

UC Santa Barbara CIRP Freshman Survey 2015 Results

Prepared by UC Santa Barbara

Institutional Research, Planning & Assessment

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Highlights



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%).



CIRP Constructs UCSB freshmen score higher than the comparison group on the following CIRP constructs: *(constructs are global measures that combine individual survey items into a single score to capture broad underlying traits, experiences, and outcomes)*

- 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)

Highlights (continued)



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.



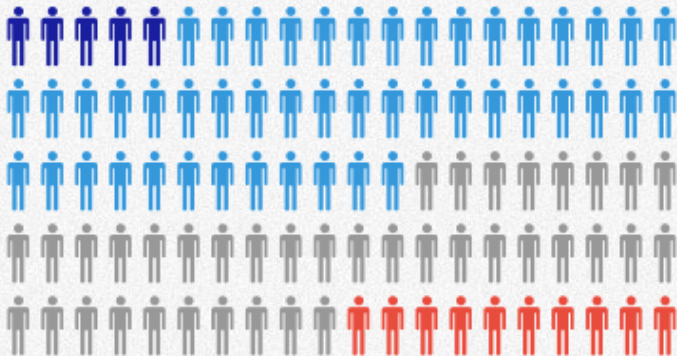
Civic engagement There were notable increases in expectations around civic engagement in 2015, compared to 2013. A higher proportion of UCSB freshmen in 2015 say there is a "very good chance" they will:

- Participate in student protests or demonstrations
- Participate in volunteer or community service work
- Participate in student clubs or groups



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



Political 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

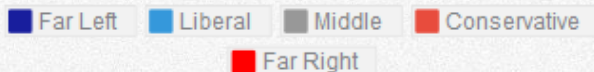


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*HERI Report of Selected
Survey Items*

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%

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

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.

Survey Content

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

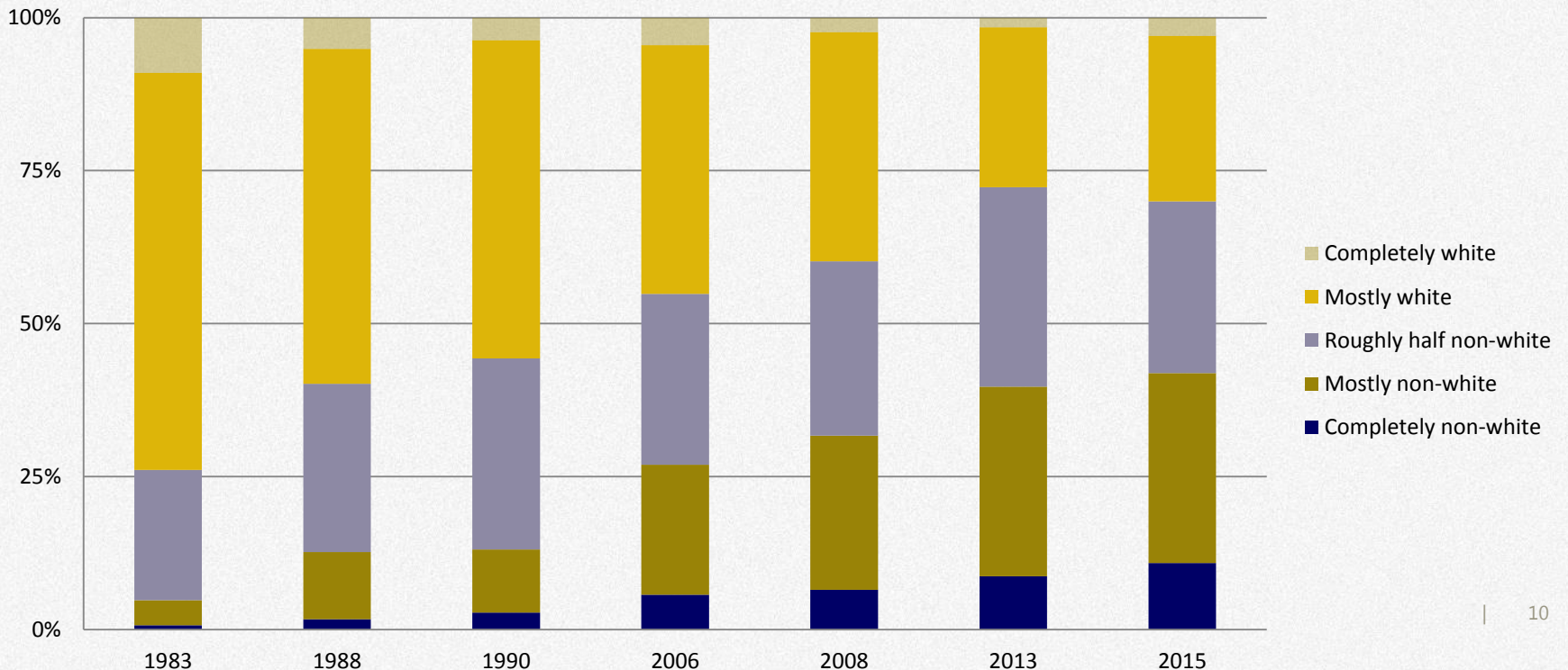
Demographics

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).

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

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

Racial Composition of the High School Last Attended



Key Trends

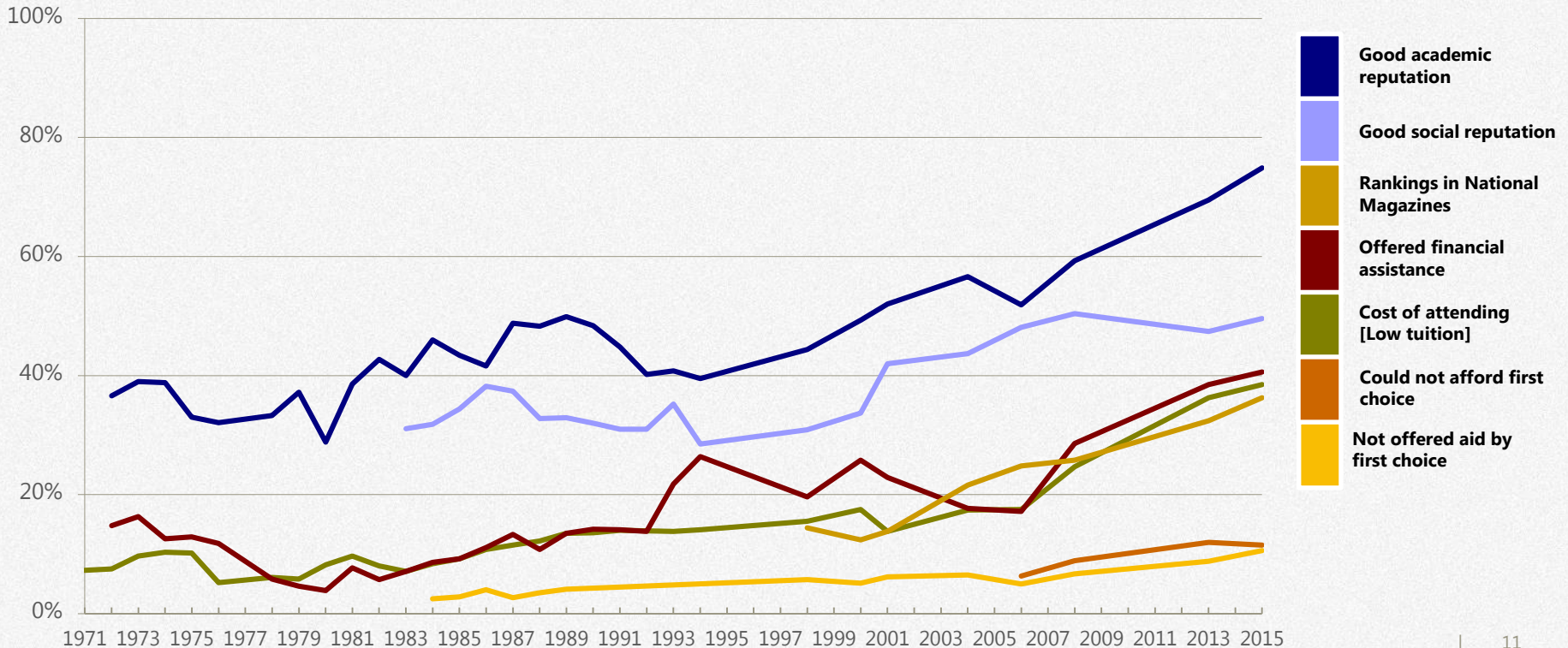
College Choice

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

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.

"Very Important" Reasons for Choosing THIS College



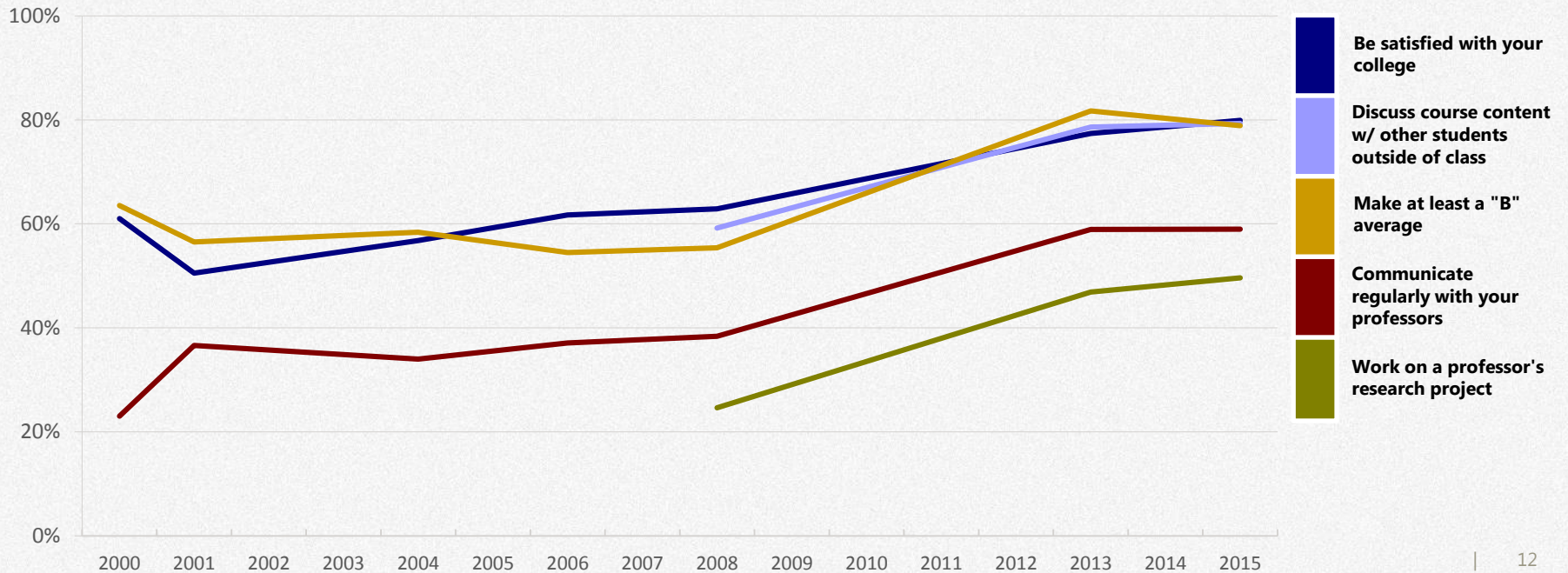
Key Trends

Expectations for College Life

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

"Chances are Very Good that I will..."	2013	2015
Make at least a B average	82%	79%
Work on a professor's research project	47%	50%
Communicate regularly with your professors	59%	59%
Discuss course content with students outside of class	79%	79%
Be satisfied with your college	77%	80%

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



Key Trends

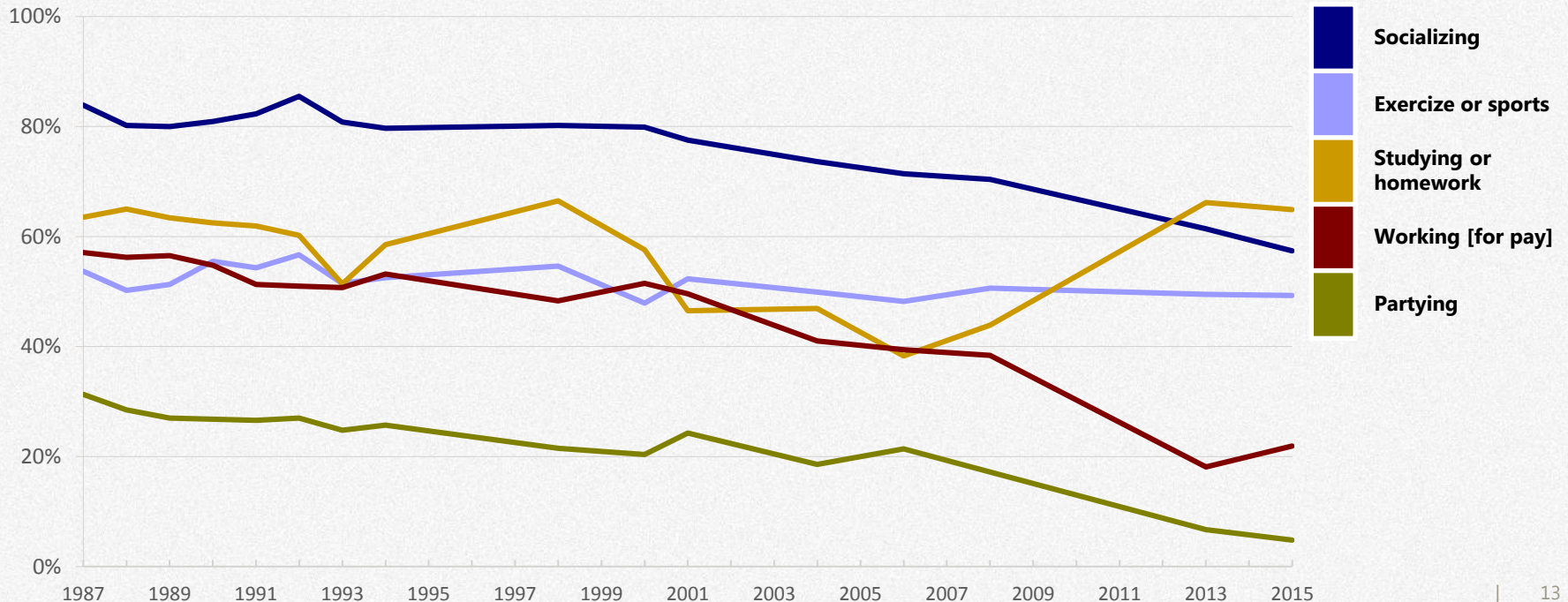
High School Experiences

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.

Percent Spending 6+ Hours per Week Last Year on the Following Activities...



Key Trends

Mental Health

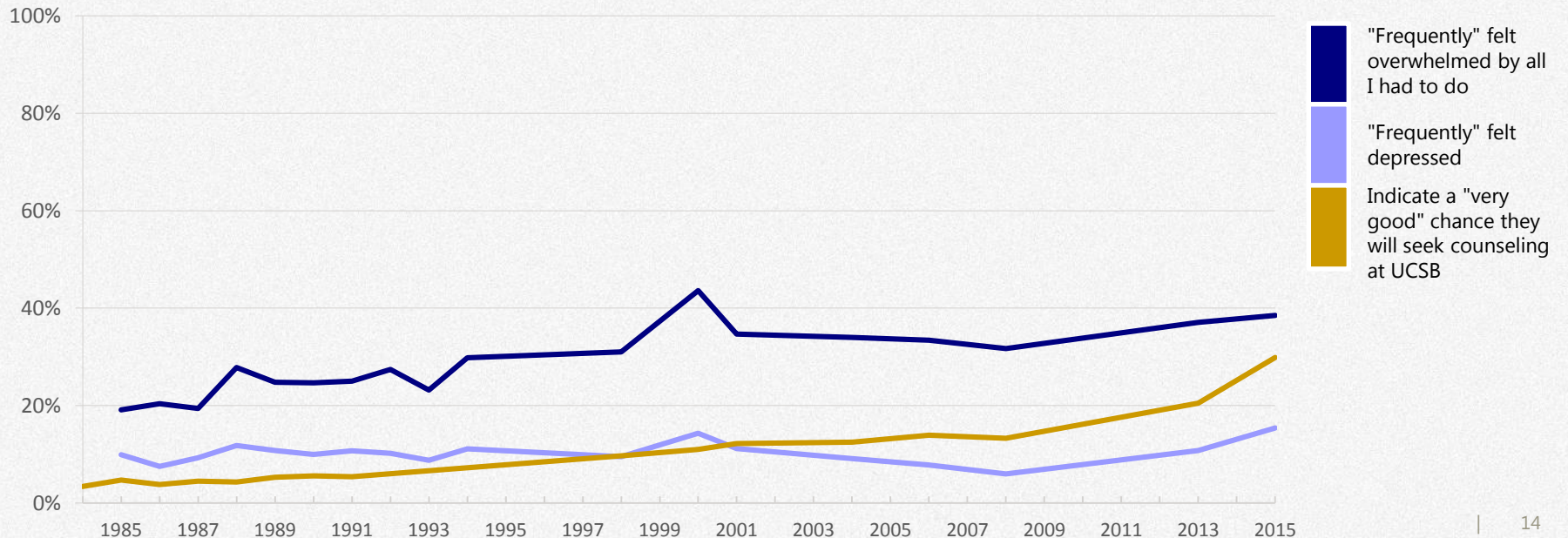
More new freshmen believe they will seek personal counseling in college.

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.

Mental Health Trends: Percent of New UCSB Freshmen who...



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.

