etc.* | 59 | 46% | 7,607 | 71% |
| Some other race or ethnicity | 0 | 0% | 75 | 1% |
| **Number of Students Who Responded to This Question** | 127 | | 10,661 | |
| **Broad Racial/Ethnic Identities calculated by HEDS based on responses to Q13 and Q14.** | | | | |
| International | 23 | 18% | 496 | 5% |
| People of Color | 63 | 50% | 3,707 | 35% |
| White | 40 | 32% | 6,429 | 60% |
| **Total** | 126 | 100% | 10,632 | 100% |
| **Q15. What is the highest level of education completed by either of your parents or those who raised you?** | | | | |
| Did not finish high school | 6 | 5% | 768 | 3% |
| High school diploma or GED | 30 | 24% | 9,345 | 32% |
| Attended college but did not complete degree | 3 | 2% | 1,850 | 6% |
| Associate's degree (AA, AS, etc.) | 2 | 2% | 1,654 | 6% |
| Bachelor's degree (BA, BS, etc.) | 20 | 16% | 6,545 | 23% |
| Master's degree (MA, MS, MBA, etc.) | 36 | 29% | 6,194 | 21% |
| Doctoral or professional degree (PhD, JD, MD, etc.) | 29 | 23% | 2,675 | 9% |
| **Total** | 126 | 100% | 29,031 | 100% |
| **First-generation Status calculated by HEDS based on responses to Q15.** | | | | |
| Continuing generation | 87 | 69% | 17,068 | 59% |
| First generation | 39 | 31% | 11,963 | 41% |
| **Total** | 126 | 100% | 29,031 | 100% |
| **Q16. Have you received a Pell Grant?** | | | | |
| Not a Pell Grant recipient | 105 | 85% | 6,762 | 73% |
| Pell Grant recipient | 19 | 15% | 2,478 | 27% |
| **Total** | 124 | 100% | 9,240 | 100% |

| Table 2. Number of Respondents who Selected "Prefer Not to Respond" on Demographics Questions | | | | |
|---|---|---|---|---|
| | Claremont McKenna College | | All Others | |
| | n | % | n | % |
| **Q11. What is your gender?** | | | | |
| Selected a gender | 127 | 99% | 29,284 | 99% |
| Selected "Prefer not to respond" | 1 | 1% | 429 | 1% |
| **Q12. Are you transgender?** | | | | |
| Selected a transgender status | 127 | 99% | 10,285 | 99% |
| Selected "Prefer not to respond" | 1 | 1% | 129 | 1% |
| **Q13. What is your citizenship status?** | | | | |
| Selected a citizenship status | 127 | 99% | 29,574 | 100% |
| Selected "Prefer not to respond" | 1 | 1% | 125 | 0% |
| **Q14. What is your race and/or ethnicity? (Select all that apply)** | | | | |
| Selected a race or ethnic category | 127 | 99% | 10,661 | 99% |
| Selected "Prefer not to respond" | 1 | 1% | 98 | 1% |
| **Q15. What is the highest level of education completed by either of your parents or those who raised you?** | | | | |
| Selected a level of education | 126 | 99% | 29,031 | 98% |
| Selected "Prefer not to respond" | 1 | 1% | 608 | 2% |
| **Q16. Have you received a Pell Grant?** | | | | |
| Selected a Pell Grant status | 124 | 98% | 23,774 | 88% |
| Selected "Prefer not to respond" | 3 | 2% | 3,324 | 12% |

**HEDS New Student Survey**
**Fall 2024 Comparison Report**
**Claremont McKenna College**

**Technical Information**

This report summarizes data from 73 institutions that administered the HEDS New Student Survey in 2022, 2023, and/or 2024.

| | Claremont McKenna College | | All 2022-2024 Institutions | |
|---|---|---|---|---|
| | n | Response Rate | n | Response Rate |
| **All Student Respondents** | 158 | 44% | 32,689 | Average institutional response rate is 50% 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 2022-2024 Institutions" section of the table reflects the total number of respondents across all institutions (see the Participating Institutions tab.)

**Comparison Group**

The "All Other Institutions" group includes all institutions (*including yours*) that participated in the survey in the two prior years (with some exceptions) plus all institutions (*except yours*) in the current year.

