Colorado State University-Fort Collins
CIRP Freshman Survey
2016 Results

First-time, Full-time Freshmen

Colorado State University-Fort Collins
N=580

Public Universities-medium selectivity
N=12,771

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 & 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
- 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
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**
- Male: 64.5%
- Female: 35.5%

**Comparison Group**
- Male: 51.5%
- Female: 48.5%
Demographics

Race/Ethnicity

- African American/Black: 3.1%
- American Indian/Alaska Native: 0.2%
- Asian/Native Hawaiian/Pacific Islander: 6.2%
- Latino: 9.3%
- White/Caucasian: 70.3%
- Other Race/Ethnicity: 0.7%
- Two or More Races/Ethnicities: 15.2%

Comparison Group
- African American/Black: 5.7%
- American Indian/Alaska Native: 0.2%
- Asian/Native Hawaiian/Pacific Islander: 6.3%
- Latino: 6.3%
- White/Caucasian: 63.7%
- Other Race/Ethnicity: 0.6%
- Two or More Races/Ethnicities: 14.0%
Demographics

How many miles is this college from your permanent home?

- 5 or less: 5.3% (Your Institution), 3.5% (Comparison Group)
- 6-10: 4.1% (Your Institution), 4.6% (Comparison Group)
- 11-50: 12.6% (Your Institution), 13.6% (Comparison Group)
- 51-100: 28.4% (Your Institution), 18.6% (Comparison Group)
- 101-500: 17.6% (Your Institution), 47.1% (Comparison Group)
- Over 500: 31.9% (Your Institution), 12.5% (Comparison Group)
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?
College Acceptance

Were you accepted by your first choice college?

- Yes: 86.6%
- No: 13.4%

Is this college your...

- First Choice: 71.3%
- Second Choice: 20.2%
- Third Choice: 6.6%
- Less than Third Choice: 1.9%

Your Institution
- Comparison Group
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: 10.8%
  - Comparison Group: 12.3%

- **To gain a general education and appreciation of ideas**
  - Your Institution: 21.3%
  - Comparison Group: 24.8%

- **To make me a more cultured person**
  - Your Institution: 57.9%
  - Comparison Group: 48.2%

- **To be able to make more money**
  - Your Institution: 72.9%
  - Comparison Group: 75.6%
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**: 87.4%
- **To get training for a specific career**: 76.9%
- **To prepare myself for graduate or professional school**: 56.5%

**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**
  - Your Institution: 39.0% (Very Important), 33.9% (Somewhat Important)
  - Comparison Group: 56.4% (Very Important), 61.8% (Somewhat Important)

- **This college’s graduates make a difference in the world**
  - Your Institution: 43.7% (Very Important), 43.7% (Somewhat Important)
  - Comparison Group: 35.7% (Very Important), 30.0% (Somewhat Important)

- **This college’s graduates gain admission to top graduate/professional schools**
  - Your Institution: 41.4% (Very Important), 43.2% (Somewhat Important)
  - Comparison Group: 21.6% (Very Important), 29.0% (Somewhat Important)

- **This college’s graduates get good jobs**
  - Your Institution: 36.3% (Very Important), 37.8% (Somewhat Important)
  - Comparison Group: 49.2% (Very Important), 49.6% (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>I was offered financial assistance</td>
<td>32.9%</td>
<td>38.4%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>37.9%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>56.3%</td>
<td></td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td></td>
<td>14.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.6%</td>
</tr>
</tbody>
</table>

**Very Important**

**Somewhat Important**

Return to contents
College Choice

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

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important

- My parents/relatives wanted me to come here
  - Your Institution: 41.8%
  - Comparison Group: 15.9%

- I wanted to live near home
  - Your Institution: 39.3%
  - Comparison Group: 16.2%

- Rankings in national magazines
  - Your Institution: 33.9%
  - Comparison Group: 21.7%

- A visit to this campus
  - Your Institution: 55.3%
  - Comparison Group: 42.6%
Financing College

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

Students’ first-year funding sources:

- Family resources
  - Your Institution: 82.2%
  - Comparison Group: 77.2%

- Personal resources
  - Your Institution: 66.7%
  - Comparison Group: 59.6%

- Aid not to be repaid
  - Your Institution: 75.5%
  - Comparison Group: 72.2%

- Aid to be repaid
  - Your Institution: 49.5%
  - Comparison Group: 45.2%
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

Your Institution
Comparison Group
Financing College

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

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.1%</td>
<td>58.3%</td>
<td>19.7%</td>
</tr>
<tr>
<td>29.5%</td>
<td>57.8%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

