



Rutgers University-Camden CIRP Freshman Survey 2013 Results

First-time, Full-time Freshmen

Rutgers University-Camden
N=125

Public 4yr Colleges-high selectivity
N=7,304

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:

- 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



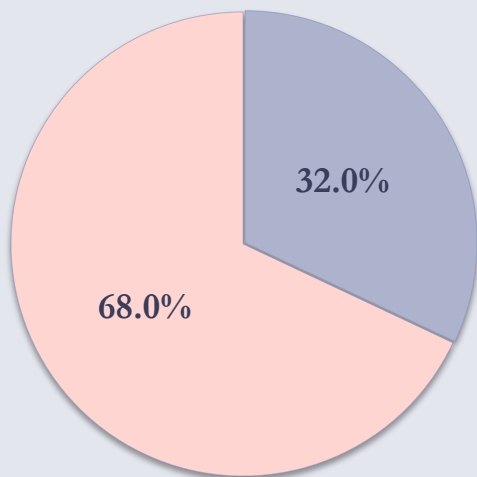
A Note about CIRP Constructs

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.

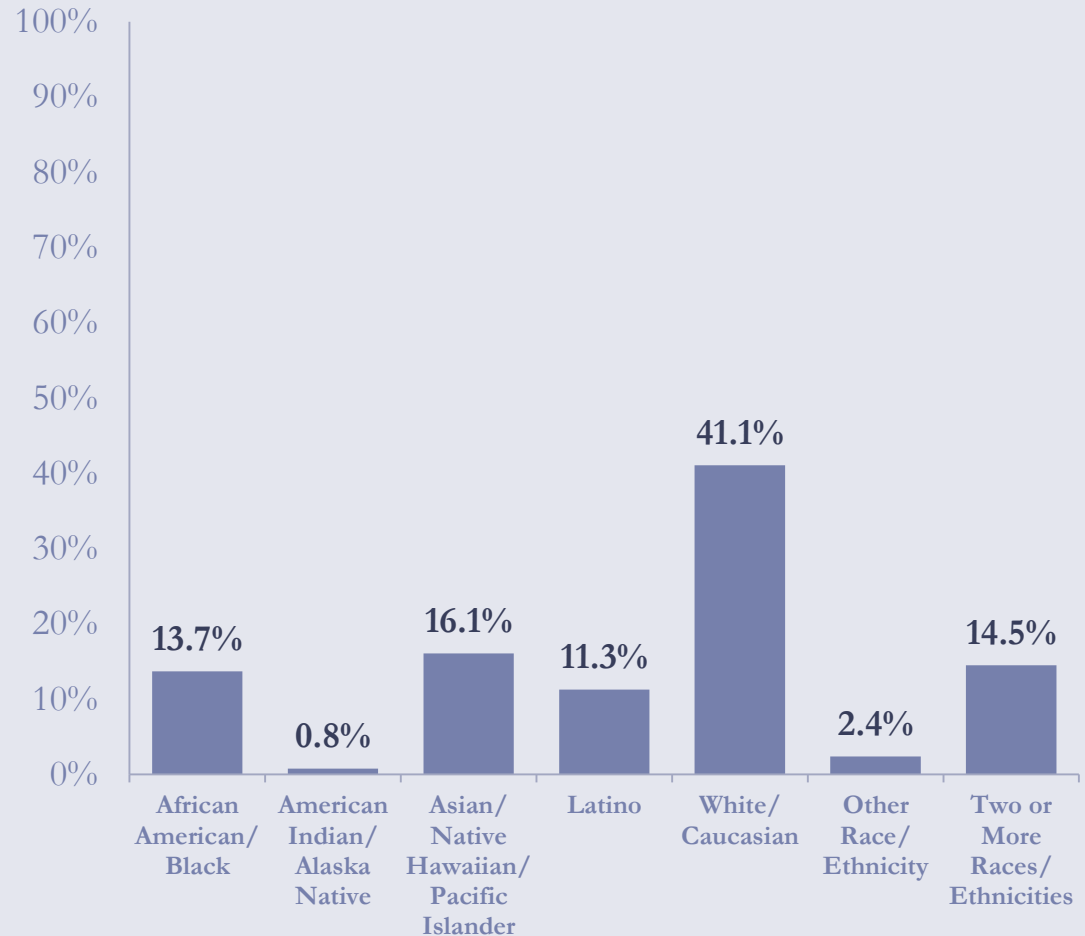
Demographics

Sex



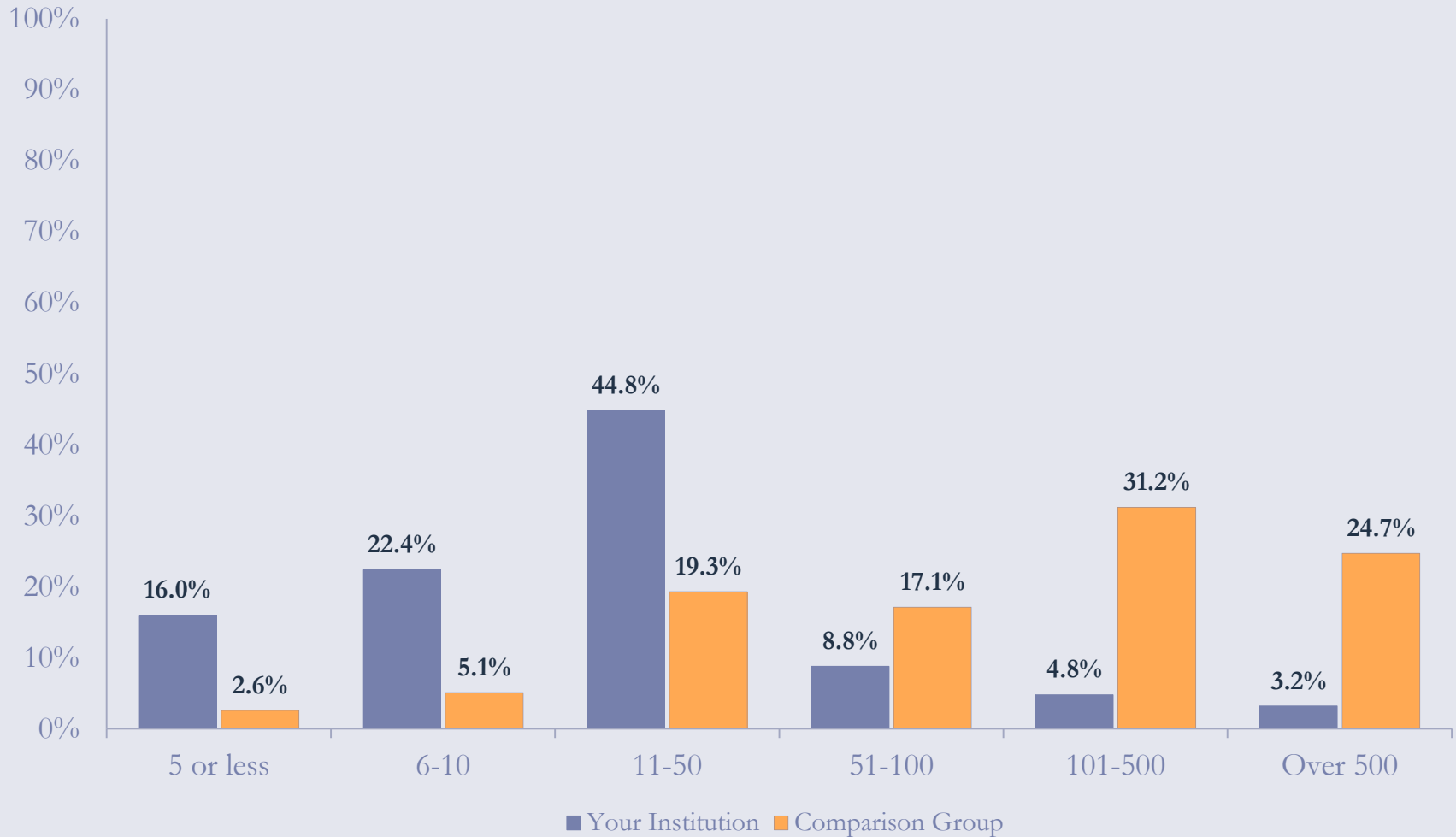
■ Male
 ■ Female

Race/Ethnicity



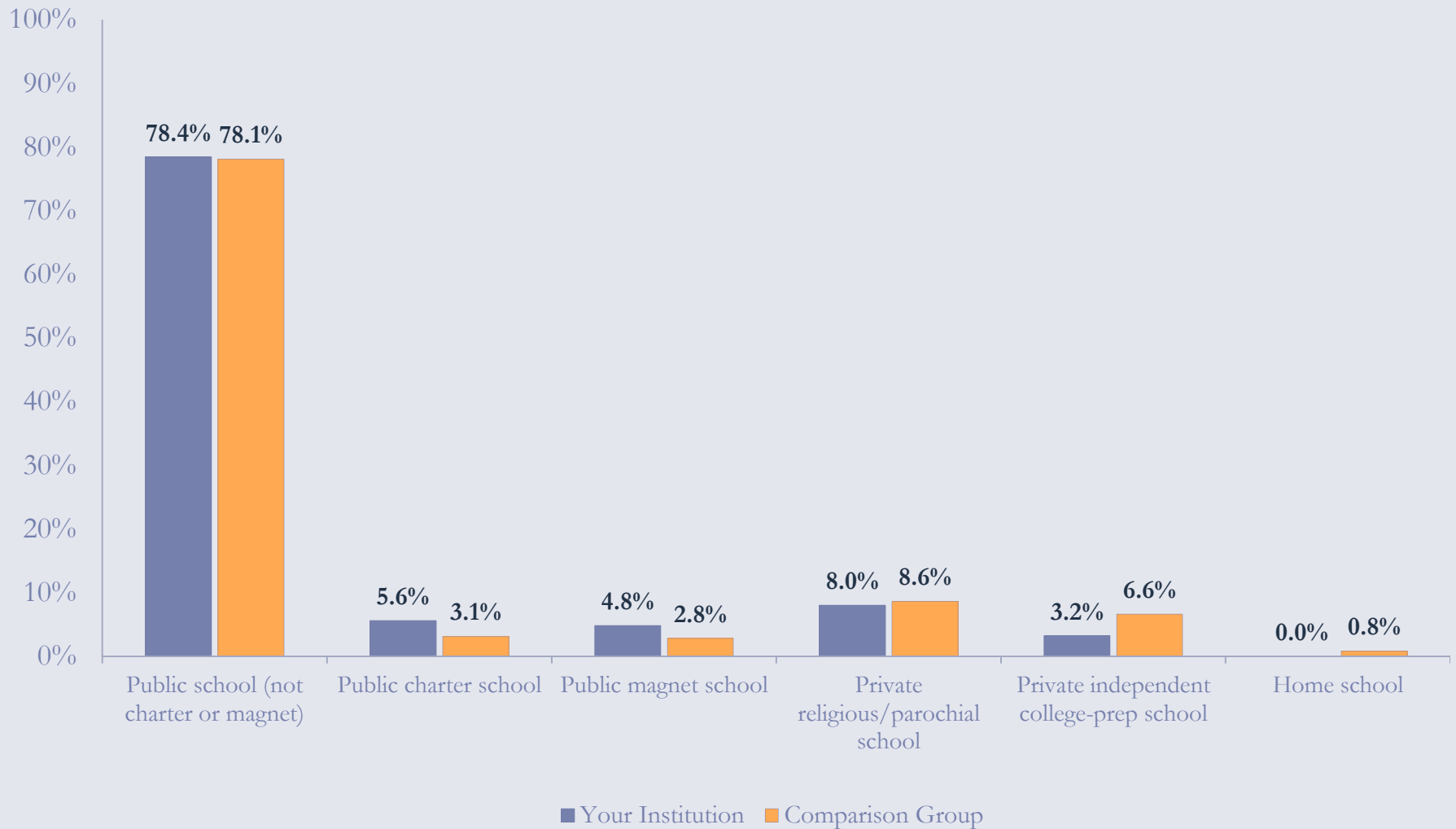
Demographics

How many miles is this college from your permanent home?



Demographics

From what kind of high school did you graduate?



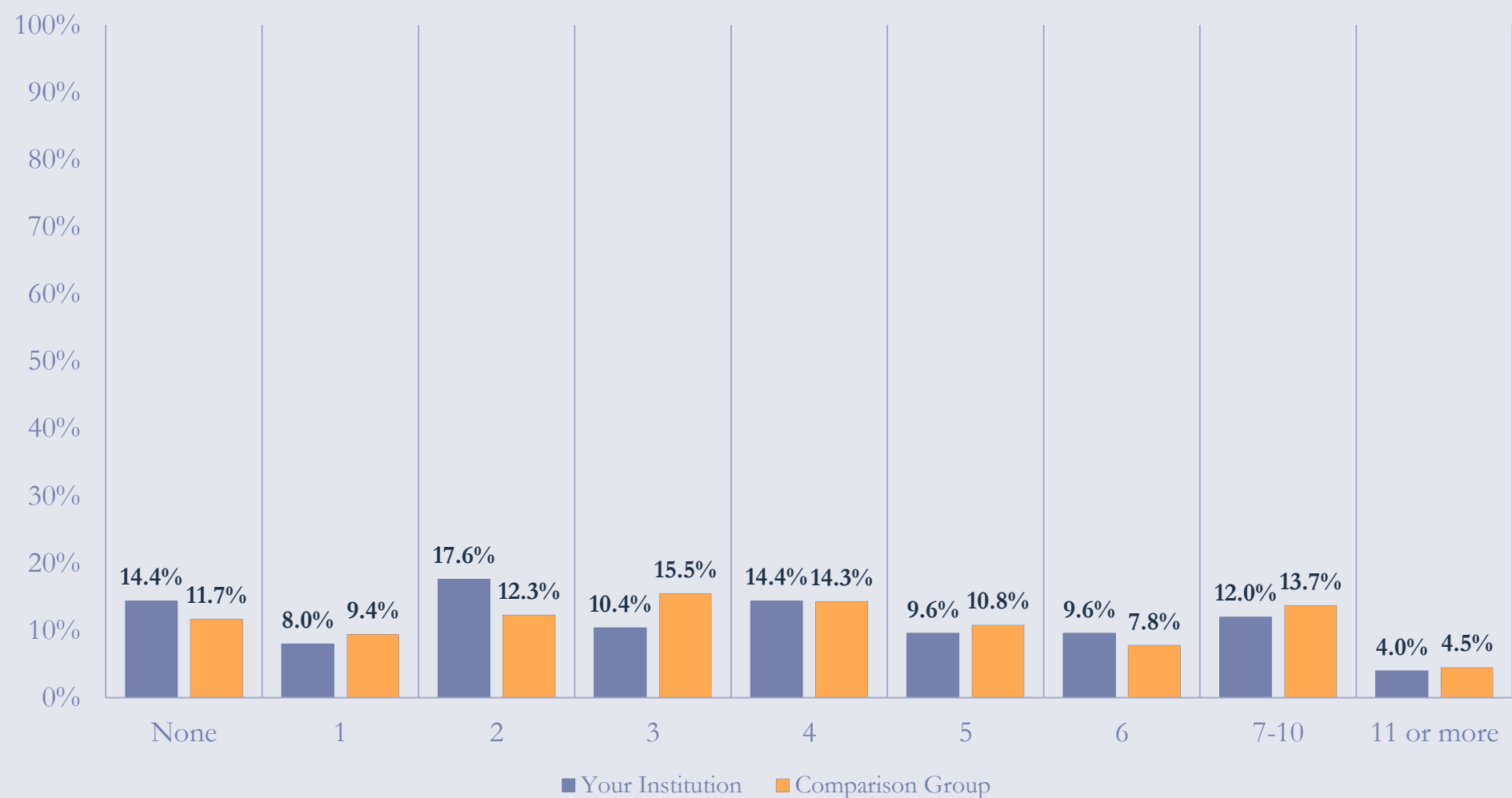


College Admissions Decisions

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

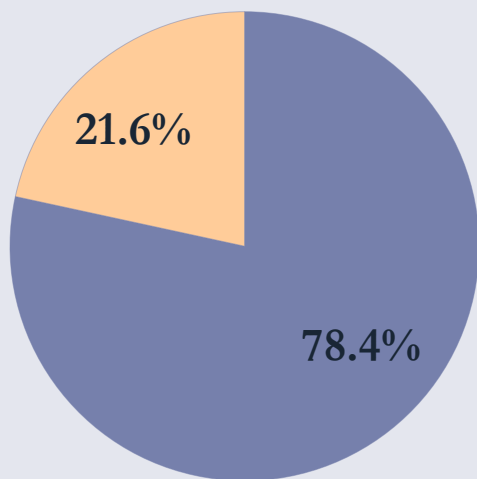
To how many colleges *other than this one* did you apply for admission this year?



