University of North Dakota
CIRP Freshman Survey
2015 Results

First-time, Full-time Freshmen

University of North Dakota
N=1,412

Public Universities
N=40,430

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
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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: 48.5%
- Female: 51.5%

Comparison Group

- Male: 52.8%
- Female: 47.2%
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>1.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>American Indian/ Alaska Native</td>
<td>0.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian/ Native Hawaiian/ Pacific Islander</td>
<td>1.4%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>0.8%</td>
<td>11.2%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>91.1%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>0.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>5.0%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>
Demographics

How many miles is this college from your permanent home?

<table>
<thead>
<tr>
<th>Mileage Range</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>7.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>6-10</td>
<td>2.8%</td>
<td>4.8%</td>
</tr>
<tr>
<td>11-50</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>51-100</td>
<td>13.8%</td>
<td>14.2%</td>
</tr>
<tr>
<td>101-500</td>
<td>62.8%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Over 500</td>
<td>8.9%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

- Your Institution
- Comparison Group
Demographics

From what kind of high school did you graduate?

- **Public school (not charter or magnet)**: 92.8%
- **Public charter school**: 0.6%
- **Public magnet school**: 0.4%
- **Private religious/parochial school**: 4.4%
- **Private independent college-prep school**: 8.6%
- **Private institution**: 1.4%
- **Home school**: 6.4%
- **Comparison Group**: 0.5%
- **Comparison Group**: 0.4%

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

<table>
<thead>
<tr>
<th>Number of Colleges</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>34.9%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>19.9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>13.9% 13.3%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6.9% 11.8%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3.3% 9.5%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1.2% 7.8%</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>12.9%</td>
<td>8.2% 8.2%</td>
</tr>
<tr>
<td>9-10</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>11 or more</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

*Comparison Group data is from a similar cohort of students.*
Were you accepted by your first choice college?

94.3%

5.7%
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: 86.2% Very Important, 12.4% Somewhat Important
  - Comparison Group: 85.5% Very Important, 12.6% Somewhat Important

- **To gain a general education and appreciation of ideas**: 57.4% Very Important, 40.1% Somewhat Important

- **To make me a more cultured person**: 31.9% Very Important, 50.8% Somewhat Important

- **To be able to make more money**: 74.1% Very Important, 23.5% 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: 77.4% (Very Important), 15.3% (Somewhat Important)
- To get training for a specific career: 83.8% (Very Important), 17.0% (Somewhat Important)
- To prepare myself for graduate or professional school: 74.9% (Very Important), 21.4% (Somewhat Important)

**Your Institution**
- Very Important
- Somewhat Important

**Comparison Group**
- Very Important
- Somewhat Important

---

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

To learn more about things that interest me

To get training for a specific career

To prepare myself for graduate or professional school
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
College Choice

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

- **I was offered financial assistance**
  - Very Important: 39.0%
  - Somewhat Important: 24.1%
  - Comparison Group:
    - Very Important: 25.6%
    - Somewhat Important: 35.9%

- **The cost of attending this college**
  - Very Important: 42.1%
  - Somewhat Important: 44.1%
  - Comparison Group:
    - Very Important: 43.8%
    - Somewhat Important: 34.5%

- **Not offered aid by first choice**
  - Very Important: 3.4%
  - Somewhat Important: 14.9%
  - Comparison Group:
    - Very Important: 14.1%
    - Somewhat Important: 14.1%

- **Could not afford first choice**
  - Very Important: 6.5%
  - Somewhat Important: 12.1%
  - Comparison Group:
    - Very Important: 13.0%
    - Somewhat Important: 12.3%
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>11.2% (Very Important), 31.8% (Somewhat Important)</td>
<td>16.0% (Very Important), 42.0% (Somewhat Important)</td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>13.7% (Very Important), 31.8% (Somewhat Important)</td>
<td>15.8% (Very Important), 37.4% (Somewhat Important)</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>28.6% (Very Important), 8.0% (Somewhat Important)</td>
<td>25.2% (Very Important), 37.4% (Somewhat Important)</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>42.0% (Very Important), 15.8% (Somewhat Important)</td>
<td>33.4% (Very Important), 37.7% (Somewhat Important)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family resources</td>
<td>76.4%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Personal resources</td>
<td>72.3%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Aid not to be repaid</td>
<td>69.8%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Aid to be repaid</td>
<td>59.9%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Other sources</td>
<td>4.9%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Financing College

