



# University of California-San Diego

## CIRP Freshman Survey

### 2014 Results

**First-time, Full-time Freshmen**

**University of California-San Diego**  
N=4,136

**Public Universities-high selectivity**  
N=17,687

# INCOMING FIRST YEAR STUDENTS

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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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## A Note about CIRP Constructs

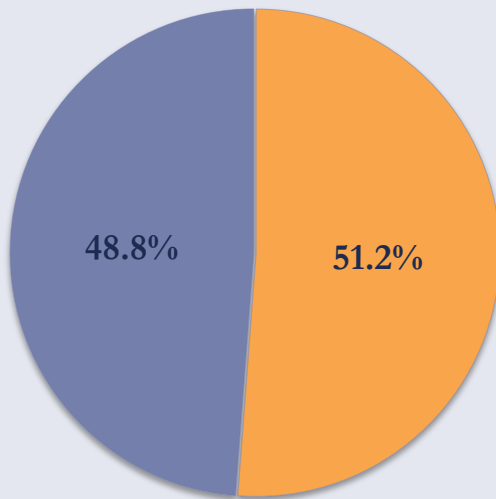
**We use the CIRP Constructs throughout this PowerPoint to help summarize important information about our students from the TFS.**

**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

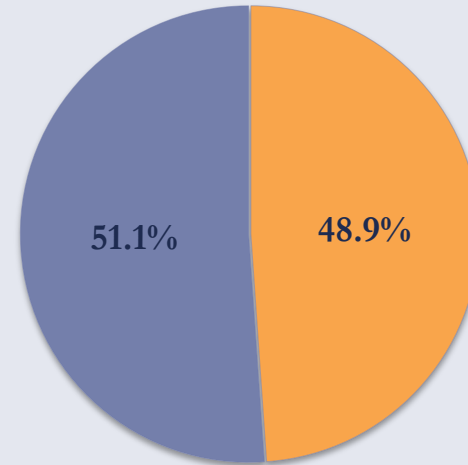
### SEX

UCSD



■ Male ■ Female

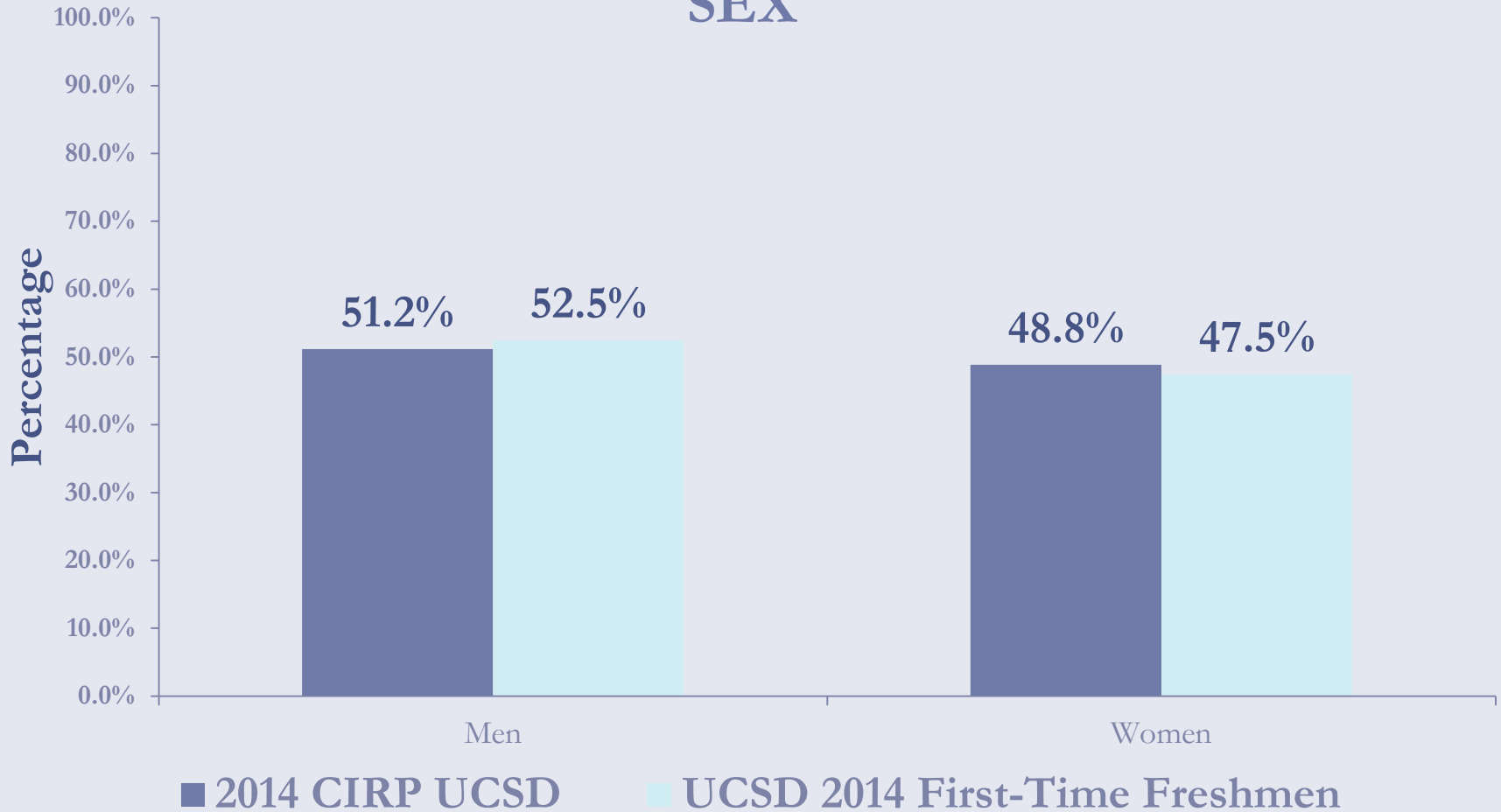
Pub Univ-Hi



■ Male ■ Female

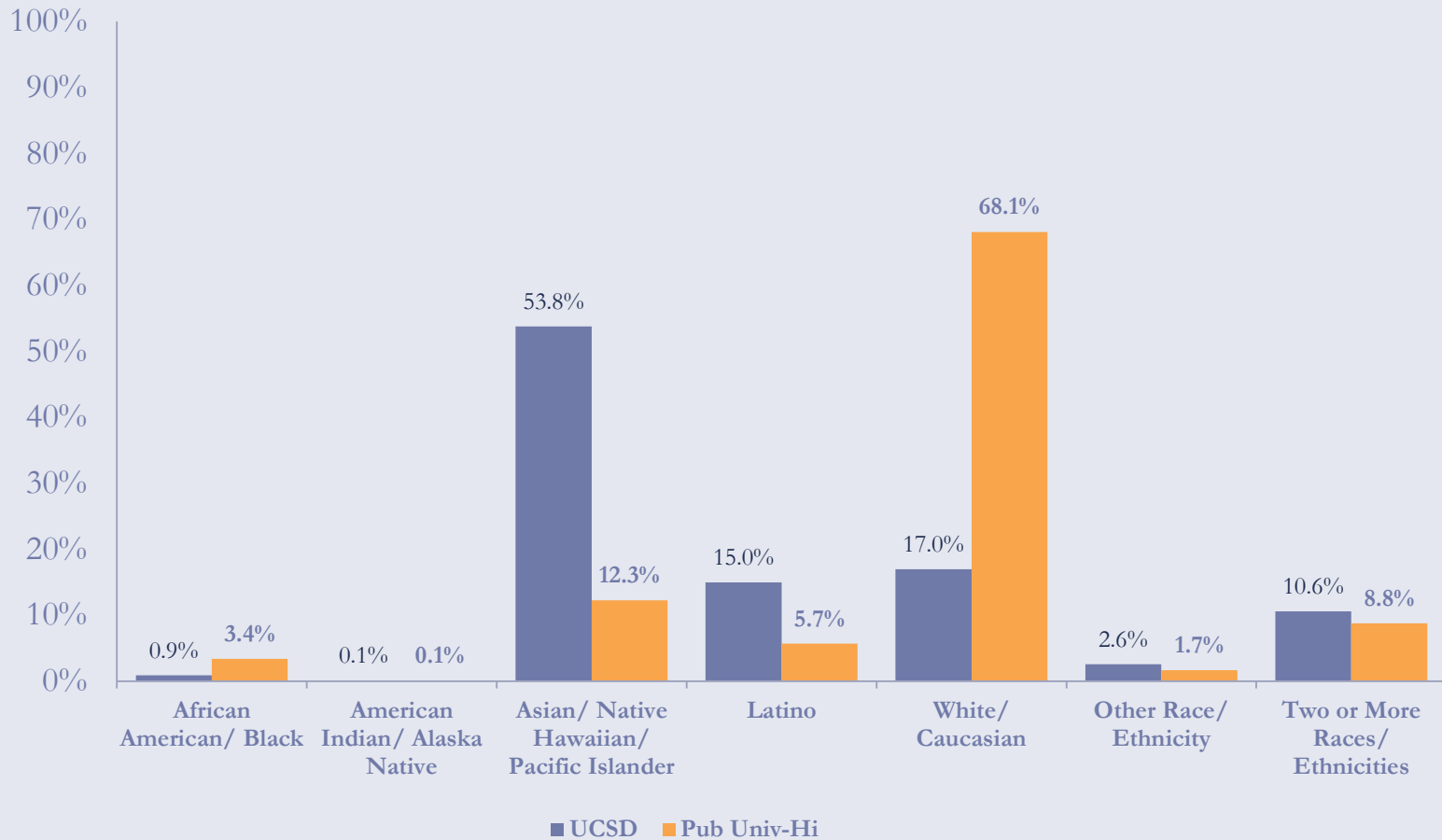
# Demographics

## SEX



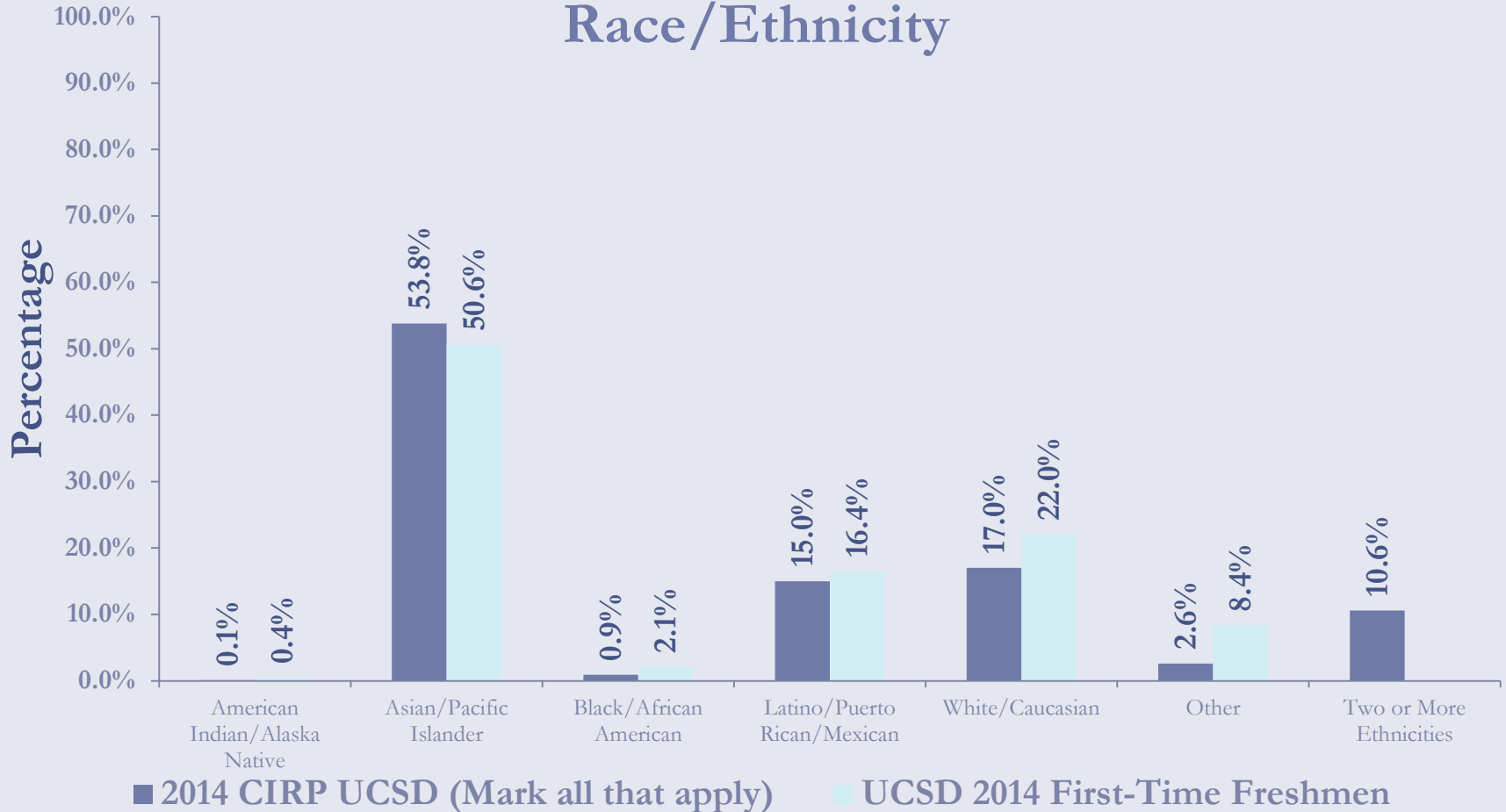
## Demographics

### Race/Ethnicity



# Demographics

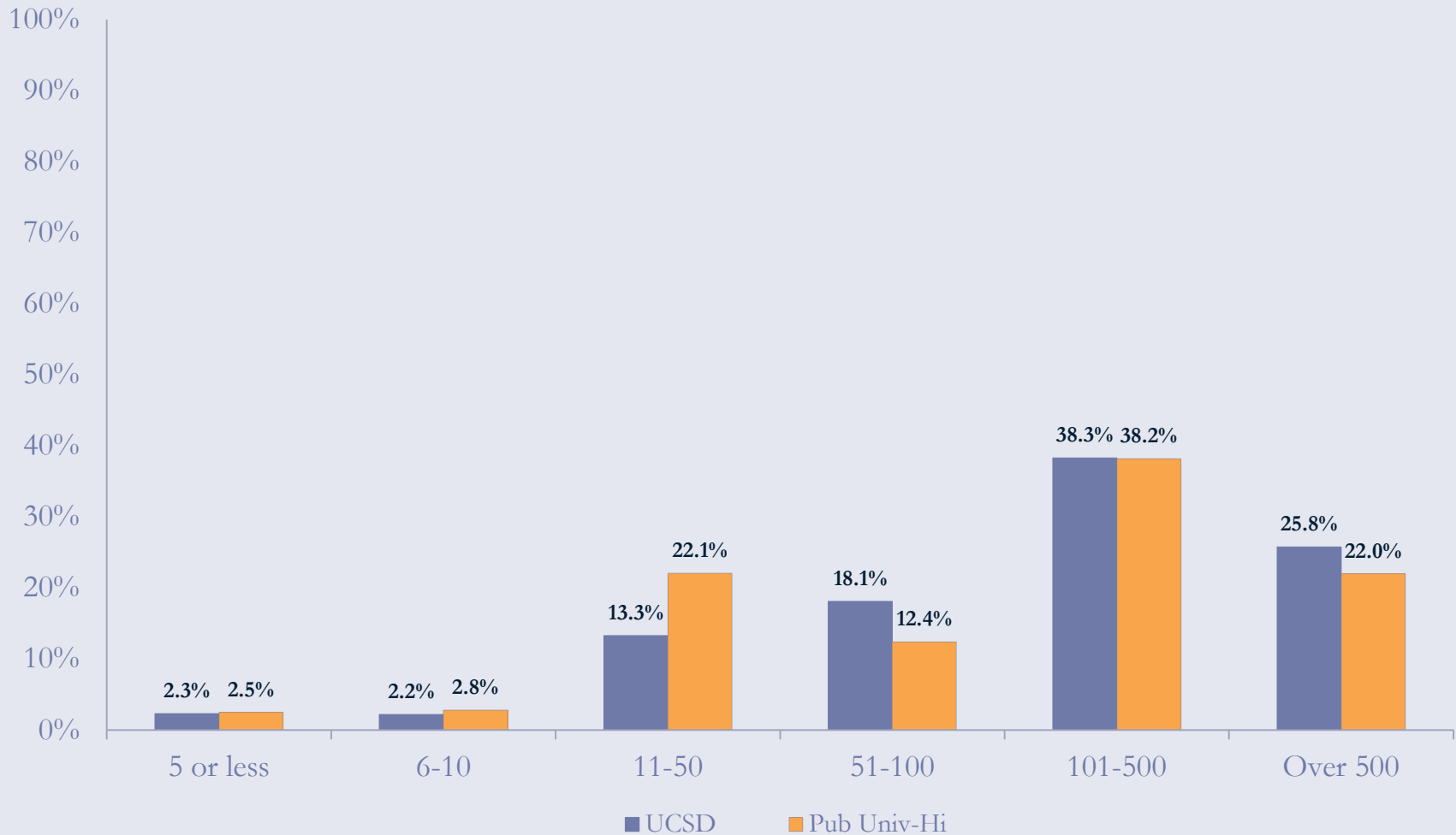
## Race/Ethnicity





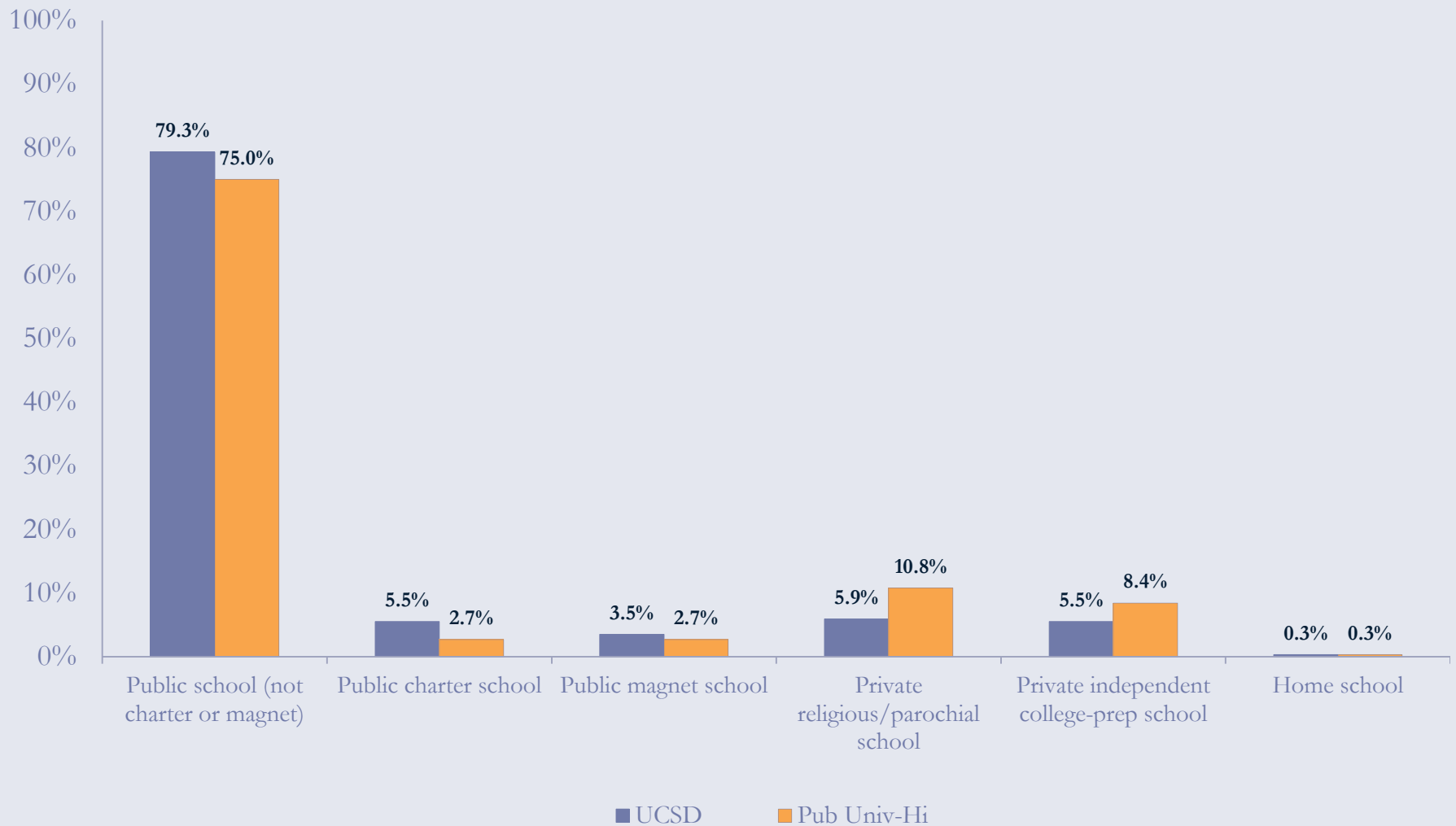
## Demographics

How many miles is this college from your permanent home?



# Demographics

From what kind of high school did you graduate?



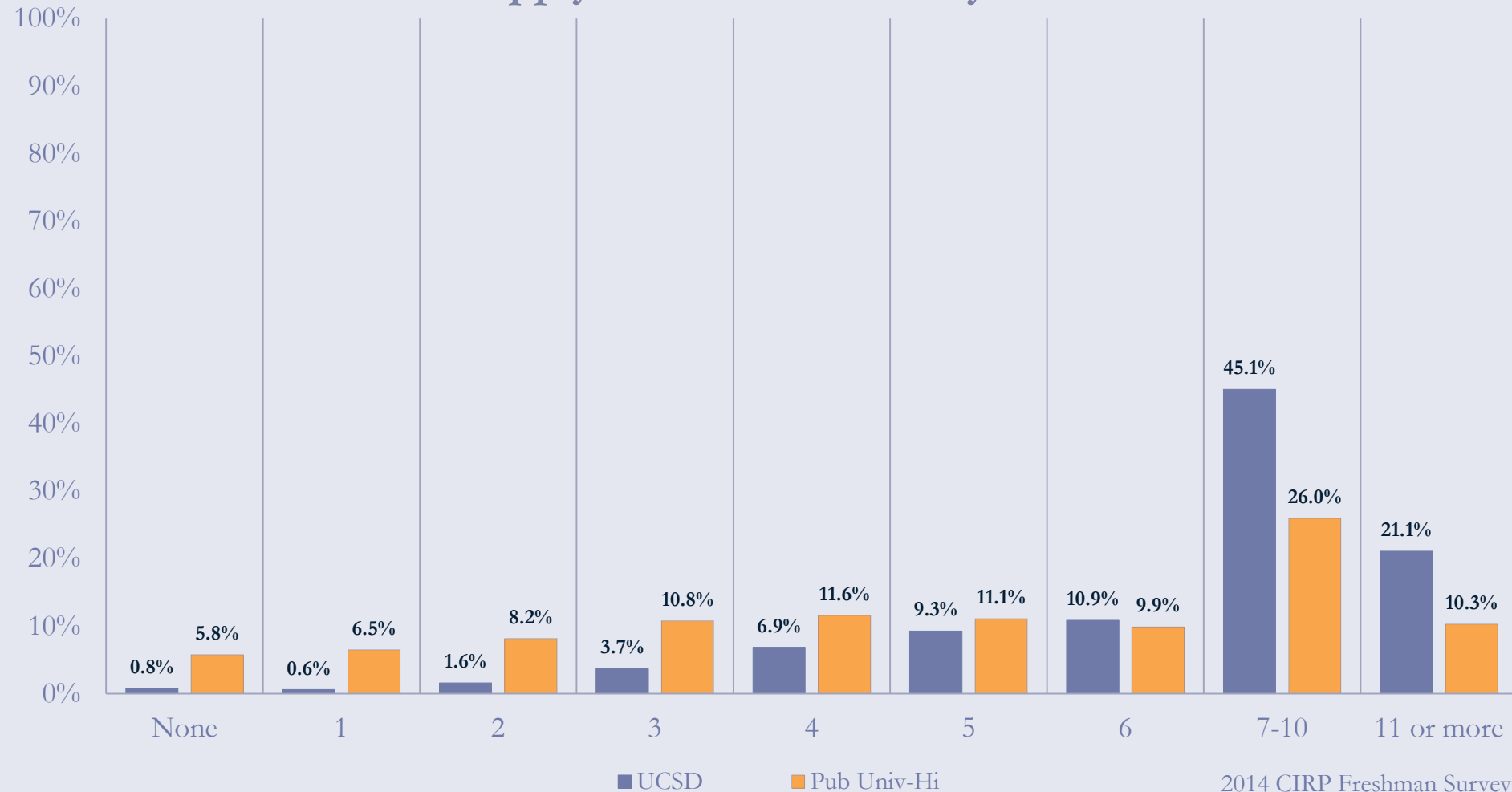


# College Admissions Decisions

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

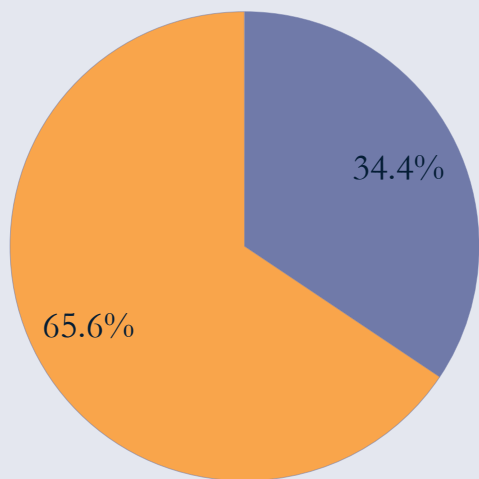
To how many colleges *other than this one* did you apply for admission this year?



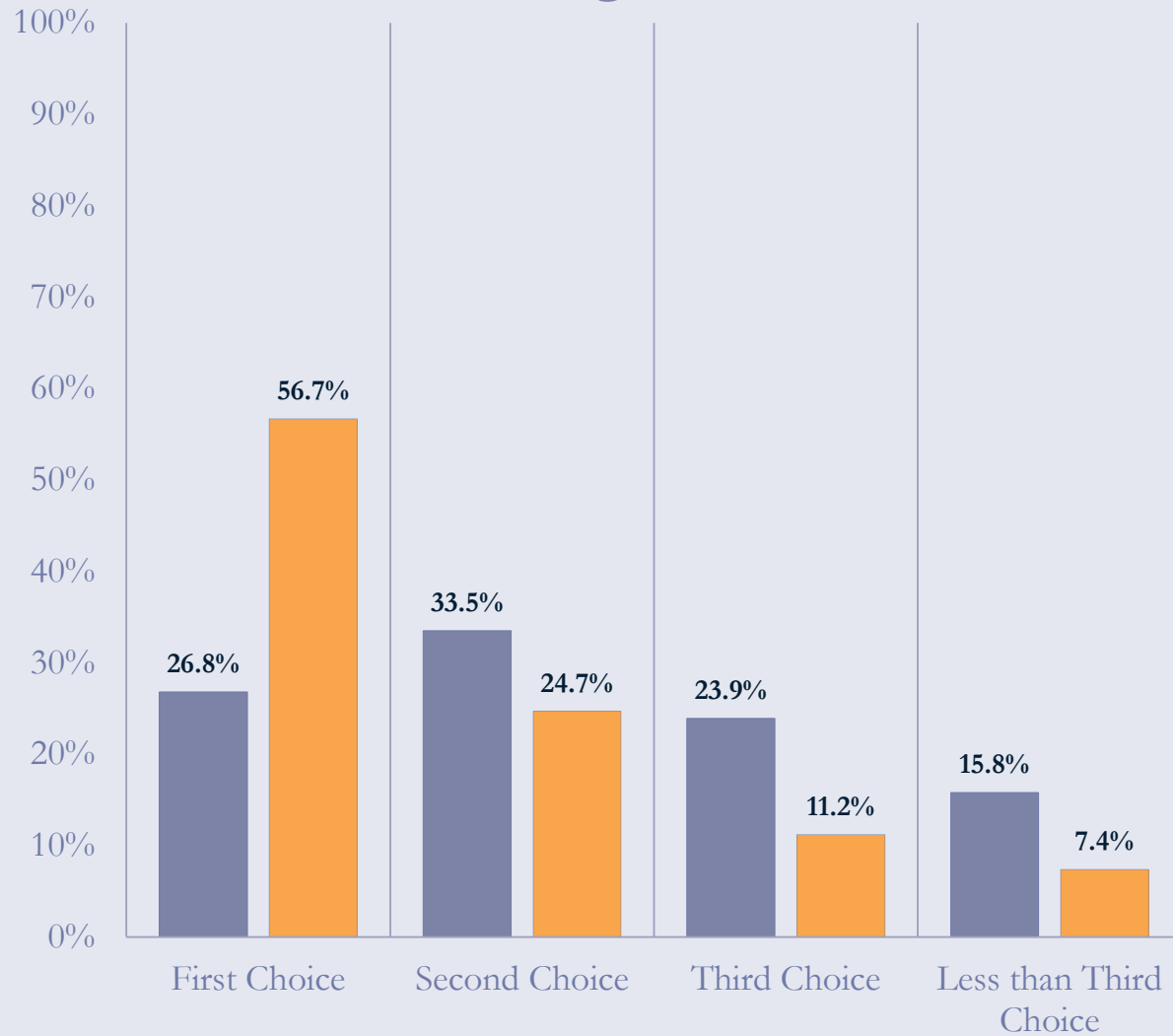
## College Acceptance

Is this college your ...

Were you accepted by your first choice college?



