**Highlights**

CIRP Constructs UCSB freshmen score higher than the comparison group on the following CIRP constructs:

- Habits of Mind (a measure of the behaviors and traits associated with academic success)
- Pluralistic Orientation (a measure of skills and dispositions appropriate for living and working in a diverse society)
- Social Agency (a measure of the extent to which students value political and social involvement as a personal goal)
- Civic Engagement (a measure of the extent to which students are motivated and involved in civic, electoral, and political activities)
- Likelihood of College Involvement (a measure of students’ expectations about their involvement in college life generally)

**Demographics**

The proportion of UCSB freshmen attending high schools that are ‘Mostly’ or ‘Completely’ non-white has remained mostly flat since 2013 (40% in 2013 and 42% in 2015).”

A decreasing proportion of UCSB freshmen claim English as their native language (73%, compared to 80% in 2008 and 88% in 1990).

**College Choice**

Today’s freshmen apply to many more colleges; 80% of UCSB freshmen applied to six or more institutions, compared to 59% in 2008 and 23% in 1990. Fewer UCSB freshmen said UCSB was their first choice in 2015 (29%, compared to 33% in 2008 and 61% in 1990).

**Financing College**

Financial assistance and lower cost of attendance are also increasingly important factors in the decision to attend UCSB. Likewise, UCSB freshmen are more likely than the national comparison group to cite financial assistance offered and the fact that they could not afford their first choice school as ‘Very Important’ factors in choosing to attend UCSB.

In addition, the proportion of new freshmen who spent 6+ hours/week working for pay increased from 18% in 2013 to 22% in 2015, and the percentage of students who estimated there was a “very good chance” they would need to get a job to help pay for college expenses increased from 61% in 2013 to 66% in 2015.

**Expectations for Academic Engagement**

90% of UCSB freshmen plan to graduate from college in 4 years. 87% enroll with plans to eventually earn an advanced degree beyond the Bachelor’s. Over one-fourth consider themselves pre-med and 8% pre-law. About half of the incoming freshmen say there is a “very good chance” they will study abroad (55%), participate in community service (53%), or work on a professor’s research project (50%).
Politics Viewpoints  Most UCSB freshmen characterize their political views as “Liberal” or “Middle-of-the-road”. UCSB freshmen agree more strongly than the comparison group that:
- Abortion should be legal
- Students from disadvantaged social backgrounds should be given preferential treatment in college admissions
- Dissent is a critical component of the political process
- Same-sex couples should have the right to legal marital status

Knowledge & Skills  Well over one-third of freshmen enter UCSB with ‘major strengths’ in time-management (43%), and critical thinking (43%). UCSB freshmen rate themselves higher than the national comparison group on:
- Computer skills
- Creativity & Artistic ability
- Self-understanding & Understanding of others
- Risk-taking
- Cooperativeness

Civic engagement  There were notable increases in expectations around civic engagement in 2015, compared to 2013. A higher proportion of UCSB freshmen in 2015 say there is a “very good chance” they will:
- Participate in student protests or demonstrations
- Participate in volunteer or community service work
- Participate in student clubs or groups

Academics  The campus’ academic reputation has become an increasingly important reason freshmen choose to attend UCSB, with 75% of freshmen stating it was a “very important” reason, compared to 70% in 2013 and 60% in 2008.

Nearly 9 out of 10 freshmen rate themselves “above average” or in the “highest 10%” compared to their peers on Academic Ability. However, 31% feel they will need special tutoring or remedial work in mathematics, and 25% feel the same about their writing ability.

Far Left   Liberal   Middle   Conservative   Far Right
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<th>Section</th>
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</tbody>
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Background | Methodology

What is the CIRP Freshman Survey?

Survey Content

Comparison Group
What is the CIRP Freshman Survey?

