California State University-Chico
CIRP Freshman Survey
2017 Results

First-time, Full-time Freshmen
California State University-Chico
N=733

Public 4yr Colleges - low
N=3,668
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: 64.8%
- Female: 35.2%

Comparison Group

- Male: 57.5%
- Female: 42.5%
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>3.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>0.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>7.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>28.0%</td>
<td>25.3%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>43.5%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>0.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>17.5%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>
Demographics

How many miles is this college from your permanent home?

- 5 or less: 13.1% (Your Institution), 14.6% (Comparison Group)
- 6-10: 2.6% (Your Institution), 15.1% (Comparison Group)
- 11-50: 8.7% (Your Institution), 45.0% (Comparison Group)
- 51-100: 13.0% (Your Institution), 15.7% (Comparison Group)
- 101-500: 7.5% (Your Institution), 45.3% (Comparison Group)
- Over 500: 17.3% (Your Institution), 2.1% (Comparison Group)
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?

- None: 4.5% (Your Institution), 15.7% (Comparison Group)
- 1: 5.7% (Your Institution), 10.4% (Comparison Group)
- 2: 8.7% (Your Institution), 10.9% (Comparison Group)
- 3: 18.0% (Your Institution), 14.4% (Comparison Group)
- 4: 17.2% (Your Institution), 11.9% (Comparison Group)
- 5: 13.0% (Your Institution), 9.5% (Comparison Group)
- 6: 8.5% (Your Institution), 7.0% (Comparison Group)
- 7 - 8: 13.5% (Your Institution), 11.0% (Comparison Group)
- 9 - 10: 7.2% (Your Institution), 5.2% (Comparison Group)
- 11 or more: 3.7% (Your Institution), 4.1% (Comparison Group)
Were you accepted by your first choice college?

- Yes: 63.3%
- No: 36.7%

Graph showing acceptance rates:
- First Choice: Your Institution: 41.9%, Comparison Group: 48.0%
- Second Choice: Your Institution: 33.0%, Comparison Group: 32.4%
- Third Choice: Your Institution: 15.3%, Comparison Group: 12.1%
- Less than Third Choice: Your Institution: 9.8%, Comparison Group: 7.5%

Is this college your...?
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 89.8%, Comparison Group 87.0%
- To gain a general education and appreciation of ideas: Your Institution 80.2%, Comparison Group 74.5%
- To make me a more cultured person: Your Institution 61.4%, Comparison Group 45.0%
- To be able to make more money: Your Institution 82.7%, Comparison Group 78.5%
College Choice

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

- **To learn more about things that interest me**: 89.8% (Very Important), 17.7% (Somewhat Important)
- **To get training for a specific career**: 86.2% (Very Important), 12.2% (Somewhat Important)
- **To prepare myself for graduate or professional school**: 67.1% (Very Important), 19.7% (Somewhat Important)

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?

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
- Your Institution: 43.3% Very Important, 34.8% Somewhat Important
- Comparison Group: 41.8% Very Important, 30.6% Somewhat Important

The cost of attending this college
- Your Institution: 55.7% Very Important, 30.1% Somewhat Important
- Comparison Group: 60.1% Very Important

Not offered aid by first choice
- Your Institution: 14.7% Very Important, 20.3% Somewhat Important
- Comparison Group: 10.9% Very Important, 22.3% Somewhat Important

Could not afford first choice
- Your Institution: 18.5% Very Important, 22.2% Somewhat Important
- Comparison Group: 17.4% Very Important, 19.6% Somewhat Important
College Choice

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

- My parents/relatives wanted me to come
- I wanted to live near home
- Rankings in national magazines
- A visit to this campus

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important

[Bar chart showing percentages for each reason]
Economic factors play an important role in students’ decisions about college.
Financing College

Students’ first-year funding sources:

- **Family resources**: 67.5%
  - Your Institution: 58.8%
  - Comparison Group: 61.5%

- **Personal resources**: 65.6%
  - Your Institution: 58.6%
  - Comparison Group: 64.2%