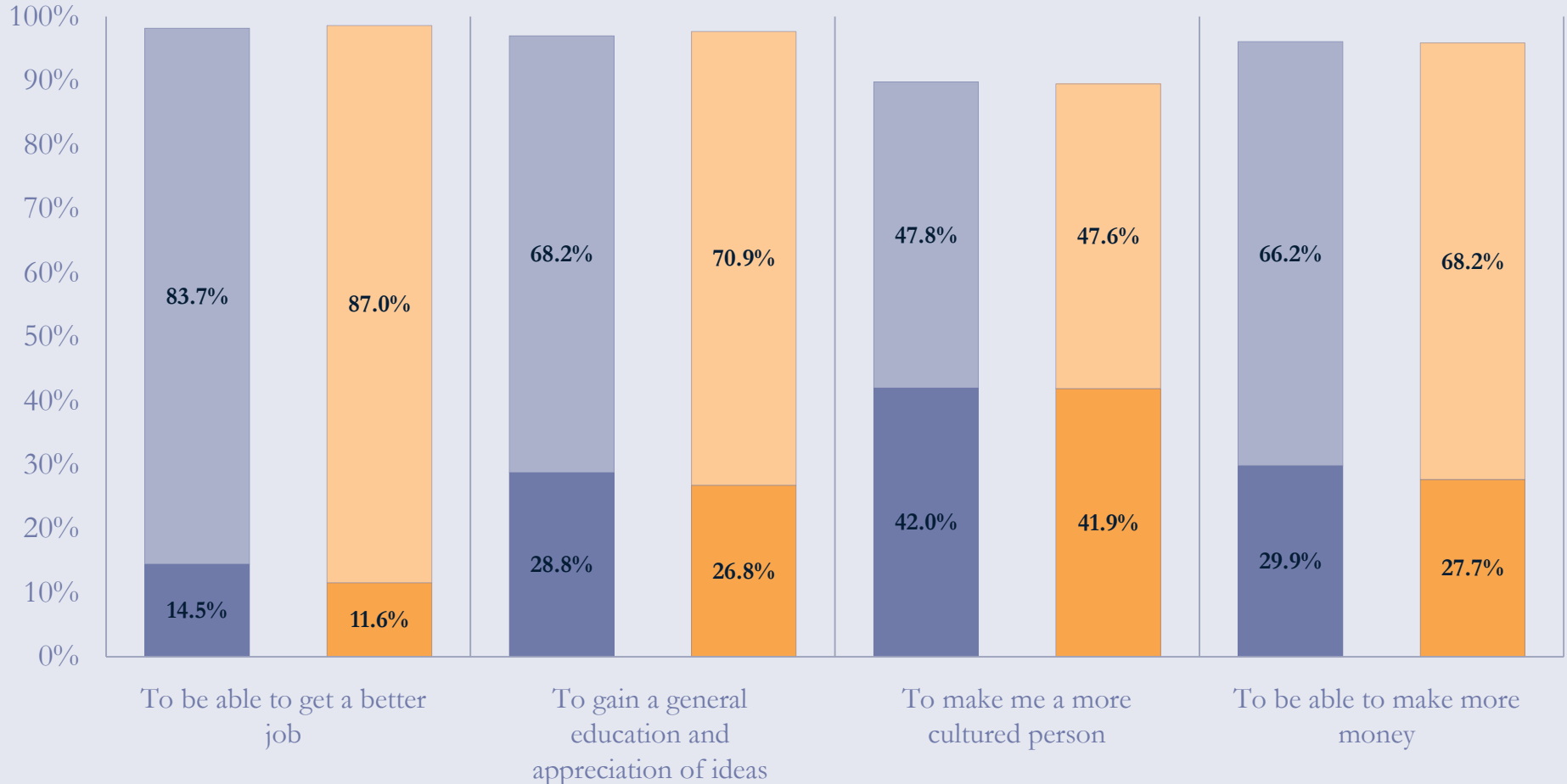
■ Yes ■ No



■ UCSD ■ Pub Univ-Hi

## College Choice

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



**UCSD**

Very Important  
Somewhat Important

**Pub Univ-Hi**

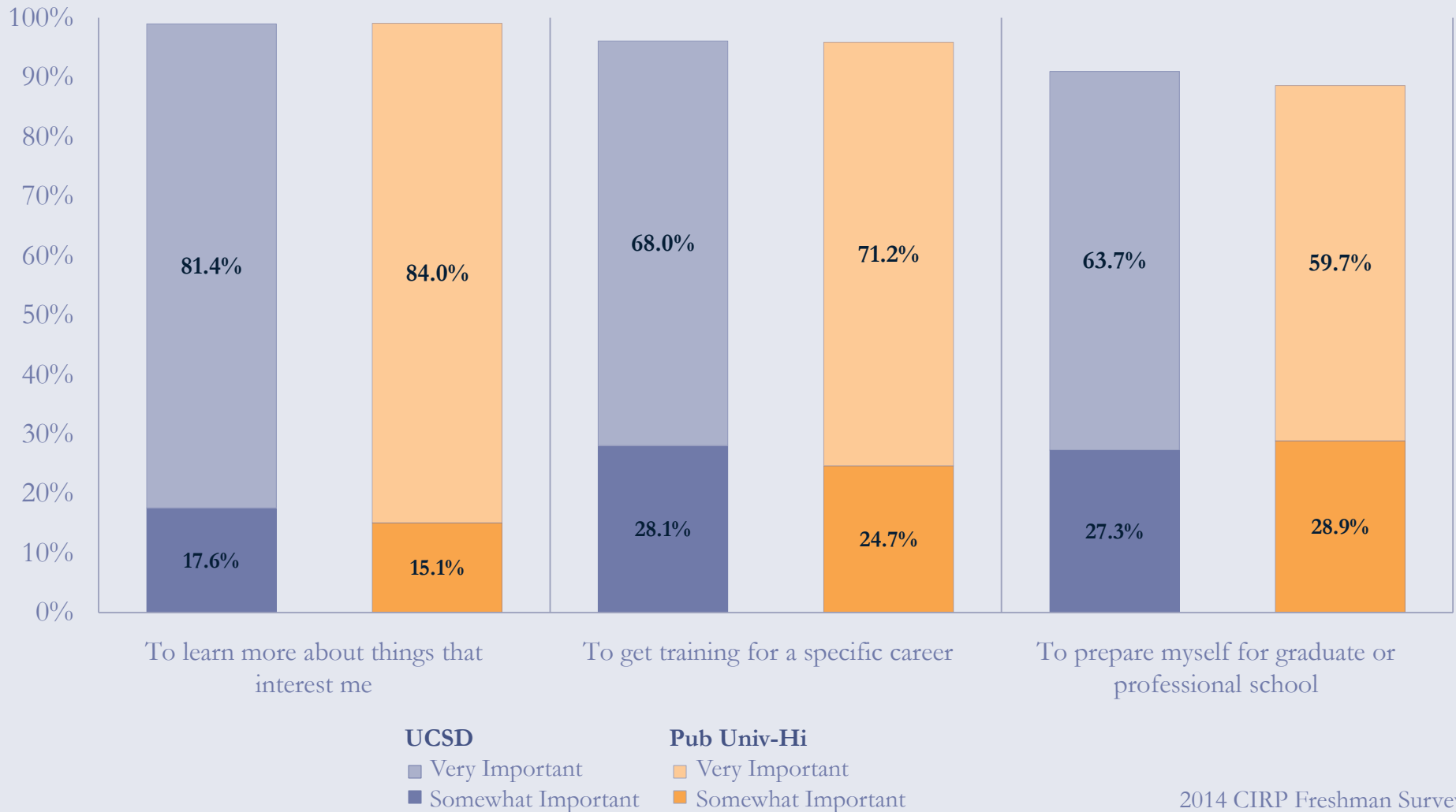
Very Important  
Somewhat Important

2014 CIRP Freshman Survey

Student Research & Information, Student Affairs

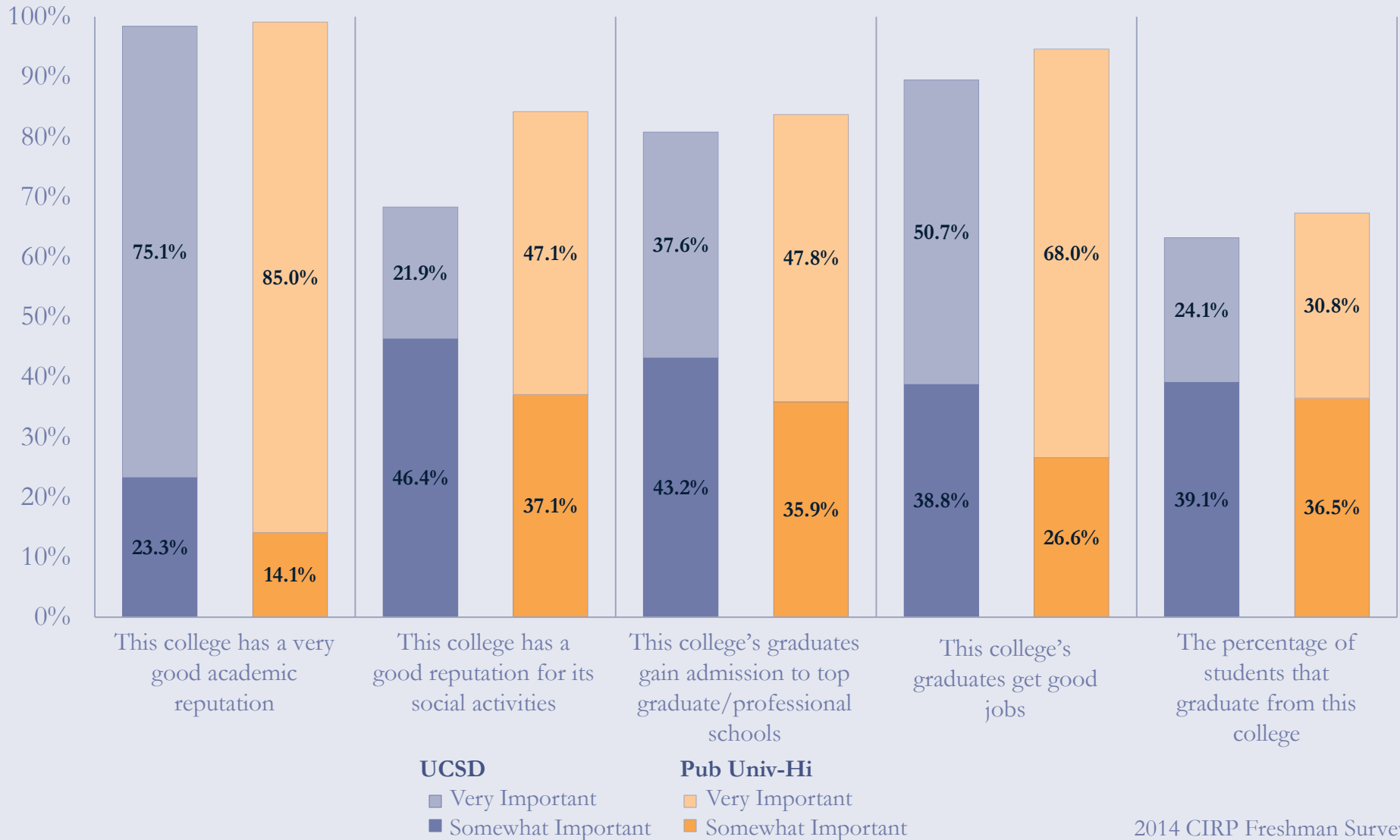
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## College Choice

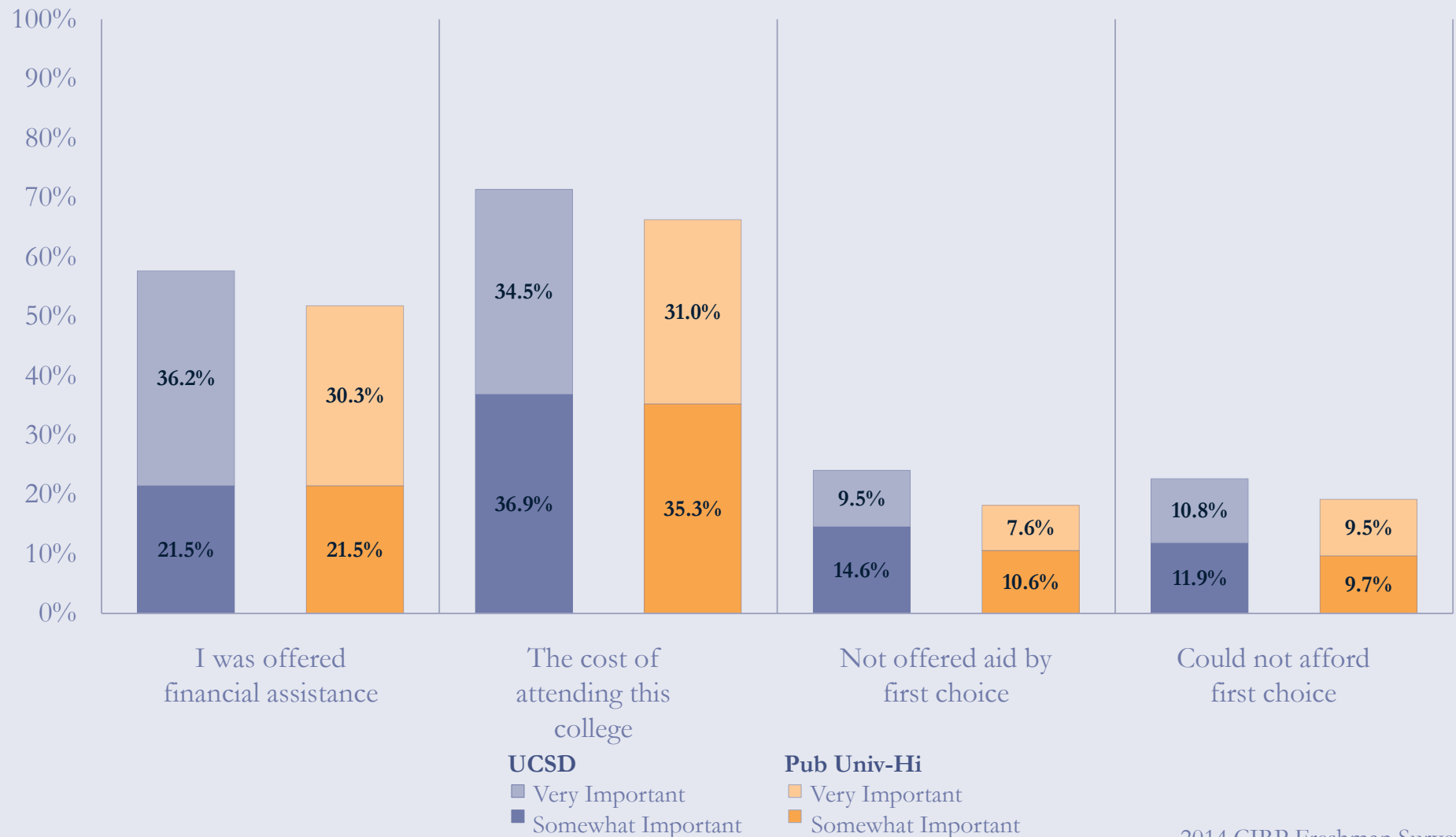
How important was each reason in your decision to attend *this college*?





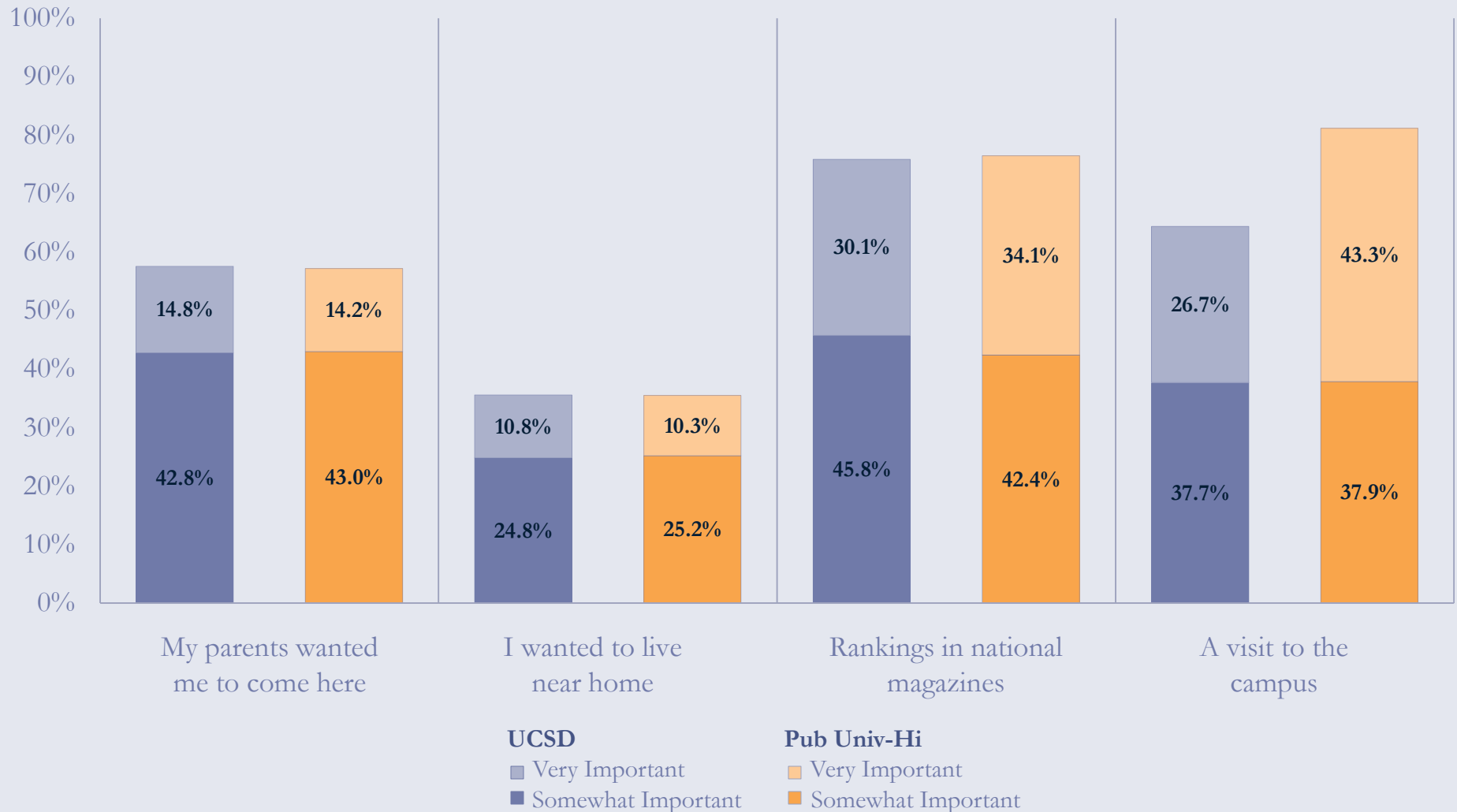
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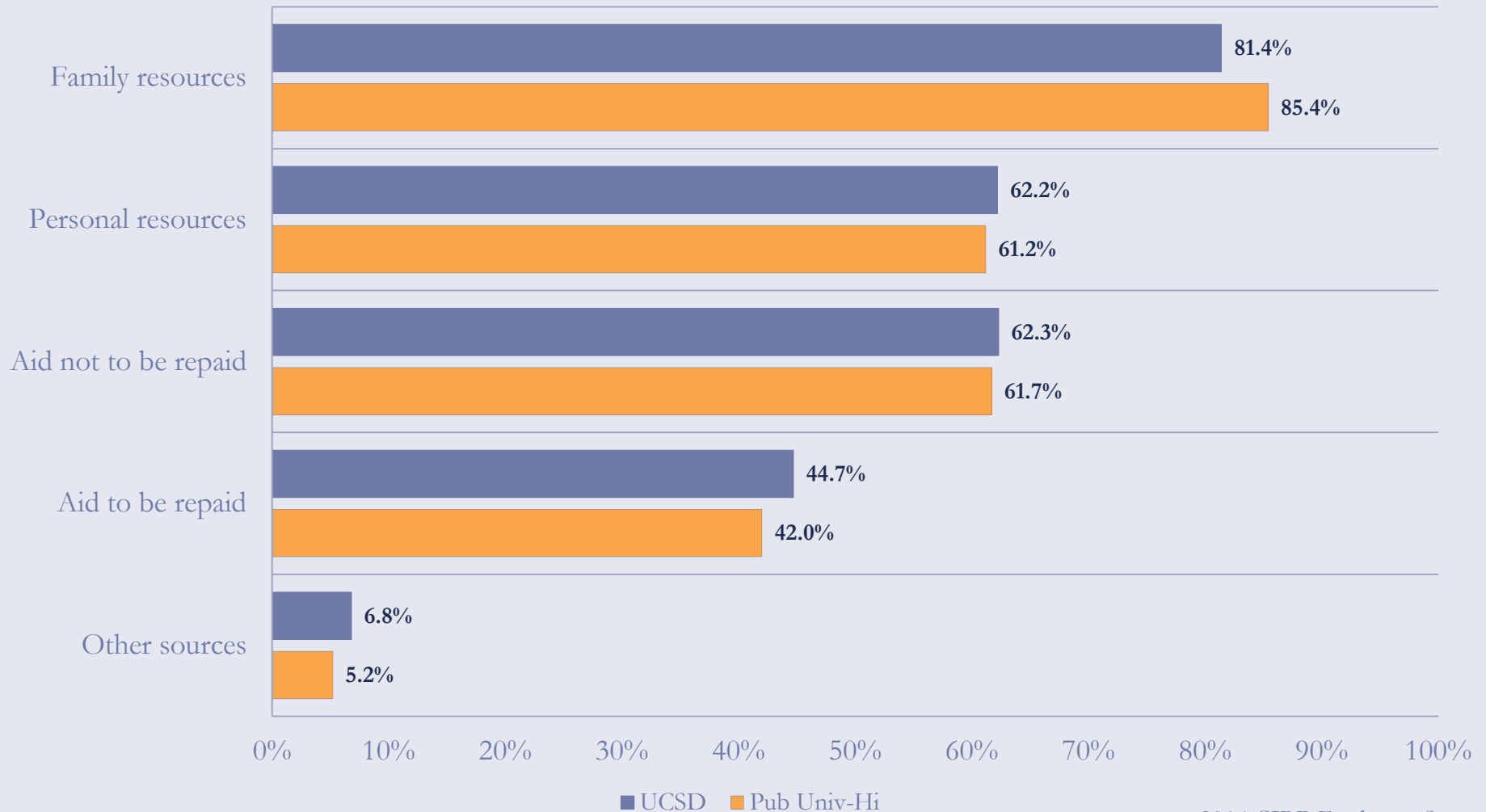


## Financing College

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

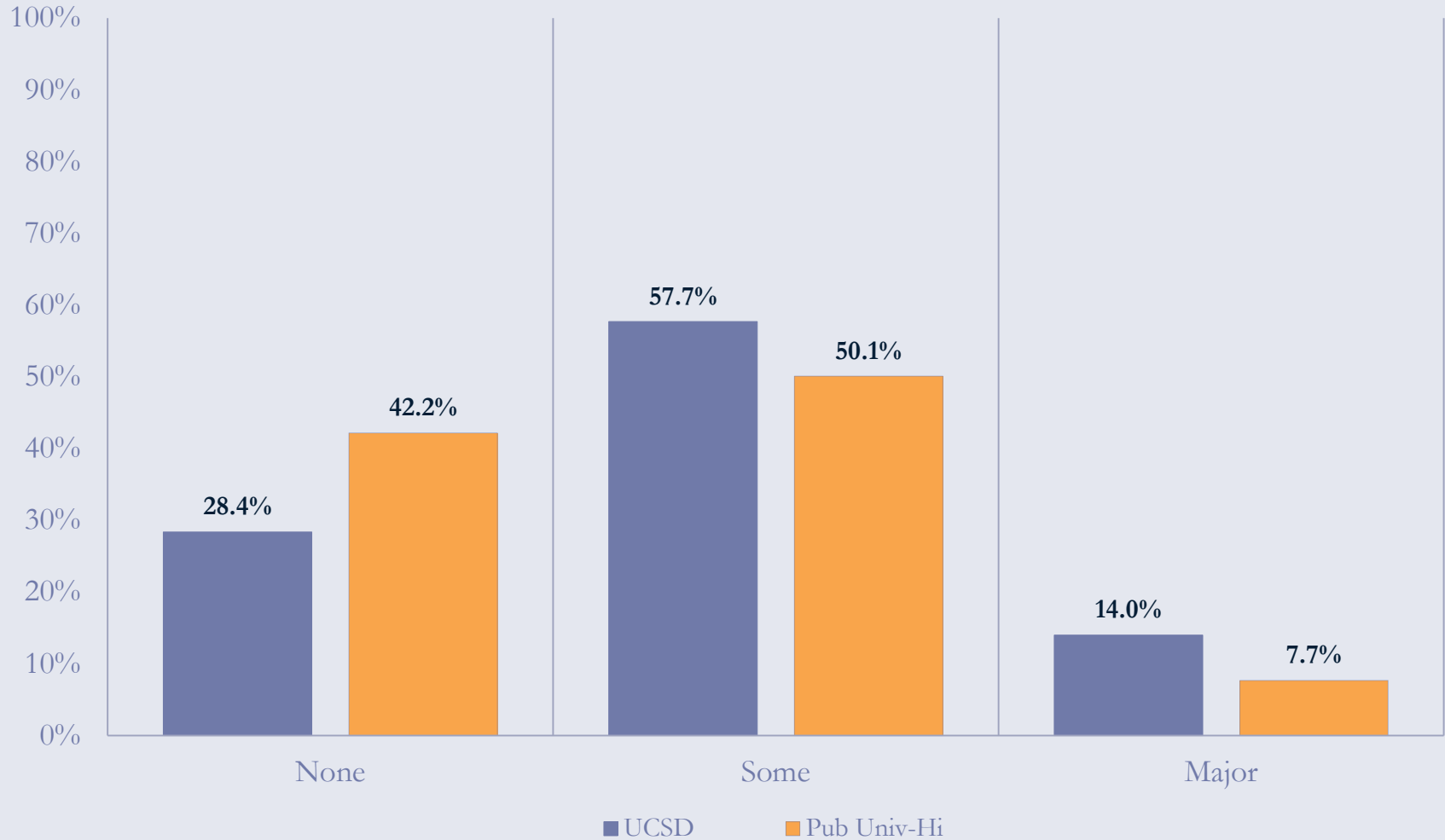
## Financing College

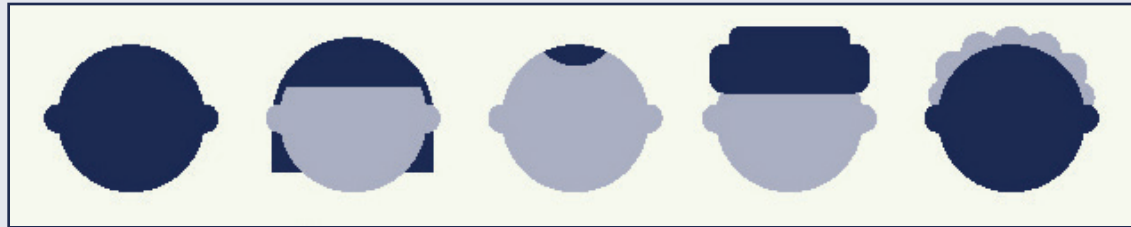
The percentage of students with at least some funds from these various sources.



## Financing College

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

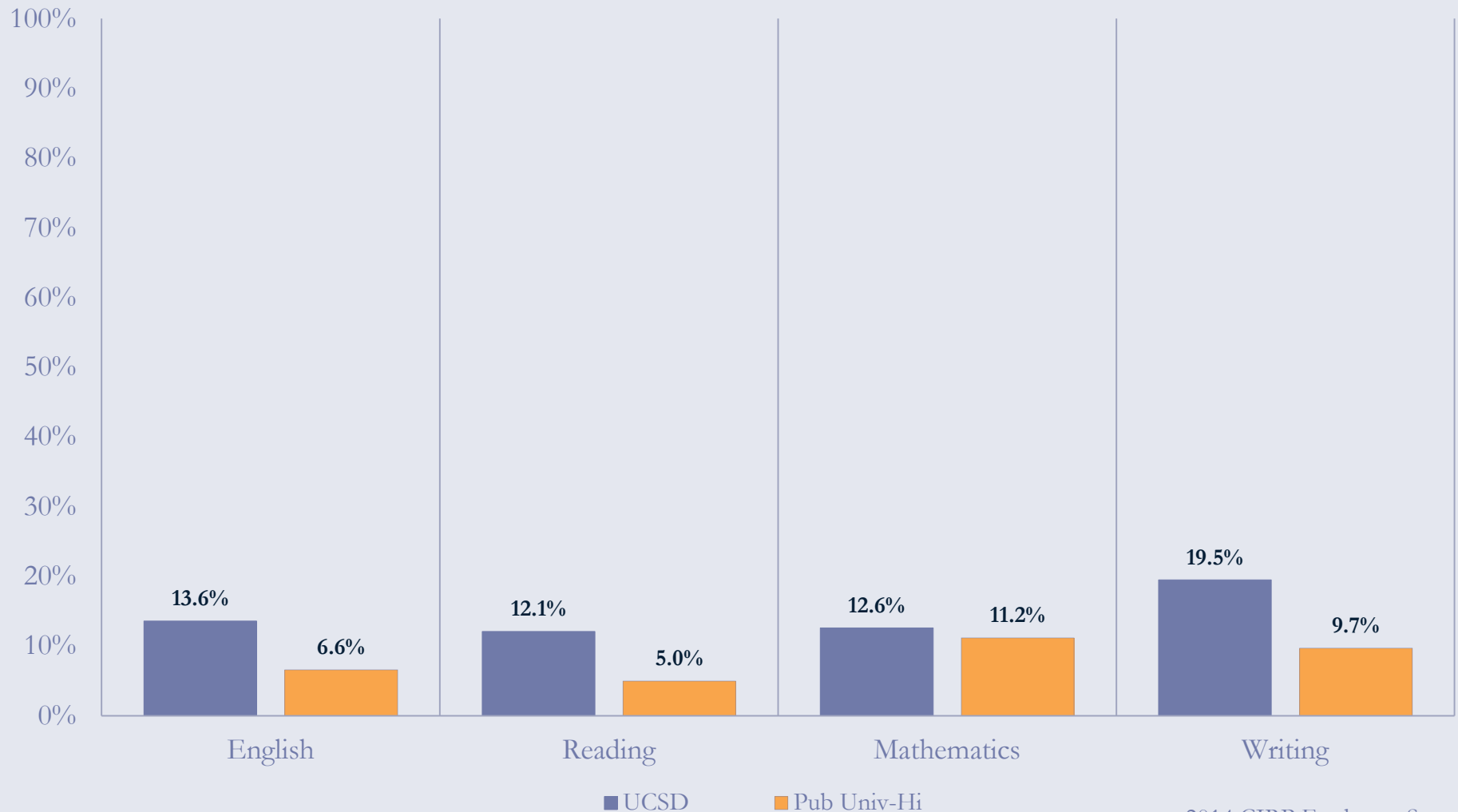
Have you *had* any remedial work in any of the following subjects?





## High School Experiences

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.

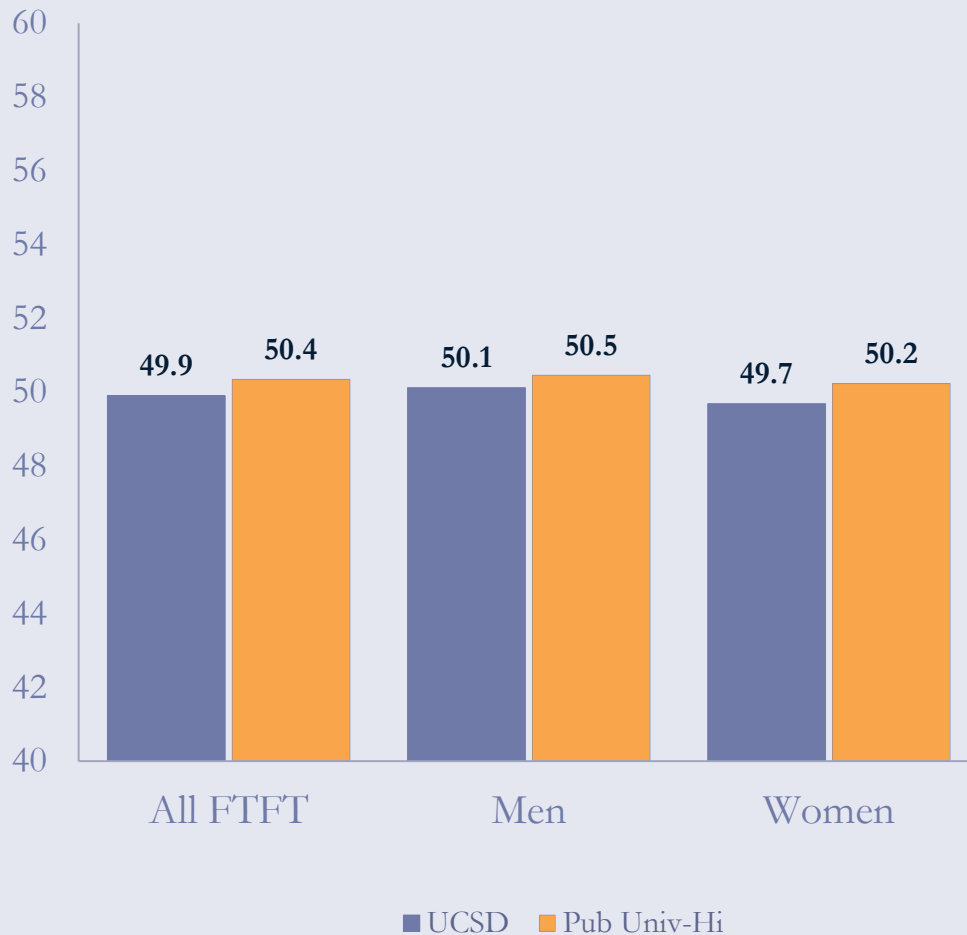


### Construct Items

- 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

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

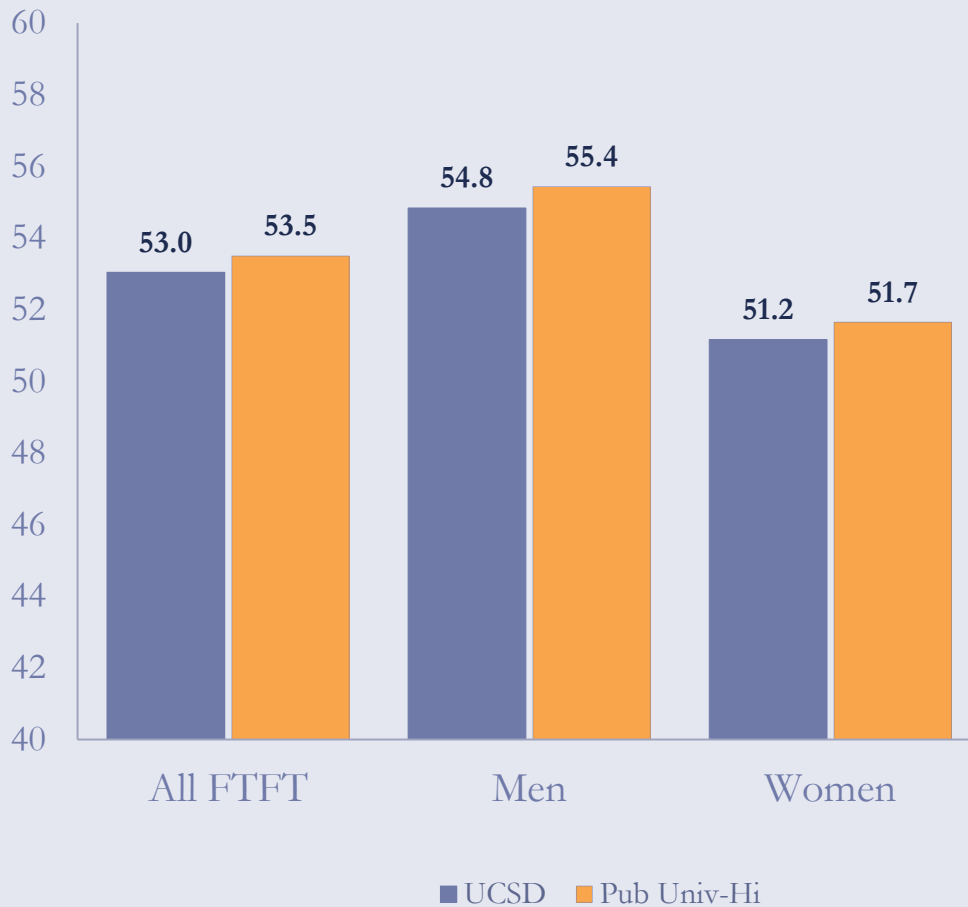


### Construct Items

- 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.

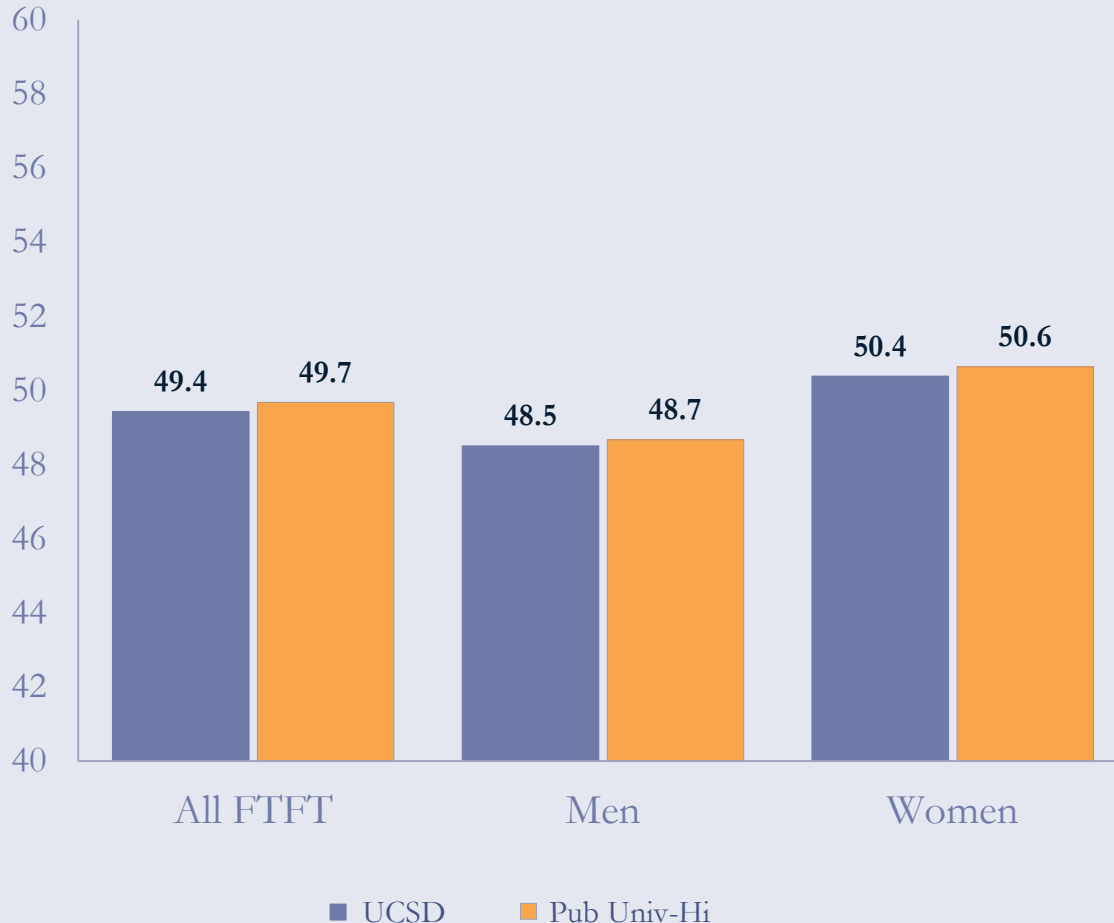


Construct Items

- 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.

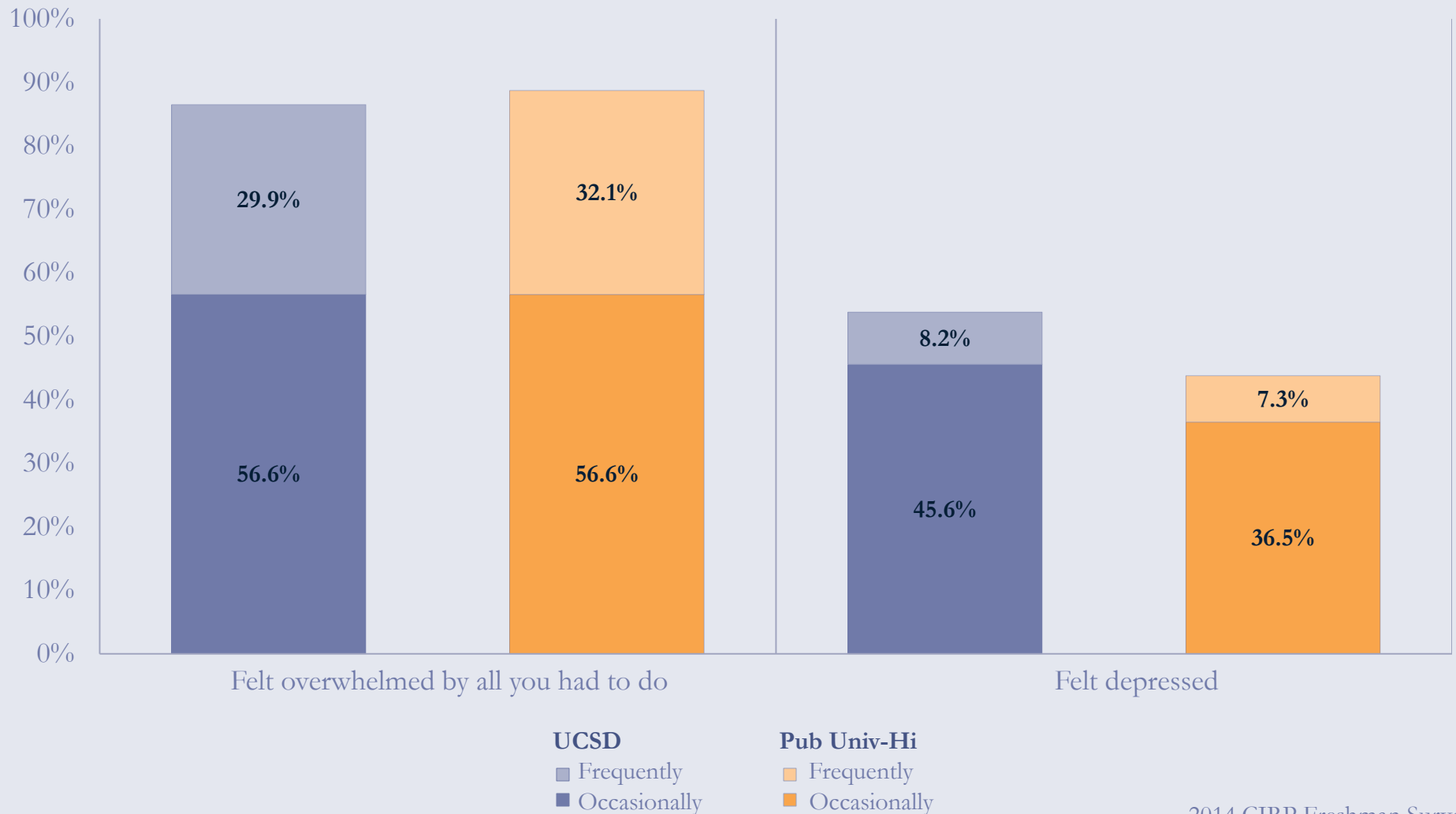


### Construct Items

- 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

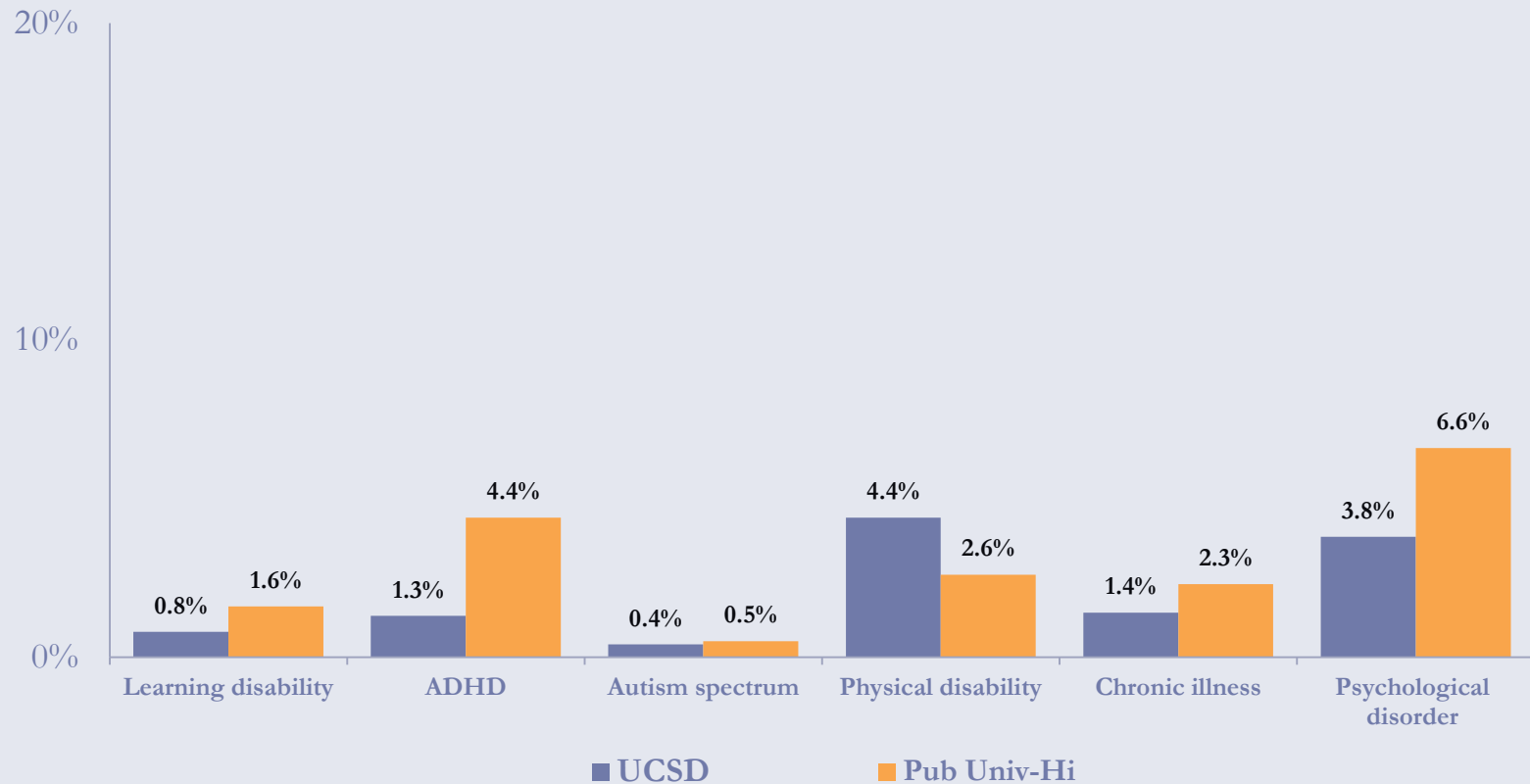
## Health and Wellness

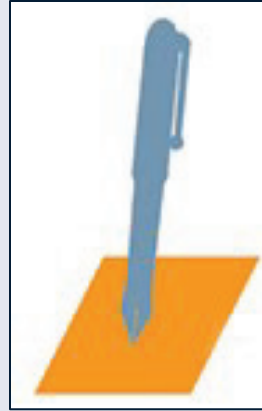
Students' physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.



## Health and Wellness

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





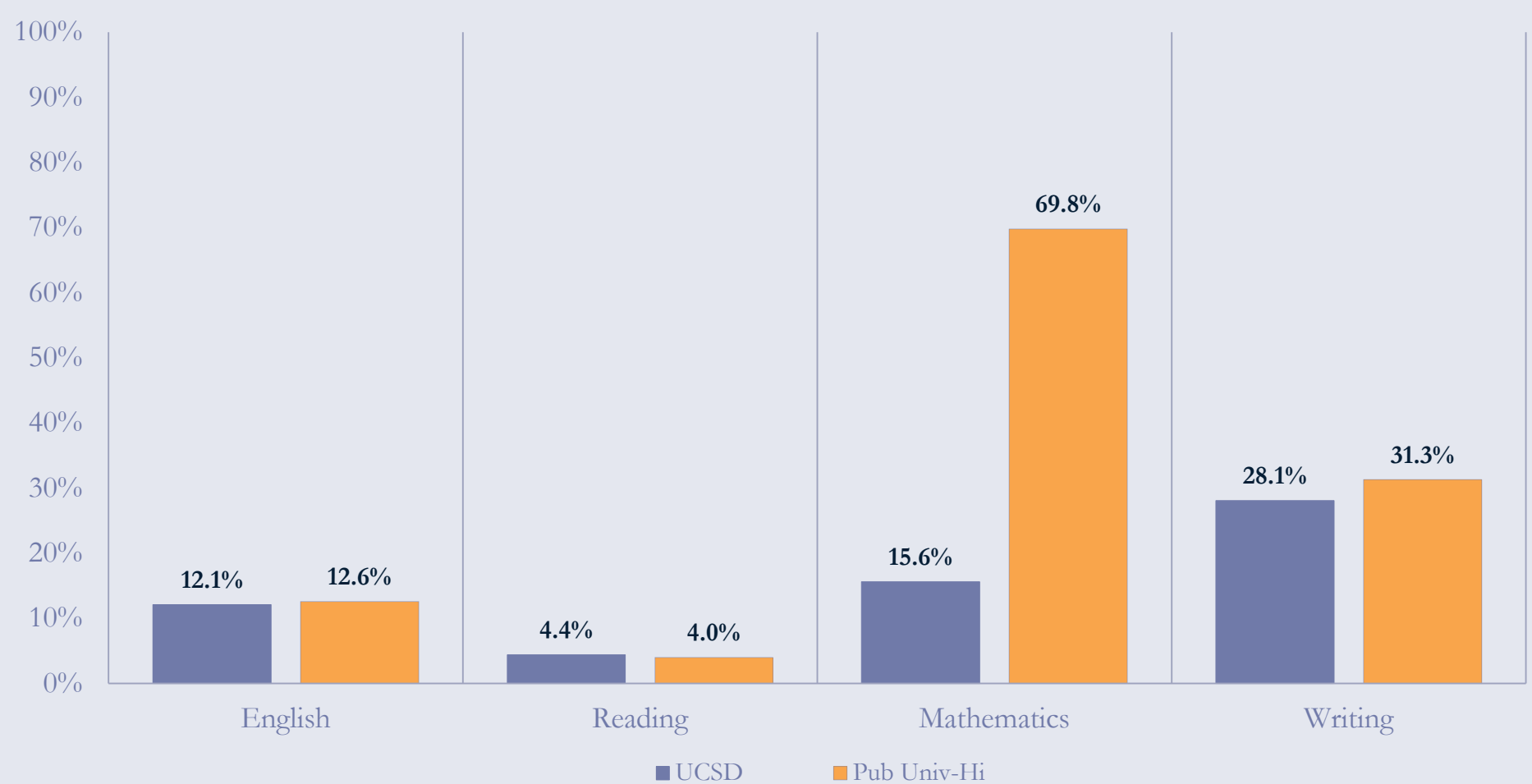
## Knowledge, Skills and Abilities

These items illustrate students' views of their academic skills and abilities.



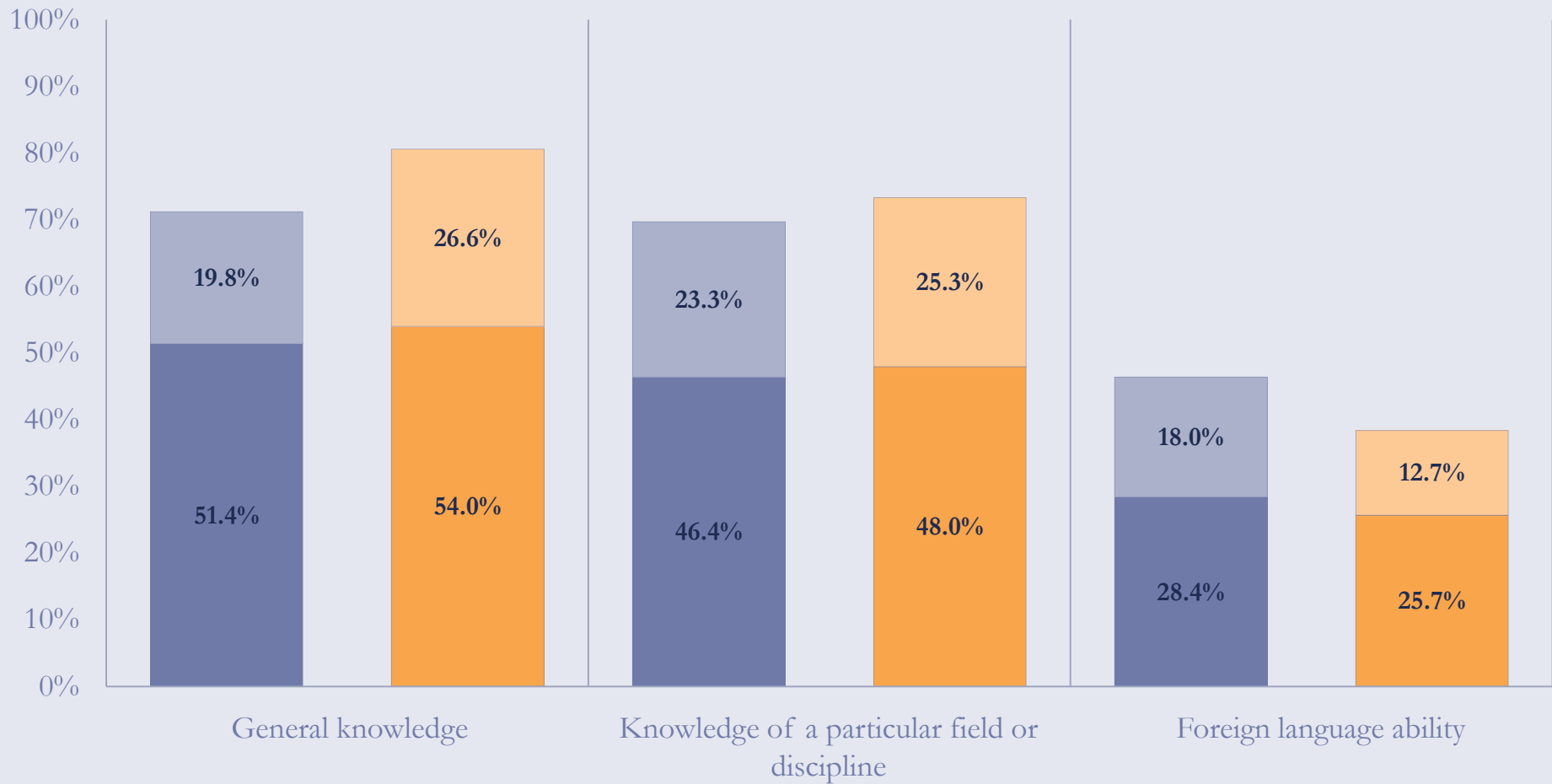
## High School Experiences

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



# 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:



**UCSD**

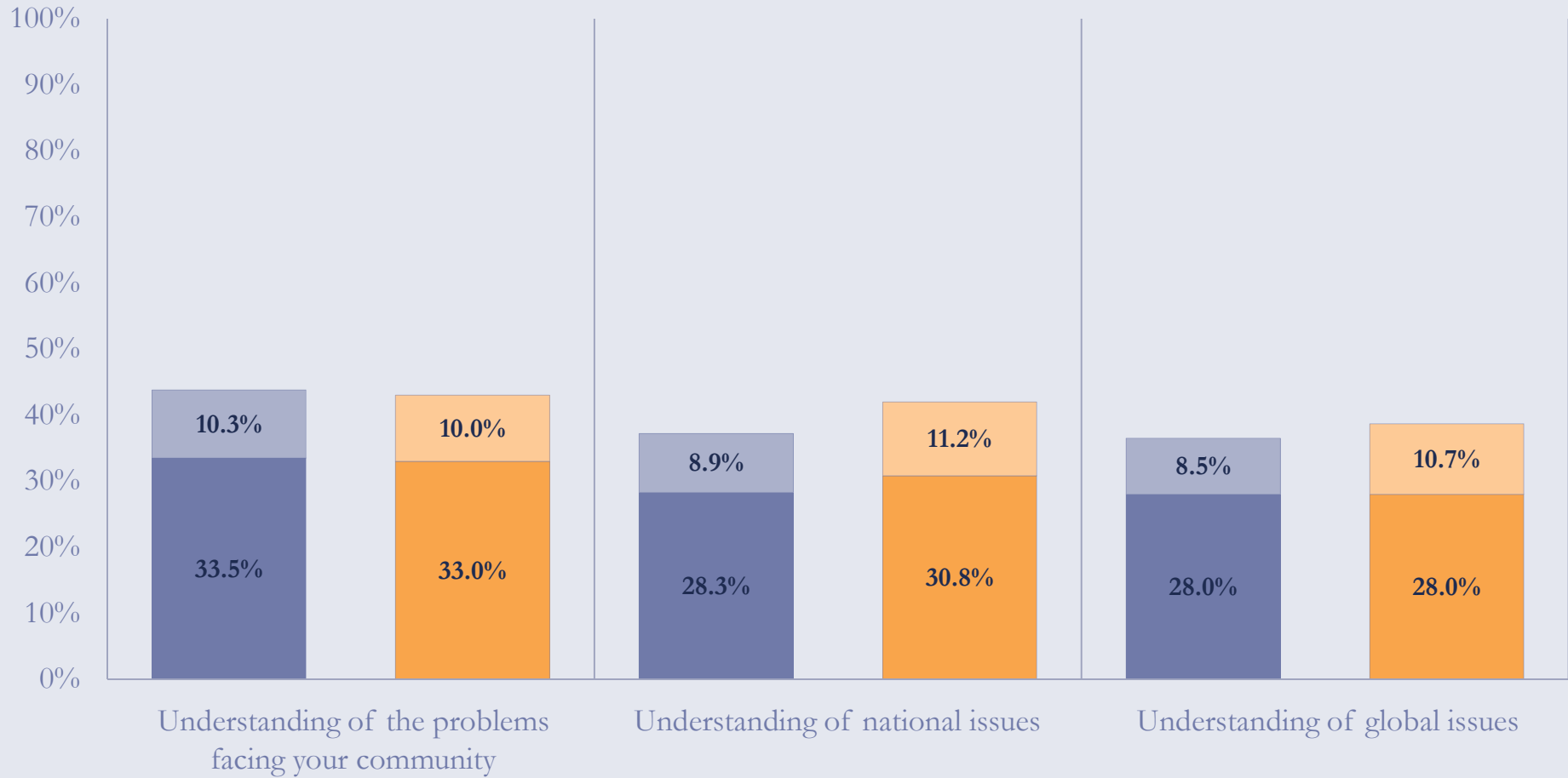
- A Major Strength
- Somewhat Strong

**Pub Univ-Hi**

- 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:



**UCSD**

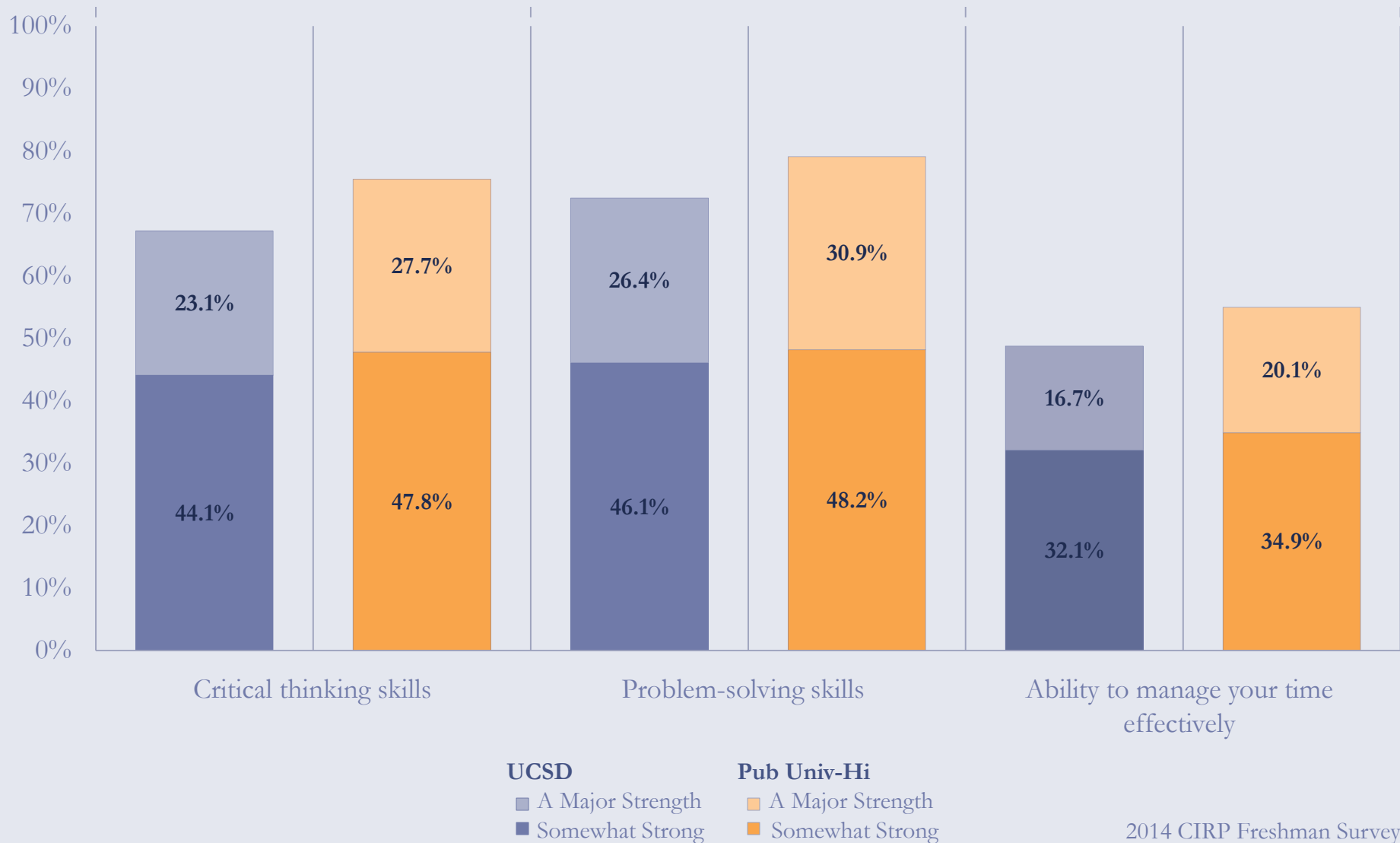
- A Major Strength
- Somewhat Strong

**Pub Univ-Hi**

- A Major Strength
- Somewhat Strong

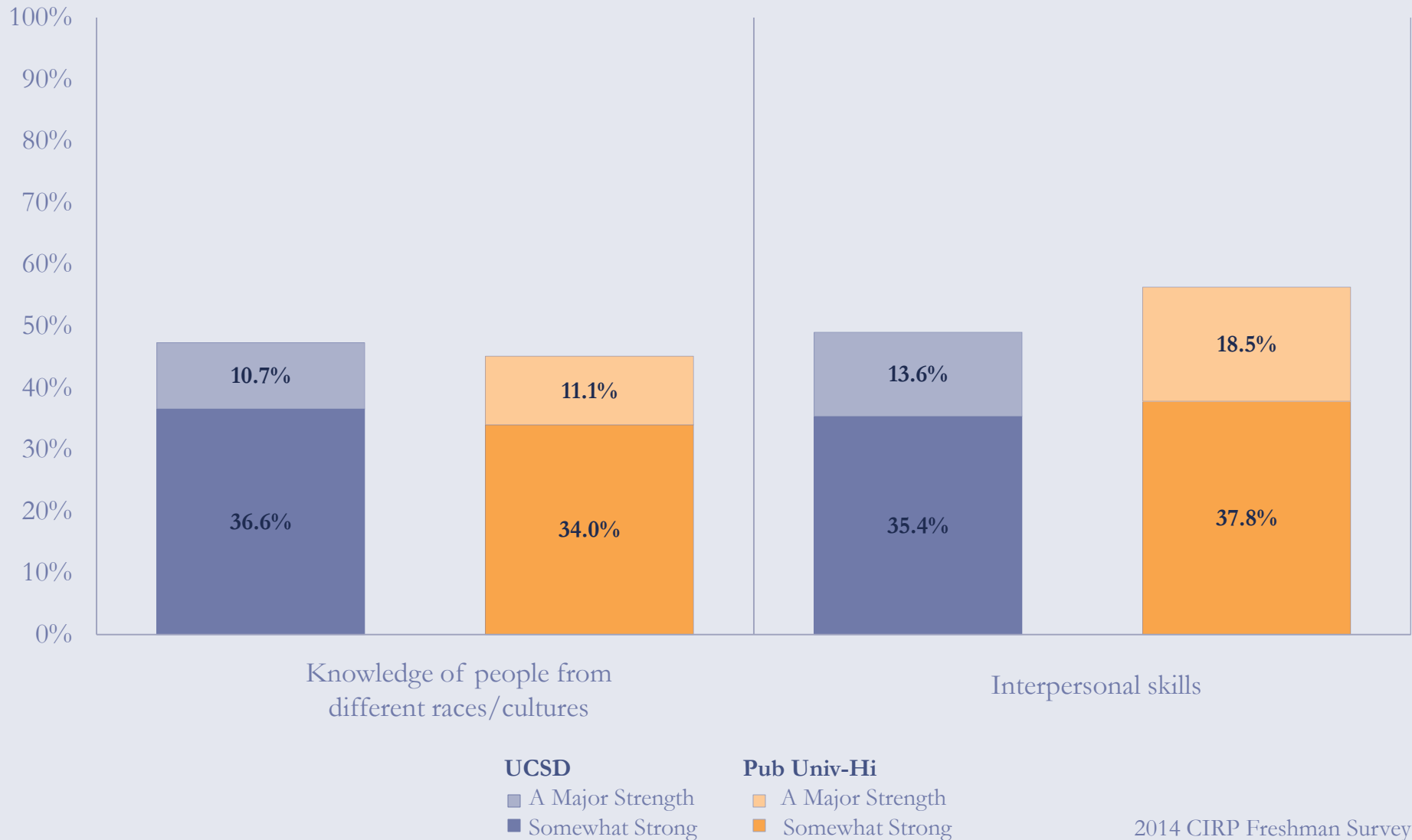
## Knowledge, Skills and Abilities

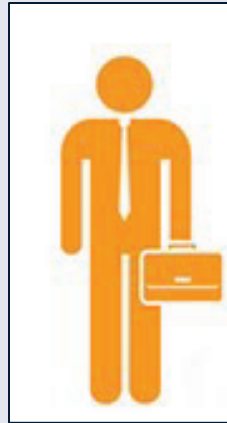
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:



## Knowledge, 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:





## **Expectations for College: Major and Career**

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

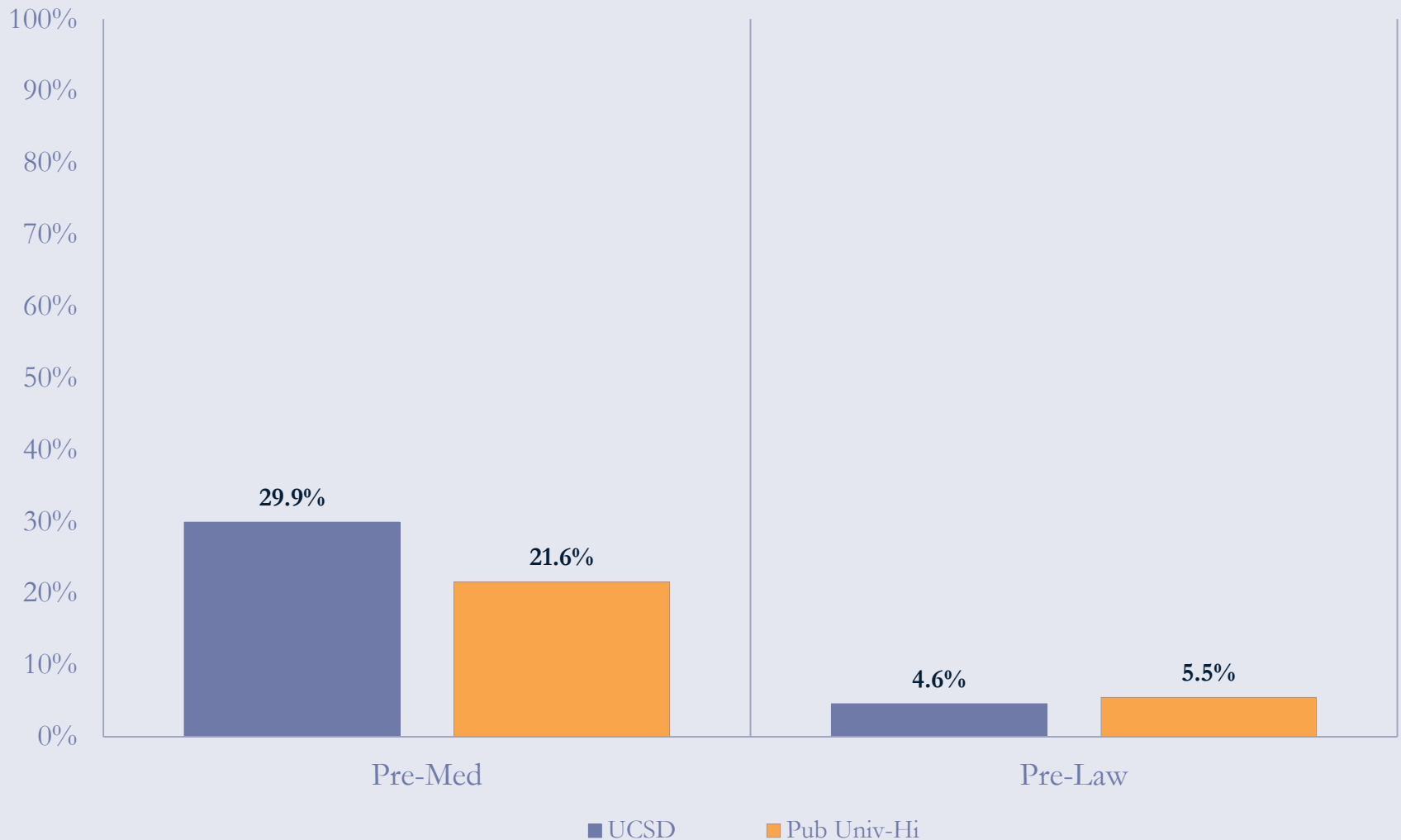
## Expectations: Major

Please indicate your intended major.

	<u>UCSD</u>	<u>Pub</u> <u>Univ-</u> <u>Hi</u>		<u>UCSD</u>	<u>Pub</u> <u>Univ-</u> <u>Hi</u>
Agriculture	0.1%	0.1%	Fine Arts	0.8%	1.9%
Biological & Life Sciences	28.4%	17.3%	Mathematics or Computer Science	13.1%	6.9%
Business	2.3%	12.4%	Physical Science	4.4%	3.5%
Education	0.4%	1.8%	Social Science	8.6%	6.3%
Engineering	23.2%	23.7%	Justice and Security	0.1%	0.1%
English	0.7%	1.2%	Library Science	0.0%	0.0%
Health Professions	2.9%	6.1%	Other Non-technical	1.3%	1.2%
History or Political Science	3.1%	3.5%	Undecided	8.7%	10.1%
Arts & Humanities	1.8%	3.9%			

## Expectations: Major

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





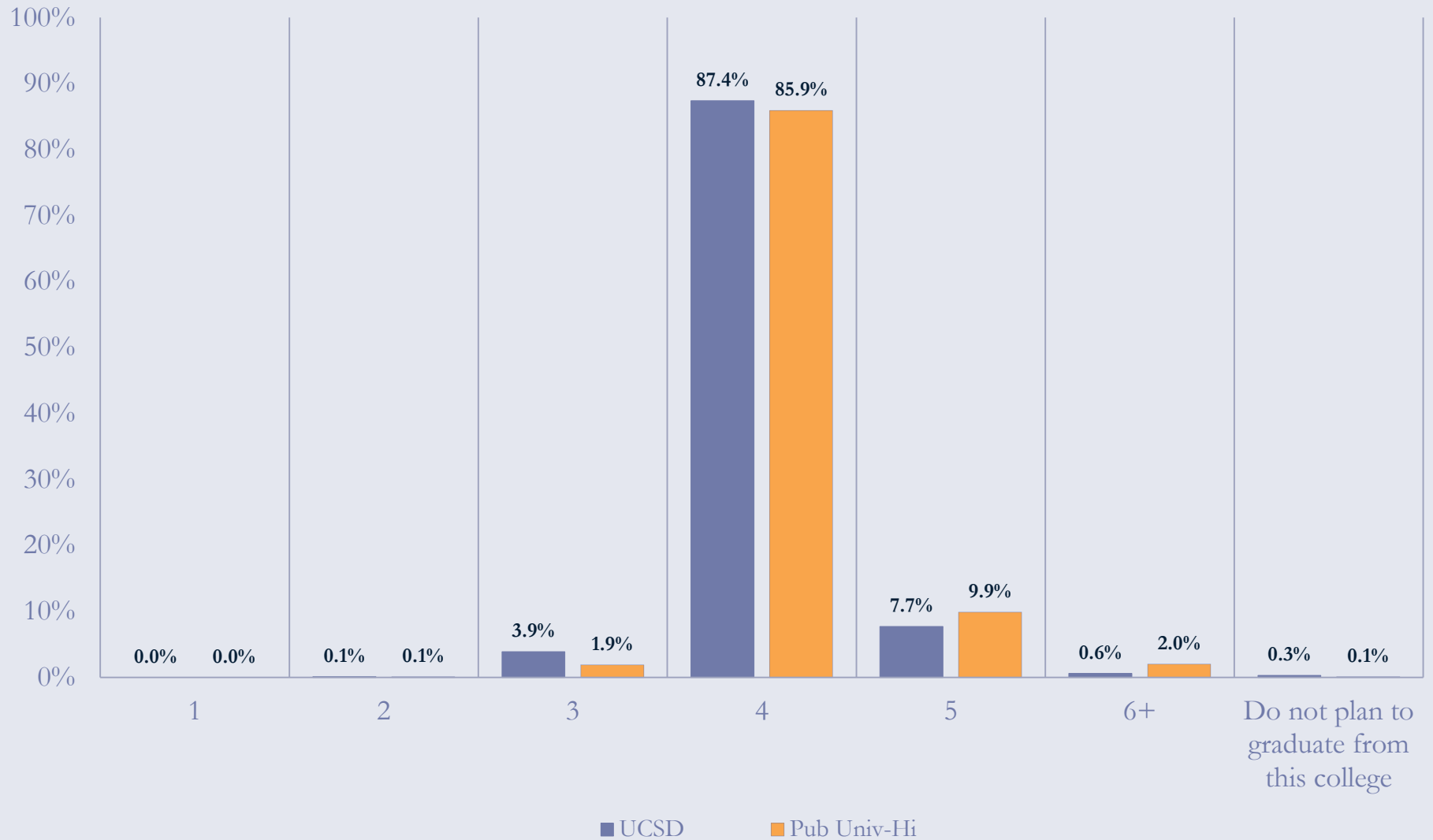
## Expectations: Career

Please indicate your intended career.