Each year, incoming students from hundreds of colleges and universities participate in The Freshman Survey during orientation or registration – that is, at the very beginning of their college experience. The Freshman Survey is administered through the Higher Education Research Institute (HERI) at UCLA. HERI is home to the Cooperative Institutional Research Program (CIRP), which is a national longitudinal study of the American higher education system and is regarded as the most comprehensive source of information on college students.

The UC Santa Barbara freshman class of 2015 was invited to participate in the CIRP Freshman Survey. Students were invited via email to complete the online survey between July 6 and October 1, 2015.

Survey invitees: 4,682  
Survey participants: 1,075  
Response rate: 23%

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Participants</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td>57%</td>
</tr>
<tr>
<td>Asian</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Black / African-American</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20%</td>
<td>28%</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>18%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Women were significantly more likely to respond to the survey than men. Survey participants were more likely to self-identify with two or more races and less likely to identify as Hispanic.
The CIRP Freshman Survey collects extensive information that provides a snapshot of what the incoming students are like before they experience college. Key sections of the survey examine:

- Established behaviors in high school
- Academic preparedness
- Admissions decisions
- Expectations of college
- Interactions with peers and faculty
- Student values and goals
- Student demographic characteristics
- Concerns about financing college

Click Here for a copy of the 2015 CIRP Freshmen Survey Monograph and Instrument
Comparison Group

The survey report compares an institution’s results with those of a defined comparison group. This allows an individual institution to examine the extent to which the traits, experiences, and outcomes of its students differ from those of average students at similar institutions.

The comparison group for UC Santa Barbara is comprised of the other highly selective public universities in the U.S. who participated in the survey. For 2015, those institutions are:

- Colorado School of Mines
- Georgia Institute of Technology-Main Campus
- Michigan Technological University
- Rutgers University-New Brunswick
- University of California-Los Angeles
- University of California-San Diego
- University of Illinois at Urbana-Champaign
- University of Michigan-Ann Arbor
- University of North Carolina at Chapel Hill
- University of South Carolina-Columbia
Key Trends
CIRP over time

Click Here for a full detailed report of CIRP Trends, including comparisons between UCSB and the national comparison group over time.

Demographics

College Choice

Expectations for Academic Engagement

High School Experiences

Mental Health
**Key Trends**

**Demographics**

The proportion of UCSB freshmen that attended high schools that were ‘Mostly’ or ‘Completely’ non-white has not increased appreciably, in contrast to previous years (40% in 2013 and 42% in 2015, compared to 32% in 2008).

A decreasing proportion of UCSB freshmen claim English as their native language (73%, compared to 80% in 2008 and 88% in 1990).

An increasingly higher proportion of UCSB freshmen are Chicano/Latino/Puerto Rican (31% compared to 27% in 2013 and 9% in 1990).
**Key Trends**

**College Choice**

Today’s freshmen apply to many more colleges than in the past; 80% of UCSB freshmen applied to six or more institutions, compared to 59% in 2008 and 23% in 1990.

Financial assistance and lower cost of attendance are also increasingly important factors in the decision to attend UCSB. However, the academic reputation of UCSB has continued to pull ahead of other concerns to be the most important reason students choose to come to UCSB.

Only 29% of UCSB freshmen said UCSB was their first choice, compared to 33% in 2008 and 61% in 1990.

"Very Important" Reasons for Choosing THIS College
**Key Trends**

**Expectations for College Life**

Expectations around academic engagement in 2015 largely leveled out, compared to the steep increases between 2008 and 2013.

<table>
<thead>
<tr>
<th>“Chances are Very Good that I will...”</th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make at least a B average</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>Work on a professor’s research project</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>Communicate regularly with your professors</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>Discuss course content with students outside of class</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Be satisfied with your college</td>
<td>77%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Percent Indicating Chances Are "Very Good" They Will Do the Following...
Key Trends

High School Experiences

Continuing a downward trend, UCSB freshmen reported spending less time socializing and partying during high school.

