Colorado State University-Fort Collins
CIRP Freshman Survey
2015 Results

First-time, Full-time Freshmen

Colorado State University-Fort Collins
N=439

Public Universities-medium selectivity
N=14,044

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
- Sex and Race/Ethnicity
- Distance from Home
- Type of High School

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

## Financing College
- Economic Situation
- Educational Expenses
- Ability to Finance Education

## High School Experience
- Academic Preparation
- Habits of Mind Construct
- Pluralistic Orientation
- Academic Self-Concept
- Civic Engagement
- Health and Wellness

## Knowledge, Skills and Abilities

## Expectations for College-
- Major and Career

## Expectations for College Life
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

62.6% Male
37.4% Female

Comparison Group

51.5% Male
48.5% Female
Demographics

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/ Black</td>
<td>1.8%</td>
<td>4.4%</td>
</tr>
<tr>
<td>American Indian/ Alaska Native</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/ Native Hawaiian/ Pacific Islander</td>
<td>5.7%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>4.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>White/ Caucasian</td>
<td>75.4%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Other Race/ Ethnicity</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Two or More Races/ Ethnicities</td>
<td>12.2%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>
Demographics

How many miles is this college from your permanent home?

- 5 or less: Your Institution 5.0%, Comparison Group 1.9%
- 6-10: Your Institution 4.3%, Comparison Group 3.1%
- 11-50: Your Institution 13.9%, Comparison Group 14.8%
- 51-100: Your Institution 27.1%, Comparison Group 15.7%
- 101-500: Your Institution 16.6%, Comparison Group 52.7%
- Over 500: Your Institution 33.0%, Comparison Group 11.7%
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet): 80.9%
- Public charter school: 6.8%
- Public magnet school: 2.1%
- Private religious/parochial school: 5.7%
- Private independent college-prep school: 9.2%
- Home school: 0.7%

Comparison Group:
- Public school (not charter or magnet): 77.8%
- Public charter school: 2.1%
- Public magnet school: 5.3%
- Private religious/parochial school: 5.4%
- Private independent college-prep school: 0.2%

Your Institution: 80.9%
Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
To how many colleges *other than this one* did you apply for admission this year?
Were you accepted by your first choice college?

- Yes: 86.6%
- No: 13.4%
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**:
  - *Your Institution*: 84.6% Very Important, 13.4% Somewhat Important
  - *Comparison Group*: 86.0% Very Important, 12.1% Somewhat Important

- **To gain a general education and appreciation of ideas**: 76.3% Very Important, 21.0% Somewhat Important

- **To make me a more cultured person**: 67.3% Very Important, 25.8% Somewhat Important

- **To be able to make more money**: 70.1% Very Important, 27.3% Somewhat Important

- **Comparison Group**: 51.4% Very Important, 36.6% Somewhat Important
  - 48.7% Very Important, 40.0% Somewhat Important

- **Comparison Group**: 67.3% Very Important, 25.8% Somewhat Important

- **Comparison Group**: 72.6% Very Important, 23.2% 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**: 88.2%
- **To get training for a specific career**: 82.7%
- **To prepare myself for graduate or professional school**: 75.0%

**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**: 63.0% Very Important, 27.5% Somewhat Important
- **This college has a good reputation for its social activities**: 47.8% Very Important, 38.8% Somewhat Important
- **This college’s graduates gain admission to top graduate/professional schools**: 21.1% Very Important, 42.6% Somewhat Important
- **This college’s graduates get good jobs**: 49.9% Very Important, 35.1% Somewhat Important
- **The percentage of students that graduate from this college**: 31.7% Very Important, 43.0% Somewhat Important

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**Your Institution**

- Very Important
- Somewhat Important

**Comparison Group**

- Very Important
- Somewhat Important

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Return to contents
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>37.3%</td>
<td>37.1%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>36.6%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>8.8%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>13.3%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

**Very Important**

**Somewhat Important**
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>My parents/relatives wanted me to come</td>
<td>38.3% Very Important 15.2% Somewhat Important</td>
<td>41.2% Very Important 14.3% Somewhat Important</td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>31.6% Very Important 20.4% Somewhat Important</td>
<td>41.2% Very Important 20.4% Somewhat Important</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>11.6% Very Important 27.0% Somewhat Important</td>
<td>17.8% Very Important 25.7% Somewhat Important</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>53.4% Very Important 29.8% Somewhat Important</td>
<td>42.9% Very Important 37.2% Somewhat Important</td>
</tr>
</tbody>
</table>
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

The percentage of students with at least some funds from these various sources.

