University of California-Riverside
CIRP Freshman Survey
2017 Results

First-time, Full-time Freshmen

University of California-Riverside
N=1,937

Public Universities - medium
N=16,080

INCOMING FIRST-YEAR STUDENTS

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

A Note about CIRP Constructs

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

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

Demographics

SEX

Your Institution

35.0%

65.0%
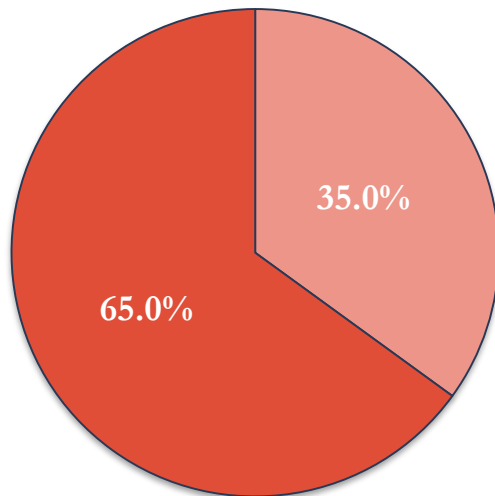
☐ Male ☐ Female

Comparison Group

52.5% 47.5%
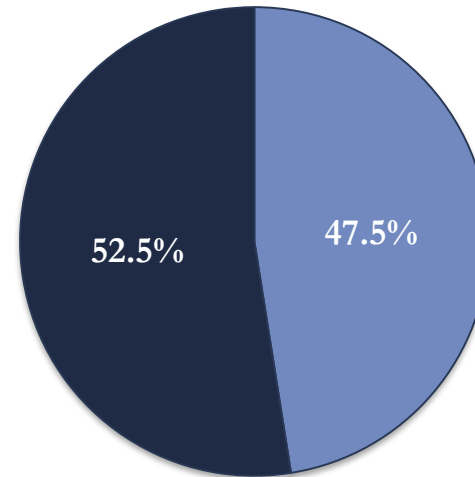
☐ Male ☐ Female

Demographics

Race/Ethnicity

	African American/ Black	American Indian/ Alaska Native	Asian/ Native Hawaiian/ Pacific Islander	Latino	White/ Caucasian	Other Race/ Ethnicity	Two or More Races/ Ethnicities
Your Institution	4.0%	0.1%	36.2%	35.7%	9.9%	0.6%	13.5%
Comparison Group	6.2%	0.1%	18.6%	5.8%	57.5%	0.7%	11.2%
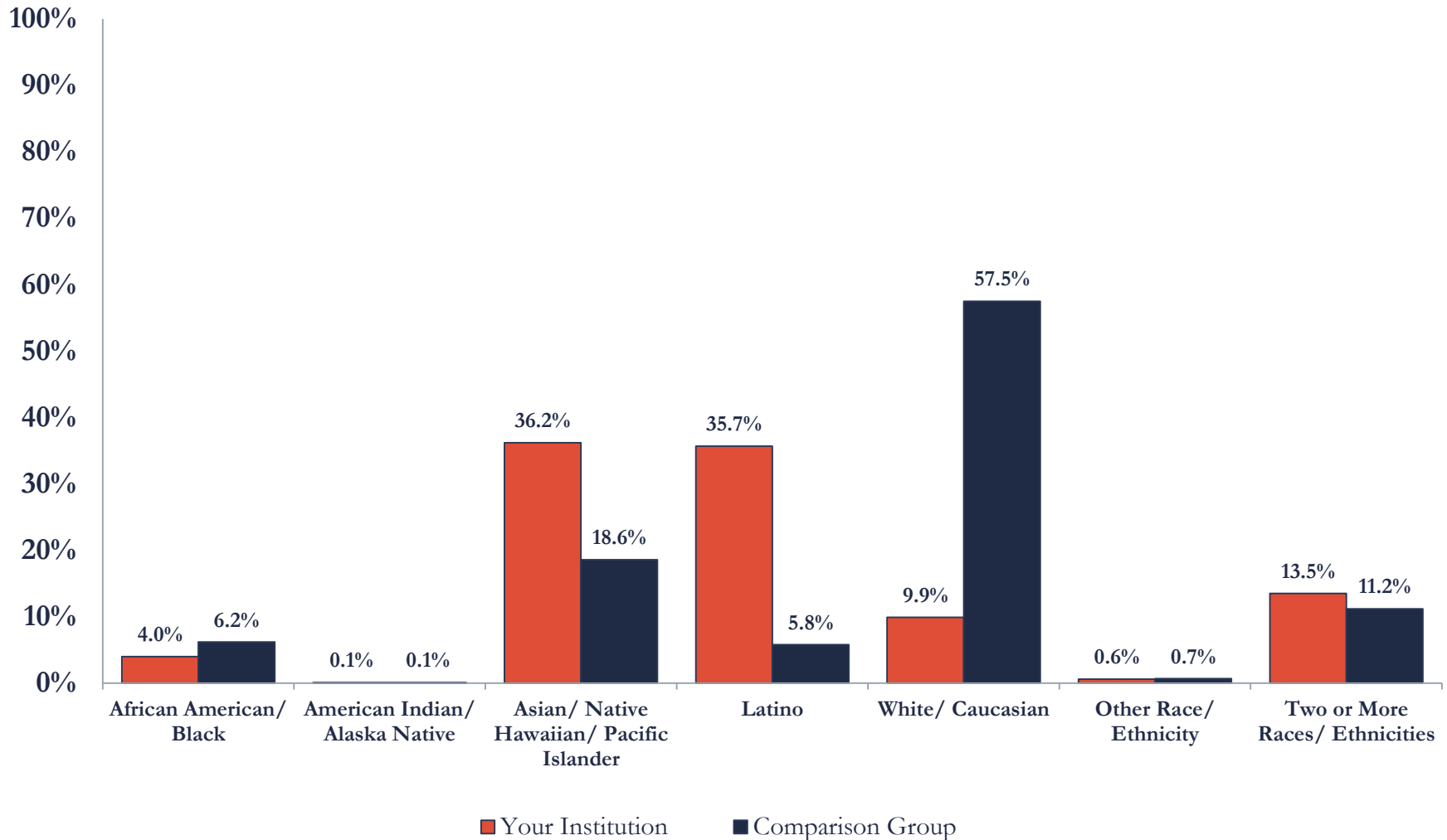
Demographics

How many miles is this college from your permanent home?

Bar chart comparing "Your Institution" (orange) and "Comparison Group" (dark blue):

Distance	Your Institution	Comparison Group
5 or less	1.6%	3.0%
6-10	5.7%	5.1%
11-50	40.8%	27.0%
51-100	29.9%	17.0%
101-500	18.2%	38.3%
Over 500	3.9%	9.6%
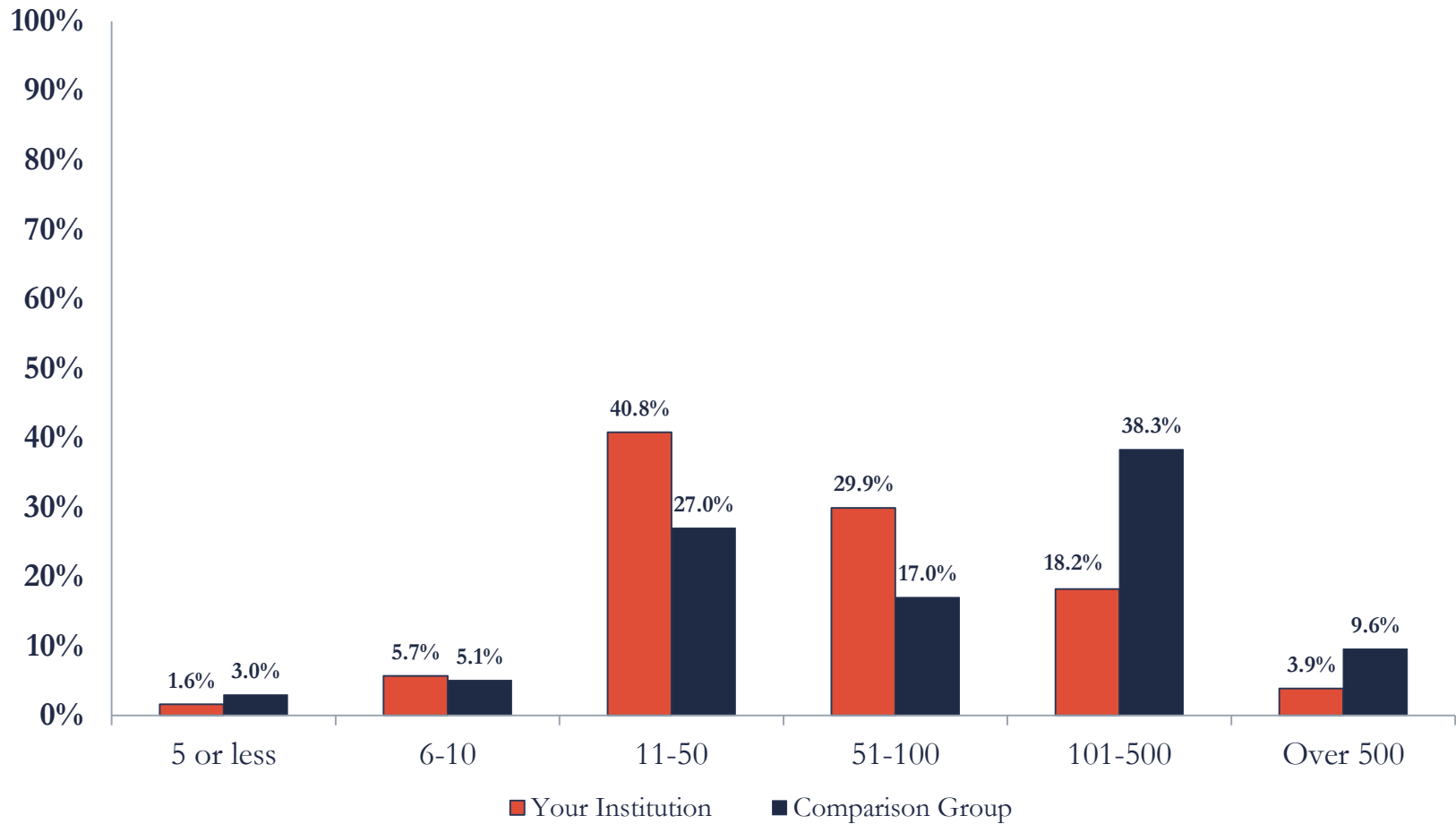
College Admissions Decisions

Many factors impact incoming students' college choice, including the benefits they see in attending college and considerations about which specific college to attend.

College Admissions Decisions

To how many colleges *other than this one* did you apply for admission this year?

