



# University of California-San Diego

## CIRP Freshman Survey

### 2021 Results

First-time, Full-time Freshmen

University of California-San Diego  
N=3,776

Public Universities  
N=5,170

# 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 the following:

- College choice
- Financing college
- High school experiences
- College preparation
- Expectations for college—major and career
- Expectations for college life
- Recruitment and orientation
- COVID-19 pandemic



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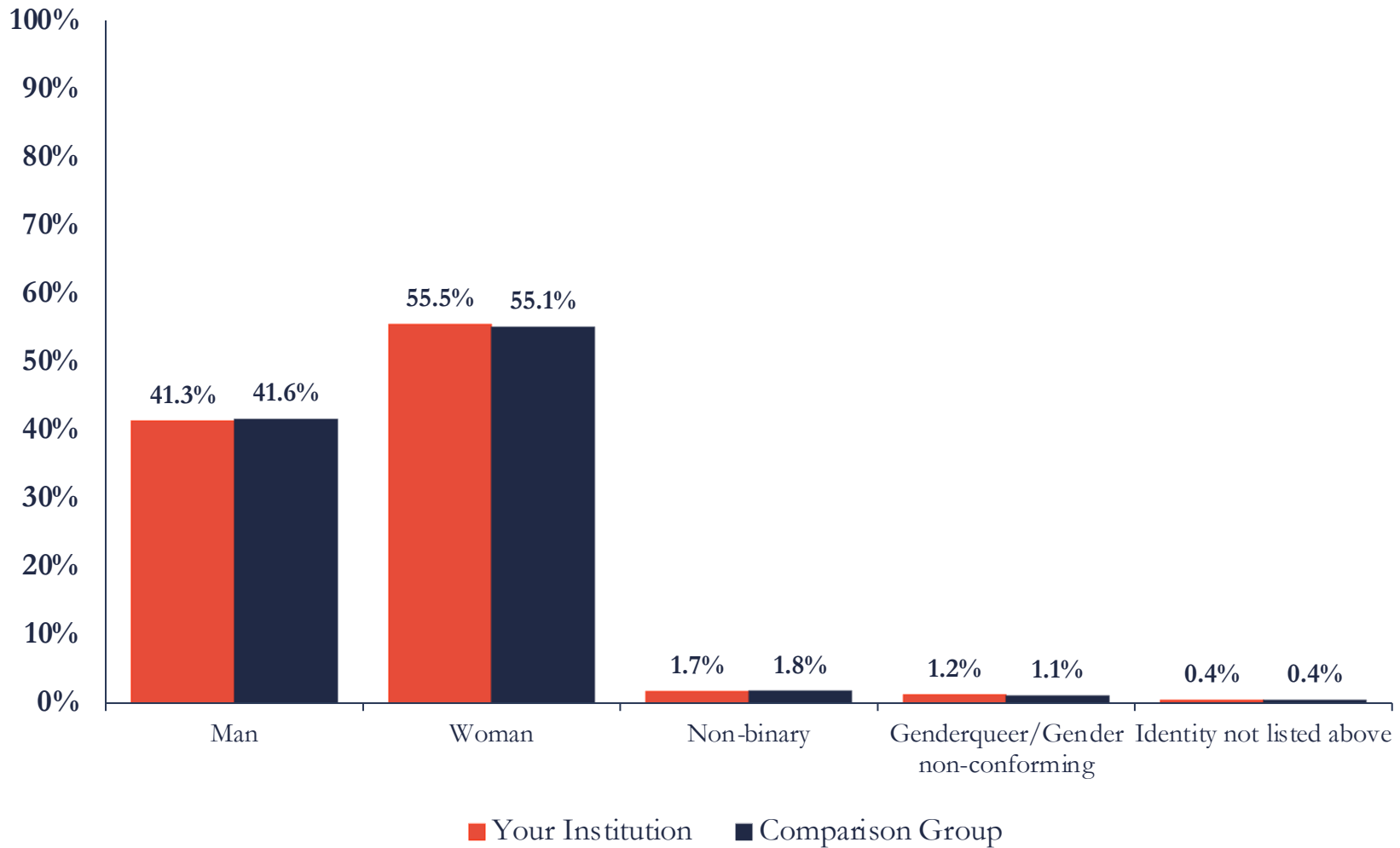
## A Note about CIRP Constructs

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

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. Constructs focus on student traits and institutional practices contributing to students' academic and social development.

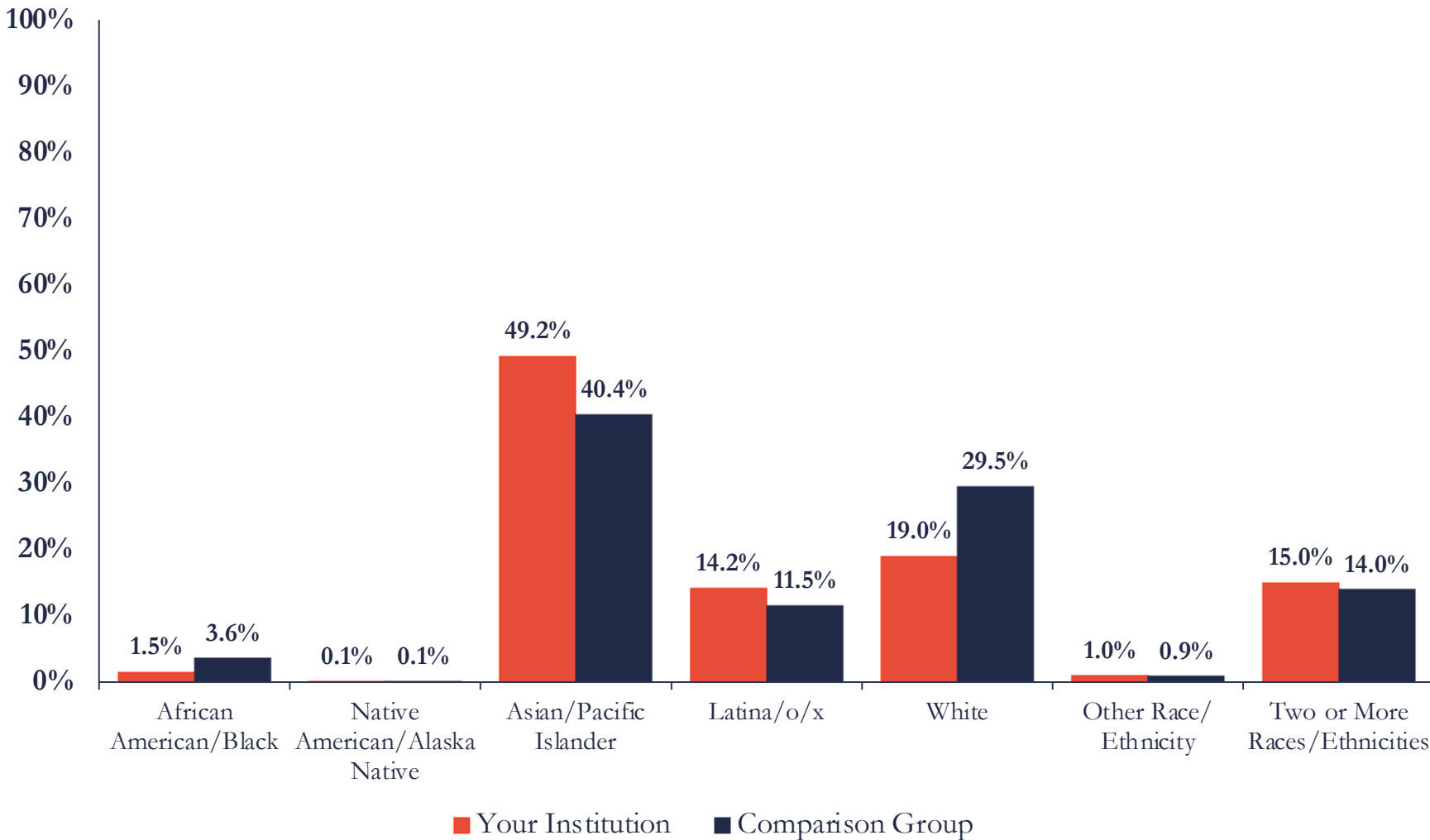
# Demographics

## Gender Identity



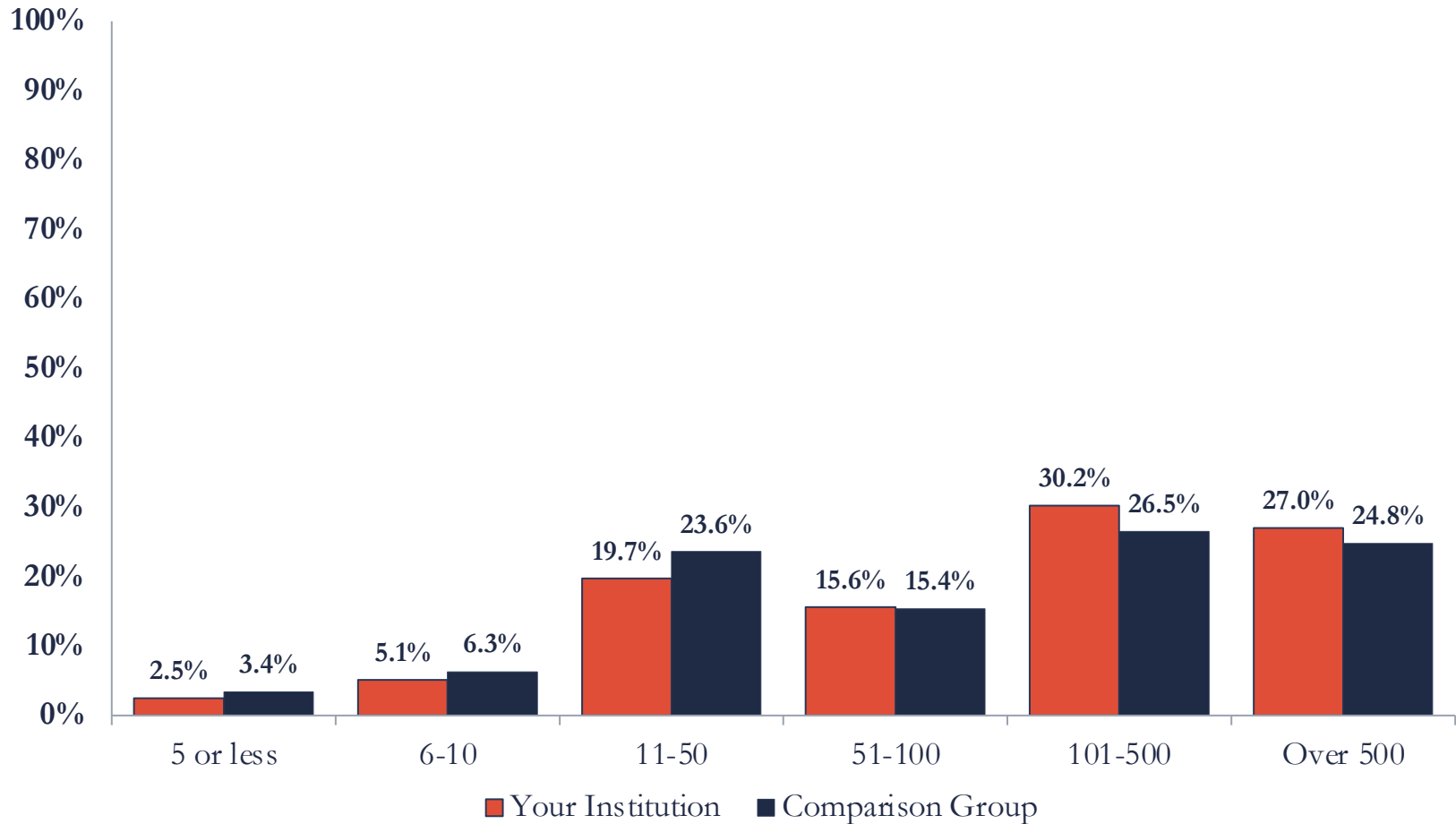
# Demographics

## Race/Ethnicity



# Demographics

How many miles is this college from your permanent home?



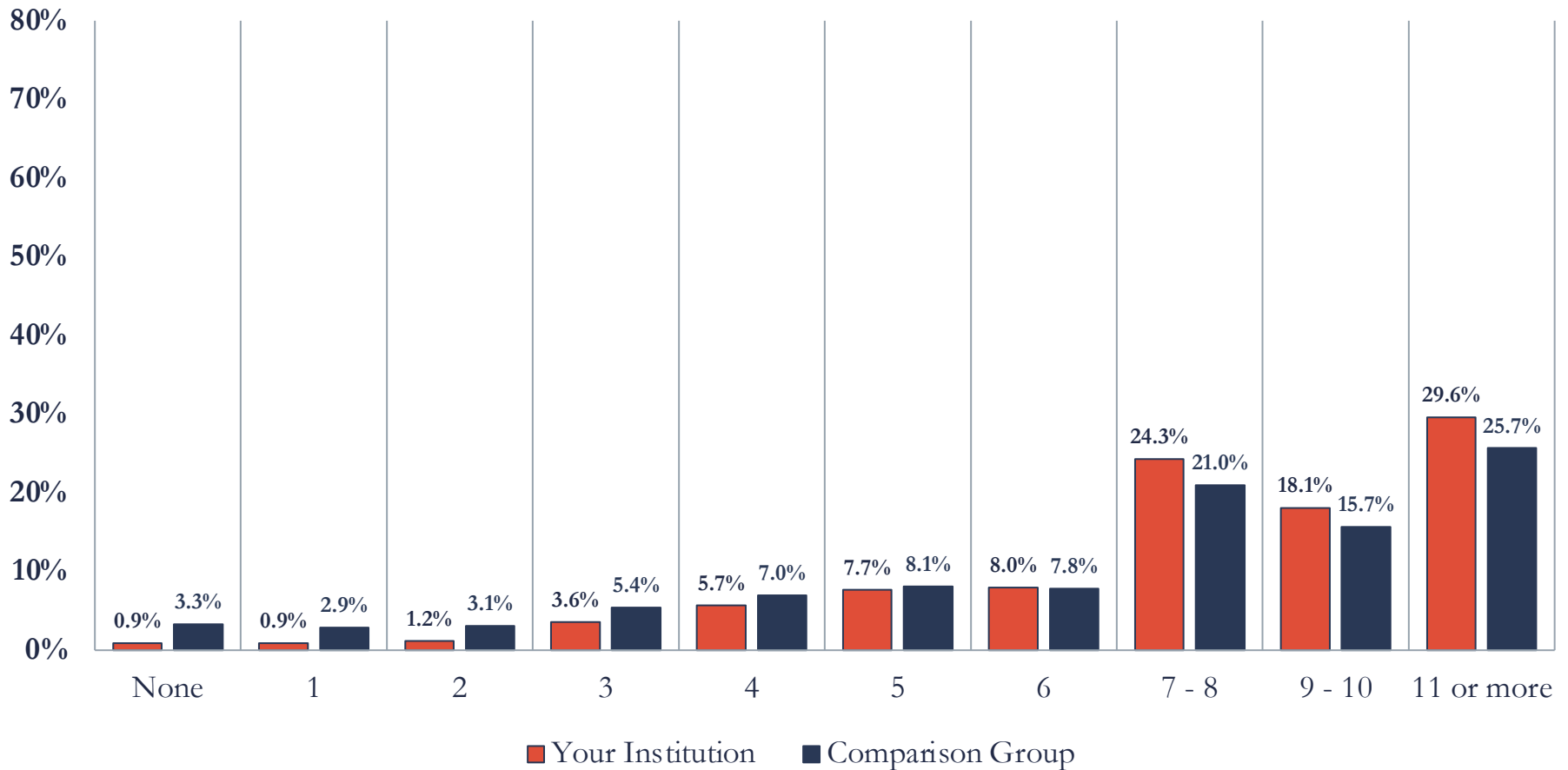
# College Choice

Many factors impact incoming students' college choice, including the benefits they see in attending college and considerations about which particular college to attend.