- **Family resources**: 82.0% (Your Institution), 79.4% (Comparison Group)
- **Personal resources**: 64.0% (Your Institution), 56.0% (Comparison Group)
- **Aid not to be repaid**: 73.6% (Your Institution), 67.1% (Comparison Group)
- **Aid to be repaid**: 45.8% (Your Institution), 46.7% (Comparison Group)
- **Other sources**: 6.3% (Your Institution), 5.3% (Comparison Group)
Financing College

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

- Military grants
- Work-study
- Pell grant
- Need-based grants or scholarships
- Merit-based grants or scholarships

Diagram showing the percentage of students receiving each type of aid at their institution and the comparison group.
Financing College

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>26.7%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Some</td>
<td>54.7%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Major</td>
<td>18.7%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
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?

- Algebra II
- Pre-Calculus/Trigonometry
- Probability & Statistics
- Calculus
- AP Probability & Statistics
- AP Calculus

[Bar chart showing percentages for each course]
High School Experiences

Have you *had* any special tutoring or remedial work in any of the following subjects?

- **English**: 8.2% (Your Institution), 5.3% (Comparison Group)
- **Reading**: 8.2% (Your Institution), 4.4% (Comparison Group)
- **Mathematics**: 21.6% (Your Institution), 13.3% (Comparison Group)
- **Social Studies**: 5.9% (Your Institution), 2.5% (Comparison Group)
- **Science**: 11.2% (Your Institution), 5.0% (Comparison Group)
- **Foreign Language**: 9.3% (Your Institution), 3.9% (Comparison Group)
- **Writing**: 9.6% (Your Institution), 4.6% (Comparison Group)
High School Experiences

Do you feel you *will need* any special tutoring or remedial work in any of the following subjects?
**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 opinion with 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 academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources
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
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
- Worked on a local, state, or national political campaign
- 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
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 you had to do**
- **Your Institution**: 47.2% (Frequently: 44.5%, Occasionally: 5.7%)
- **Comparison Group**: 51.7% (Frequently: 36.0%, Occasionally: 15.7%)

**Felt depressed**
- **Your Institution**: 17.2% (Frequently: 17.2%, Occasionally: 0%)
- **Comparison Group**: 45.7% (Frequently: 45.7%, Occasionally: 0%)
College Preparation

These items illustrate students’ academic preparation at this institution.
Placement Tests

At this institution, which course placement tests have you taken in the following subject areas:

- **English**: 30.4%
- **Reading**: 16.4%
- **Mathematics**: 74.8%
- **Writing**: 30.7%

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30.4%</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>16.4%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>74.8%</td>
<td>71.4%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>21.9%</td>
</tr>
</tbody>
</table>
Summer Bridge Program

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

- **Your Institution**:
  - Zero: 89.5%
  - 1 to 2: 1.2%
  - 3 to 4: 0.2%
  - 5 to 6: 1.2%
  - 7 or more: 0.9%

- **Comparison Group**:
  - Zero: 96.1%
  - 1 to 2: 9.4%
  - 3 to 4: 0.3%
  - 5 to 6: 1.2%
  - 7 or more: 1.2%
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.

