California State University-Los Angeles

CIRP Freshman Survey

2020 Results

First-time, Full-time Freshmen

California State University-Los Angeles
N=1,688

Public 4yr Colleges-low selectivity
N=3,094

Higher Education Research Institute, University of California at Los Angeles

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 the following:

- College admissions decisions
- Financing college
- High school experiences and behaviors
- College preparation
- Expectations for college-major and career
- Expectations for college life

Table of Contents

- Demographics
  - Gender Identity
  - Race/Ethnicity
  - Distance from Home
- College Choice
  - 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
  - AP Exam Scores
  - Previous College 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
  - Civic & Campus Engagement
  - Academic Engagement
  - Political Behaviors

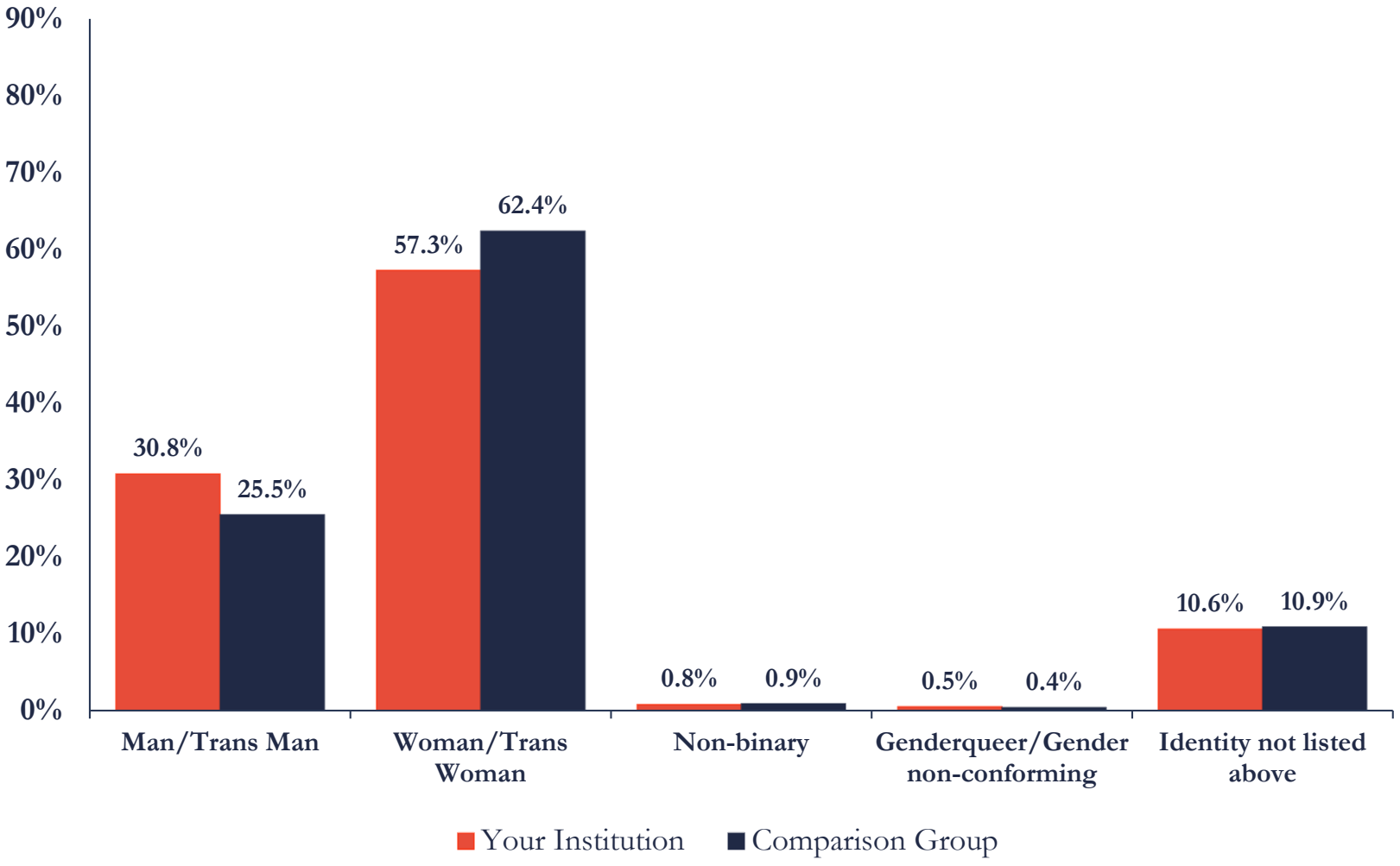
A Note about CIRP Constructs

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. Constructs focus on student traits and institutional practices contributing to students' academic and social development.

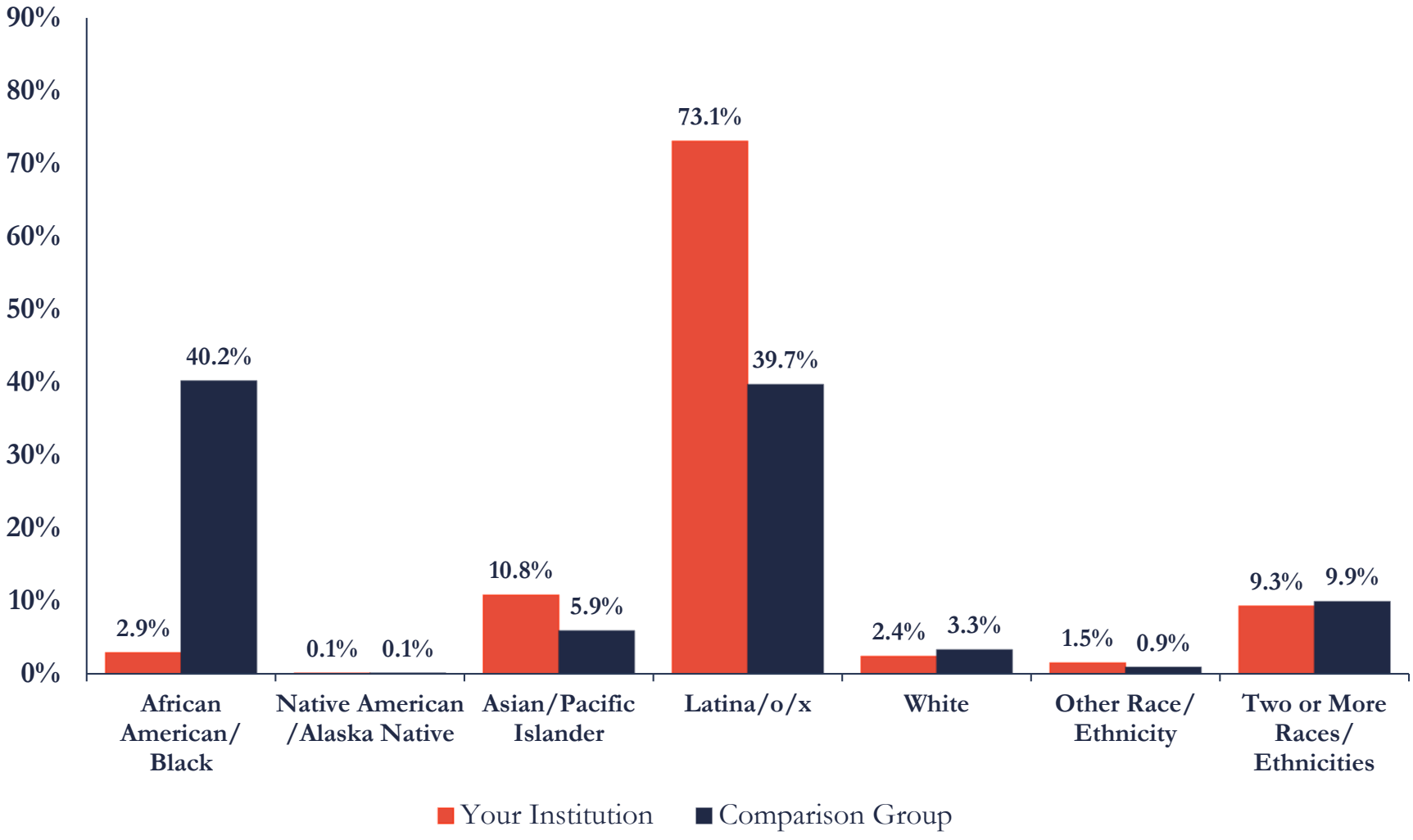
Demographics

Gender Identity



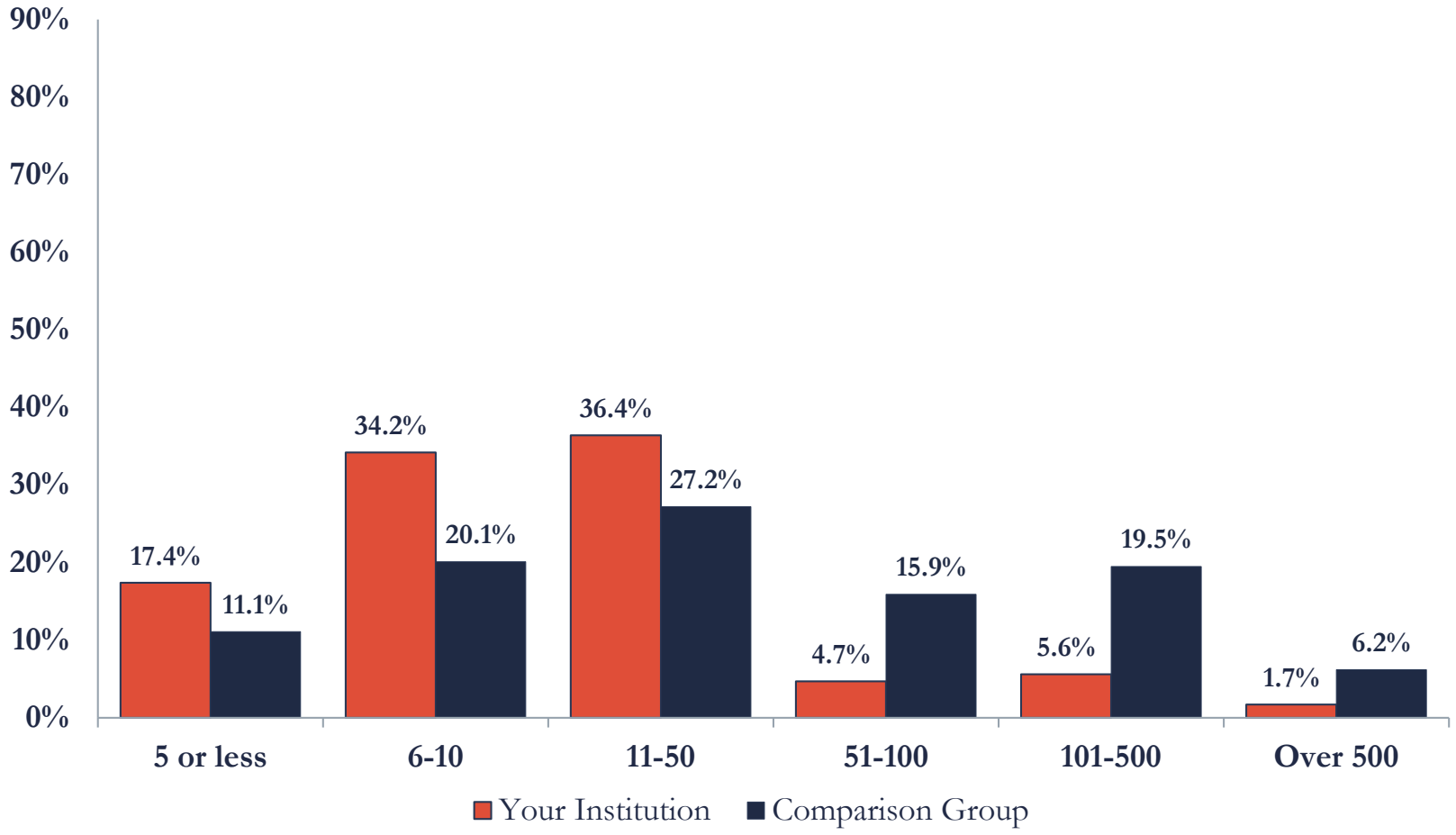
Demographics

Race/Ethnicity



Demographics

How many miles is this college from your permanent home?