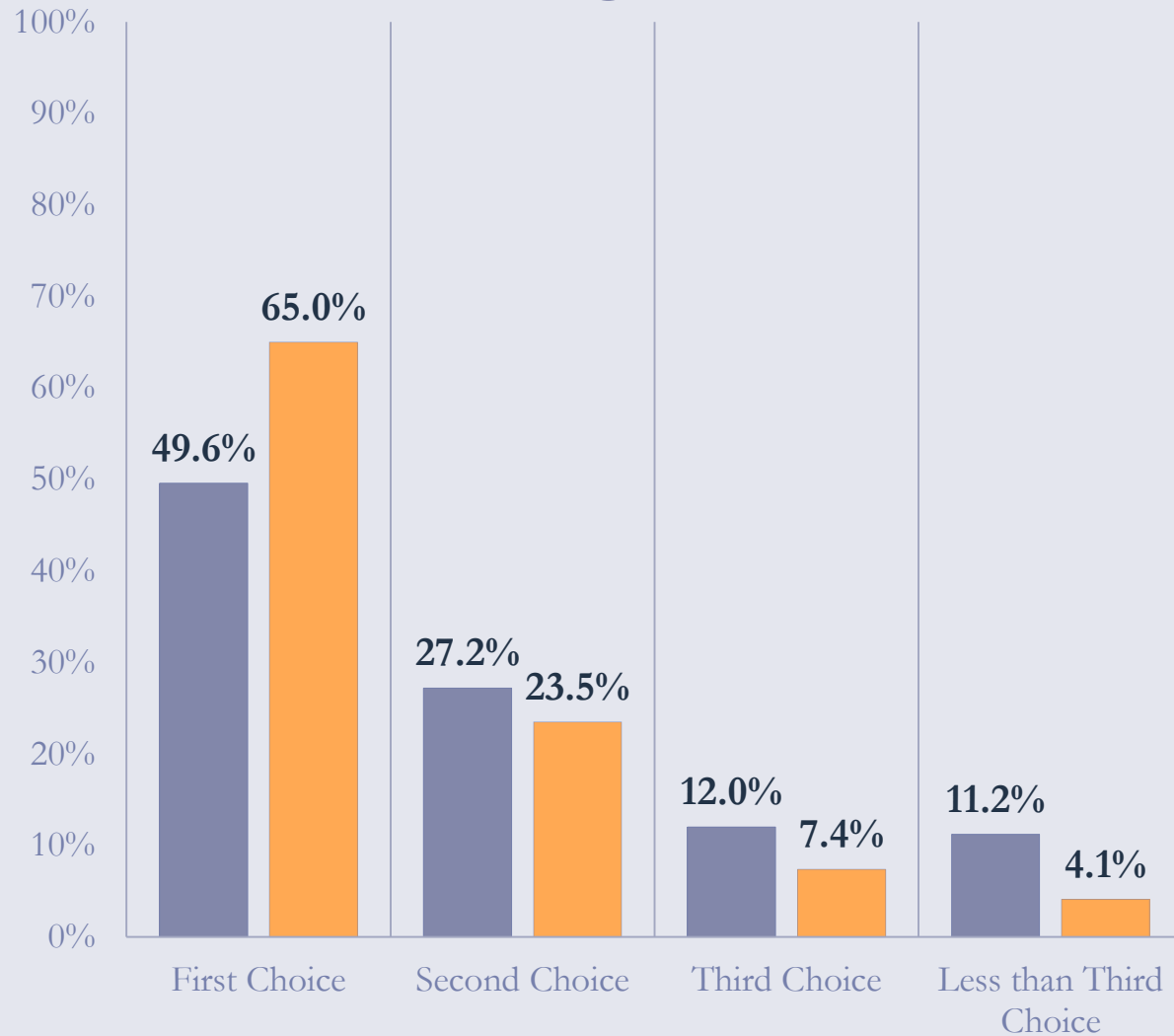
College Acceptance

Is this college your ...

Were you accepted by your first choice college?