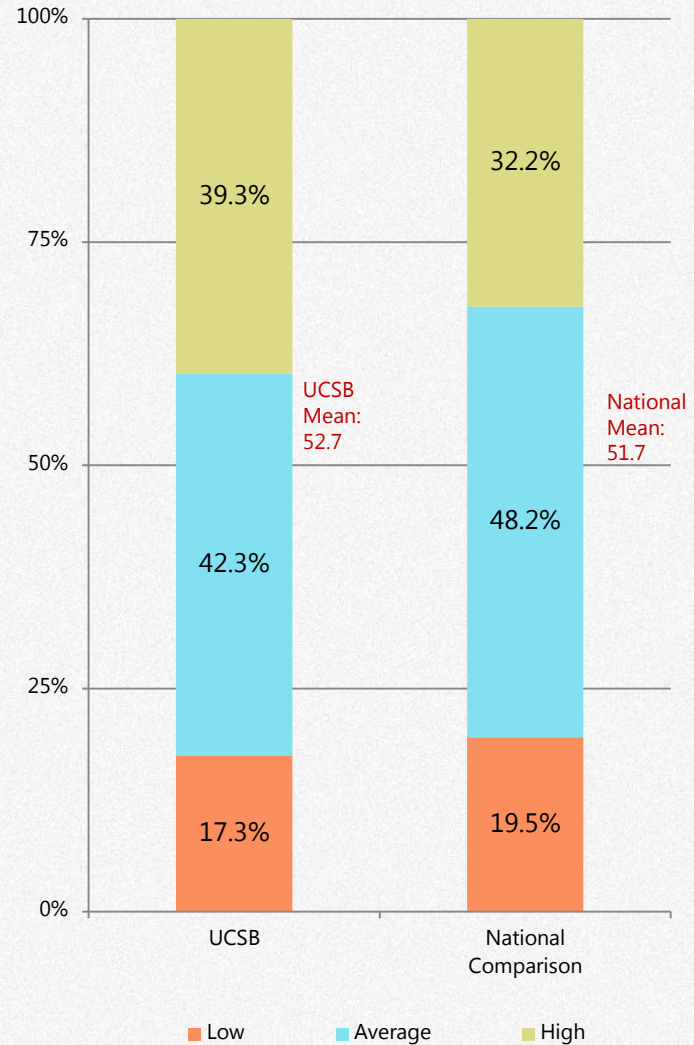
Construct #1

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.

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.

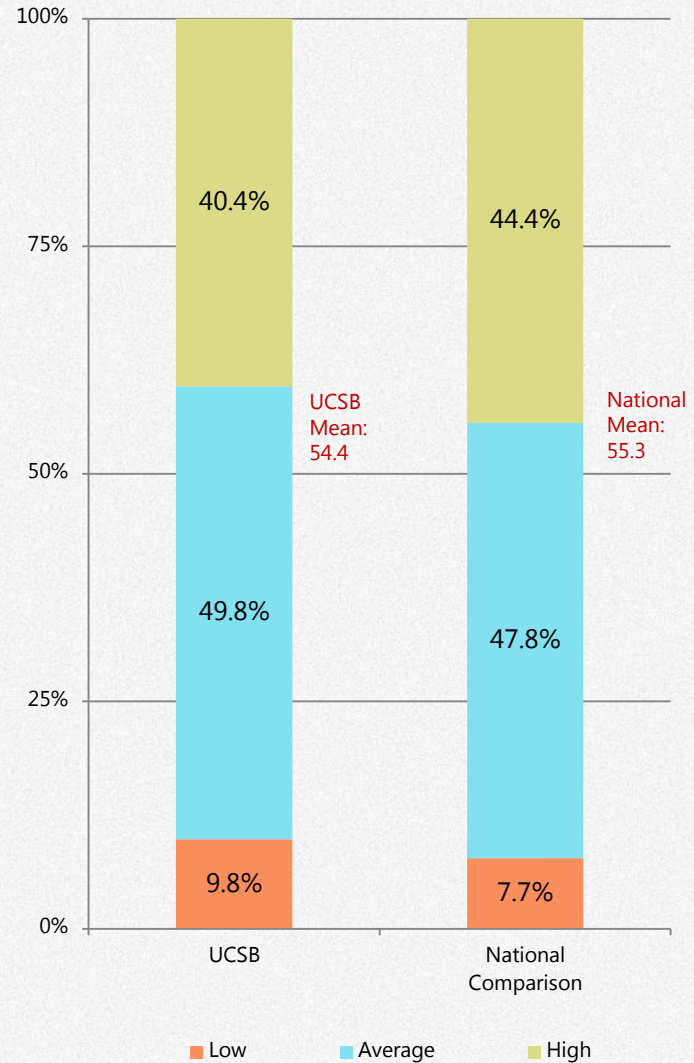
Construct #2

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.



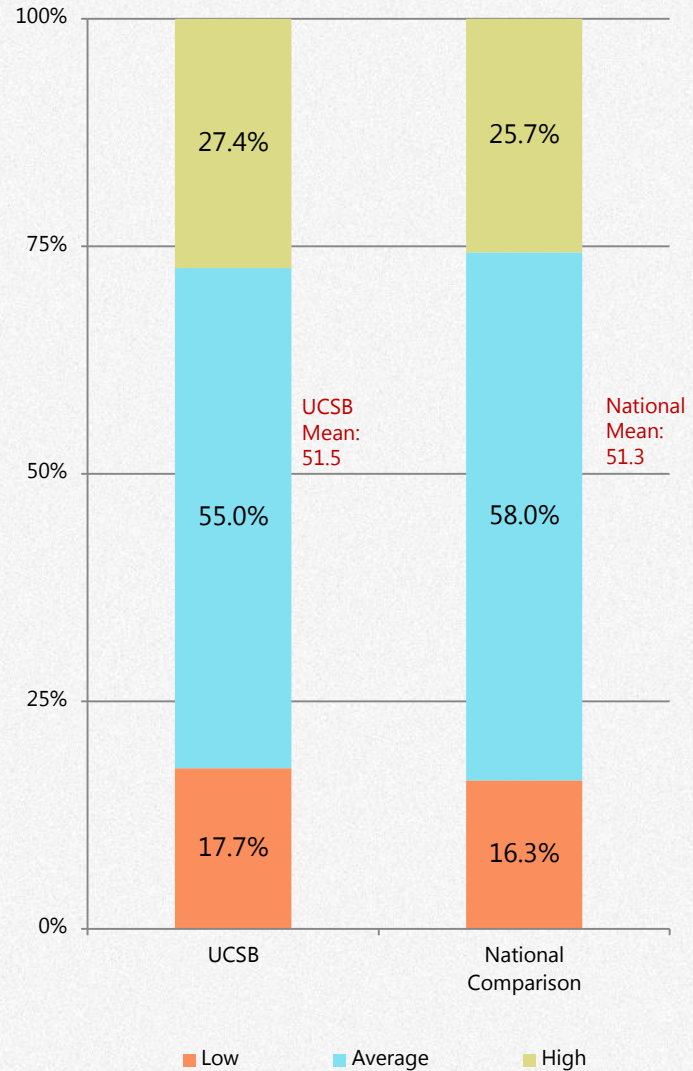
The "High" score group represents students who are one-half standard deviation or more above the mean.

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.

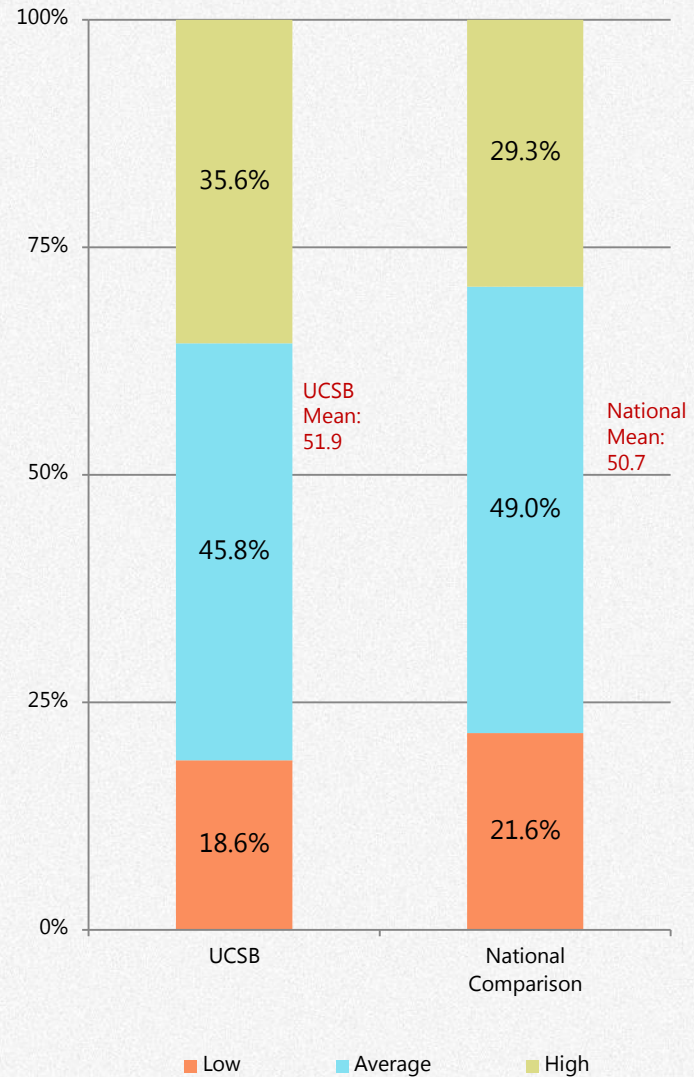
Construct #4

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.

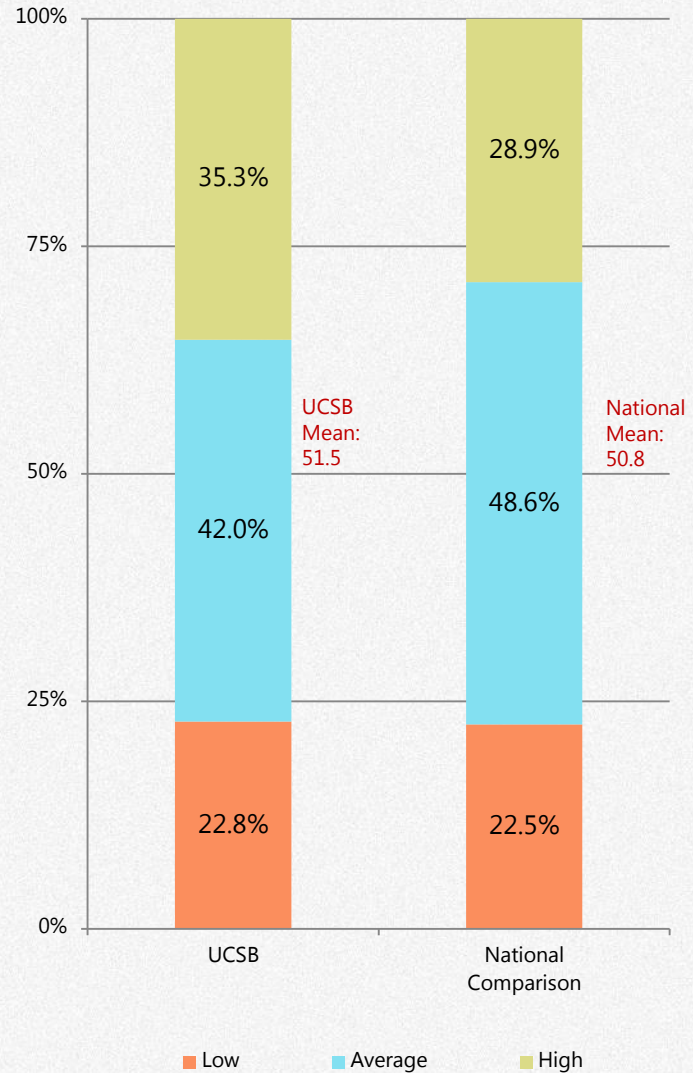
Construct #5

Social Agency

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.

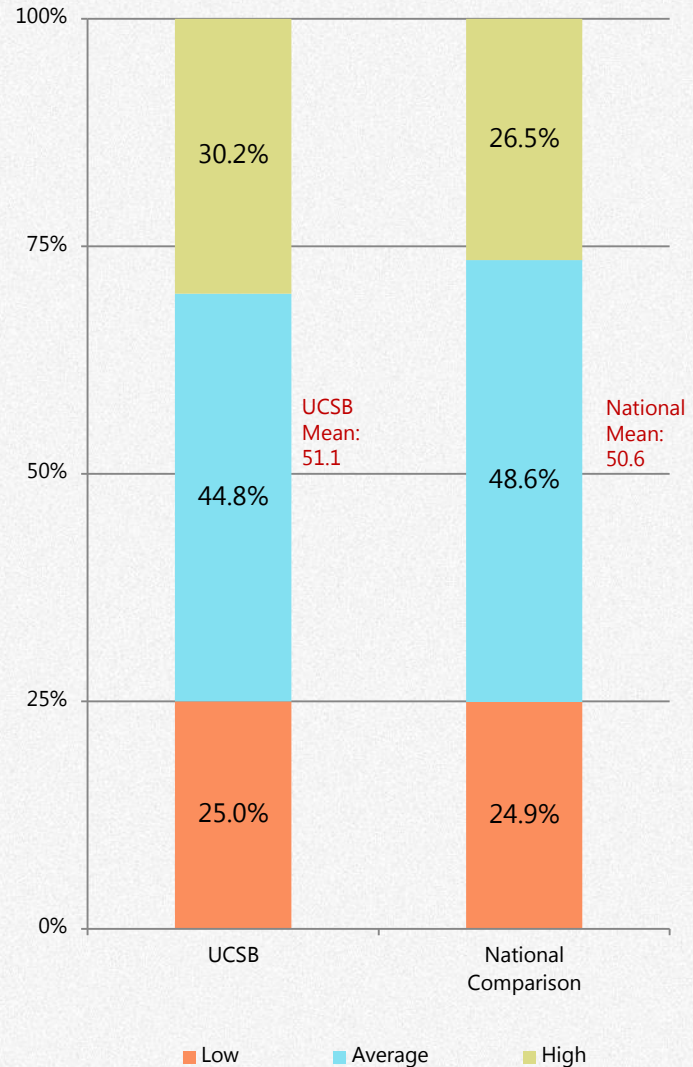
Construct #6

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.

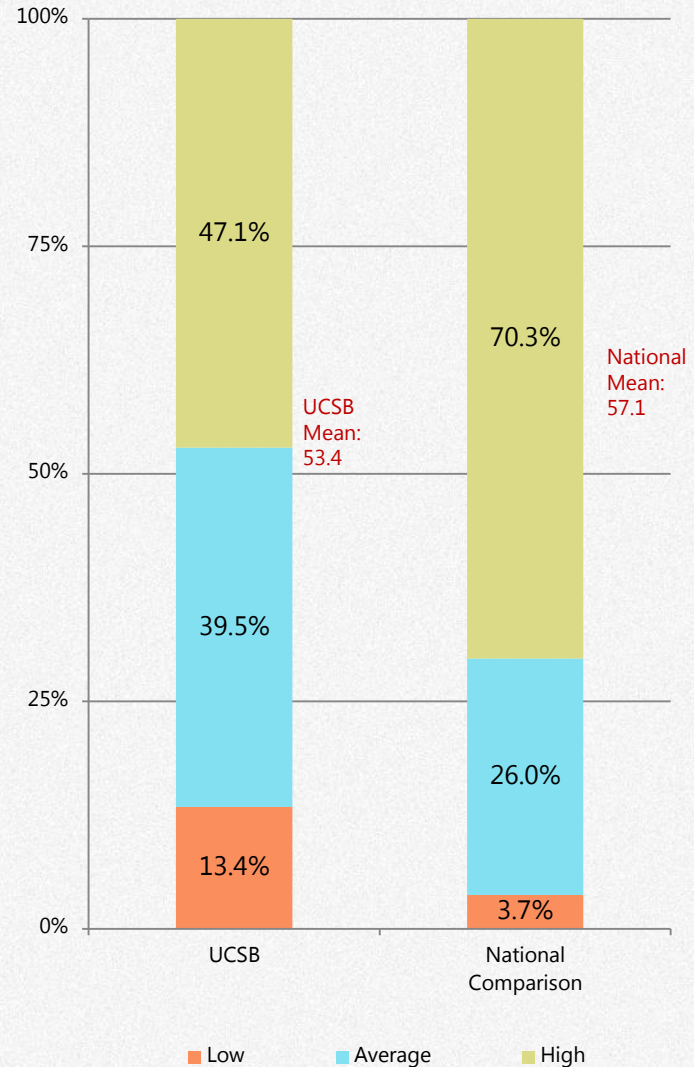
Construct #7

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.

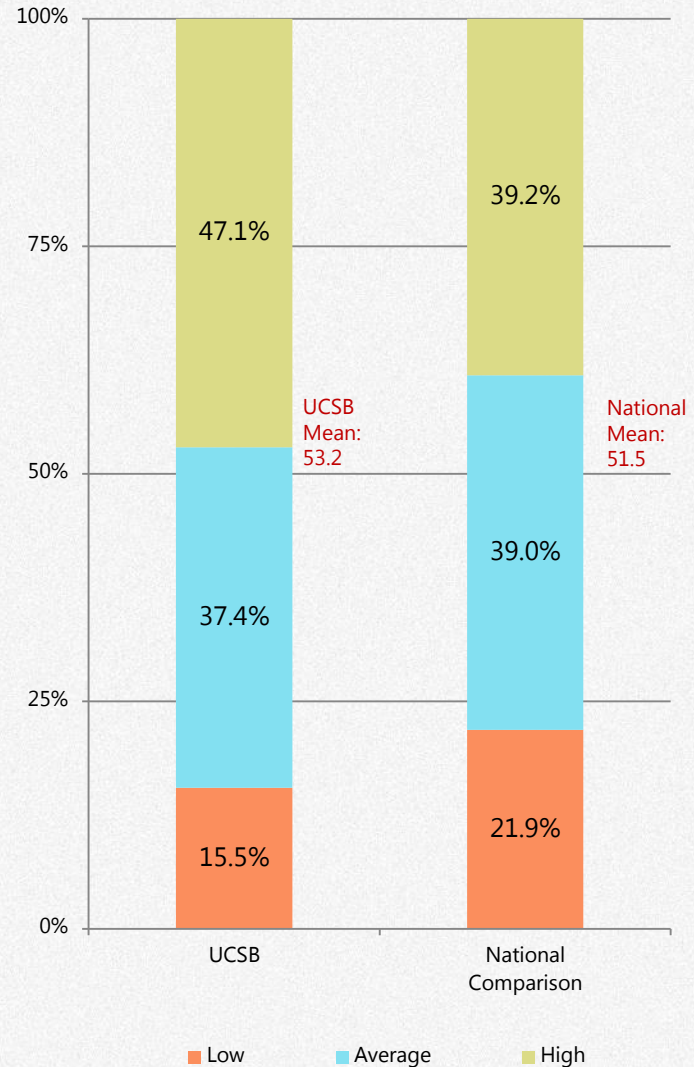
Construct #8

Likelihood of College Involvement

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

INCOMING FIRST YEAR STUDENTS

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

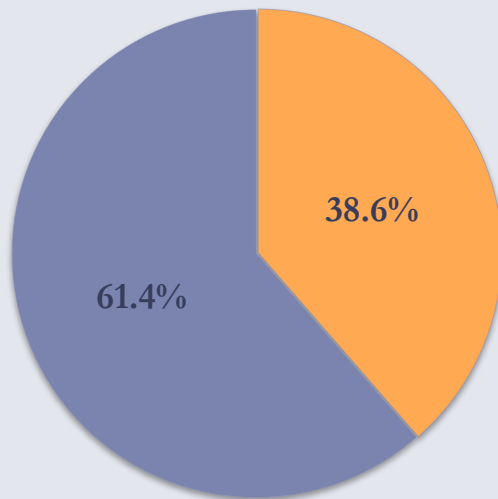
We use the CIRP Constructs throughout this PowerPoint to help summarize important information about your students from the TFS.

