



HEDS New Student Survey Fall 2022 Comparison Report Claremont McKenna College

Released 4/28/2023

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

This report consists of a series of worksheets in which we summarize the survey data with different levels of granularity. The Indicator Summary worksheet provides a quick comparative overview of the three indicators that we measured in this survey. The next three worksheets provide more detail on how students with different identities and backgrounds responded to each of the three indicators. The final worksheet shows how your students responded to each closed-ended question on the survey.

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Indicator Summary

The figures below compare your institution to other 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 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 size of the difference between your institution and other institutions.¹

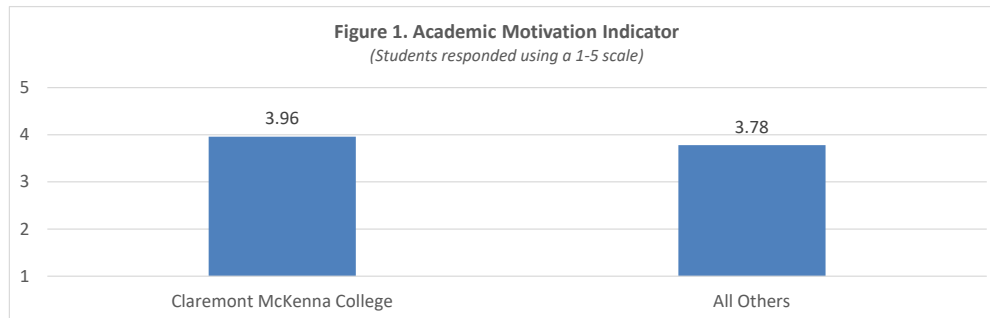


Figure 1. ↑↑ Medium positive difference

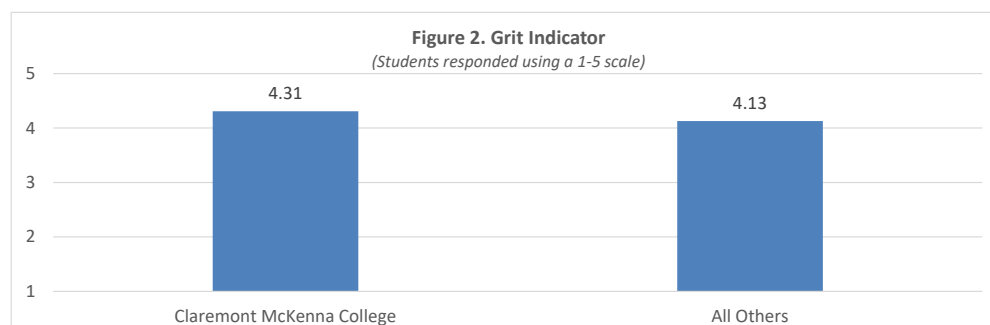


Figure 2. ↑↑ Medium positive difference

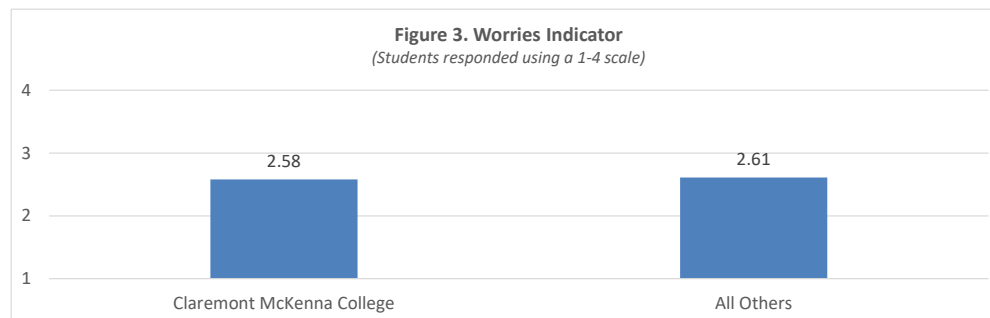


Figure 3. ⇌ No difference

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 for different groups of your students on the Academic Motivation Indicator. This indicator measures students' interest in working hard on academics, getting good grades, and engaging challenging intellectual material. We used this indicator extensively in the Wabash National Study, and 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.

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.