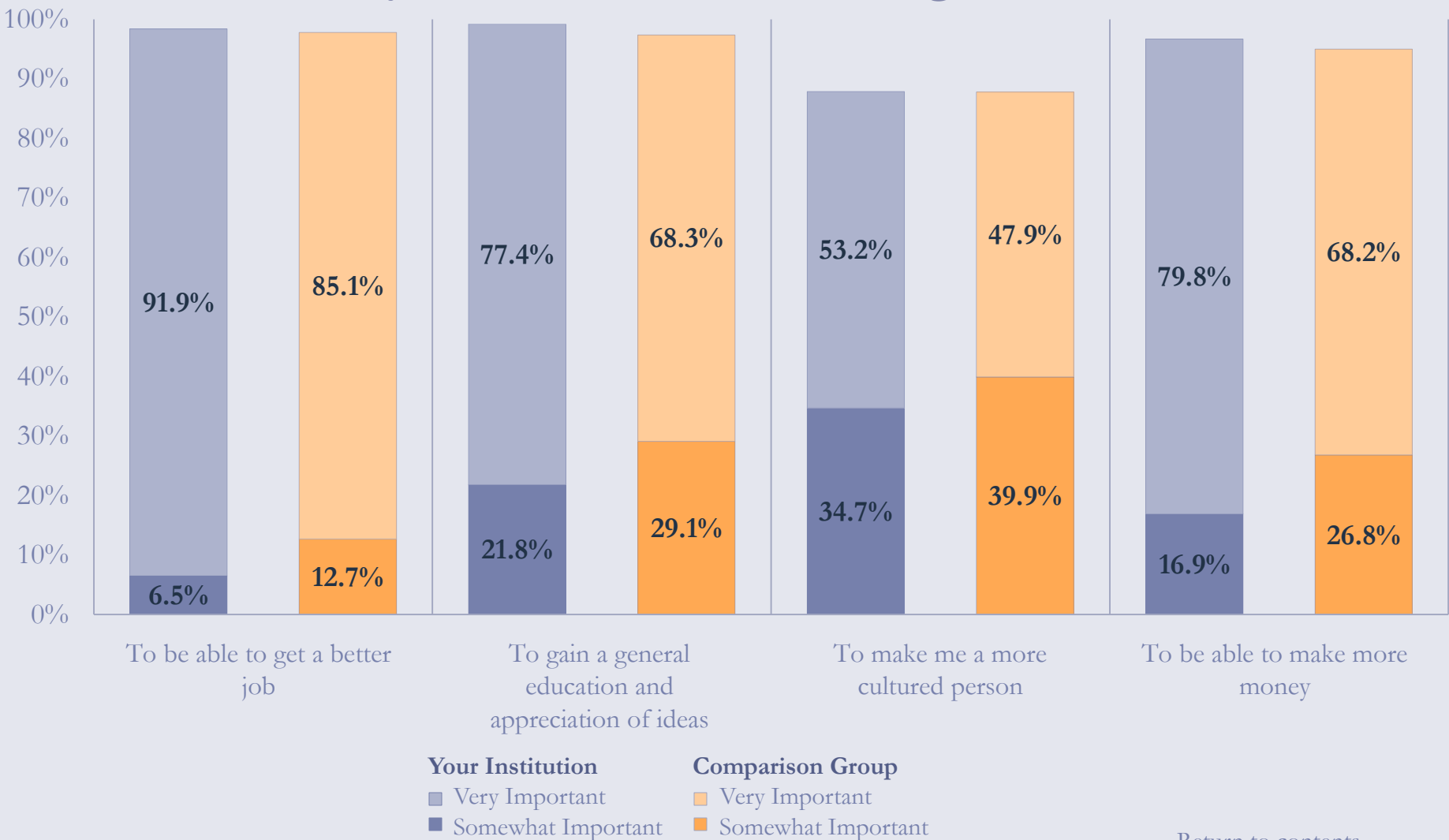
■ Yes ■ No



■ Your Institution ■ Comparison Group

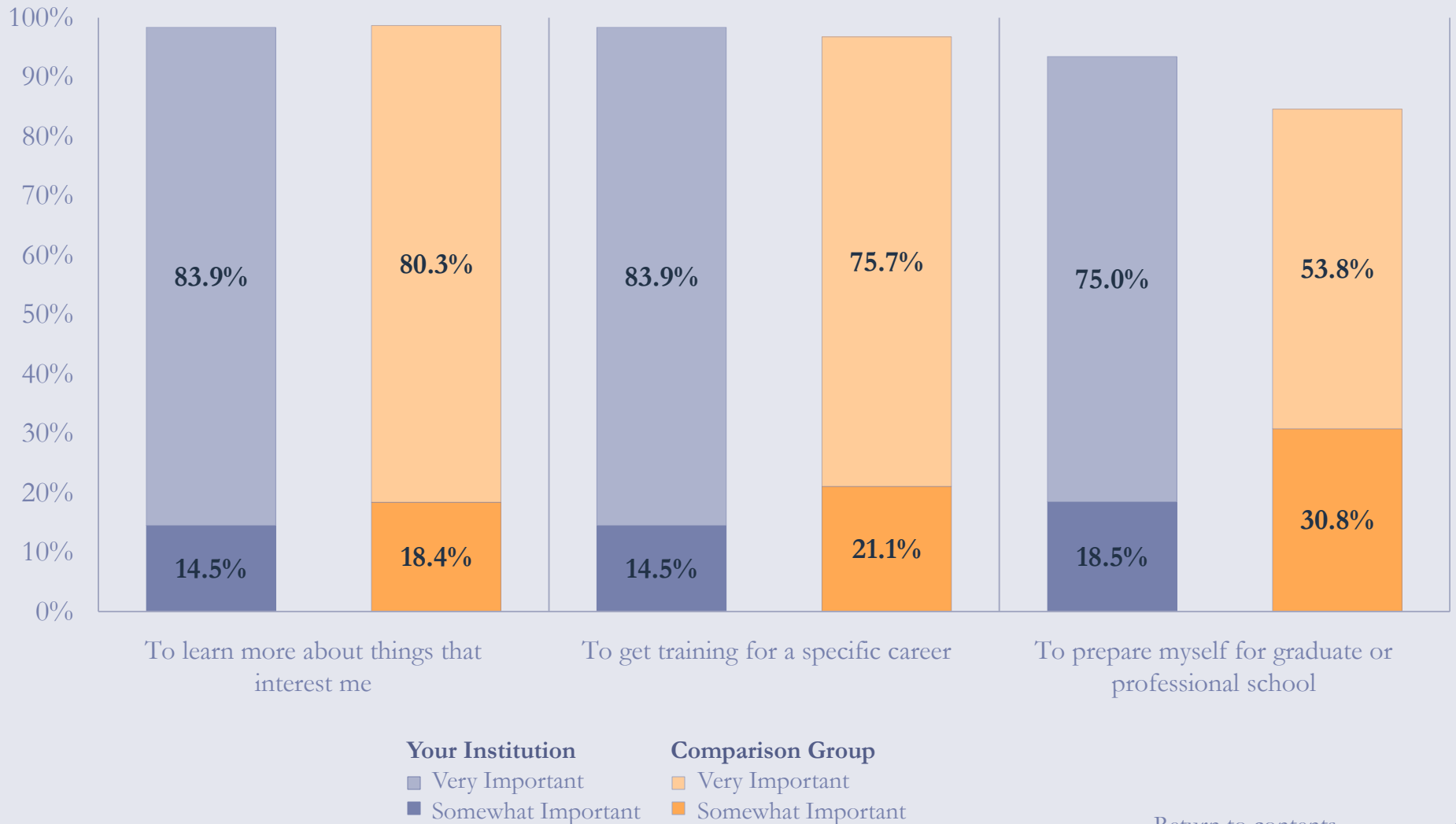
College Choice

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



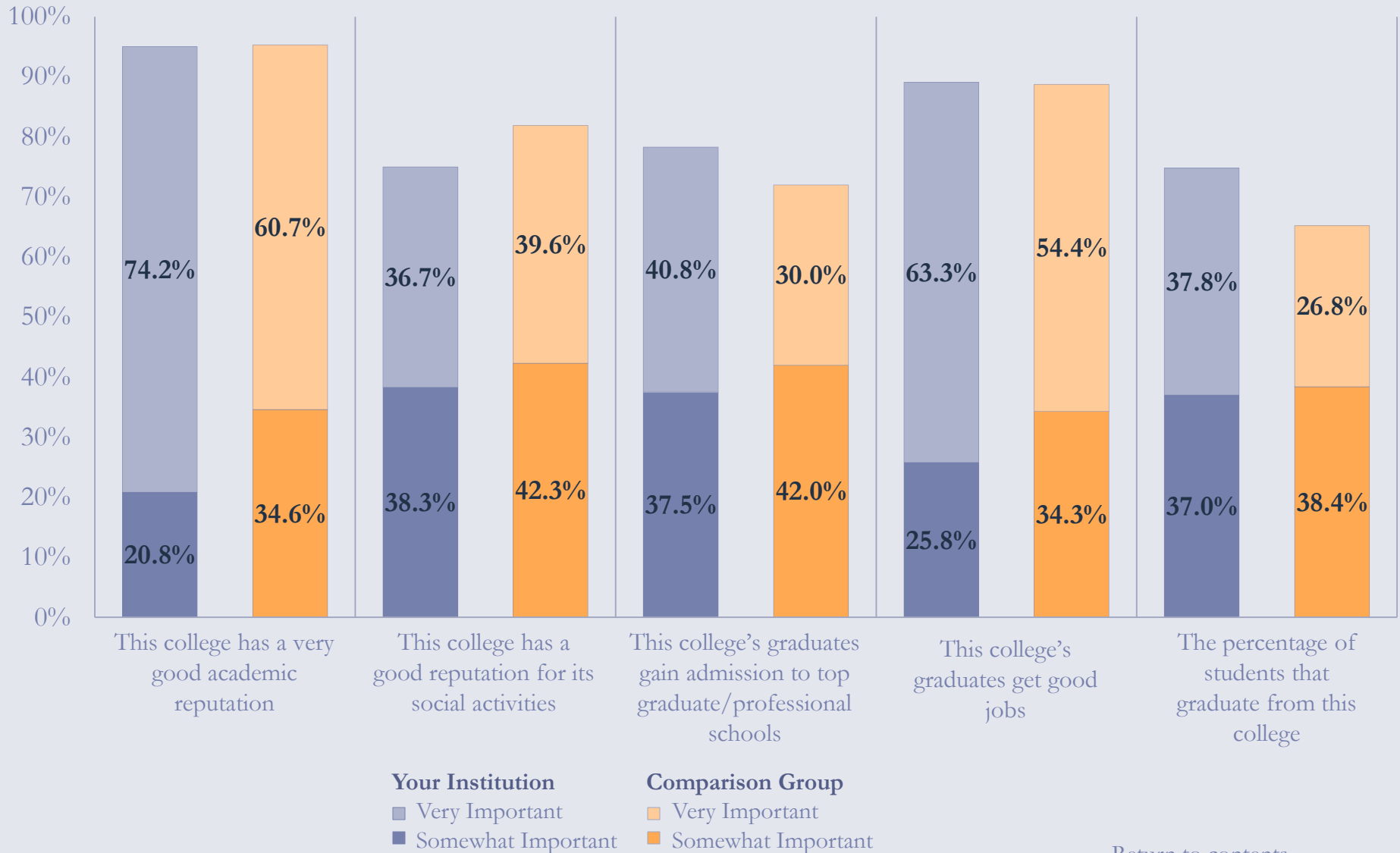
College Choice

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



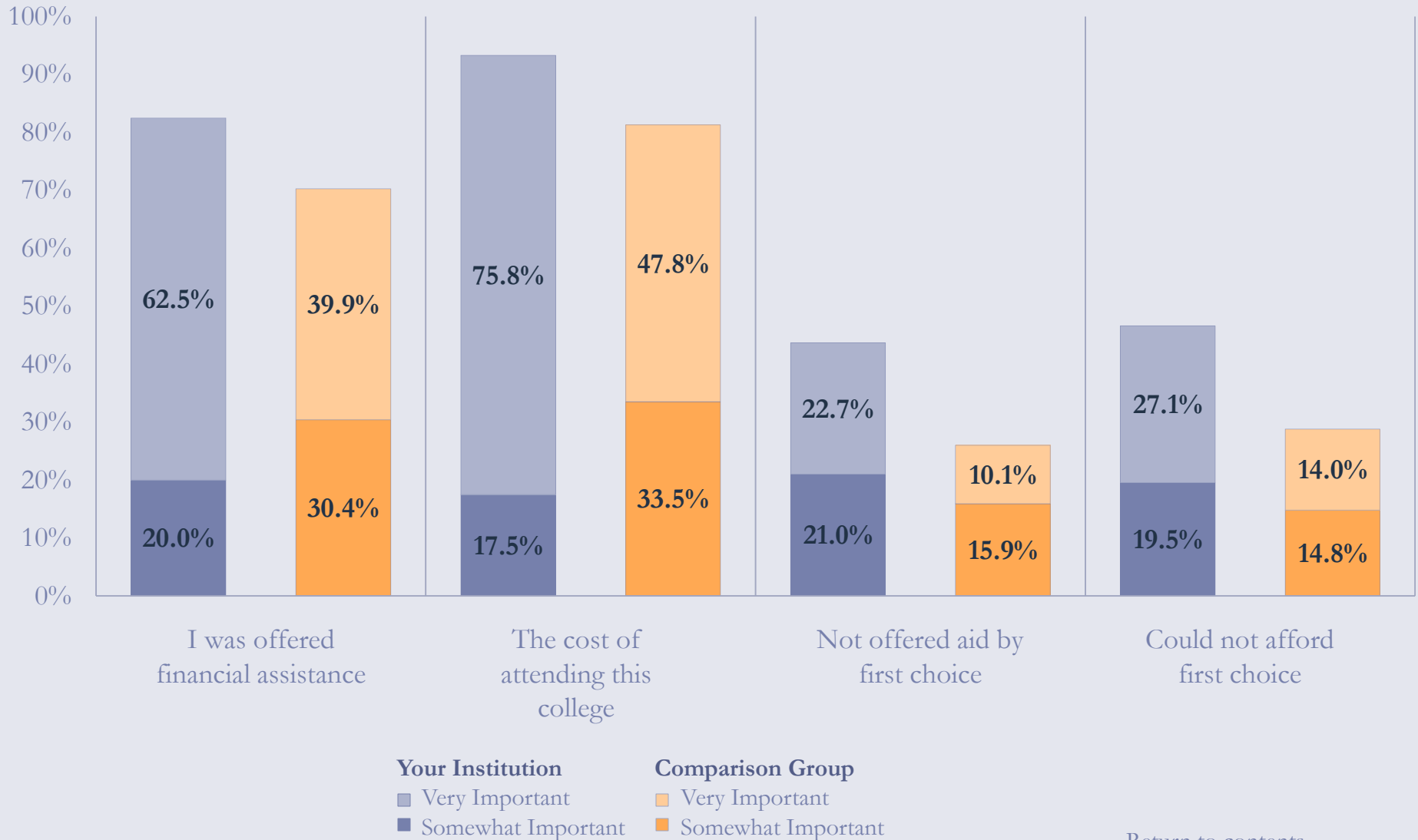
College Choice

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



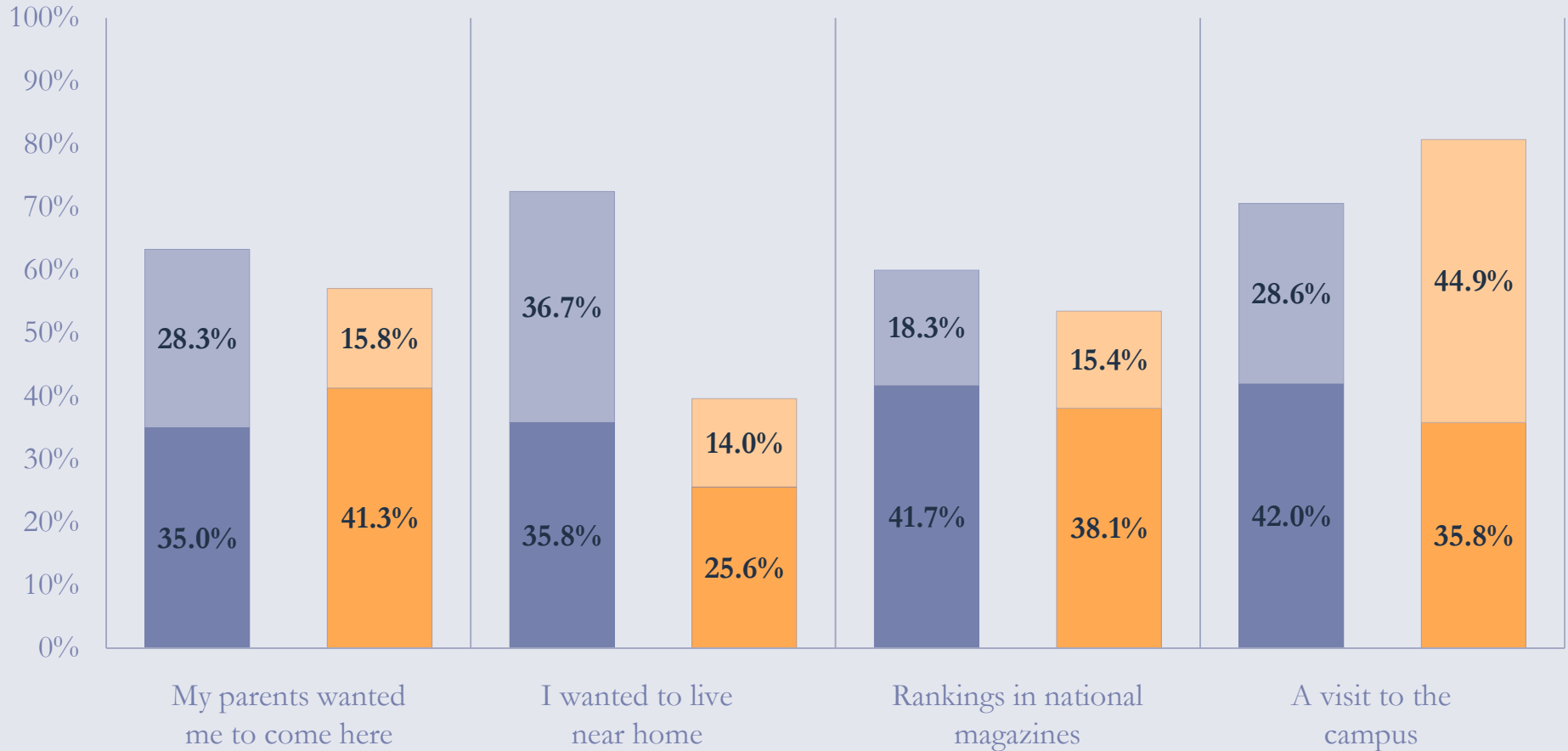
College Choice

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*?



Your Institution

- Very Important
- Somewhat Important

Comparison Group

- Very Important
- Somewhat Important

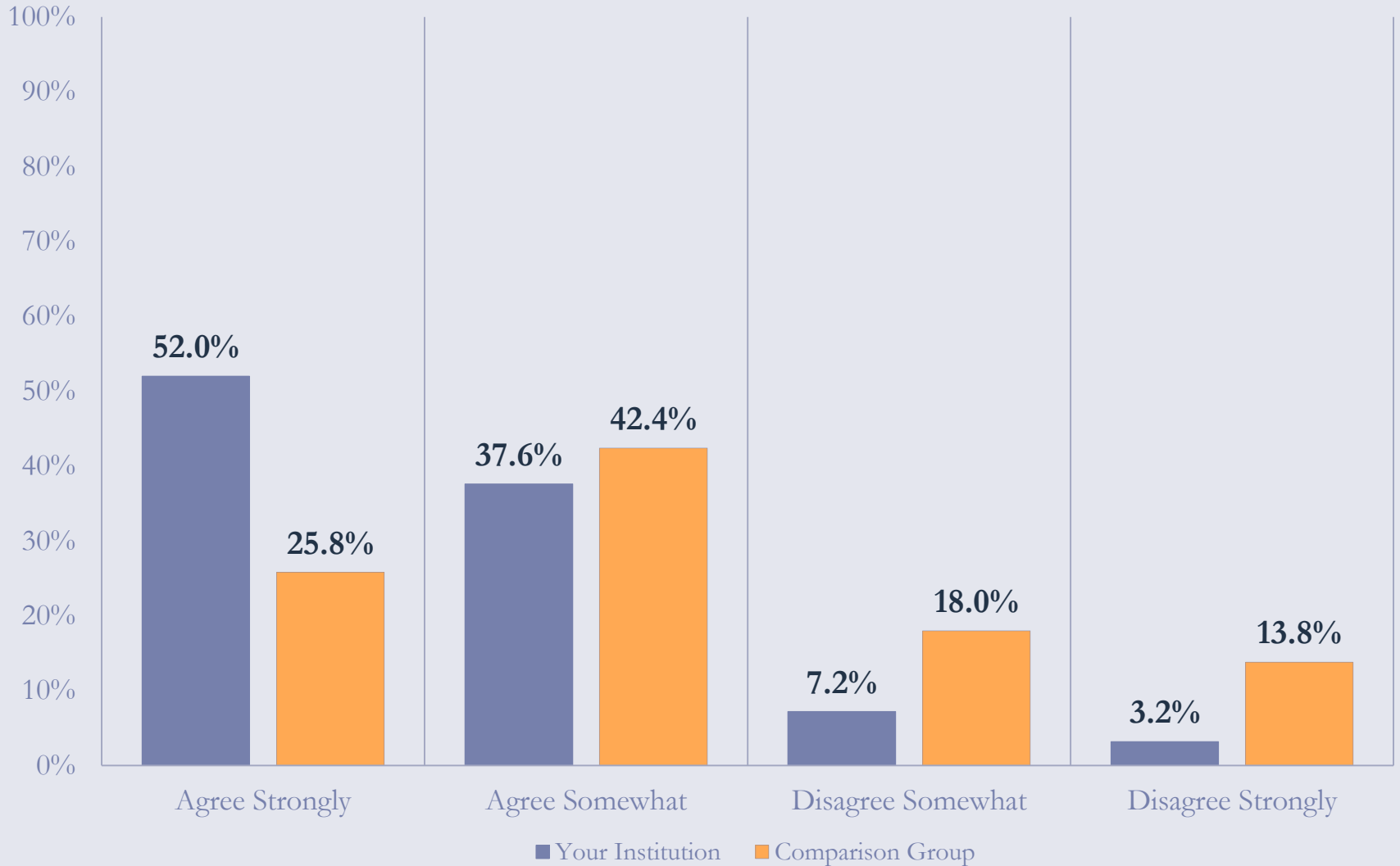


Financing College

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

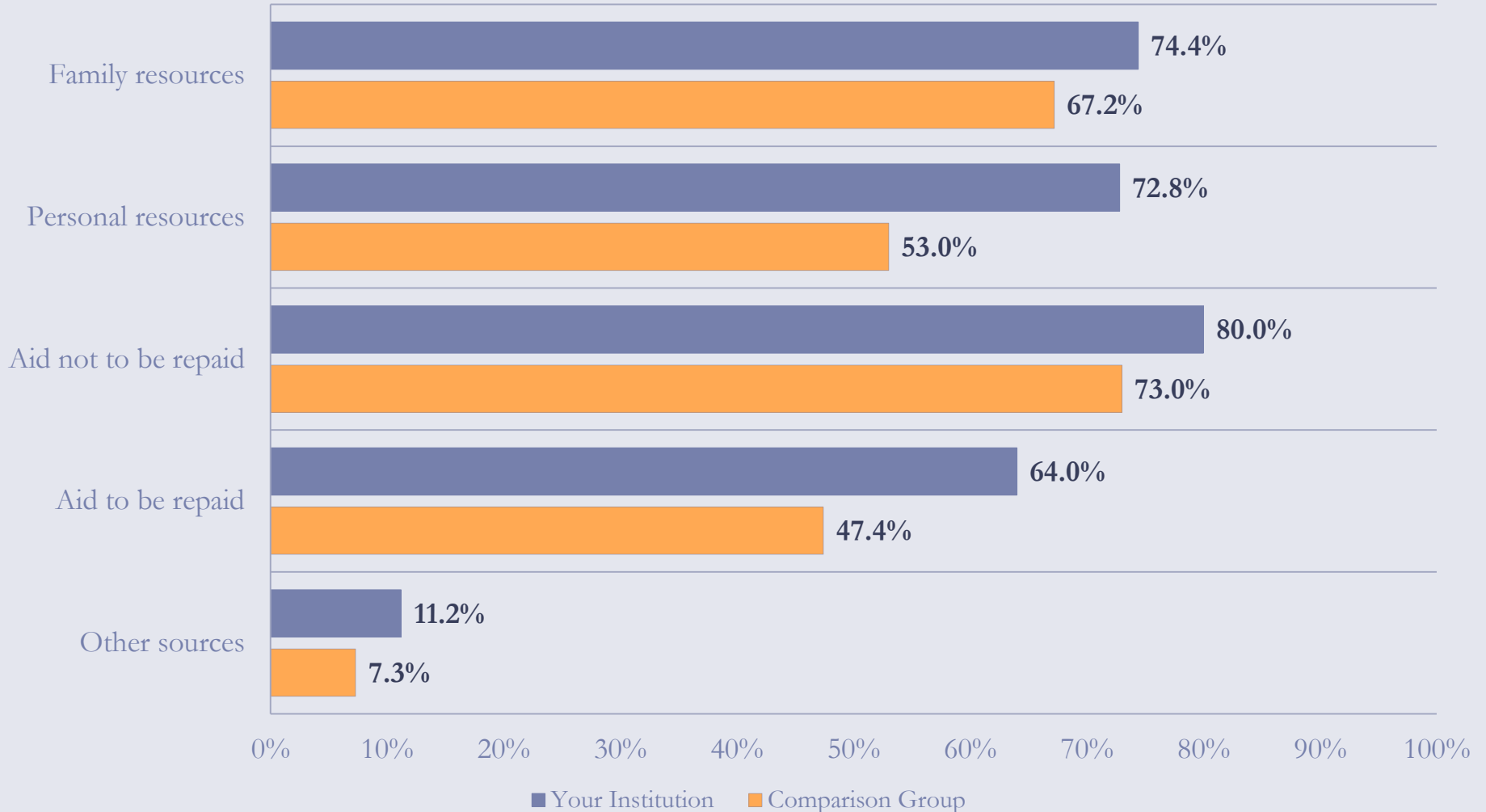
Financing College

The current economic situation significantly affected my college choice.