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

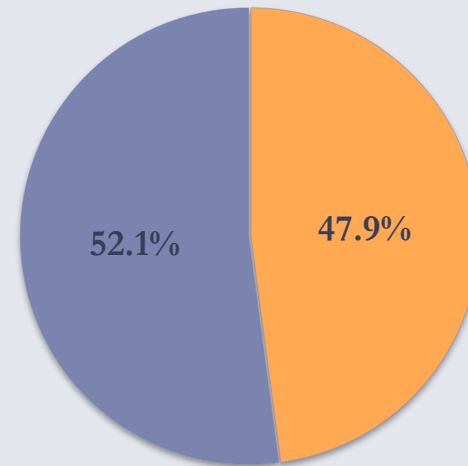
SEX

Your Institution



■ Male ■ Female

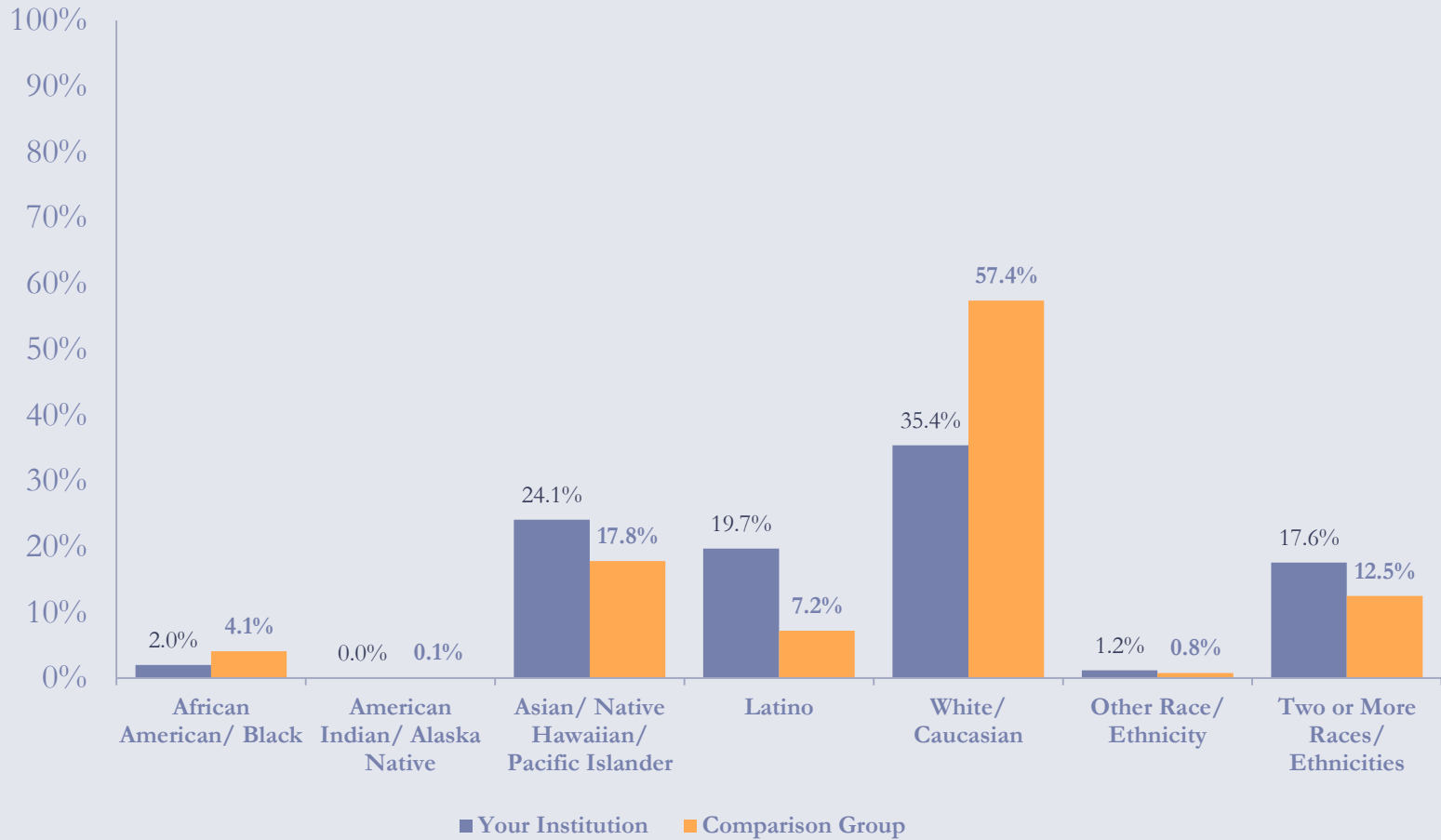
Comparison Group



■ Male ■ Female

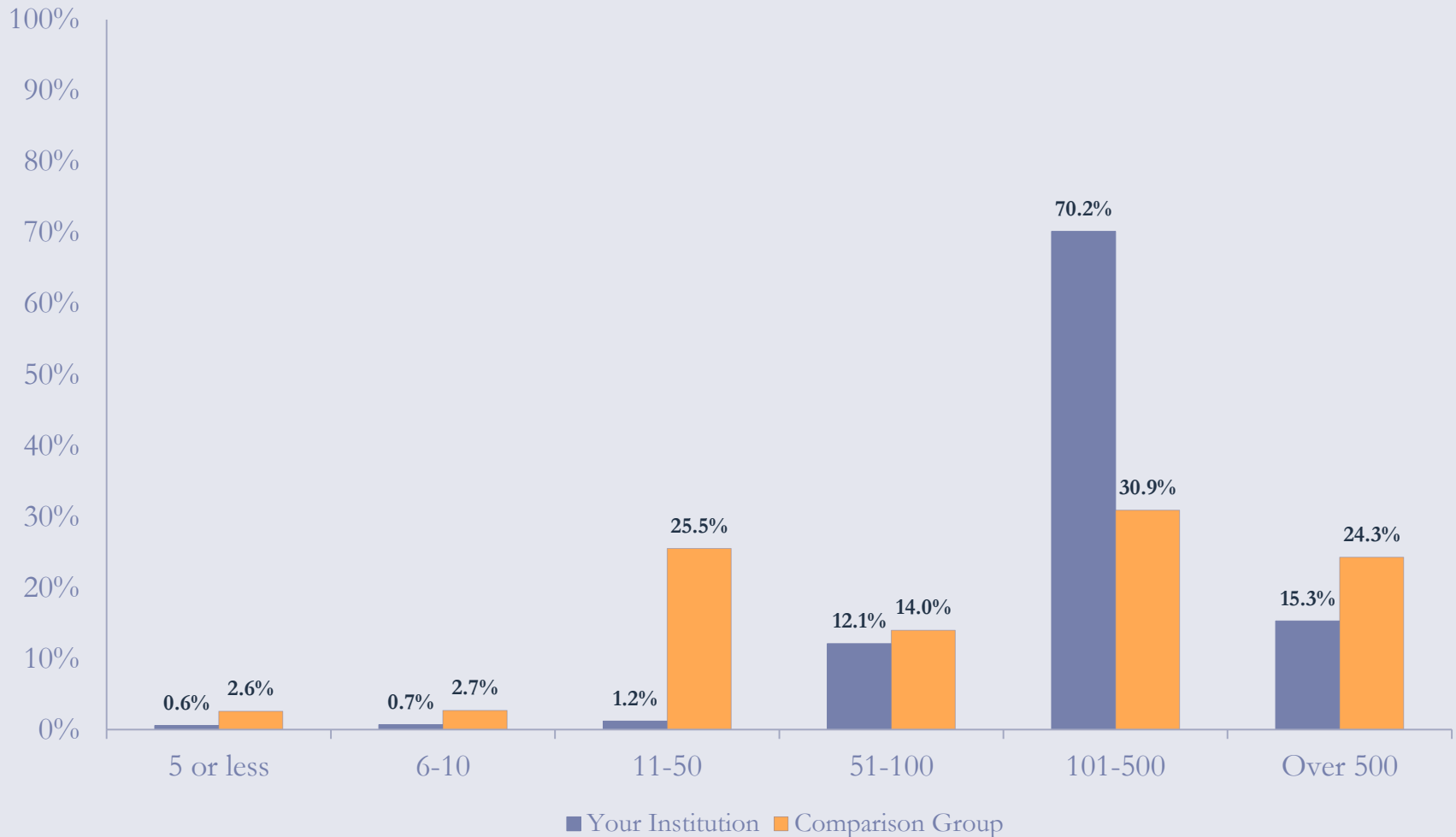
Demographics

Race/Ethnicity



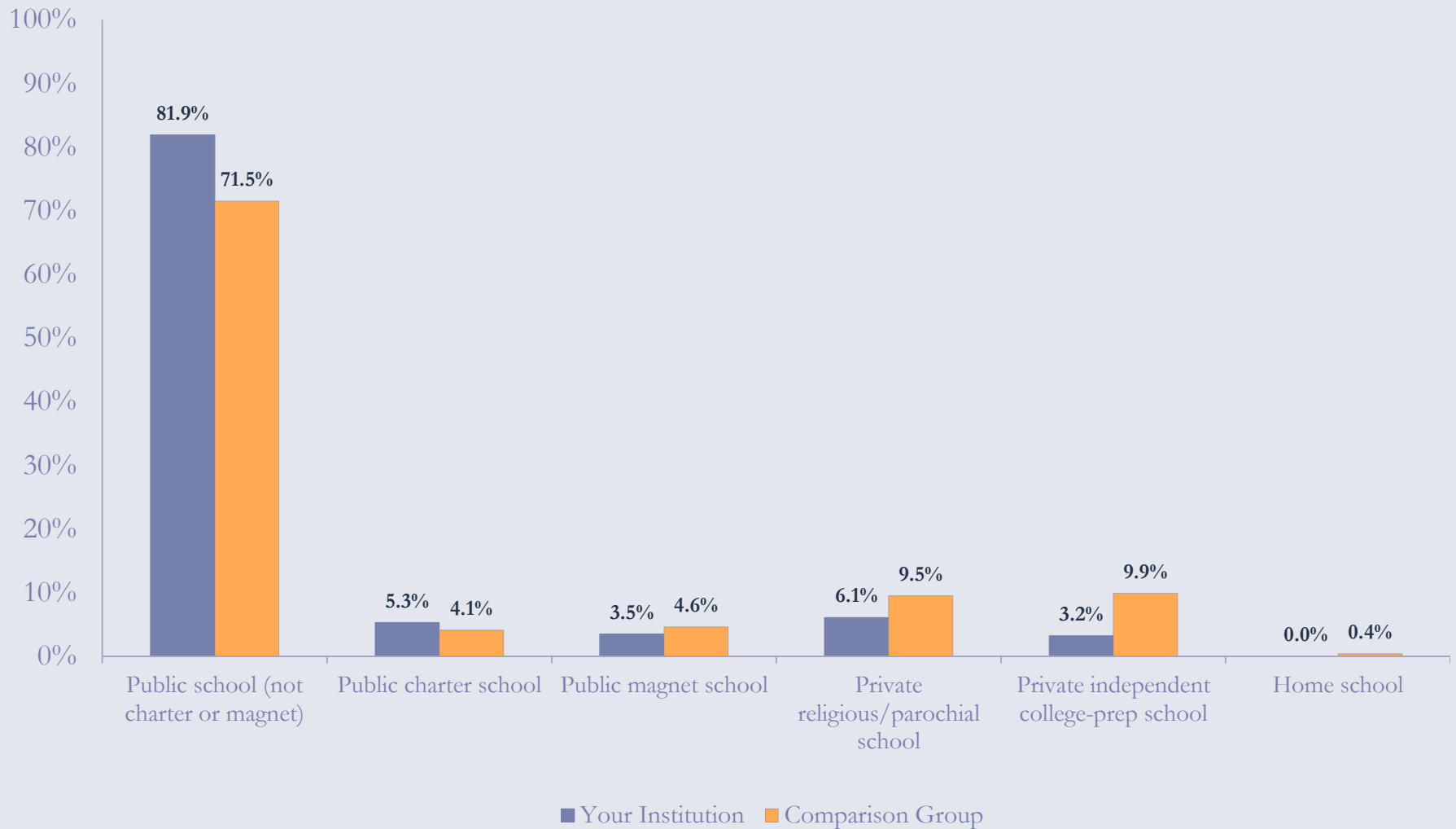
Demographics

How many miles is this college from your permanent home?



Demographics

From what kind of high school did you graduate?



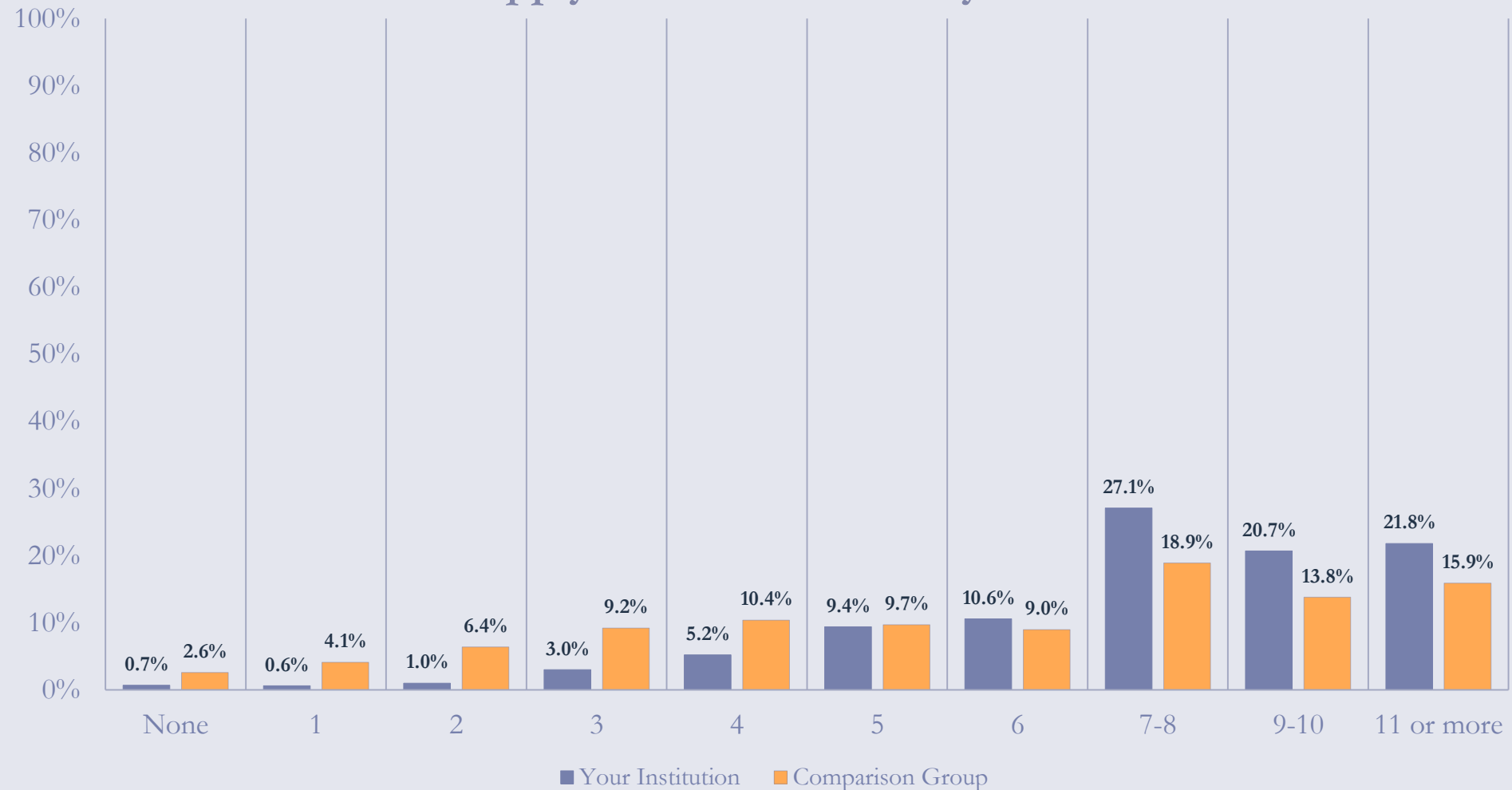


College Admissions Decisions

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

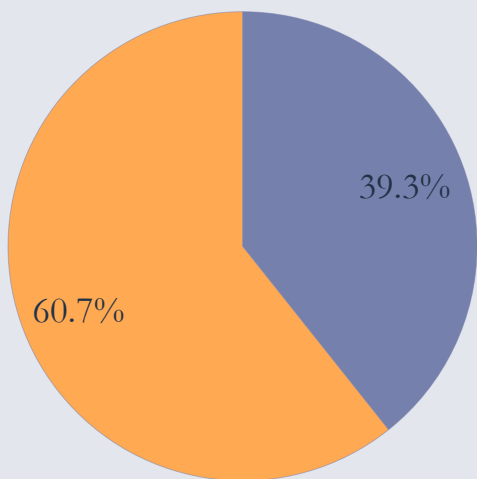
To how many colleges *other than this one* did you apply for admission this year?