The proportion of new freshmen who spent 6+ hours/week working for pay increased from 18% in 2013 to 22% in 2015.

The proportion of new freshmen who spent 6+ hours/week socializing decreased from 61% in 2013 to 57% in 2015. Partying for 6+ hours/week continued to decrease as well, from 7% in 2013 to 5% in 2015.
During their last year of high school, the proportion of UCSB freshmen who frequently felt overwhelmed by all they had to do increased from 37% in 2013 to 39% in 2015.

During their last year of high school, the proportion of UCSB freshmen who frequently felt depressed increased from 11% in 2013 to 15% in 2015.

The proportion of new freshmen who indicated the chances are “Very Good” that they will seek personal counseling while at college rose from 21% in 2013 to 30% in 2015.
CIRP Constructs

- Habits of Mind
- Academic Self-Concept
- Social Self-Concept
- Pluralistic Orientation
- Social Agency
- Civic Engagement
- College Reputation Orientation
- Likelihood of College Involvement
CIRP Constructs

2015 Freshman Survey Constructs

Habits of Mind
Academic Self-Concept
Social Self-Concept
Pluralistic Orientation
Social Agency
Civic Engagement
College Reputation
Orientation
Likelihood of College Involvement

Construct Overview

Since 2009 CIRP Constructs have been part of the standard reports that institutions receive as part of the participation fee. CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, Item Response Theory (IRT) is used to combine individual survey items into global measures that capture these areas.

Construct Scores

CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores.

The construct report compares an institution’s construct scores with those of a defined comparison group. This allows an individual institution to determine if the traits, experiences, and outcomes of its students differ in a statistically significant and meaningful way from those of average students at similar institutions.

2015 Freshman Survey Constructs

Since 2009 CIRP Constructs have been part of the standard reports that institutions receive as part of the participation fee.
Construct Reports

Two reports are generated for each CIRP Construct: the Mean Score Report and the Percentage Report.

Mean Score Report
The Mean Score Report shows comparative information based on the mean score of a construct.

The difference between the mean construct scores of the institution and the comparison group are tested for statistical significance using the t-test. Large sample sizes, like those in the comparison groups, tend to generate statistical significance even though the magnitude of the difference may be small and not practically significant. In order to provide additional context to statistical significance, effect sizes are also provided.

Effect size determines the practical significance of the difference between the mean construct scores. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that the institution’s mean is greater than that of the comparison group; a negative sign indicates the institution’s mean is smaller than that of the comparison group.

Percentage Report
The Percentage Report shows comparative information based on the percentage of students who score in the High, Average, and Low score groups of a construct.

The High score group represents students whose scores are one-half standard deviation (SD) or more above the mean. The Average score group represents students whose scores are within one-half SD of the mean, and the Low score group represents students whose scores are one-half SD or more below the mean.

A proportional difference test is used to compare the difference between the percentage of students in the High score group for the institution and the percentage of students in the High score group for the comparison group. Differences that are statistically significant are noted, but there are no effect size calculations to determine the practical significance of these differences.
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.

UCSB freshmen are more likely than the National Comparison group to be in the “High” score group. (p<.01).

The difference between the mean construct scores, while statistically significant, has a small effect size of only 0.13. This suggests that the overall difference between UCSB freshmen and the National Comparison group on this construct may not be significant from a practical standpoint.

The “High” score group represents students who are one-half standard deviation or more above the mean.
An effect size of .2 is generally considered small, .5 medium, and .8 large.
Construct #2

Academic Self-Concept

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

UCSB freshmen are less likely than the National Comparison group to be in the “High” score group. (p<.001).

The difference between the mean construct scores, while statistically significant, has a small effect size of only -0.13. This suggests that the overall difference between UCSB freshmen and the National Comparison group on this construct may not be significant from a practical standpoint.

The “High” score group represents students who are one-half standard deviation or more above the mean.
Construct #3

Social Self-Concept

Social Self-Concept is a unified measure of students’ beliefs about their abilities and confidence in social situations.