- **Your Institution**
- **Comparison Group**
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: 96.9% (Your Institution), 99.0% (Comparison Group)
- Pre-Calculus/Trigonometry: 82.7% (Your Institution), 88.4% (Comparison Group)
- Probability & Statistics: 32.1% (Your Institution), 37.3% (Comparison Group)
- Calculus: 30.5% (Your Institution), 44.0% (Comparison Group)
- AP Probability & Statistics: 14.1% (Your Institution), 29.7% (Comparison Group)
- AP Calculus: 30.8% (Your Institution), 41.3% (Comparison Group)
- AP Computer Science A: 4.8% (Your Institution), 7.4% (Comparison Group)
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 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
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you
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
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
- 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: 45.9% (Frequently), 44.7% (Occasionally)
  - Comparison Group: 50.8% (Frequently), 41.3% (Occasionally)

- Felt depressed:
  - Your Institution: 18.2% (Frequently), 11.9% (Occasionally)
  - Comparison Group: 39.5% (Frequently)
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: 93.3% (Your Institution), 96.3% (Comparison Group)
- 1 to 2 weeks: 5.5% (Your Institution), 0.7% (Comparison Group)
- 3 to 4 weeks: 0.3% (Your Institution), 0.2% (Comparison Group)
- 5 to 6 weeks: 0.0% (Your Institution), 1.5% (Comparison Group)
- 7 or more weeks: 0.9% (Your Institution), 1.4% (Comparison Group)
Science/Research Self-Efficacy

How confident are you that you can do the following?

- Understand scientific concepts: 36.4% Absolutely Confident, 24.6% Very Confident, 23.3% Absolutely Confident
- Use technical science skills (use of tools, instruments, and/or techniques): 29.9% Absolutely Confident, 24.3% Very Confident, 31.4% Absolutely Confident
- Explain the results of a study: 40.6% Absolutely Confident, 22.2% Very Confident, 20.9% Absolutely Confident
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>Field</th>
<th>Your Inst</th>
<th>Comp Inst</th>
<th>Your Group</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.7%</td>
<td>1.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>19.7%</td>
<td>18.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>11.9%</td>
<td>12.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1.7%</td>
<td>3.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>19.0%</td>
<td>13.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>0.5%</td>
<td>1.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td>7.4%</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History or Political Science</td>
<td>1.7%</td>
<td>3.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.7%</td>
<td>4.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2.9%</td>
<td>3.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td>4.1%</td>
<td>6.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>2.4%</td>
<td>3.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>9.2%</td>
<td>6.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice and Security</td>
<td>0.3%</td>
<td>1.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-technical</td>
<td>5.0%</td>
<td>1.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>8.6%</td>
<td>8.4%</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>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Med</td>
<td>17.9%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>1.9%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Field</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>2.1%</td>
<td>1.4%</td>
<td>16.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Artist</td>
<td>3.8%</td>
<td>4.8%</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Business</td>
<td>11.4%</td>
<td>13.3%</td>
<td>16.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.4%</td>
<td>1.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Communications</td>
<td>2.4%</td>
<td>3.0%</td>
<td>7.0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>4.9%</td>
<td>13.6%</td>
<td>4.9%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>3.0%</td>
<td>4.2%</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Engineer</td>
<td>15.9%</td>
<td>8.8%</td>
<td>0.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Government</td>
<td>1.7%</td>
<td>2.9%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>10.5%</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?

<table>
<thead>
<tr>
<th>Year</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>0.4%</td>
<td>1.0%</td>
</tr>
<tr>
<td>3</td>
<td>3.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>4</td>
<td>77.5%</td>
<td>87.0%</td>
</tr>
<tr>
<td>5</td>
<td>15.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>6+</td>
<td>2.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Do not plan to graduate from this college</td>
<td>1.3%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

- **Your Institution**
- **Comparison Group**
Expectations: Degree Aspirations

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

![Bar chart showing degree aspirations for different academic levels.](chart.png)
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: 42.9% Very Good Chance, 42.3% Some Chance
- Participate in a study abroad program: 39.3% Very Good Chance, 31.0% Some Chance
- Get tutoring help in specific courses: 39.4% Very Good Chance, 31.4% Some Chance

Your Institution

Comparison Group
Communicate regularly with your professors

Take a course exclusively online

Work on a professor’s research project

Expectations for College Life

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

- Communicate regularly with your professors: Your Institution 50.3%, Comparison Group 45.8%
- Take a course exclusively online: Your Institution 17.0%, Comparison Group 21.8%
- Work on a professor’s research project: Your Institution 48.6%, Comparison Group 42.3%

**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
  - [ ] Very Good Chance: 13.7%
  - [ ] Some Chance: 1.8%
- [ ] Transfer to another college before graduating
  - [ ] Very Good Chance: 3.5%
  - [ ] Some Chance: 17.3%
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

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