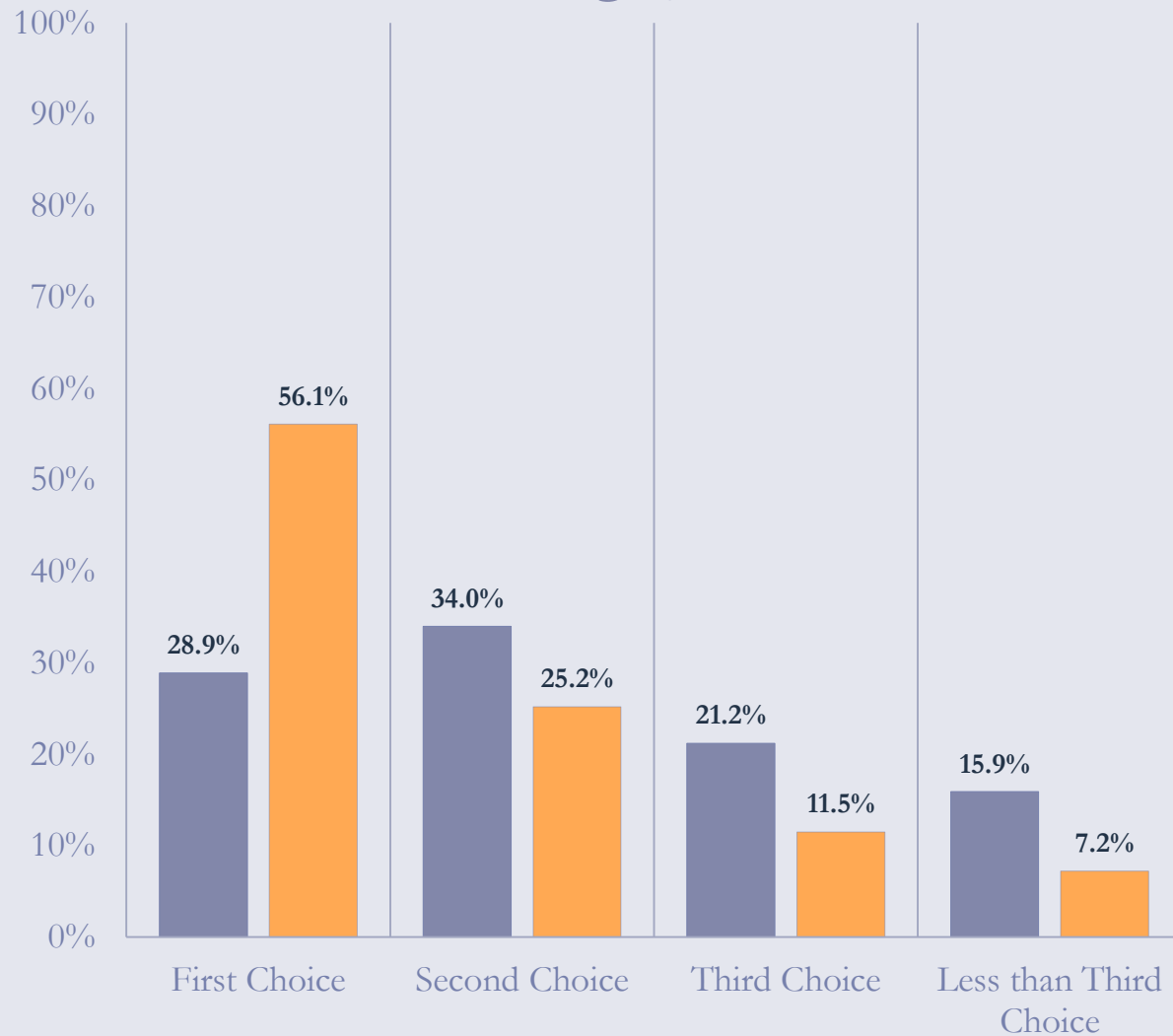
College Acceptance

Is this college your ...

Were you accepted by your first choice college?