UCSB freshmen and the National Comparison group are virtually identical on the Social Self-Concept construct.

The “High” score group represents students who are one-half standard deviation or more above the mean.
Pluralistic Orientation

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

UCSB freshmen are more likely than the National Comparison group to be in the “High” score group for this construct (p<.001).

The difference between the mean construct scores, while statistically significant, has a small effect size of only 0.15. This suggests that the overall difference between UCSB freshmen and the National Comparison group on this construct may not be significant from a practical standpoint.

The “High” score group represents students who are one-half standard deviation or more above the mean. An effect size of .2 is generally considered small, .5 medium, and .8 large.
Social Agency measures the extent to which students value political and social involvement as a personal goal.

UCSB freshmen are more likely than the National Comparison group to be in the “High” score group for this construct (p < .01).

The difference between the mean construct scores, while statistically significant, has a small effect size of only 0.09. This suggests that the overall difference between UCSB freshmen and the National Comparison group on this construct may not be significant from a practical standpoint.

The “High” score group represents students who are one-half standard deviation or more above the mean.

An effect size of .2 is generally considered small, .5 medium, and .8 large.
Construct #6
Civic Engagement

*Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.*

UCSB freshmen are slightly more likely than the National Comparison group to be in the “High” score group for this construct (p < .05).

The difference between the mean construct scores, while statistically significant, has a **small effect size** of only 0.08. This suggests that the overall difference between UCSB freshmen and the National Comparison group on this construct may not be significant from a practical standpoint.

*The “High” score group represents students who are one-half standard deviation or more above the mean.*

*An effect size of .2 is generally considered small, .5 medium, and .8 large.*
Construct #7

College Reputation Orientation

*College Reputation Orientation* measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

UCSB freshmen are less likely than the National Comparison group to be in the “High” score group for this construct (p<.001).

The difference between the mean construct scores has a **strong effect size of -0.65**, which is the highest effect size across the eight CIRP constructs reported here.

The “High” score group represents students who are one-half standard deviation or more above the mean. An effect size of .2 is generally considered small, .5 medium, and .8 large.
Likelihood of College Involvement is a unified measure of students’ expectations about their involvement in college life generally.

UCSB freshmen are more likely than the National Comparison group to be in the “High” score group for this construct (p<.001).

The difference between the mean construct scores has a small to medium effect size of 0.21, and is the second highest effect size across the eight CIRP constructs reported here.

The “High” score group represents students who are one-half standard deviation or more above the mean.

An effect size of .2 is generally considered small, .5 medium, and .8 large.
HERI Report | Selected Survey Items

Demographics

College Admission Decisions

Financing College

High School Experience

Knowledge, Skills, and Abilities

Expectations for College - Major and Career

Expectations for College Life
University of California-Santa Barbara
CIRP Freshman Survey
2015 Results

First-time, Full-time Freshmen

University of California-Santa Barbara
N=1,075

Public Universities-high selectivity
N=16,980

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
- Expectations for college-major and career
- Expectations for college life
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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

Your Institution

- Male: 61.4%
- Female: 38.6%

Comparison Group

- Male: 52.1%
- Female: 47.9%
Demographics

Race/Ethnicity

- African American/ Black: 2.0%
- American Indian/ Alaska Native: 0.0%
- Asian/ Native Hawaiian/ Pacific Islander: 24.1%
- Latino: 19.7%
- White/ Caucasian: 57.4%
- Other Race/ Ethnicity: 1.2%
- Two or More Races/ Ethnicities: 17.6%

Comparison Group:
- African American/ Black: 4.1%
- American Indian/ Alaska Native: 0.1%
- Asian/ Native Hawaiian/ Pacific Islander: 17.8%
- Latino: 7.2%
- White/ Caucasian: 35.4%
- Other Race/ Ethnicity: 0.8%
- Two or More Races/ Ethnicities: 12.5%

Your Institution

Comparison Group
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>0.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>6-10</td>
<td>0.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>11-50</td>
<td>1.2%</td>
<td>25.5%</td>
</tr>
<tr>
<td>51-100</td>
<td>12.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>101-500</td>
<td>70.2%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Over 500</td>
<td>15.3%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>
Demographics

From what kind of high school did you graduate?