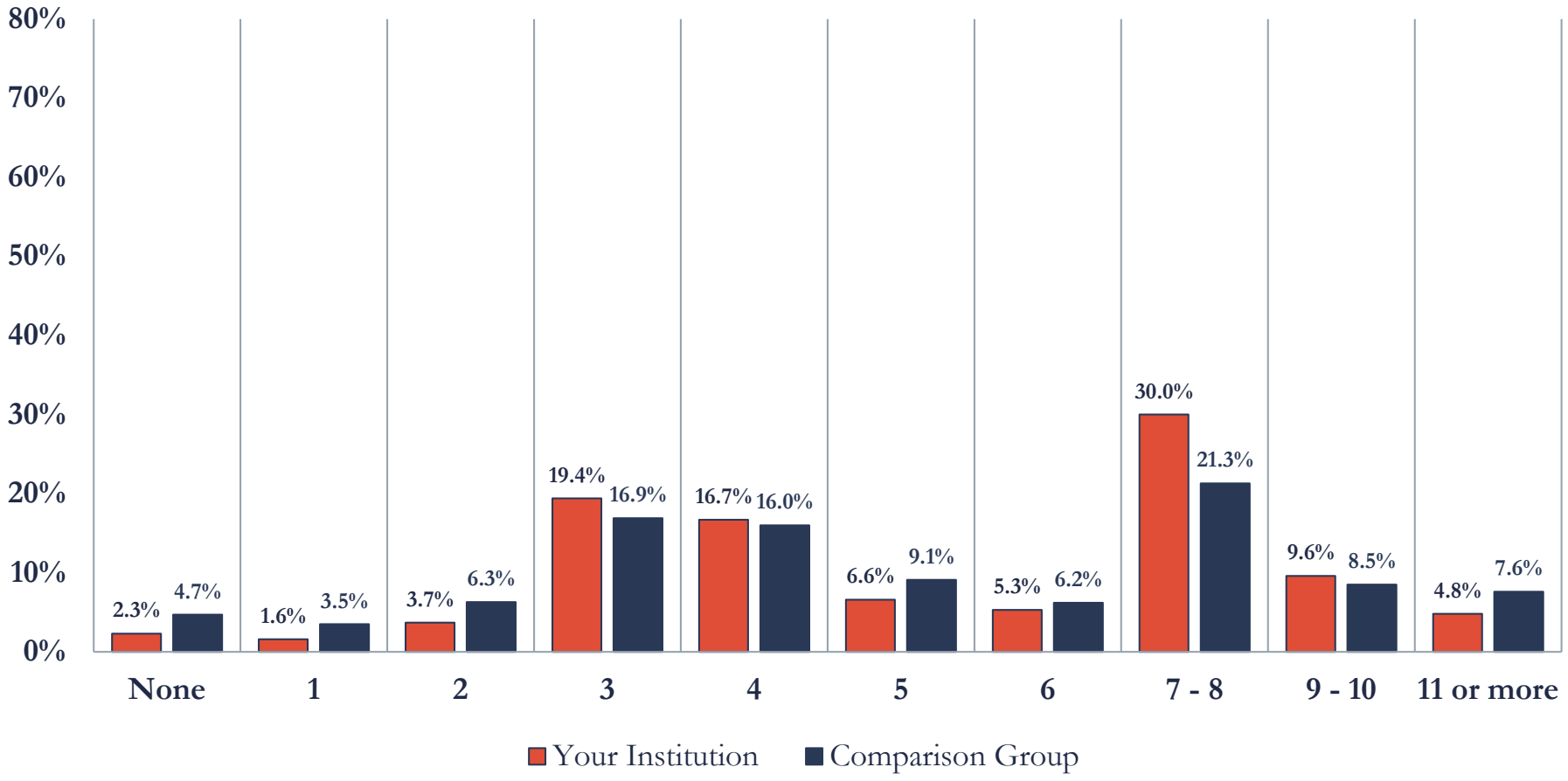


College Choice

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

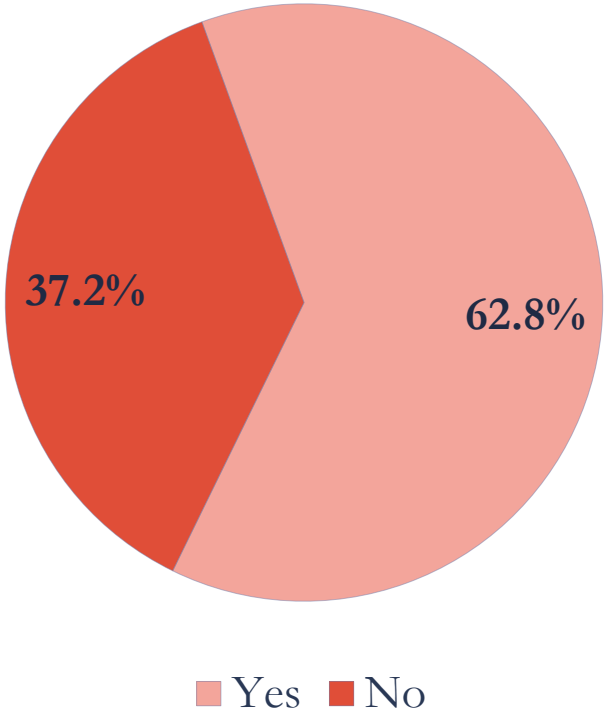
College Choice

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

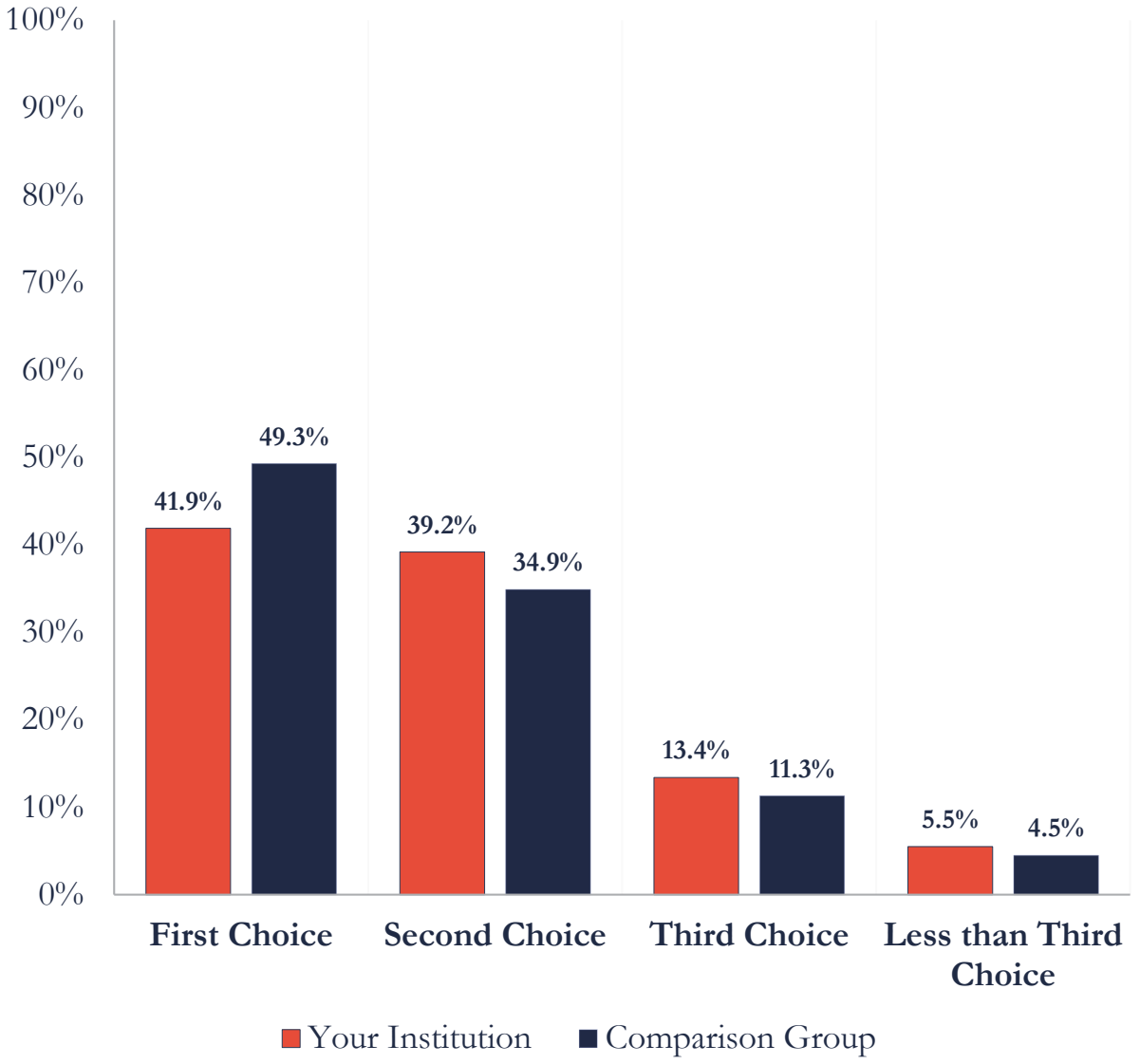


College Choice

Were you accepted by your first-choice college?

