2015 CIRP FRESHMAN SURVEY
CIRP THEMES

The CIRP (Cooperative Institutional Research Program) Freshman Survey is administered to new freshmen during the summer orientation program. UND has been administering the CIRP survey since 1967.

CIRP combines relevant survey items to illustrate contributing factors toward a particular theme. Highlighted below are the fourteen CIRP themes along with some brief observations of responses from UND’s 2015 first-year freshmen respondents. In most instances comparisons are made to peer institutions, which in this report, are public universities of low selectivity.

College Choice
Just over one-third (35%) of UND freshmen did not apply to any other institution, a vast majority (94.3%) of them were accepted by their first choice college (73.8% peers), and for most (85.3%) UND was their first choice (59.3% peers). Freshmen are choosing UND primarily because “this college has a very good academic reputation” (60%; 73% peers), “this college’s graduates get good jobs” (51%; 60% peers), “this college has a good reputation for its social activities” (47%; 48% peers), “the cost of attending this college” (44%; 44% peers), and “a visit to campus” (33%; 37% peers). The role of rankings in national magazines was significantly less (p<.001, effect size -.55) important to UND incoming freshmen (mean 1.45) compared to those attending peer institutions (mean 1.88).

Financing College
A larger percentage of UND freshmen report having “some” concern about their ability to finance their college education compared to those at peer institutions (UND 60%, peers 54.6%), although fewer UND students report having a “major” concern of financing college (UND 7%, peers 11%). Being offered financial assistance was more important to UND students (65%) compared to peers (60%), however not being offered aid by their first choice college was less important (18%, 24% peers). In deciding to attend this institution, the cost of attendance was more important to UND students (86%) than it was to those attending peer institutions (78%).

UND students reported that they are more likely to get a job to help pay for college expenses compared to students at peer institutions (86%, 82% peers). However, when asked if they would be working full-time while in college, 25% of UND students reported this, compared to 28% of students at peer institutions.
**Academic Disengagement**

As shown in Table 1, UND students engaged less frequently in behaviors that are inconsistent with academic success as compared to students at peer institutions.

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<tbody>
<tr>
<td>Frequently bored in class</td>
<td>p &lt; .001</td>
<td>25.6%</td>
<td>30.1%</td>
<td>35.6%</td>
<td>40.7%</td>
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<tr>
<td>Frequently / Occasionally came late to class</td>
<td>p &lt; .001</td>
<td>40%</td>
<td>47.1%</td>
<td>53.2%</td>
<td>52%</td>
<td></td>
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<tr>
<td>Frequently / Occasionally skipped school/class</td>
<td>p &lt; .001</td>
<td>13.2%</td>
<td>16.5%</td>
<td>28.1%</td>
<td>29%</td>
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<tr>
<td>Frequently / Occasionally fell asleep in class</td>
<td>p &lt; .001</td>
<td>28.6%</td>
<td>35.8%</td>
<td>39.3%</td>
<td>46.4%</td>
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<tr>
<td>Frequently / Occasionally failed to complete homework on time</td>
<td>p &lt; .01</td>
<td>44.9%</td>
<td>45.6%</td>
<td>48.4%</td>
<td>55.5%</td>
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**Academic Preparation**

UND students look to be somewhat less academically prepared than students at peer institutions, UND students received lower mean scores on both the ACT (UND 24, peers 27) and on all three sections of the SAT (Critical Reading (UND 576, peers 625), Mathematics (UND 609, peers 647) and Writing (UND 545, peers 625). When asked about select courses already completed (Algebra II, Pre-Calculus/Trigonometry, Probability & Statistics, Calculus, AP Probability & Statistics, and AP Calculus) far fewer UND students reported completing any of the courses, with the greatest disparity noted in AP Calculus (UND 22.2%, peers 54.2%) and the smallest disparity being Algebra II (UND 96.7%, peers, 98.6%). However more UND students (15.4%, peers 10.9%) have taken courses from other higher education institutions, since leaving high school.

When reflecting on experiences from high school, students were asked how frequently in the past year they did a variety of practices (e.g. ask questions in class, problem solving, evaluate information, integrate skills and knowledge from different sources); UND students report significantly less frequent participation in these experiences. The practice with the greatest difference between UND students and those at peer institutions was “seeking solutions to problems and explaining them to others” (UND 44.2%, peers 60%), with the smallest gap in “seek feedback on academic work” (UND 45.8%, peers 50.4%). Time spent studying was also an area of significant difference (p<.001, effect size -.47) between UND incoming freshmen (mean 3.86) and those at peer institutions (mean 4.61); 9% of UND freshmen report spending 11 or more hours per week studying/homework, compared to 26.1% at peer institutions.

When asked to rate themselves on three academic traits (academic ability, mathematical ability, intellectual self-confidence), as compared with the average person their age, as shown in Figure 1, significantly fewer UND students rated themselves as “above average” or “Highest 10%” compared to those at peer institutions.
Interaction with Teachers
UND students interacted less frequently with their high school teachers than did those at peer institutions. While the percentage of students who “frequently” asked a teacher for advice after class increased from 2012 (26.3%) to 2015 (28.4%), UND is still behind peers (30.2%). Students who “frequently” asked questions in class decreased between 2012 and 2015 at both UND (52.8% in 2012 to 44.9% in 2015) and peer institutions (57.2% in 2012 to 54.3% in 2015). Students “frequently” seeking feedback on their academic work increased slightly, from 45.6% in 2012 to 45.8% in 2015, with a larger increase noted at peer institutions (47.1% in 2012 to 50.4% in 2015).