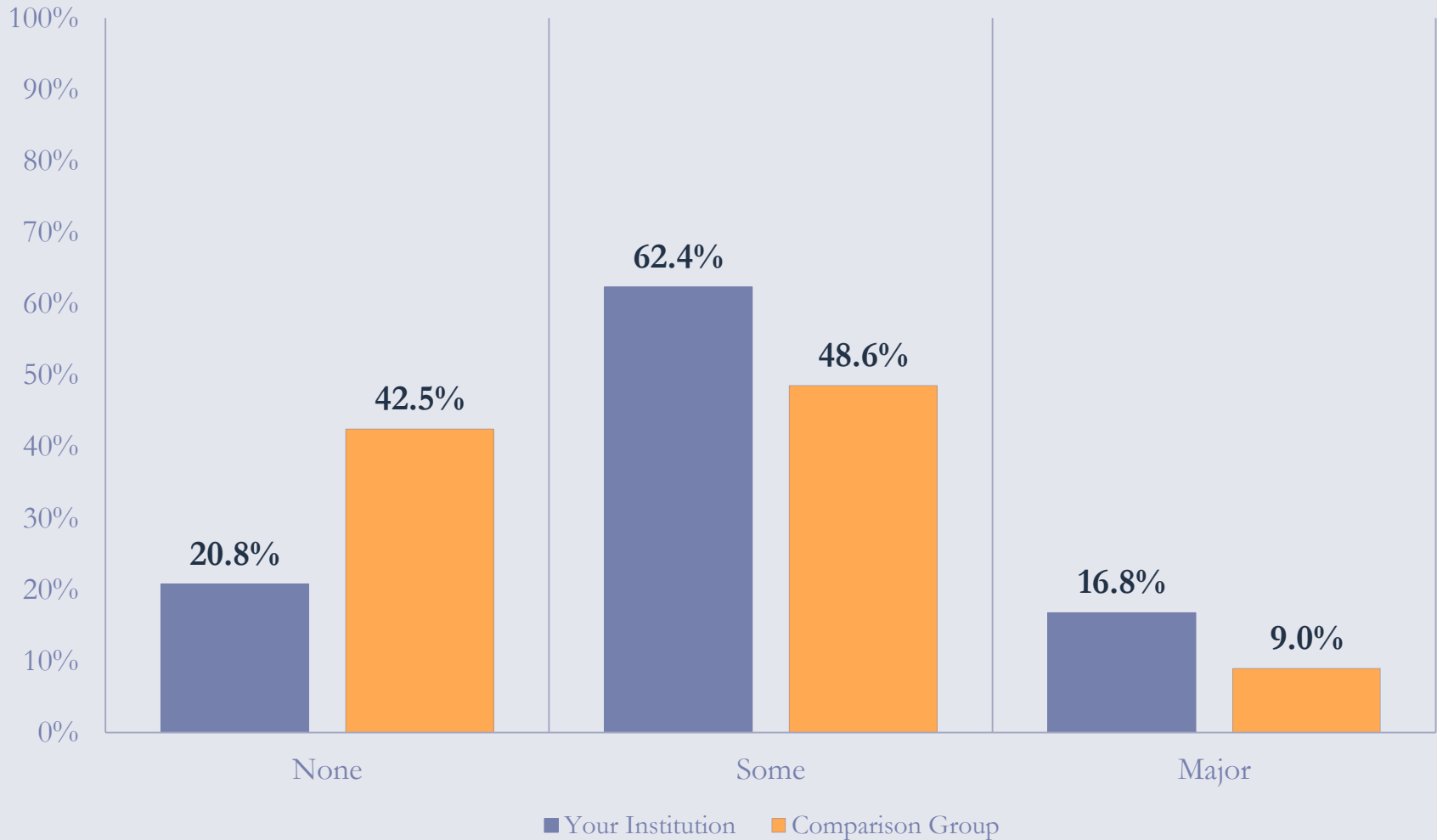
Financing College

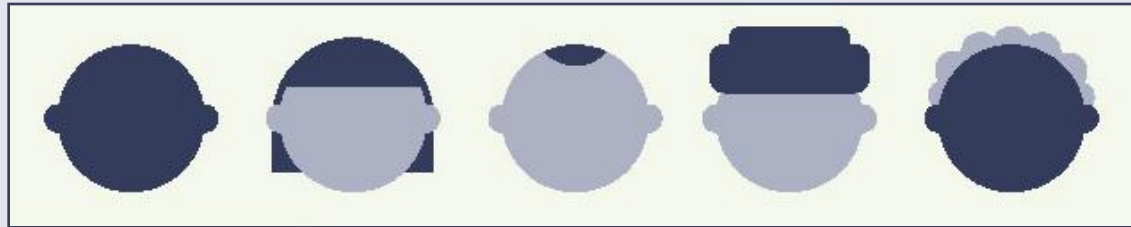
The percentage of students with at least some funds from these various sources.



Financing College

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



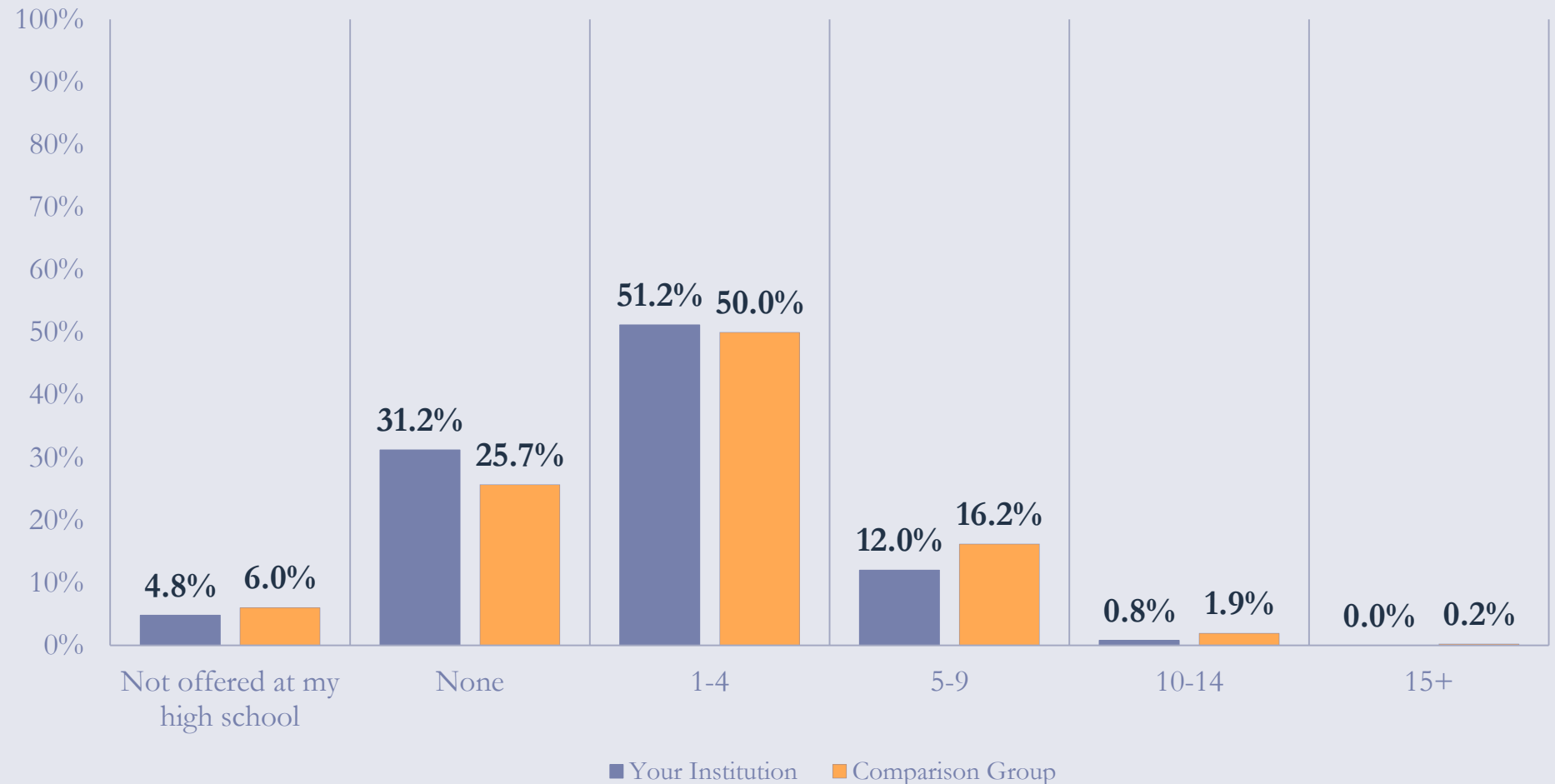


High School Experiences

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

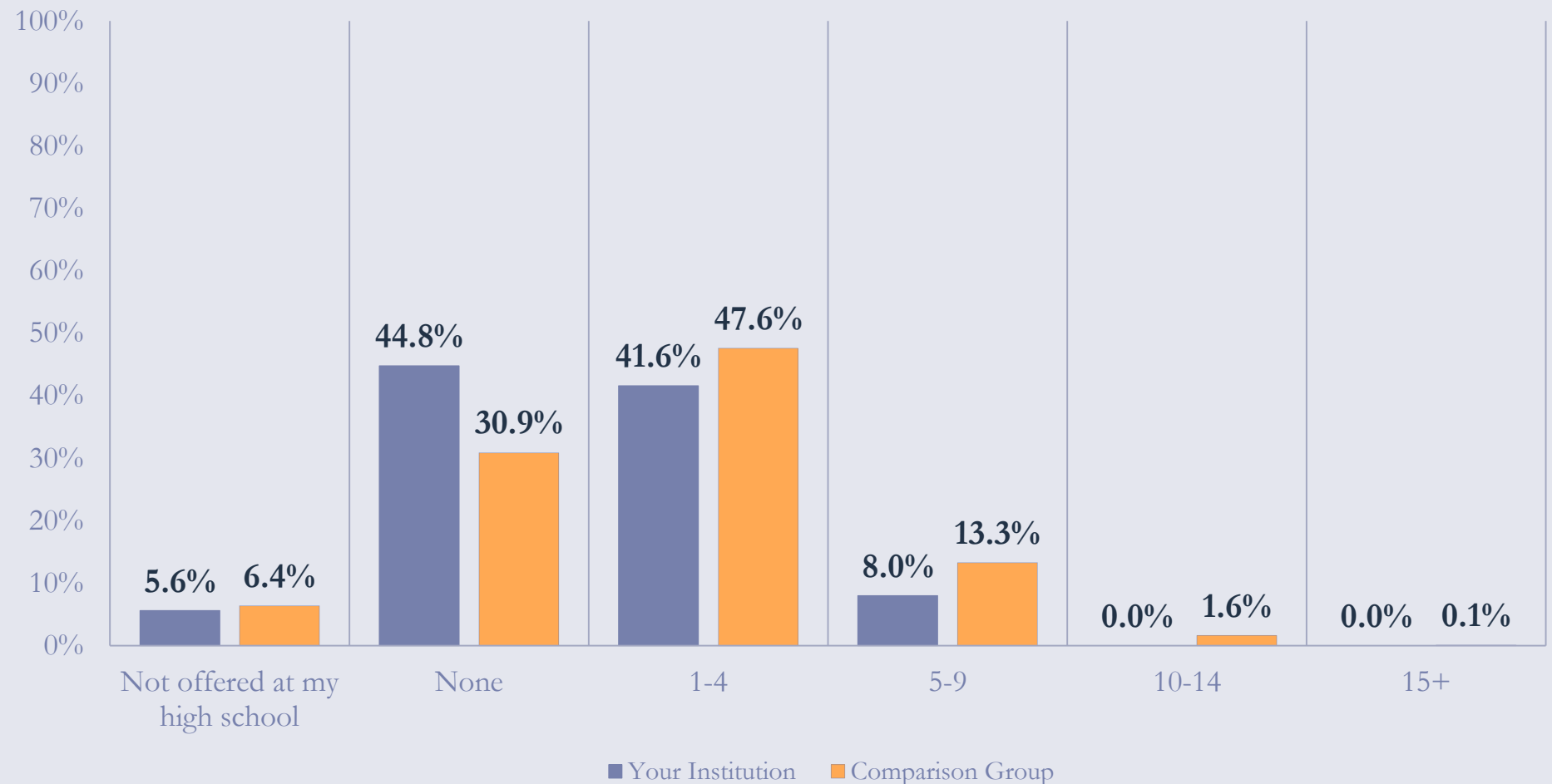
High School Experiences

How many Advanced Placement *courses* did you take in high school?



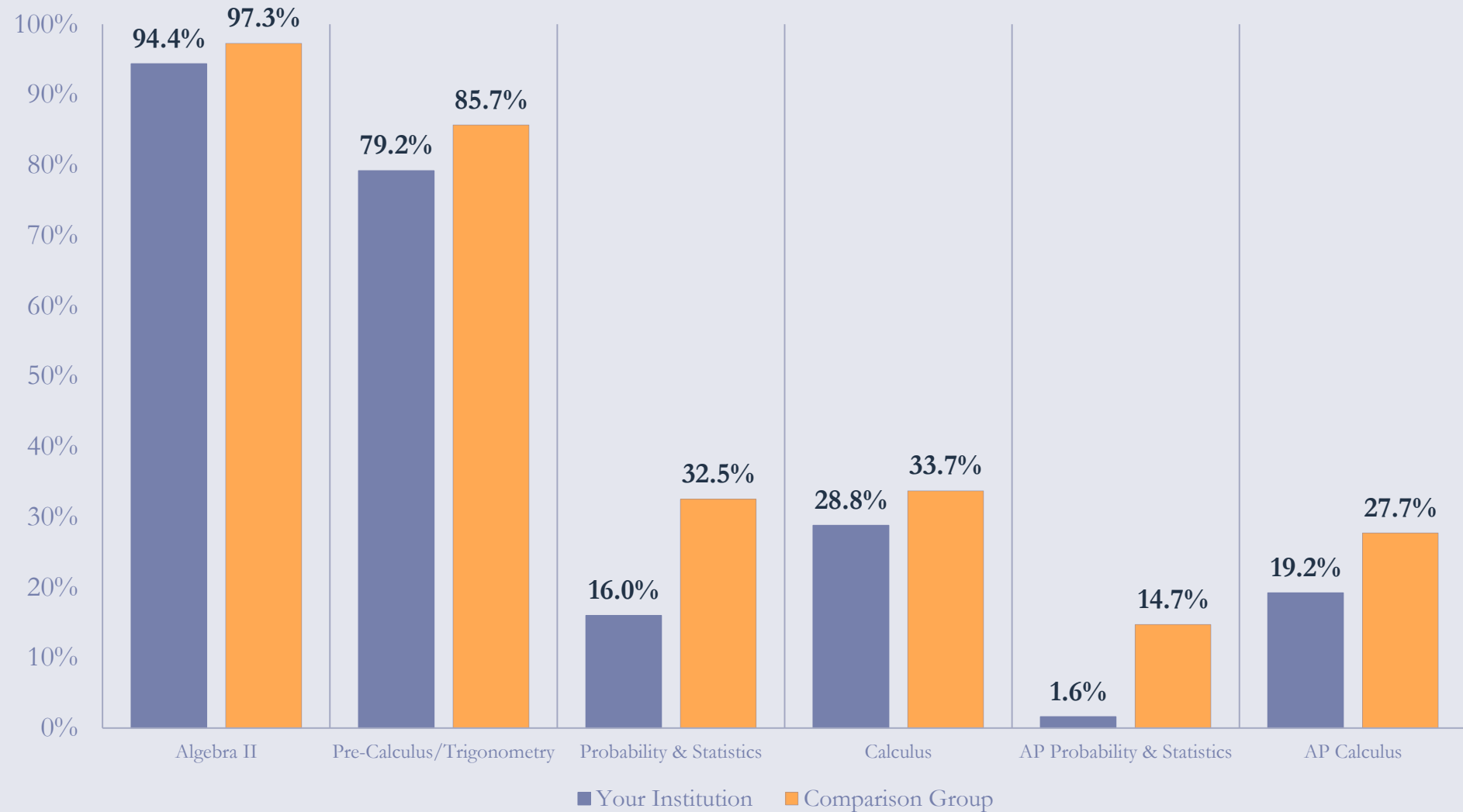
High School Experiences

How many Advanced Placement *exams* did you take in high school?



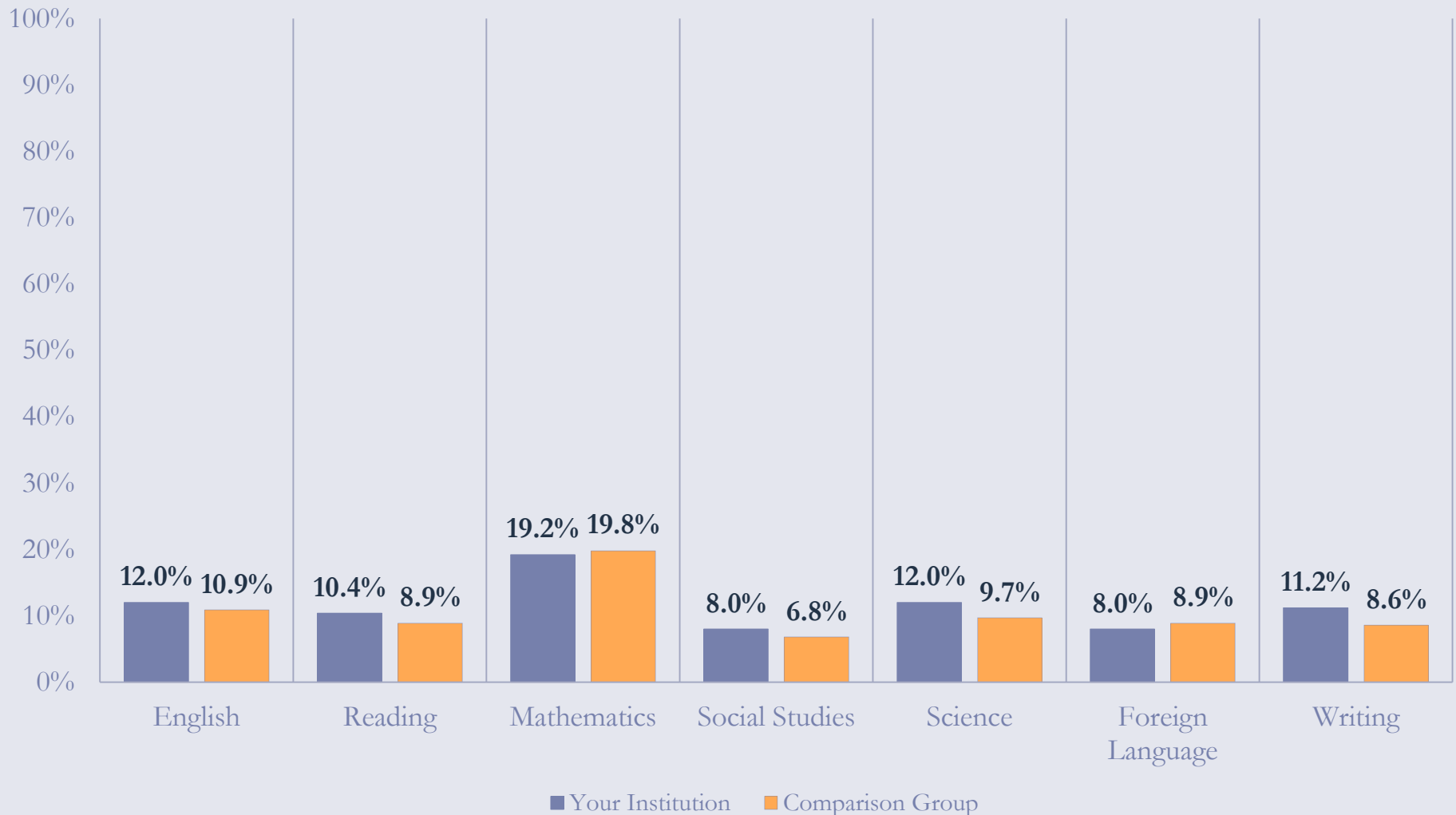
High School Experiences

Which of the following math courses did you complete in high school?



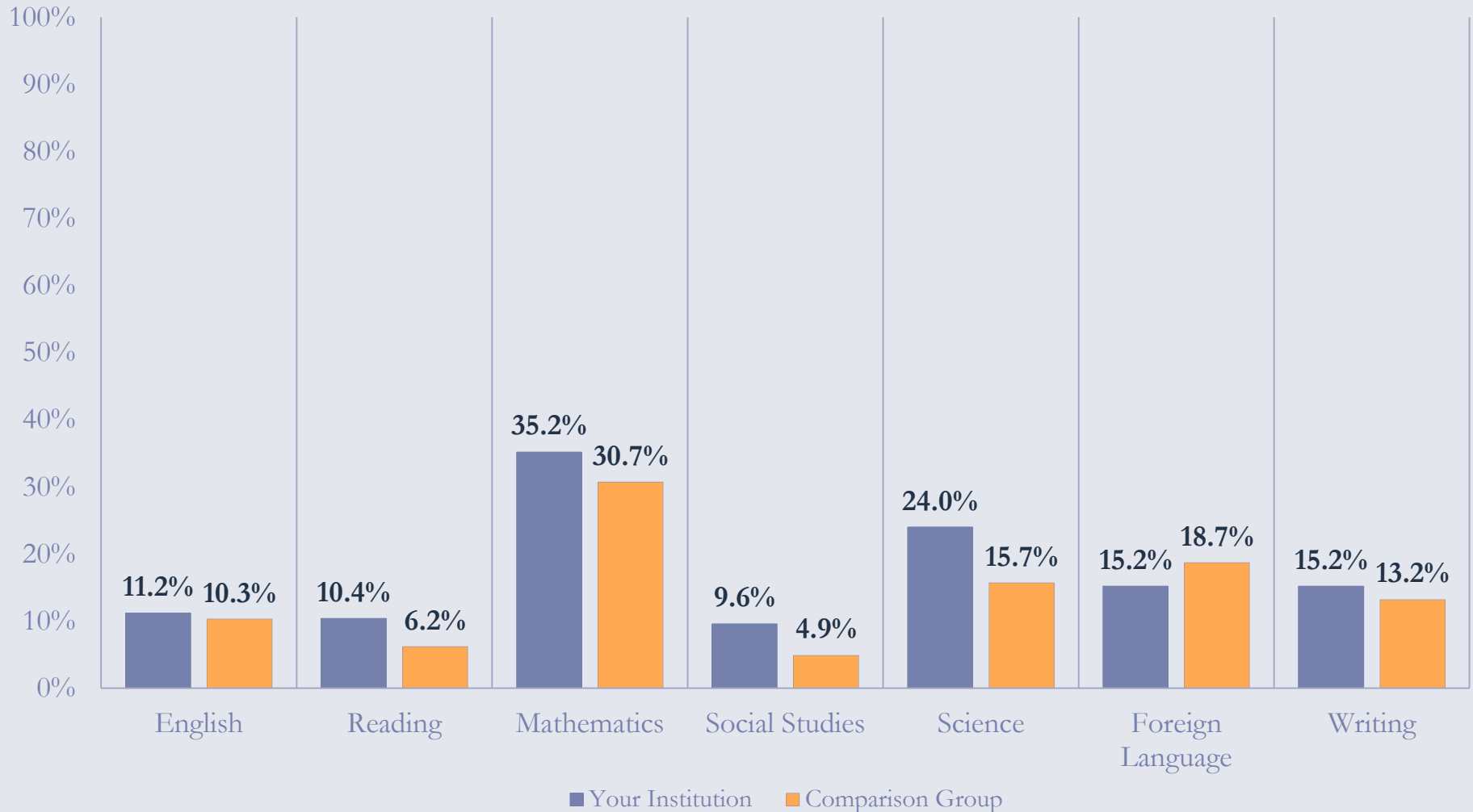
High School Experiences

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



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.

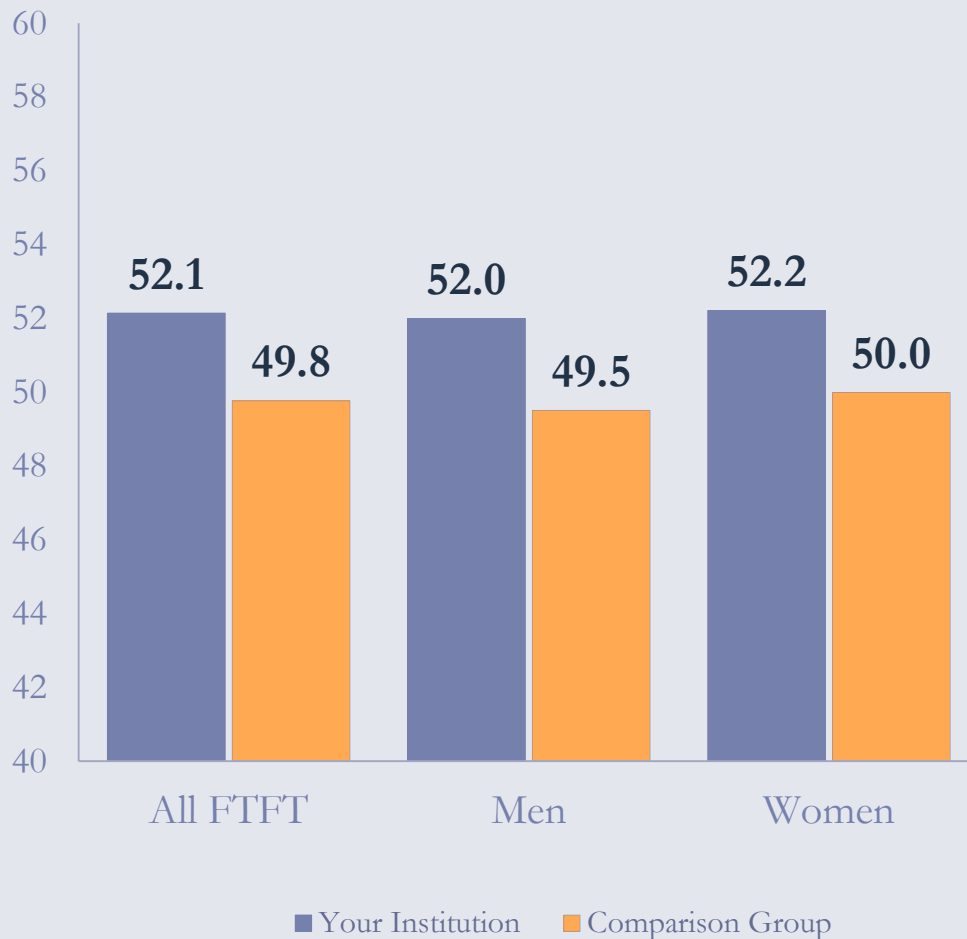


Construct Items

- Support your 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 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

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

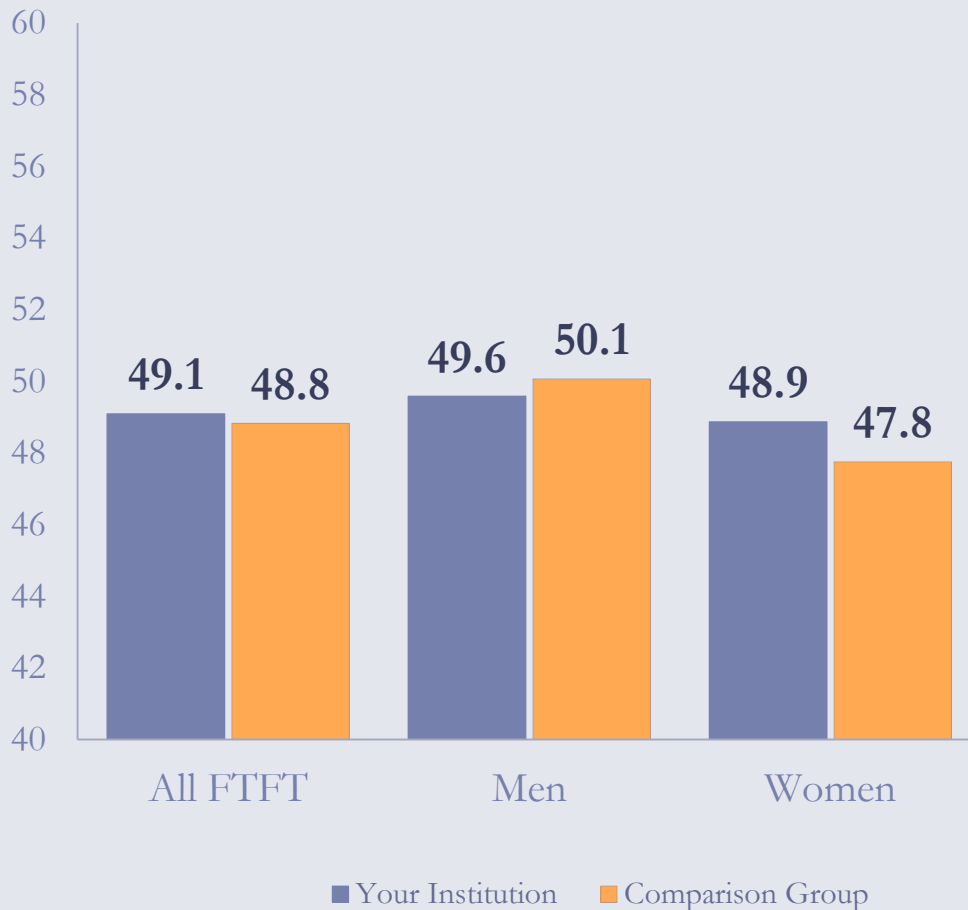


Construct Items

- 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.

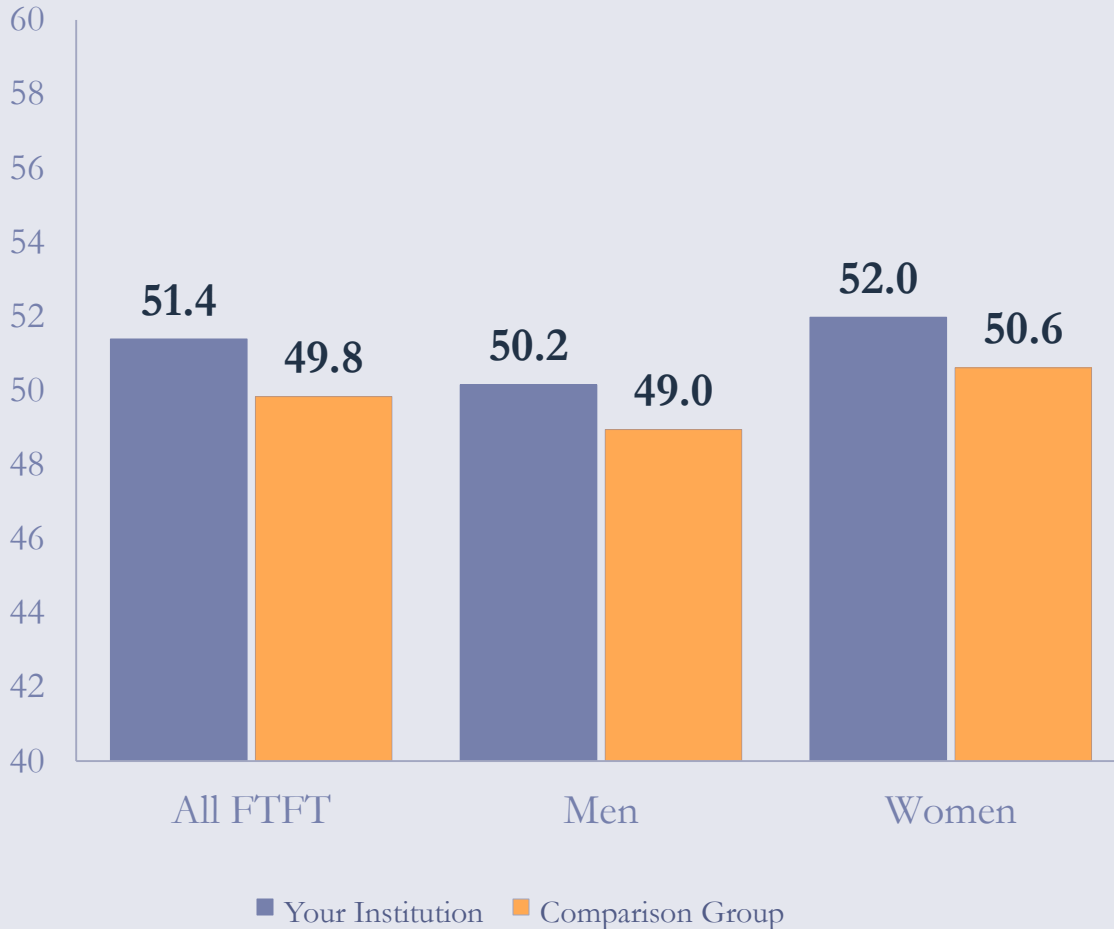


Construct Items

- 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.

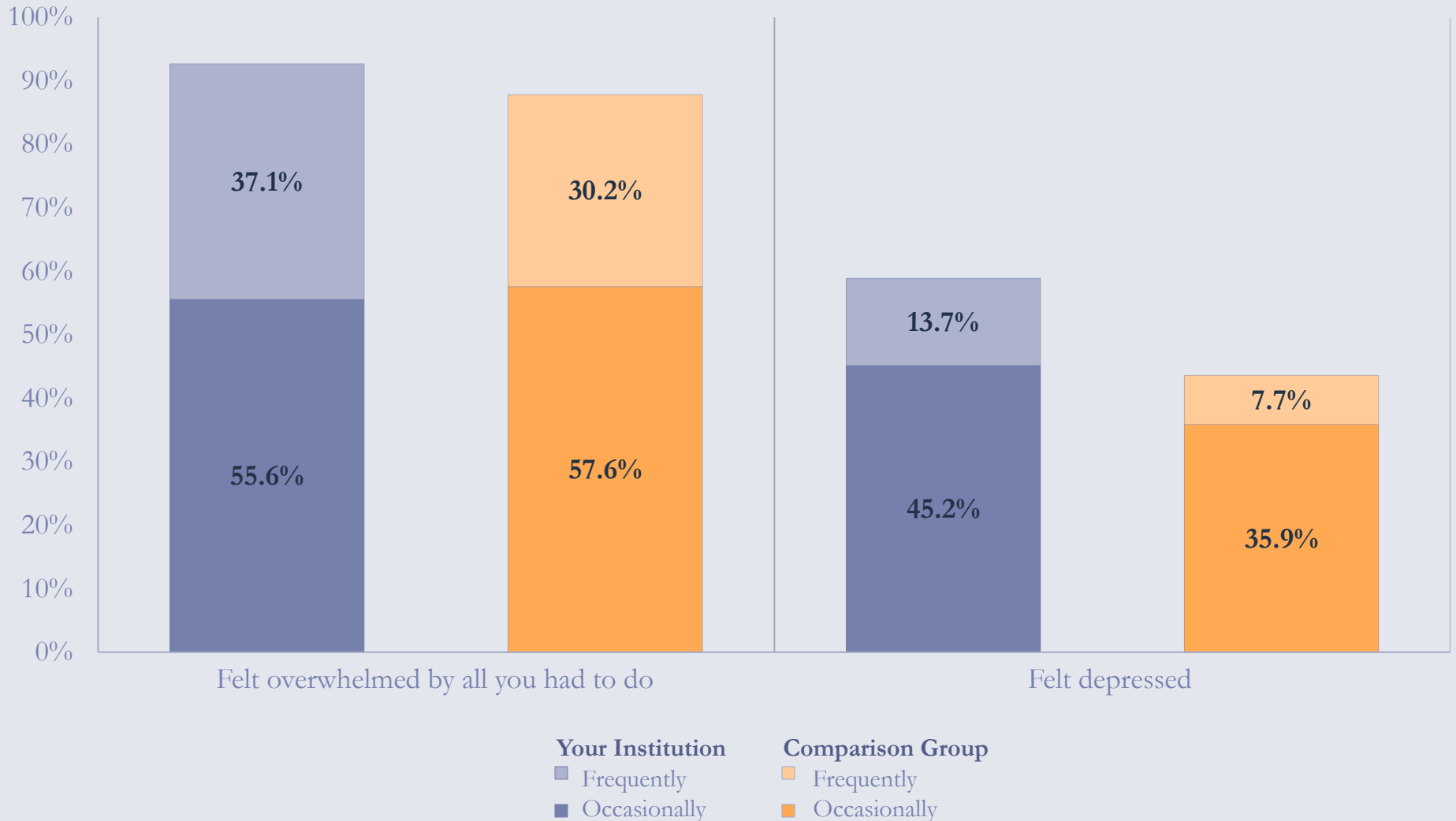


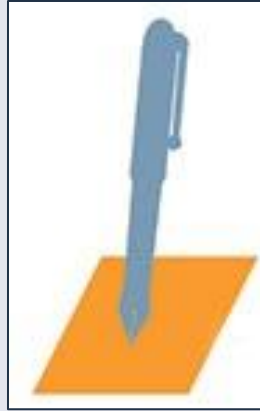
Construct Items

- Publicly communicated your opinion about a cause
- I am interested in seeking information about current social and political issues
- 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

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.



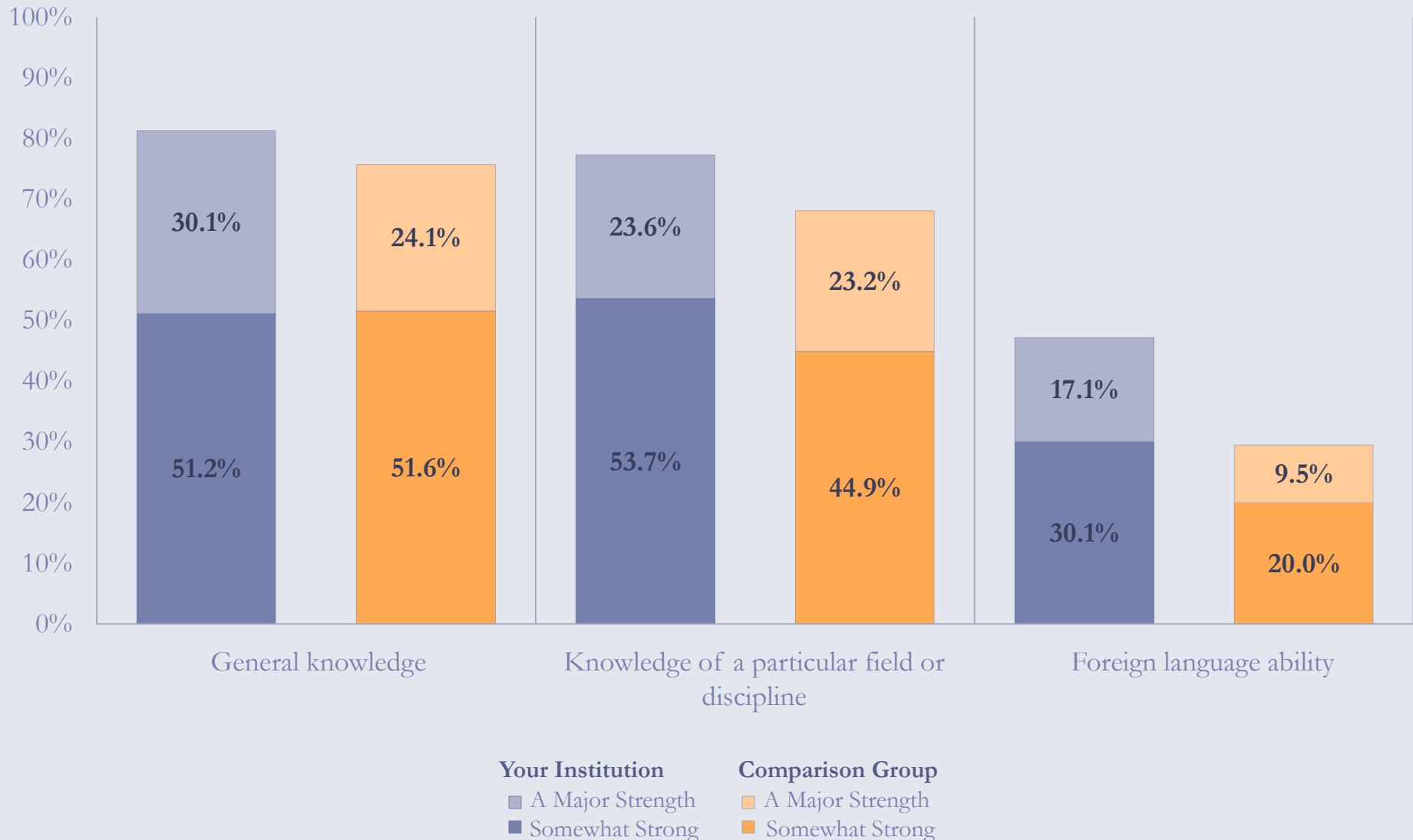


Knowledge, Skills and Abilities

These items illustrate students' views of their academic skills and abilities.

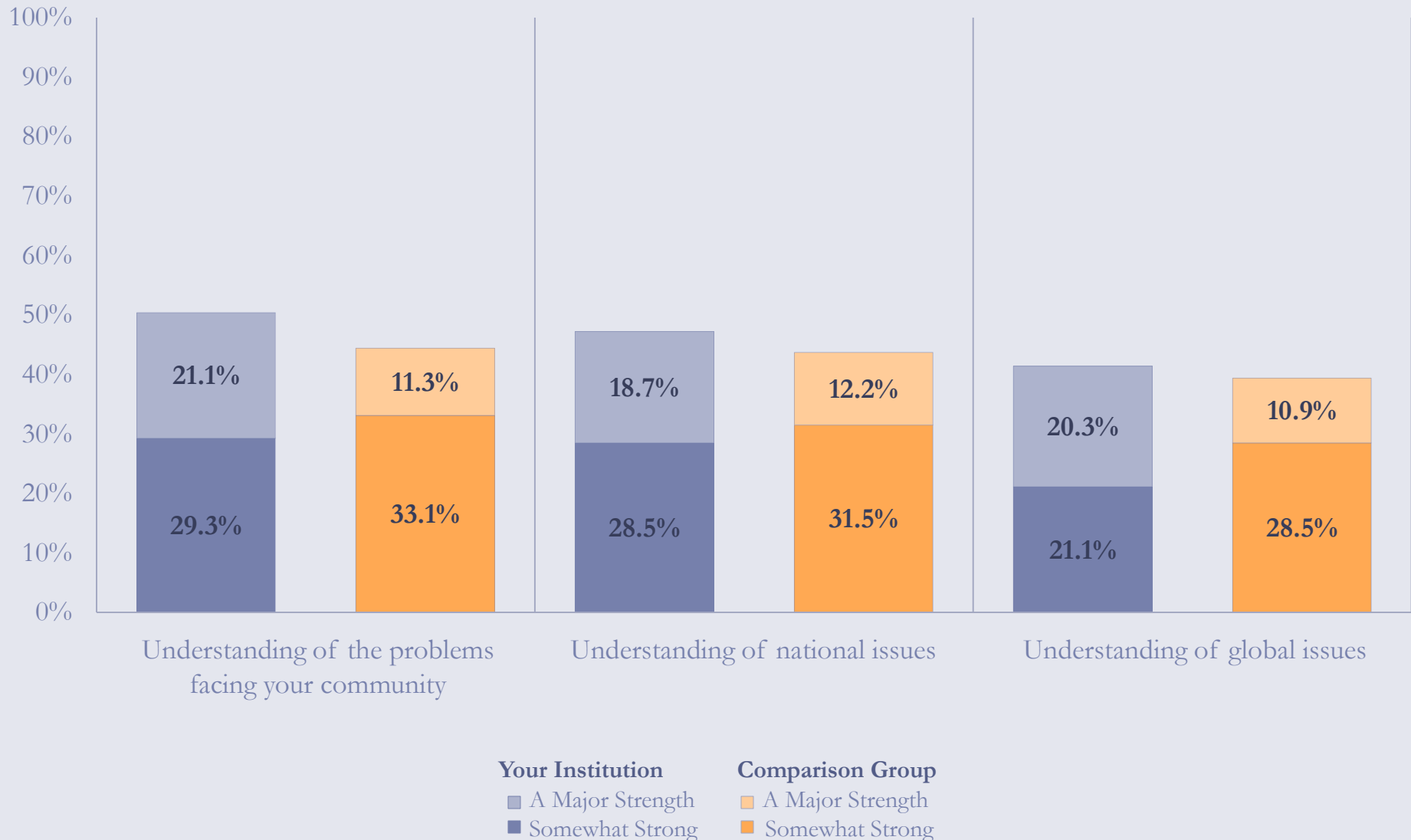
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:



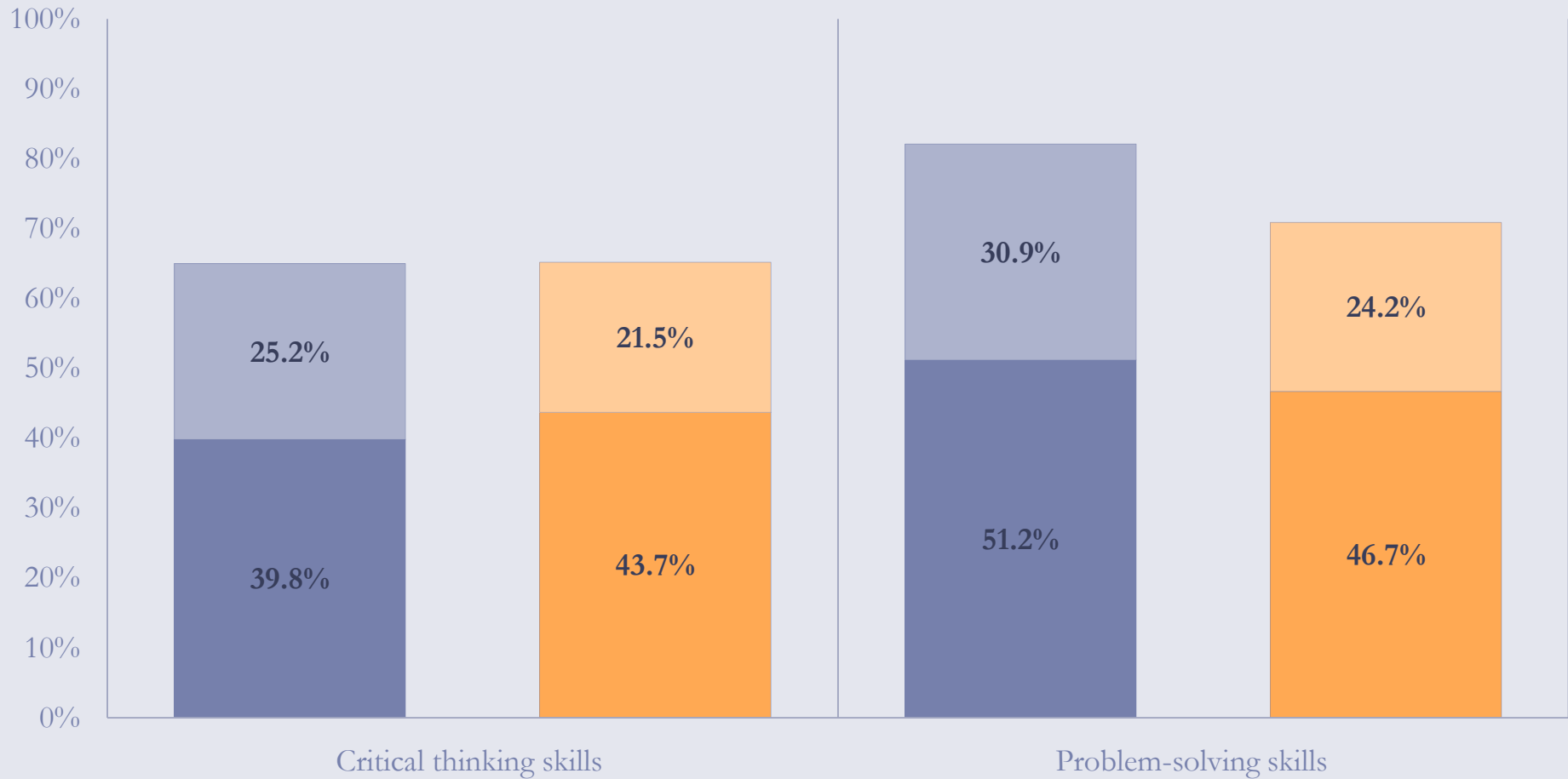
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Your Institution

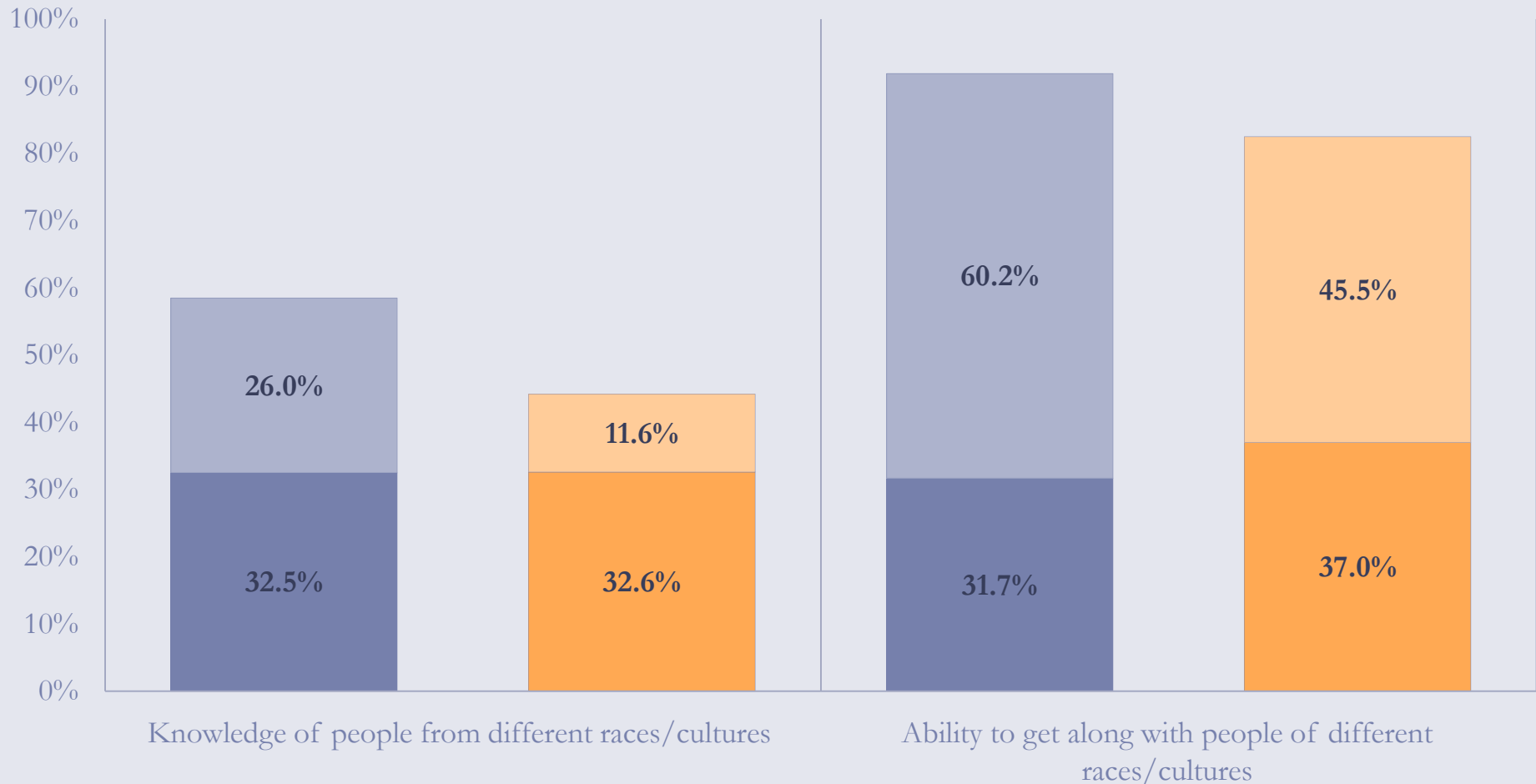
- A Major Strength
- Somewhat Strong

Comparison Group

- A Major Strength
- Somewhat Strong

Knowledge, Skills and Abilities

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Your Institution

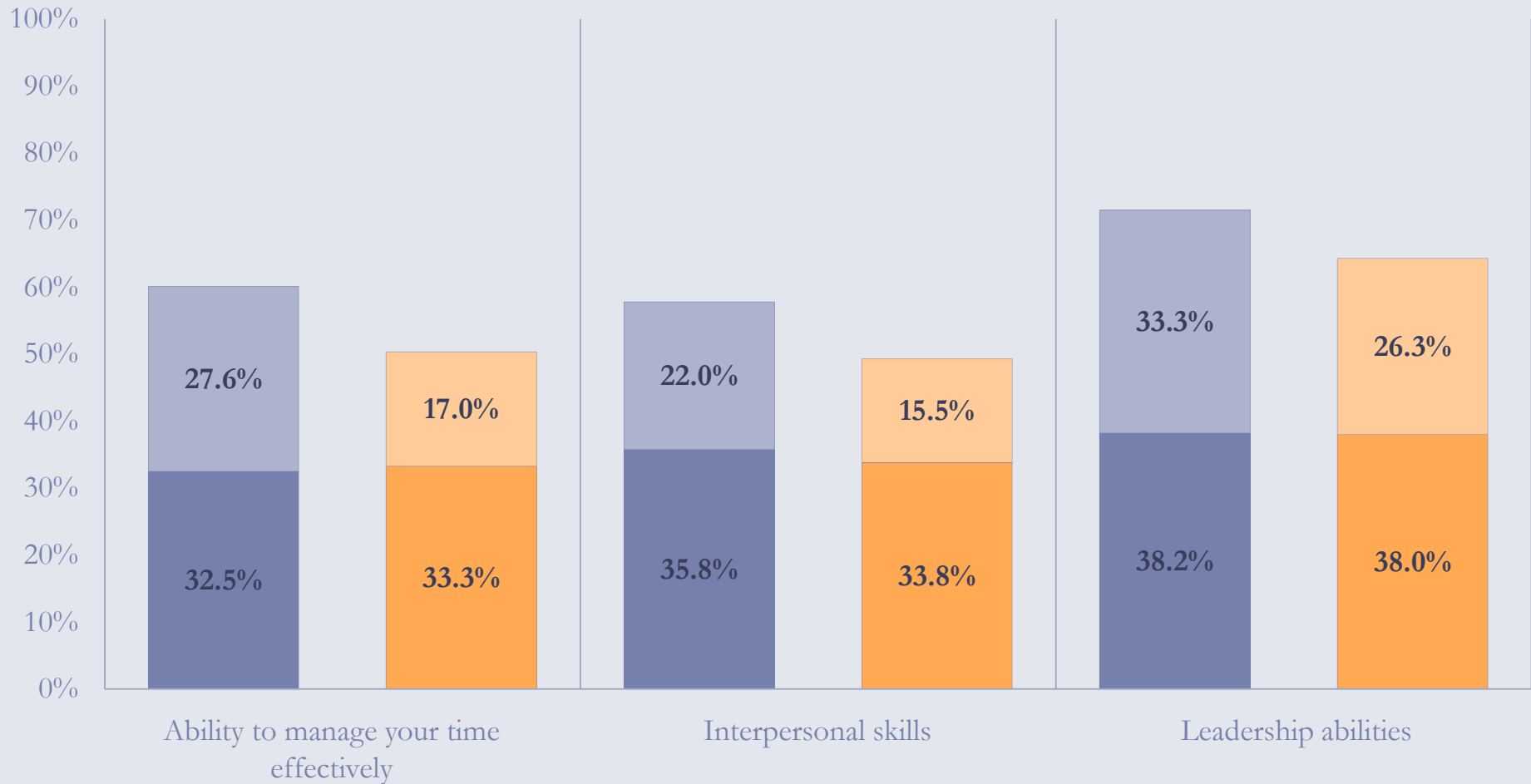
- A Major Strength
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Comparison Group

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Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:



Your Institution

- A Major Strength
- Somewhat Strong

Comparison Group

- A Major Strength
- Somewhat Strong



Expectations for College: Major and Career

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



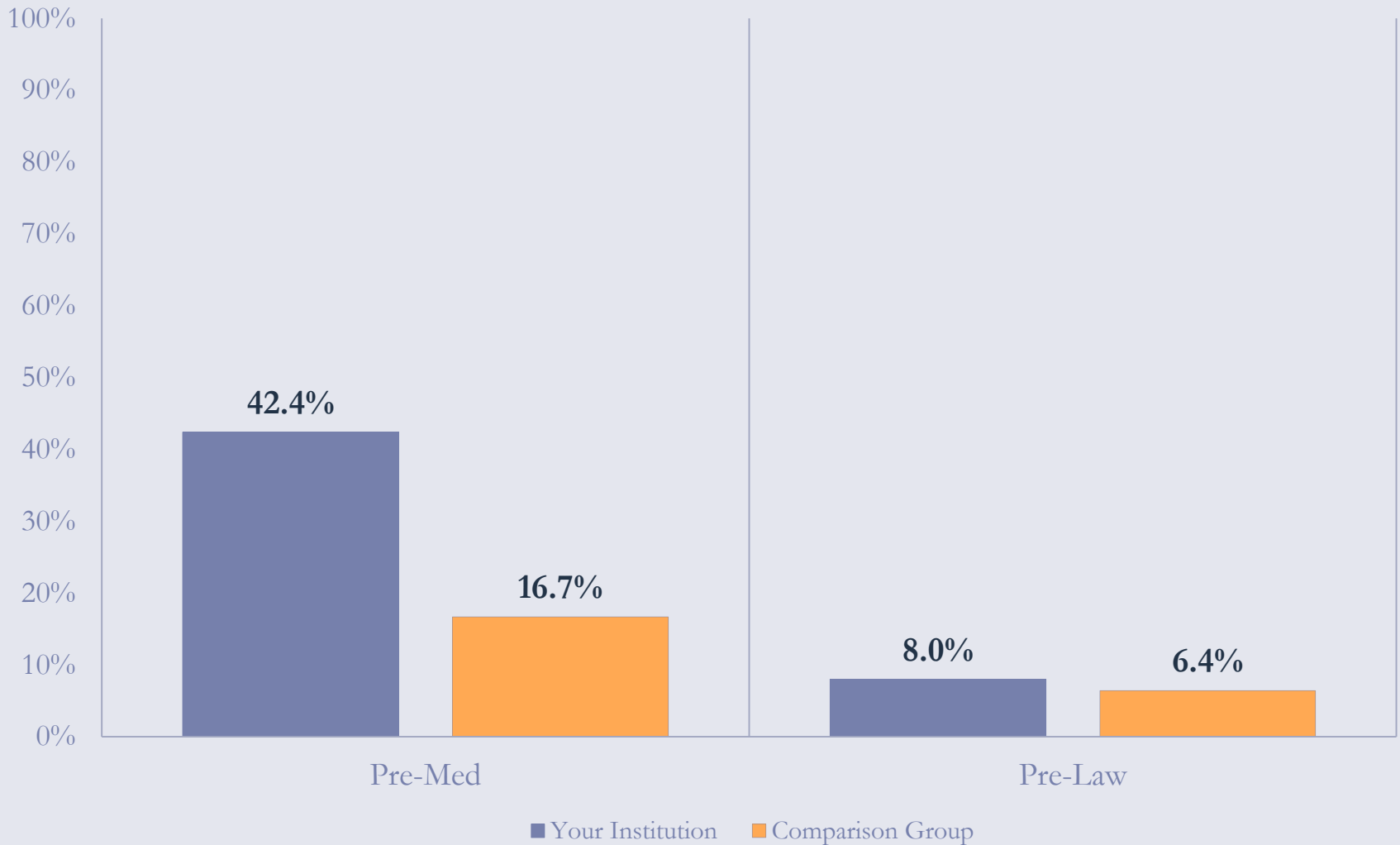
Expectations: Major

Please indicate your intended major.

	Your <u>Inst</u>	Comp <u>Group</u>		Your <u>Inst</u>	Comp <u>Group</u>
Agriculture	0.0%	0.1%	Fine Arts	0.8%	2.2%
Biological & Life Sciences	21.6%	12.5%	Mathematics or Computer Science	3.2%	4.8%
Business	11.2%	14.2%	Physical Science	3.2%	2.7%
Education	2.4%	5.3%	Social Science	4.8%	7.9%
Engineering	4.0%	14.8%	Justice and Security	5.6%	3.7%
English	0.0%	1.6%	Library Science	0.0%	0.0%
Health Professions	34.4%	7.3%	Other Non-technical	0.0%	1.3%
History or Political Science	2.4%	4.8%	Undecided	4.8%	11.1%
Arts & Humanities	1.6%	5.7%			

Expectations: Major

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



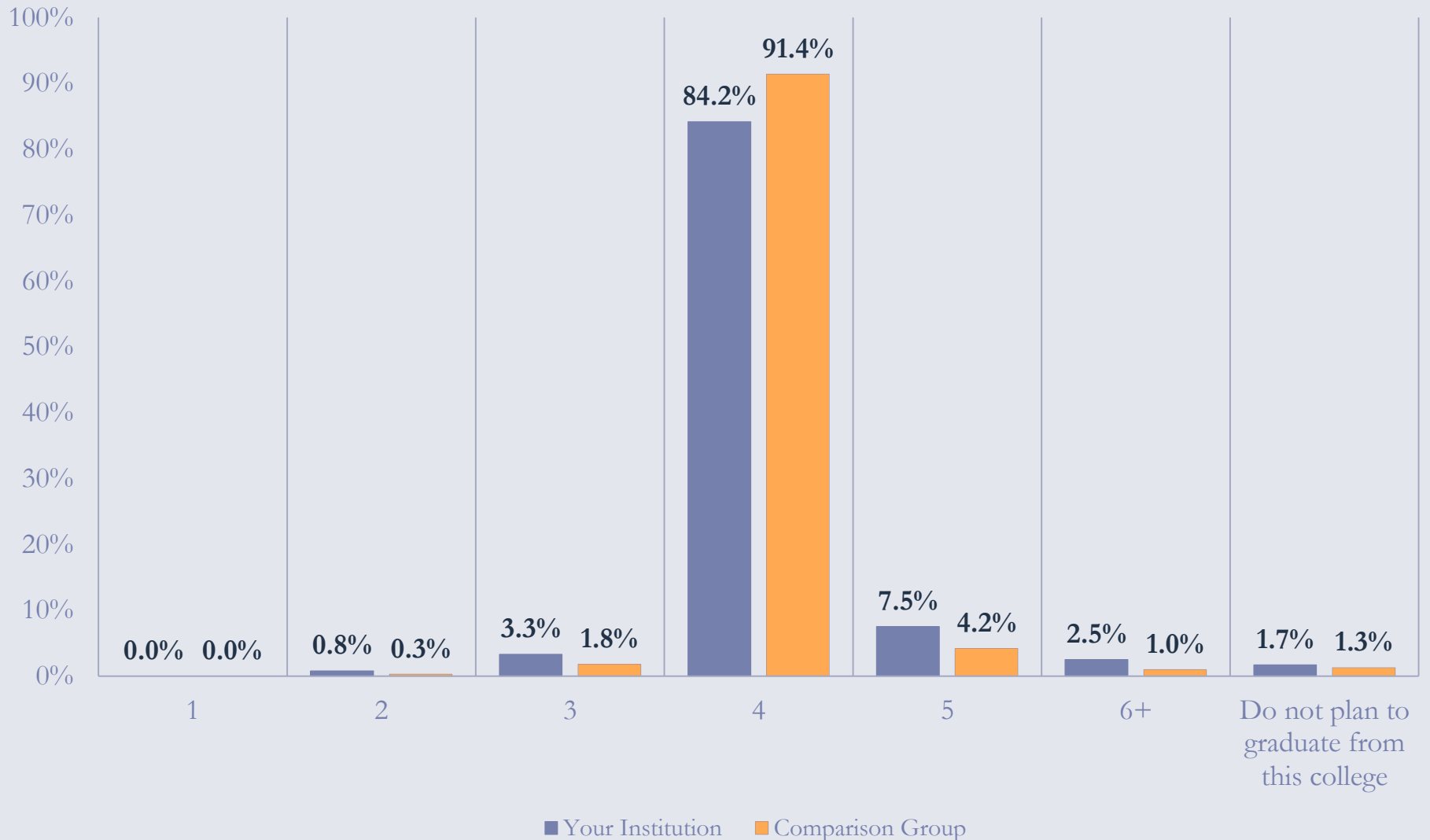
Expectations: Career

Please indicate your intended career.