- **Aid not to be repaid**: 45.8%
  - Your Institution: 41.9%

- **Aid to be repaid**: 67.5%
Financing College

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

- Military grants
- Work-study
- Pell grant
- Need-based grants or scholarships
- Merit-based grants or scholarships

![Bar chart showing the percentage of students receiving different types of financial aid at Your Institution and Comparison Group.](chart)

- Military grants: 3.2% (Your Institution) vs. 7.2% (Comparison Group)
- Work-study: 14.0% (Your Institution) vs. 42.3% (Comparison Group)
- Pell grant: 39.4% (Your Institution) vs. 48.0% (Comparison Group)
- Need-based grants or scholarships: 32.7% (Your Institution) vs. 40.0% (Comparison Group)
- Merit-based grants or scholarships: 31.9% (Your Institution) vs. 29.8% (Comparison Group)
Financing College

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

![Bar chart showing percentage of students concerned about financing college education at 'Your Institution' and 'Comparison Group'. The chart categorizes concerns into 'None', 'Some', and 'Major'. The percentages are as follows:

- None: Your Institution 18.4%, Comparison Group 24.9%
- Some: Your Institution 57.9%, Comparison Group 60.9%
- Major: Your Institution 23.8%, Comparison Group 14.2%]
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.

- Pre-Calculus/Trigonometry: 63.3% Your Institution, 77.5% Comparison Group
- Probability and Statistics: 24.5% Your Institution, 30.2% Comparison Group
- Calculus: 12.1% Your Institution, 19.3% Comparison Group
- AP Probability and Statistics: 14.0% Your Institution, 13.7% Comparison Group
- AP Calculus: 14.1% Your Institution, 17.8% Comparison Group
- AP Computer Science A: 1.8% Your Institution, 3.3% 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 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 your academic work
- Explore topics on your own, even though it was not required for a class
- Revise your papers to improve your writing
- Look up scientific research articles and resources
- Accept mistakes as part of the learning process
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
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign

### Bar Chart

- **All FTFT**
  - Your Institution: 52.5
  - Comparison Group: 50.5

- **Men**
  - Your Institution: 50.5
  - Comparison Group: 49.2

- **Women**
  - Your Institution: 53.5
  - Comparison Group: 51.5

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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 I had to do**
  - Your Institution: 44.9% Frequently, 50.6% Occasionally
  - Comparison Group: 39.3% Frequently, 36.9% Occasionally

- **Felt depressed**
  - Your Institution: 44.3% Frequently, 39.3% Occasionally
  - Comparison Group: 21.5% Frequently, 13.7% Occasionally
College Preparation

These items illustrate students’ academic preparation.
Summer Bridge Program

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

- Zero: 87.2% (Your Institution), 93.1% (Comparison Group)
- 1 to 2: 11.3% (Your Institution), 1.3% (Comparison Group)
- 3 to 4: 1.1% (Your Institution), 2.3% (Comparison Group)
- 5 to 6: 0.4% (Your Institution), 2.9% (Comparison Group)
- 7 or more: 0.0% (Your Institution), 0.5% (Comparison Group)
Science/Research Self-Efficacy

How confident are you that you can do the following?

Understand scientific concepts
- Absolutely Confident: 18.4%
- Very Confident: 30.3%

Use technical science skills (use of tools, instruments, and/or techniques)
- Absolutely Confident: 19.8%
- Very Confident: 26.8%

Explain the results of a study
- Absolutely Confident: 19.5%
- Very Confident: 36.4%
Remedial Work

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

- English: 36.4% Your Institution, 30.0% Comparison Group
- Reading: 18.8% Your Institution, 24.9% Comparison Group
- Writing: 13.8% Your Institution, 13.8% Comparison Group
- Mathematics: 29.1% Your Institution, 25.2% Comparison Group
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>1.9%</td>
<td>0.2%</td>
<td>2.2%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>9.8%</td>
<td>11.7%</td>
<td>3.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Business</td>
<td>10.5%</td>
<td>14.7%</td>
<td>0.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Education</td>
<td>5.5%</td>
<td>9.7%</td>
<td>9.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Engineering</td>
<td>8.7%</td>
<td>6.9%</td>
<td>3.7%</td>
<td>4.8%</td>
</tr>
<tr>
<td>English</td>
<td>1.9%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>21.4%</td>
<td>12.2%</td>
<td>6.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>3.5%</td>
<td>2.8%</td>
<td>7.6%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3.2%</td>
<td>3.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

![Bar chart showing percentages of students considering Pre-Med or Pre-Law.]

