Rutgers University-Camden
CIRP Freshman Survey
2014 Results

First-time, Full-time Freshmen

Rutgers University-Camden
N=84

Public 4yr Colleges-high selectivity
N=15,394

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
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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: 67.9%
- Female: 32.1%

Comparison Group

- Male: 54.3%
- Female: 45.7%
Demographics

Race/Ethnicity

- African American/Black: 6.0% (Your Institution), 7.3% (Comparison Group)
- American Indian/Alaska Native: 0.0% (Your Institution), 0.2% (Comparison Group)
- Asian/Native Hawaiian/Pacific Islander: 21.4% (Your Institution), 9.4% (Comparison Group)
- Latino: 14.3% (Your Institution), 9.6% (Comparison Group)
- White/Caucasian: 60.3% (Your Institution)
- Other Race/Ethnicity: 3.6% (Your Institution), 1.7% (Comparison Group)
- Two or More Races/Ethnicities: 7.1% (Your Institution), 11.5% (Comparison Group)

Legend:
- Blue: Your Institution
- Orange: Comparison Group
Demographics

How many miles is this college from your permanent home?

Your Institution  Comparison Group

- 5 or less: 9.5% 4.8%
- 6-10: 22.6% 7.8%
- 11-50: 42.9% 37.0%
- 51-100: 20.2% 17.7%
- 101-500: 2.4% 19.0%
- Over 500: 2.4% 13.7%
From what kind of high school did you graduate?

- **Public school (not charter or magnet)**: 81.6%
- **Public charter school**: 6.0%
- **Public magnet school**: 2.7%
- **Private religious/parochial school**: 2.4%
- **Private college-prep school**: 3.3%
- **Private independent college-prep school**: 10.7%
- **Home school**: 7.1%

**Comparison Group**
- **Public school (not charter or magnet)**: 73.8%
- **Public charter school**: 2.7%
- **Public magnet school**: 3.3%
- **Private religious/parochial school**: 10.7%
- **Private college-prep school**: 8.6%
- **Private independent college-prep school**: 3.2%
- **Home school**: 0.0%
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?

![Bar chart showing the number of colleges applied to by students, with percentages for both Your Institution and Comparison Group.](chart.png)
Were you accepted by your first choice college?

83.3% Yes
16.7% No

College Acceptance

Is this college your …

First Choice
- Your Institution: 51.2%
- Comparison Group: 59.7%

Second Choice
- Your Institution: 31.0%
- Comparison Group: 26.0%

Third Choice
- Your Institution: 10.7%
- Comparison Group: 9.3%

Less than Third Choice
- Your Institution: 7.1%
- Comparison Group: 5.1%
College Choice

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

**Your Institution**
- To be able to get a better job: 84.5%
- To gain a general education and appreciation of ideas: 82.1%
- To make me a more cultured person: 67.9%
- To be able to make more money: 76.2%

**Comparison Group**
- To be able to get a better job: 86.9%
- To gain a general education and appreciation of ideas: 67.1%
- To make me a more cultured person: 41.9%
- To be able to make more money: 72.8%
In deciding to go to college, how important to you was each of the following reasons?

- To learn more about things that interest me: 90.5% Very Important, 19.0% Somewhat Important
- To get training for a specific career: 88.1% Very Important, 16.9% Somewhat Important
- To prepare myself for graduate or professional school: 75.0% Very Important, 29.5% 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>This college has a very good academic reputation</td>
<td>72.0%</td>
<td>64.7%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>41.5%</td>
<td>37.6%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>37.8%</td>
<td>28.5%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>53.7%</td>
<td>55.1%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>34.1%</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

- Very Important
- Somewhat Important

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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>58.5%</td>
<td>38.4%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>67.1%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>18.3%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>23.2%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

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*?

My parents wanted me to come here

I wanted to live near home

Rankings in national magazines

A visit to the campus

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

- Family resources: Your Institution - 72.7%, Comparison Group - 66.7%
- Personal resources: Your Institution - 63.1%, Comparison Group - 55.3%
- Aid not to be repaid: Your Institution - 81.0%, Comparison Group - 65.6%
- Aid to be repaid: Your Institution - 66.6%, Comparison Group - 47.3%
- Other sources: Your Institution - 12.0%, Comparison Group - 6.4%
Financing College

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

- None: 22.6%
- Some: 54.8%
- Major: 22.6%

Your Institution: 39.1%
Comparison Group: 49.6%

11.2%

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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: 100.0%
- Pre-Calculus/Trigonometry: 74.7%
- Probability & Statistics: 38.6%
- Calculus: 27.4%
- AP Probability & Statistics: 8.4%
- AP Calculus: 15.7%

Comparison Group:
- Algebra II: 98.9%
- Pre-Calculus/Trigonometry: 87.1%
- Probability & Statistics: 32.6%
- Calculus: 37.9%
- AP Probability & Statistics: 18.7%
- AP Calculus: 35.6%
High School Experiences

Have you had any remedial work in any of the following subjects?

- English: 17.9% (Your Institution), 18.5% (Comparison Group)
- Reading: 17.9% (Your Institution), 16.9% (Comparison Group)
- Mathematics: 25.0% (Your Institution), 18.9% (Comparison Group)
- Writing: 14.3% (Your Institution), 15.3% (Comparison Group)
High School Experiences

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

- **9.5%** for English
- **8.7%** for Reading
- **25.0%** for Mathematics
- **11.5%** for Writing

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**Your Institution** vs **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 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.

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly communicated your opinion about a cause</td>
<td>51.5</td>
<td>52.3</td>
<td>51.2</td>
</tr>
<tr>
<td>Worked on a local, state, or national political campaign</td>
<td>49.0</td>
<td>48.1</td>
<td>49.8</td>
</tr>
<tr>
<td>Demonstrated for a cause</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping up to date with political affairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influencing social values</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped raise money for a cause or campaign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Institution | Comparison Group

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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 you had to do**
  - **Your Institution**: 57.1%
  - **Comparison Group**: 36.9%

- **Felt depressed**
  - **Your Institution**: 17.9%
  - **Comparison Group**: 9.6%
Health and Wellness

Do you have any of the following disabilities or medical conditions?

- Learning disability: 4.9% (Your Institution), 3.1% (Comparison Group)
- ADHD: 2.5% (Your Institution), 5.8% (Comparison Group)
- Autism spectrum: 1.2% (Your Institution), 0.8% (Comparison Group)
- Physical disability: 4.9% (Your Institution), 4.5% (Comparison Group)
- Chronic illness: 2.5% (Your Institution), 2.2% (Comparison Group)
- Psychological disorder: 10.0% (Your Institution), 7.6% (Comparison Group)
Knowledge, Skills and Abilities

These items illustrate students’ views of their academic skills and abilities.
High School Experiences

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>39.8%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>32.9%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>89.2%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>33.7%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>
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:

- General knowledge: 30.1% A Major Strength, 51.1% Somewhat Strong
- Knowledge of a particular field or discipline: 48.2% A Major Strength, 22.3% Somewhat Strong
- Foreign language ability: 32.5% A Major Strength, 41.0% Somewhat Strong

Your Institution
- A Major Strength
- Somewhat Strong

Comparison Group
- A Major Strength
- Somewhat Strong
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:

Understanding of the problems facing your community
- Your Institution: 28.9% Major Strength, 31.3% Somewhat Strong
- Comparison Group: 10.3% Major Strength, 30.1% Somewhat Strong

Understanding of national issues
- Your Institution: 28.9% Major Strength, 16.9% Somewhat Strong
- Comparison Group: 28.9% Major Strength, 27.0% Somewhat Strong

Understanding of global issues
- Your Institution: 16.9% Major Strength, 16.9% Somewhat Strong
- Comparison Group: 32.5% Major Strength, 23.7% Somewhat Strong
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:

- Critical thinking skills: 44.6% A Major Strength, 30.1% Somewhat Strong, 18.8% Weak
- Problem-solving skills: 38.6% A Major Strength, 34.9% Somewhat Strong, 22.0% Weak
- Ability to manage your time effectively: 44.5% A Major Strength, 33.7% Somewhat Strong, 15.8% Weak

Your Institution
- A Major Strength
- Somewhat Strong
- Weak

Comparison Group
- A Major Strength
- Somewhat Strong
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:

[Bar chart showing percentages]

- Knowledge of people from different races/cultures
  - Your Institution: 24.1% A Major Strength, 36.1% Somewhat Strong
  - Comparison Group: 10.4% A Major Strength, 31.4% Somewhat Strong

- Interpersonal skills
  - Your Institution: 32.5% A Major Strength, 30.1% Somewhat Strong
  - Comparison Group: 13.8% A Major Strength, 31.0% 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.

<table>
<thead>
<tr>
<th>Major</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>16.7%</td>
<td>10.2%</td>
<td>4.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Business</td>
<td>16.7%</td>
<td>12.9%</td>
<td>3.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Education</td>
<td>3.6%</td>
<td>6.5%</td>
<td>8.3%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3.6%</td>
<td>18.4%</td>
<td>4.8%</td>
<td>2.6%</td>
</tr>
<tr>
<td>English</td>
<td>1.2%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>28.6%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>2.4%</td>
<td>3.9%</td>
<td>3.6%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.4%</td>
<td>4.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

- **Pre-Med**
  - Your Institution: 29.8%
  - Comparison Group: 13.2%

- **Pre-Law**
  - Your Institution: 7.1%
  - Comparison Group: 4.5%
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career</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>0.0%</td>
<td>1.0%</td>
<td>9.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Artist</td>
<td>4.8%</td>
<td>6.0%</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Business</td>
<td>14.3%</td>
<td>10.2%</td>
<td>4.8%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.4%</td>
<td>1.2%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.0%</td>
<td>0.3%</td>
<td>21.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.0%</td>
<td>1.5%</td>
<td>3.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>14.3%</td>
<td>6.1%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>3.6%</td>
<td>7.6%</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Engineer</td>
<td>2.4%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Government</td>
<td>4.8%</td>
<td>3.4%</td>
<td>10.7%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>
Expectations: Time to Degree

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

- Your Institution
- Comparison Group

- Do not plan to graduate from this college

- 1: 0.0% (0.0%)
- 2: 0.0% (0.2%)
- 3: 2.5% (1.4%)
- 4: 85.2% (86.5%)
- 5: 3.7% (9.0%)
- 6+: 3.7% (1.7%)
- 40.0% (4.9%)
- 1.2%
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:

- Participate in volunteer or community service work: 32.1% Very Good Chance, 42.1% Some Chance
- Participate in a study abroad program: 29.5% Very Good Chance, 33.9% Some Chance
- Discuss course content with students outside of class: 32.1% Very Good Chance, 41.3% Some Chance

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance
Communicate regularly with your professors

Take a course exclusively online at this institution

Work on a professor’s research project

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:
Expectations for College Life

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

- Need extra time to complete your degree requirements
  - **Your Institution**: 11.5% Very Good Chance, 26.9% Some Chance
  - **Comparison Group**: 6.0% Very Good Chance, 25.4% Some Chance

- Take a leave of absence from this college temporarily
  - **Your Institution**: 2.6% Very Good Chance, 3.8% Some Chance
  - **Comparison Group**: 2.2% Very Good Chance, 8.2% Some Chance

- Transfer to another college before graduating
  - **Your Institution**: 16.7% Very Good Chance, 21.8% Some Chance
  - **Comparison Group**: 5.8% Very Good Chance, 15.8% 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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