	<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>		<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>
Agriculture/Natural Resources	0.0%	0.6%	Health Professional	11.2%	6.7%
Artist	1.6%	7.9%	Homemaker/Stay-at-Home Parent	0.8%	0.6%
Business	8.0%	11.5%	Information Technology Professional	2.4%	3.1%
Business (Admin Assistant)	0.0%	0.2%	Lawyer	5.6%	2.4%
Clergy	0.0%	0.3%	Military	0.0%	11.4%
College Faculty	0.0%	0.4%	Nurse	25.6%	2.1%
Communications	0.8%	1.3%	Research Scientist	2.4%	3.6%
Doctor (MD or DDS)	14.4%	7.8%	Service Industry	0.0%	0.4%
Education (Elementary/Secondary)	3.2%	7.2%	Skilled Worker	0.0%	0.2%
Engineer	5.6%	6.4%	Social /Non-Profit Services	1.6%	1.8%
Government	4.8%	4.2%	Other	4.8%	8.6%
			Undecided	7.2%	11.0%

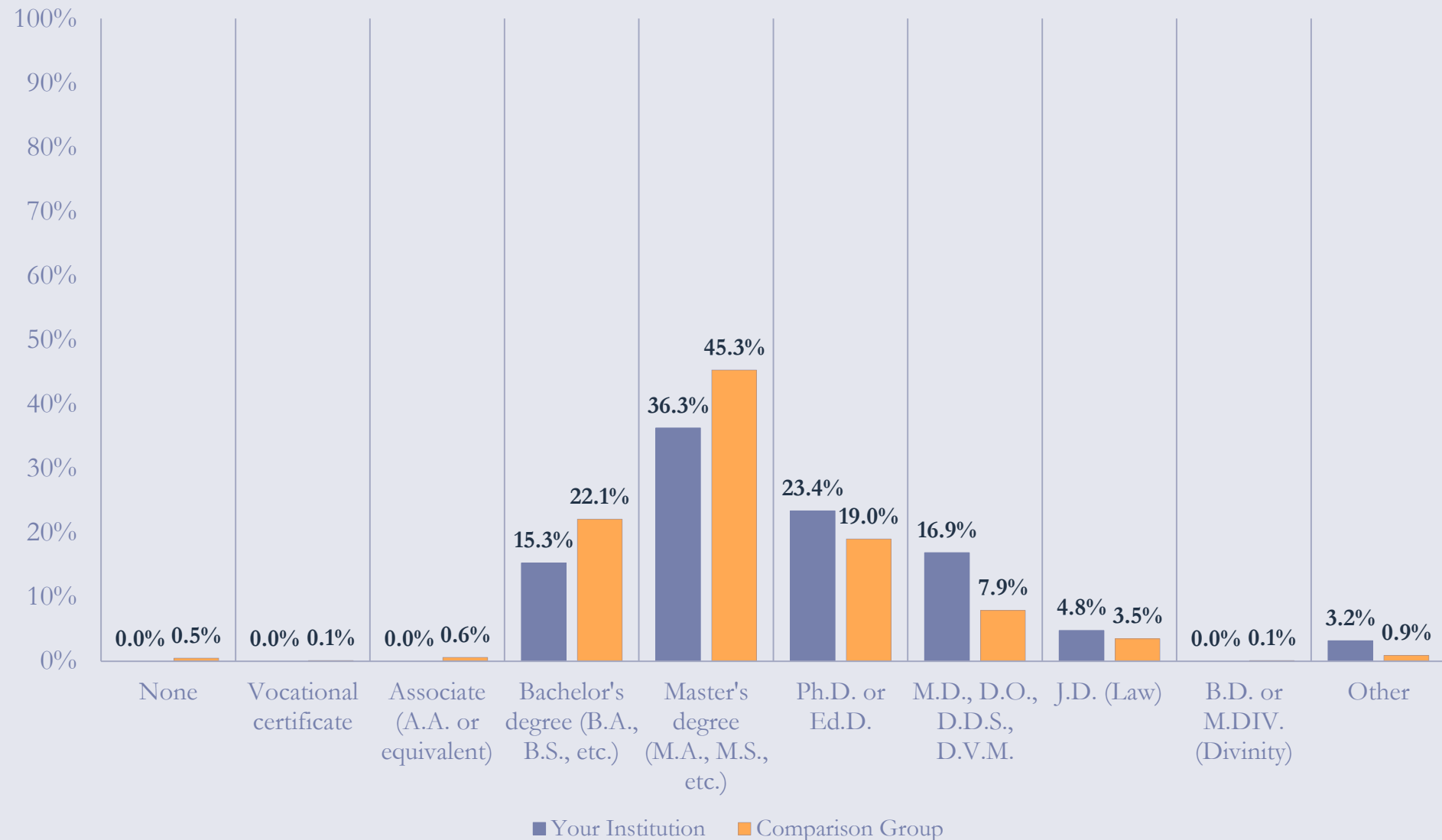
Expectations: Time to Degree

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?



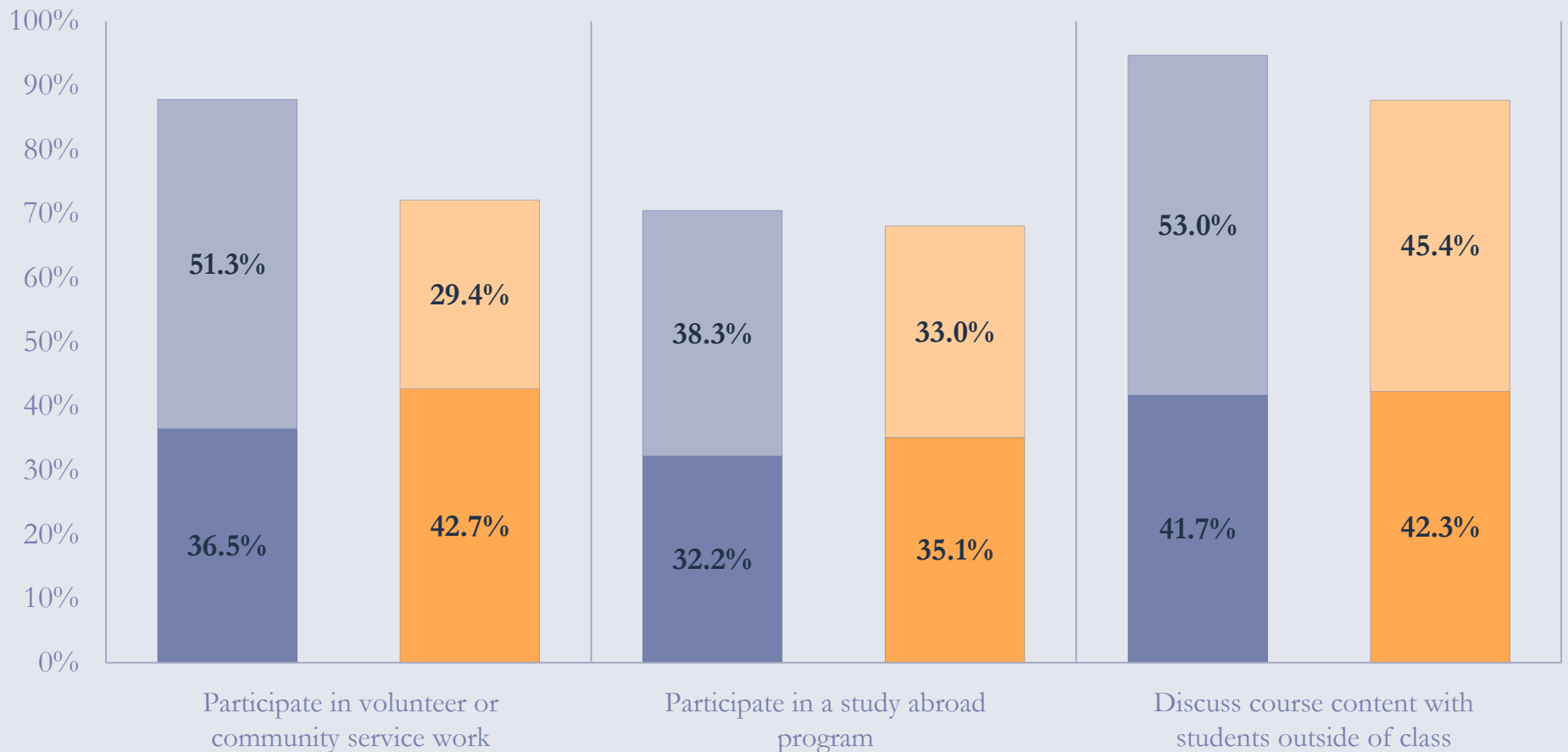


Expectations for College Life

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:

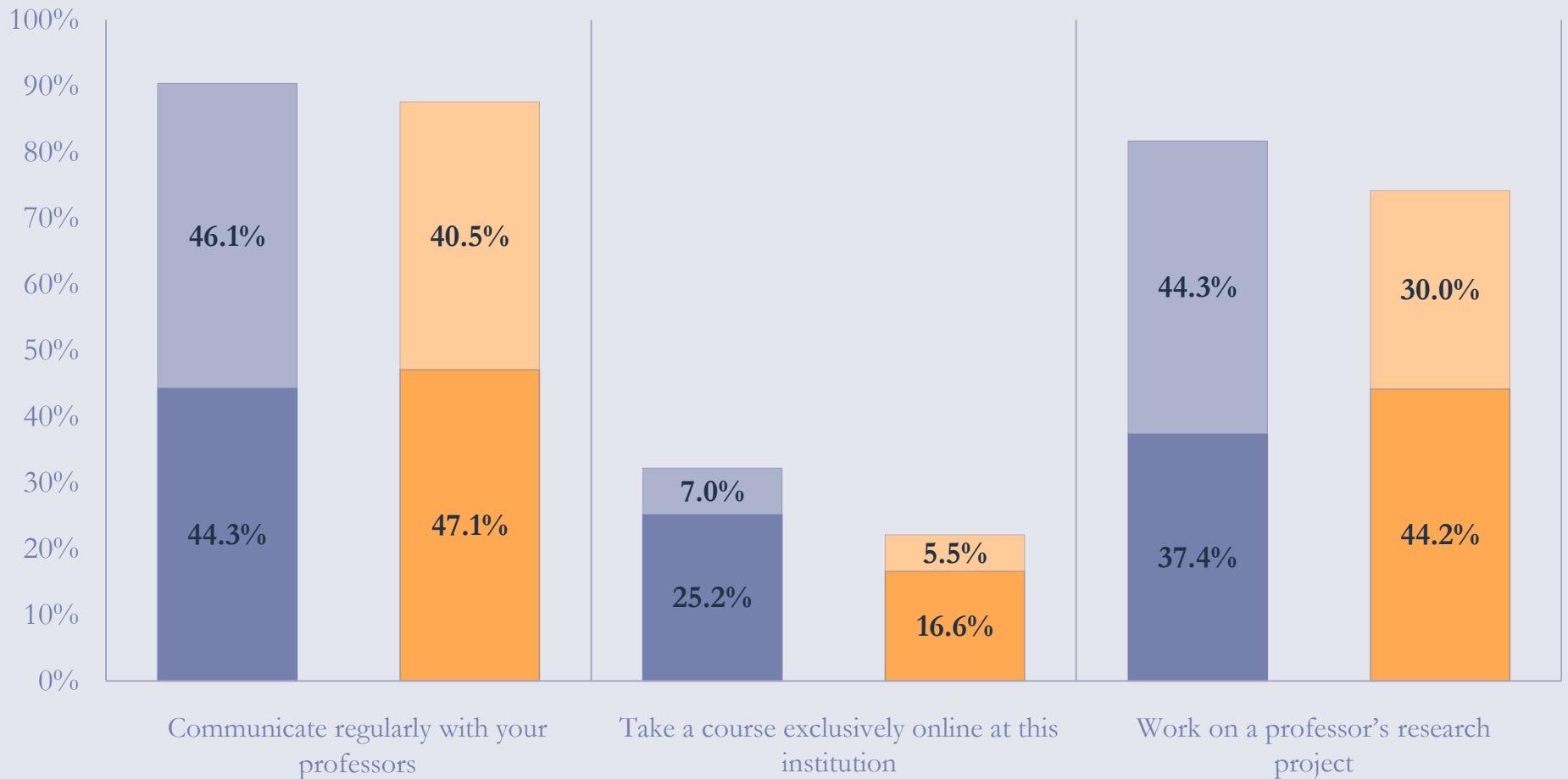


Your Institution
 ■ Very Good Chance
 ■ Some Chance

Comparison Group
 ■ Very Good Chance
 ■ Some Chance

Expectations for College Life

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



Your Institution

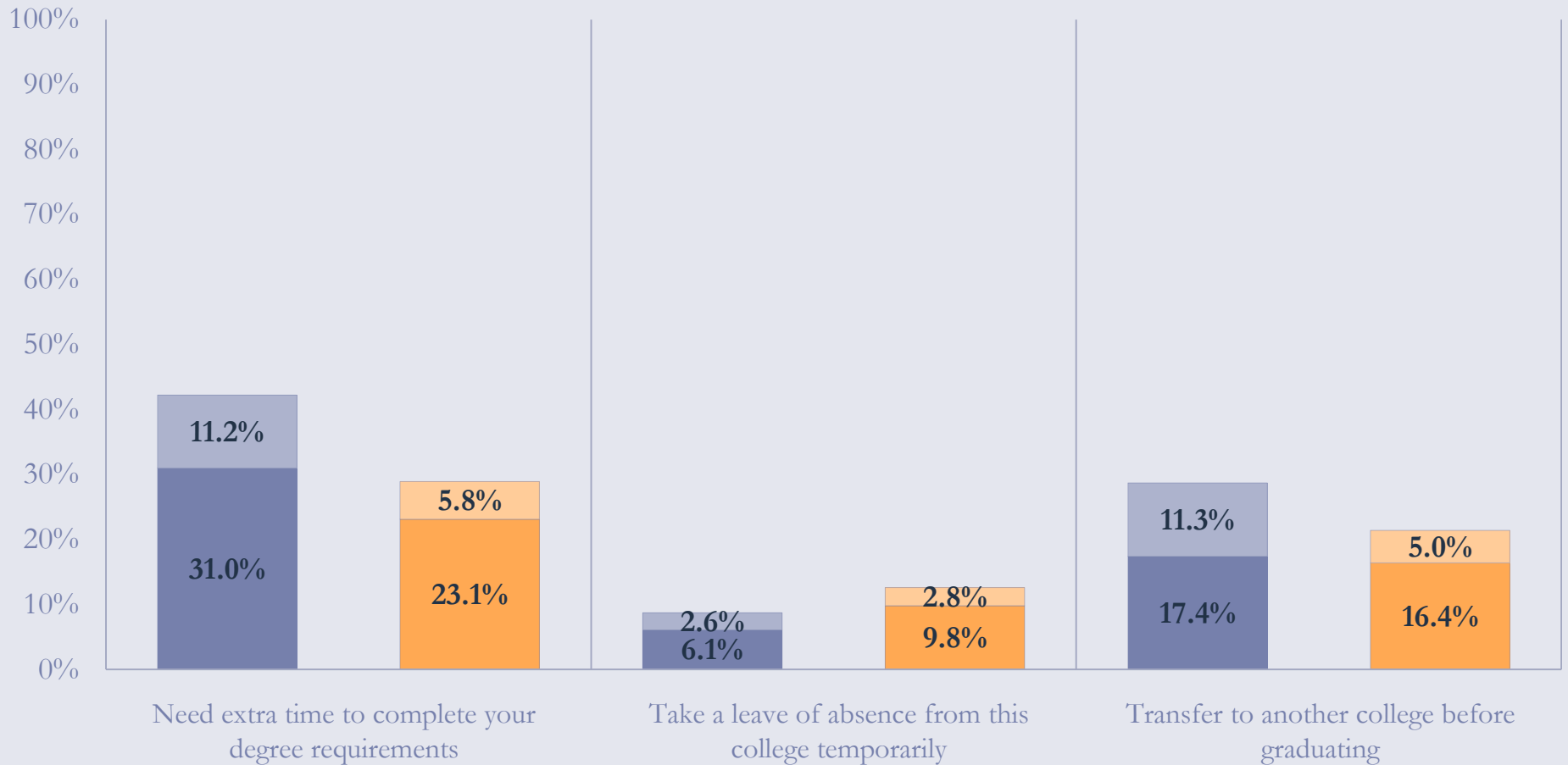
- Very Good Chance
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Comparison Group

- Very Good Chance
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Expectations for College Life

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



Your Institution

- Very Good Chance
- Some Chance

Comparison Group

- Very Good Chance
- Some Chance



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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