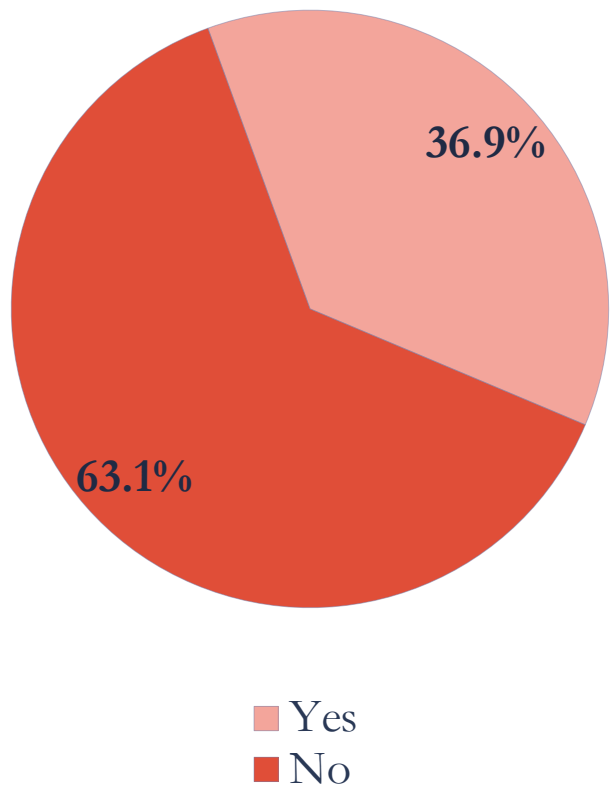
# College Applications

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

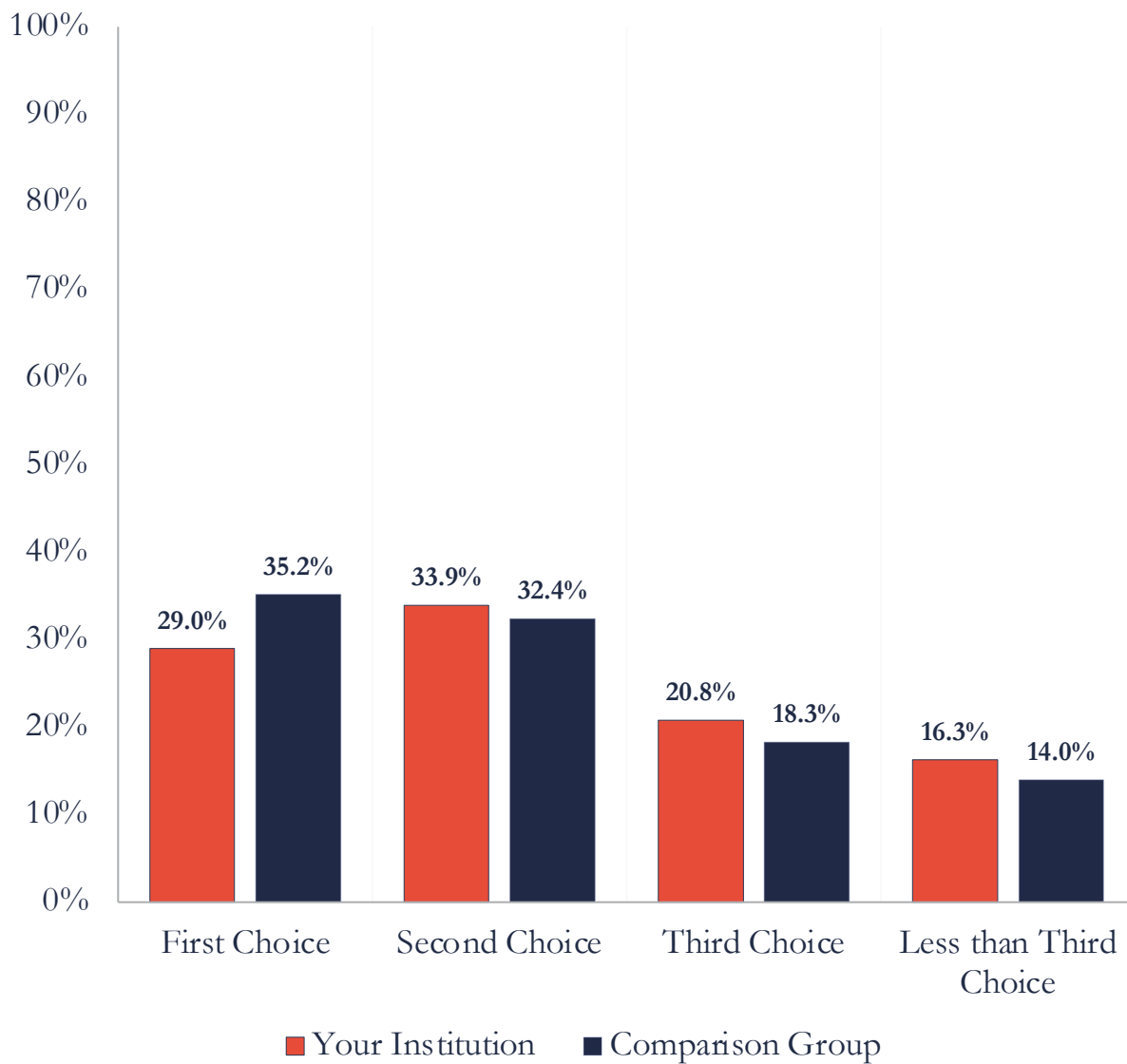


# College Choice

Were you accepted by your first-choice college?

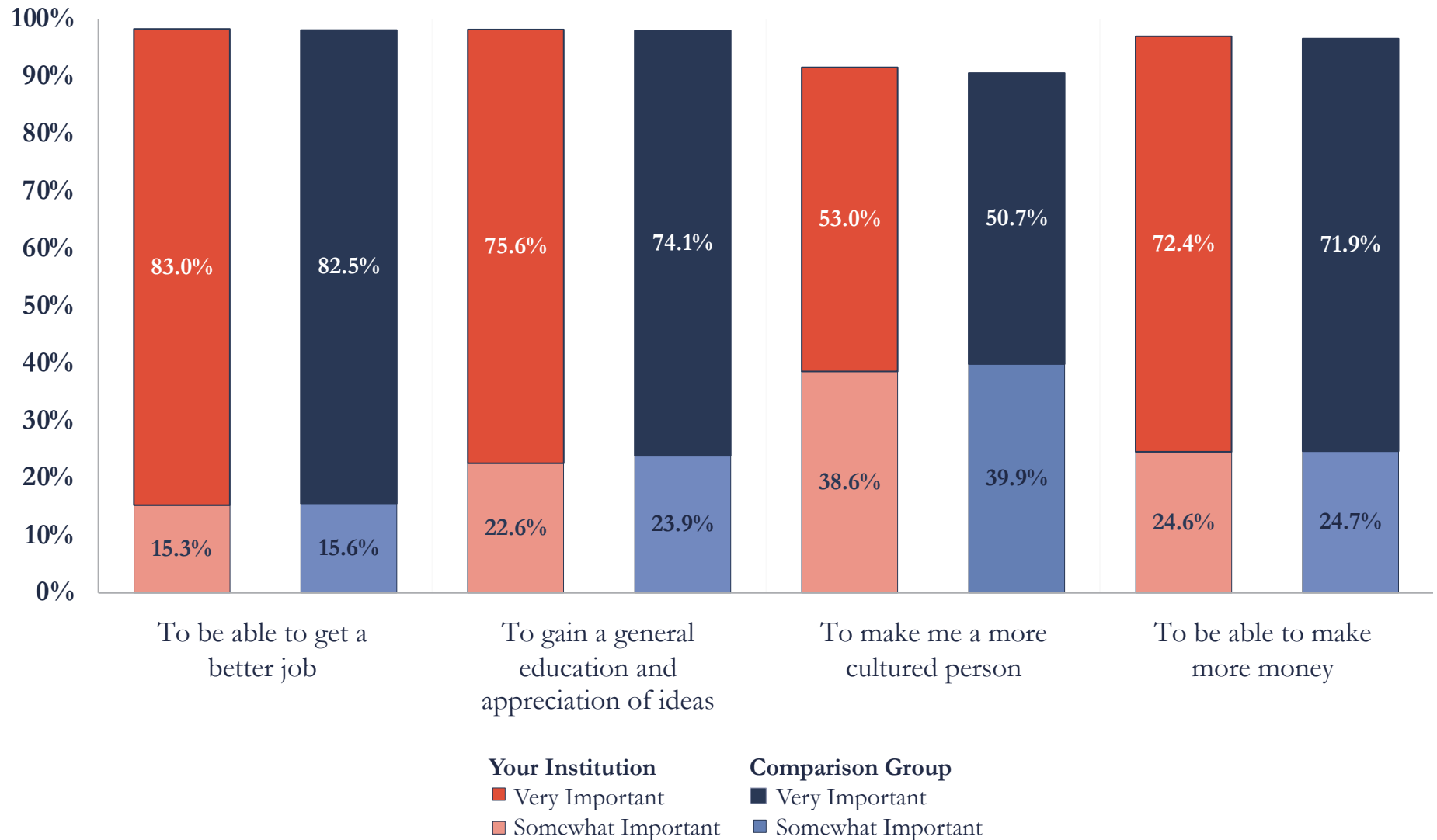


Is this college your...