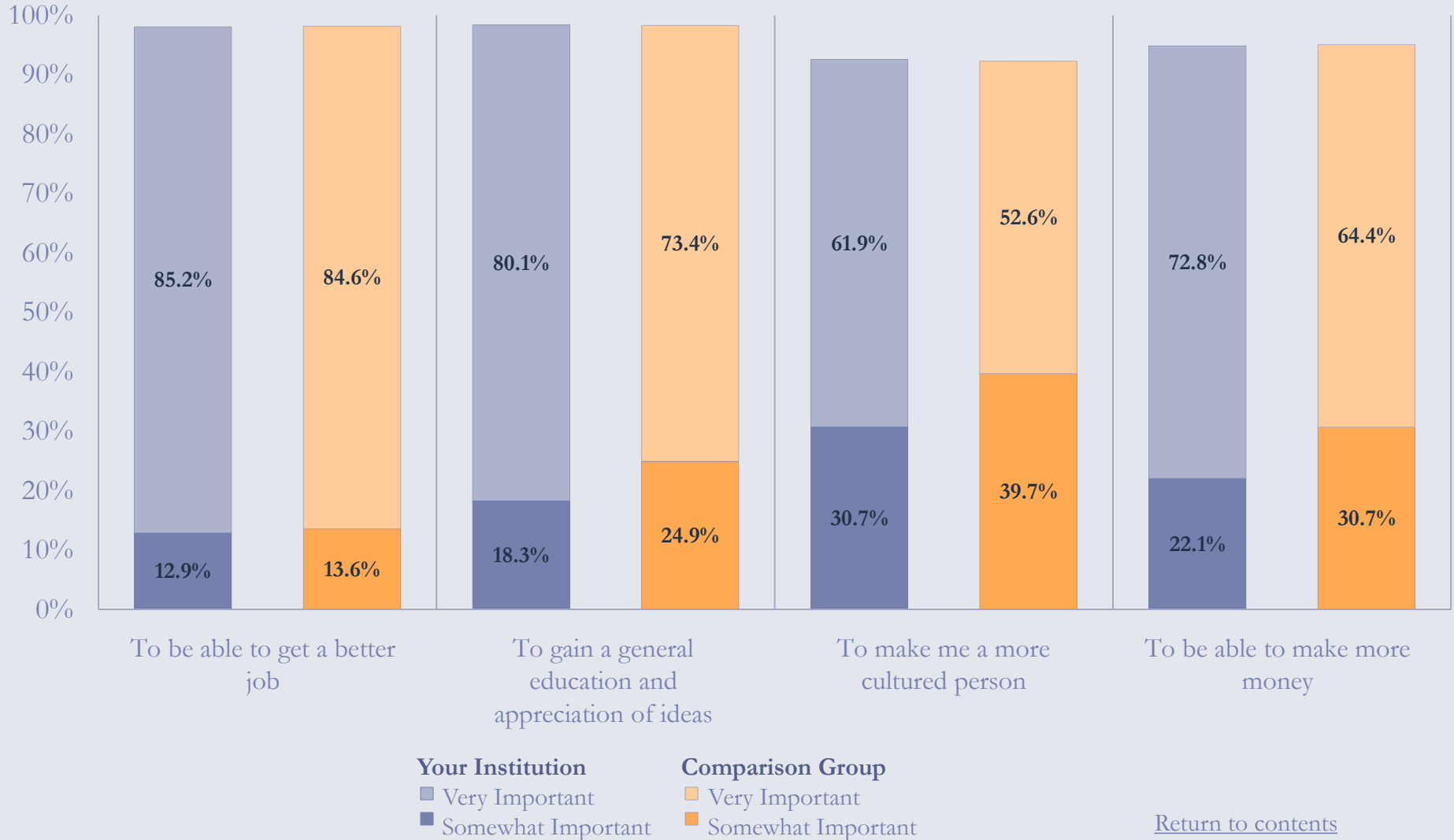
■ Yes ■ No



■ Your Institution ■ Comparison Group

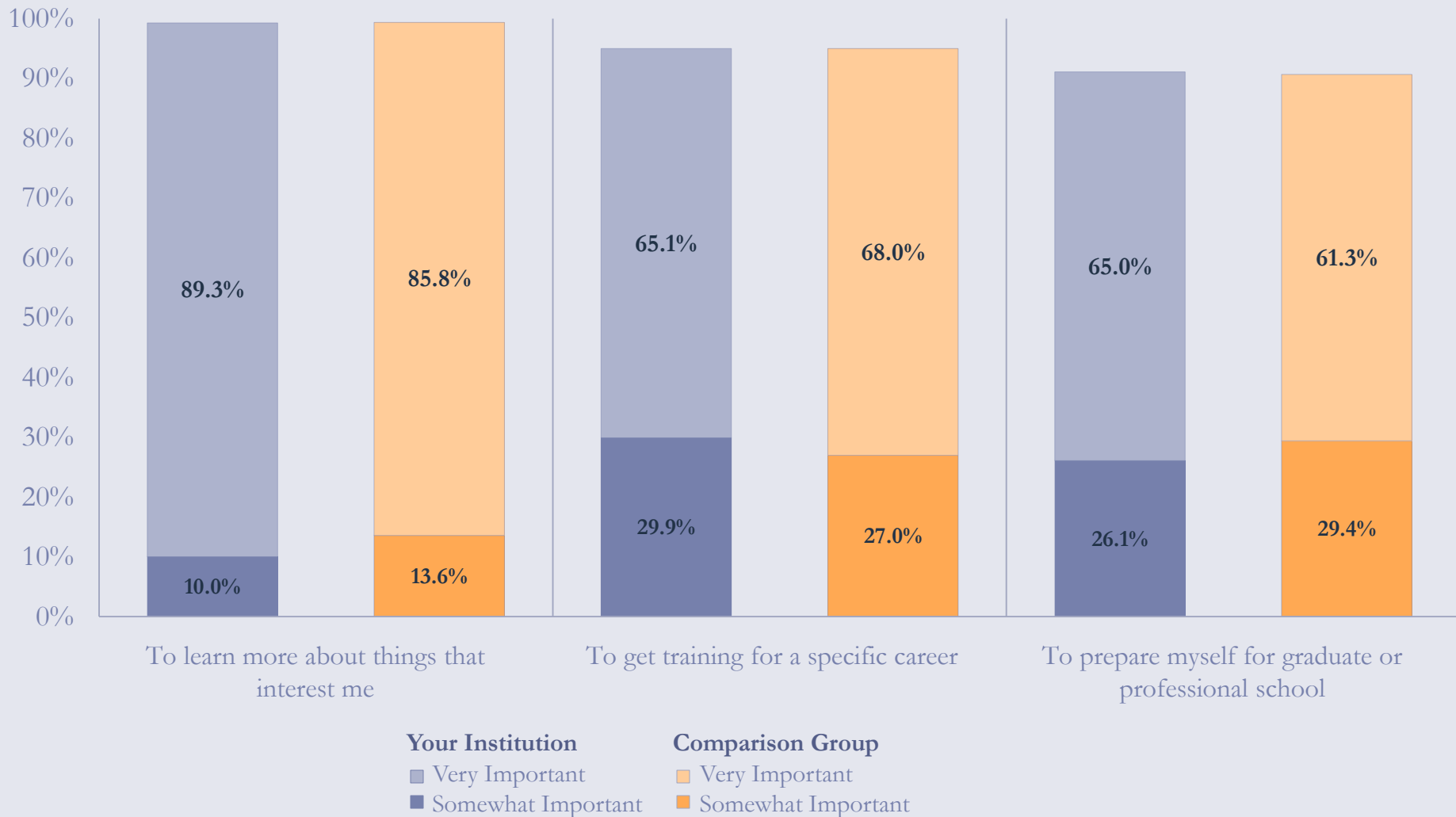
College Choice

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



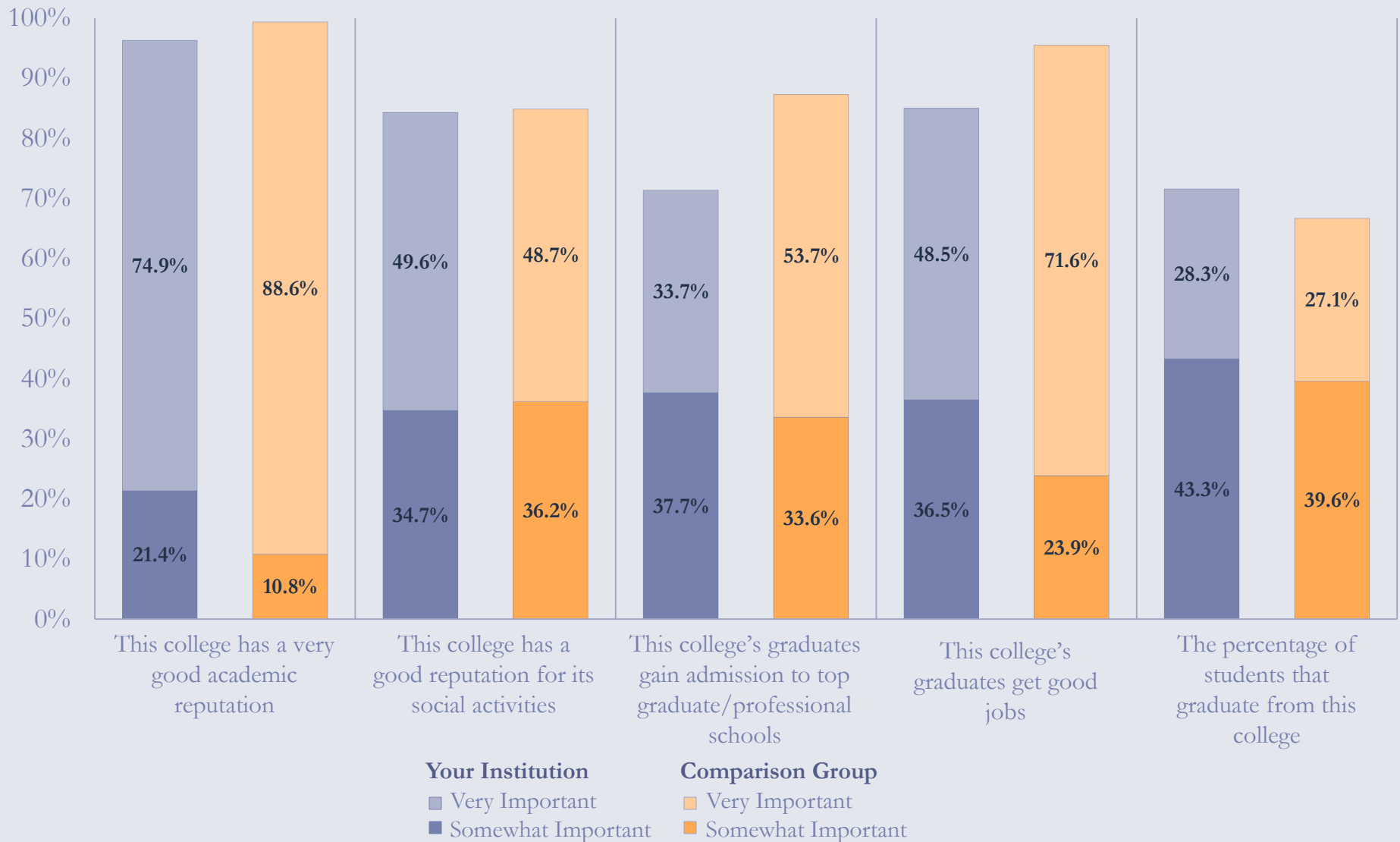
College Choice

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



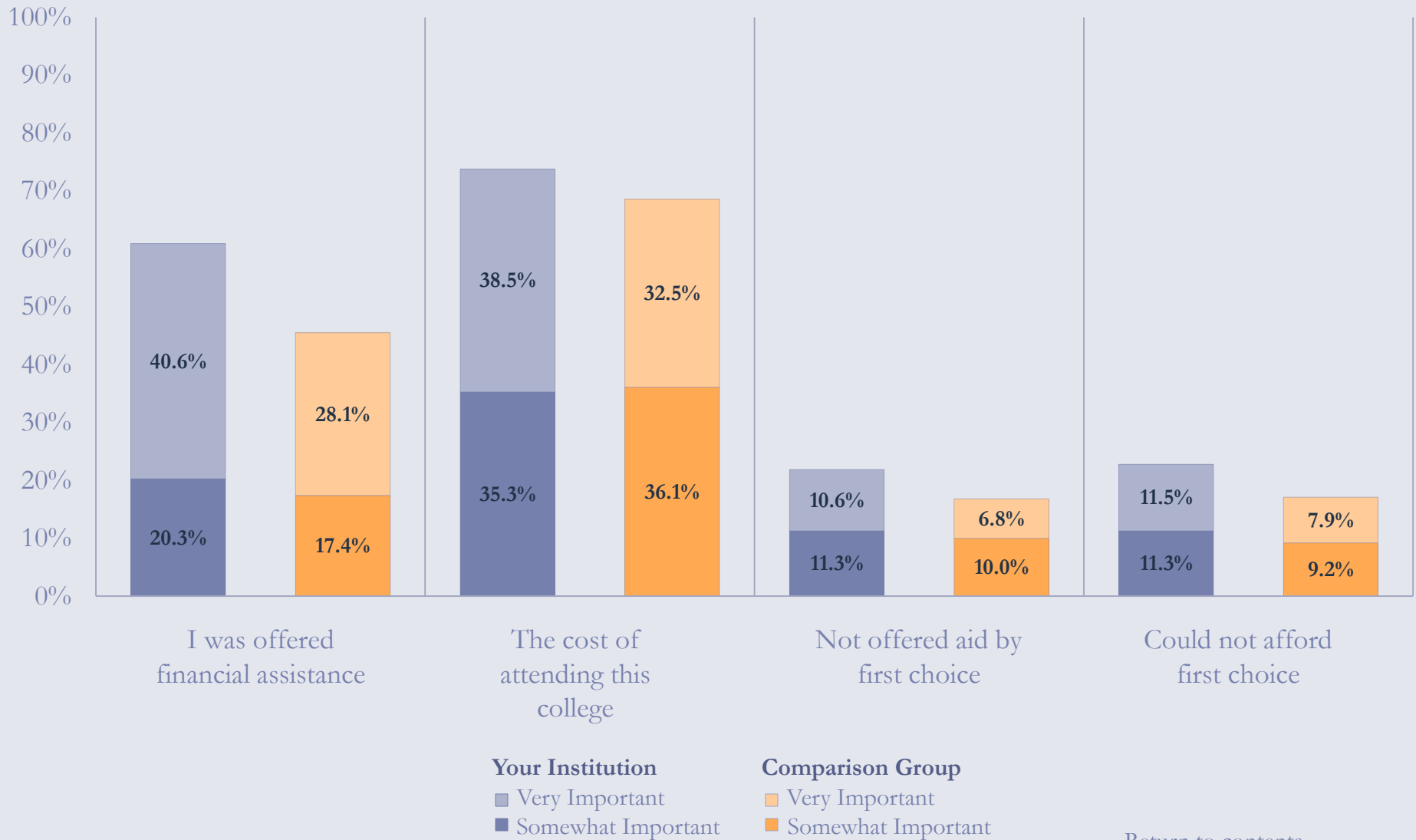
College Choice

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



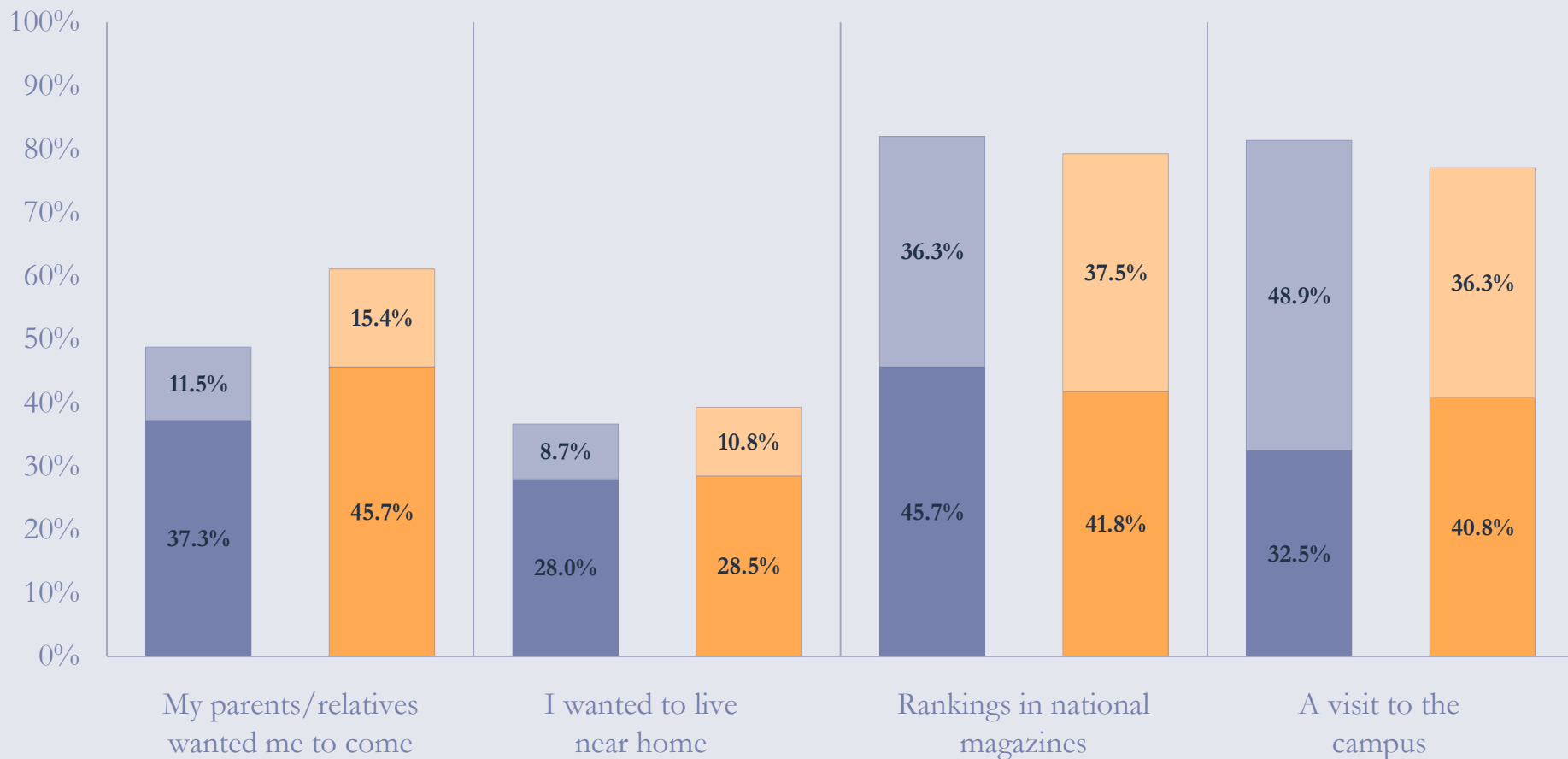
College Choice

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



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

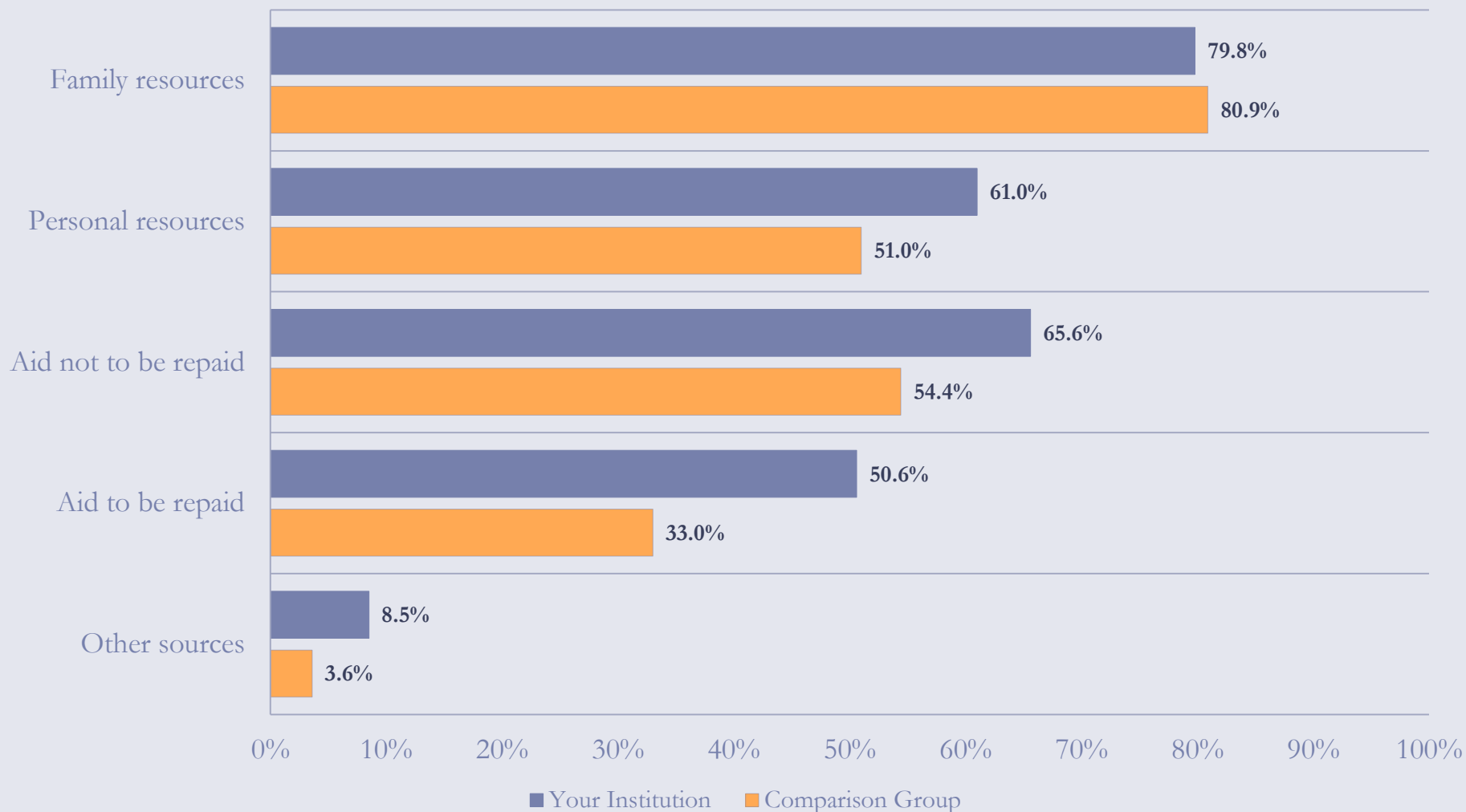


Financing College

Economic factors play an important role in students' decisions about college.

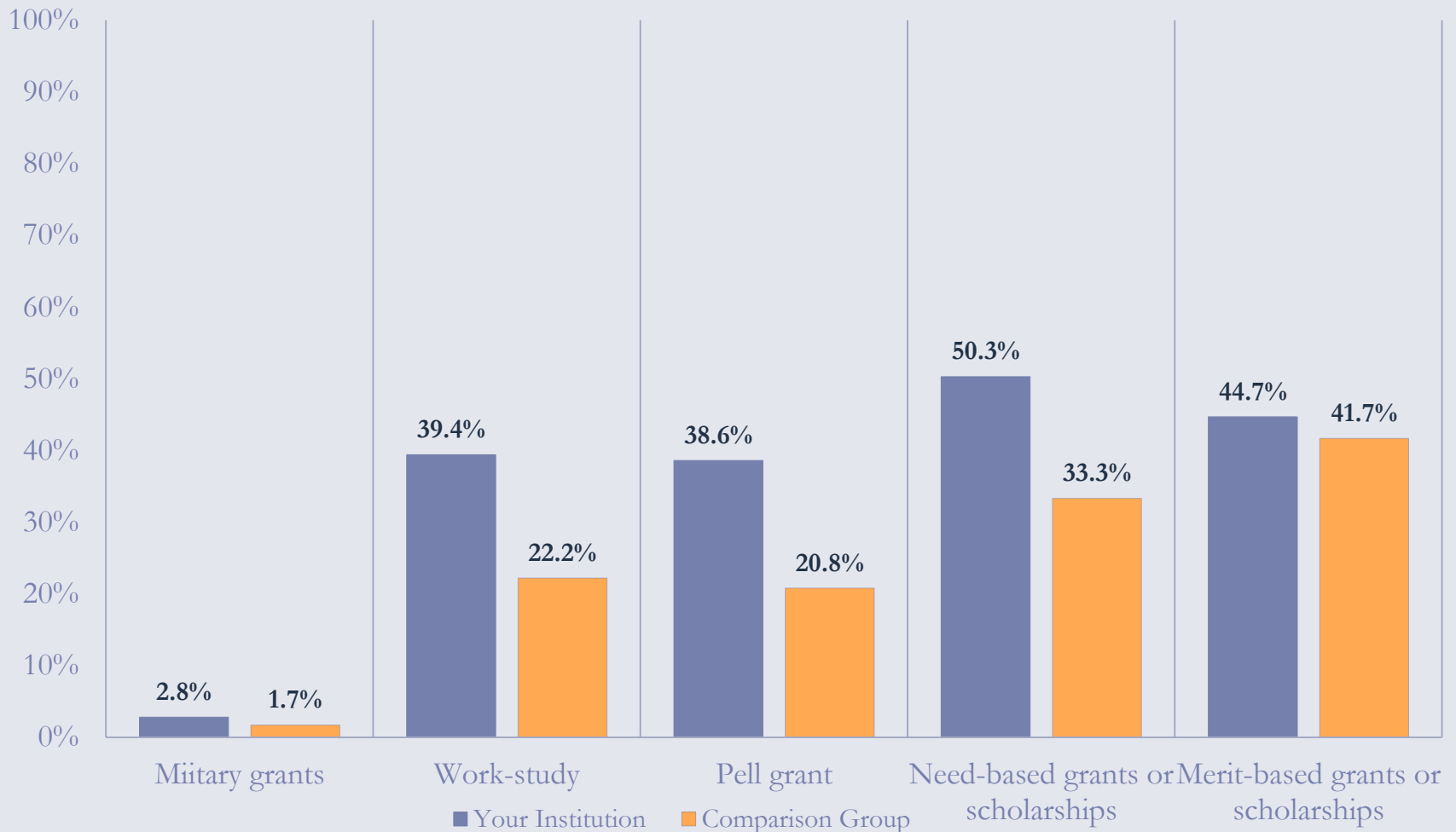
Financing College

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



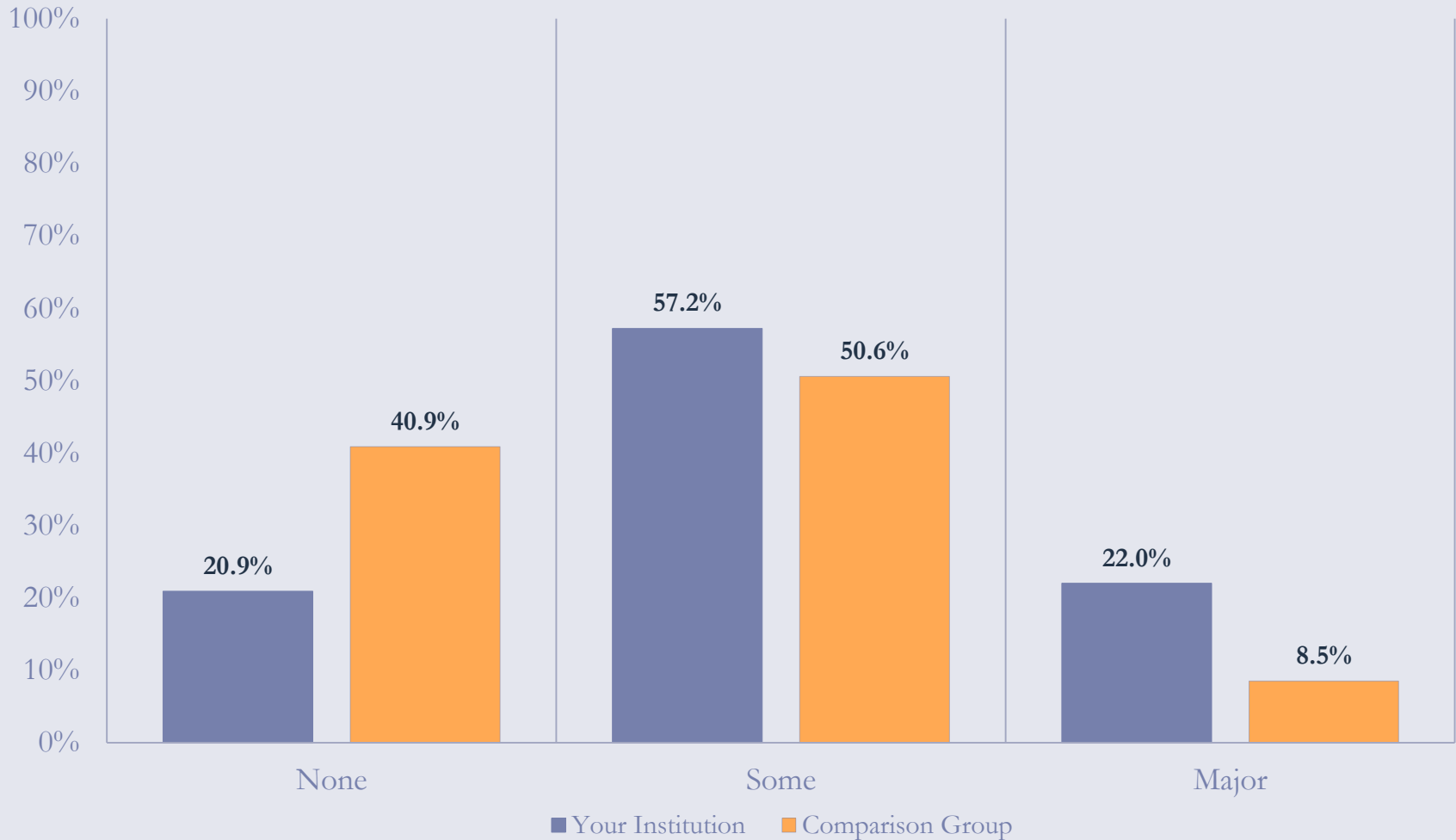
Financing College

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



Financing College

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



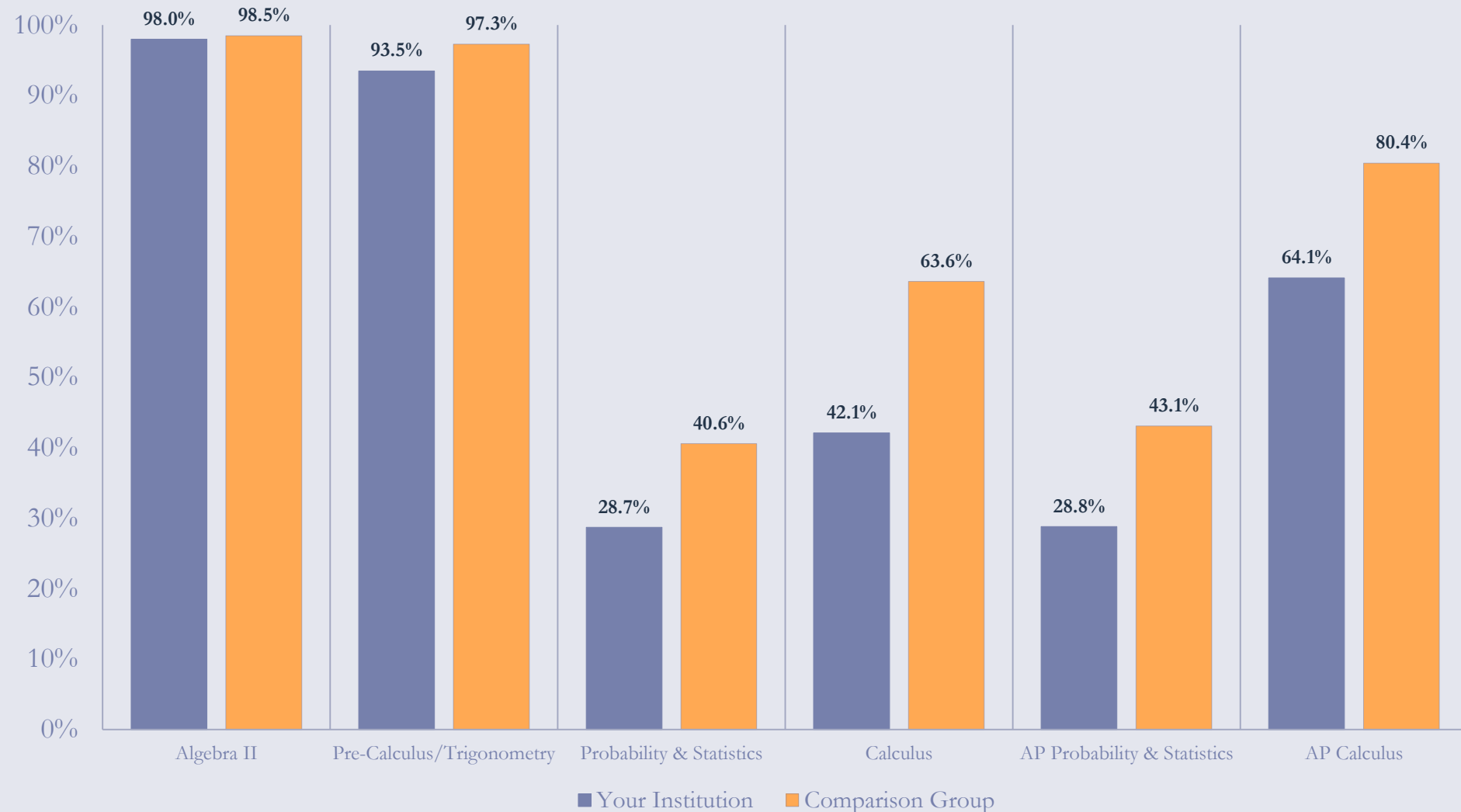


High School Experiences

Understanding students' established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.