- **Public school (not charter or magnet)**: 81.9%
- **Public charter school**: 5.3%
- **Public magnet school**: 3.5%
- **Private religious/parochial school**: 6.1%
- **Private independent college-prep school**: 9.5%
- **Home school**: 0.0%
- **Comparison Group**: 71.5%
- **Comparison Group**: 4.1%
- **Comparison Group**: 4.6%
- **Comparison Group**: 9.9%
- **Comparison Group**: 3.2%
- **Comparison Group**: 0.4%
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?
Were you accepted by your first choice college?

- Yes: 39.3%
- No: 60.7%

College Acceptance

Is this college your...

- First Choice: Your Institution 28.9% Comparison Group 56.1%
- Second Choice: Your Institution 34.0% Comparison Group 25.2%
- Third Choice: Your Institution 21.2% Comparison Group 11.5%
- Less than Third Choice: Your Institution 15.9% Comparison Group 7.2%
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: 85.2%
  - Comparison Group: 84.6%
  - Importance: Very Important

- **To gain a general education and appreciation of ideas**
  - Your Institution: 80.1%
  - Comparison Group: 73.4%
  - Importance: Very Important

- **To make me a more cultured person**
  - Your Institution: 61.9%
  - Comparison Group: 52.6%
  - Importance: Somewhat Important

- **To be able to make more money**
  - Your Institution: 72.8%
  - Comparison Group: 64.4%
  - Importance: Somewhat Important
In deciding to *go to college*, how important to you was each of the following reasons?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn more about things that interest me</td>
<td>89.3%</td>
<td>85.8%</td>
</tr>
<tr>
<td>To get training for a specific career</td>
<td>65.1%</td>
<td>29.9%</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school</td>
<td>68.0%</td>
<td>27.0%</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?

<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>74.9%</td>
<td>21.4%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>49.6%</td>
<td>34.7%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional</td>
<td>33.7%</td>
<td>37.7%</td>
</tr>
<tr>
<td>schools</td>
<td>53.7%</td>
<td>33.6%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>48.5%</td>
<td>36.5%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>71.6%</td>
<td>28.3%</td>
</tr>
</tbody>
</table>

Return to contents
College Choice

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

I was offered financial assistance
- Your Institution: 40.6%
  - Very Important: 20.3%
  - Somewhat Important: 28.1%
- Comparison Group: 28.1%
  - Very Important: 17.4%
  - Somewhat Important: 10.7%

The cost of attending this college
- Your Institution: 38.5%
  - Very Important: 35.3%
  - Somewhat Important: 3.2%
- Comparison Group: 32.5%
  - Very Important: 11.3%
  - Somewhat Important: 21.2%

Not offered aid by first choice
- Your Institution: 10.6%
  - Very Important: 6.8%
  - Somewhat Important: 3.8%
- Comparison Group: 6.8%
  - Very Important: 11.3%
  - Somewhat Important: 5.5%

Could not afford first choice
- Your Institution: 11.5%
  - Very Important: 11.3%
  - Somewhat Important: 0.2%
- Comparison Group: 7.9%
  - Very Important: 11.3%
  - Somewhat Important: 6.6%
College Choice

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

My parents/relatives wanted me to come: 11.5% Very Important, 37.3% Somewhat Important, 45.7% Not Important
I wanted to live near home: 8.7% Very Important, 28.0% Somewhat Important, 28.5% Not Important
Rankings in national magazines: 36.3% Very Important, 45.7% Somewhat Important, 37.5% Not Important
A visit to the campus: 48.9% Very Important, 32.5% Somewhat Important, 40.8% Not Important