Active and Collaborative Learning
UND students were asked about the extent to which they furthered their knowledge of course materials, through interaction with teachers and other student. The difference between UND students who tutored another student was significantly less (p < .001, effect size -.47) than those at peer institutions (UND mean 1.51, peers mean 1.84) with 44.9% of UND students “frequently/occasionally” doing so, while 66.1% of students at peer institutions reported doing so. The percentage of students who “frequently/occasionally” performed community service as part of a class remained relatively unchanged at both UND (51.5% in 2012 and 49.4% in 2015) and at peer institutions (55.4% in 2012 and 55.6% in 2015).

Academic Enhancement Experiences
The items in this theme gauge participation in programs and initiatives which relate to student learning. In predicting the likelihood of their engagement in various academic activities, UND students foresee significantly less (p<.001) engagement than students at peer institutions in three out of four items; communicate regularly with professors (UND mean 3.11, peer mean 3.34, effect size -.35), participate in a study abroad program (UND mean 2.59, peer mean 3.01, effect size -.43), and work on a professor’s research project (UND mean 2.75, peer mean 3.09, effect size -.43). The one item where UND students were more likely to engage than peers was in taking a course exclusively online at their current institution (UND mean 2.10, peer mean 1.99).

Written and Oral Communication
Students’ written and oral communications are compared using SAT scores and a “rate yourself” scale. UND students had lower mean scores on both the SAT Writing (UND 545, peers 625) and SAT Critical Reading (UND 576, peers 625). On the self-rating scale, UND students rated themselves significantly lower than students at
peer institutions in both public speaking (UND mean 3.12, peers mean 3.27) and writing (UND mean 3.31, peers mean 3.50) ability. In looking at other items that illustrate students' written and oral communication skills, fewer UND students have had (UND 3.1%, peers 5.1%) or feel they will need (UND 10.3%, peers 11.8%) any remedial work in writing and fewer “frequently” revised a paper to improve their writing during their last year in high school (UND 45.6%, peers 50.5%).

Leadership
When asked to rate themselves on leadership-related skills and abilities, incoming UND freshmen ranked themselves lower than peers on all measures: drive to achieve, leadership ability, and social self-confidence. UND students also placed less importance, to them personally, on becoming an authority in their field (UND mean 2.53, peers mean 2.68) or a community leader (UND mean 2.12, peers mean 2.29). Less than a quarter (23%) of UND students think that there is “some” or a “very good” chance that they will participate in student government, less than students at peer institutions (31.9%).

Civic Engagement: Participation, Awareness, and Values
Within this theme, levels of engagement and satisfaction with community and volunteer work in high school, as well as future orientation towards these services are viewed. In all such civic activities (e.g. volunteer work, demonstrated for a cause, community service, voted, discussed politics, worked on political campaign) done in past year, UND students are significantly lower than students at peer institutions. Similarly, when asked to rate themselves compared with peers, UND students rated themselves significantly lower in all aspects within this theme (e.g. tolerance of others, openness to having views challenged, and ability to discuss/negotiate controversial issues).

Diversity
The responses seen within the Civic Engagement theme, were also seen in the Diversity theme. That is, a significant difference between social attitudes and experiences with diversity between UND students and students at peer institutions. UND students, on every aspect within this CIRP theme, have/expect to have fewer diversity experiences (e.g. socialized with someone of another racial/ethnic group, have a roommate of different race/ethnicity) and rate themselves lower on diversity related abilities (e.g. ability to see the world from someone else's perspective, tolerance of others with different beliefs, ability to work cooperatively with diverse people).

Health & Wellness
This CIRP theme gauges student behaviors, attitudes, and experiences related to health and wellness issues. When asked about activities during past year, UND students reported significantly less participation in unhealthy activities, such as smoking (UND mean1.06, peers mean 1.08) and drinking wine/liquor (UND mean 1.29, peers mean 1.42) or beer (UND Mean 1.26, peers mean 1.37). UND students also reported feeling less frequently overwhelmed by all they had to do (UND mean 2.04, peers mean 2.22) or depressed (UND mean 1.34, peers mean 1.54). Overall, UND students rated their emotional (UND mean 3.64, peer mean 3.57) and physical health
higher (UND mean 3.72, peer mean 3.66) and their self-understanding significantly lower (UND mean 3.57, peer mean 3.72) than those at peer institutions. When asked about how much time they spent during a typical week, during their last year of high school, UND students reported partying less (UND mean 2.10, peer mean 2.33) and exercising/sports more (UND mean 4.79, peer mean 4.53) than those at peer institutions.

**Spirituality/Religiosity**

The items under this CIRP theme relate to religious and spiritual practices and beliefs. While significantly more UND students reported having attended a religious service during the past year (UND mean 2.14, peer mean 1.95), significantly fewer UND students report having discussed religion compared to students at peer institutions (UND mean 1.95, peer mean 2.11); and for UND students, developing a meaningful philosophy of life wasn’t as important to them personally (UND mean 2.10, peer mean 2.46).

**Career Planning**

This theme relates to career plans and preparation for future careers. Fewer UND students plan to seek higher degrees than peers, with 59.5% of UND students planning on pursing a degree higher than a Bachelor’s, compared to 79.6% of students at peer institutions. The highest academic degree planned for most UND students is a Bachelor’s (38.7%, peers 19.1%), while most students at peer institutions (41.1%) are planning on obtaining a Master’s degree (UND 34%). UND students decreasingly think that there is a “very good chance” that they will have to change major/field (7.1% in 2015, 9.6% in 2012) or their career choice (7.5% in 2015, 8.4% in 2012), while there were increases noted amongst national peers.