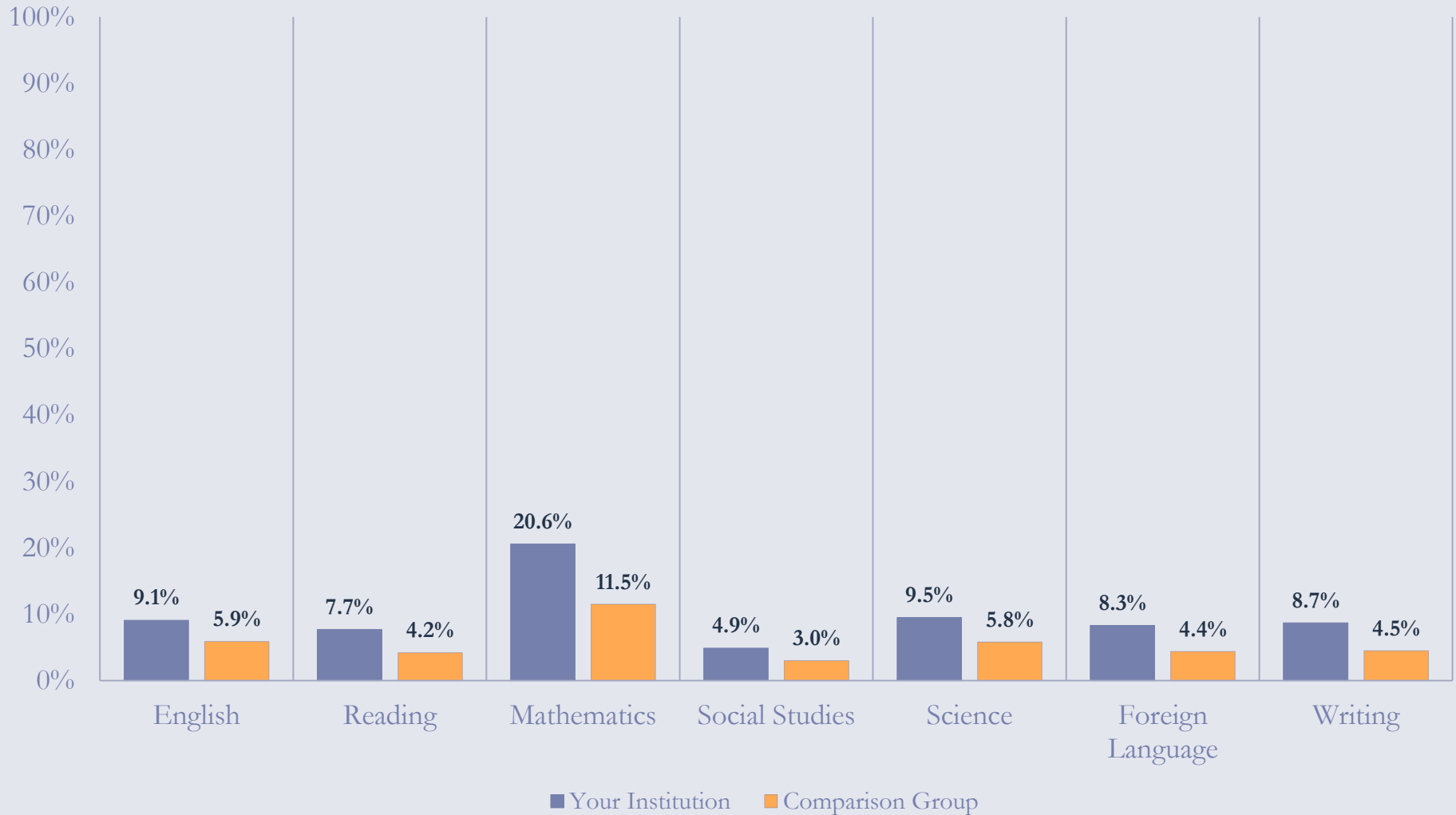
High School Experiences

Please mark which of the following courses you have completed?



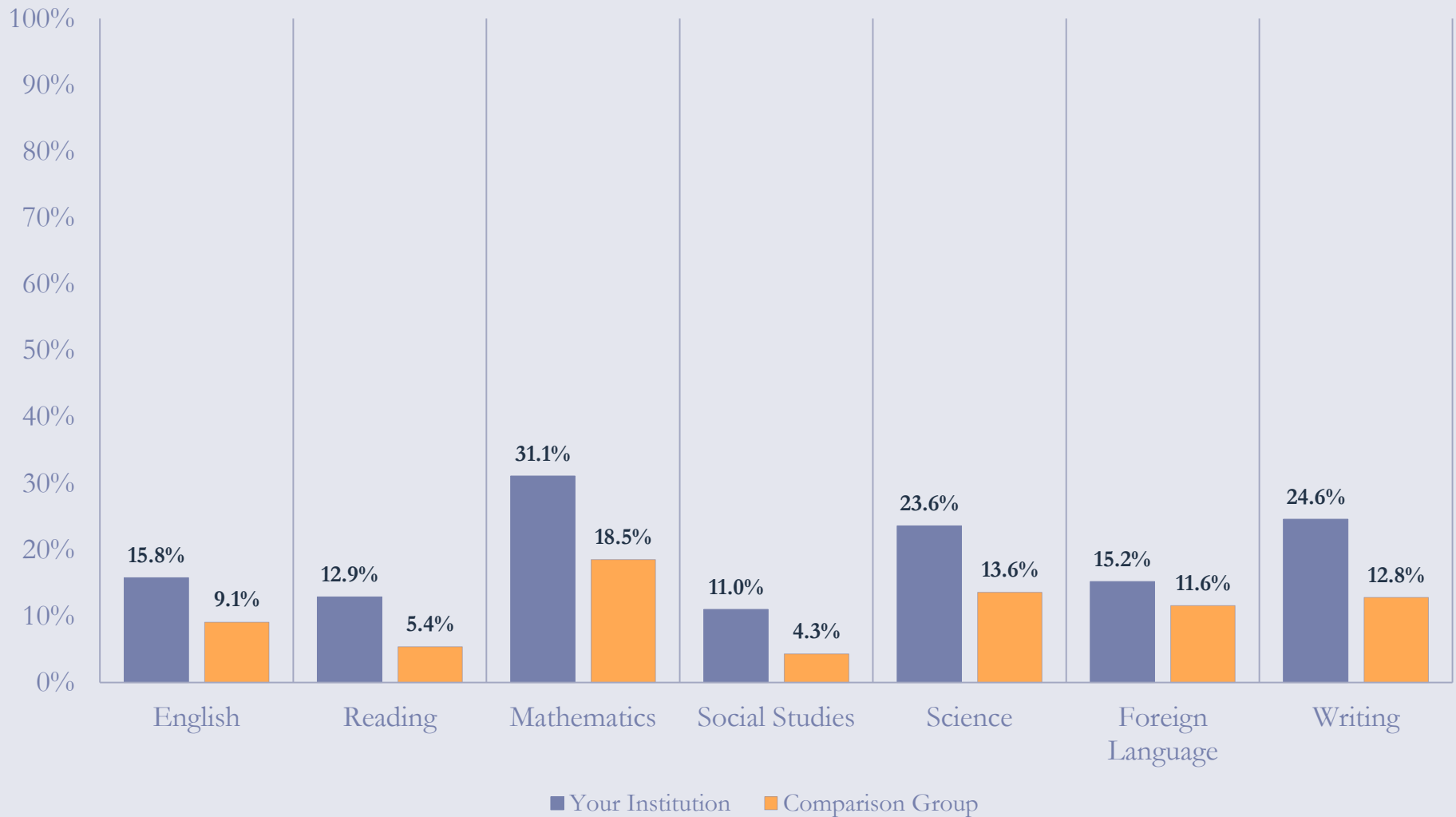
High School Experiences

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



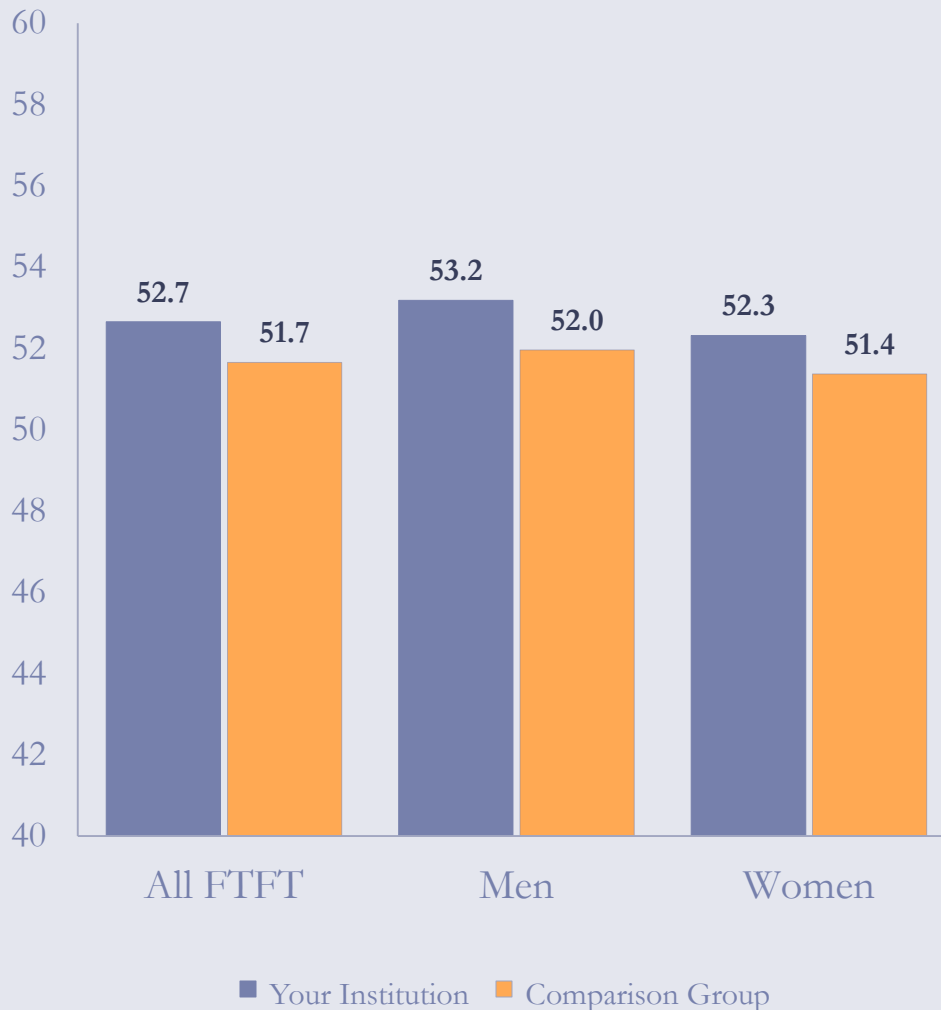
High School Experiences

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



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.

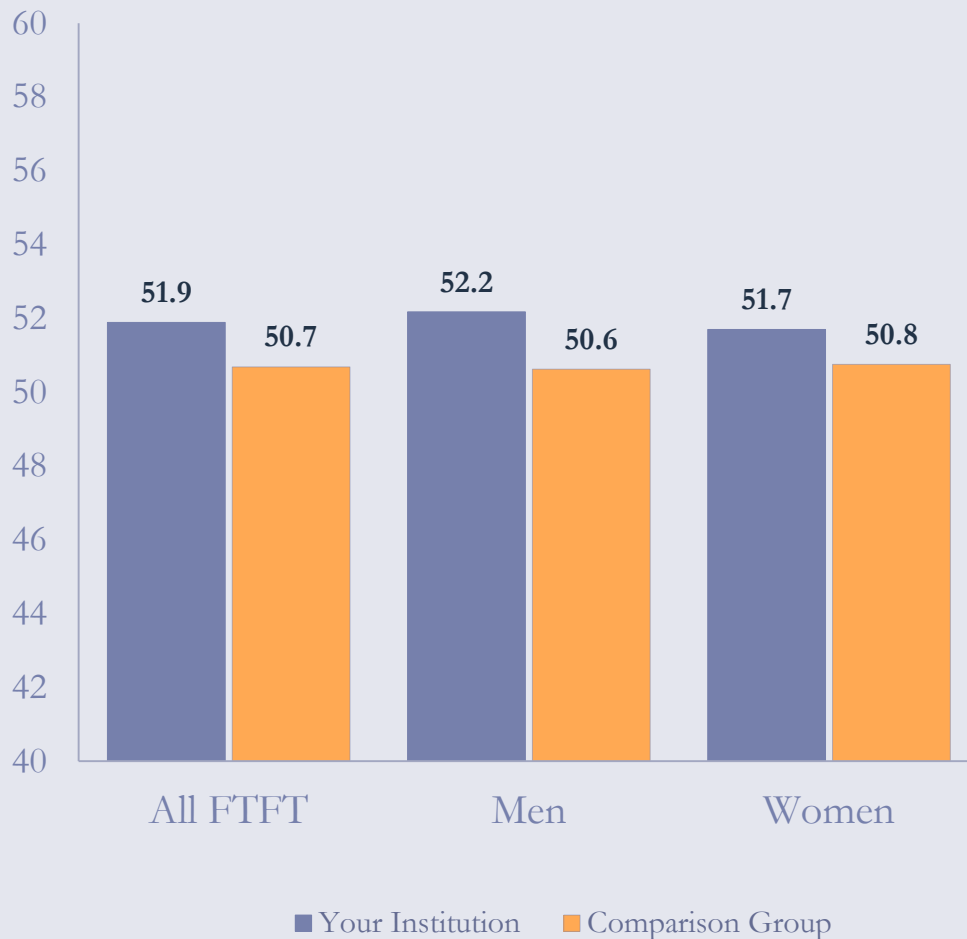


Construct Items

- 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.

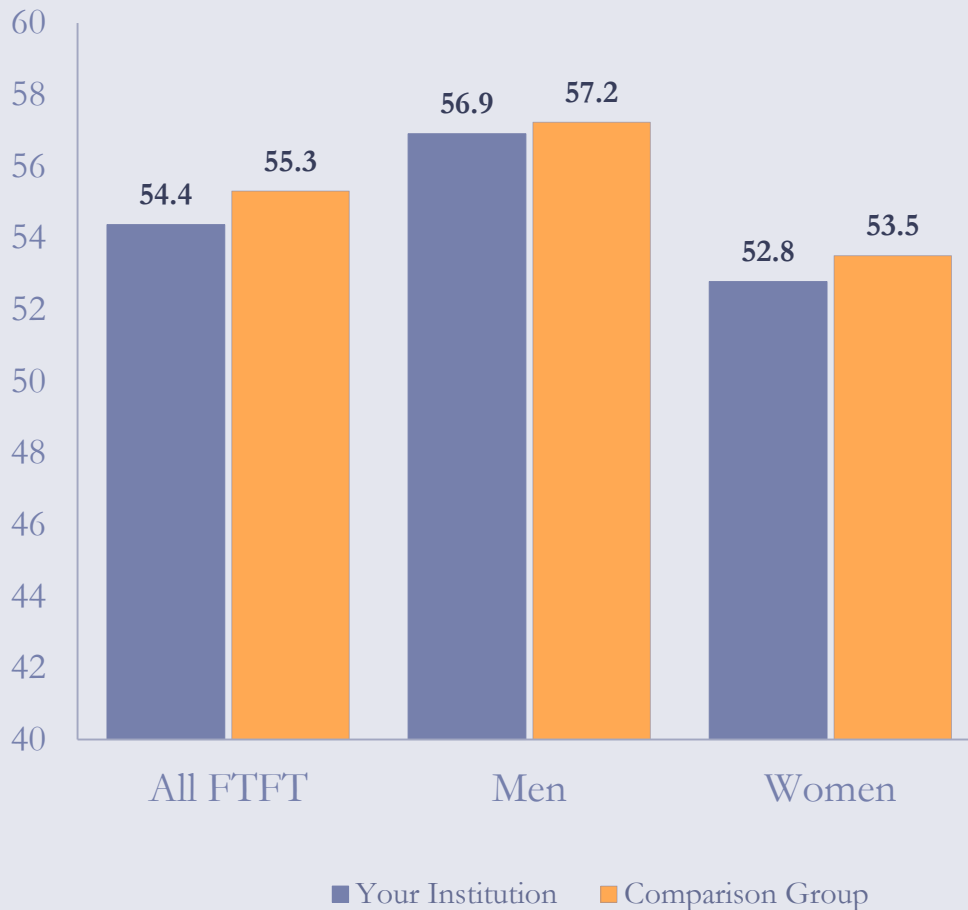


Construct Items

- 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.

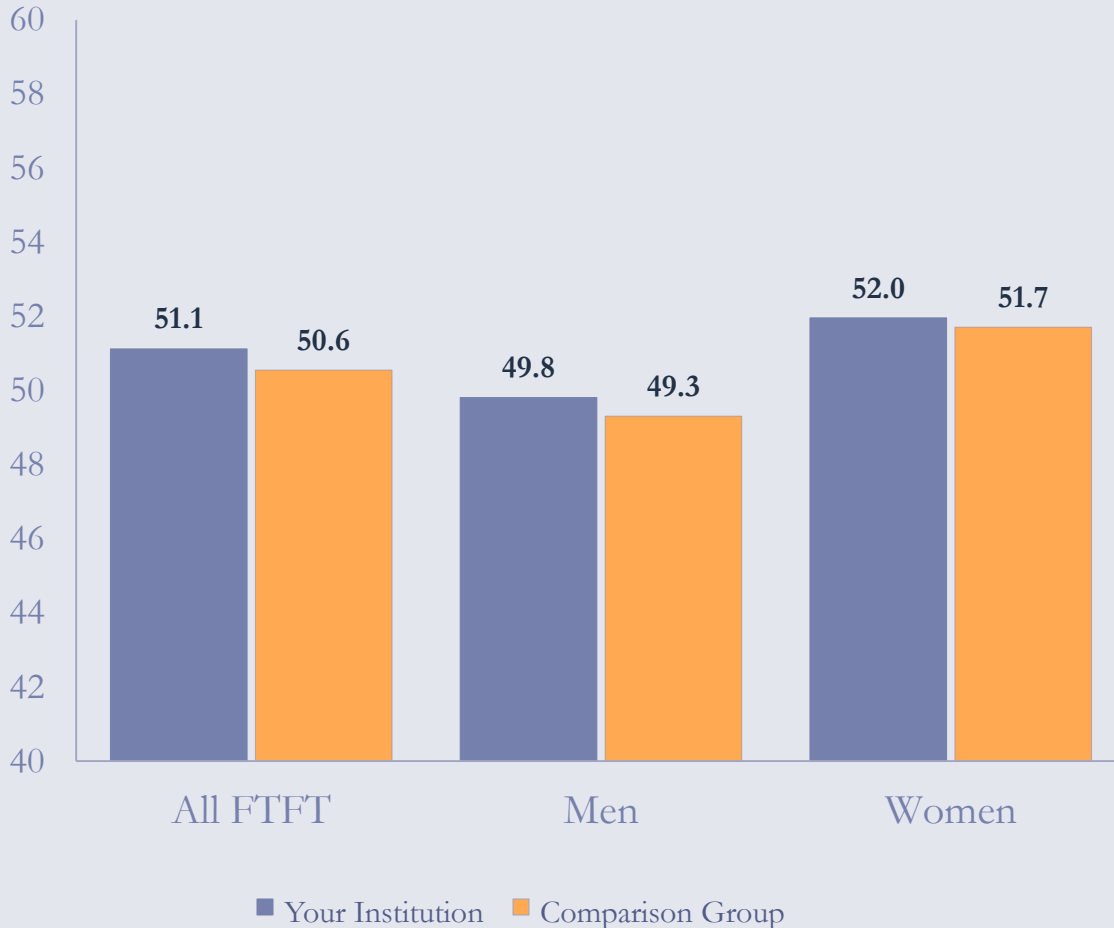


Construct Items

- 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.