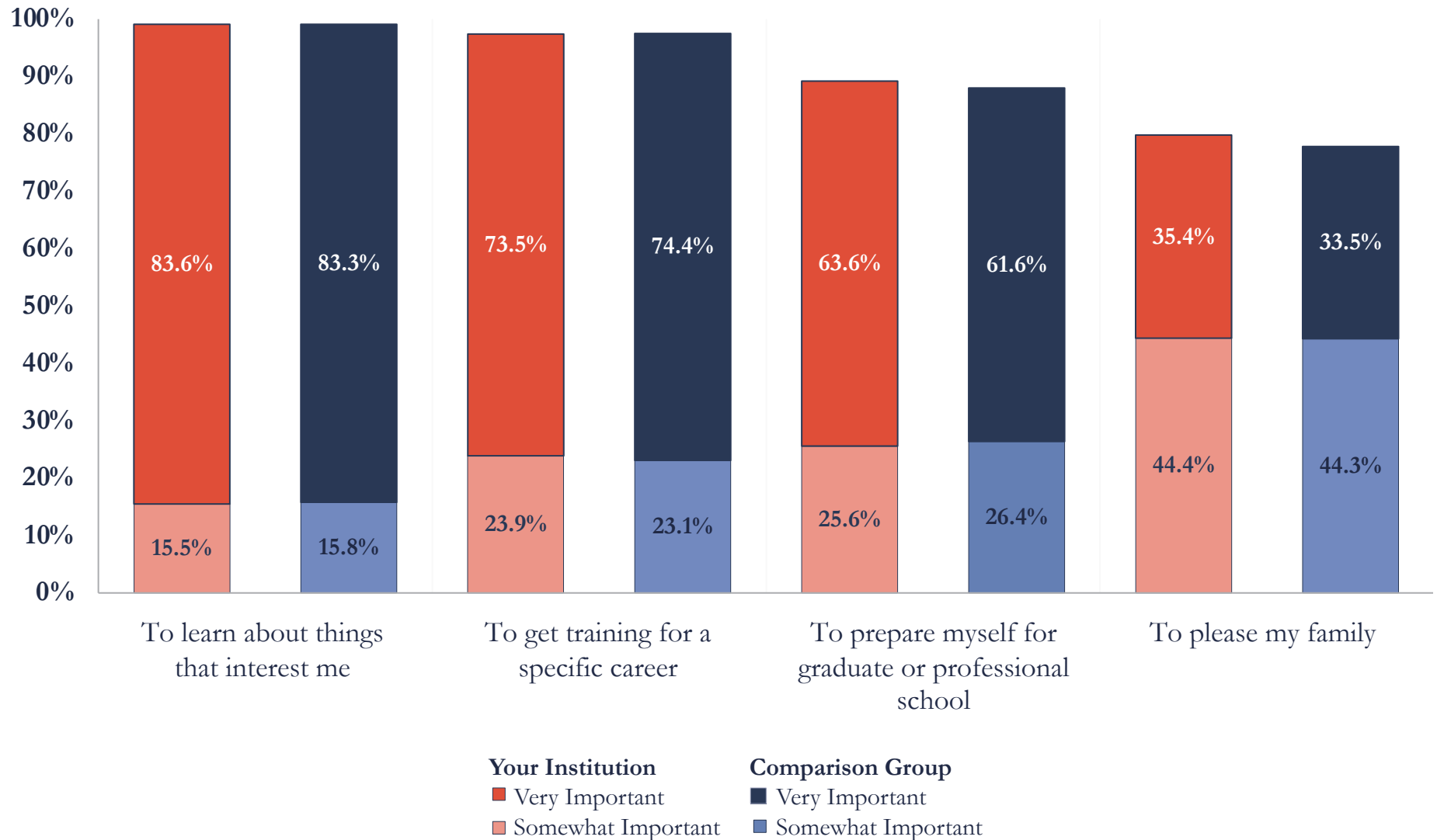
# Reasons for Attending College

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



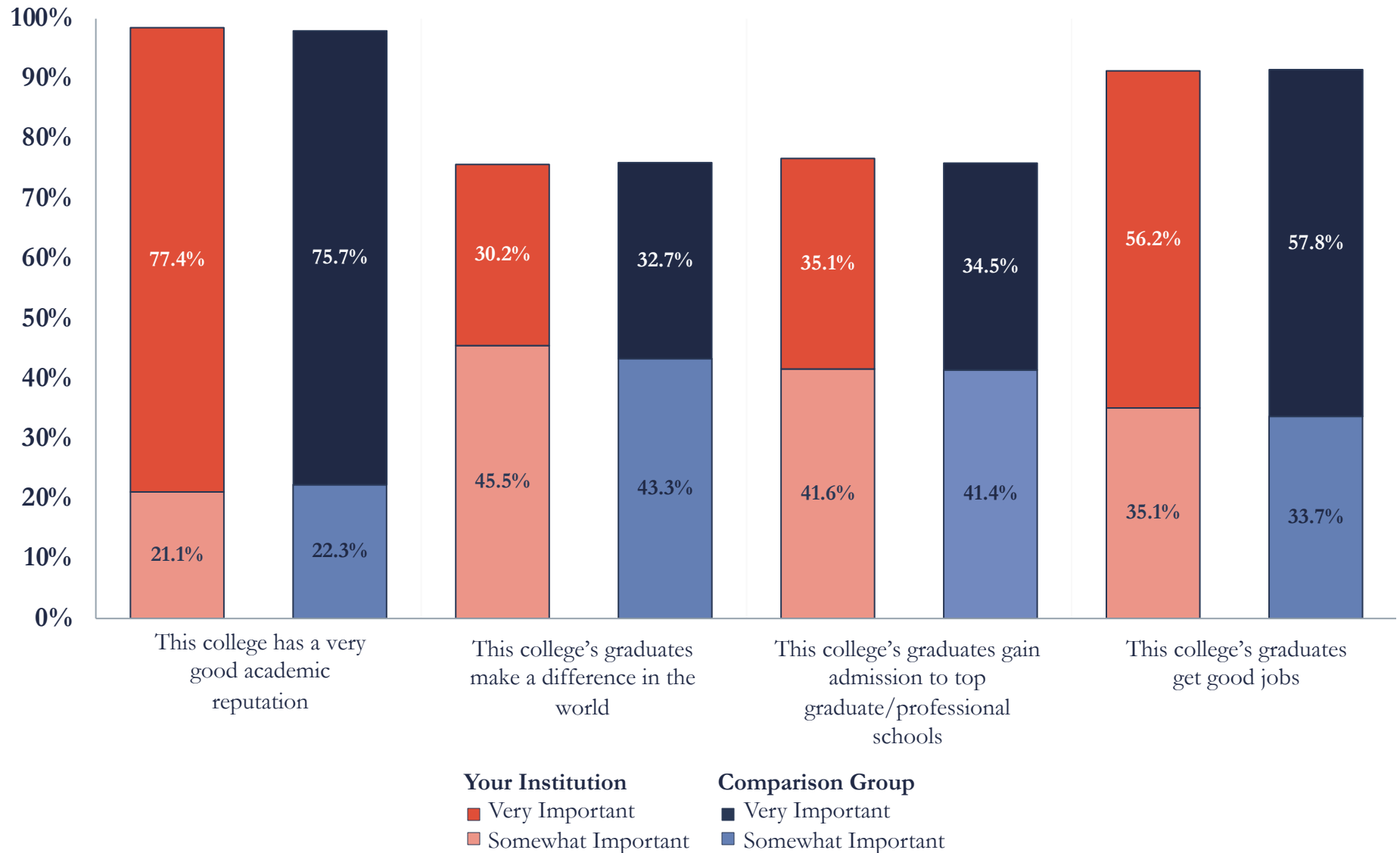
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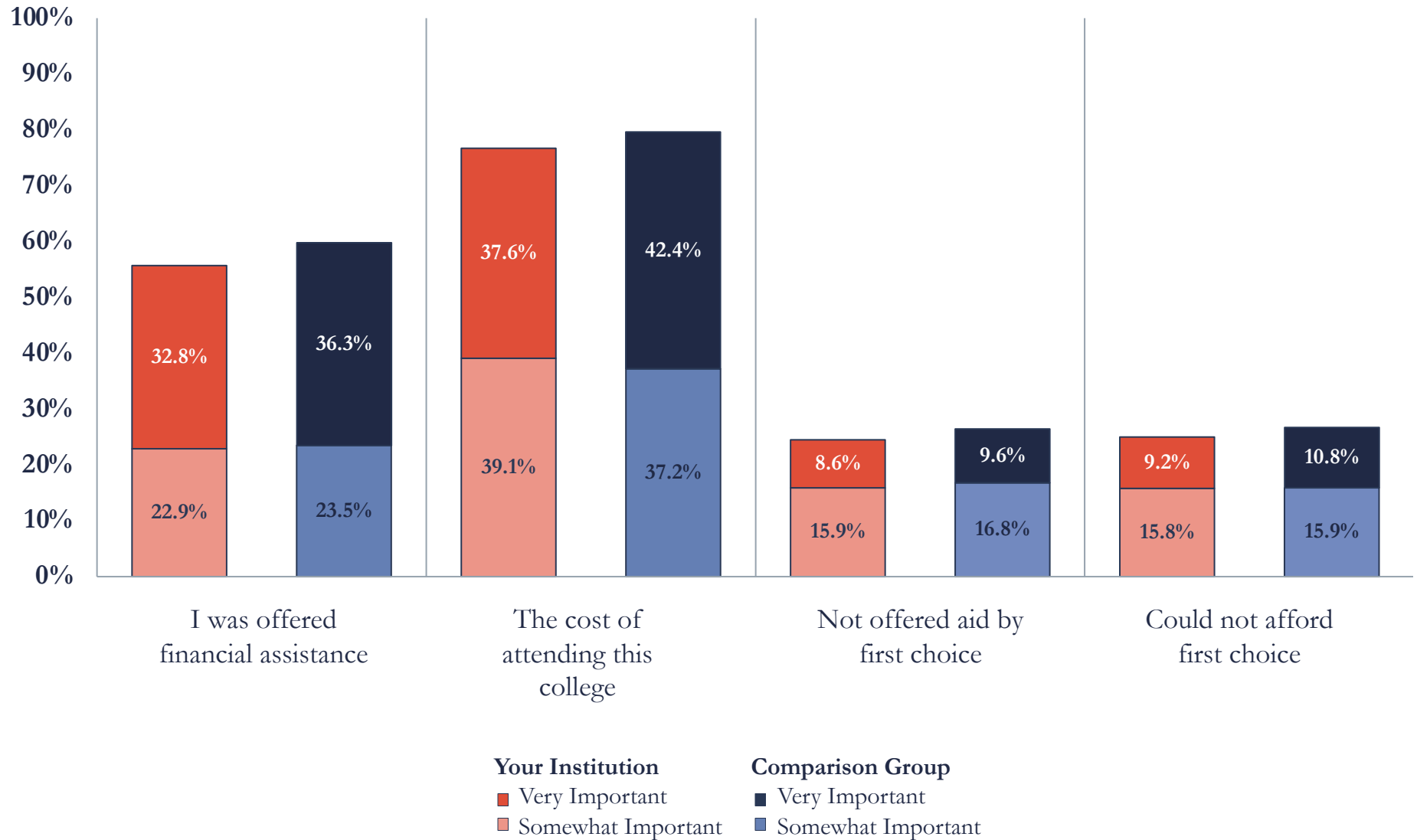
# Reasons for Attending *This* College

