Claremont McKenna College
CIRP Freshman Survey
2018 Results

First-time, Full-time Freshmen

Claremont McKenna College
N=186

Private/Nonsectarian 4yr Colleges-very high selectivity
N=3,077

Higher Education Research Institute, University of California at Los Angeles
The CIRP Freshman Survey (TFS) collects important information on what your incoming students are like before they experience college. Key sections of the survey examine:

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

## Demographics
- Gender Identity
- Race/Ethnicity
- Distance from Home

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

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

## High School Experiences
- Academic Preparation
- Habits of Mind
- Pluralistic Orientation

## Academic Self-Concept
- Civic Engagement
- Health and Wellness

## College Preparation
- Summer Bridge Program
- AP Coursework
- Science/Research Self-Efficacy

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

## Expectations for College Life
- Engagement
- Academic Behaviors
- Student Mobility

---

2018 The Freshman Survey
A Note about CIRP Constructs

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

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

Gender Identity

Your Institution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>47.8%</td>
</tr>
<tr>
<td>Woman</td>
<td>52.2%</td>
</tr>
<tr>
<td>Trans Man</td>
<td>0.0%</td>
</tr>
<tr>
<td>Trans Woman</td>
<td>0.0%</td>
</tr>
<tr>
<td>Genderqueer *</td>
<td>0.0%</td>
</tr>
<tr>
<td>Different Identity</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Comparison Group

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>47.3%</td>
</tr>
<tr>
<td>Woman</td>
<td>52.3%</td>
</tr>
<tr>
<td>Trans Man</td>
<td>0.4%</td>
</tr>
<tr>
<td>Trans Woman</td>
<td>0.0%</td>
</tr>
<tr>
<td>Genderqueer *</td>
<td>0.0%</td>
</tr>
<tr>
<td>Different Identity</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

* Genderqueer/Gender Non-conforming
Demographics

Race/Ethnicity

Your Institution | Comparison Group

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>4.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Native</td>
<td>25.4%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Asian/Hawaiian/Pacific Islander</td>
<td>9.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>43.8%</td>
<td>59.2%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>17.3%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2018 The Freshman Survey
Demographics

How many miles is this college from your permanent home?

![Bar chart showing the distribution of distances from permanent home to college for Your Institution and Comparison Group.]

- 5 or less: 0.0% (Your Institution), 0.9% (Comparison Group)
- 6-10: 1.6% (Your Institution), 1.1% (Comparison Group)
- 11-50: 16.7% (Your Institution), 6.0% (Comparison Group)
- 51-100: 2.2% (Your Institution), 4.5% (Comparison Group)
- 101-500: 21.5% (Your Institution), 38.9% (Comparison Group)
- Over 500: 58.1% (Your Institution), 48.5% (Comparison Group)
Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
College Admissions Decisions
To how many colleges *other than this one* did you apply for admission this year?
Were you accepted by your first choice college?

- Yes: 66.7%
- No: 33.3%

Is this college your...

- First Choice: 65.1%
- Second Choice: 52.7%
- Third Choice: 23.2%
- Less than Third Choice: 10.6%

Your Institution

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

- To be able to get a better job: 83.9% Very Important, 75.3% Somewhat Important
- To gain a general education and appreciation of ideas: 85.6% Very Important, 85.6% Somewhat Important
- To make me a more cultured person: 71.7% Very Important, 63.0% Somewhat Important
- To be able to make more money: 61.1% Very Important, 33.9% Somewhat Important
In deciding to go to college, how important to you was each of the following reasons?

- **To learn more about things that interest me**
  - Your Institution: 88.9%
  - Comparison Group: 89.3%

- **To get training for a specific career**
  - Your Institution: 55.0%
  - Comparison Group: 47.5%

- **To prepare myself for graduate or professional school**
  - Your Institution: 54.4%
  - Comparison Group: 58.8%
College Choice

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

![Bar chart showing the percentage of students who found each reason very important or somewhat important.](chart)

- **This college has a very good academic reputation**: 86.8% Very Important, 12.6% Somewhat Important
- **This college’s graduates make a difference in the world**: 80.5% Very Important, 18.3% Somewhat Important
- **This college’s graduates gain admission to top graduate/professional schools**: 66.5% Very Important, 28.3% Somewhat Important
- **This college’s graduates get good jobs**: 51.2% Very Important, 38.2% Somewhat Important

*Your Institution vs. Comparison Group*

- Very Important:
  - This college has a very good academic reputation: 86.8%
  - This college’s graduates make a difference in the world: 80.5%
  - This college’s graduates gain admission to top graduate/professional schools: 66.5%
  - This college’s graduates get good jobs: 51.2%

- Somewhat Important:
  - This college has a very good academic reputation: 12.6%
  - This college’s graduates make a difference in the world: 18.3%
  - This college’s graduates gain admission to top graduate/professional schools: 28.3%
  - This college’s graduates get good jobs: 38.2%

*2018 The Freshman Survey*
College Choice

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was offered financial assistance</td>
<td>30.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.9%</td>
<td>16.6%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>21.4%</td>
<td>25.4%</td>
</tr>
<tr>
<td></td>
<td>19.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.8%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>
College Choice

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

- **My parents/relatives wanted me to come**: 16.1% (Very Important) + 11.3% (Somewhat Important) = 27.4%
- **I wanted to live near home**: 43.7% (Very Important) + 22.0% (Somewhat Important) = 65.7%
- **Rankings in national magazines**: 49.1% (Very Important) + 19.7% (Somewhat Important) = 68.8%
- **A visit to this campus**: 71.7% (Very Important) + 18.5% (Somewhat Important) = 90.2%

Your Institution:
- Very Important: Red
- Somewhat Important: Blue

Comparison Group:
- Very Important: Black
- Somewhat Important: Pink

2018 The Freshman Survey
Economic factors play an important role in students’ decisions about college.
Financing College

Students’ first year funding sources:

- **Family resources**
  - Your Institution: 93.0%
  - Comparison Group: 88.6%

- **Personal resources**
  - Your Institution: 57.6%
  - Comparison Group: 44.6%

- **Aid not to be repaid**
  - Your Institution: 61.8%
  - Comparison Group: 45.2%

- **Aid to be repaid**
  - Your Institution: 37.6%
  - Comparison Group: 29.6%
Financing College

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

- Military grants: 0.0% (Your Institution), 0.7% (Comparison Group)
- Work-study: 31.9% (Your Institution), 39.4% (Comparison Group)
- Pell grant: 17.5% (Your Institution), 15.8% (Comparison Group)
- Need-based grants or scholarships: 35.5% (Your Institution), 48.5% (Comparison Group)
- Merit-based grants or scholarships: 28.4% (Your Institution), 44.7% (Comparison Group)

2018 The Freshman Survey
Financing College

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

- None: 51.1% (Your Institution), 46.0% (Comparison Group)
- Some: 42.9% (Your Institution), 49.0% (Comparison Group)
- Major: 6.0% (Your Institution), 5.1% (Comparison Group)

2018 The Freshman Survey
High School Experiences

Understanding students’ established behaviors in high school helps foster skills, knowledge, and abilities in the curriculum and co-curriculum.
High School Experiences

Please mark which of the following courses you have completed.

- Pre-Calculus/Trigonometry
  - Your Institution: 95.7%
  - Comparison Group: 95.5%

- Probability and Statistics
  - Your Institution: 35.3%
  - Comparison Group: 37.0%

- Calculus
  - Your Institution: 67.2%
  - Comparison Group: 61.8%

- AP Probability and Statistics
  - Your Institution: 31.9%
  - Comparison Group: 30.0%

- AP Calculus
  - Your Institution: 67.4%
  - Comparison Group: 58.8%

- AP Computer Science A
  - Your Institution: 11.7%
  - Comparison Group: 10.0%
**Habits of Mind**

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

**Construct Items**

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

- **Construct Items**
  - Tolerance of others with different beliefs
  - Ability to work cooperatively with diverse people
  - Ability to discuss and negotiate controversial issues
  - Openness to having my views challenged
  - Ability to see the world from someone else's perspective
  - Critical thinking skills
  - Ability to manage your time effectively
Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

Construct Items

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

Construct Items

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

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

- Felt overwhelmed by all I had to do:
  - Your Institution: 56.6% (Frequently) 38.5% (Occasionally)
  - Comparison Group: 51.0% (Frequently) 44.0% (Occasionally)

- Felt depressed:
  - Your Institution: 13.2% (Frequently) 15.2% (Occasionally)
  - Comparison Group: 15.2% (Frequently) 43.2% (Occasionally)
College Preparation

These items illustrate students’ academic preparation.
Summer Bridge Program

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

- Zero: 97.3% Your Institution, 93.0% Comparison Group
- 1 to 2: 2.7% Your Institution, 4.9% Comparison Group
- 3 to 4: 0.0% Your Institution, 0.8% Comparison Group
- 5 to 6: 0.0% Your Institution, 1.2% Comparison Group
- 7 or more: 0.0% Your Institution, 0.2% Comparison Group

2018 The Freshman Survey
AP Coursework

Please mark which of the following courses you have completed.

- **AP Biology**: 28.3% (Your Institution) vs. 33.6% (Comparison Group)
- **AP Chemistry**: 17.8% vs. 25.2%
- **AP Physics**: 28.5% vs. 31.4%
- **AP Environmental Science**: 21.8% vs. 21.3%
Science/Research Self-Efficacy

How confident are you that you can do the following?

Understand scientific concepts
- Your Institution: 36.3% Very Confident, 24.0% Absolutely Confident
- Comparison Group: 35.9% Very Confident, 26.3% Absolutely Confident

Use technical science skills (use of tools, instruments, and/or techniques
- Your Institution: 27.4% Very Confident, 21.8% Absolutely Confident
- Comparison Group: 29.2% Very Confident, 20.2% Absolutely Confident

Explain the results of a study
- Your Institution: 46.1% Very Confident, 27.5% Absolutely Confident
- Comparison Group: 43.2% Very Confident, 24.1% Absolutely Confident
Understanding students’ intended majors and career aspirations helps them plot an intentional and meaningful course of study.
# Expectations: Major

Please indicate your intended major.