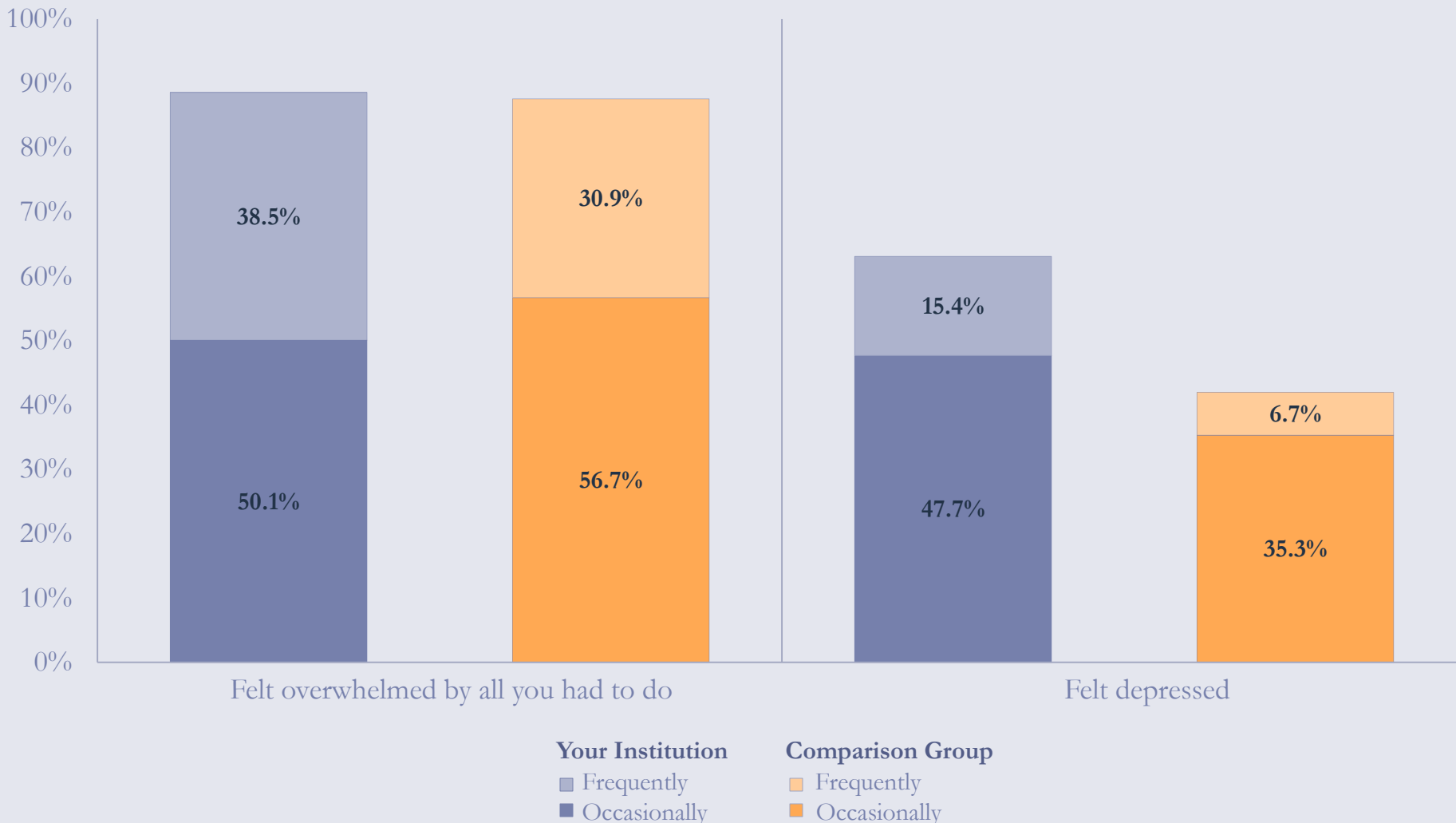


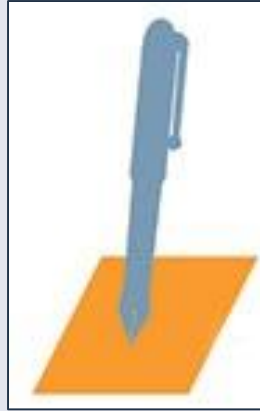
Construct Items

- 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.



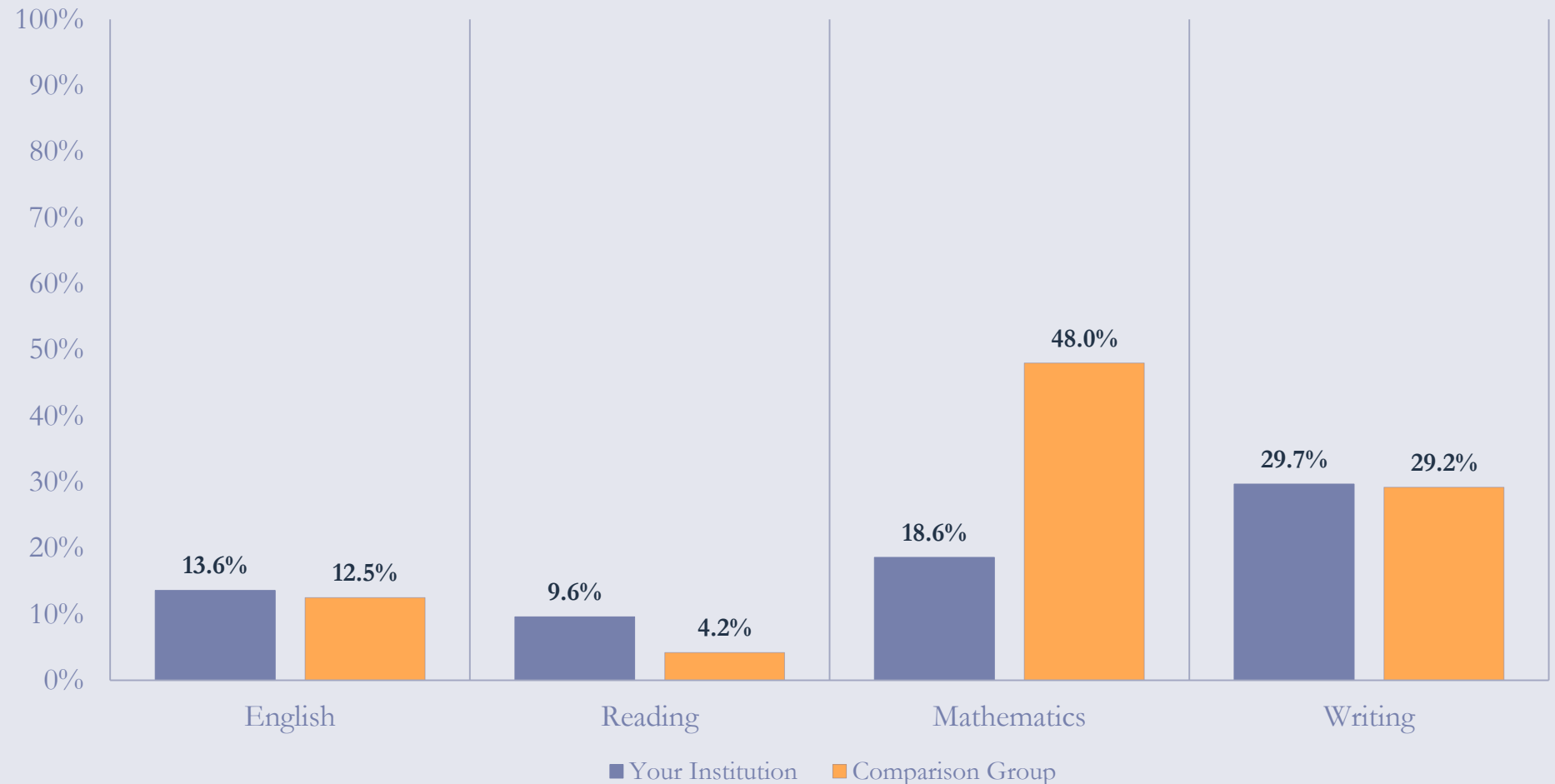


College Preparation

These items illustrate students' academic preparation at this institution.

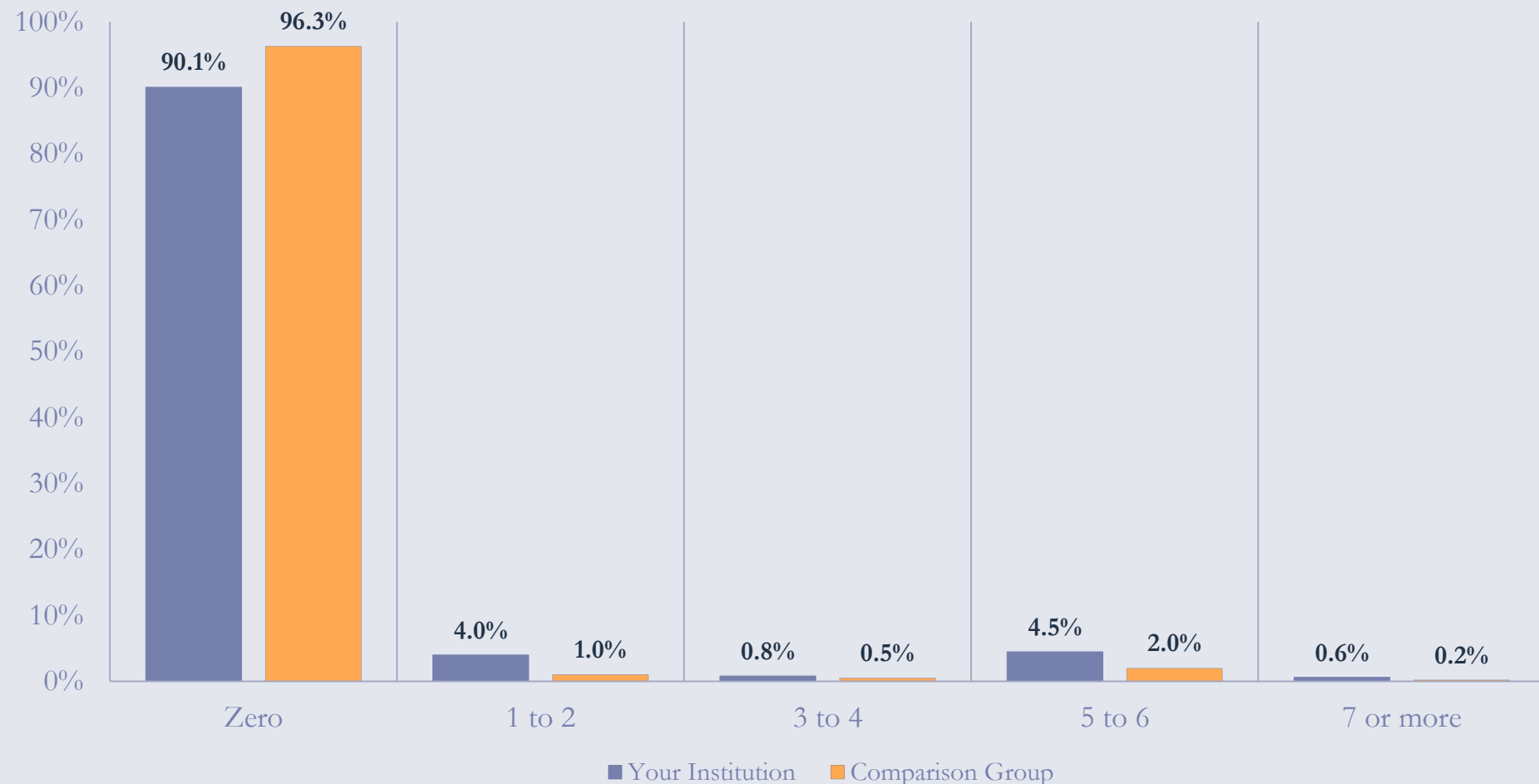
Placement Tests

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



Summer Bridge Program

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





Expectations for College: Major and Career

Understanding students' intended majors and career aspirations helps them plot an intentional and meaningful course of study.

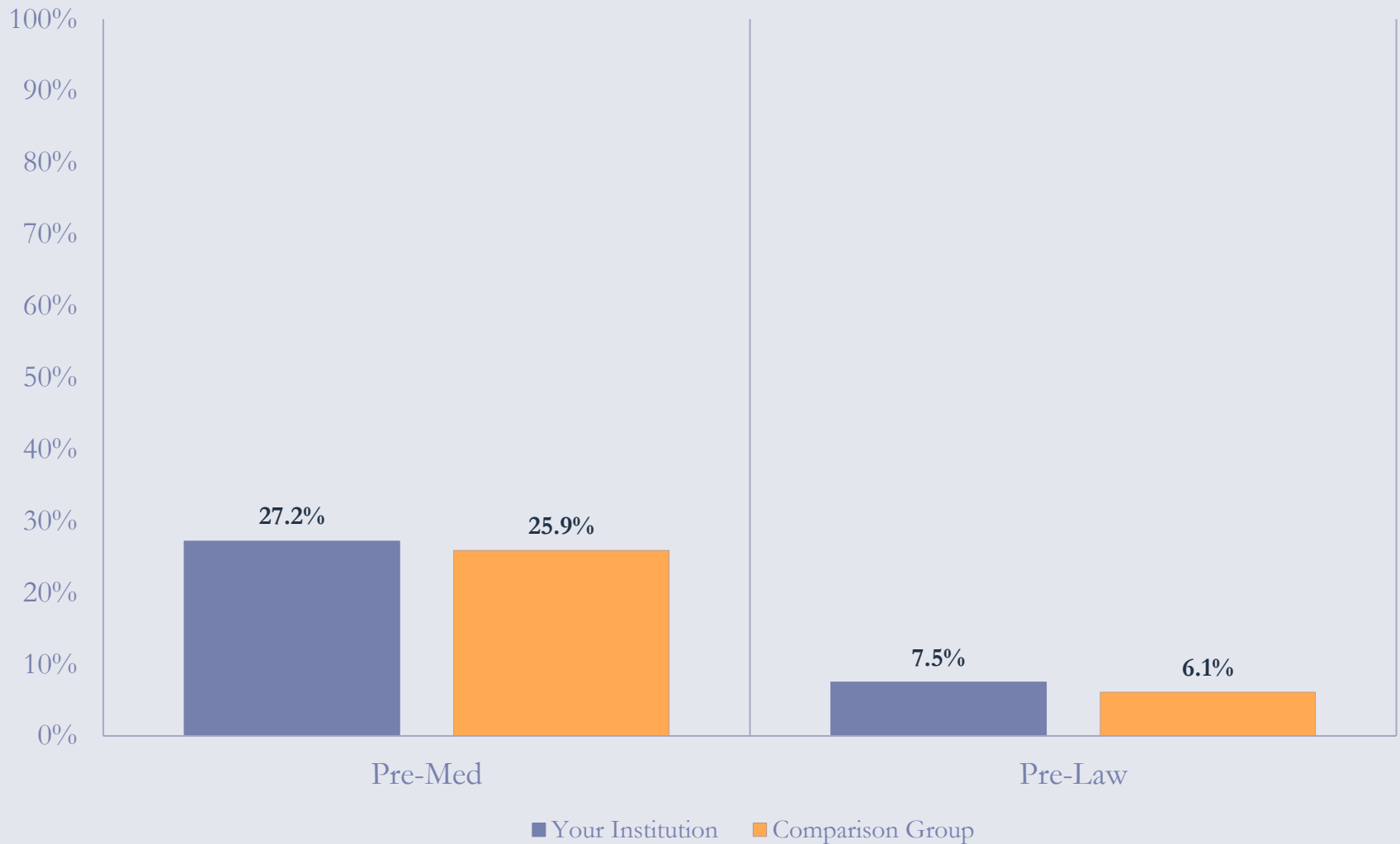
Expectations: Major

Please indicate your intended major.

	Your Inst	Comp Group		Your Inst	Comp Group
Agriculture	0.1%	0.0%	Fine Arts	2.6%	2.9%
Biological & Life Sciences	28.7%	21.1%	Mathematics or Computer Science	7.8%	8.6%
Business	6.8%	9.0%	Physical Science	9.0%	4.0%
Education	0.8%	0.8%	Social Science	11.7%	7.5%
Engineering	9.6%	21.6%	Justice and Security	0.3%	0.1%
English	1.3%	1.3%	Library Science	0.0%	0.0%
Health Professions	3.5%	4.5%	Other Non-technical	0.7%	1.3%
History or Political Science	6.1%	3.9%	Undecided	6.4%	10.3%
Arts & Humanities	4.4%	3.3%			

Expectations: Major

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





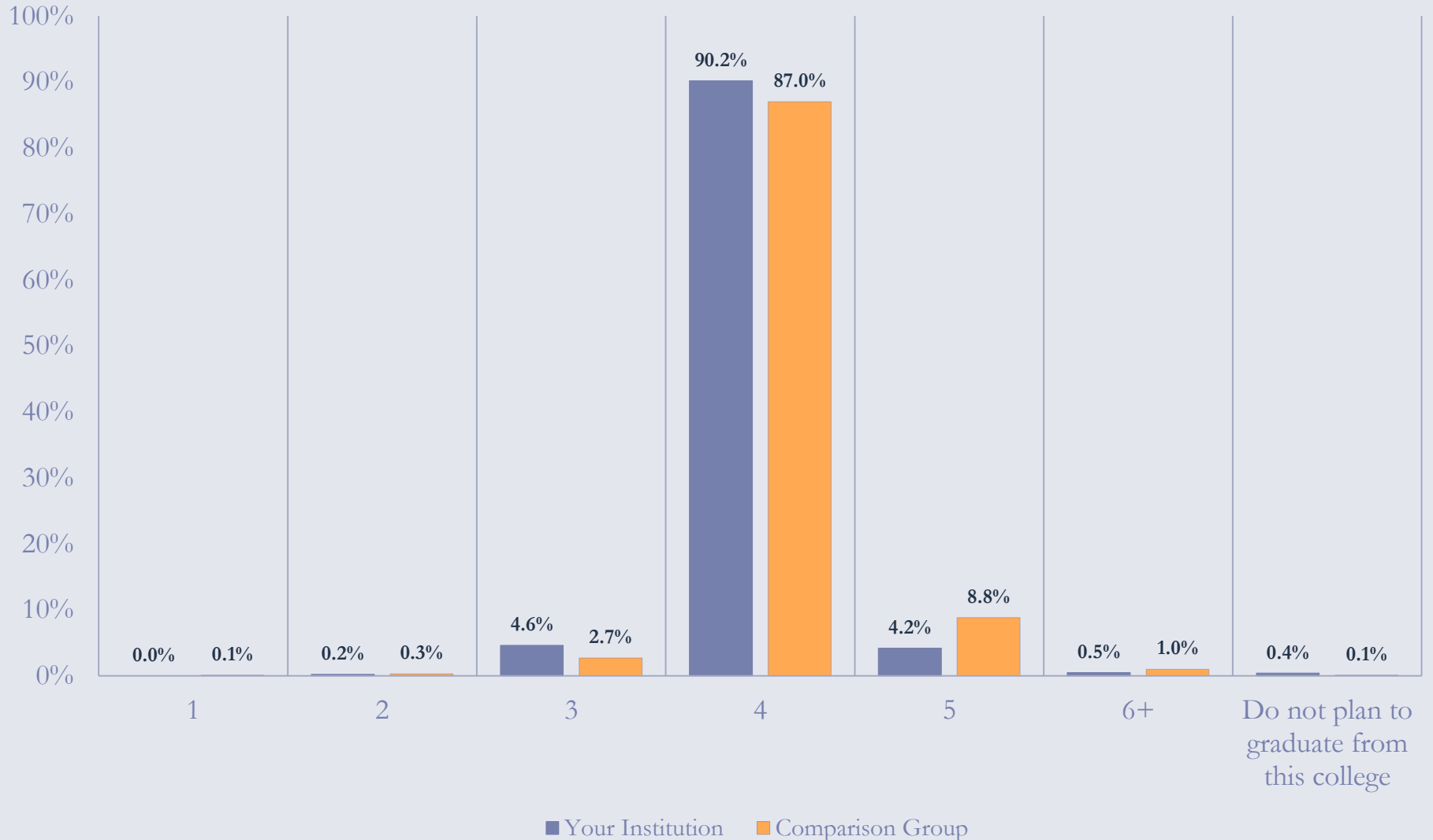
Expectations: Career

Please indicate your intended career.