Legend: ■ Your Institution   ■ Comparison Group

Category	Your Institution	Comparison Group
None	0.6%	6.9%
1	1.3%	7.3%
2	2.0%	9.3%
3	5.4%	13.7%
4	8.1%	12.6%
5	10.5%	11.1%
6	11.5%	9.8%
7 - 8	32.4%	14.7%
9 - 10	15.4%	8.5%
11 or more	12.7%	6.1%

9
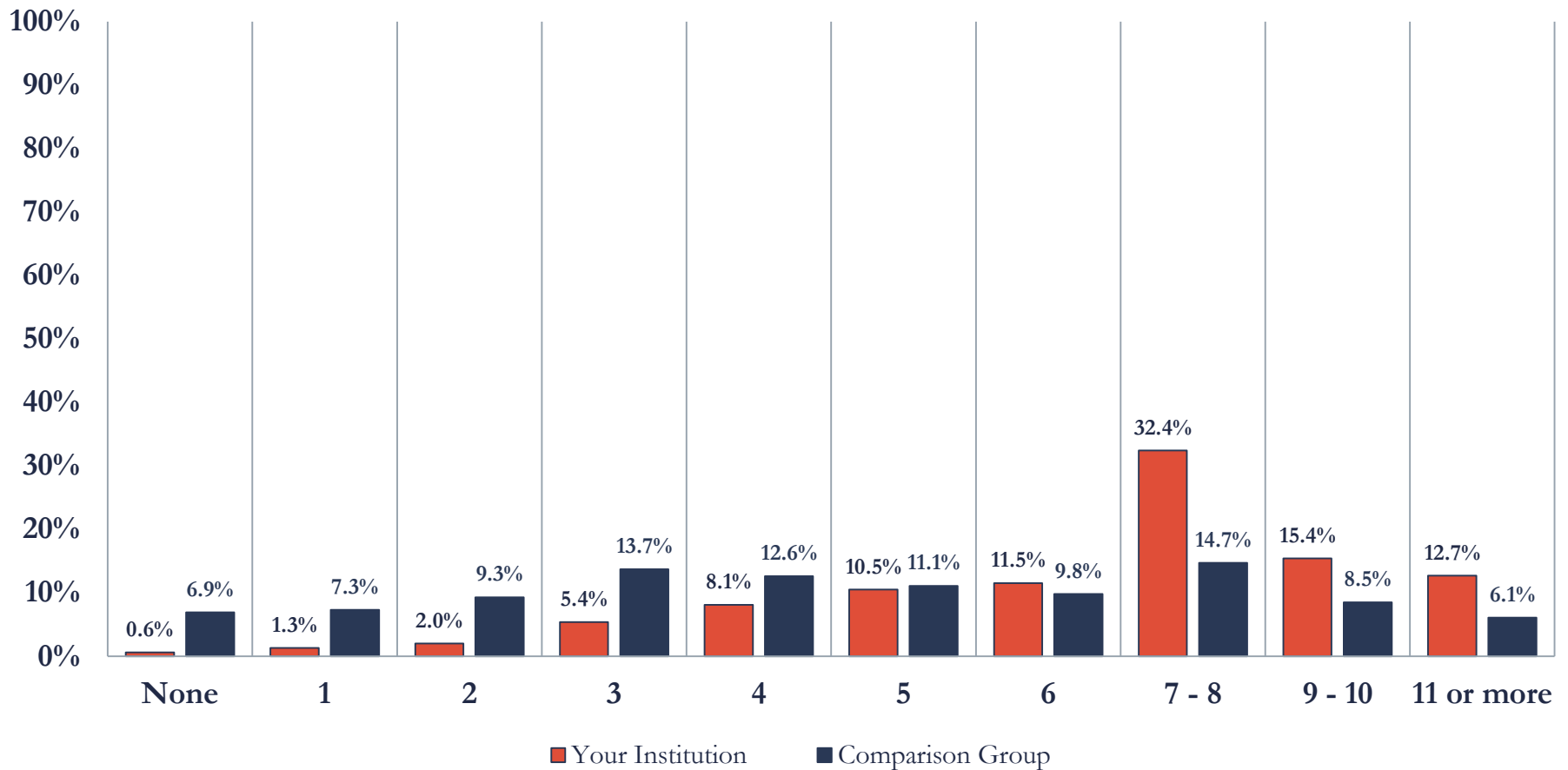
College Acceptance

Is this college your ...

Were you accepted by your first choice college?

Pie chart:
- Yes: 33.7%
- No: 66.3%

Bar chart (Your Institution vs Comparison Group):

	Your Institution	Comparison Group
First Choice	21.7%	52.4%
Second Choice	31.4%	28.7%
Third Choice	25.0%	11.0%
Less than Third Choice	22.0%	7.9%

College Choice

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

	To be able to get a better job	To gain a general education and appreciation of ideas	To make me a more cultured person	To be able to make more money
Very Important (Your Institution)	85.5%	81.4%	59.4%	73.4%
Very Important (Comparison Group)	86.3%	74.0%	49.4%	75.6%
Somewhat Important (Your Institution)	12.1%	17.3%	32.0%	23.1%
Somewhat Important (Comparison Group)	11.7%	23.8%	38.5%	20.9%

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important

11

College Choice

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

	To learn more about things that interest me	To get training for a specific career	To prepare myself for graduate or professional school
Very Important (Your Institution)	86.3%	81.0%	74.1%
Very Important (Comparison Group)	83.1%	76.6%	63.9%
Somewhat Important (Your Institution)	12.4%	16.6%	19.6%
Somewhat Important (Comparison Group)	15.9%	20.2%	25.4%

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important

College Choice

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

	This college has a very good academic reputation	This college's graduates make a difference in the world	This college's graduates gain admission to top graduate/professional schools	This college's graduates get good jobs
Your Institution — Very Important	48.1%	28.2%	26.1%	39.1%
Comparison Group — Very Important	69.9%	37.0%	37.8%	58.3%
Your Institution — Somewhat Important	43.2%	45.5%	43.7%	41.4%
Comparison Group — Somewhat Important	27.0%	42.5%	41.2%	32.9%

Your Institution
■ Very Important
■ Somewhat Important

Comparison Group
■ Very Important
■ Somewhat Important

13

College Choice

How important was each reason in your decision to attend _this college_?

Your Institution
- ■ Very Important (red)
- ■ Somewhat Important (light red)

Comparison Group
- ■ Very Important (dark navy)
- ■ Somewhat Important (blue)

College Choice

How important was each reason in your decision to attend _this college_?

Chart data:

My parents/relatives wanted me to come
- Your Institution: Very Important 17.4%, Somewhat Important 41.6%
- Comparison Group: Very Important 15.8%, Somewhat Important 42.8%

I wanted to live near home
- Your Institution: Very Important 27.1%, Somewhat Important 35.0%
- Comparison Group: Very Important 17.0%, Somewhat Important 31.6%

Rankings in national magazines
- Your Institution: Very Important 16.6%, Somewhat Important 45.3%
- Comparison Group: Very Important 25.6%, Somewhat Important 40.9%

A visit to this campus
- Your Institution: Very Important 36.7%, Somewhat Important 37.2%
- Comparison Group: Very Important 43.6%, Somewhat Important 36.5%

Your Institution
- ■ Very Important
- ■ Somewhat Important

Comparison Group
- ■ Very Important
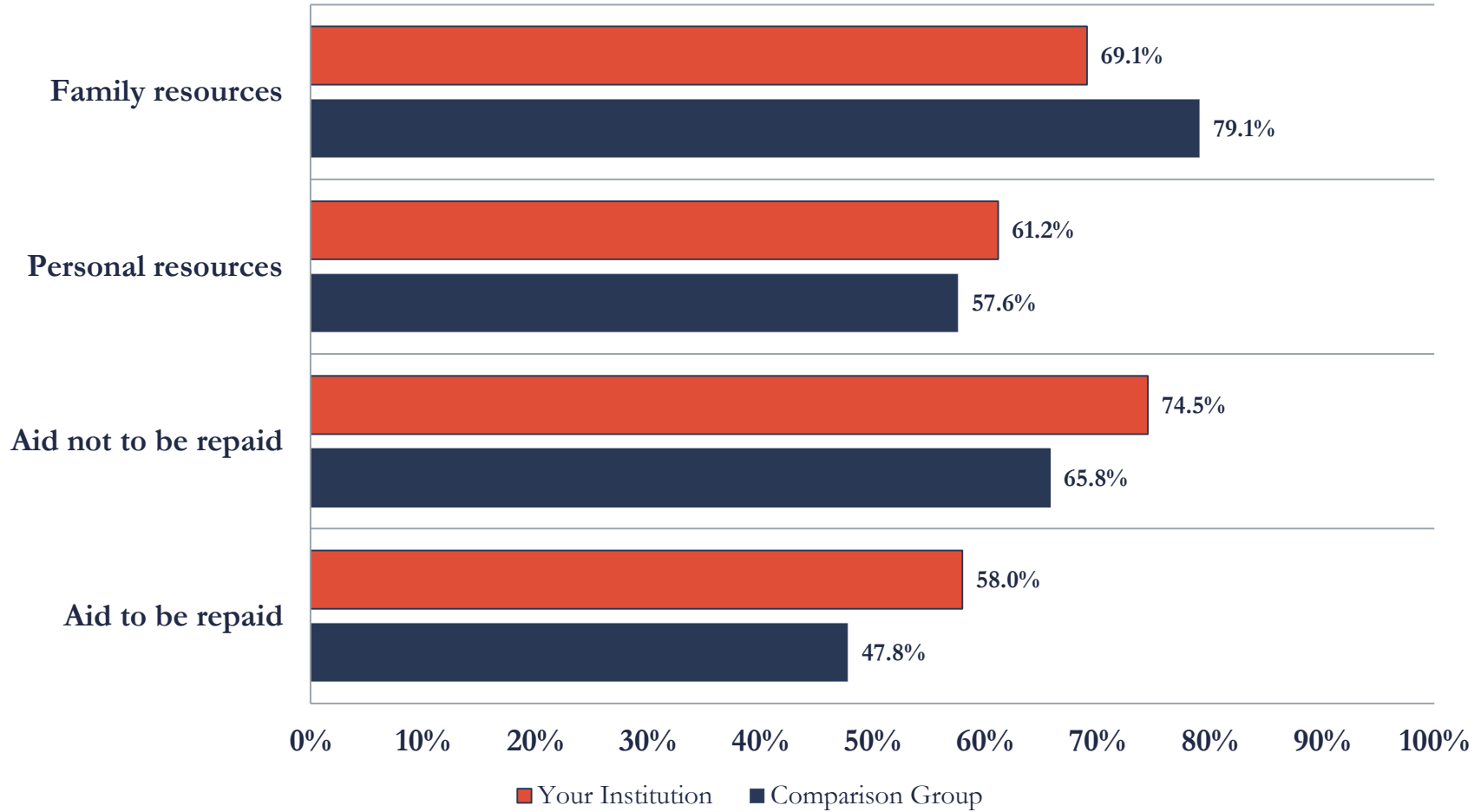- ■ Somewhat Important

15

Financing College

Economic factors play an important role in students' decisions about college.