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



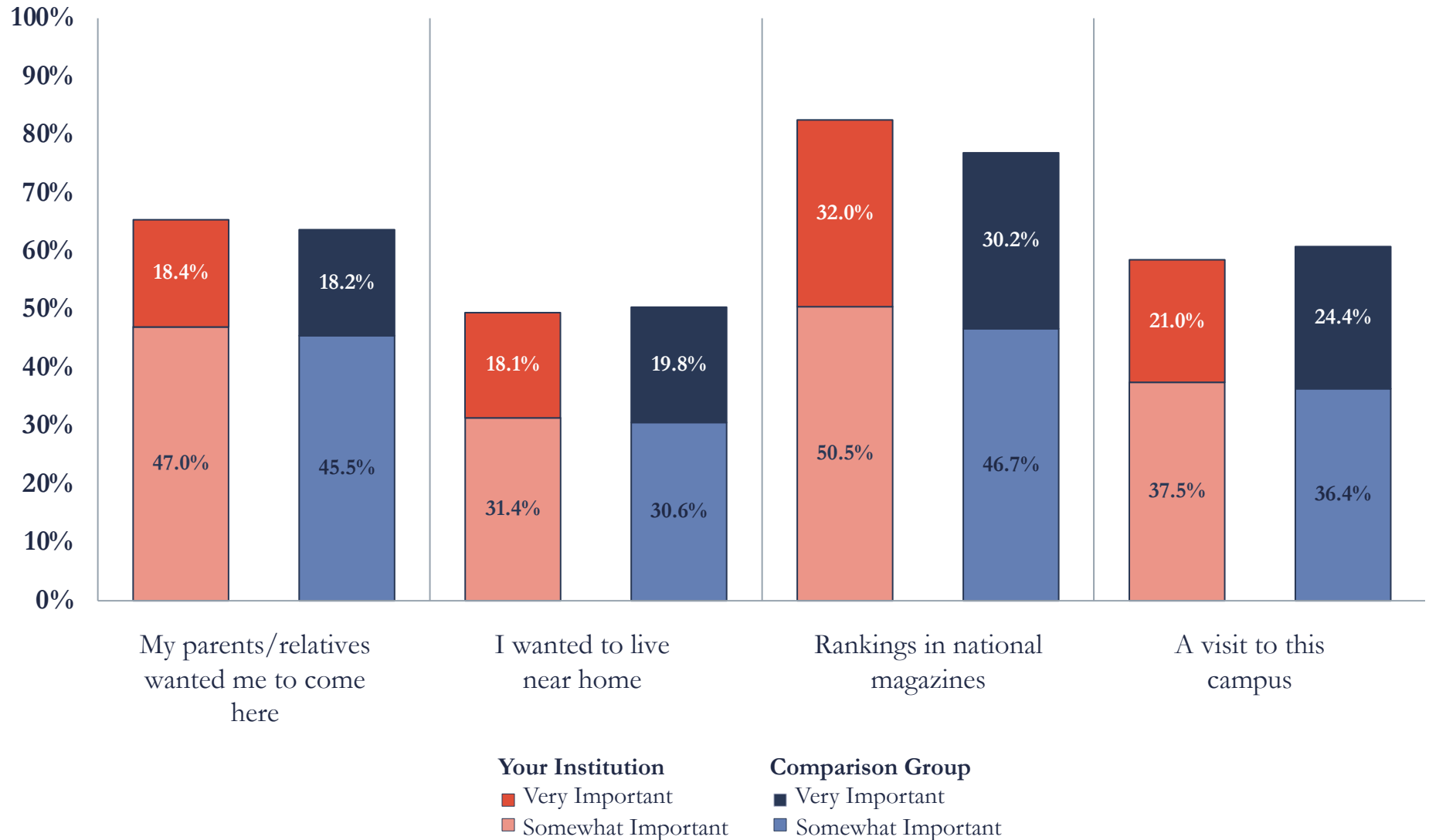
# Reasons for Attending *This* College

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



# Reasons for Attending *This* College

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



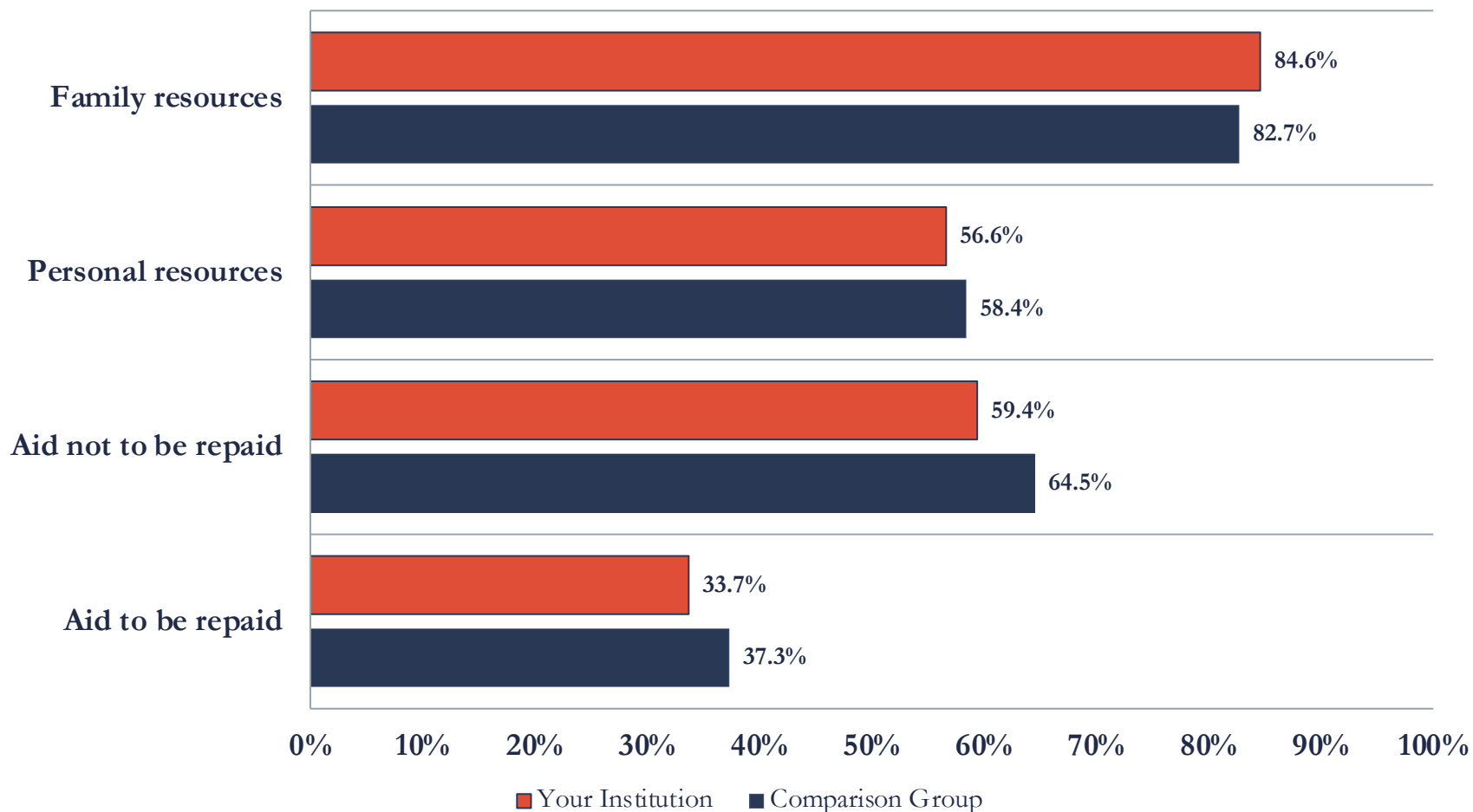
# Financing College

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



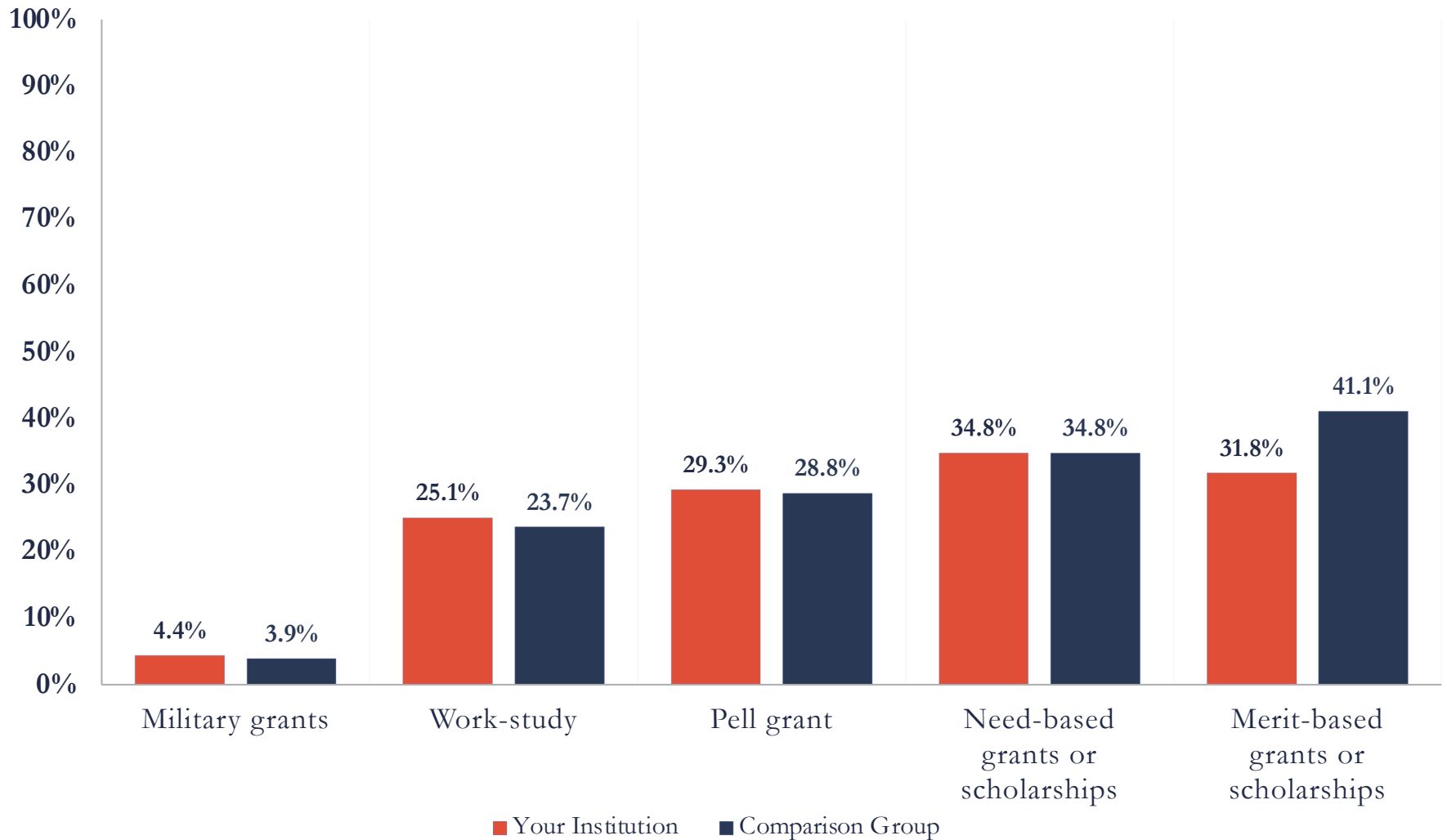
# Funding Sources

Students' first-year funding sources:



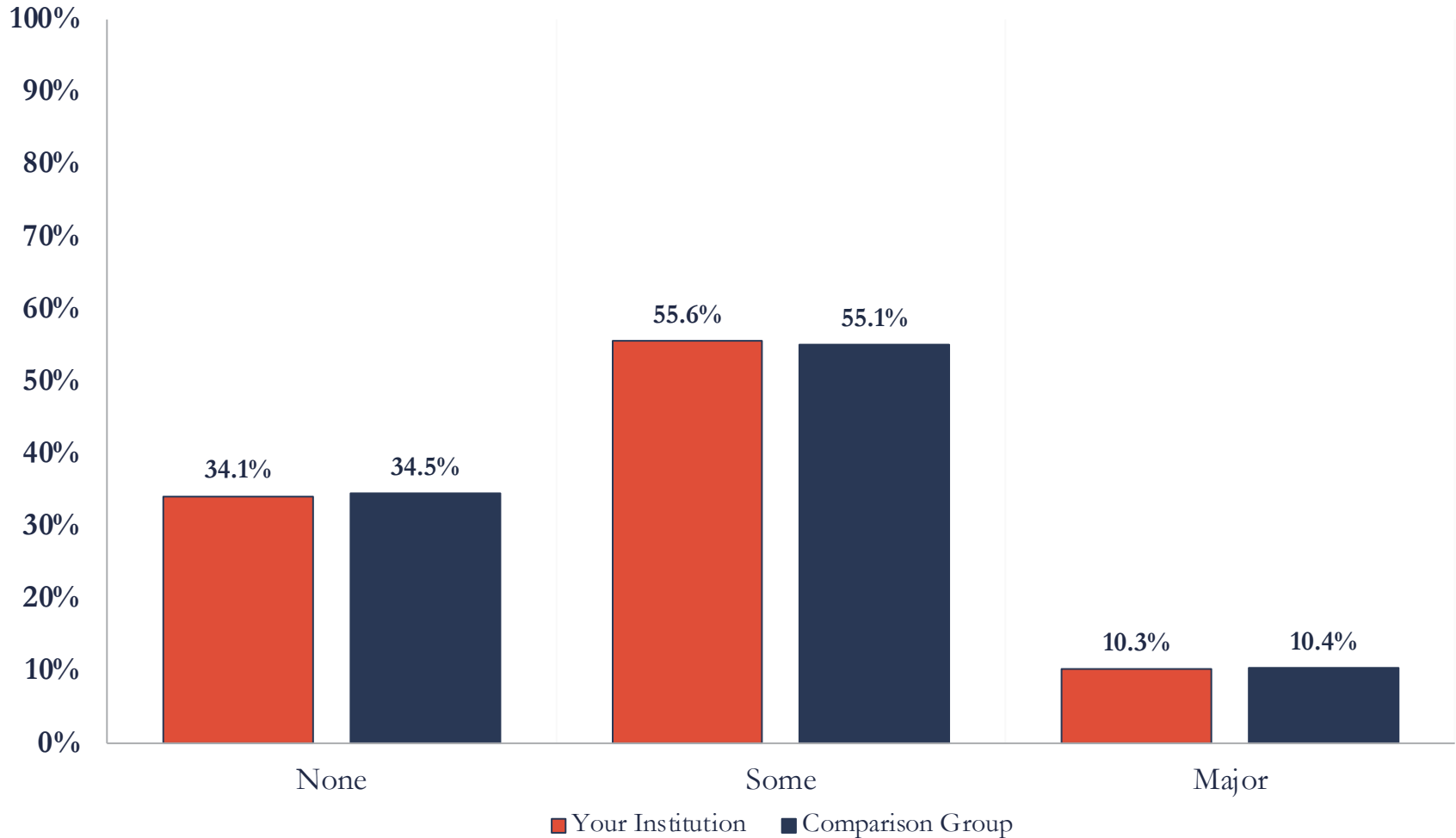
# Financial Aid

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



# Ability to Finance Education

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

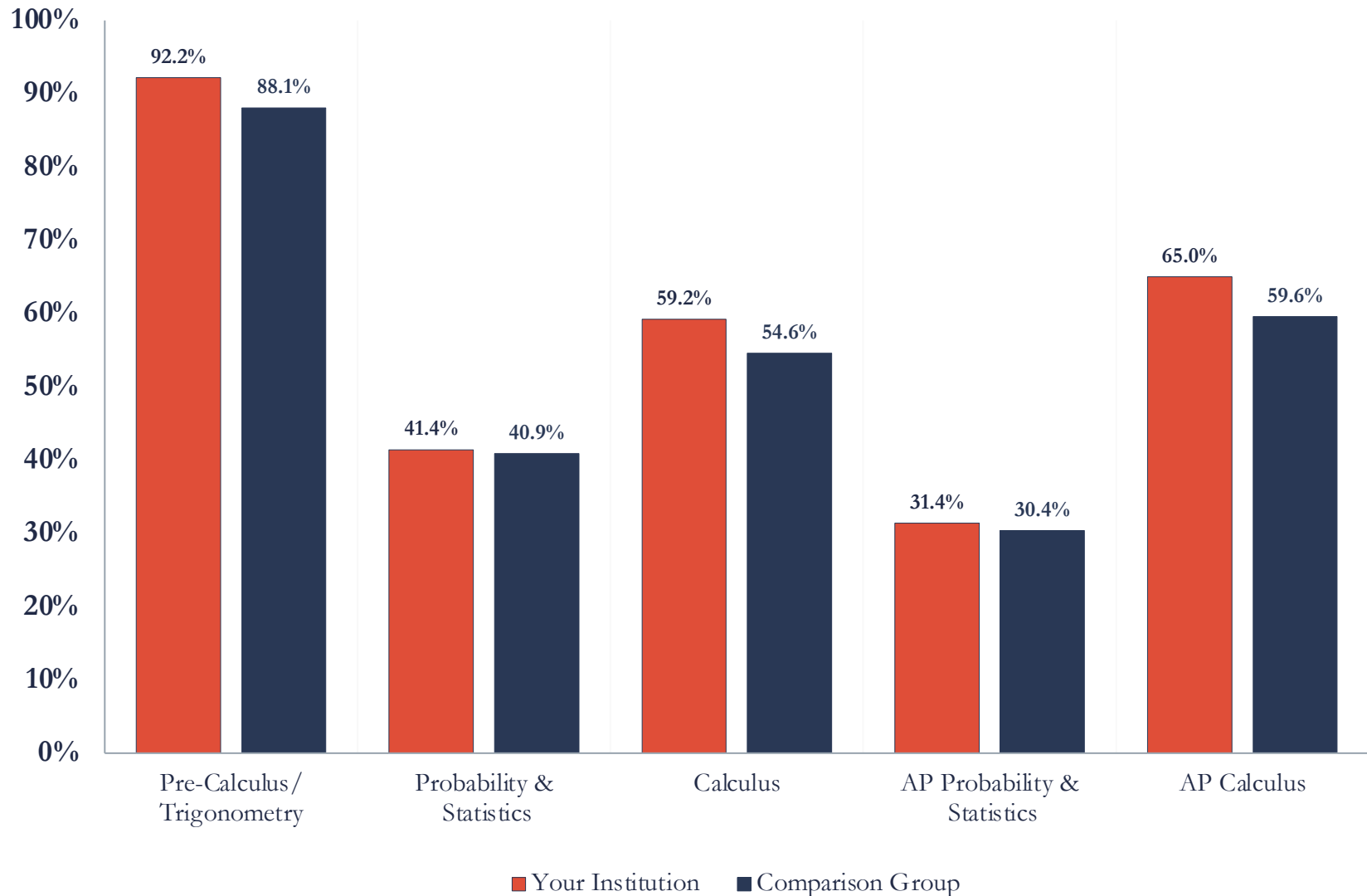


# High School Experiences

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

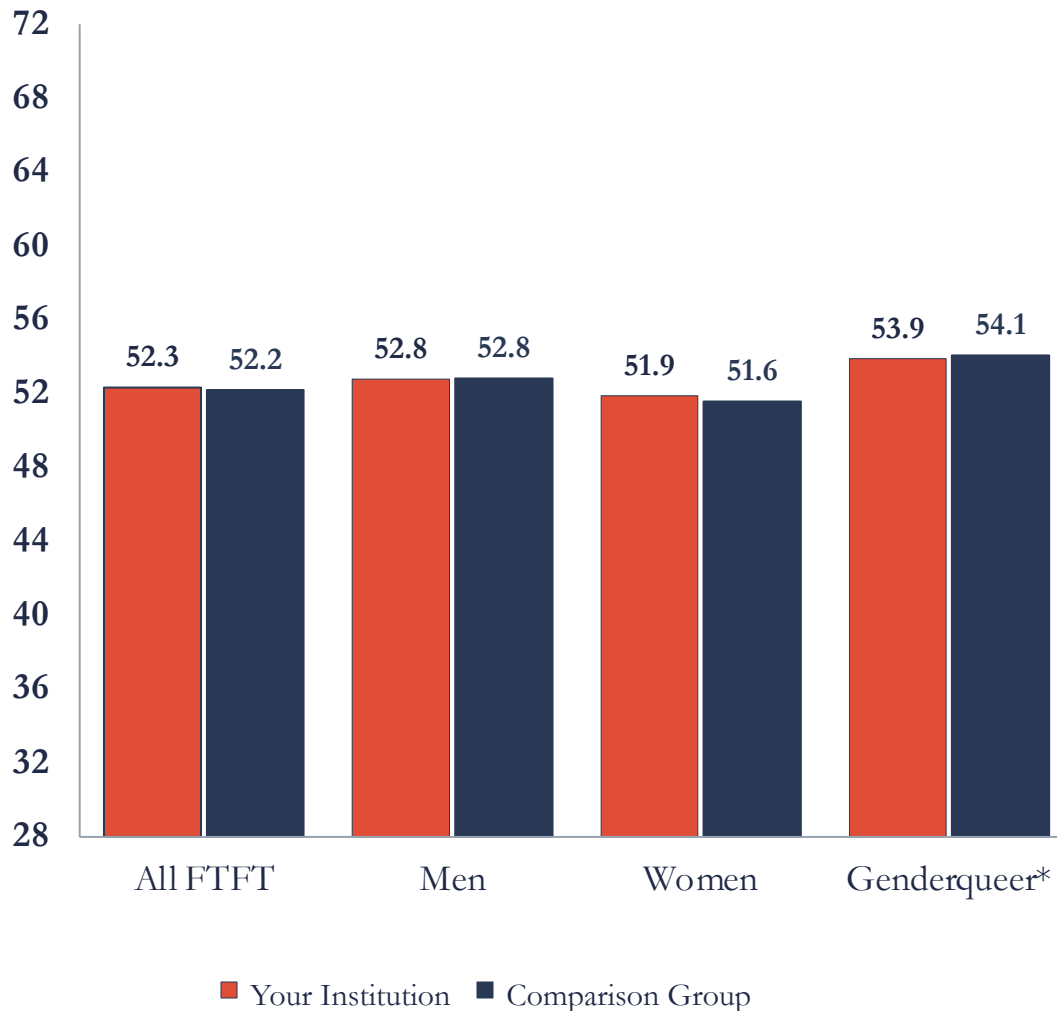
# Academic Preparation

Please mark which of the following courses you have completed.