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

- Military grants: 2.5%, 1.9%
- Work-study: 19.0%, 18.2%
- Pell grant: 16.4%, 22.6%
- Need-based grants or scholarships: 19.2%, 33.3%
- Merit-based grants or scholarships: 48.4%, 49.9%
Financing College

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>32.8%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Some</td>
<td>60.1%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Major</td>
<td>7.1%</td>
<td>11.2%</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: 96.7%
- Pre-Calculus/Trigonometry: 77.8%
- Probability & Statistics: 35.5%
- Calculus: 26.4%
- AP Probability & Statistics: 10.0%
- AP Calculus: 22.2%

Comparison Group:
- Algebra II: 98.6%
- Pre-Calculus/Trigonometry: 90.2%
- Probability & Statistics: 37.6%
- Calculus: 48.8%
- AP Probability & Statistics: 30.8%
- AP Calculus: 53.7%
High School Experiences

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

- English: 5.5% Your Institution, 6.4% Comparison Group
- Reading: 4.0% Your Institution, 5.1% Comparison Group
- Mathematics: 9.8% Your Institution, 13.0% Comparison Group
- Social Studies: 2.1% Your Institution, 3.5% Comparison Group
- Science: 3.5% Your Institution, 5.9% Comparison Group
- Foreign Language: 3.7% Your Institution, 4.6% Comparison Group
- Writing: 3.1% Your Institution, 5.0% Comparison Group
Do you feel you *will need* any special tutoring or remedial work in any of the following subjects?

- **English**: Your Institution 9.2%, Comparison Group 8.6%
- **Reading**: Your Institution 4.1%, Comparison Group 4.8%
- **Mathematics**: Your Institution 23.2%, Comparison Group 22.7%
- **Social Studies**: Your Institution 2.7%, Comparison Group 3.9%
- **Science**: Your Institution 14.2%, Comparison Group 13.9%
- **Foreign Language**: Your Institution 6.4%, Comparison Group 10.1%
- **Writing**: Your Institution 10.3%, Comparison Group 11.6%
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
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
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: 64.4% occasionally, 20.0% frequently
  - Comparison Group: 53.9% occasionally, 33.8% frequently

- Felt depressed:
  - Your Institution: 26.9% occasionally, 3.4% frequently
  - Comparison Group: 36.4% occasionally, 8.8% frequently
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: 2.2% (Your Institution), 13.4% (Comparison Group)
- Reading: 1.3% (Your Institution), 6.4% (Comparison Group)
- Mathematics: 24.2% (Your Institution), 50.3% (Comparison Group)
- Writing: 1.3% (Your Institution), 22.3% (Comparison Group)
Summer Bridge Program

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>99.6%</td>
<td>96.6%</td>
</tr>
<tr>
<td>1 to 2</td>
<td>0.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>3 to 4</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5 to 6</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>7 or more</td>
<td>0.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
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>Area</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>0.1%</td>
<td>0.5%</td>
<td>1.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>8.8%</td>
<td>17.7%</td>
<td>3.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Business</td>
<td>12.0%</td>
<td>11.7%</td>
<td>2.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Education</td>
<td>5.2%</td>
<td>3.2%</td>
<td>4.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>18.6%</td>
<td>16.7%</td>
<td>2.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>English</td>
<td>0.7%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>21.7%</td>
<td>10.0%</td>
<td>7.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>0.9%</td>
<td>3.3%</td>
<td>7.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.1%</td>
<td>3.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

- Pre-Med: 18.5% Your Institution, 23.3% Comparison Group
- Pre-Law: 2.3% Your Institution, 5.7% Comparison Group
**Expectations: Career**