Financing College

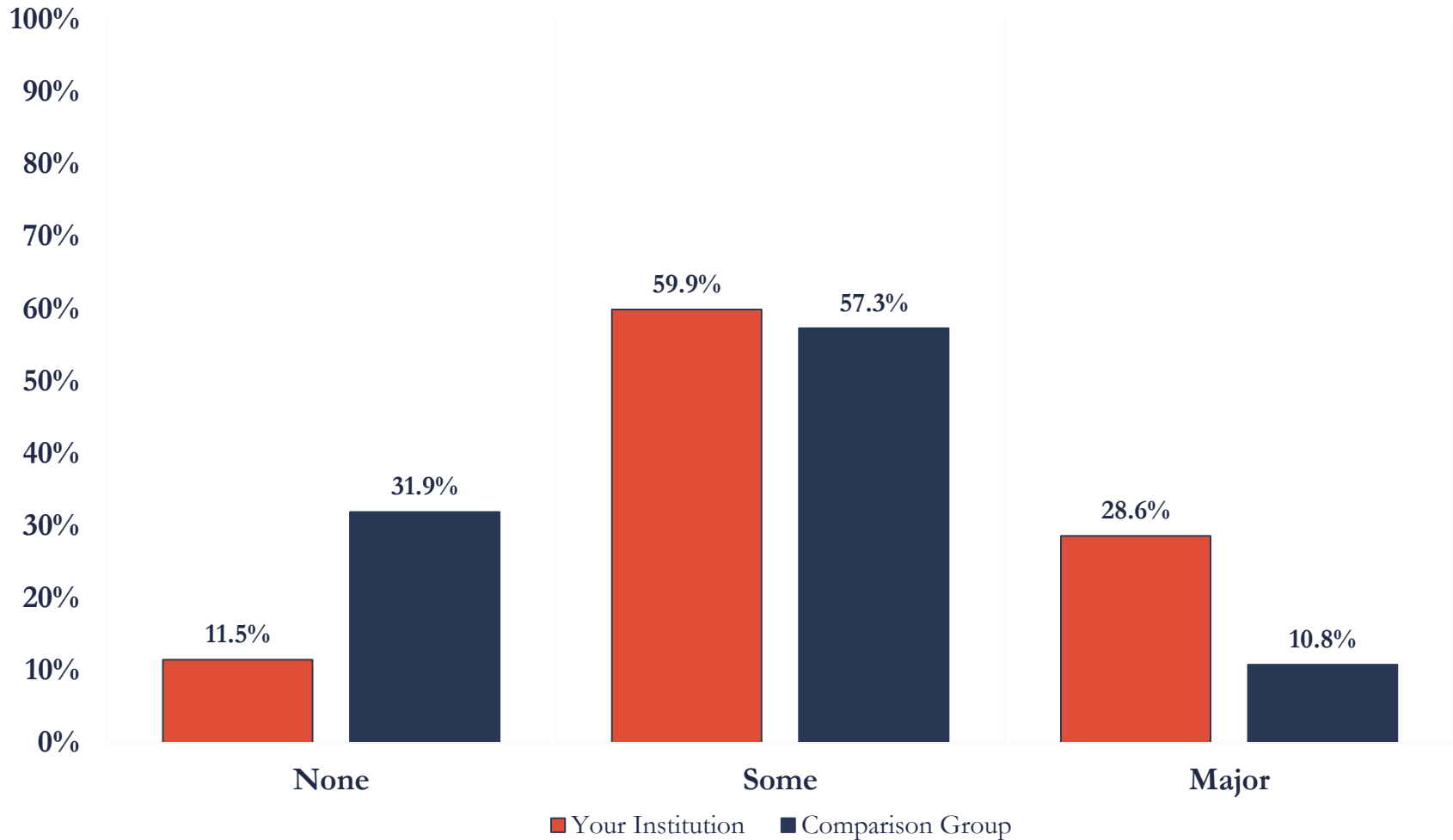## Students' first-year funding sources:

	Your Institution	Comparison Group
Family resources	69.1%	79.1%
Personal resources	61.2%	57.6%
Aid not to be repaid	74.5%	65.8%
Aid to be repaid	58.0%	47.8%

■ Your Institution ■ Comparison Group

Financing College

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

Legend: ■ Your Institution ■ Comparison Group

	Your Institution	Comparison Group
Military grants	2.1%	1.4%
Work-study	37.9%	16.9%
Pell grant	49.1%	22.2%
Need-based grants or scholarships	51.1%	33.8%
Merit-based grants or scholarships	38.8%	57.0%

18
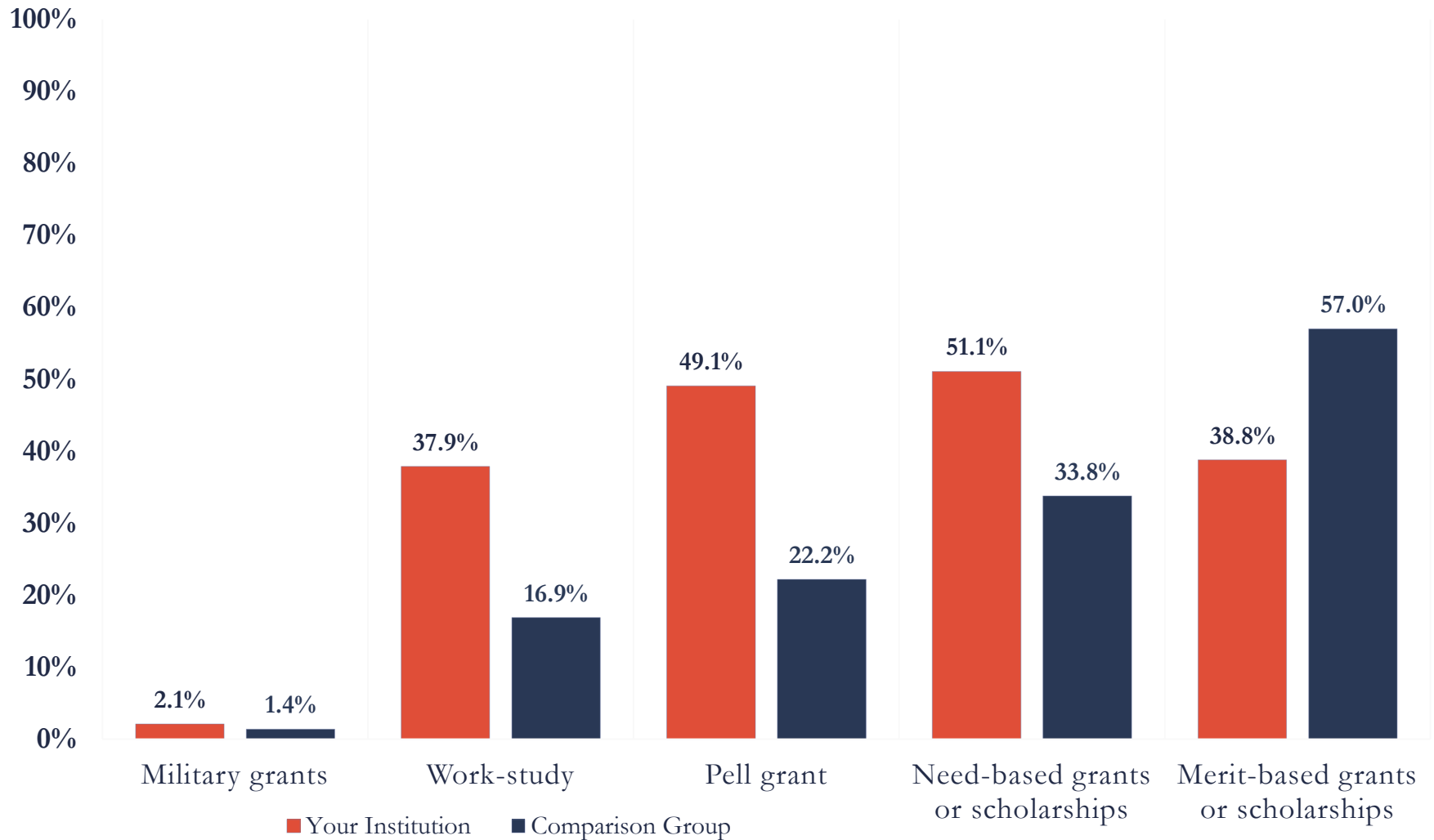
Financing College
Do you have any concern about your ability to finance your college education?
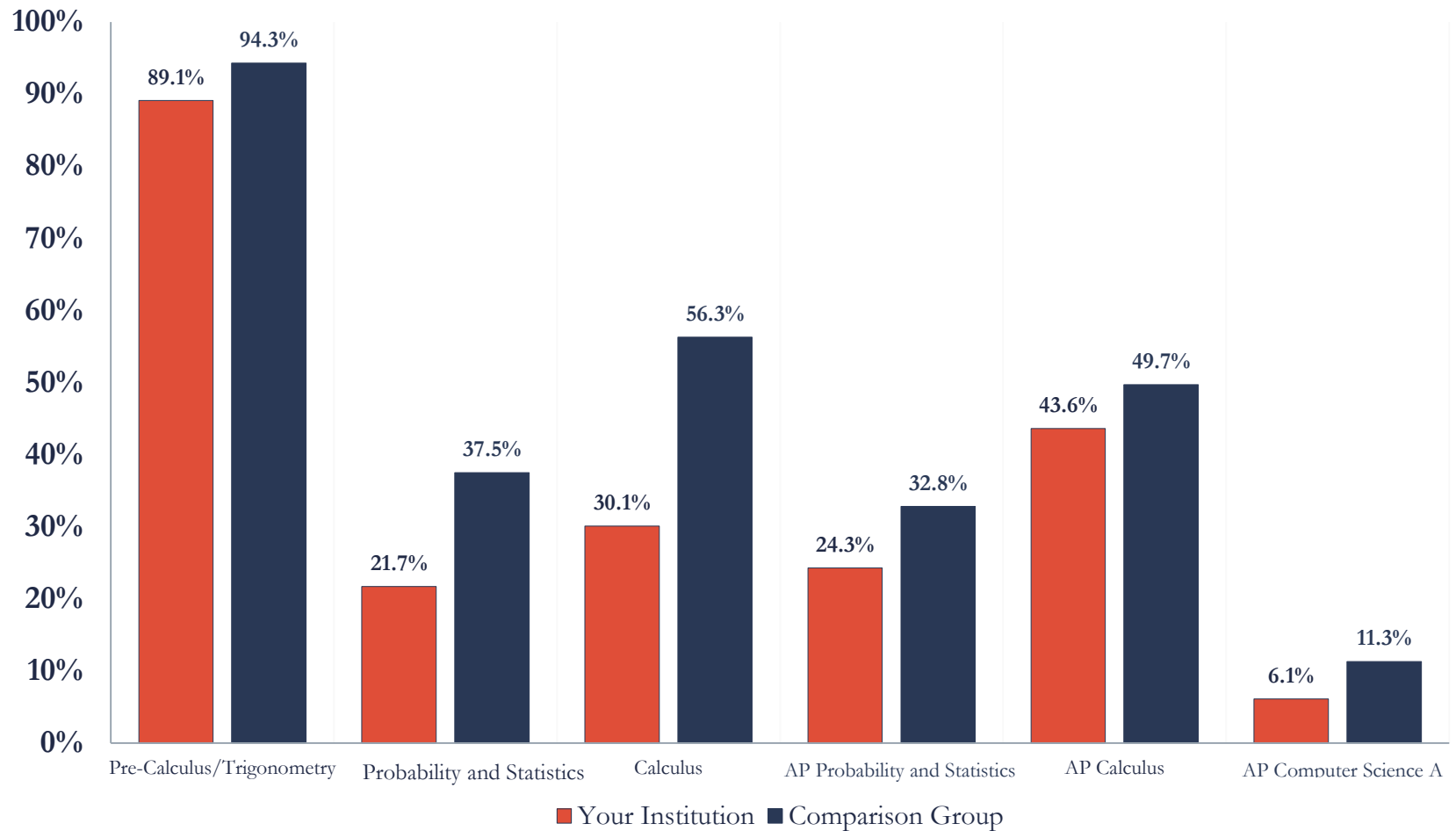
High School Experiences

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.

Course	Your Institution	Comparison Group
Pre-Calculus/Trigonometry	89.1%	94.3%
Probability and Statistics	21.7%	37.5%
Calculus	30.1%	56.3%
AP Probability and Statistics	24.3%	32.8%
AP Calculus	43.6%	49.7%
AP Computer Science A	6.1%	11.3%

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.
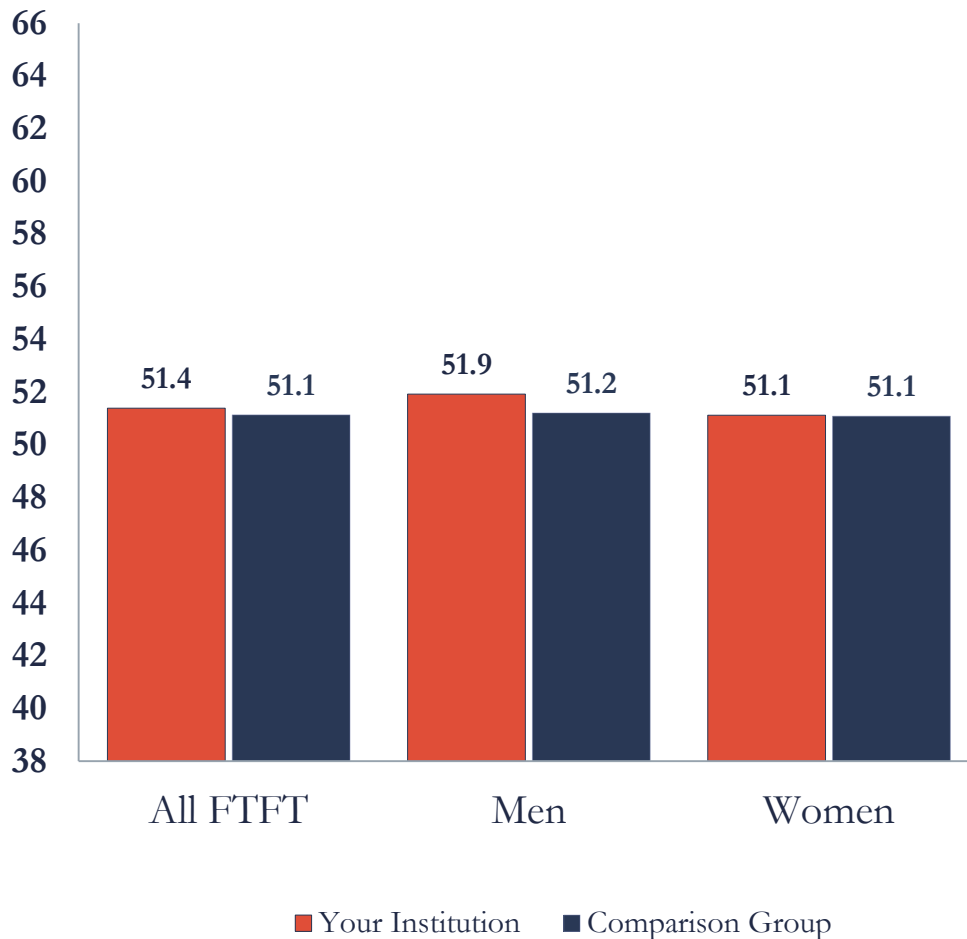

Construct Items

- 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
- Seek feedback on your academic work
- Explore topics on your own, even though it was not required for a class
- Revise your papers to improve your writing
- Look up scientific research articles and resources
- Accept mistakes as part of the learning process

Chart data:

	Your Institution	Comparison Group
All FTFT	50.0	49.7
Men	51.0	50.4
Women	49.5	49.1

Pluralistic Orientation

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.
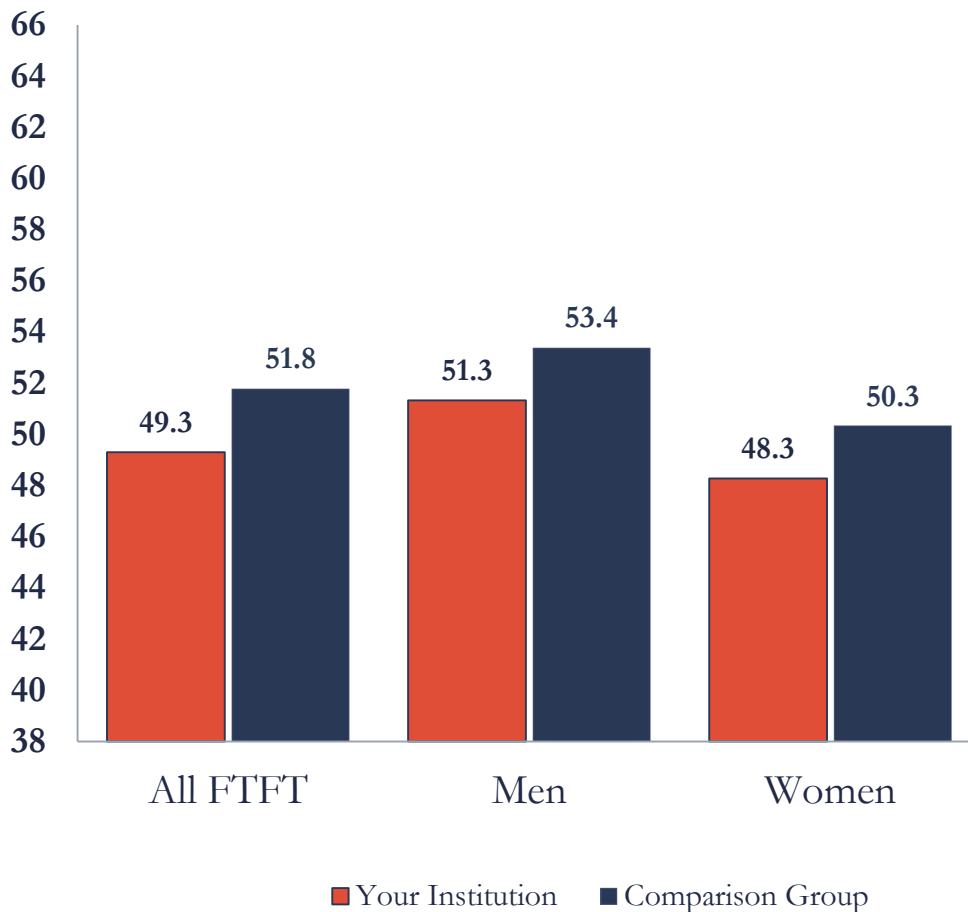

Construct Items

- 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

Chart values:

	Your Institution	Comparison Group
All FTFT	51.4	51.1
Men	51.9	51.2
Women	51.1	51.1

■ Your Institution ■ Comparison Group

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.
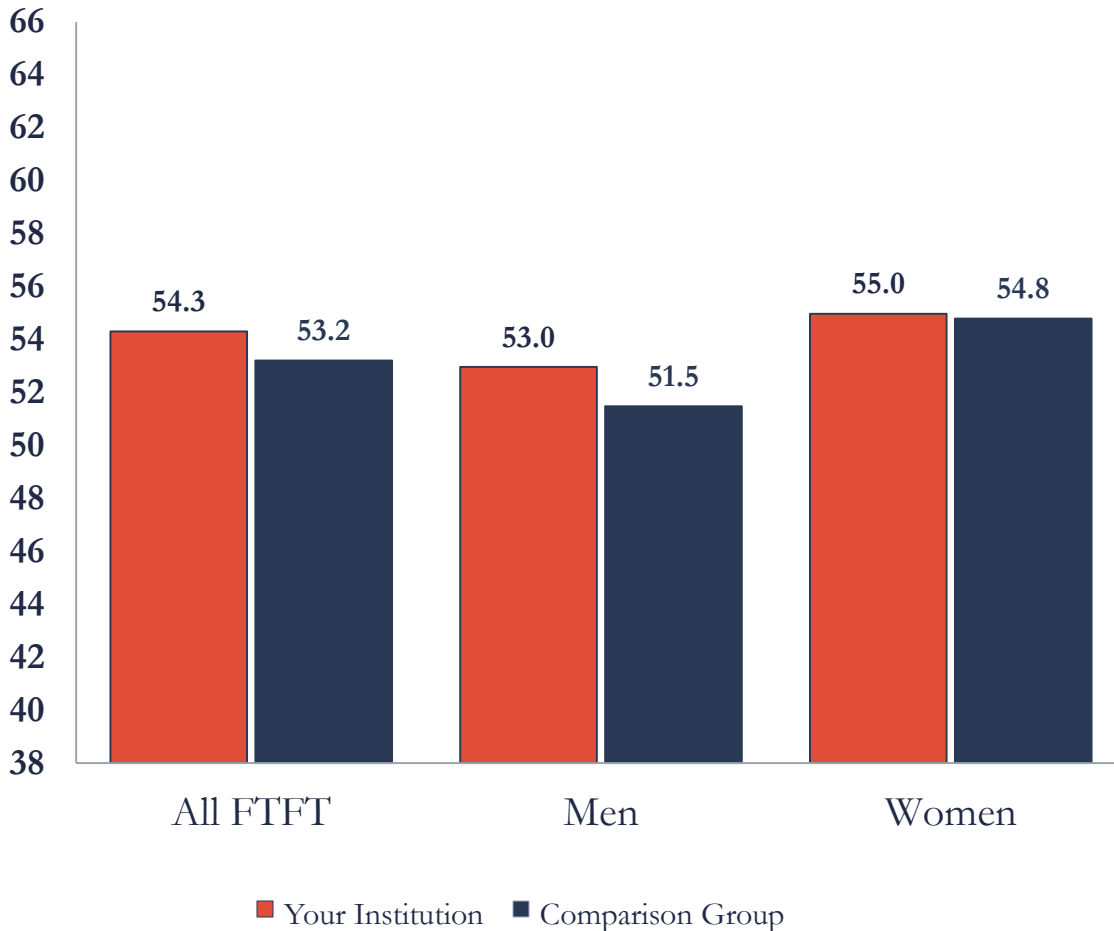

Construct Items

• Self-rated academic ability
• Self-rated mathematical ability
• Self-rated self-confidence (intellectual)
• Self-rated drive to achieve

Civic Engagement

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.
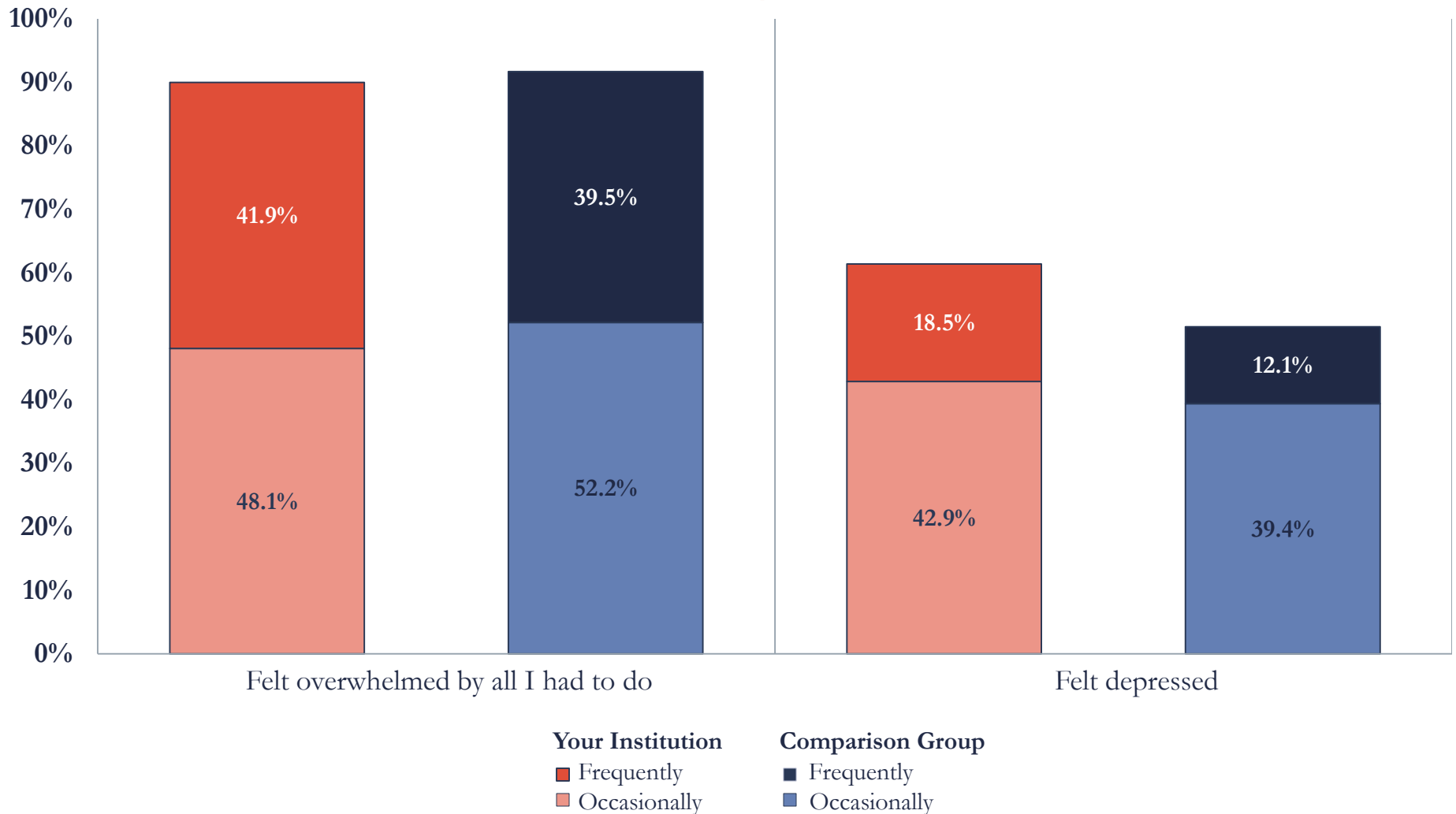

Construct Items

- 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

Chart values:

	Your Institution	Comparison Group
All FTFT	54.3	53.2
Men	53.0	51.5
Women	55.0	54.8

Legend: ■ Your Institution ■ Comparison Group

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.
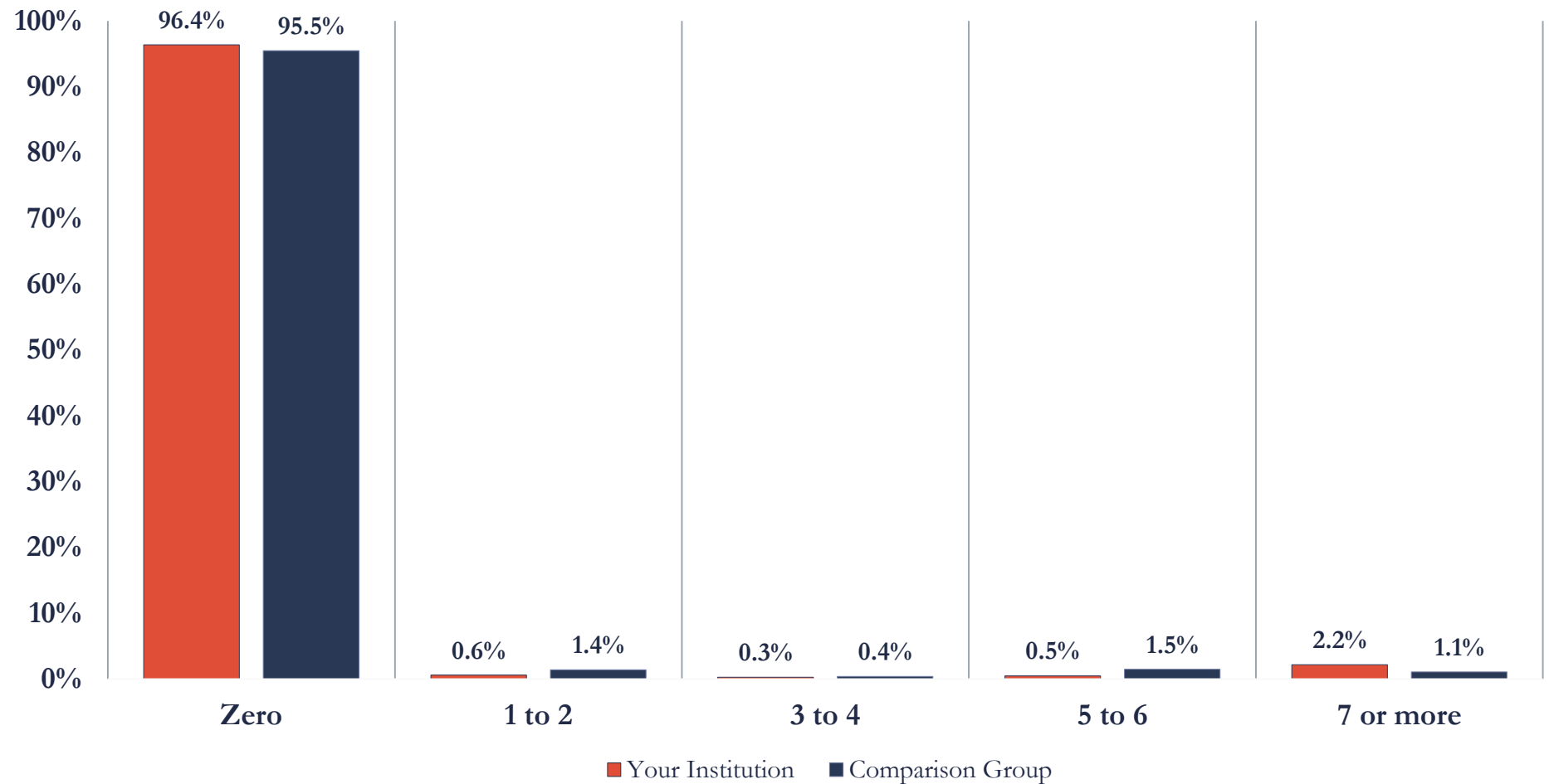

Chart: Stacked bar chart showing percentages

Felt overwhelmed by all I had to do
- Your Institution: Frequently 41.9%, Occasionally 48.1%
- Comparison Group: Frequently 39.5%, Occasionally 52.2%

Felt depressed
- Your Institution: Frequently 18.5%, Occasionally 42.9%
- Comparison Group: Frequently 12.1%, Occasionally 39.4%

Your Institution
- Frequently
- Occasionally

Comparison Group
- Frequently
- 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	1 to 2	3 to 4	5 to 6	7 or more
Your Institution	96.4%	0.6%	0.3%	0.5%	2.2%
Comparison Group	95.5%	1.4%	0.4%	1.5%	1.1%

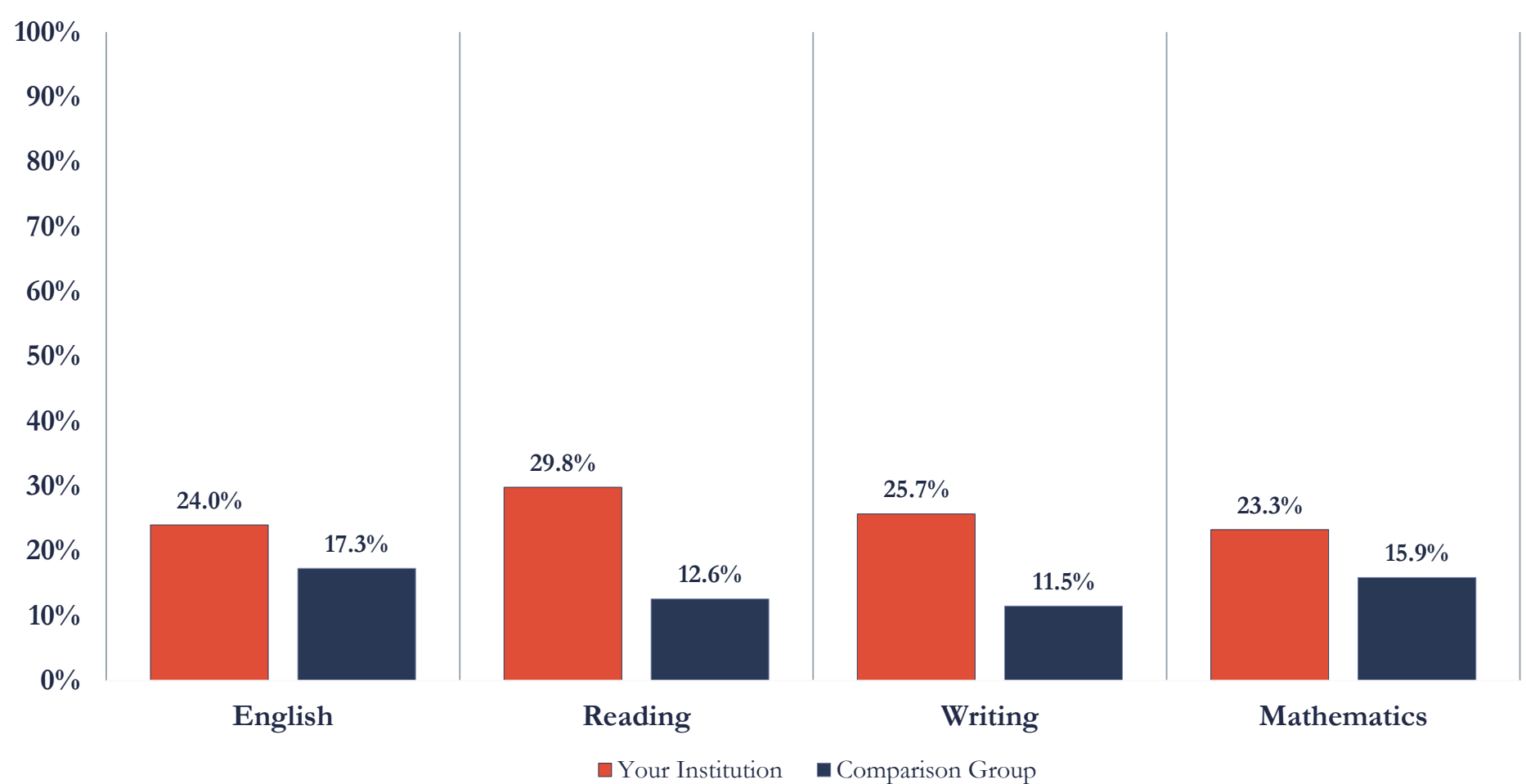■ Your Institution ■ Comparison Group

Science/Research Self-Efficacy
How confident are you that you can do the following?
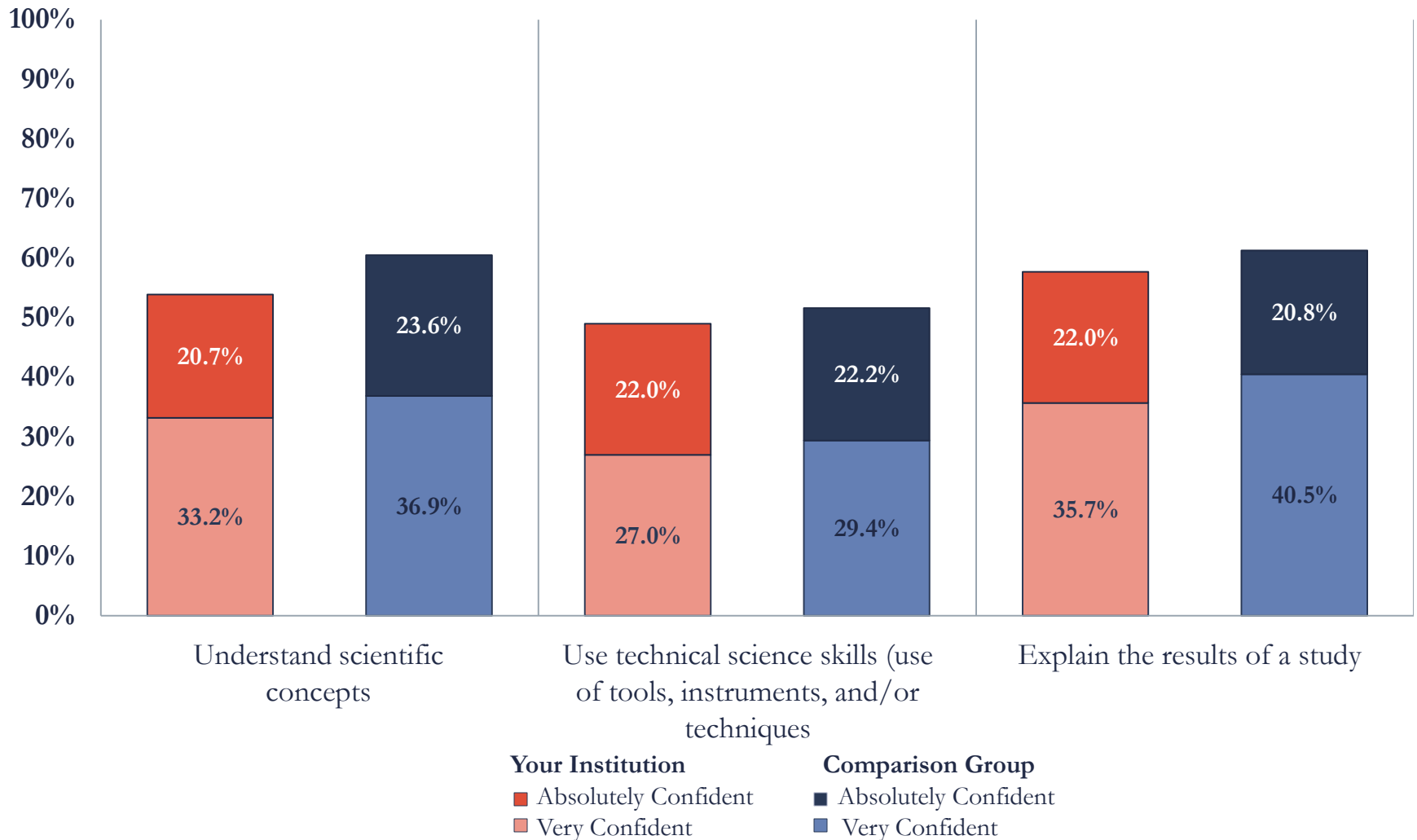
Remedial Work

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

Legend: ■ Your Institution ■ Comparison Group

English: 24.0% / 17.3%
Reading: 29.8% / 12.6%
Writing: 25.7% / 11.5%
Mathematics: 23.3% / 15.9%

Expectations for College: Major and Career

Understanding students' intended majors and career aspirations helps them plot an intentional and meaningful course of study.
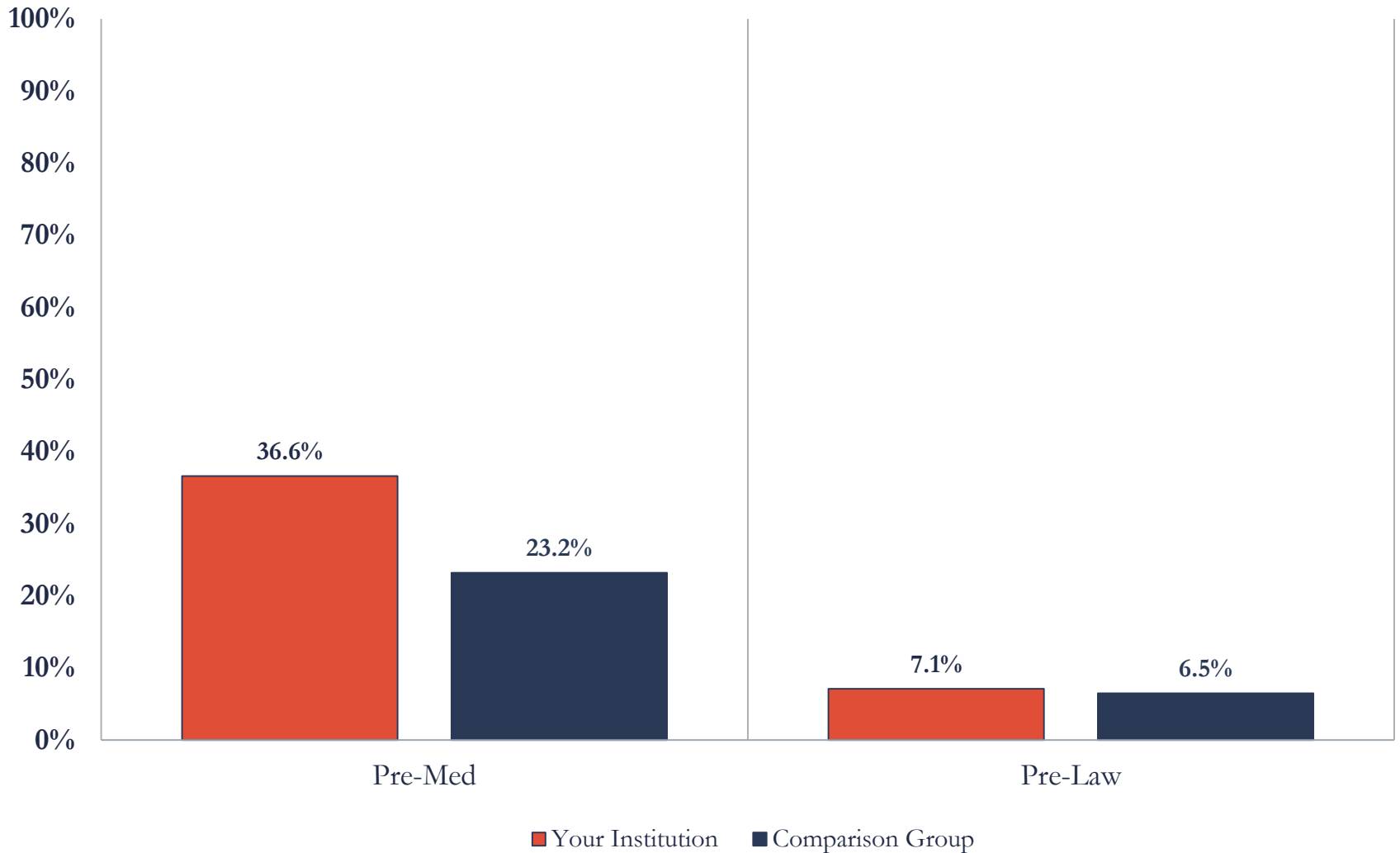
Expectations: Major

Please indicate your intended major.

	Your Inst	Comp Group		Your Inst	Comp Group
Agriculture	0.0%	0.3%	Fine Arts	3.5%	2.8%
Biological & Life Sciences	31.1%	19.2%	Mathematics or Computer Science	5.4%	8.8%
Business	12.2%	13.9%	Physical Science	1.7%	2.9%
Education	1.9%	2.2%	Social Science	15.6%	6.5%
Engineering	8.7%	14.0%	Justice and Security	0.2%	1.0%
English	2.0%	1.1%	Library Science	0.0%	0.0%
Health Professions	1.9%	10.3%	Other Non-technical	1.1%	1.4%
History or Political Science	4.6%	3.8%	Undecided	6.9%	8.5%
Arts & Humanities	3.1%	3.3%			

Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

Expectations: Career

Please indicate your intended career.