# 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

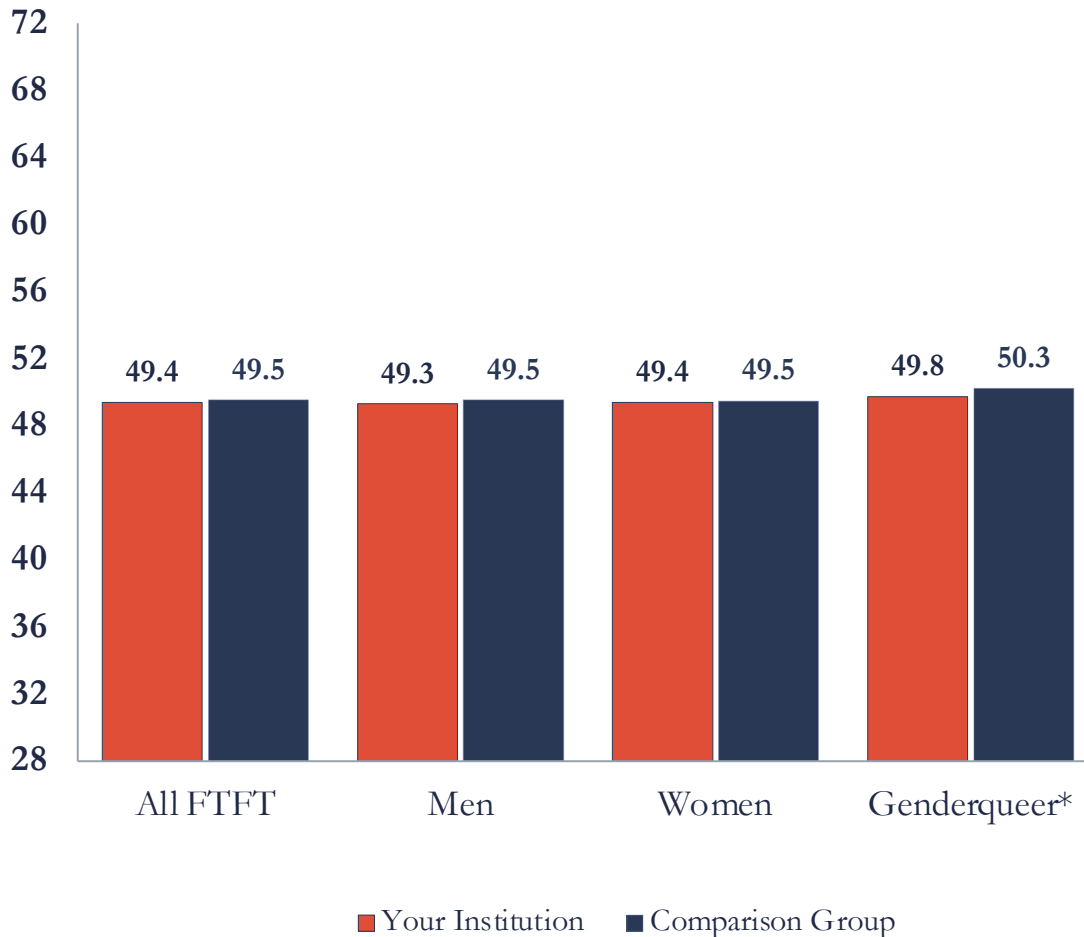
- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Look up scientific research articles and resources
- Accept mistakes as part of the learning process
- Explore topics on your own, even though it was not required for a class

\* Includes non-binary, genderqueer, gender non-conforming, identity not listed above.

Data are included if your campus has an n>=5.

# Pluralistic Orientation

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



## Construct Items

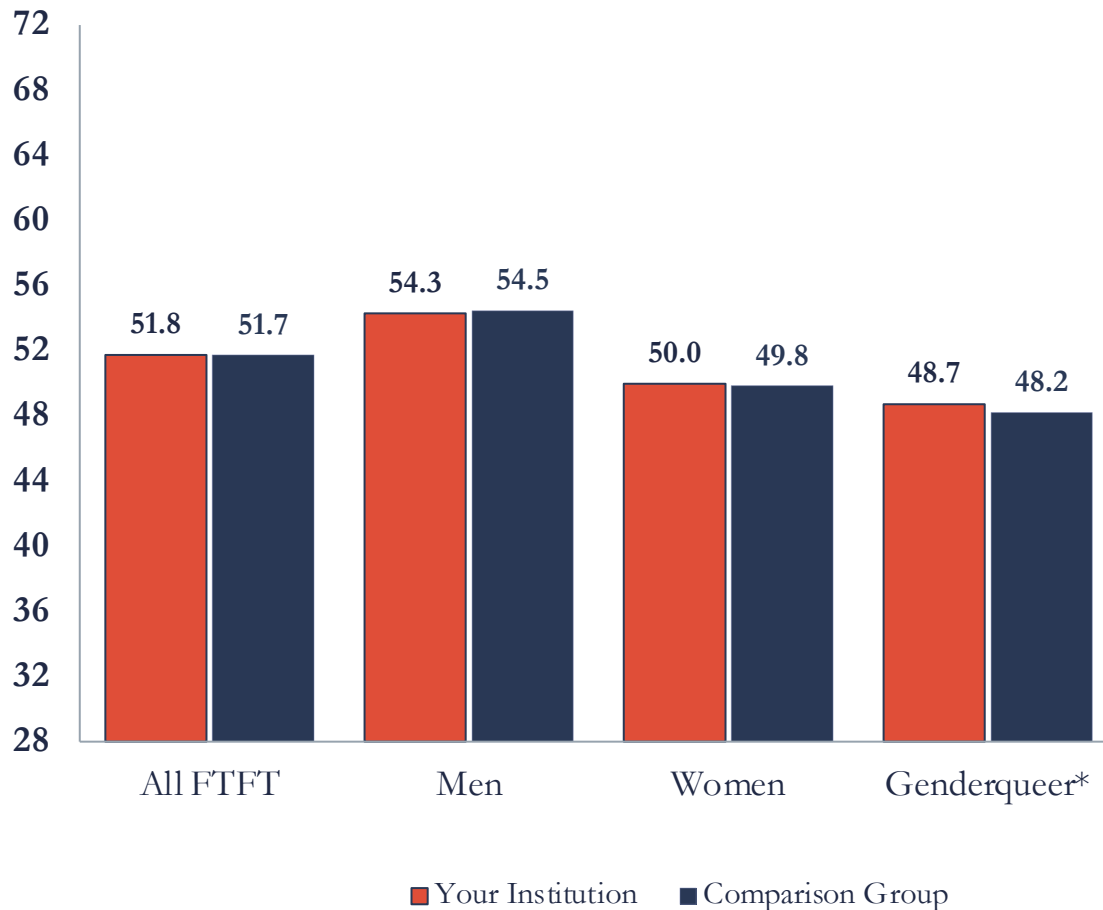
- Ability to see the world from someone else's perspective
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to work cooperatively with diverse people

\* Includes non-binary, genderqueer, gender non-conforming, identity not listed above.

Data are included if your campus has an n >= 5.

# 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

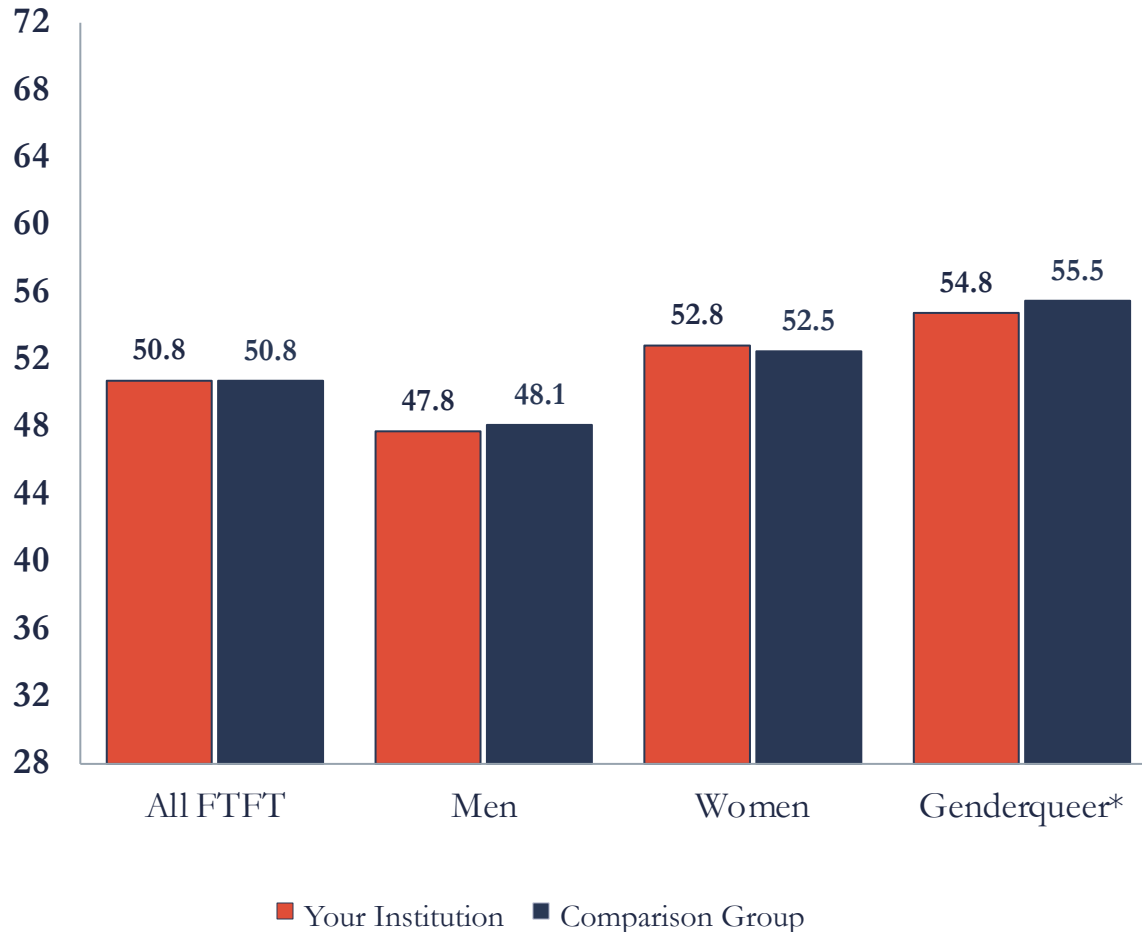
\* Includes non-binary, genderqueer, gender non-conforming, identity not listed above.

Data are included if your campus has an n >= 5.



# 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

- Demonstrated for a cause (e.g., boycott, rally, protest)
- Performed volunteer work
- Helped raise money for a cause or campaign
- Publicly communicated my opinion about a cause (e.g., blog, email, petition)
- Influencing social values
- Keeping up to date with political affairs

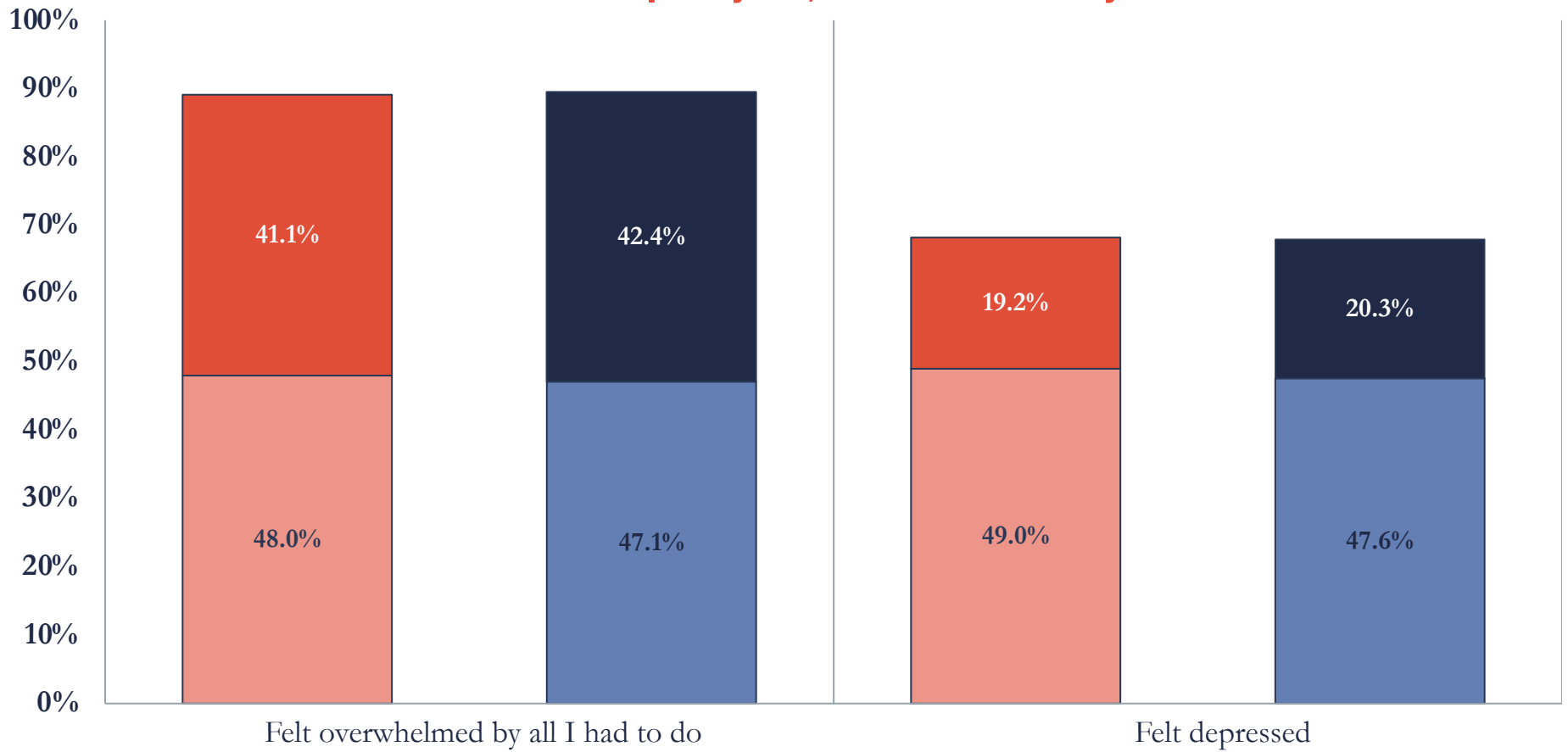
\* Includes non-binary, genderqueer, gender non-conforming, identity not listed above.

Data are included if your campus has an n>=5.

# Health and Wellness

Students' emotional well-being can affect many important aspects of the student experience including academic performance and persistence.

In the past year, how often have you:



**Your Institution**  
 ■ Frequently  
 ■ Occasionally

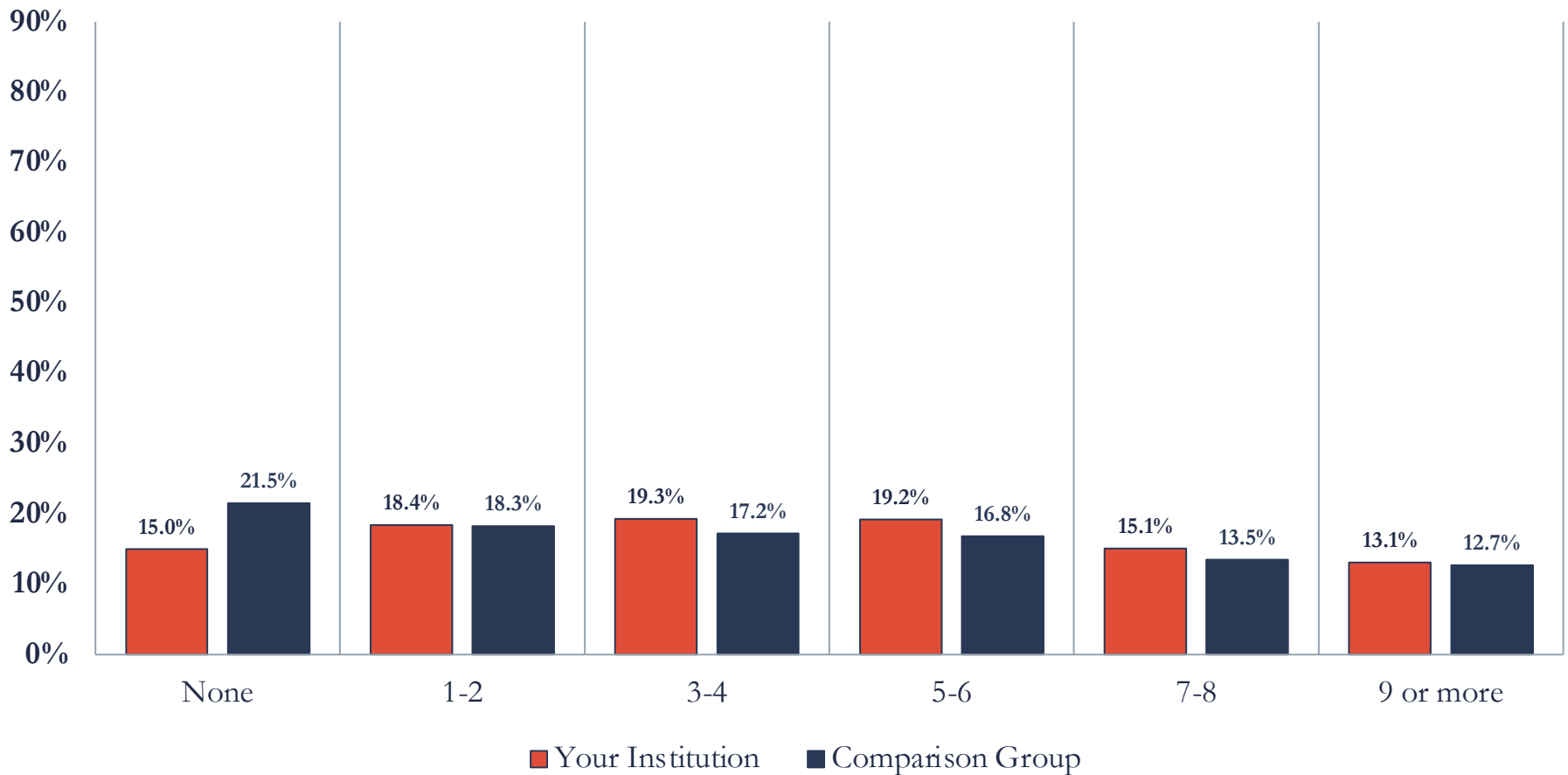
**Comparison Group**  
 ■ Frequently  
 ■ Occasionally

# College Preparation

These items illustrate students' academic preparation.

# AP Exam Scores

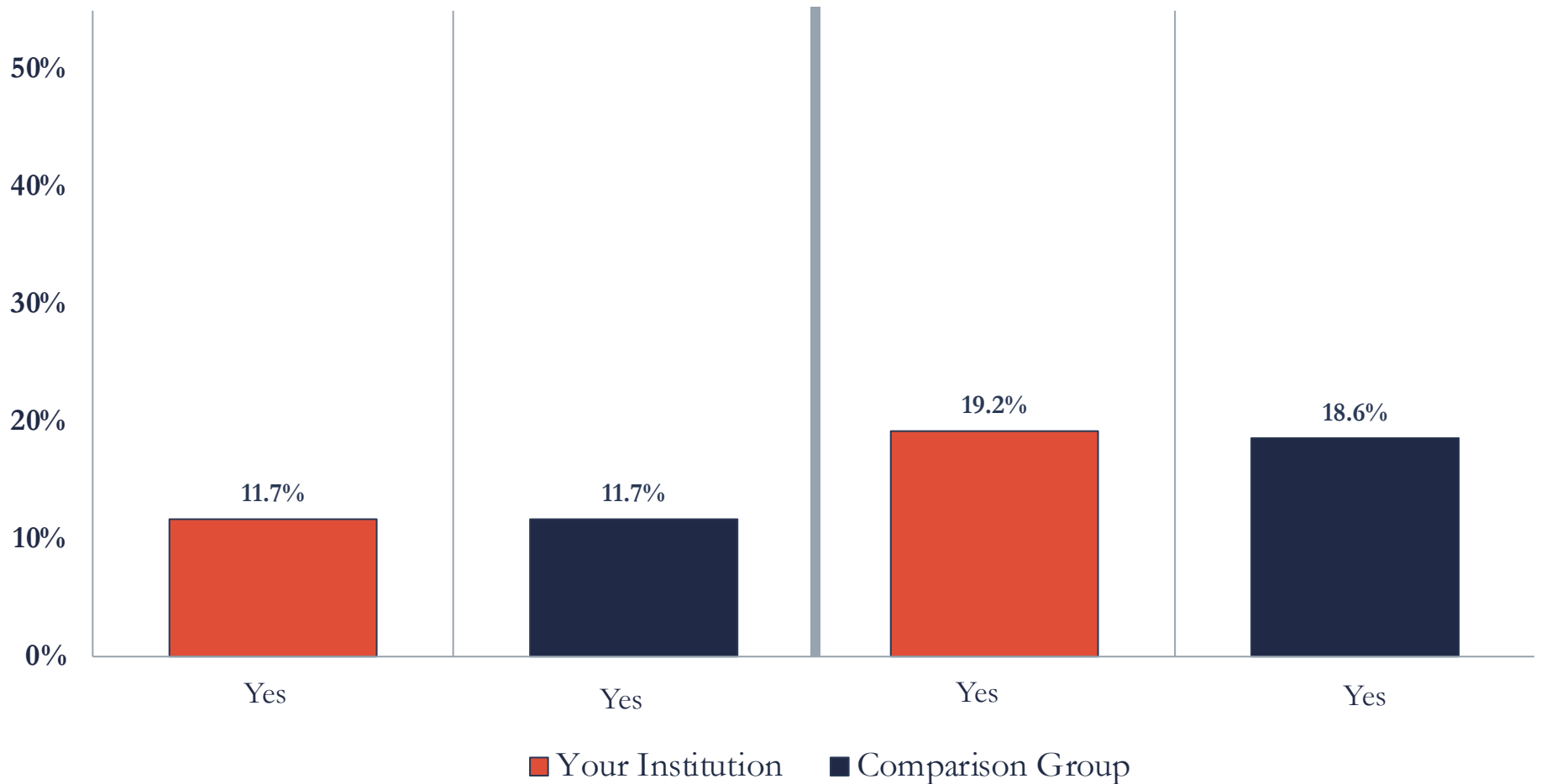
On how many AP exams did you score a 3 or higher?



# Previous College Coursework

Have taken courses for credit at this institution prior to this term

Have taken courses, whether for credit or not for credit, at any other institution since leaving high school



# Expectations for College: Major and Career

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

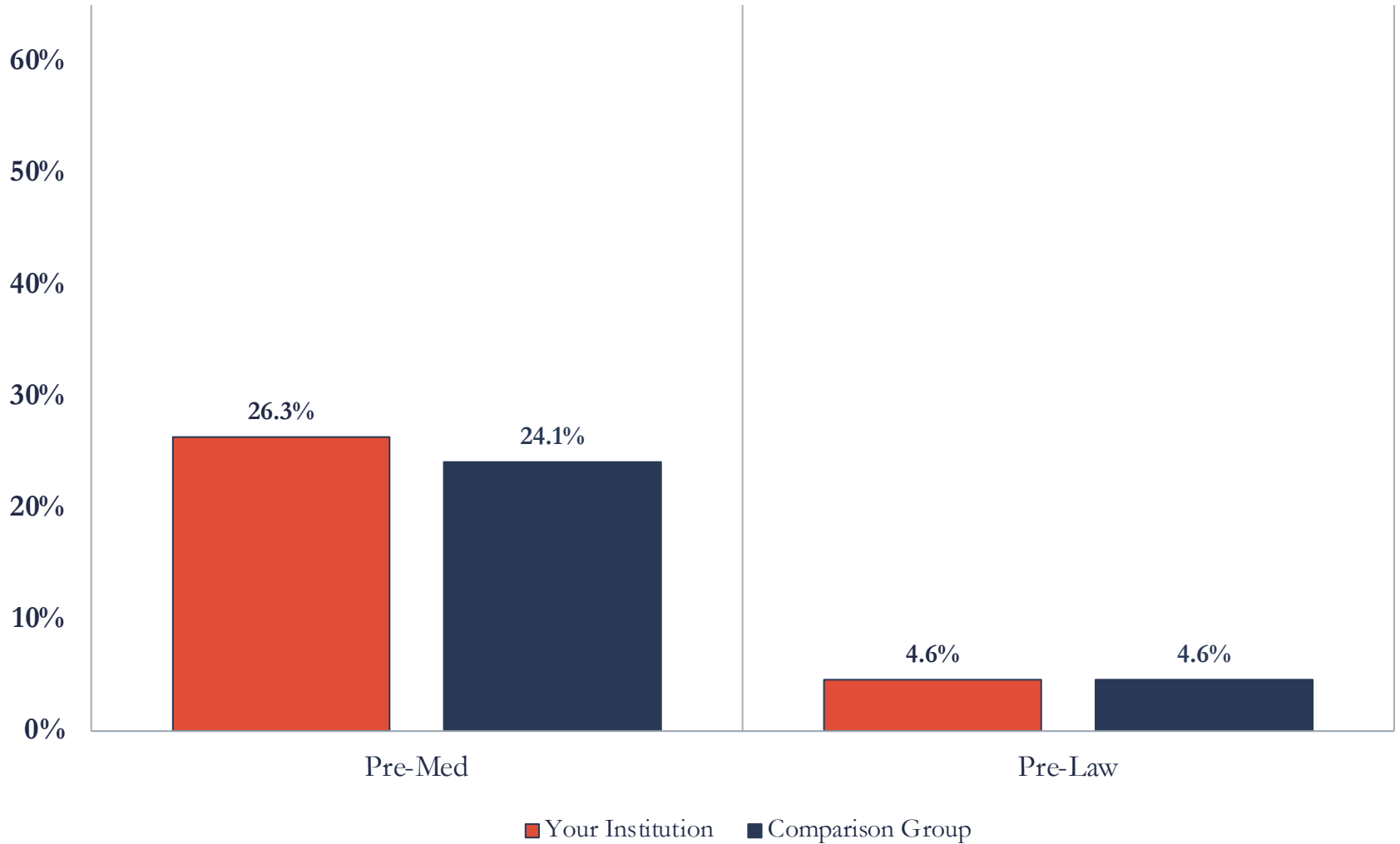
# Intended Major

Please indicate your intended major.

	<b>Your Inst</b>	<b>Comp Group</b>		<b>Your Inst</b>	<b>Comp Group</b>
Agriculture	<b>0.0%</b>	<b>0.0%</b>	Fine Arts	<b>1.7%</b>	<b>2.2%</b>
Biological Sciences	<b>27.0%</b>	<b>22.9%</b>	Mathematics or Computer Science	<b>13.5%</b>	<b>14.1%</b>
Business	<b>4.1%</b>	<b>5.1%</b>	Physical Science	<b>3.7%</b>	<b>3.3%</b>
Education	<b>0.5%</b>	<b>0.9%</b>	Social Science	<b>14.1%</b>	<b>11.7%</b>
Engineering	<b>18.8%</b>	<b>20.7%</b>	Justice and Security	<b>0.0%</b>	<b>0.5%</b>
English	<b>0.8%</b>	<b>0.7%</b>	Library Science	<b>0.0%</b>	<b>0.0%</b>
Health Professions	<b>2.2%</b>	<b>5.2%</b>	Other Non-technical	<b>5.0%</b>	<b>4.5%</b>
History or Political Science	<b>3.5%</b>	<b>3.0%</b>	Undecided	<b>3.2%</b>	<b>3.1%</b>
Arts & Humanities	<b>1.8%</b>	<b>1.9%</b>			

# Pre-Med or Pre-Law

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







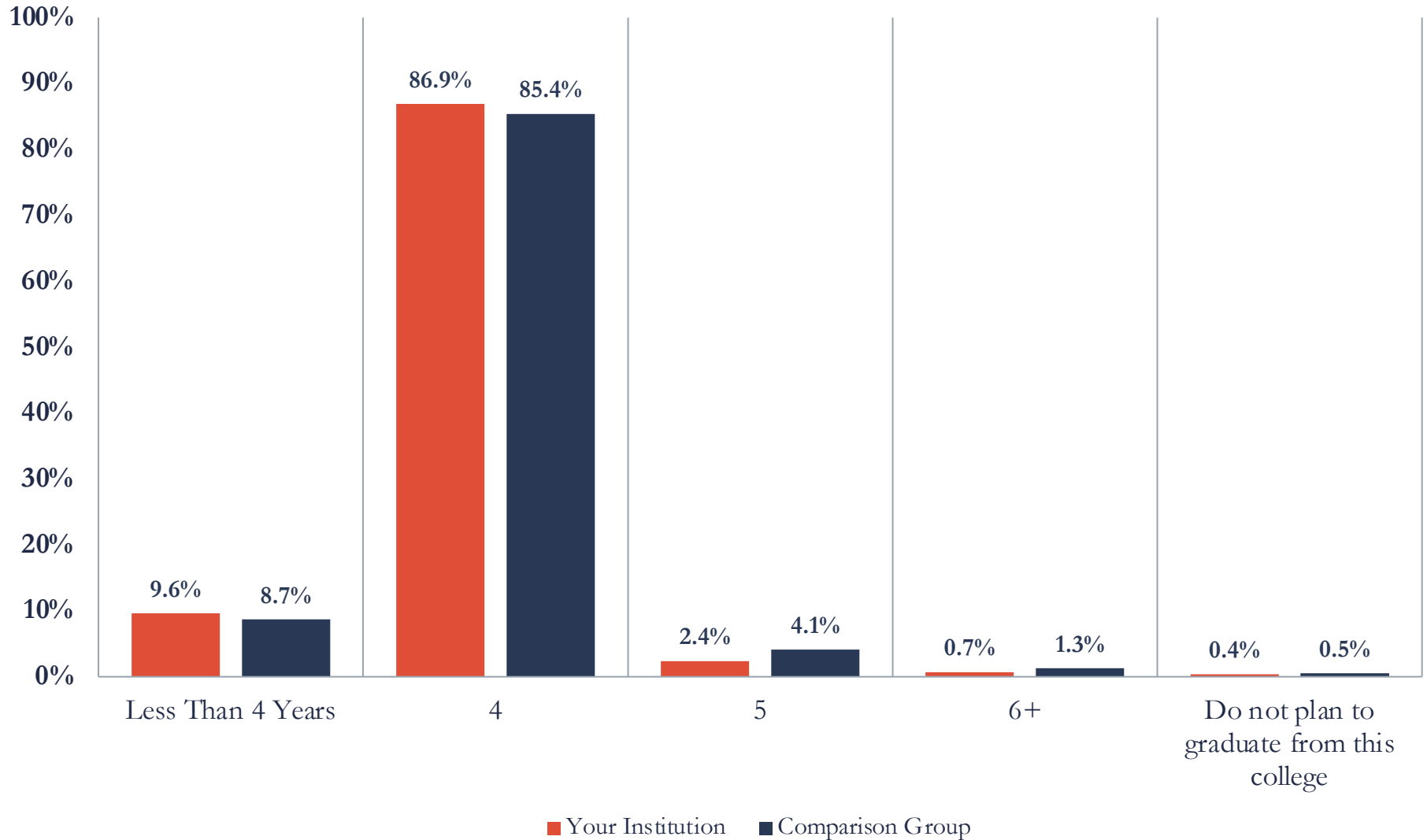
# Intended Career

Please indicate your intended career.

	<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>		<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>
Artist	2.5%	3.2%	Homemaker/Stay-at-Home Parent	0.0%	0.0%
Business	9.3%	9.2%	Information Technology Professional	12.4%	12.5%
Business (Admin Assistant)	0.0%	0.1%	Lawyer/Judge	2.6%	2.7%
Clergy	0.0%	0.0%	Military	0.1%	0.1%
Educators	1.6%	1.9%	Nurse	0.8%	2.5%
Education Administrator	0.3%	0.4%	Research Scientist	7.3%	6.9%
Doctor (MD or DDS or DVM)	18.3%	15.7%	Social/Welfare/Rec Worker	0.7%	0.7%
Engineer	15.5%	16.7%	Skilled worker	0.0%	0.2%
Farmer, Forester, or Environmentalist	0.5%	0.5%	Other choice	5.9%	6.3%
Health Professional	9.2%	8.9%	Undecided	12.9%	11.3%

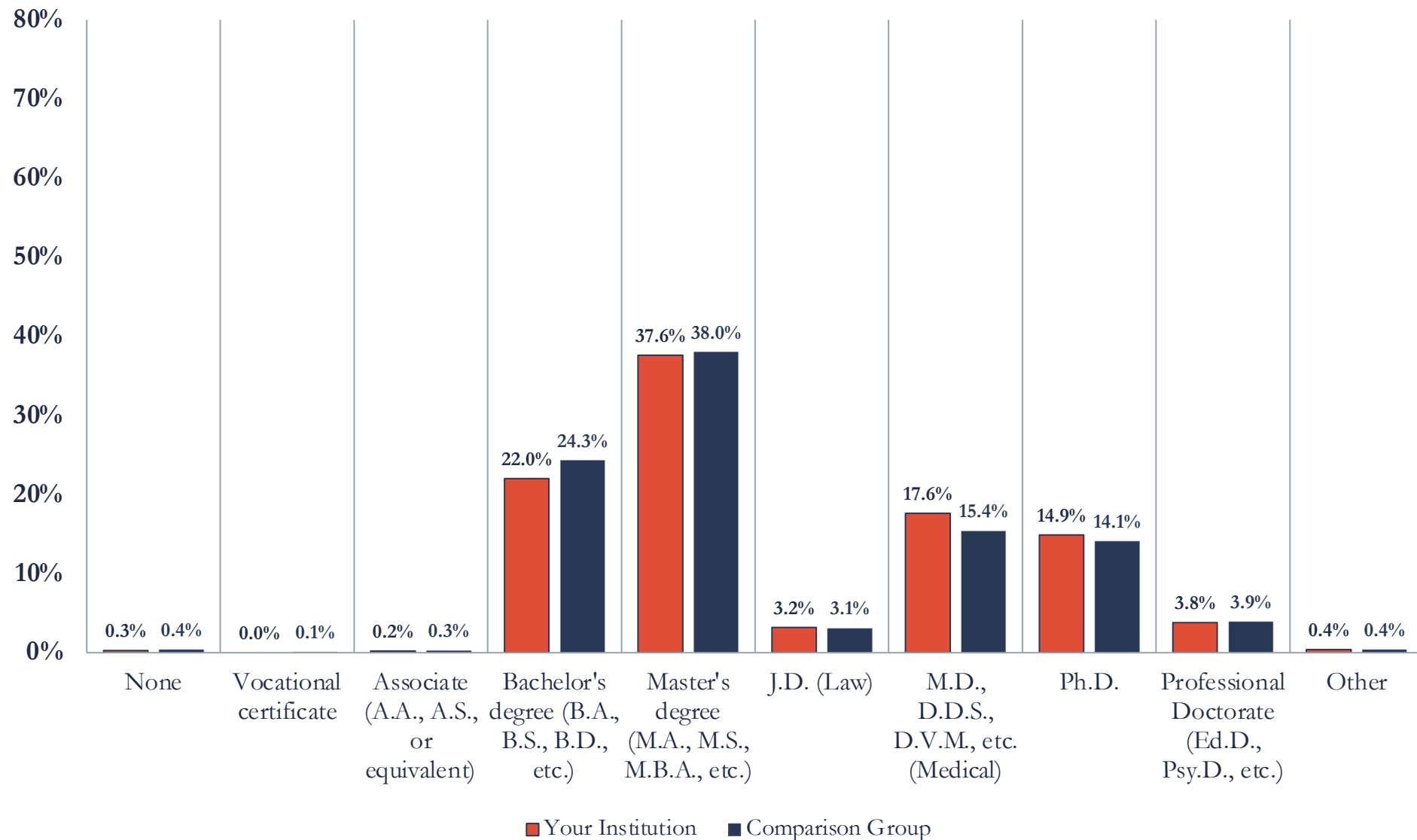
# Time-to-Degree

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



# Degree Aspirations

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

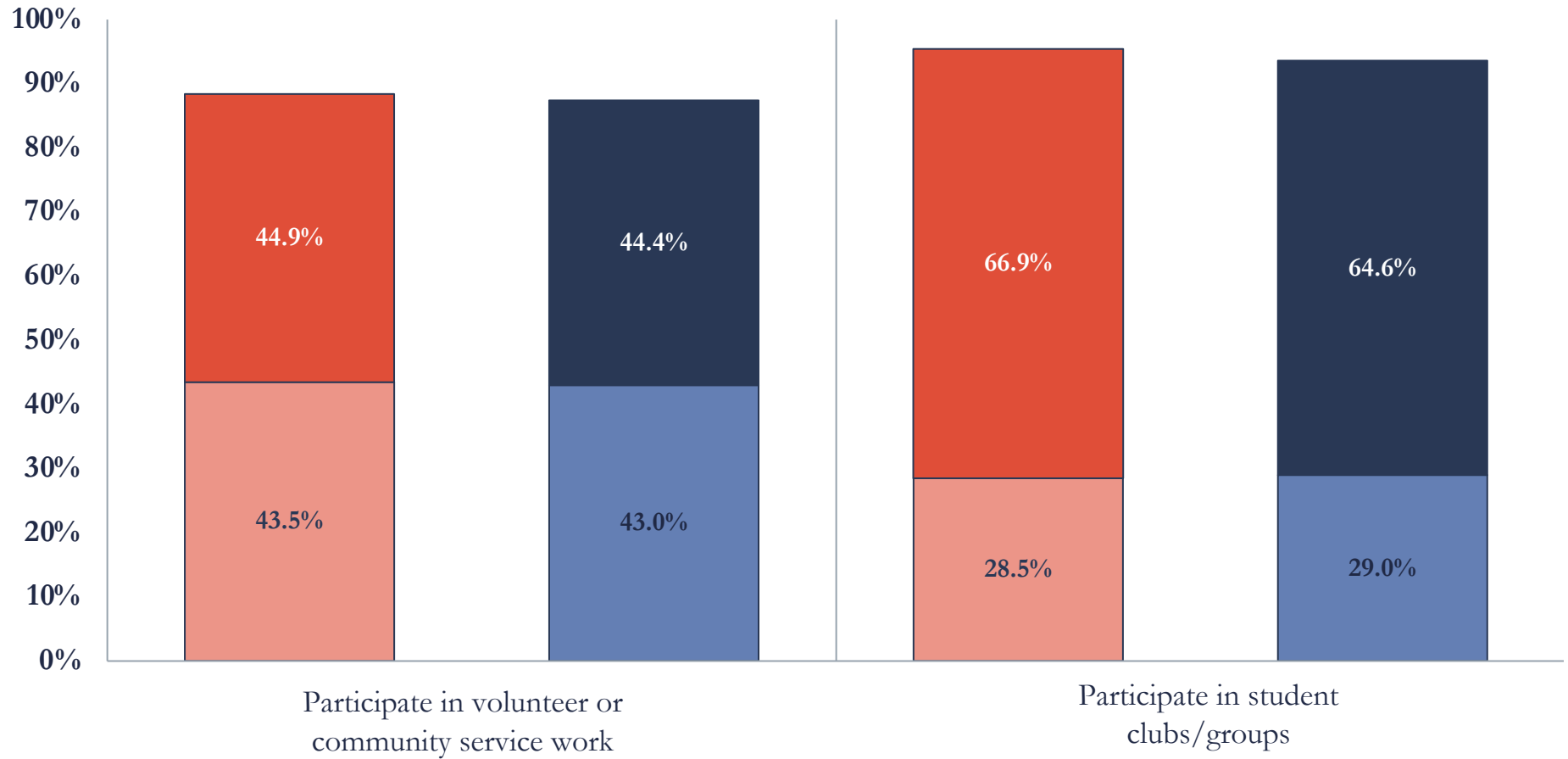


# Expectations for College Life

Understanding students' expectations helps provide opportunities for students to grow intellectually, interpersonally, and affectively.