*Exceptions to Three Years of Comparison Data*

We have updated and standardized some of our questions in this survey to improve the quality of your comparison data. These changes mean that for a handful of questions and calculations in this report, the comparison data will not include a full three years.
• Question with two years of comparison data (2023 and 2024):
  ○ Q10. Is there anyone at your institution that you'd like to have a conversation with about your responses to this survey or your plans for the future?
• Questions with one year of comparison data (2024)
  ○ Q12. Are you transgender?
  ○ Q14. What is your race and/or ethnicity? (Select all that apply)
  ○ Q16. Have you received a Pell Grant during your time at college?
  ○ Broad Racial/Ethnic Identities calculated by HEDS based on responses to Q13 and Q14.

**Indicators Used in this Report**

The New Student Survey provides information on three dimensions of the undergraduate experience. The three indicators and their reliabilities are:
• Academic Motivations – 8 statements, Cronbach's = 0.71
• Grit – 5 questions, Cronbach's = 0.81
• Worries – 10 questions, Cronbach's = 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 Statistical Significance**

On Worksheet "1. Summary," we ran t-tests in Figures 1-3 and chi-squared tests in Figure 4 with a p-value of 0.05 to determine if the data from students at your institution was significantly different from the data from students at all other institutions.

**Calculating Effect Sizes**

Outside of Worksheet "1. Summary," we calculated effect sizes for key comparisons rather than using tests of statistical significance. We have so many comparisons on the remaining worksheets 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 in most places in this report 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≥ 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 Racial/Ethnic Category*

This information comes from "Q13. What is your citizenship status?" and "Q14. What is your race and/or ethnicity? (Select all that apply)". Students had to answer both questions in order

*International,* calculated by:                *People of Color* , calculated by:                *White* , calculated by:

**◆HEDS**

Student selected
**Q13:** Not a U.S. citizen or permanent resident

**Q14:** Responses, or lack thereof, to this question do not affect this category. All students who selected "Not a U.S. citizen or permanet resident" in Q13 are categorized as "International" regardless of their reported race/ethnicity.

Student selected
**Q13:** U.S. citizen
or
U.S. permanent resident but not a U.S. citizen

**Q14: any of**
• American Indian or Alaska Native
• Asian
• Black or African American
• Hispanic or Latino
• Middle Eastern or North African
• Native Hawaiian or Pacific Islander⬜
• Some other race or ethnicity:
or
• Any two or more races *(including White)*⬜

Student selected
**Q13:** U.S. citizen
or
U.S. permanent resident but not a U.S. citizen

**Q14:** White
*No other race/ethnicity must be selected.*

*First-generation Status*

This information comes from "Q15. 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" or "High school diploma" as "First generation." We labeled students who selected "Attended college but did not complete degree," "Associate's degree," "Bachelor's degree," or "Master's degree" or "Doctoral or professional degree" as "Continuing generation." We do not include students who selected "Prefer not to respond" in this calculation.⬜

**Institutional Readiness for Incoming Students - Optional Module**

The Institutional Readiness worksheet summarizes data from approximately 11,300 students at 44 institutions that chose to include the *Institutional Readiness for Incoming Students* module when they administered the HEDS New Student Survey in 2023 and/or 2024. See the Particpating Institutions tab for a list of institutions that included the module.

*Indicators Used in the Institutional Readiness for Incoming Students Module*
The Institutional Readiness module provides information on two indicators that measure aspects of incoming students' academic preparation and confidence. The two indicators and their reliabilities are:⬜
• High School Academic Effort – 11 questions, Cronbach's   = 0.74
• Math Confidence – 6 questions, Cronbach's   = 0.86

*How Indicator Values are Calculated in the Module*
To calculate the High School Academic Effort Indicator, we summed each student's responses to the following 11 questions/statements using the values listed below. Scores can range from 11 to 58.
**M1. During your last year of high school, how many hours per week, on average, did you spend studying, doing homework, or preparing for classes?**
• 0 hours = 1
• 1–5 hours = 2
• 6–10 hours = 3
• 11–15 hours = 4
• 16-20 hours = 5
• 21-25 hours = 6
• 26+ hours = 7

**M2. During your last year of high school, about how many papers of the following lengths did you write for your classes?** (3 statements)
*Response options: 1=(No papers of this length); 2=(1–2 papers of this length); 3=(3–5 papers of this length); 4=(6–10 papers of this length); 5=(more than 10 papers of this length)*
• **M2-1:** 1-2 pages long
• **M2-2:** 3-5 pages long
• **M2-3:** 6 pages or more