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**: 79.8% (Your Institution) vs. 80.9% (Comparison Group)
- **Personal resources**: 61.0% (Your Institution) vs. 51.0% (Comparison Group)
- **Aid not to be repaid**: 65.6% (Your Institution) vs. 54.4% (Comparison Group)
- **Aid to be repaid**: 50.6% (Your Institution) vs. 33.0% (Comparison Group)
- **Other sources**: 8.5% (Your Institution) vs. 3.6% (Comparison Group)
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

Your Institution
Comparison Group

- 2.8% 1.7%
- 39.4% 22.2%
- 38.6% 20.8%
- 50.3% 33.3%
- 44.7% 41.7%
Financing College

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

<table>
<thead>
<tr>
<th>Concern Level</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>20.9%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Some</td>
<td>57.2%</td>
<td>50.6%</td>
</tr>
<tr>
<td>Major</td>
<td>22.0%</td>
<td>8.5%</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: 98.0%
- Pre-Calculus/Trigonometry: 98.5%
- Probability & Statistics: 93.5%
- Calculus: 97.3%
- AP Probability & Statistics: 48.0%
- AP Calculus: 48.0%

[Bar chart showing percentage of students completing each course at Your Institution and Comparison Group]
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?

![Bar chart showing percentages of students needing tutoring or remedial work in various subjects.](chart.png)

- **English**: 15.8% (Your Institution), 9.1% (Comparison Group)
- **Reading**: 12.9% (Your Institution), 5.4% (Comparison Group)
- **Mathematics**: 31.1% (Your Institution), 18.5% (Comparison Group)
- **Social Studies**: 11.0% (Your Institution), 4.3% (Comparison Group)
- **Science**: 23.6% (Your Institution), 13.6% (Comparison Group)
- **Foreign Language**: 15.2% (Your Institution), 11.6% (Comparison Group)
- **Writing**: 24.6% (Your Institution), 12.8% (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 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.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-rated academic ability</td>
</tr>
<tr>
<td>• Self-rated mathematical ability</td>
</tr>
<tr>
<td>• Self-rated self-confidence (intellectual)</td>
</tr>
<tr>
<td>• Self-rated drive to achieve</td>
</tr>
</tbody>
</table>

---

![Bar chart showing Academic Self-Concept scores for All FTFT, Men, and Women.](chart.png)
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
- 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.

![Graph showing percentages of students feeling overwhelmed and depressed.]

- **Felt overwhelmed by all you had to do**
  - Your Institution: 50.1%
  - Comparison Group: 30.9%

- **Felt depressed**
  - Your Institution: 15.4%
  - Comparison Group: 6.7%
  - Some other comparison group percentages are also shown.
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: 13.6% (Your Institution), 12.5% (Comparison Group)
- Reading: 9.6% (Your Institution), 4.2% (Comparison Group)
- Mathematics: 18.6% (Your Institution), 48.0% (Comparison Group)
- Writing: 29.7% (Your Institution), 29.2% (Comparison Group)
Summer Bridge Program

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

- **Zero**: 96.3%
- **1 to 2**: 9.1%
- **3 to 4**: 0.8%
- **5 to 6**: 0.5%
- **7 or more**: 0.6%

Comparison Group:

- **Zero**: 4.0%
- **1 to 2**: 1.0%
- **3 to 4**: 4.5%
- **5 to 6**: 2.0%
- **7 or more**: 0.2%