	<u>Your Inst</u>	<u>Comp Group</u>		<u>Your Inst</u>	<u>Comp Group</u>
Agriculture/Natural Resources	1.7%	0.5%	Health Professional	5.9%	4.4%
Artist	4.4%	3.9%	Homemaker/Stay-at-Home Parent	0.0%	0.1%
Business	12.8%	12.6%	Information Technology Professional	3.9%	5.6%
Business (Admin Assistant)	0.0%	0.1%	Lawyer	3.8%	3.6%
Clergy	0.0%	0.3%	Military	0.4%	0.7%
College Faculty	1.4%	0.6%	Nurse	0.8%	1.2%
Communications	3.5%	2.0%	Research Scientist	12.5%	5.9%
Doctor (MD or DDS)	15.7%	18.4%	Service Industry	0.0%	0.2%
Education (elementary/secondary)	2.8%	1.4%	Skilled worker	0.0%	0.1%
Engineer	8.9%	15.4%	Social/Non-Profit Services	0.6%	0.6%
Government	2.5%	1.7%	Other	5.6%	6.2%

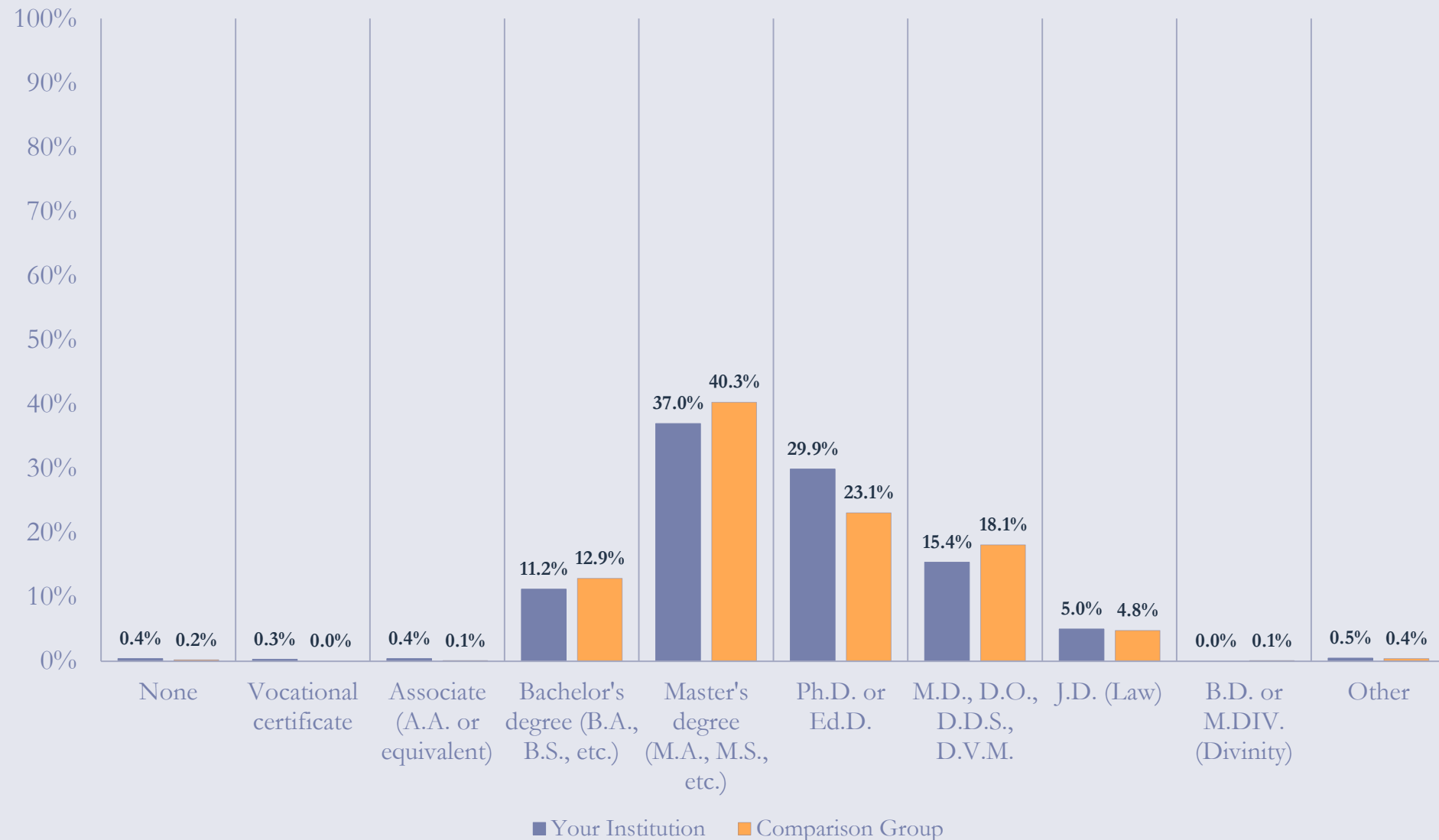
Expectations: Time to Degree

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



Expectations: Degree Aspirations

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



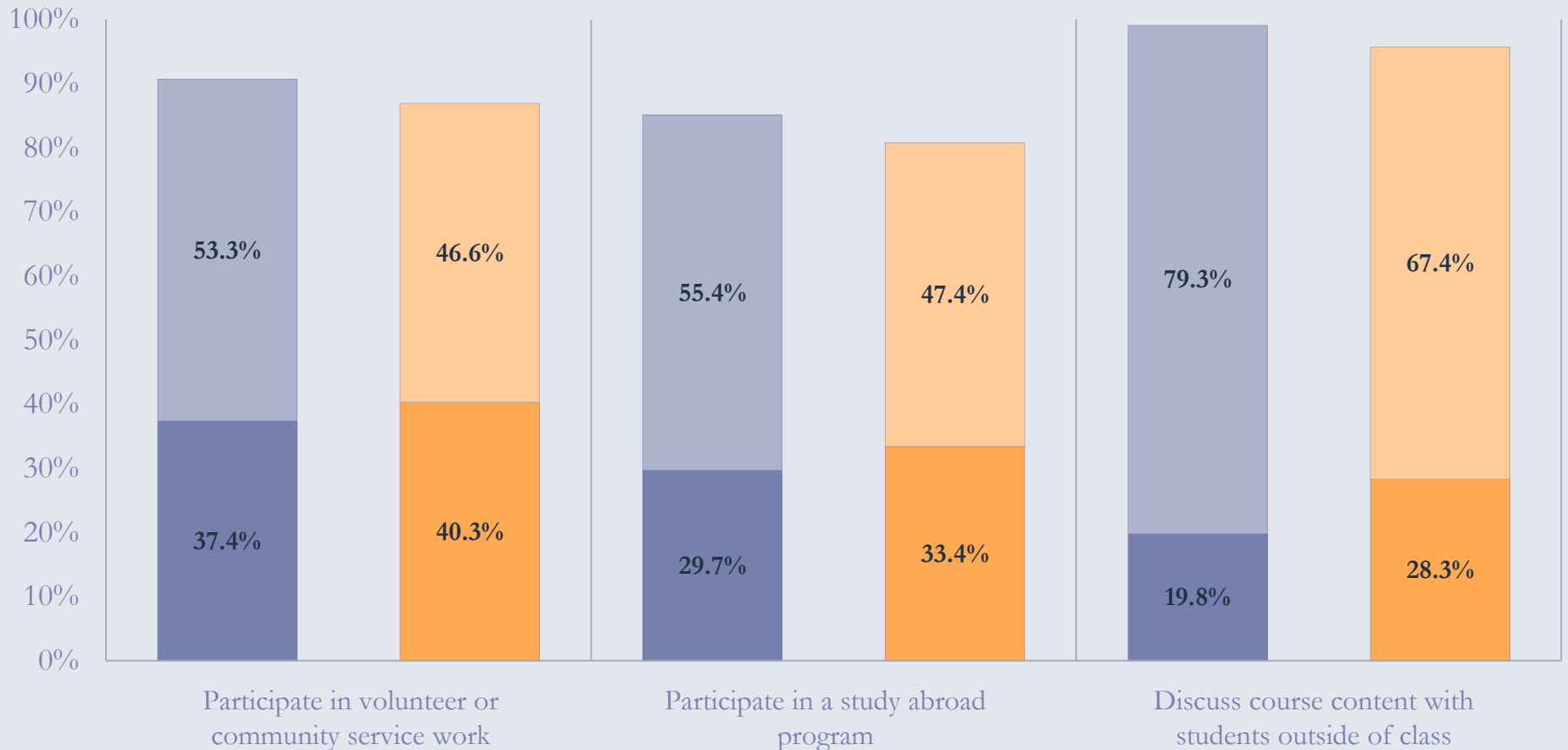


Expectations for College Life

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:

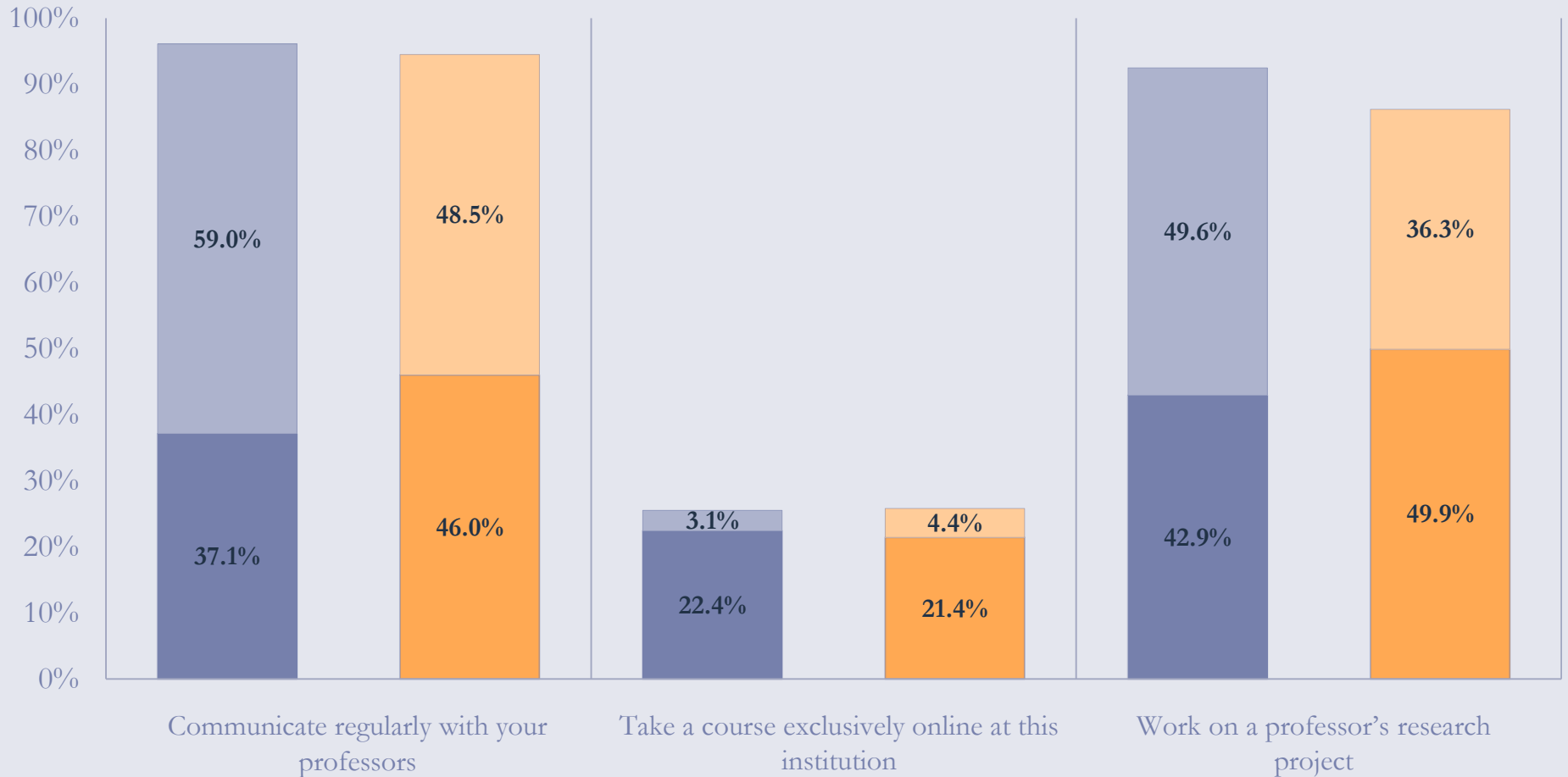


Your Institution
 ■ Very Good Chance
 ■ Some Chance

Comparison Group
 ■ Very Good Chance
 ■ Some Chance

Expectations for College Life

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



Your Institution

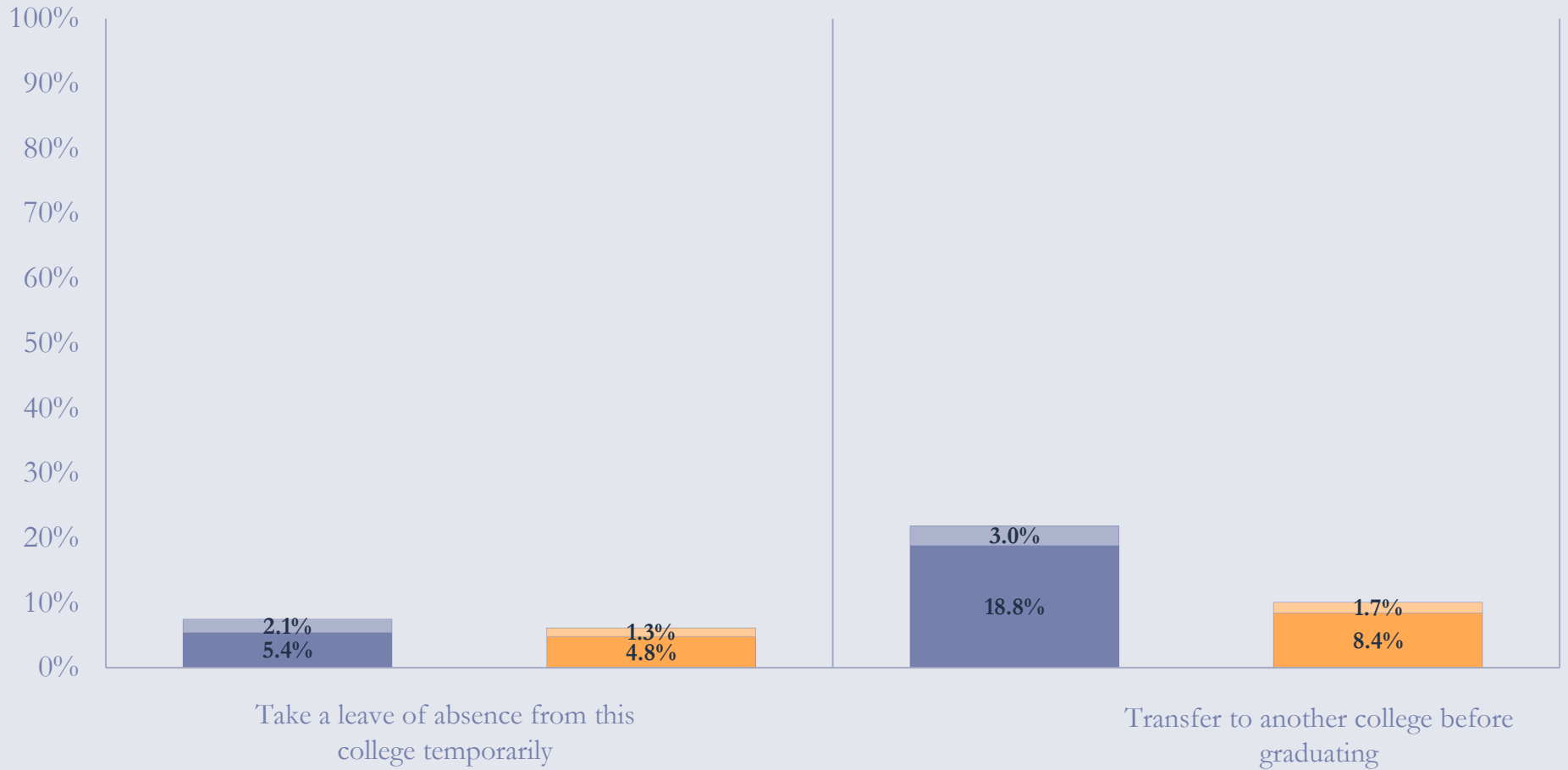
- Very Good Chance
- Some Chance

Comparison Group

- Very Good Chance
- Some Chance

Expectations for College Life

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



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
The Faculty Survey

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu