Earlham College
CIRP Freshman Survey
2014 Results

First-time, Full-time Freshmen

Earlham College
N=231

Other Religious 4yr Colleges-high selectivity
N=10,714

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
Table of Contents

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

51.9% Male  48.1% Female

Comparison Group

57.2% Male  42.8% Female
Demographics

Race/Ethnicity

- African American/ Black: 9.6%
- American Indian/ Alaska Native: 0.4%
- Asian/ Native Hawaiian/ Pacific Islander: 13.6%
- Latino: 3.9%
- White/ Caucasian: 76.0%
- Other Race/ Ethnicity: 3.1%
- Two or More Races/ Ethnicities: 17.5%

Your Institution: blue bars
Comparison Group: orange bars
Demographics

How many miles is this college from your permanent home?

- 5 or less: 1.3% (Your Institution), 3.2% (Comparison Group)
- 6-10: 0.0% (Your Institution), 3.1% (Comparison Group)
- 11-50: 2.7% (Your Institution), 15.9% (Comparison Group)
- 51-100: 10.2% (Your Institution), 16.3% (Comparison Group)
- 101-500: 24.8% (Your Institution), 33.0% (Comparison Group)
- Over 500: 61.1% (Your Institution), 28.6% (Comparison Group)
Demographics

From what kind of high school did you graduate?

- **Public school (not charter or magnet):** 66.8%
- **Public charter school:** 55.4%
- **Public magnet school:** 4.9%
- **Private religious/parochial school:** 2.7%
- **Private independent college-prep school:** 2.9%
- **Private independent college-prep school:** 8.5%
- **Home school:** 15.3%
- **Home school:** 22.8%
- **Home school:** 10.9%
- **Home school:** 2.2%
- **Home school:** 1.4%

![Bar chart showing the distribution of high school types.](image)

- **Your Institution**
- **Comparison Group**
College Admissions Decisions

Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
College Admissions Decisions

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2.6%</td>
<td>9.2%</td>
</tr>
<tr>
<td>1</td>
<td>3.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td>2</td>
<td>6.2%</td>
<td>10.6%</td>
</tr>
<tr>
<td>3</td>
<td>5.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>4</td>
<td>10.6%</td>
<td>13.9%</td>
</tr>
<tr>
<td>5</td>
<td>15.9%</td>
<td>11.2%</td>
</tr>
<tr>
<td>6</td>
<td>10.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>7-10</td>
<td>30.0%</td>
<td>17.7%</td>
</tr>
<tr>
<td>11 or more</td>
<td>15.0%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>
Were you accepted by your first choice college?

- Yes: 73.3%
- No: 26.7%

**College Acceptance**

Is this college your …

- First Choice: 54.0%
- Second Choice: 24.3%
- Third Choice: 11.9%
- Less than Third Choice: 9.7%

- Comparison Group: 67.8%
- Comparison Group: 21.3%
- Comparison Group: 7.3%
- Comparison Group: 3.6%
In deciding to *go to college*, how important to you was each of the following reasons?

- To be able to get a better job
  - Very Important: 32.0%
  - Somewhat Important: 68.0%
- To gain a general education and appreciation of ideas
  - Very Important: 76.9%
  - Somewhat Important: 23.1%
- To make me a more cultured person
  - Very Important: 66.8%
  - Somewhat Important: 33.2%
- To be able to make more money
  - Very Important: 42.3%
  - Somewhat Important: 57.7%
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: 85.5% Very Important, 13.2% Somewhat Important, 13.9% Not Important
- To get training for a specific career: 85.2% Very Important, 32.8% Somewhat Important, 23.1% Not Important
- To prepare myself for graduate or professional school: 55.7% Very Important, 32.5% Somewhat Important, 28.4% Not 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*?

<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>36.3%</td>
<td>60.6%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>45.8%</td>
<td>70.6%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>44.7%</td>
<td>44.3%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>44.7%</td>
<td>31.9%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>41.2%</td>
<td>46.3%</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>I was offered financial assistance</td>
<td>20.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>34.1%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>12.5%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>17.0%</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents wanted me to come here</td>
<td>40.1%</td>
<td>11.5%</td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>15.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A visit to the campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family resources</td>
<td>86.6%</td>
<td>86.2%</td>
</tr>
<tr>
<td>Personal resources</td>
<td>67.9%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Aid not to be repaid</td>
<td>86.1%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Aid to be repaid</td>
<td>55.8%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Other sources</td>
<td>7.4%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Financing College

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

- None: 32.0% (Your Institution), 35.4% (Comparison Group)
- Some: 60.9% (Your Institution), 54.5% (Comparison Group)
- Major: 7.1% (Your Institution), 10.0% (Comparison Group)
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 remedial work in any of the following subjects?
Do you feel you *will need* any 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 measures skills and dispositions appropriate for living and working in a diverse society.

Construct Items

- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective
Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

### Construct Items

- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
Engaged citizens are a critical element in the functioning of our democratic society. Civic Engagement measures the extent to which students are motivated and involved in civic, electoral and political activities.

Construct Items

- Publicly communicated your opinion about a cause
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt overwhelmed by all you had to do</td>
<td>53.3%</td>
</tr>
<tr>
<td>Felt depressed</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

- **Your Institution**: Frequently (38.2%), Occasionally (51.9%)
- **Comparison Group**: Frequently (45.6%), Occasionally (38.5%)
Health and Wellness

Do you have any of the following disabilities or medical conditions?

- Learning disability: Your Institution 5.9% vs. Comparison Group 5.0%
- ADHD: Your Institution 10.0% vs. Comparison Group 9.1%
- Autism spectrum: Your Institution 3.6% vs. Comparison Group 1.0%
- Physical disability: Your Institution 4.1% vs. Comparison Group 3.7%
- Chronic illness: Your Institution 5.9% vs. Comparison Group 2.9%
- Psychological disorder: Your Institution 17.2% vs. Comparison Group 10.9%
Knowledge, Skills and Abilities

These items illustrate students’ views of their academic skills and abilities.
High School Experiences

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

- **English**: 7.2% (Your Institution), 7.7% (Comparison Group)
- **Reading**: 4.3% (Your Institution), 3.7% (Comparison Group)
- **Mathematics**: 62.3% (Your Institution), 30.6% (Comparison Group)
- **Writing**: 0.6% (Your Institution), 4.3% (Comparison Group)
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- General knowledge:
  - A Major Strength: 25.0%
  - Somewhat Strong: 46.9%
  - Strong: 23.4%

- Knowledge of a particular field or discipline:
  - A Major Strength: 28.5%
  - Somewhat Strong: 43.0%
  - Strong: 26.0%

- Foreign language ability:
  - A Major Strength: 12.3%
  - Somewhat Strong: 25.6%
  - Strong: 10.6%
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- Understanding of the problems facing your community:
  - 34.4% A Major Strength
  - 14.1% Somewhat Strong
  - 16.7% Somewhat Strong

- Understanding of national issues:
  - 30.7% A Major Strength
  - 11.2% Somewhat Strong
  - 27.0% Somewhat Strong

- Understanding of global issues:
  - 28.1% A Major Strength
  - 14.9% Somewhat Strong
  - 24.7% Somewhat Strong

Your Institution
- A Major Strength
- Somewhat Strong

Comparison Group
- A Major Strength
- Somewhat Strong
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- Critical thinking skills
- Problem-solving skills
- Ability to manage your time effectively

**Your Institution**
- A Major Strength
- Somewhat Strong

**Comparison Group**
- A Major Strength
- Somewhat Strong
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

Knowledge of people from different races/cultures

- **Your Institution**
  - A Major Strength: 38.6%
  - Somewhat Strong: 15.4%

- **Comparison Group**
  - A Major Strength: 43.2%
  - Somewhat Strong: 16.2%

Interpersonal skills

- **Your Institution**
  - A Major Strength: 32.2%
  - Somewhat Strong: 11.5%

- **Comparison Group**
  - A Major Strength: 34.4%
  - Somewhat Strong: 17.7%
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>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.0%</td>
<td>0.3%</td>
<td>1.8%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>16.4%</td>
<td>15.5%</td>
<td>9.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Business</td>
<td>5.8%</td>
<td>14.5%</td>
<td>7.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Education</td>
<td>1.8%</td>
<td>5.3%</td>
<td>17.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.7%</td>
<td>5.1%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>English</td>
<td>2.7%</td>
<td>2.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>4.9%</td>
<td>8.1%</td>
<td>4.4%</td>
<td>2.9%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>5.8%</td>
<td>4.5%</td>
<td>11.9%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>8.0%</td>
<td>11.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Med</td>
<td>16.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>5.1%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>
Expectations: Career
Please indicate your intended career.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>2.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Artist</td>
<td>8.4%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Business</td>
<td>7.9%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>1.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>7.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>6.9%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Engineer</td>
<td>0.5%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Government</td>
<td>3.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Health Professional</td>
<td>4.0%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Homemaker/Stay-at-Home Parent</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Information Technology Professional</td>
<td>5.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2.5%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Military</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>6.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Service Industry</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Social/Non-Profit Services</td>
<td>3.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>14.4%</td>
<td>9.8%</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

- 1 year: 0.0%
- 2 years: 0.5%
- 3 years: 0.1%
- 4 years: 98.2%
- 5 years: 0.5%
- 6+ years: 0.0%
- Do not plan to graduate from this college: 0.0%
Expectations: Degree Aspirations

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

- Vocational certificate: 0.9% (Your Institution) 0.5% (Comparison Group)
- Associate (A.A. or equivalent): 0.0% (Your Institution) 0.1% (Comparison Group)
- Bachelor's degree (B.A., B.S., etc.): 12.7% (Your Institution) 25.5% (Comparison Group)
- Master's degree (M.A., M.S., etc.): 38.2% (Your Institution) 39.5% (Comparison Group)
- Ph.D. or Ed.D.: 36.8% (Your Institution) 18.8% (Comparison Group)
- M.D., D.O., D.D.S., D.V.M.: 7.3% (Your Institution) 9.9% (Comparison Group)
- J.D. (Law): 2.3% (Your Institution) 4.2% (Comparison Group)
- B.D. or M.DIV. (Divinity): 0.0% (Your Institution) 0.2% (Comparison Group)
- Other: 1.8% (Your Institution) 0.8% (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
  - Your Institution: 44.6%
  - Comparison Group: 32.0%

- Participate in a study abroad program
  - Your Institution: 60.2%
  - Comparison Group: 22.6%

- Discuss course content with students outside of class
  - Your Institution: 61.8%
  - Comparison Group: 28.2%
Expectations for College Life
What is your best guess as to the chances that you will:

Communicate regularly with your professors
- Your Institution: Very Good Chance 52.9%, Some Chance 38.9%
- Comparison Group: Very Good Chance 48.5%, Some Chance 43.4%

Take a course exclusively online at this institution
- Your Institution: Some Chance 9.0%, Very Good Chance 3.2%
- Comparison Group: Some Chance 15.4%, Very Good Chance 4.9%

Work on a professor’s research project
- Your Institution: Very Good Chance 45.7%, Some Chance 33.8%
- Comparison Group: Very Good Chance 46.8%, Some Chance 30.0%
Expectations for College Life

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

- Need extra time to complete your degree requirements
  - Your Institution: 4.1% Very Good Chance, 13.1% Some Chance
  - Comparison Group: 4.2% Very Good Chance, 20.7% Some Chance

- Take a leave of absence from this college temporarily
  - Your Institution: 2.7% Very Good Chance, 8.2% Some Chance
  - Comparison Group: 2.4% Very Good Chance, 8.7% Some Chance

- Transfer to another college before graduating
  - Your Institution: 2.3% Very Good Chance, 18.7% Some Chance
  - Comparison Group: 3.1% Very Good Chance, 14.0% 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