Your Institution | Comparison Group
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>Major</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.1%</td>
<td>0.0%</td>
<td>Fine Arts</td>
<td>2.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>28.7%</td>
<td>21.1%</td>
<td>Mathematics or Computer Science</td>
<td>7.8%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Business</td>
<td>6.8%</td>
<td>9.0%</td>
<td>Physical Science</td>
<td>9.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Education</td>
<td>0.8%</td>
<td>0.8%</td>
<td>Social Science</td>
<td>11.7%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>9.6%</td>
<td>21.6%</td>
<td>Justice and Security</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>English</td>
<td>1.3%</td>
<td>1.3%</td>
<td>Library Science</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>3.5%</td>
<td>4.5%</td>
<td>Other Non-technical</td>
<td>0.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>6.1%</td>
<td>3.9%</td>
<td>Undecided</td>
<td>6.4%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.4%</td>
<td>3.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

- **Pre-Med**
  - Your Institution: 27.2%
  - Comparison Group: 25.9%

- **Pre-Law**
  - Your Institution: 7.5%
  - Comparison Group: 6.1%
## 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>1.7%</td>
<td>0.5%</td>
<td>5.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Artist</td>
<td>4.4%</td>
<td>3.9%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Business</td>
<td>12.8%</td>
<td>12.6%</td>
<td>3.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>1.4%</td>
<td>0.6%</td>
<td>0.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Communications</td>
<td>3.5%</td>
<td>2.0%</td>
<td>12.5%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>15.7%</td>
<td>18.4%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>2.8%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineer</td>
<td>8.9%</td>
<td>15.4%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Government</td>
<td>2.5%</td>
<td>1.7%</td>
<td>5.6%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

### Notes
- Your Inst: Your institution's reported distribution of career expectations.
- Comp Group: Comparable group's reported distribution of career expectations.
Expectations: Time to Degree

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

- 90.2% expect to graduate in 4 years
- 87.0% expect to graduate in 5 years
- 4.2% expect to graduate in 6+ years
- 4.6% expect to graduate in 3 years
- 2.7% expect to graduate in 2 years
- 0.2% expect to graduate in 1 year
- 0.1% do not plan to graduate from this college

Your Institution

Comparison Group

[Graph showing distribution of expected time to degree]
Expectations: Degree Aspirations

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

- None: 0.4% (Your Institution), 0.2% (Comparison Group)
- Vocational certificate: 0.3% (Your Institution), 0.0% (Comparison Group)
- Associate (A.A. or equivalent): 0.4% (Your Institution), 0.1% (Comparison Group)
- Bachelor's degree (B.A., B.S., etc.): 11.2% (Your Institution), 12.9% (Comparison Group)
- Master's degree (M.A., M.S., etc.): 37.0% (Your Institution), 40.3% (Comparison Group)
- Ph.D. or Ed.D.: 29.9% (Your Institution), 23.1% (Comparison Group)
- M.D., D.O., D.D.S., D.V.M.: 15.4% (Your Institution), 18.1% (Comparison Group)
- J.D. (Law): 5.0% (Your Institution), 4.8% (Comparison Group)
- B.D. or M.DIV. (Divinity): 0.0% (Your Institution), 0.1% (Comparison Group)
- Other: 0.5% (Your Institution), 0.4% (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: 53.3% Very Good Chance, 46.6% Some Chance
- Participate in a study abroad program: 55.4% Very Good Chance, 47.4% Some Chance
- Discuss course content with students outside of class: 79.3% Very Good Chance, 67.4% Some Chance

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:

- Communicate regularly with your professors: 59.0% (Your Institution) vs. 48.5% (Comparison Group)
- Take a course exclusively online at this institution: 3.1% (Your Institution) vs. 4.4% (Comparison Group)
- Work on a professor’s research project: 49.6% (Your Institution) vs. 36.3% (Comparison Group)

**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: 2.1% (Very Good Chance), 5.4% (Some Chance)
  - Comparison Group: 1.3% (Very Good Chance), 4.8% (Some Chance)

- Transfer to another college before graduating
  - Your Institution: 3.0% (Very Good Chance), 18.8% (Some Chance)
  - Comparison Group: 1.7% (Very Good Chance), 8.4% (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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