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 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	175	3.96	↑↑	9,444	3.78
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	54	4.01	↑↑	1,573	3.82
U.S. White	88	3.88	↑	6,602	3.76
International	25	4.08	↑	626	3.96
Results by Gender Identity					
Man	77	3.92	↑↑	3,306	3.71
Woman	87	4.00	↑↑	5,065	3.84
Results by Pell Grant Status					
Pell Grant recipient	23	3.93	↑	1,825	3.84
Not a Pell Grant recipient	133	3.98	↑↑	6,492	3.78
Results by Parent(s) Education					
First generation	34	3.94	↑	3,365	3.82
Not first generation	133	3.96	↑↑	5,395	3.76

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 for different groups of your students on the Grit Indicator. 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.

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	175	4.31	↑↑	9,399	4.13
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	55	4.27	↑	1,579	4.17
U.S. White	86	4.33	↑↑	6,611	4.13
International	25	4.33	↑↑	625	4.13
Results by Gender Identity					
Man	77	4.29	↑	3,302	4.18
Woman	86	4.34	↑↑	5,084	4.14
Results by Pell Grant Status					
Pell Grant recipient	23	4.43	↑↑↑	1,825	4.17
Not a Pell Grant recipient	131	4.30	↑↑	6,476	4.13
Results by Parent(s) Education					
First generation	35	4.45	↑↑↑	3,369	4.15
Not first generation	131	4.27	↑	5,407	4.13

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., 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

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 for different groups of your students on the Worries Indicator. 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.

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 on the Worries Indicator of 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	174	2.58	≈	9,259	2.61
Results by Broad Racial/Ethnic Identities					
U.S. People of Color	54	2.65	↓	1,573	2.72
U.S. White	87	2.49	↓	6,568	2.57
International	25	2.71	≈	624	2.70
Results by Gender Identity					
Man	77	2.52	↑	3,291	2.46
Woman	86	2.61	↓	5,043	2.68
Results by Pell Grant Status					
Pell Grant recipient	23	2.60	↓	1,787	2.71
Not a Pell Grant recipient	132	2.56	≈	6,417	2.58
Results by Parent(s) Education					
First generation	35	2.63	↓	3,357	2.69
Not first generation	131	2.56	≈	5,368	2.55

¹Effect 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
		%	%
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	42%	36%
	Agree	46%	52%
	Neither agree nor disagree	9%	9%
	Disagree	3%	2%
	Strongly disagree	0%	0%
	Total	100%	100%
When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	Strongly agree	42%	29%
	Agree	42%	53%
	Neither agree nor disagree	14%	16%
	Disagree	1%	2%
	Strongly disagree	1%	0%
	Total	100%	100%
In the past, I frequently did more reading than was required in a class simply because it interested me.	Strongly agree	15%	10%
	Agree	28%	23%
	Neither agree nor disagree	31%	32%
	Disagree	23%	29%
	Strongly disagree	4%	6%
	Total	100%	100%
In the past, I frequently talked to my teachers outside of class about ideas presented during class.	Strongly agree	34%	19%
	Agree	42%	35%
	Neither agree nor disagree	15%	24%
	Disagree	9%	19%
	Strongly disagree	1%	3%
	Total	100%	100%
Getting the best grades I can is very important to me.	Strongly agree	66%	59%
	Agree	27%	34%
	Neither agree nor disagree	6%	6%
	Disagree	2%	1%
	Strongly disagree	0%	0%
	Total	100%	100%
I enjoy the challenge of learning complicated new material.	Strongly agree	38%	24%
	Agree	50%	49%
	Neither agree nor disagree	10%	23%
	Disagree	2%	4%
	Strongly disagree	0%	0%
	Total	100%	100%
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	Strongly agree	26%	26%
	Agree	43%	45%
	Neither agree nor disagree	24%	22%
	Disagree	7%	6%
	Strongly disagree	0%	1%
	Total	100%	100%
My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	Strongly agree	8%	7%
	Agree	27%	25%
	Neither agree nor disagree	35%	45%
	Disagree	28%	20%
	Strongly disagree	3%	3%
	Total	100%	100%
Please rate your confidence in the following. (Q2)			
Choosing to attend Claremont McKenna College	Very confident	71%	61%
	Fairly confident	21%	32%
	Somewhat confident	6%	7%
	Not confident	2%	1%
	Total	100%	100%