**M4. During your last year of high school, how many hours per week, on average, did you spend reading for your classes?**
• 0 hours = 1
• 1–2 hours = 2
• 3–5 hours = 3
• 6–8 hours = 4
• 9–10 hours = 5

**M5. How often did you read the following types of materials (online or print) for class during your last year of high school?** (5 statements)
*Response options: 1=Never; 2= Rarely; 3=Sometimes; 4=Often; 5=Very often*
• **M5-1:** Textbooks
• **M5-2:** Newspaper or magazine articles
• **M5-3:** Research papers from academic journals
• **M5-4**: Entire fiction books
• **M5-5:** Entire nonfiction books

**M6. During your last year of high school, how often did you have to take notes in your classes in order to be successful?**

- Never = 1
- Rarely = 2
- Sometimes = 3
- Often = 4
- Very often = 5

To calculate the _Math Confidence Indicator_ , we summed each student's responses to the six math problems in question M8 of the module using the following scoring scheme. Scores can range from 6 to 24.

- Definitely no = 1
- Maybe = 2
- Probably = 3
- Definitely yes = 4

### 2024 Survey Instruments

You can view the full survey and module instruments for 2024 at the following links:

2024 HEDS New Student Survey

2024 HEDS Institutional Readiness for Incoming Students - Optional New Student Module

# HEDS New Student Survey
# Fall 2024 Comparison Report
# Claremont McKenna College

## Participating Institutions

Below, we provide a list of the institutions that administered the New Student Survey in 2022, 2023, and/or 2024 and are included in this report. They are marked as "Yes" if they included the *Institutional Readiness for Incoming Students* module in their survey in 2023 or 2024.

| Participating Institutions from 2022–2024 | |
|---|---|
| **Institution Name** | **Optional Module** |
| Adams State University | Yes |
| Agnes Scott College | |
| Augustana College | Yes |
| Belmont University | |
| Beloit College | Yes |
| Biola University | Yes |
| Camden County College | |
| Capitol Technology University | Yes |
| Cardinal Stritch University | |
| Champlain College | |
| Claremont McKenna College | |
| Cottey College | Yes |
| Dickinson College | Yes |
| Doane University | Yes |
| Dominican University of California | Yes |
| Eastern Mennonite University | Yes |
| Eckerd College | |
| Emerson College | Yes |
| Emory & Henry University | Yes |
| Fresno Pacific University | |
| Georgian Court University | Yes |

| | |
|---|---|
| Gettysburg College | |
| Greensboro College | Yes |
| Guilford College | Yes |
| Hampden-Sydney College | Yes |
| Hanover College | Yes |
| Hastings College | Yes |
| Heidelberg University | Yes |
| Hollins University | Yes |
| Hope College | Yes |
| Illinois Wesleyan University | |
| Imperial Valley College | Yes |
| Indian River State College | |
| John A Logan College | Yes |
| Kenyon College | Yes |
| Keystone College | |
| Lawrence University | Yes |
| Lewis & Clark College | |
| Manor College | Yes |
| Mayville State University | Yes |
| McDaniel College | |
| Mount Mary University | Yes |
| Neumann University | Yes |
| Olivet College | |
| Pacific Lutheran University | |
| Principia Colleg | Yes |
| Purdue University Fort Wayne | Yes |
| Ramapo College of New Jersey | Yes |
| Roanoke College | |
| Rollins College | Yes |

| | |
|---|---|
| Saint Norbert College | Yes |
| Saint Vincent College | |
| Salem State University | |
| Scripps College | |
| Seattle Pacific University | Yes |
| Simpson College | |
| St. Catherine University | Yes |
| St. Lawrence University | |
| St. Mary's College of Maryland | |
| St. Norbert College | |
| St. Olaf College | |
| St. Thomas University | Yes |
| The College of Saint Rose | |
| The University of Findlay | Yes |
| Tusculum University | |
| University of Pittsburgh-Bradford | Yes |
| University of Puget Sound | Yes |
| University of Saint Katherine | |
| University of South Carolina-Upstate | |
| Virginia Wesleyan University | Yes |
| Wells College | |
| Westminster University | Yes |
| Whitman College | |
| Woodbury University | |

# HEDS

## Understandings Regarding the Use
## of Information Gathered for HEDS

**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 or person.