	<u>UCSD</u>	<u>Pub Univ-Hi</u>		<u>UCSD</u>	<u>Pub Univ-Hi</u>
Agriculture/Natural Resources	0.6%	0.6%	Health Professional	7.0%	6.1%
Artist	2.3%	4.0%	Homemaker/Stay-at-Home Parent	0.1%	0.6%
Business	8.0%	13.8%	Information Technology Professional	7.5%	4.6%
Business (Admin Assistant)	0.2%	0.2%	Lawyer	2.7%	3.2%
Clergy	0.5%	0.6%	Military	0.8%	1.2%
College Faculty	0.8%	0.6%	Nurse	0.5%	0.7%
Communications	1.1%	1.3%	Research Scientist	7.2%	5.1%
Doctor (MD or DDS)	20.1%	15.4%	Service Industry	0.6%	0.6%
Education (elementary/secondary)	1.8%	2.9%	Skilled worker	0.2%	0.3%
Engineer	15.4%	15.0%	Social/Non-Profit Services	0.3%	0.7%
Government	1.4%	1.9%	Other	7.3%	9.3%

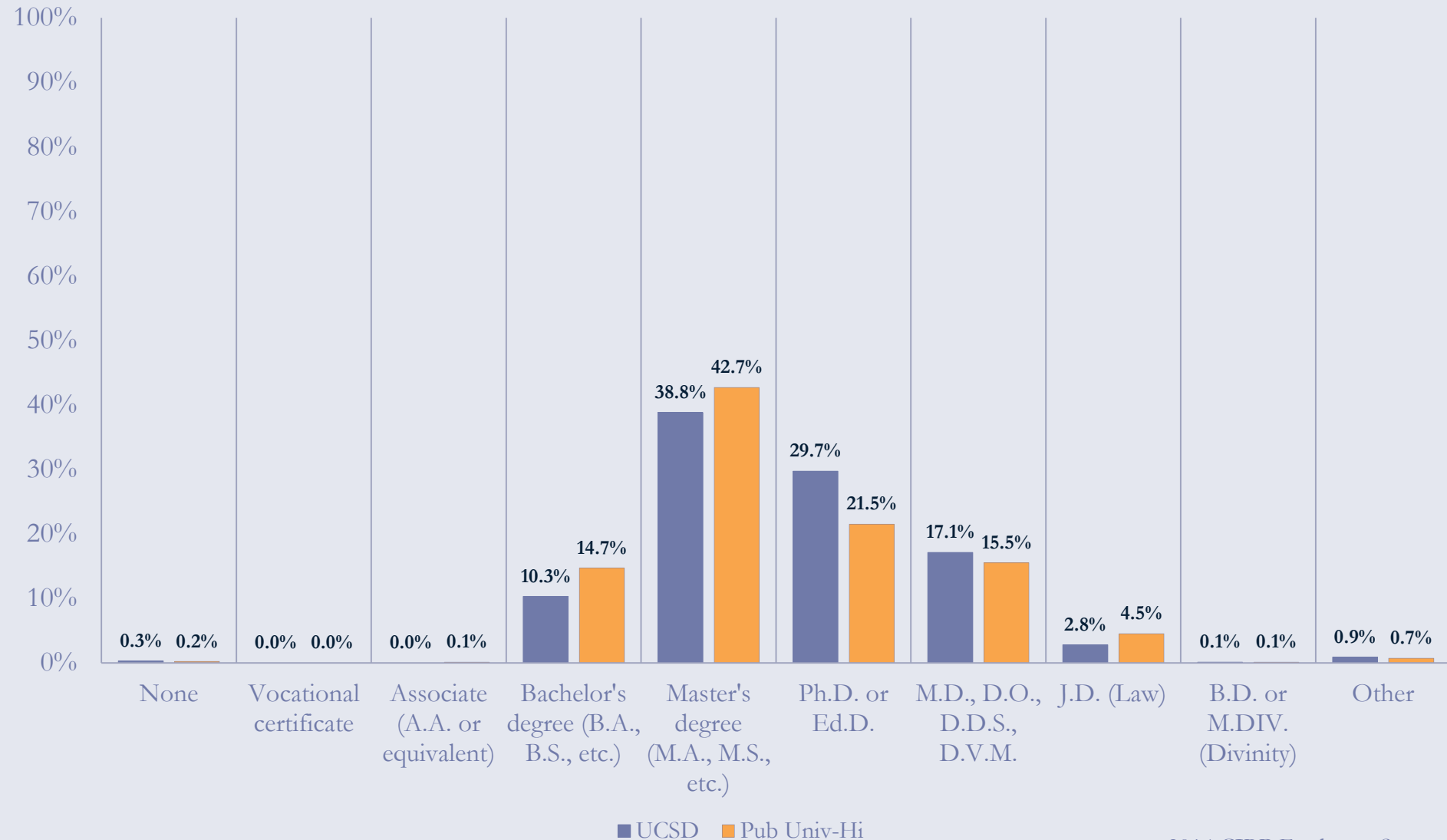
## Expectations: Time to Degree

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?



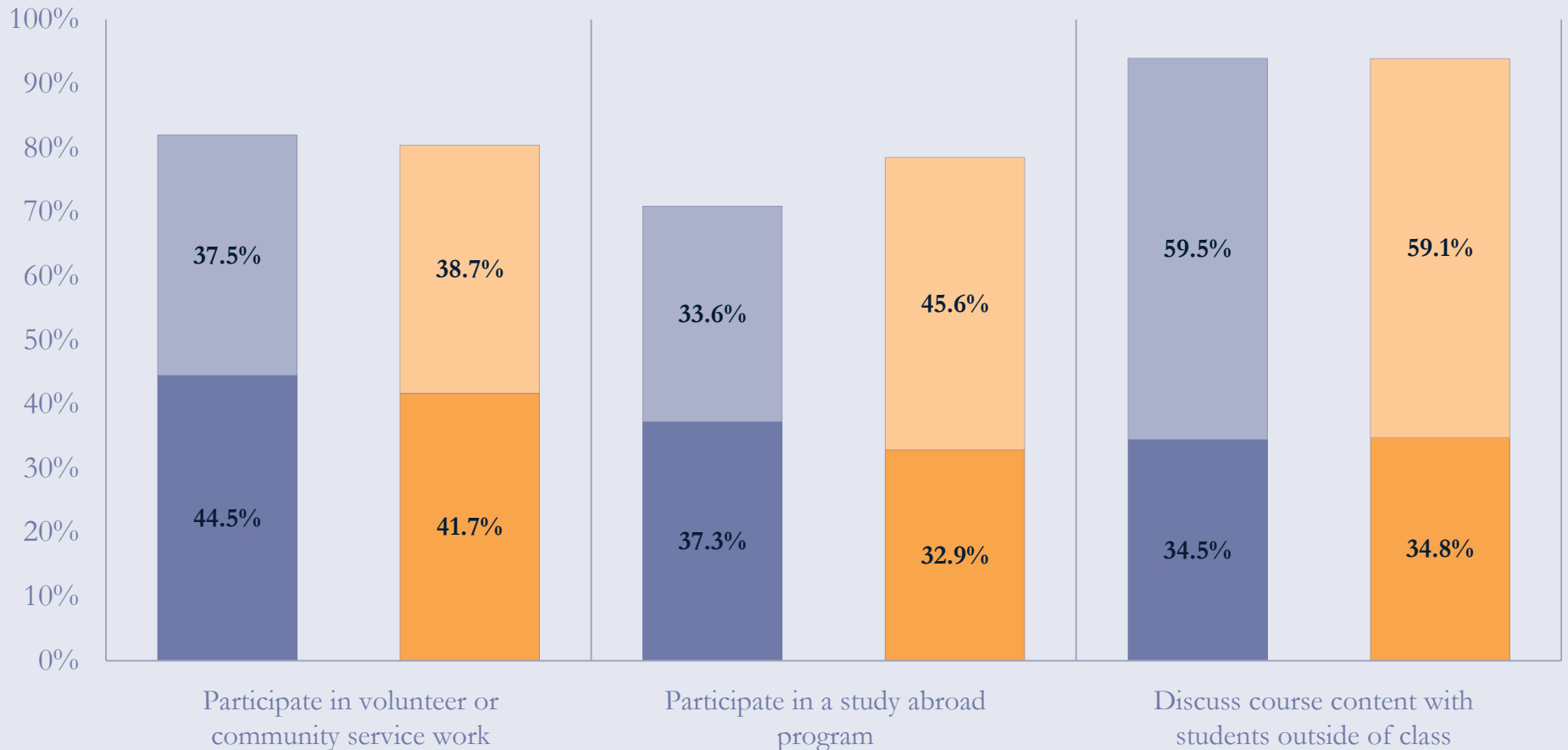


# Expectations for College Life

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:



**UCSD**

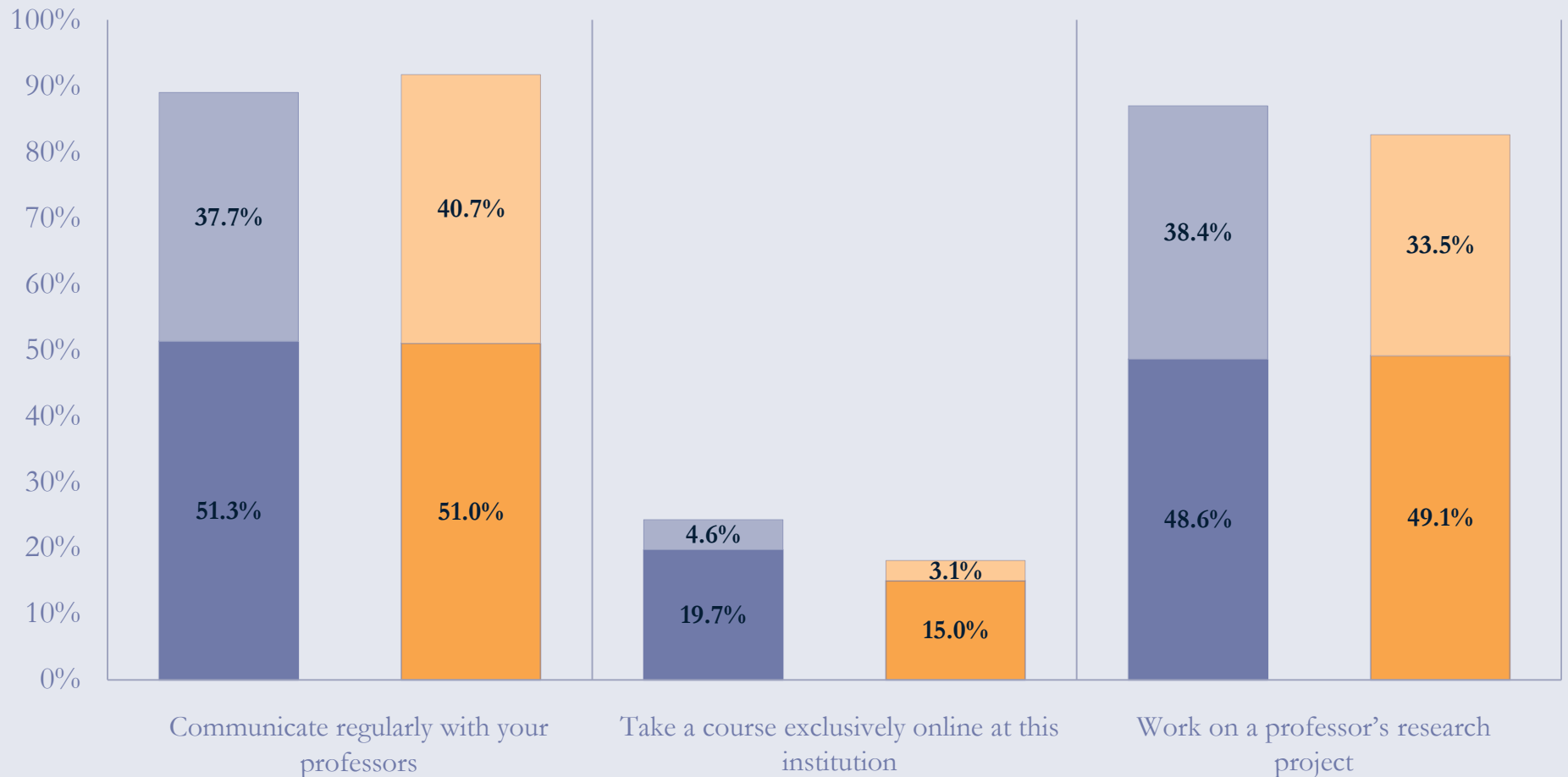
■ Very Good Chance  
■ Some Chance

**Pub Univ-Hi**

■ Very Good Chance  
■ Some Chance

## Expectations for College Life

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



### UCSD

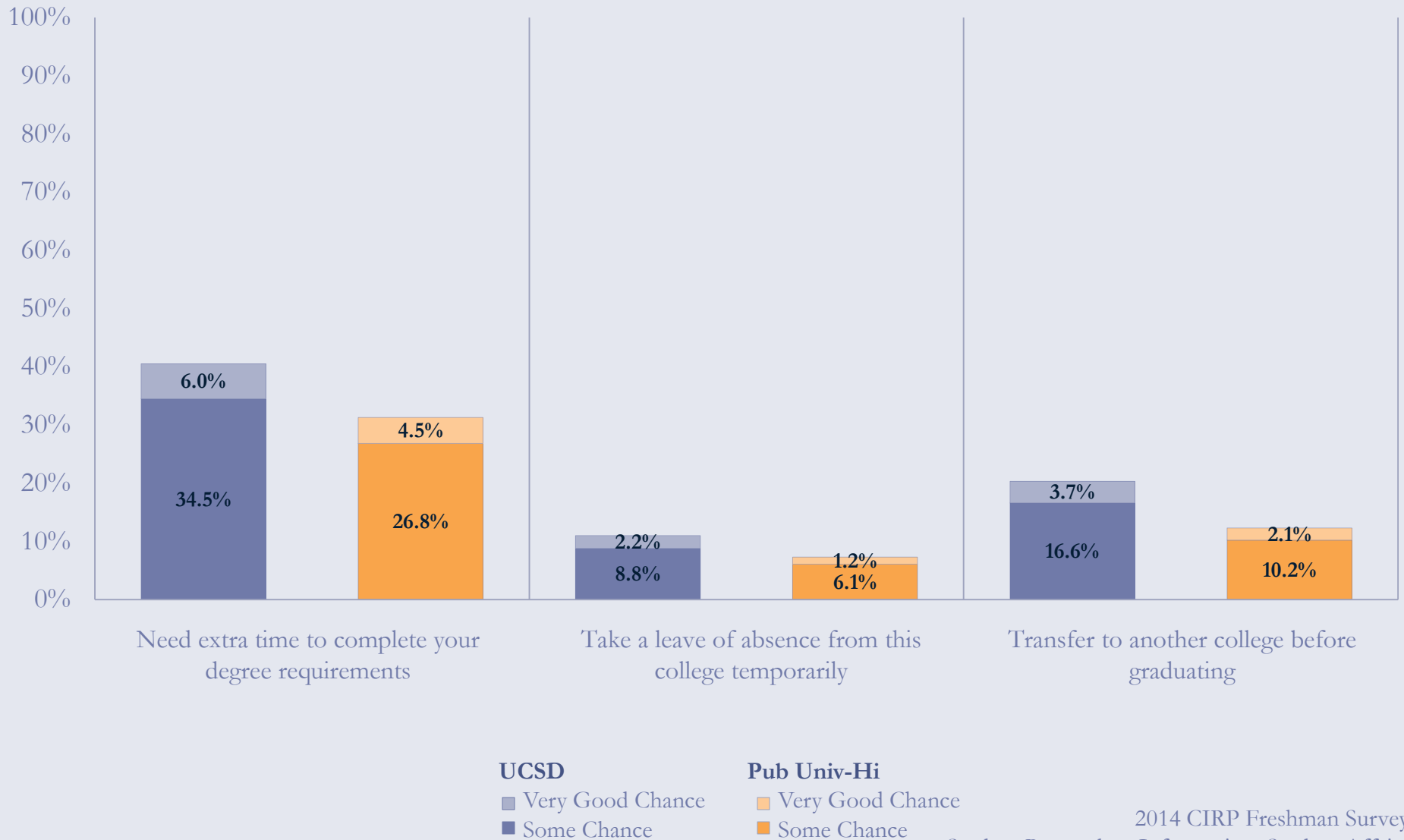
Very Good Chance  
Some Chance

### Pub Univ-Hi

Very Good Chance  
Some Chance

## Expectations for College Life

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





The more you get to know your students,  
the better you can understand their needs.

For more information about  
**CIRP Surveys at UCSD**

**The Freshmen Survey**  
**Your First College Year Survey**  
**College Senior Survey**

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