<table>
<thead>
<tr>
<th>Major</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>14.9%</td>
<td>20.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>8.3%</td>
<td>2.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.7%</td>
<td>6.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>0.0%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>0.0%</td>
<td>1.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History or Political Science</td>
<td>14.4%</td>
<td>11.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.2%</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td></td>
<td></td>
<td>5.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td>30.4%</td>
</tr>
<tr>
<td>Justice and Security</td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Library Science</td>
<td></td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Non-technical</td>
<td></td>
<td></td>
<td></td>
<td>3.3%</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
<td>18.8%</td>
<td>20.5%</td>
</tr>
</tbody>
</table>
Expectations: Major

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

- Pre-Med: 11.8% (Your Institution), 17.8% (Comparison Group)
- Pre-Law: 15.1% (Your Institution), 12.2% (Comparison Group)
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Health Professional</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0.5%</td>
<td>1.4%</td>
<td></td>
<td>1.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Artist</td>
<td>2.7%</td>
<td>4.9%</td>
<td>Health Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>29.3%</td>
<td>10.8%</td>
<td>Homemaker/Stay-at-Home Parent</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>Information Technology Professional</td>
<td>2.7%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.1%</td>
<td>Lawyer</td>
<td>9.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.0%</td>
<td>1.6%</td>
<td>Military</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.1%</td>
<td>1.4%</td>
<td>Nurse</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>7.6%</td>
<td>10.8%</td>
<td>Research Scientist</td>
<td>2.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>1.1%</td>
<td>1.8%</td>
<td>Service Industry</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineer</td>
<td>2.7%</td>
<td>6.1%</td>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Government</td>
<td>5.4%</td>
<td>3.8%</td>
<td>Social/Non-Profit Services</td>
<td>1.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>Other</td>
<td>3.3%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Expectations: Time-to-Degree

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

- 93.2% expect to graduate in 4 years.
- 97.0% expect to graduate in 4 years.
- 0.0% expect to graduate in 1 year.
- 0.0% expect to graduate in 2 years.
- 0.0% expect to graduate in 3 years.
- 1.7% expect to graduate in 3 years.
- 1.4% expect to graduate in 3 years.
- 4.0% expect to graduate in 5 years.
- 1.0% expect to graduate in 5 years.
- 0.6% do not plan to graduate from this college.
- 0.3% do not plan to graduate from this college.
- 0.6% do not plan to graduate from this college.
- 0.4% do not plan to graduate from this college.

Comparison Group:
- 0.0% expect to graduate in 1 year.
- 0.0% expect to graduate in 2 years.
- 0.0% expect to graduate in 3 years.
- 0.0% expect to graduate in 4 years.
- 0.0% expect to graduate in 5 years.
- 0.0% expect to graduate in 6+ years.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.

Your Institution:
- 0.0% expect to graduate in 1 year.
- 0.0% expect to graduate in 2 years.
- 0.0% expect to graduate in 3 years.
- 0.0% expect to graduate in 4 years.
- 0.0% expect to graduate in 5 years.
- 0.0% expect to graduate in 6+ years.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.
- 0.0% do not plan to graduate from this college.
Expectations: Degree Aspirations

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

- None
- Vocational certificate
- Associate (A.A. or equivalent)
- Bachelor's degree (B.A., B.S., B.D., etc.)
- Master's degree (M.A., M.S., M.B.A., etc.)
- J.D. (Law)
- M.D., D.D.S., D.V.M., etc. (Medical)
- Ph.D.
- Professional Doctorate (Ed.D., Psy.D., etc.)
- Other

Your Institution
Comparison Group

2018 The Freshman Survey
Expectations for College Life

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

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

- Participate in volunteer or community service work
  - Your Institution: 55.6%
  - Comparison Group: 46.7%

- Participate in a study abroad program
  - Your Institution: 59.3%
  - Comparison Group: 54.9%
Expectations for College Life

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

- Get tutoring help in specific courses: 43.5% (Your Institution), 47.3% (Comparison Group)
- Take a course exclusively online: 1.2% (Your Institution), 14.1% (Comparison Group)
- Work on a professor’s research project: 47.1% (Your Institution), 40.1% (Comparison Group)

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance

2018 The Freshman Survey
Expectations for College Life

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

- Take a leave of absence from this college temporarily
  - Your Institution: Very Good Chance 1.2%, Some Chance 7.0%
  - Comparison Group: Very Good Chance 1.2%, Some Chance 7.5%

- Transfer to another college before graduating
  - Your Institution: Very Good Chance 2.3%, Some Chance 11.1%
  - Comparison Group: Very Good Chance 2.5%, Some Chance 13.9%

2018 The Freshman Survey
The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

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

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