Knowing what I want to major in	Very confident	23%	39%
	Fairly confident	38%	34%
	Somewhat confident	23%	17%
	Not confident	16%	10%
	Total	100%	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	32%	23%
	Mostly like me	44%	44%
	Somewhat like me	20%	26%
	Not much like me	4%	6%
	Not like me at all	1%	1%
	Total	100%	100%
I am a hard worker.	Very much like me	65%	52%
	Mostly like me	29%	38%
	Somewhat like me	5%	9%
	Not much like me	1%	1%
	Not like me at all	0%	0%
	Total	100%	100%
I finish whatever I begin.	Very much like me	36%	32%
	Mostly like me	49%	42%
	Somewhat like me	11%	21%
	Not much like me	2%	4%
	Not like me at all	1%	1%
	Total	100%	100%
I am diligent. I never give up.	Very much like me	41%	31%
	Mostly like me	46%	46%
	Somewhat like me	11%	20%
	Not much like me	2%	3%
	Not like me at all	0%	0%
	Total	100%	100%
I have overcome setbacks to conquer an important challenge.	Very much like me	57%	47%
	Mostly like me	36%	42%
	Somewhat like me	7%	10%
	Not much like me	0%	1%
	Not like me at all	1%	0%
	Total	100%	100%
People go to college to achieve many different goals. In order for you to feel like you've had a successful college experience, which of the following must happen by the time you graduate from Claremont McKenna College? (Check all that apply) (Q4)			
I'm prepared to begin a meaningful career.		87%	82%
I've learned new things that will help me in my life after college.		89%	82%
I feel prepared to deal with intellectual and interpersonal challenges that will come my way.		79%	68%
I've built friendships that will last long beyond college.		92%	75%
I've figured out what I want to do with my life.		46%	55%
I feel confident that I will be able to financially support myself in the future.		86%	77%
I feel prepared to build a good life for my family.		54%	51%
I've made my family proud.		58%	55%
I'm in a position to give back to my community.		59%	48%
I've been accepted to a graduate school program (e.g., law school, medical school, business school).		40%	37%
I'm better prepared to make a positive impact on the world.		78%	72%
Other		1%	2%
How often do you worry about the following? (Q5)			
Doing well academically in college	Very often	47%	43%
	Often	33%	34%
	Sometimes	19%	20%
	Never	2%	3%
	Total	100%	100%
Making friends	Very often	34%	28%
	Often	26%	29%
	Sometimes	34%	32%
	Never	6%	11%
	Total	100%	100%
Paying bills (tuition, books, etc.)	Very often	14%	30%
	Often	17%	25%
	Sometimes	40%	30%
	Never	28%	15%
	Total	100%	100%

Meeting the expectations of others	Very often	28%	29%
	Often	34%	34%
	Sometimes	33%	30%
	Never	5%	8%
	Total	100%	100%
Balancing class, social, family, and other life responsibilities	Very often	42%	40%
	Often	40%	36%
	Sometimes	16%	21%
	Never	3%	3%
	Total	100%	100%
Maintaining my mental health and well-being	Very often	37%	38%
	Often	25%	28%
	Sometimes	32%	26%
	Never	7%	8%
	Total	100%	100%
Figuring out what I want to do with my life	Very often	32%	31%
	Often	37%	29%
	Sometimes	23%	30%
	Never	7%	10%
	Total	100%	100%
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality, COVID-19)	Very often	17%	18%
	Often	35%	27%
	Sometimes	41%	40%
	Never	7%	16%
	Total	100%	100%
Having enough to eat day-to-day	Very often	5%	8%
	Often	11%	12%
	Sometimes	19%	23%
	Never	65%	58%
	Total	100%	100%
Having a safe and secure place to sleep every night	Very often	3%	8%
	Often	6%	8%
	Sometimes	16%	16%
	Never	75%	69%
	Total	100%	100%
How many hours per week, on average, do you plan to spend on the following activities at Claremont McKenna College? (Q7)			
Studying, doing homework, or preparing for classes	0 hours	1%	0%
	1-5 hours	3%	14%
	6-10 hours	18%	30%
	11-15 hours	29%	26%
	16-20 hours	28%	19%
	21-25 hours	14%	8%
	26 hours plus	8%	4%
	Total	100%	100%
Extracurricular activities (sports, music, drama, media, clubs, organizations, etc.)	0 hours	2%	3%
	1-5 hours	15%	29%
	6-10 hours	30%	29%
	11-15 hours	30%	19%
	16-20 hours	17%	12%
	21-25 hours	6%	5%
	26 hours plus	1%	3%
	Total	100%	100%
Working for pay	0 hours	26%	27%
	1-5 hours	28%	19%
	6-10 hours	30%	24%
	11-15 hours	11%	16%
	16-20 hours	5%	10%
	21-25 hours	0%	3%
	26 hours plus	0%	2%
	Total	100%	100%
Did students choose to share their survey responses with someone on campus for a follow-up conversation? (Q10 customized for each institution)			
	Yes	36%	38%
	No	65%	62%
	Total	100%	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 %
What is your gender? (Q11)		
Man	46%	38%
Woman	52%	58%
Non-binary	2%	5%
Total	100%	100%
What is your citizenship status? (Q12)		
U.S. citizen	85%	93%
U.S. permanent resident but not a U.S. citizen	2%	1%
Not a U.S. citizen or permanent resident	13%	6%
Total	100%	100%
Which of the following racial or ethnic categories applies to your identity? (Check all that apply) (Q13)		
African	1%	2%
African American/Black	5%	7%
Alaska Native	0%	0%
Asian	24%	7%
Asian American	10%	3%
Caribbean/West Indian	1%	1%
Hispanic or Latino/a	18%	12%
Latin American	5%	2%
Middle Eastern	4%	1%
Native American/American Indian	2%	2%
Native Hawaiian or other Pacific Islander	1%	1%
South Asian	8%	1%
Southeast Asian	4%	1%
White	52%	77%
Some other race or ethnicity	1%	1%
Number of Students Who Responded to This Question		
Results by Broad Racial/Ethnic Identities		
U.S. People of Color	33%	18%
U.S. White	52%	75%
International	15%	7%
Total	100%	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	3%	2%
High school diploma or G.E.D.	16%	30%
Attended college but did not complete degree	2%	6%
Associate's degree (A.A., A.S., etc.)	2%	6%
Bachelor's degree (B.A., B.S., etc.)	29%	23%
Master's degree (M.A., M.S., etc.)	29%	22%
Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	19%	10%
Total	100%	100%
Parent(s) Education		
First generation	21%	39%
Not first generation	79%	62%
Total	100%	100%
Have you received a Pell Grant? (Q15)		
Pell Grant Recipient	15%	22%
Not a Pell Grant Recipient	85%	78%
Total	100%	100%