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career Category</th>
<th>Your Inst</th>
<th>Comp Inst</th>
<th>Your Group</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0.6%</td>
<td>1.0%</td>
<td>Health Professional</td>
<td>12.6%</td>
</tr>
<tr>
<td>Business</td>
<td>10.7%</td>
<td>12.8%</td>
<td>Information Technology Professional</td>
<td>3.5%</td>
</tr>
<tr>
<td>Artist</td>
<td>2.8%</td>
<td>5.0%</td>
<td>Homemaker/Stay-at-Home Parent</td>
<td>2.1%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.2%</td>
<td>0.2%</td>
<td>Lawyer</td>
<td>1.4%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.1%</td>
<td>0.3%</td>
<td>Military</td>
<td>1.4%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.1%</td>
<td>0.4%</td>
<td>Nurse</td>
<td>5.6%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.0%</td>
<td>2.1%</td>
<td>Research Scientist</td>
<td>2.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>11.1%</td>
<td>15.0%</td>
<td>Service Industry</td>
<td>1.4%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>3.8%</td>
<td>3.4%</td>
<td>Skilled worker</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineer</td>
<td>9.2%</td>
<td>11.4%</td>
<td>Social/Non-Profit Services</td>
<td>4.2%</td>
</tr>
<tr>
<td>Government</td>
<td>2.4%</td>
<td>2.1%</td>
<td>Other</td>
<td>16.0%</td>
</tr>
</tbody>
</table>
Expectations: Time to Degree

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

- 0.0% 0.0%
- 0.2% 0.5%
- 2.3% 3.1%
- 76.6% 84.7%
- 12.6% 8.4%
- 7.9% 2.6%
- 0.3% 0.7%
- Do not plan to graduate from this college

Your Institution | Comparison Group
Expectations: Degree Aspirations

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

- None: 0.2% (Your Institution), 0.2% (Comparison Group)
- Vocational certificate: 0.0% (Your Institution), 0.0% (Comparison Group)
- Associate (A.A. or equivalent): 0.6% (Your Institution), 0.3% (Comparison Group)
- Bachelor's degree (B.A., B.S., etc.): 38.7% (Your Institution), 19.2% (Comparison Group)
- Master's degree (M.A., M.S., etc.): 34.0% (Your Institution), 41.1% (Comparison Group)
- Ph.D. or Ed.D.: 12.4% (Your Institution), 19.8% (Comparison Group)
- M.D., D.O., D.D.S., D.V.M.: 11.2% (Your Institution), 14.6% (Comparison Group)
- J.D. (Law): 1.9% (Your Institution), 4.1% (Comparison Group)
- B.D. or M.DIV. (Divinity): 0.0% (Your Institution), 0.1% (Comparison Group)
- Other: 0.9% (Your Institution), 0.6% (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
  - Very Good Chance: 20.4%
  - Some Chance: 45.7%
  - Total: 66.1%

- Participate in a study abroad program
  - Very Good Chance: 38.8%
  - Some Chance: 35.4%
  - Total: 74.2%

- Discuss course content with students outside of class
  - Very Good Chance: 50.7%
  - Some Chance: 32.6%
  - Total: 83.3%

Comparison Group:
- Participate in volunteer or community service work
  - Very Good Chance: 33.7%
  - Some Chance: 58.7%
  - Total: 92.4%

- Participate in a study abroad program
  - Very Good Chance: 19.0%
  - Some Chance: 32.4%
  - Total: 51.4%

- Discuss course content with students outside of class
  - Very Good Chance: 32.6%
  - Some Chance: 50.7%
  - Total: 83.3%
Communicate regularly with your professors

Take a course exclusively online at this institution

Work on a professor’s research project

Expectations for College Life

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

**Your Institution**
- Very Good Chance: 57.2%
- Some Chance: 43.4%

**Comparison Group**
- Very Good Chance: 27.8%
- Some Chance: 47.8%

- Very Good Chance: 16.6%
- Some Chance: 47.2%

- Very Good Chance: 32.1%
- Some Chance: 47.7%

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:

- Take a leave of absence from this college temporarily
  - Your Institution:
    - Very Good Chance: 1.6%
    - Some Chance: 5.8%

- Transfer to another college before graduating
  - Comparison Group:
    - Very Good Chance: 1.8%
    - Some Chance: 13.0%

  - Your Institution:
    - Very Good Chance: 1.9%
    - Some Chance: 6.5%

  - Comparison Group:
    - Very Good Chance: 1.8%
    - Some Chance: 13.0%
    - Some Chance: 3.7%
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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