	Your Inst	Comp Group		Your Inst	Comp Group
Agriculture/Natural Resources	0.6%	0.8%	Health Professional	7.0%	7.8%
Artist	4.3%	3.8%	Homemaker/Stay-at-Home Parent	0.0%	0.4%
Business	12.0%	13.8%	Information Technology Professional	3.4%	6.7%
Business (Admin Assistant)	0.6%	0.1%	Lawyer	4.3%	4.5%
Clergy	0.0%	0.4%	Military	0.3%	0.9%
College Faculty	0.1%	0.4%	Nurse	1.4%	2.1%
Communications	1.2%	2.0%	Research Scientist	4.0%	5.4%
Doctor (MD or DDS)	23.7%	16.7%	Service Industry	0.1%	0.2%
Education (elementary/secondary)	5.1%	3.5%	Skilled worker	0.0%	1.0%
Engineer	7.6%	9.1%	Social/Non-Profit Services	0.7%	0.6%
Government	2.3%	2.6%	Other	8.4%	6.9%

Expectations: Time-to-Degree

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

Legend: ■ Your Institution ■ Comparison Group

Years	Your Institution	Comparison Group
1	0.0%	0.1%
2	0.6%	0.6%
3	3.4%	3.4%
4	85.5%	87.8%
5	7.0%	4.2%
6+	1.8%	3.3%
Do not plan to graduate from this college	1.6%	0.7%
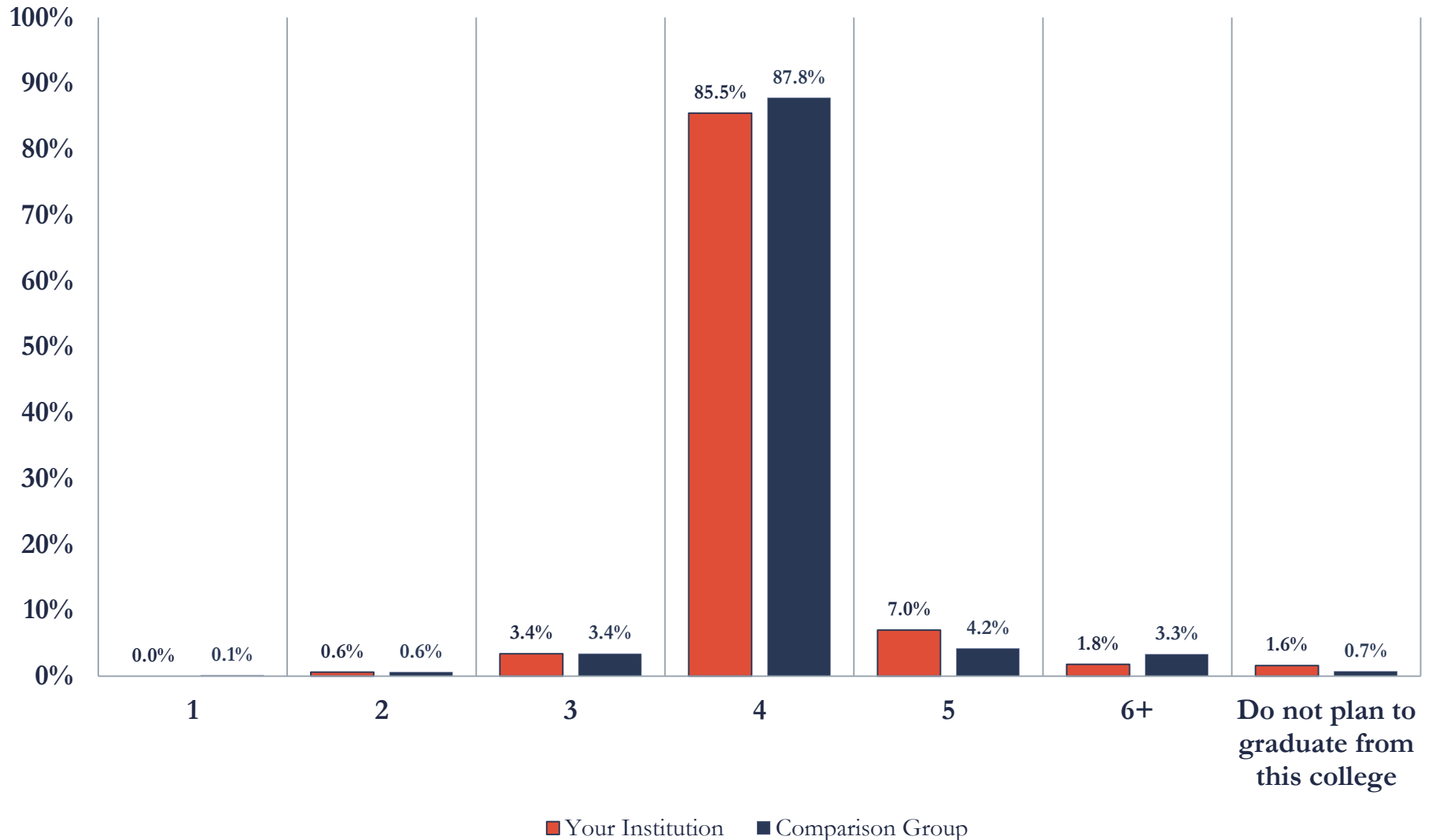
Expectations: Degree Aspirations
What is the highest academic degree that you intend to attain?

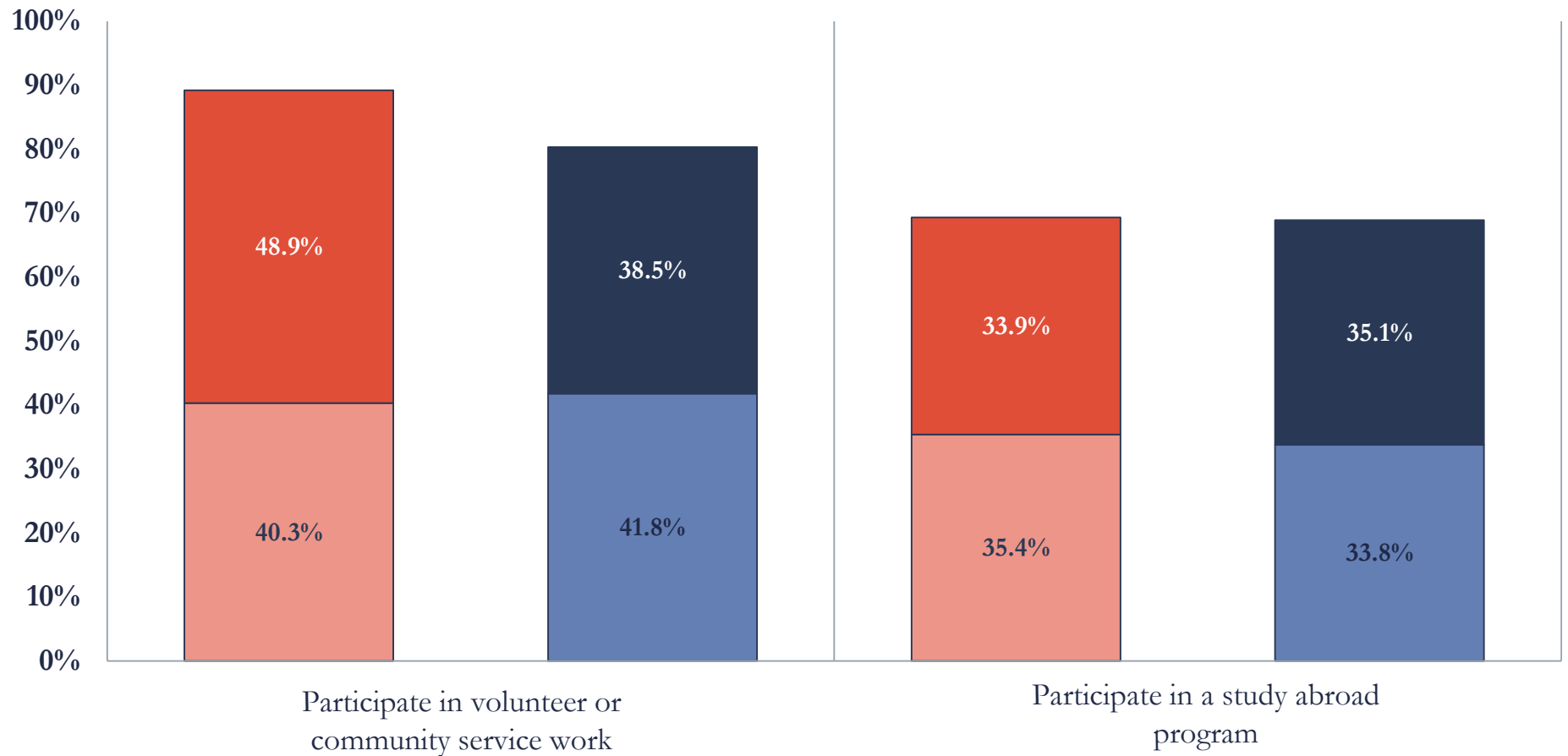| Category	Your Institution	Comparison Group
None	0.3%	0.2%
Vocational certificate	0.1%	0.1%
Associate (A.A. or equivalent)	0.7%	0.1%
Bachelor's degree (B.A., B.S., B.D., etc.)	13.8%	16.5%
Master's degree (M.A., M.S., M.B.A., etc.)	37.7%	40.2%
J.D. (Law)	3.7%	5.1%
M.D., D.D.S., D.V.M., etc. (Medical)	21.1%	16.0%
Ph.D.	14.5%	14.8%
Professional Doctorate (Ed.D., Psy.D., etc.)	7.4%	6.4%
Other	0.8%	0.5%