<table>
<thead>
<tr>
<th>Major</th>
<th>Your Inst</th>
<th>Comps Group</th>
<th>Your Inst</th>
<th>Comps Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.4%</td>
<td>0.5%</td>
<td>Fine Arts</td>
<td>3.9%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>17.1%</td>
<td>19.2%</td>
<td>Mathematics or Computer Science</td>
<td>3.9%</td>
</tr>
<tr>
<td>Business</td>
<td>9.3%</td>
<td>13.3%</td>
<td>Physical Science</td>
<td>2.3%</td>
</tr>
<tr>
<td>Education</td>
<td>2.1%</td>
<td>2.3%</td>
<td>Social Science</td>
<td>8.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>25.1%</td>
<td>14.4%</td>
<td>Justice and Security</td>
<td>0.2%</td>
</tr>
<tr>
<td>English</td>
<td>1.4%</td>
<td>1.3%</td>
<td>Library Science</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>6.6%</td>
<td>8.9%</td>
<td>Other Non-technical</td>
<td>5.2%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>2.1%</td>
<td>3.8%</td>
<td>Undecided</td>
<td>8.7%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3.0%</td>
<td>3.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Med</th>
<th>Pre-Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>12.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>20.8%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th></th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>4.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Artist</td>
<td>6.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Business</td>
<td>8.1%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>6.0%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>3.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Engineer</td>
<td>21.5%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Government</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Health Professional</td>
<td>13.4%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Homemaker/Stay-at-Home Parent</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Information Technology Professional</td>
<td>2.5%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Military</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>4.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Service Industry</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Social/Non-Profit Services</td>
<td>0.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other</td>
<td>8.8%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Expectations: Time to Degree

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

- 0% of respondents expect to graduate in 1 year.
- 0.3% expect to graduate in 2 years.
- 0.5% expect to graduate in 3 years.
- 2.8% expect to graduate in 4 years.
- 3.8% expect to graduate in 5 years.
- 88.5% expect to graduate in 6+ years.
- 0.0% of respondents do not plan to graduate from this college.

Comparison Group:
- 0% expect to graduate in 1 year.
- 0.0% expect to graduate in 2 years.
- 0.7% expect to graduate in 3 years.
- 3.8% expect to graduate in 4 years.
- 15.6% expect to graduate in 5 years.
- 4.1% expect to graduate in 6+ years.
- 1.3% do not plan to graduate from this college.

Your Institution:
- 0.3% expect to graduate in 1 year.
- 0.5% expect to graduate in 2 years.
- 2.8% expect to graduate in 3 years.
- 78.3% expect to graduate in 4 years.
- 15.6% expect to graduate in 5 years.
- 4.1% expect to graduate in 6+ years.
- 1.3% do not plan to graduate from this college.
Expectations: Degree Aspirations

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

- None: 0.5% 0.1%
- Vocational certificate: 0.7% 0.0%
- Associate (A.A. or equivalent): 0.7% 0.3%
- Bachelor's degree (B.A., B.S., etc.): 32.6% 16.4%
- Master's degree (M.A., M.S., etc.): 37.7% 43.2%
- Ph.D. or Ed.D.: 15.9% 19.7%
- J.D. (Law): 2.3% 4.7%
- B.D. or M.DIV. (Divinity): 0.2% 0.1%
- Other: 0.5% 0.8%

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:

- Participate in volunteer or community service work
  - Your Institution: 43.8%
  - Comparison Group: 40.1%

- Participate in a study abroad program
  - Your Institution: 39.1%
  - Comparison Group: 34.0%

- Discuss course content with students outside of class
  - Your Institution: 67.9%
  - Comparison Group: 61.3%
Expectations for College Life

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

- Communicate regularly with your professors
  - Your Institution: 46.5% (Very Good Chance: 46.5%)
  - Comparison Group: 45.5% (Very Good Chance: 45.5%)

- Take a course exclusively online at this institution
  - Your Institution: 19.7% (Some Chance: 29.5%)
  - Comparison Group: 5.4% (Very Good Chance: 20.3%)

- Work on a professor’s research project
  - Your Institution: 30.6% (Very Good Chance: 54.5%)
  - Comparison Group: 32.9% (Very Good Chance: 48.6%)
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

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good Chance</td>
<td>Very Good Chance</td>
</tr>
<tr>
<td>Some Chance</td>
<td>Some Chance</td>
</tr>
</tbody>
</table>

- Take a leave of absence from this college temporarily:
  - Very Good Chance: 2.7%
  - Some Chance: 10.9%
  - Very Good Chance: 6.5%
  - Some Chance: 19%

- Transfer to another college before graduating:
  - Very Good Chance: 4.8%
  - Some Chance: 14.9%
  - Very Good Chance: 3.4%
  - Some Chance: 13.4%
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
The Faculty Survey

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