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 other institutions. The report aggregates data from all other institutions into one comparison group and therefore does not identify data from other individual institutions.



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Technical Information

This report summarizes data from 32 institutions (listed below) that administered the 2022 HEDS New Student Survey. The average response rate was 54%.

Participating Institutions and Number of Responses		
	# of Respondents ¹	Response Rate ²
Agnes Scott College	166	65%
Augustana College	204	31%
Beloit College	235	74%
Biola University	727	77%
Cardinal Stritch University	38	9%
Champlain College	398	67%
Claremont McKenna College	177	53%
Dominican University of California	95	35%
Eckerd College	337	57%
Emerson College	529	52%
Fresno Pacific University	97	23%
Hanover College	263	91%
Heidelberg University	218	86%
Hope College	710	78%
Illinois Wesleyan University	230	54%
Kenyon College	366	68%
Lawrence University	183	44%
Lewis & Clark College	504	71%
Olivet College	70	21%
Pacific Lutheran University	234	36%
Roanoke College	388	76%
Seattle Pacific University	209	28%
Simpson College	283	82%
St. Lawrence University	500	92%
St. Norbert College	420	83%
St. Olaf College	472	53%
St. Thomas University	329	41%
The College of Saint Rose	96	22%
The University of Findlay	489	55%
Tusculum University	166	56%
University of Puget Sound	275	62%
Virginia Wesleyan University	29	10%
Westminster College (UT)	120	50%
Whitman College	142	40%

¹Respondents include students who answered at least one question.

²We calculated the response rate by dividing an institution's number of respondents by the number of emails delivered through Qualtrics.

*Institution used authentication method, and response rates for these institutions do not factor in bounced email addresses.

Indicators

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

- Academic Motivations – 8 statements, Cronbach's $\alpha = 0.71$
- 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 Mean

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



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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 $n >$ or equal to 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

• Race/Ethnicity

This information comes from Question 11, "What is your citizenship status?" and Question 12, "Which of the following racial or ethnic categories applies to your identity?" 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" and "White" or "Middle Eastern;"
- "US POC" if the student selected "US Citizen" and "African," "African American/Black," "Alaska Native," "Asian," "Asian American," "Caribbean/West Indian," "Hispanic or Latino/a," "Latin American," "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"

We do not include students who selected "Prefer not to respond" in this calculation.

• Parent(s) Education Level

This information comes from Question 13, "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.