- **Pre-Med**
  - Your Institution: 14.1%
  - Comparison Group: 17.5%

- **Pre-Law**
  - Your Institution: 6.5%
  - Comparison Group: 6.1%
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<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>2.7%</td>
<td>0.8%</td>
<td>Health Professional</td>
</tr>
<tr>
<td>Artist</td>
<td>4.0%</td>
<td>6.5%</td>
<td>Homemaker/Stay-at-Home Parent</td>
</tr>
<tr>
<td>Business</td>
<td>10.7%</td>
<td>12.9%</td>
<td>Information Technology Professional</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.3%</td>
<td>0.3%</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.4%</td>
<td>Military</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.1%</td>
<td>0.2%</td>
<td>Nurse</td>
</tr>
<tr>
<td>Communications</td>
<td>2.1%</td>
<td>2.4%</td>
<td>Research Scientist</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>3.4%</td>
<td>7.3%</td>
<td>Service Industry</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>9.1%</td>
<td>11.1%</td>
<td>Skilled worker</td>
</tr>
<tr>
<td>Engineer</td>
<td>7.2%</td>
<td>4.0%</td>
<td>Social/Non-Profit Services</td>
</tr>
<tr>
<td>Government</td>
<td>4.3%</td>
<td>3.7%</td>
<td>Other</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

Bar chart showing the percentage of students expecting to graduate within different time frames and those who do not plan to graduate from this college.
Expectations: Degree Aspirations

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

- None: 0.3% Your Institution, 0.6% Comparison Group
- Vocational certificate: 0.1% Your Institution, 0.3% Comparison Group
- Associate (A.A. or equivalent): 0.7% Your Institution, 1.5% Comparison Group
- Bachelor's degree (B.A., B.S., B.D., etc.): 33.5% Your Institution, 39.5% Comparison Group
- Master's degree (M.A., M.S., M.B.A., etc.): 40.8% Your Institution, 35.0% Comparison Group
- J.D. (Law): 3.1% Your Institution, 1.9% Comparison Group
- M.D., D.D.S., D.V.M., etc. (Medical): 7.3% Your Institution, 6.2% Comparison Group
- Ph.D.: 9.8% Your Institution, 8.6% Comparison Group
- Professional Doctorate (Ed.D., Psy.D., etc.): 4.1% Your Institution, 5.7% Comparison Group
- Other: 0.1% Your Institution, 0.8% Comparison Group

Your Institution
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: 40.4% (Your Institution), 39.3% (Comparison Group)
- Participate in a study abroad program: 31.8% (Your Institution), 33.2% (Comparison Group)

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance
Communicate regularly with your professors: 52.1% very good chance, 34.7% some chance, 13.7% very good chance, 37.1% some chance.

Take a course exclusively online: 47.7% very good chance, 15.2% some chance, 7.3% very good chance, 27.8% some chance.

Work on a professor’s research project: 16.0% very good chance, 13.7% some chance, 37.8% very good chance, 37.1% 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: 10.9% (Very Good Chance), 2.7% (Some Chance)
  - Comparison Group: 8.4% (Very Good Chance), 2.9% (Some Chance)

- Transfer to another college before graduating:
  - Your Institution: 25.4% (Very Good Chance), 6.4% (Some Chance)
  - Comparison Group: 24.0% (Very Good Chance), 9.8% (Some Chance)

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
Staff Climate Survey
The Faculty Survey

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