■ Your Institution ■ Comparison Group
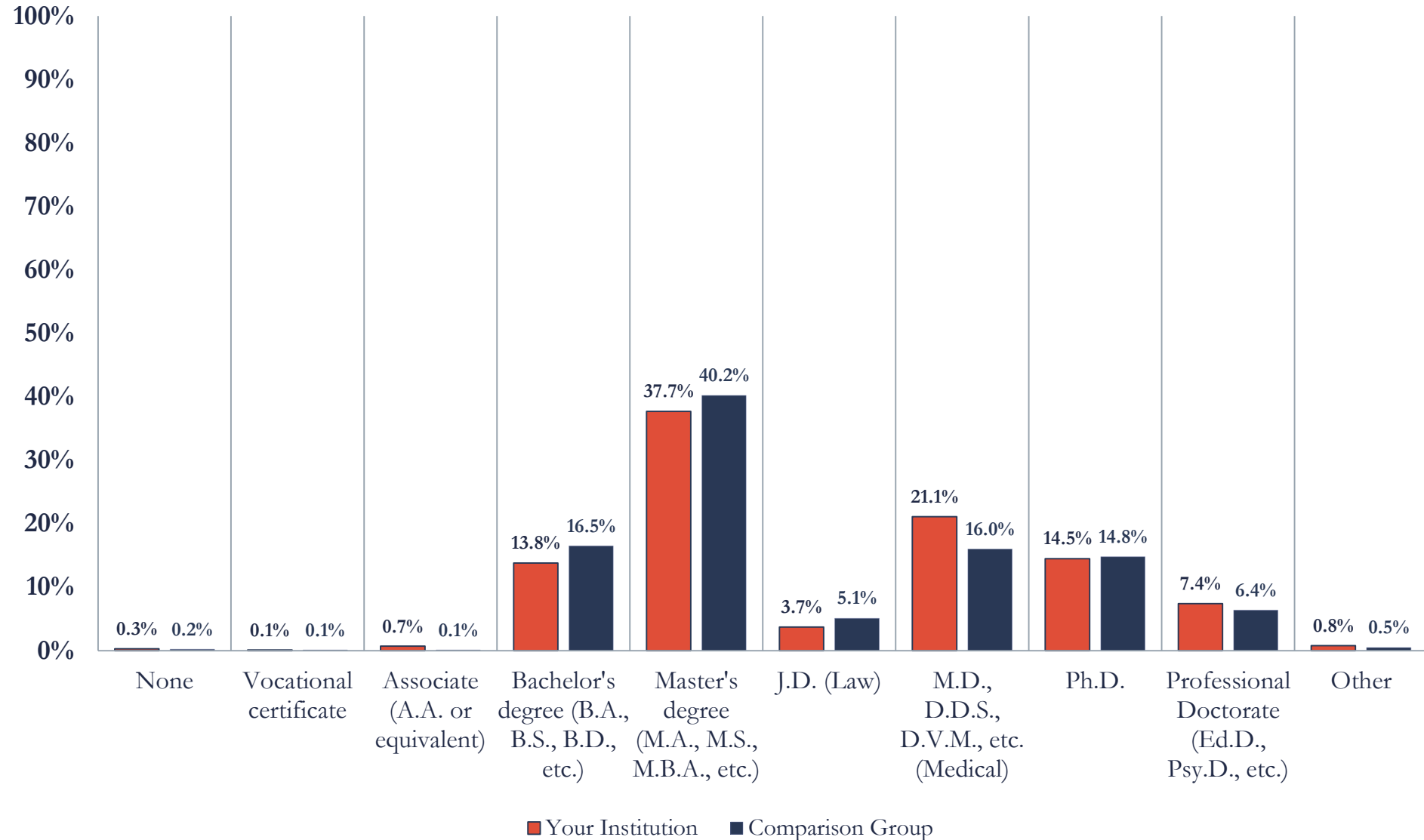
Expectations for College Life

Understanding students' expectations helps provide opportunities for students to grow intellectually, interpersonally, and affectively.

Expectations for College Life

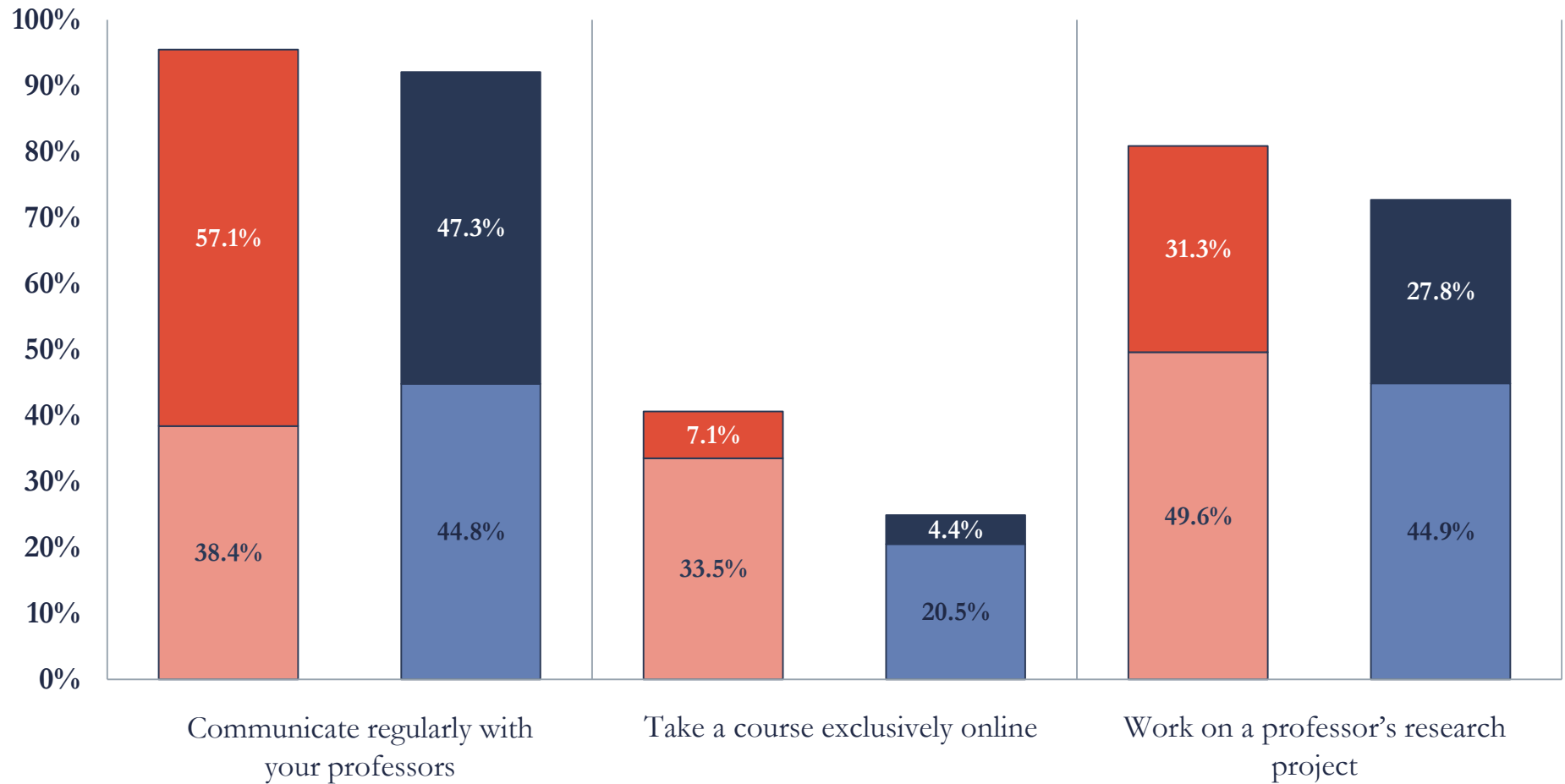What is your best guess as to the chances that you will:

Expectations for College Life
What is your best guess as to the chances that you will:

Bar chart showing stacked percentages for three categories.

Communicate regularly with your professors
- Your Institution: Very Good Chance 57.1%, Some Chance 38.4%
- Comparison Group: Very Good Chance 47.3%, Some Chance 44.8%

Take a course exclusively online
- Your Institution: Very Good Chance 7.1%, Some Chance 33.5%
- Comparison Group: Very Good Chance 4.4%, Some Chance 20.5%

Work on a professor's research project
- Your Institution: Very Good Chance 31.3%, Some Chance 49.6%
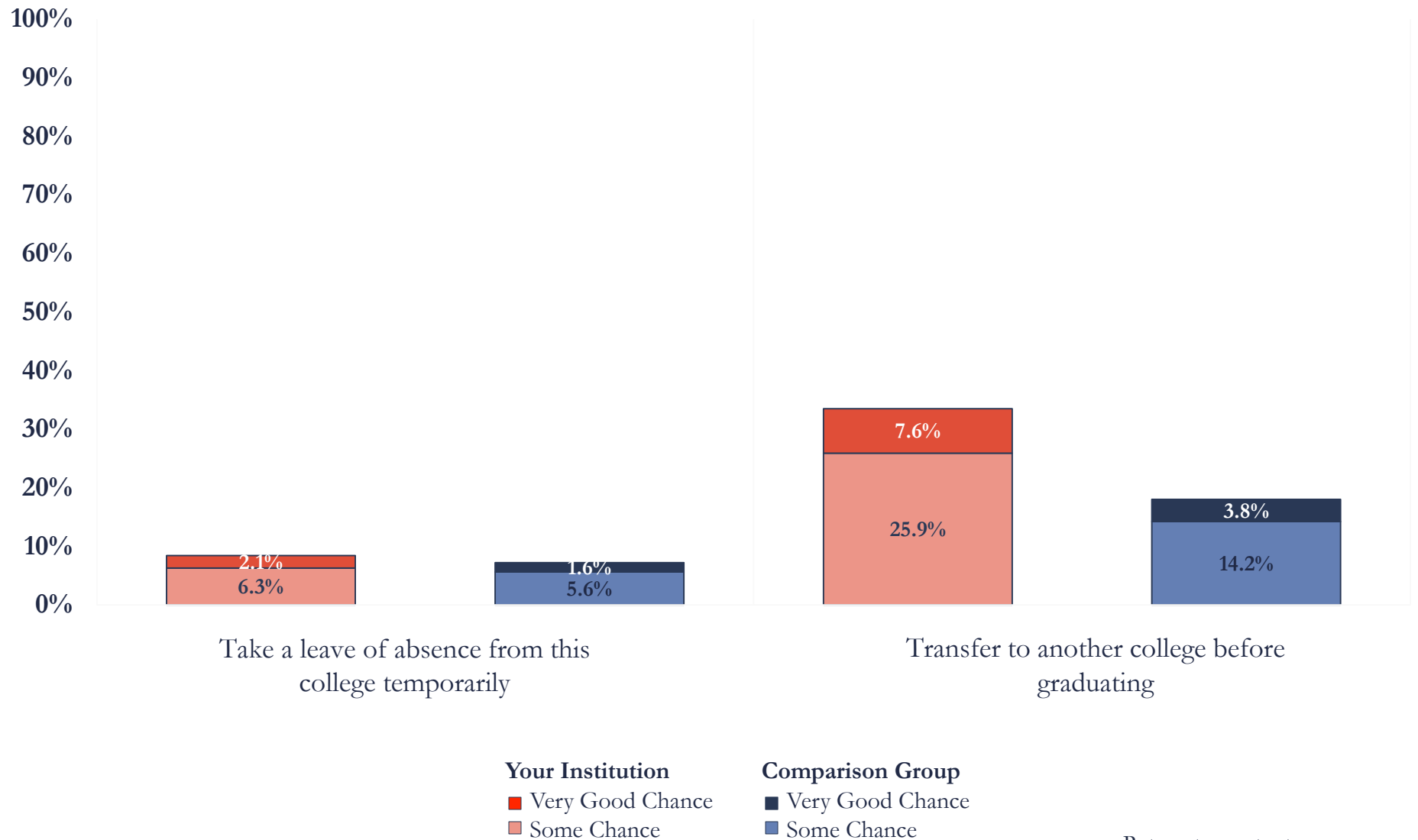- Comparison Group: Very Good Chance 27.8%, Some Chance 44.9%

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance

Expectations for College Life
What is your best guess as to the chances that you will:

	Take a leave of absence from this college temporarily	Transfer to another college before graduating

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance

Take a leave of absence from this college temporarily:
- 2.1%
- 6.3%
- 1.6%
- 5.6%

Transfer to another college before graduating:
- 7.6%
- 25.9%
- 3.8%
- 14.2%

CIRP

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

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