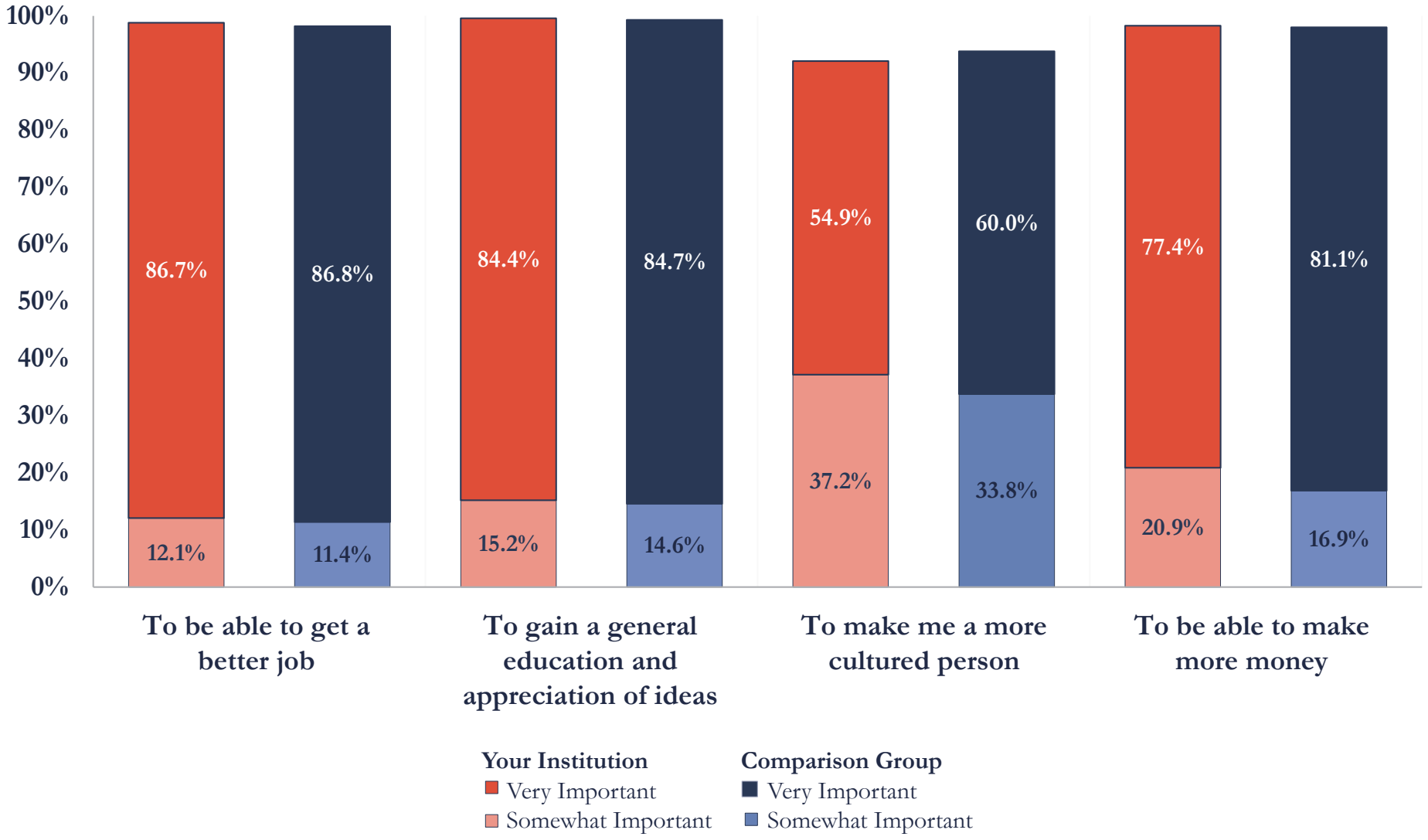


Is this college your…



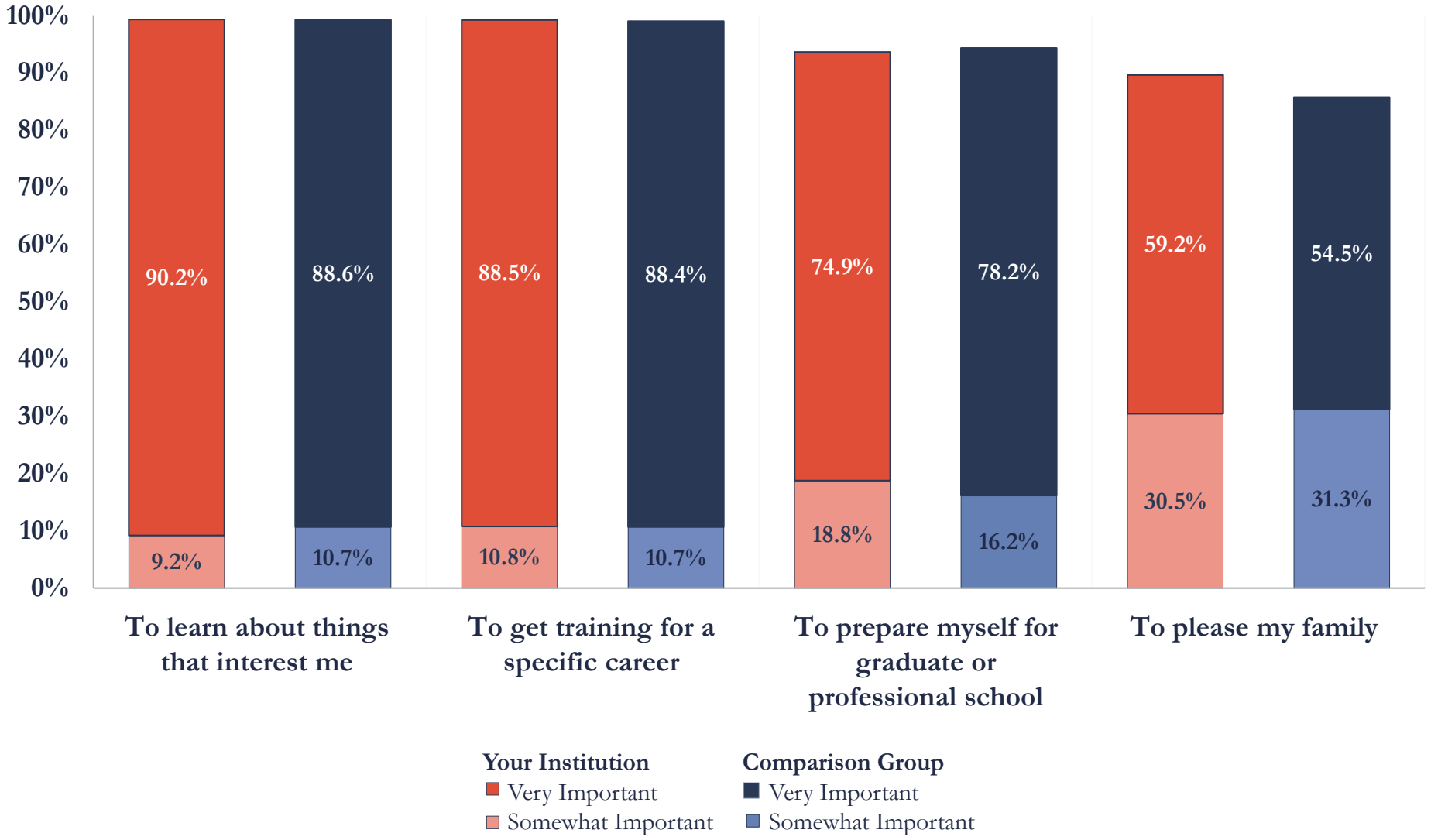
College Choice

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



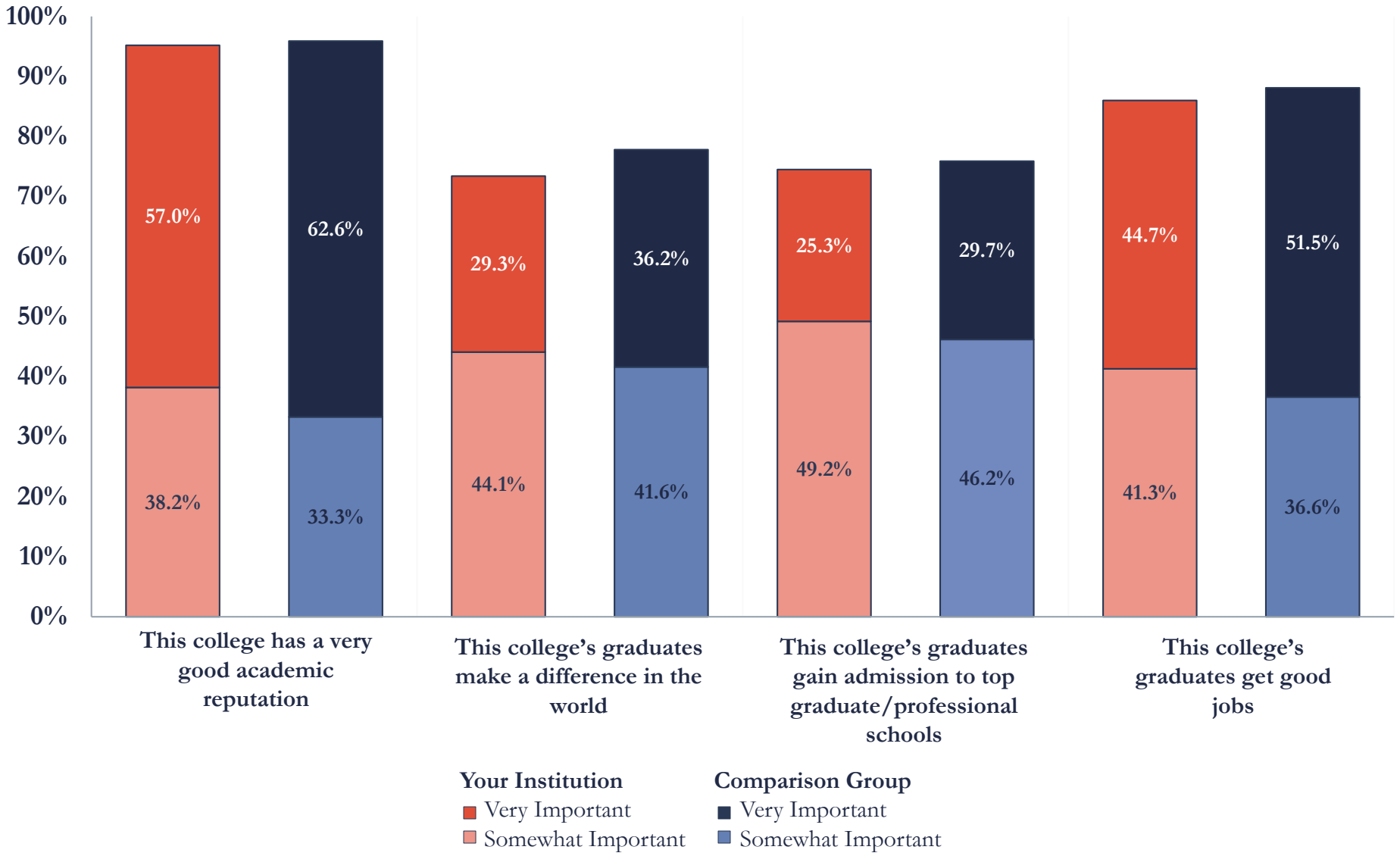
College Choice

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



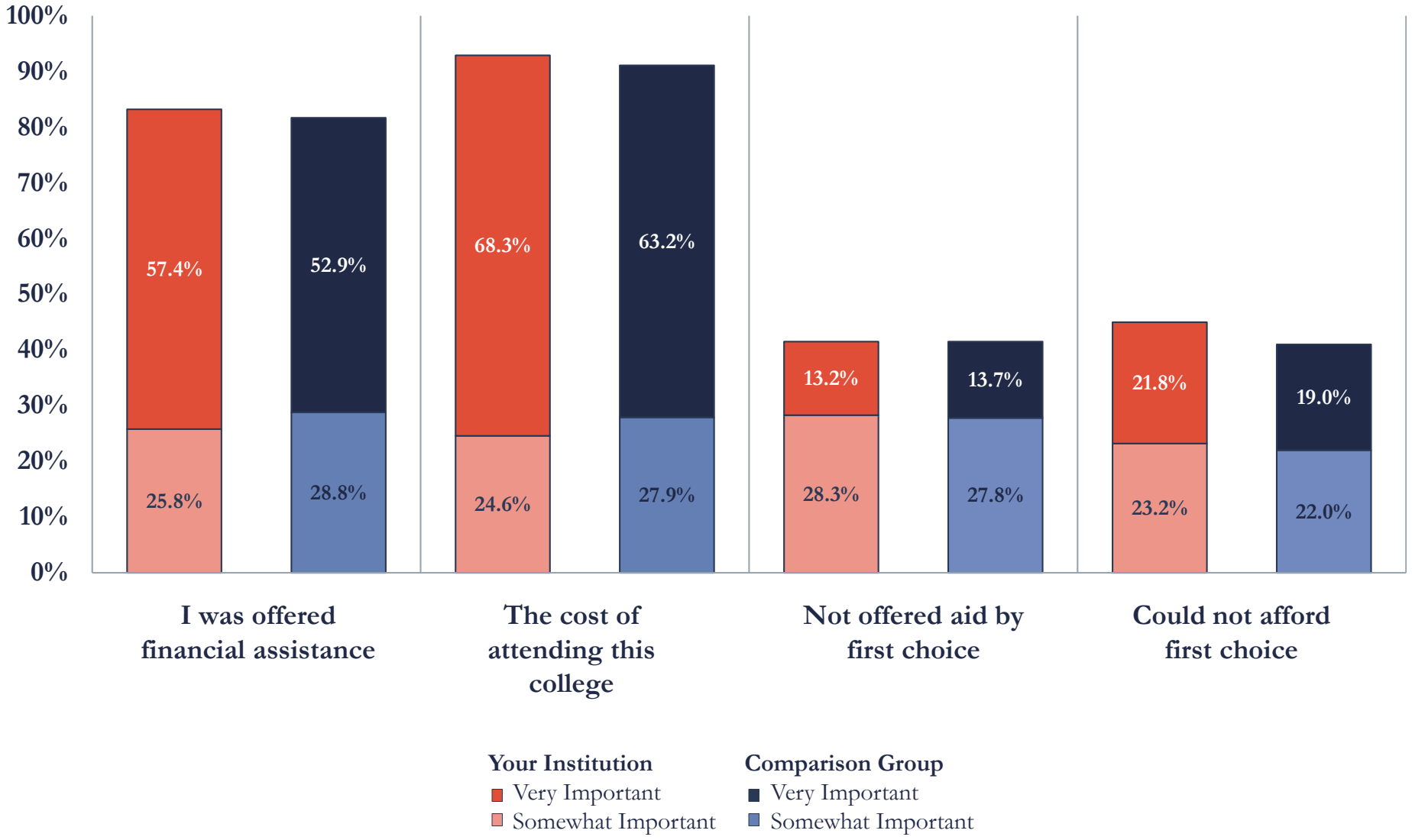
College Choice

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



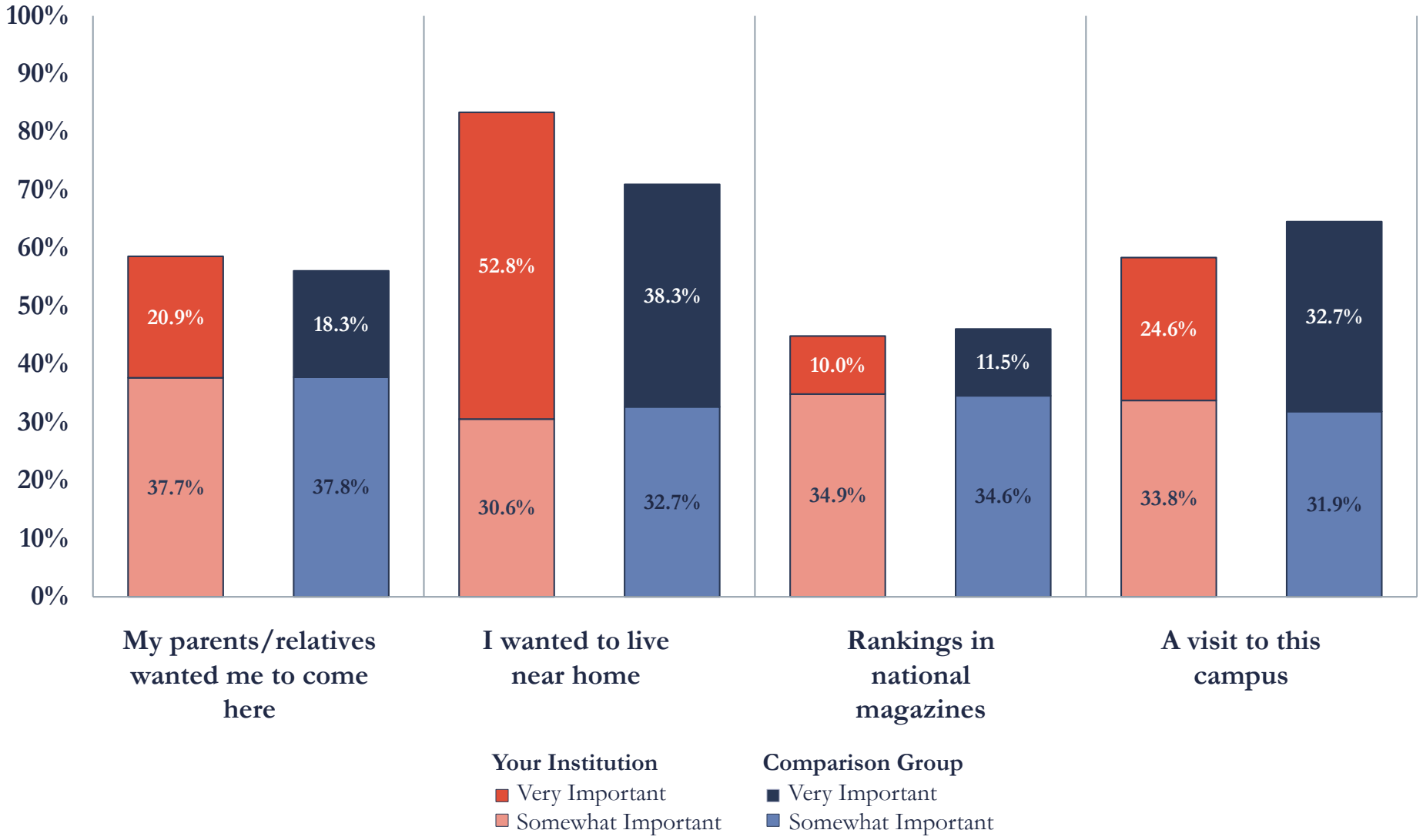
College Choice

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



College Choice

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

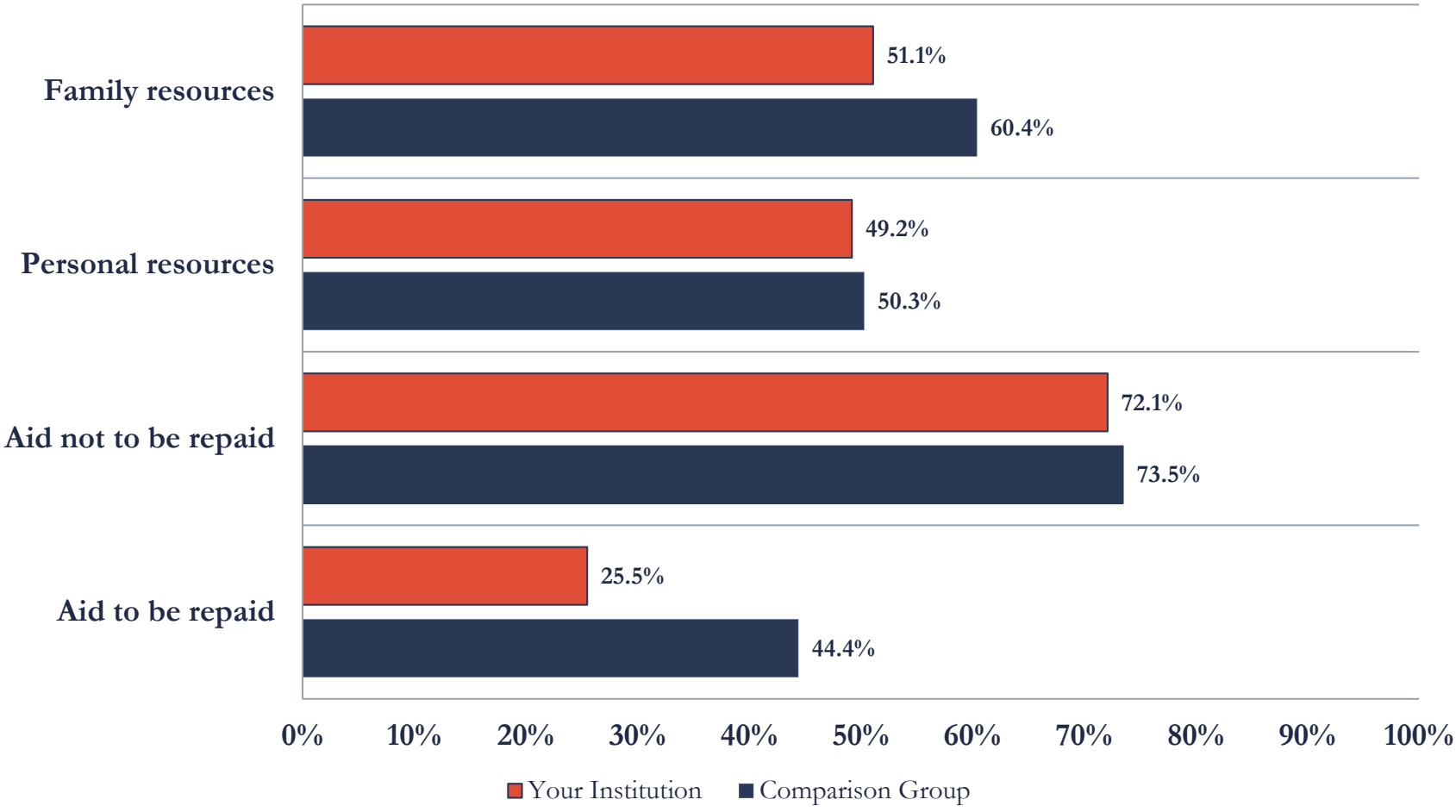


Financing College

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

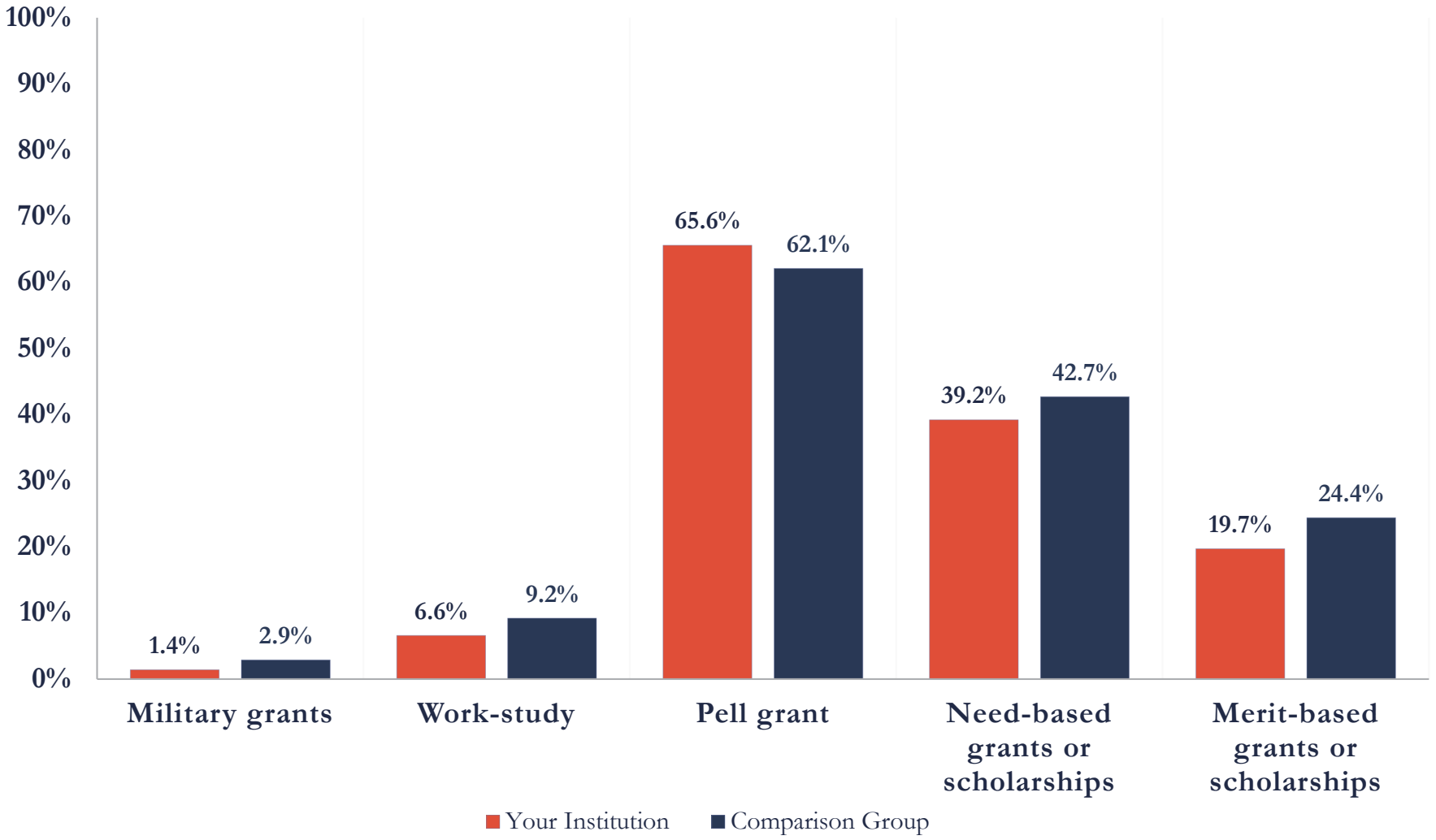
Financing College

Students' first-year funding sources:



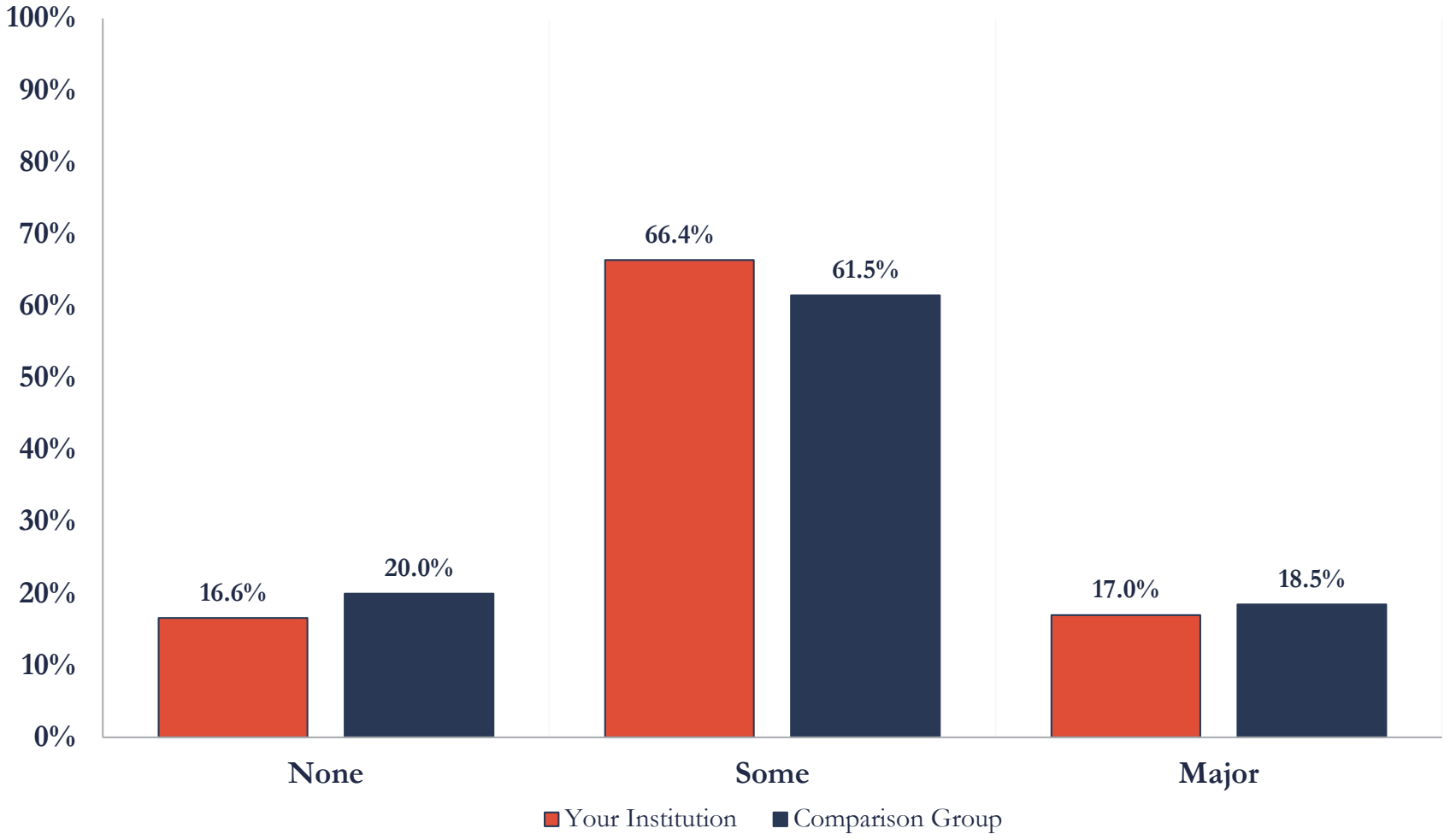
Financing College

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



Financing College

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

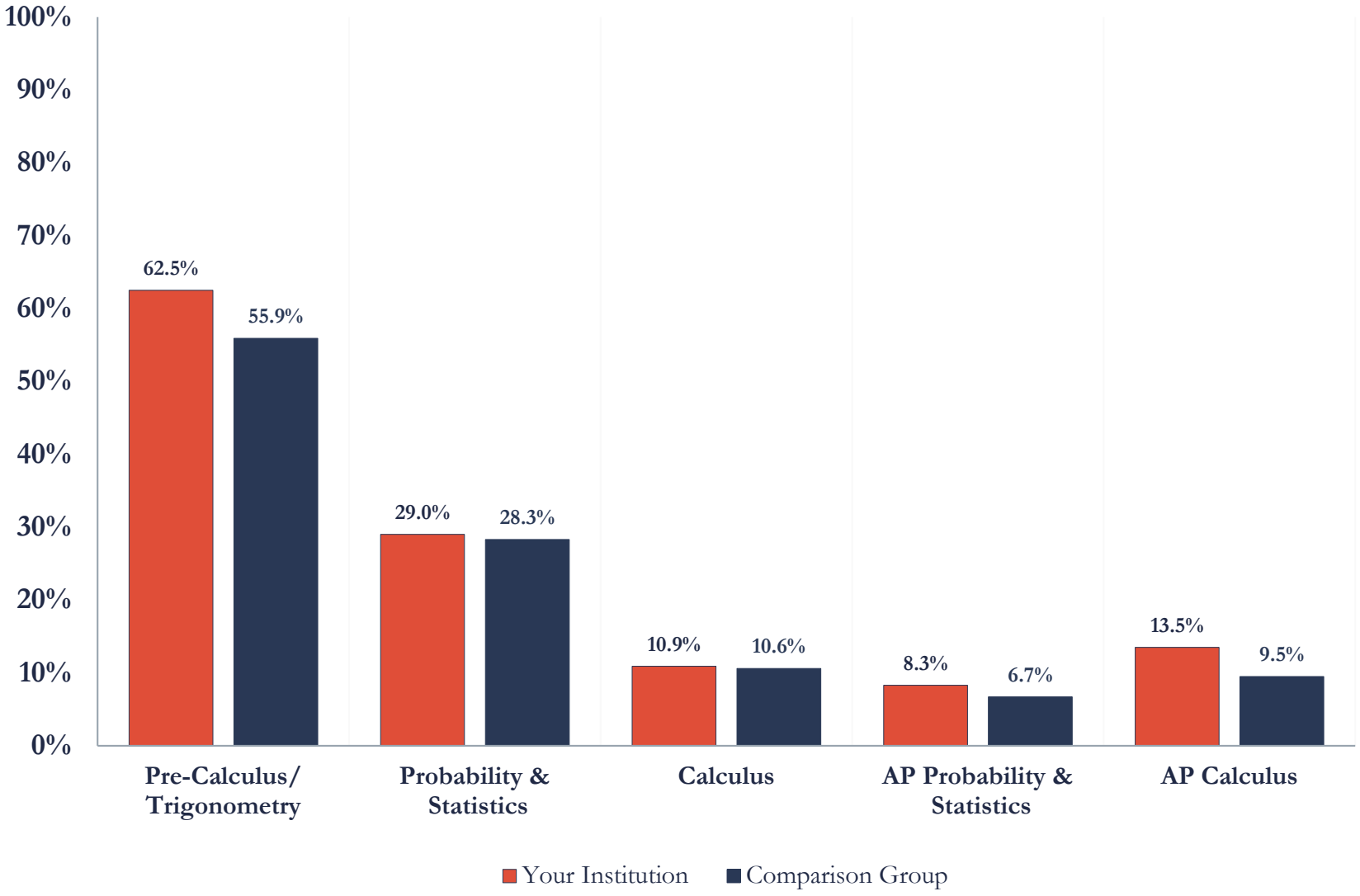


High School Experiences

Understanding students' established behaviors in high school helps foster skills, knowledge, and abilities in the curriculum and co-curriculum.

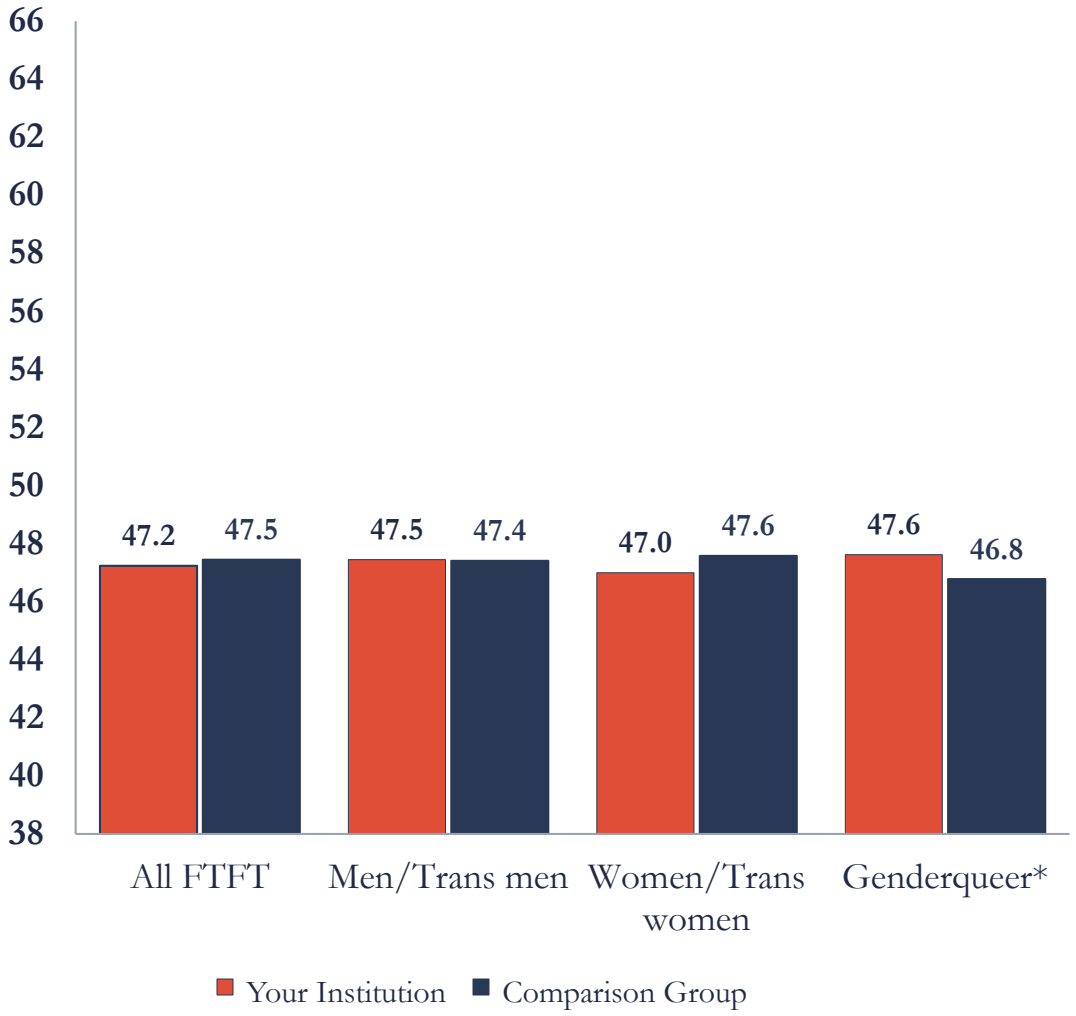
Academic Preparation

Please mark which of the following courses you have completed.



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.**



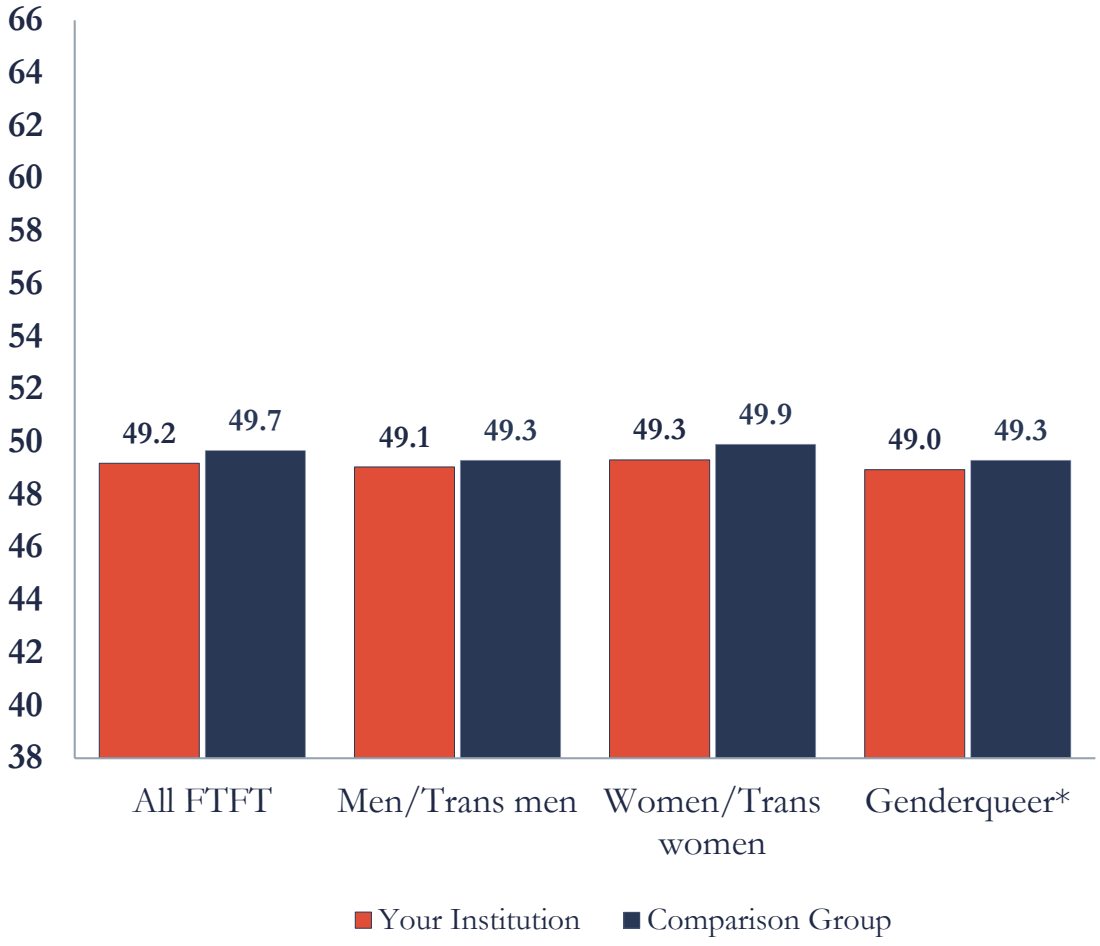
Construct Items

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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

Pluralistic Orientation

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



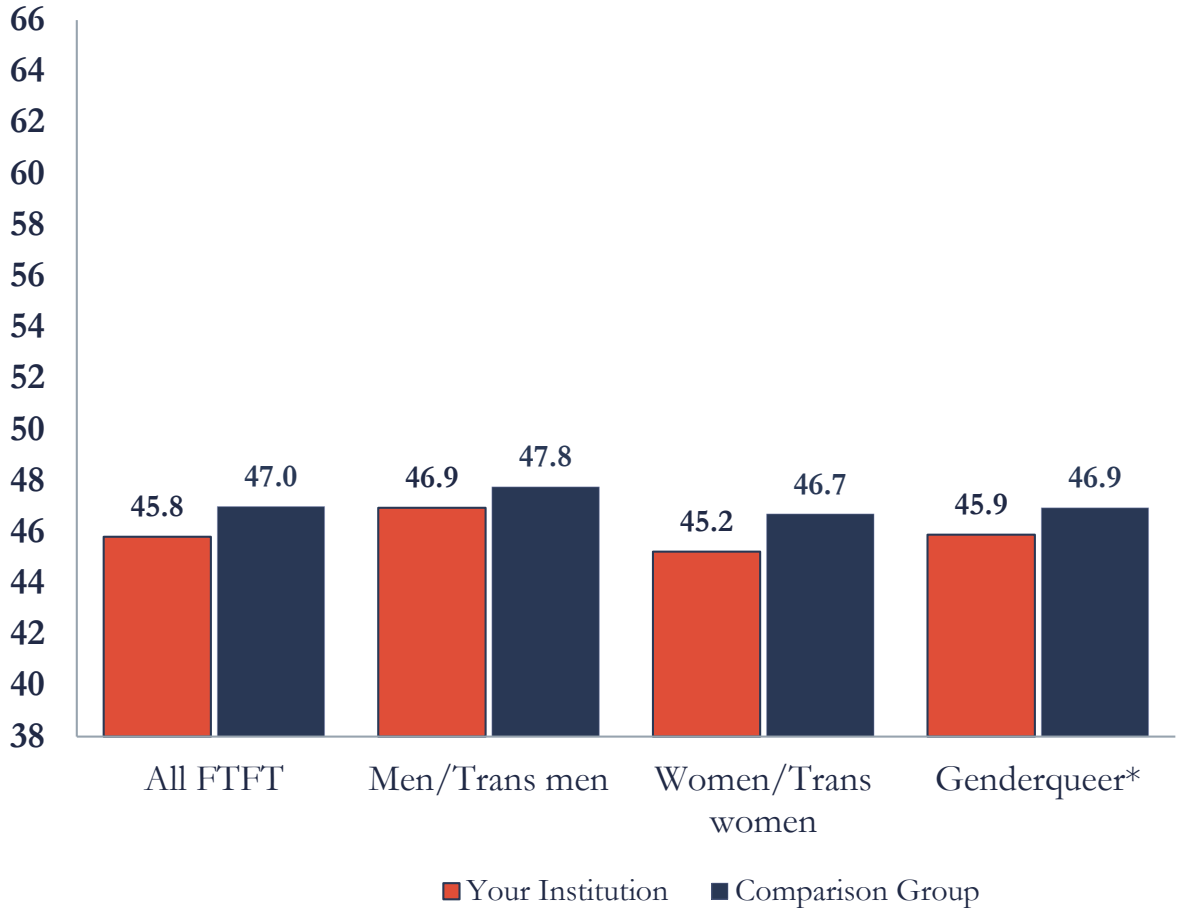
Construct Items

- Ability to see the world from someone else's perspective
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to work cooperatively with diverse people

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.



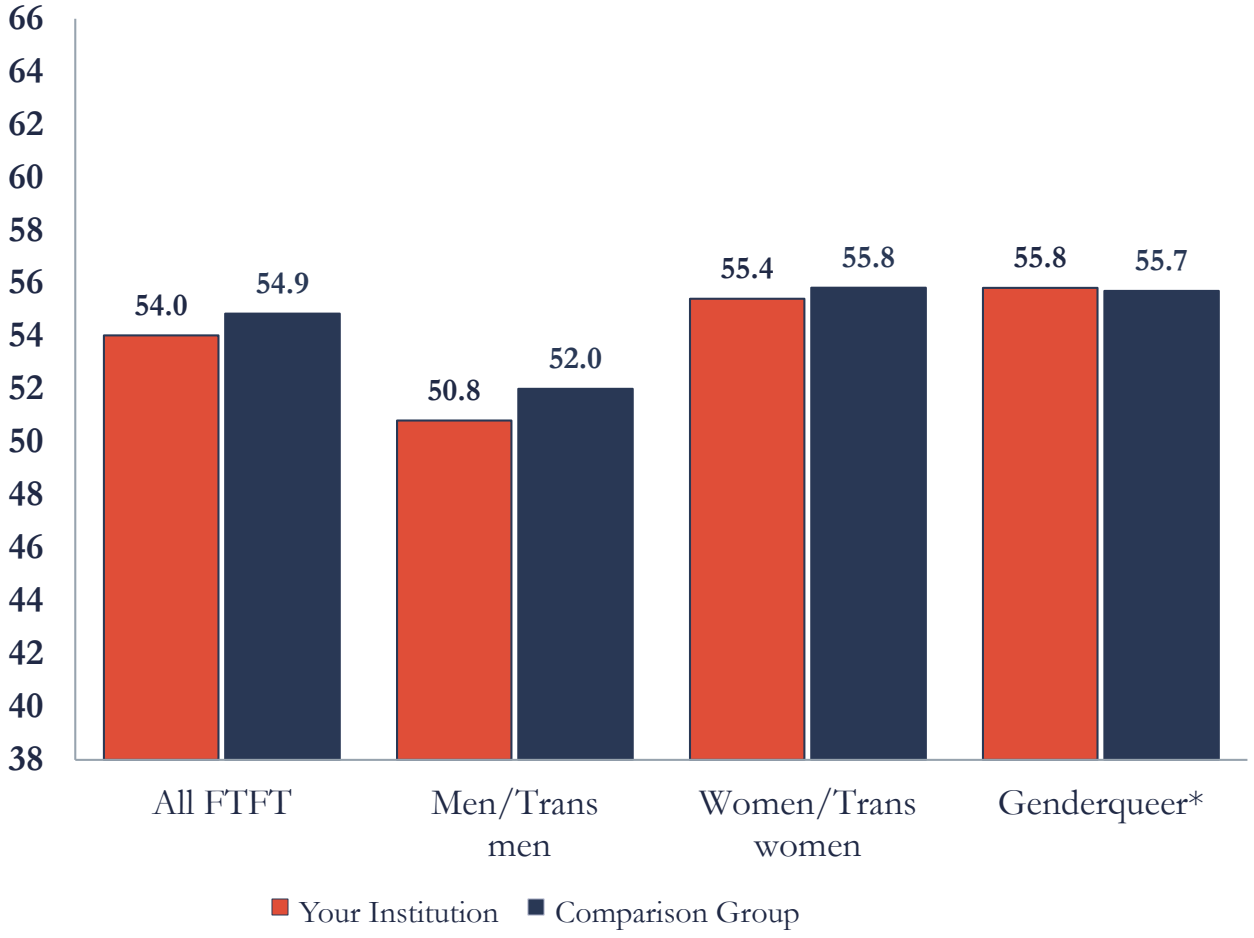
Construct Items

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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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

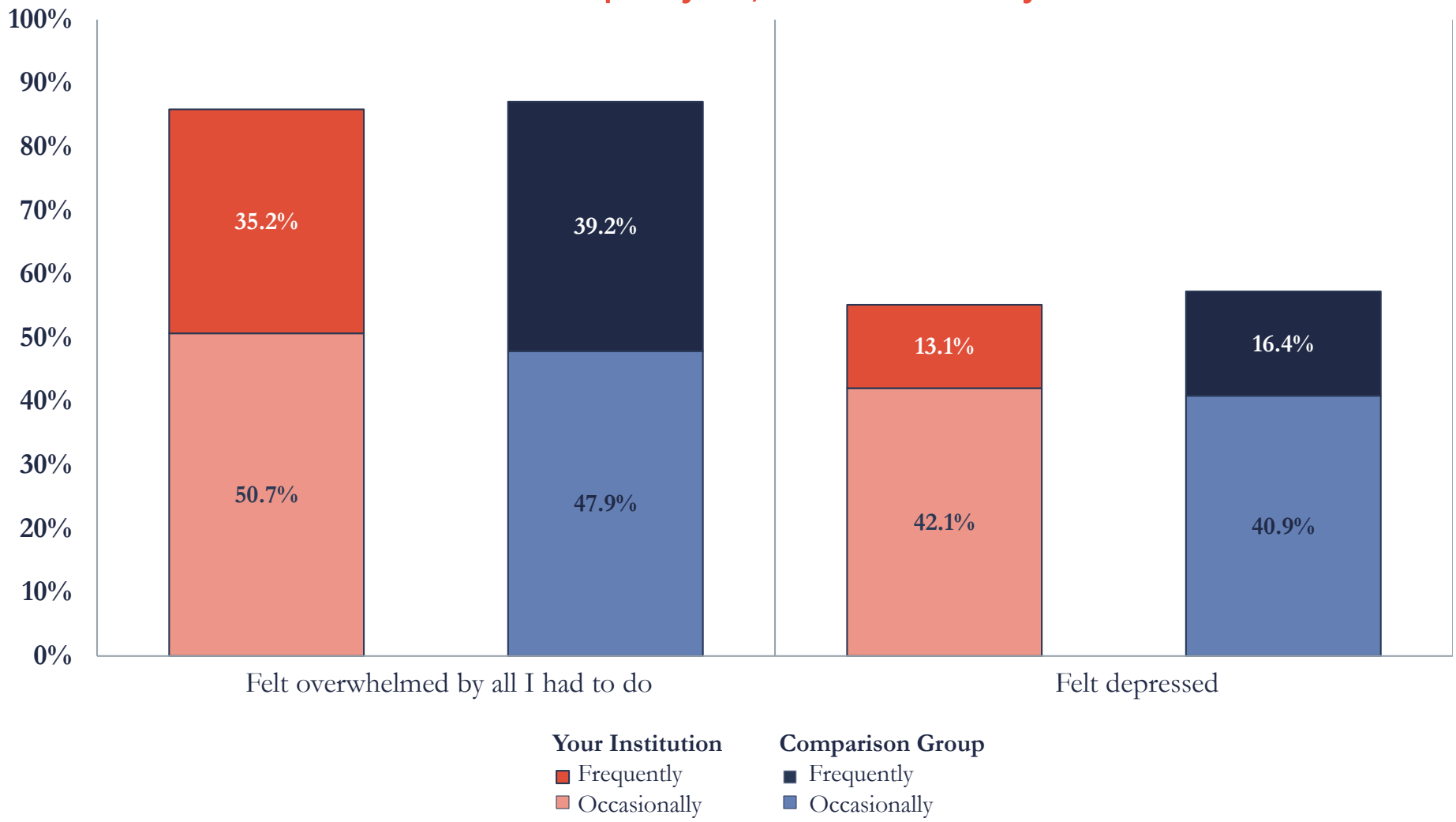
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Performed volunteer work
- Helped raise money for a cause or campaign
- Publicly communicated my opinion about a cause (e.g., blog, email, petition)
- Influencing social values
- Keeping up to date with political affairs

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

Health and Wellness

Students' emotional well-being can affect many important aspects of the student experience including academic performance and persistence.

In the past year, how often have you:

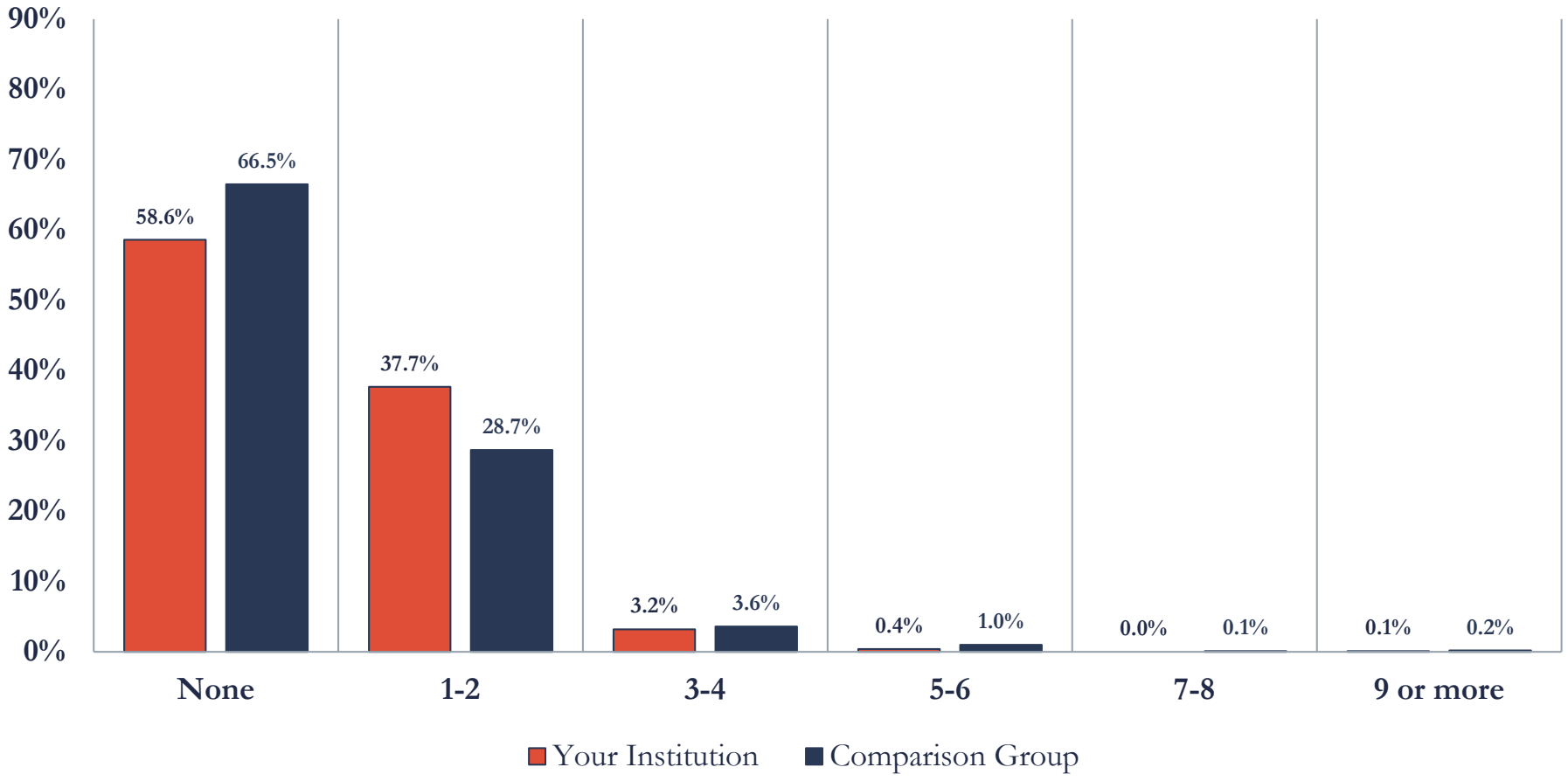


College Preparation

These items illustrate students' academic preparation.

AP Exam Scores

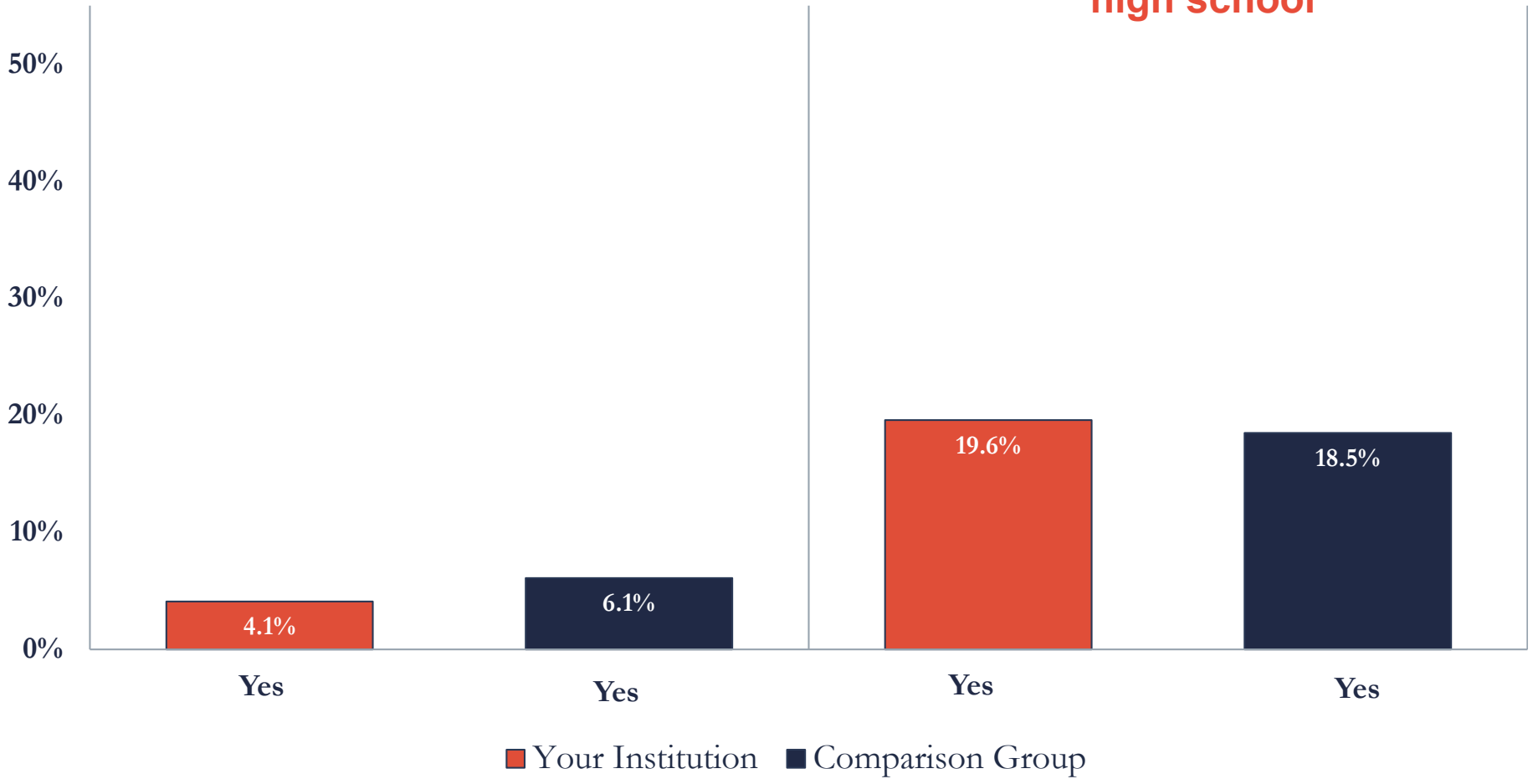
On how many AP exams did you score a 3 or higher?



Previous College Coursework

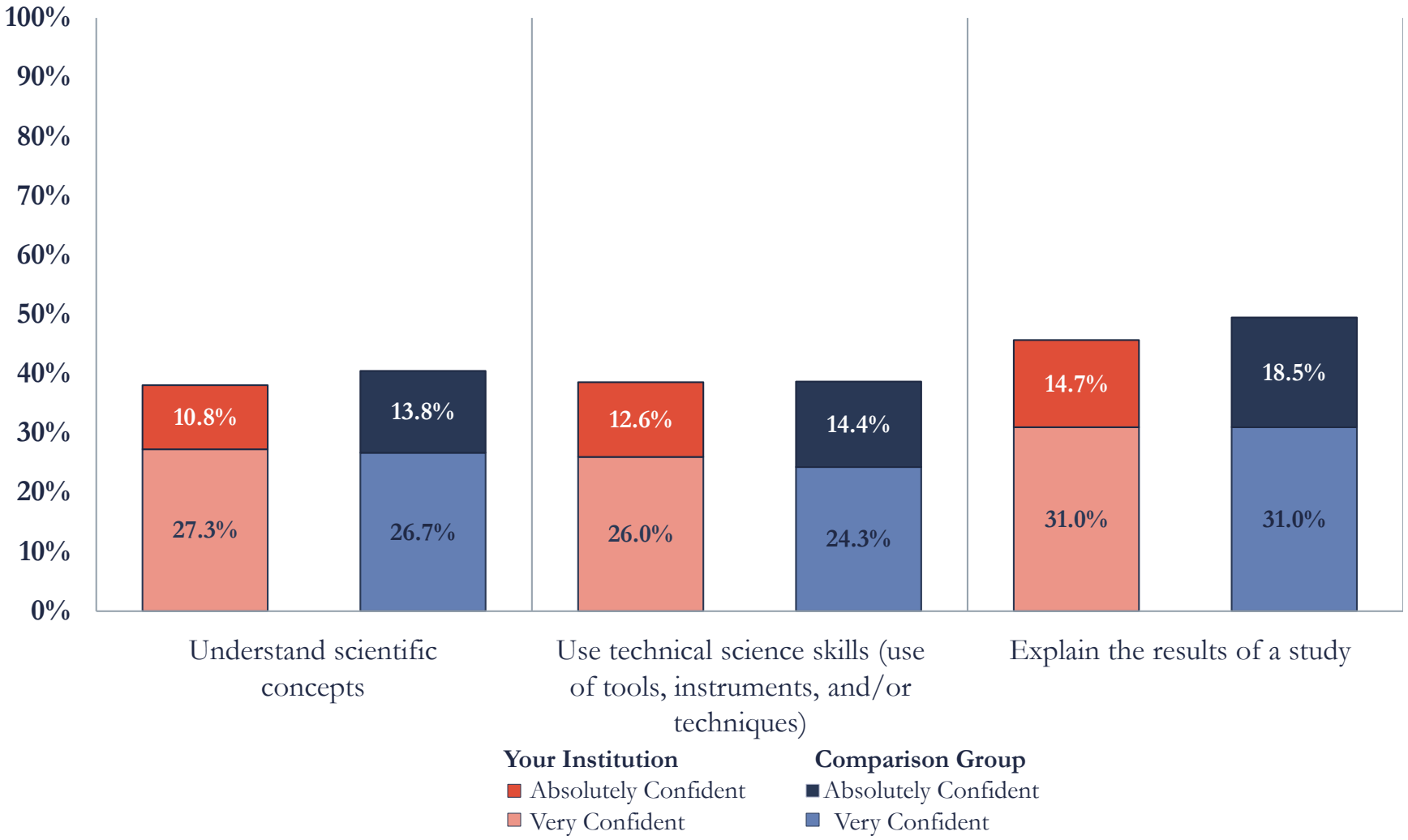
Have taken courses for credit at this institution prior to this term

Have taken courses, whether for credit or not for credit, at any other institution since leaving high school



Science/Research Self-Efficacy

How confident are you that you can do the following?



Expectations for College: Major and Career

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

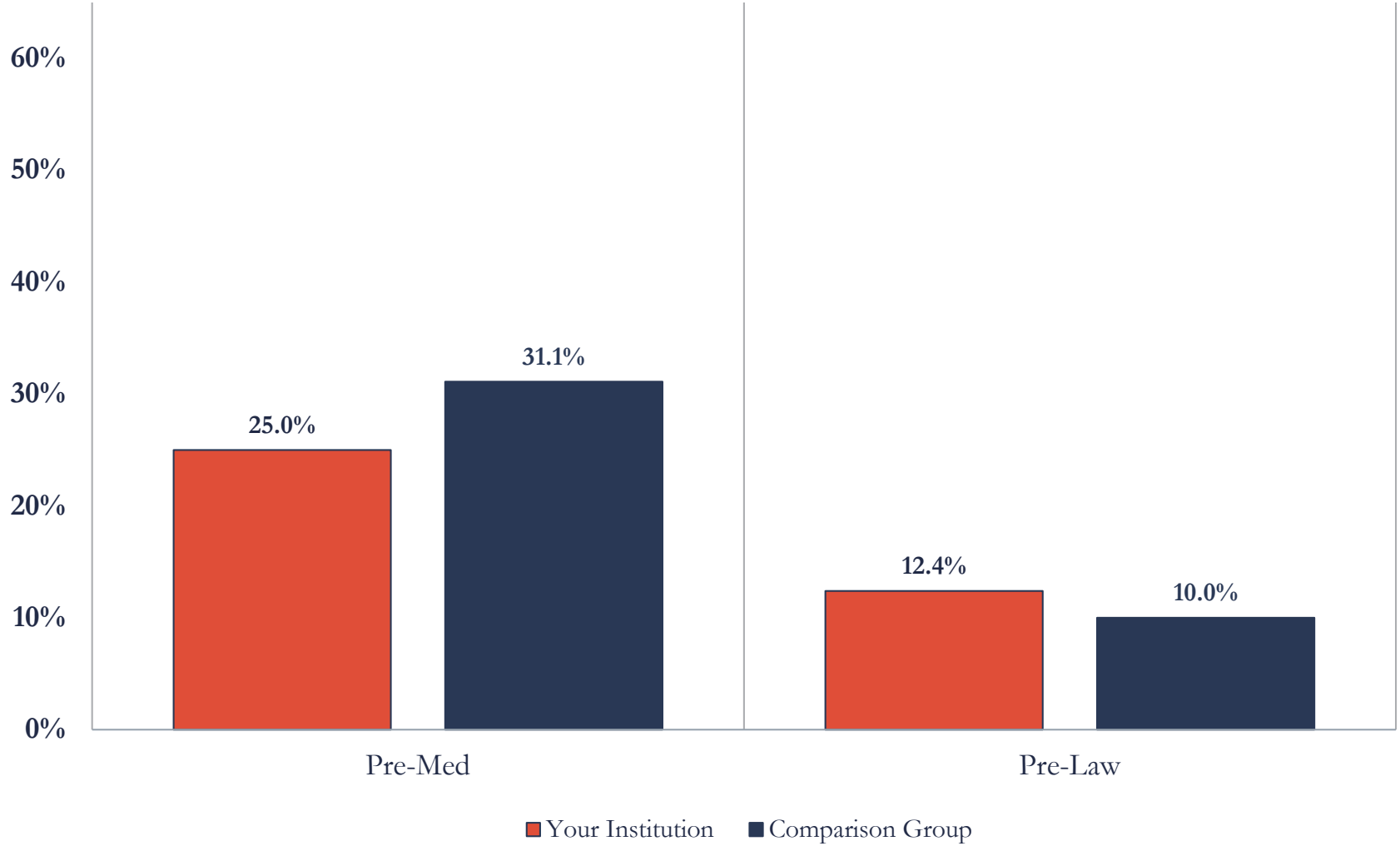
Expectations: Major

Please indicate your intended major.

	Your Inst	Comp Group
Agriculture	0.0%	0.0%
Biological Sciences	9.6%	9.6%
Business	8.0%	11.1%
Education	3.5%	4.7%
Engineering	9.0%	5.4%
English	0.9%	0.6%
Health Professions	17.4%	26.0%
History or Political Science	2.4%	2.0%
Arts & Humanities	1.5%	2.1%
Fine Arts	7.5%	5.0%
Mathematics or Computer Science	4.4%	3.6%
Physical Science	1.1%	0.8%
Social Science	14.8%	12.9%
Justice and Security	9.4%	7.4%
Library Science	0.0%	0.0%
Other Non-technical	3.2%	3.1%
Undecided	7.4%	5.8%

Expectations: Major

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



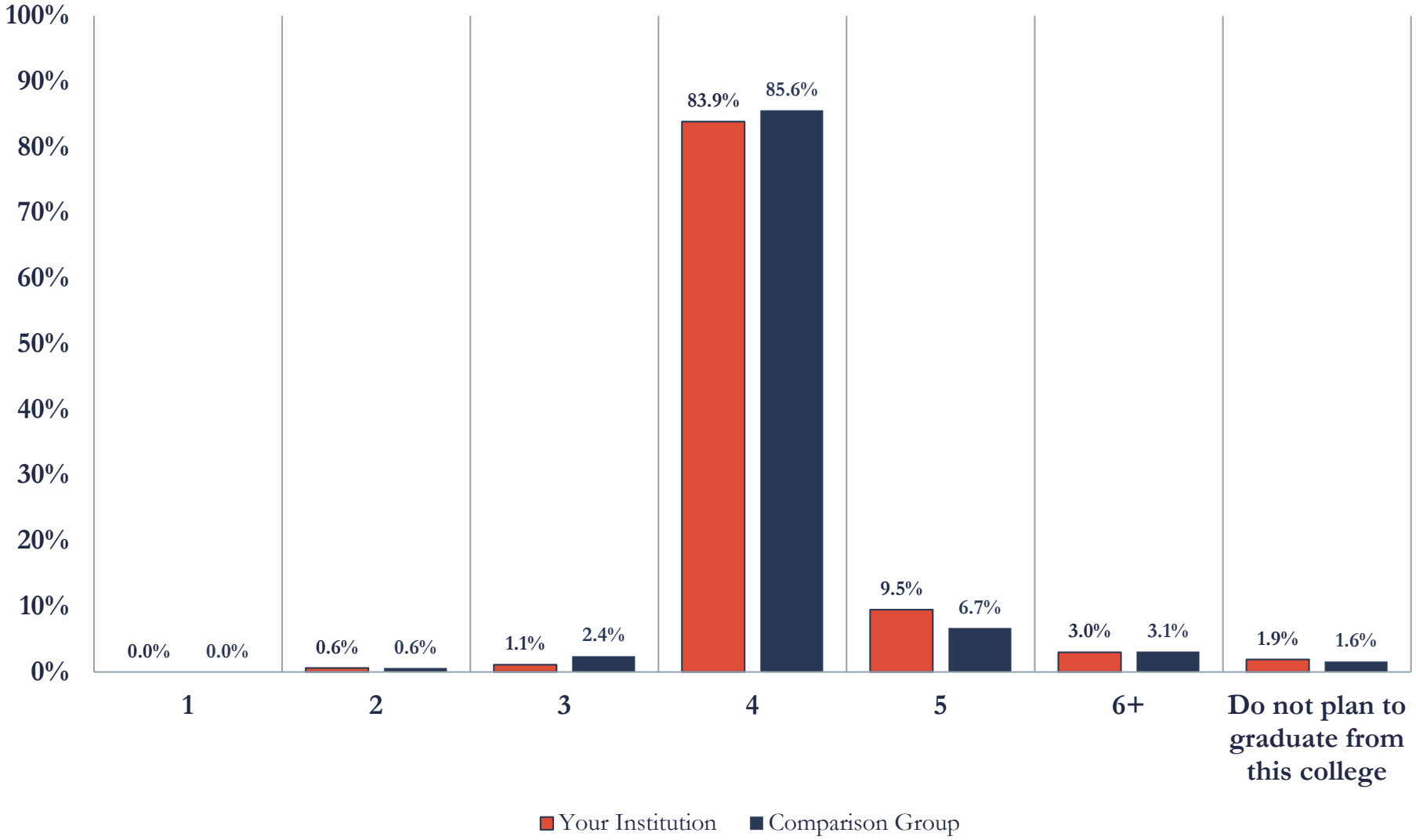
Expectations: Career

Please indicate your intended career.

	Your Inst	Comp Group
Artist	7.6%	5.7%
Business	8.1%	11.7%
Business (Admin Assistant)	0.4%	0.2%
Clergy	0.0%	0.0%
Educators	5.3%	5.0%
Education Administrator	1.0%	1.1%
Doctor (MD or DDS or DVM)	7.9%	8.5%
Engineer	8.3%	5.1%
Farmer or Forester	0.3%	0.4%
Health Professional	11.3%	14.1%
Homemaker/Stay-at-Home Parent	0.0%	0.0%
Information Technology Professional	3.6%	3.0%
Lawyer	3.3%	3.4%
Military	0.1%	0.2%
Nurse	12.0%	16.2%
Research Scientist	0.8%	0.6%
Social/Welfare/Rec Worker	4.7%	3.9%
Skilled worker	0.2%	0.2%
Other choice	14.6%	12.4%
Undecided	10.6%	8.4%

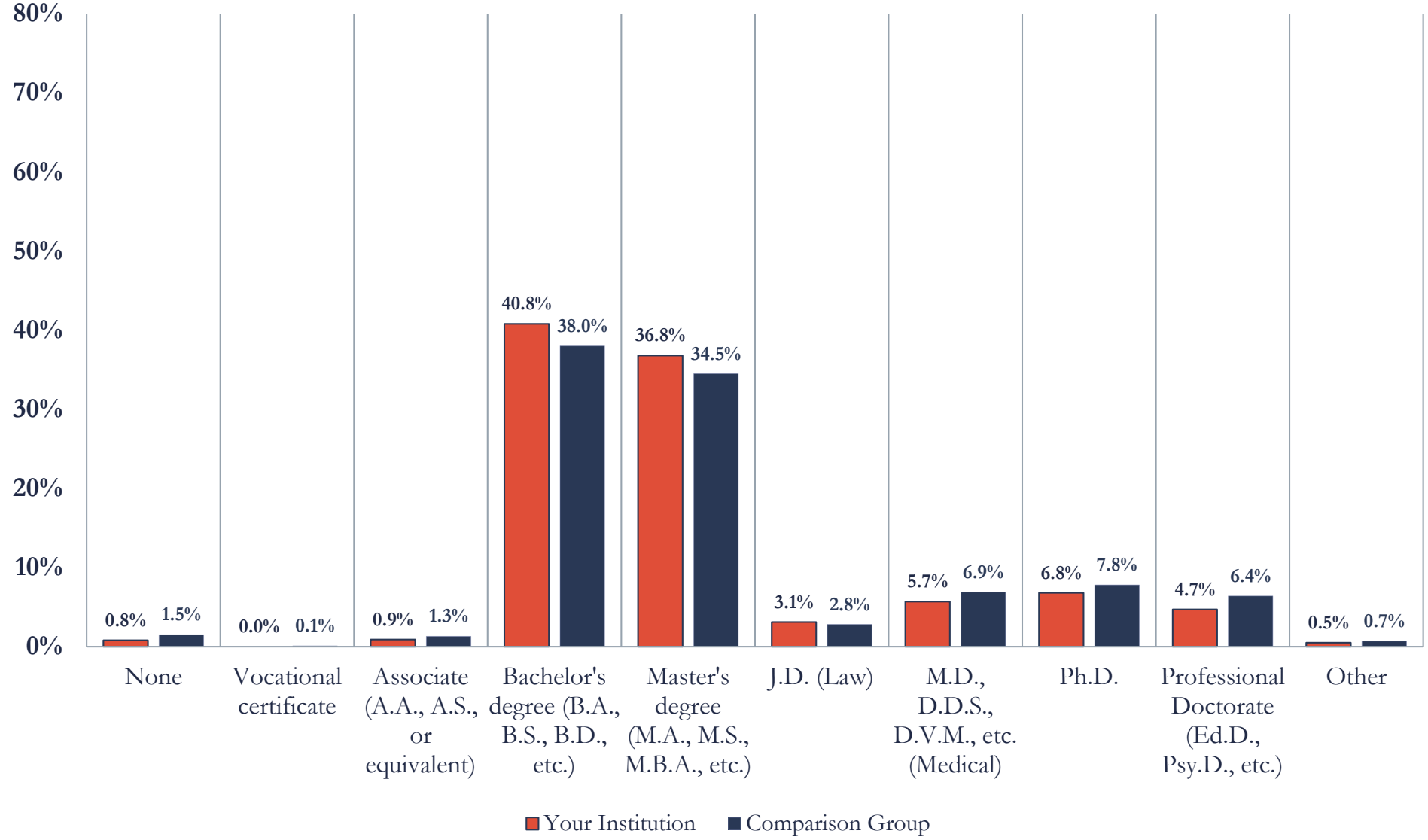
Expectations: Time-to-Degree

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



Expectations: Degree Aspirations

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

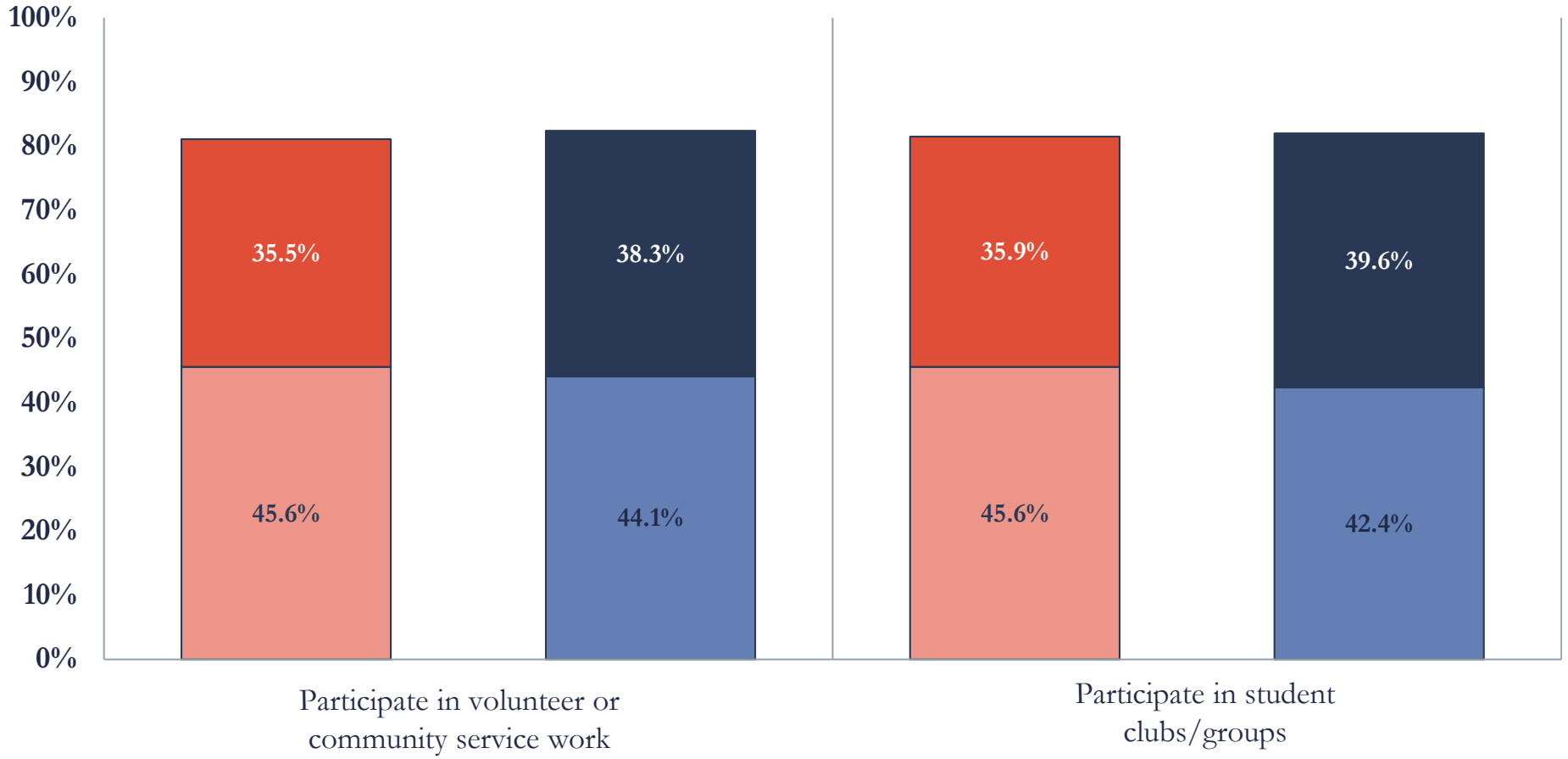


Expectations for College Life

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

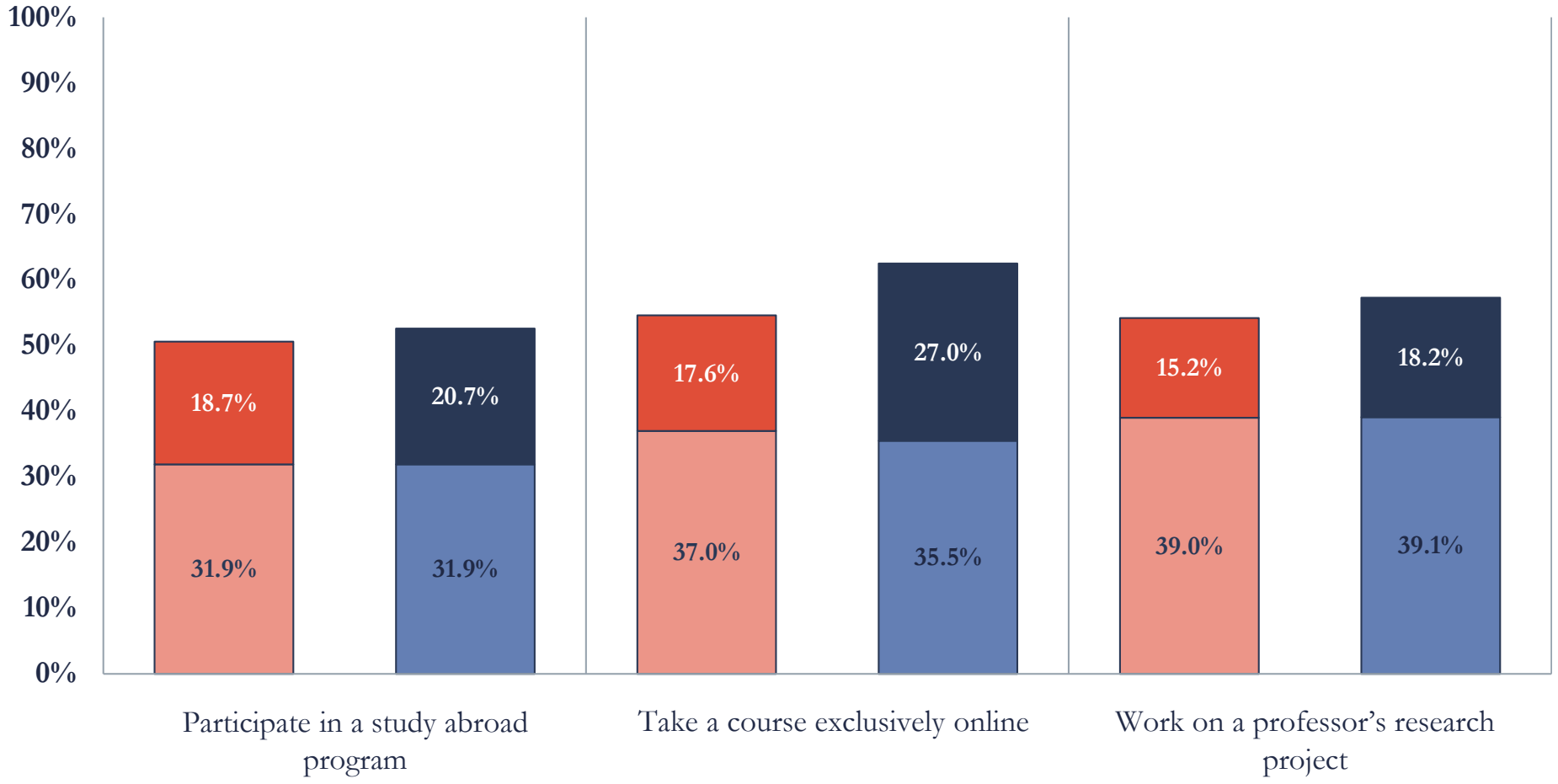
Expectations for College Life

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



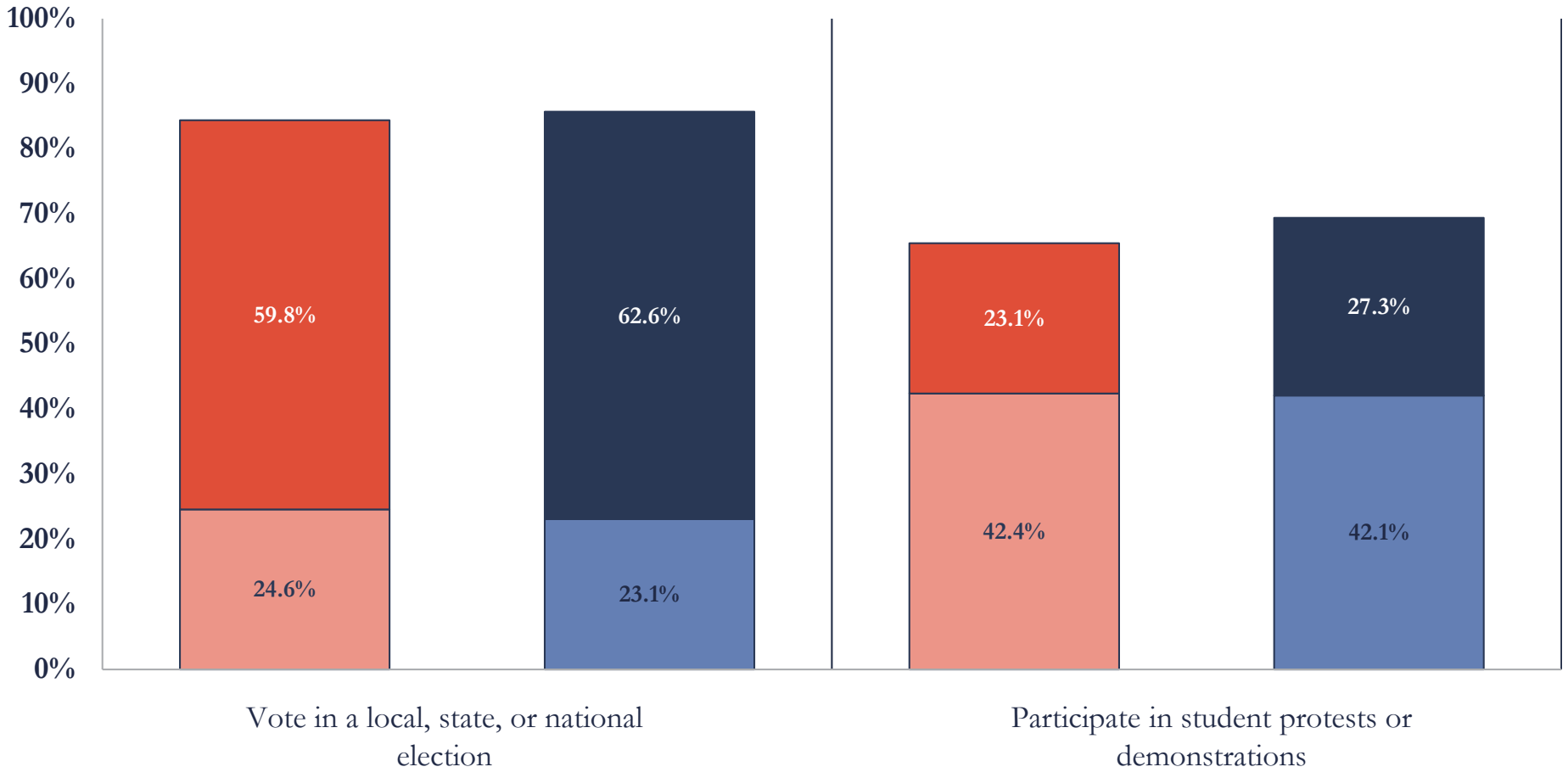
Expectations for College Life

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



Expectations for College Life

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



CIRP

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