# Civic & Campus Engagement

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



**Your Institution**

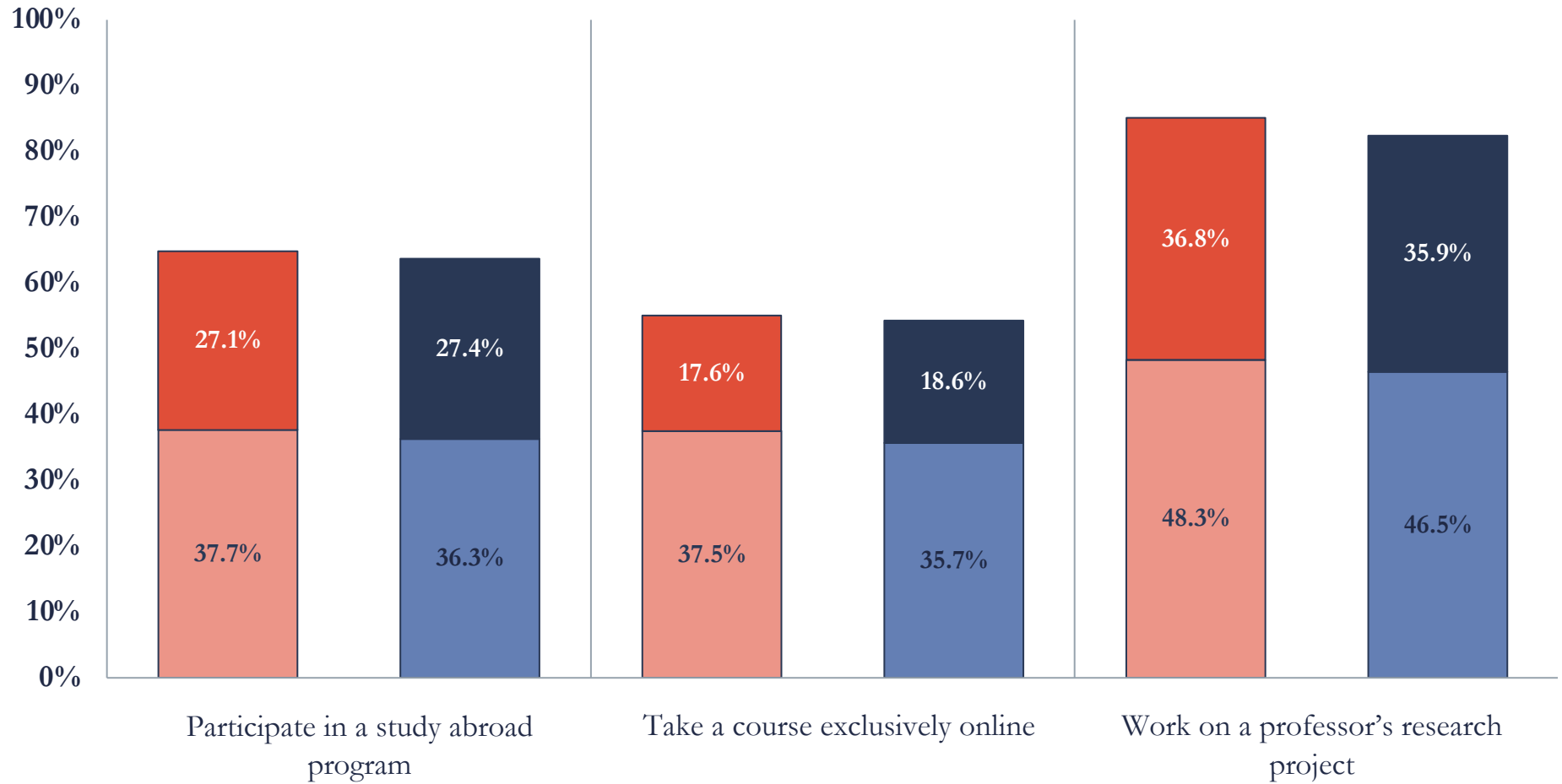
- Very Good Chance
- Some Chance

**Comparison Group**

- Very Good Chance
- Some Chance

# Academic Engagement

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



**Your Institution**

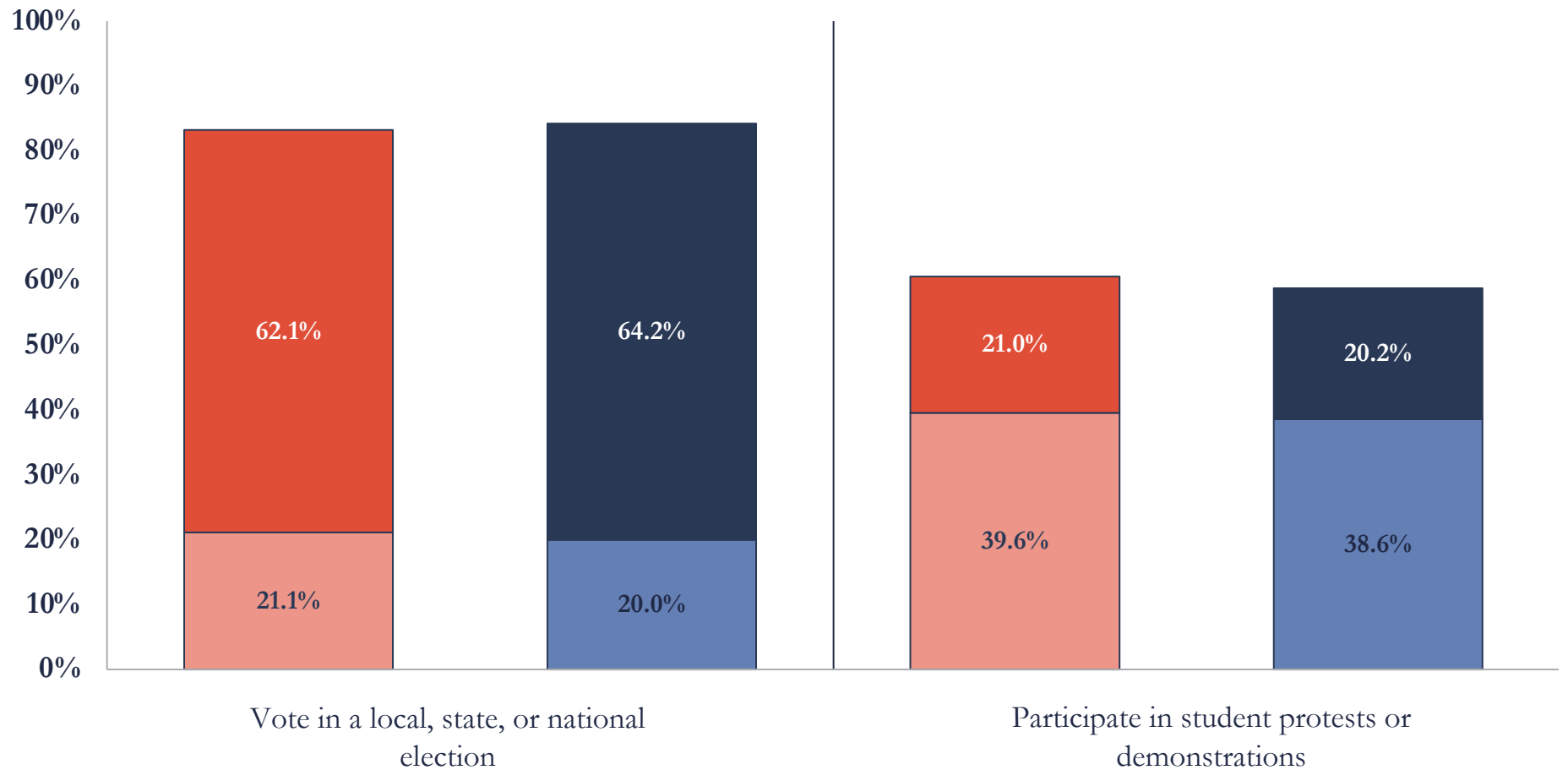
- Very Good Chance
- Some Chance

**Comparison Group**

- Very Good Chance
- Some Chance

# Political Behaviors

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

# Recruitment and Orientation

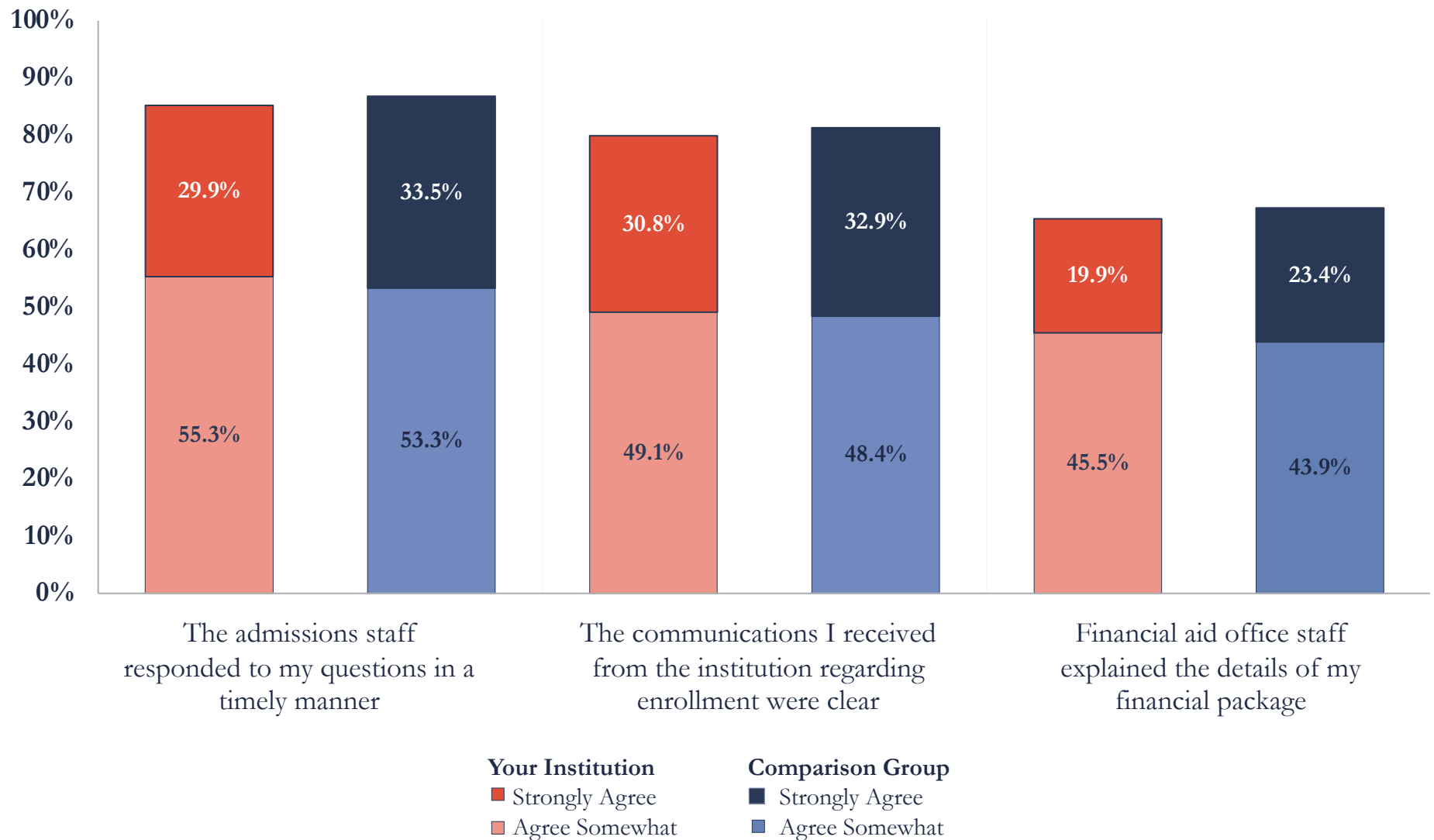
Examining students' experiences with recruitment and orientation processes can improve future outreach and new student activities.





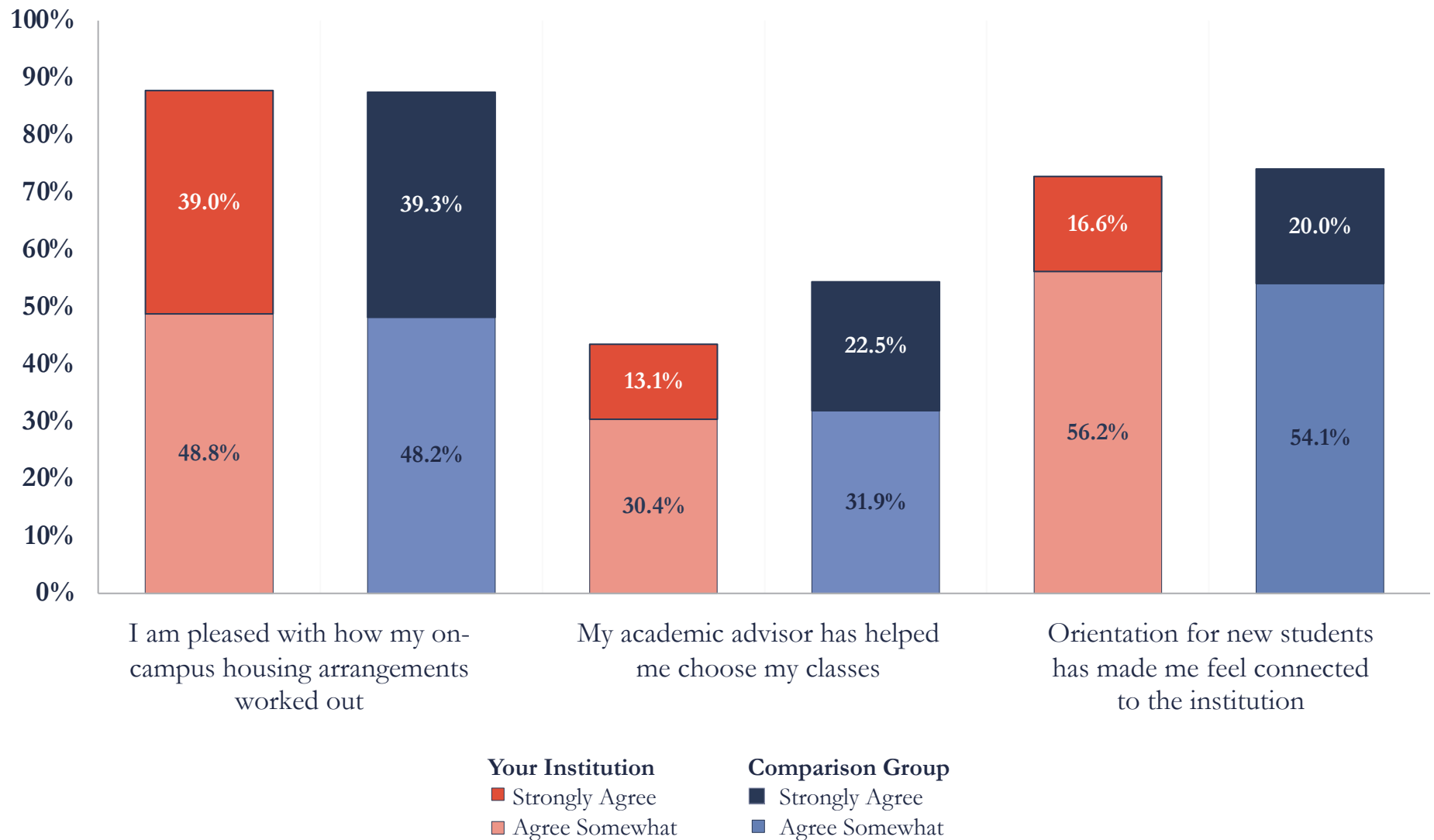
# Recruitment and Orientation

Rate your agreement with each of the following statements.



# Recruitment and Orientation

Rate your agreement with each of the following statements.

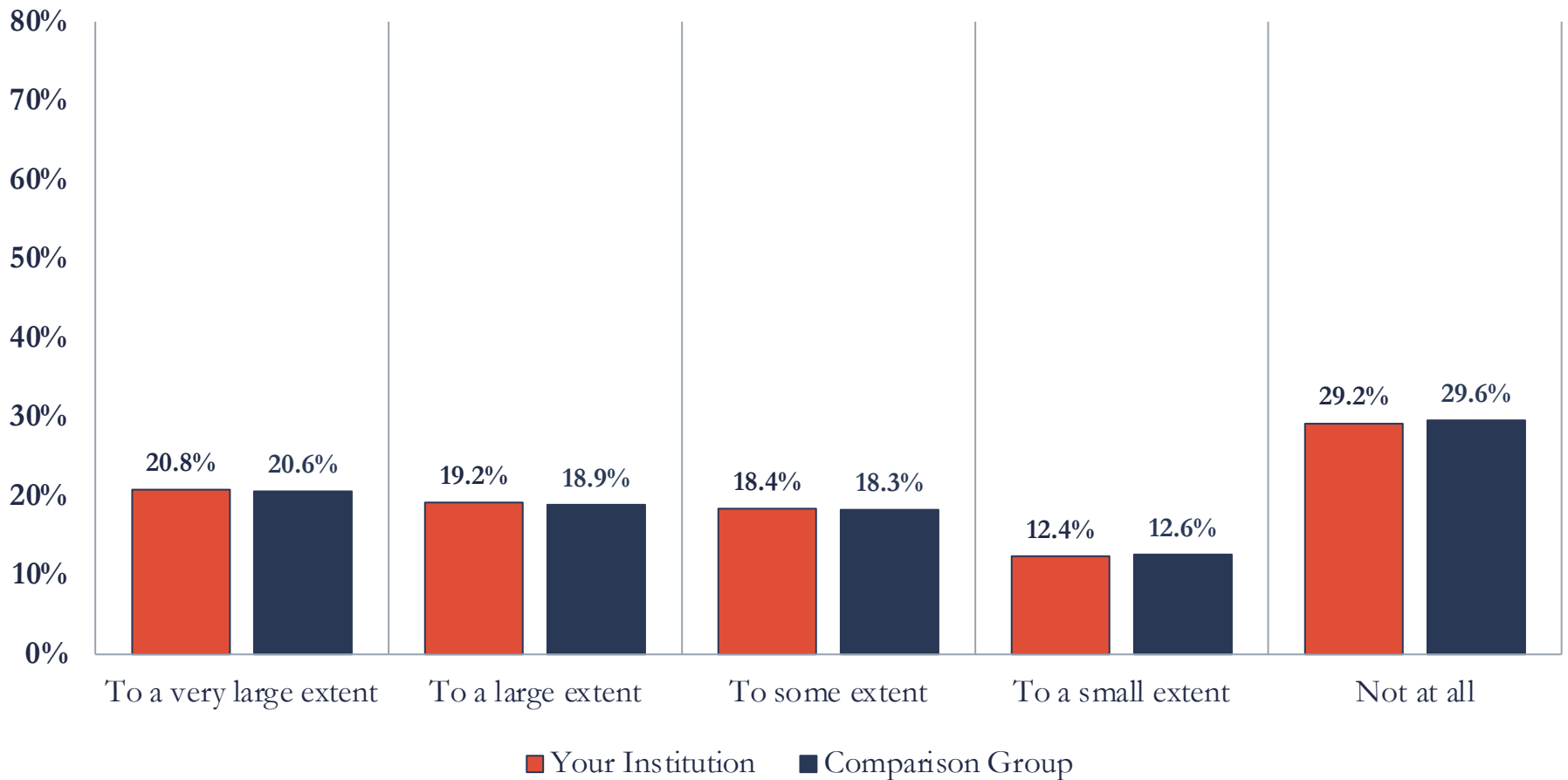


# COVID-19 Pandemic

Understanding students' perceptions and experiences during the COVID-19 pandemic is essential.

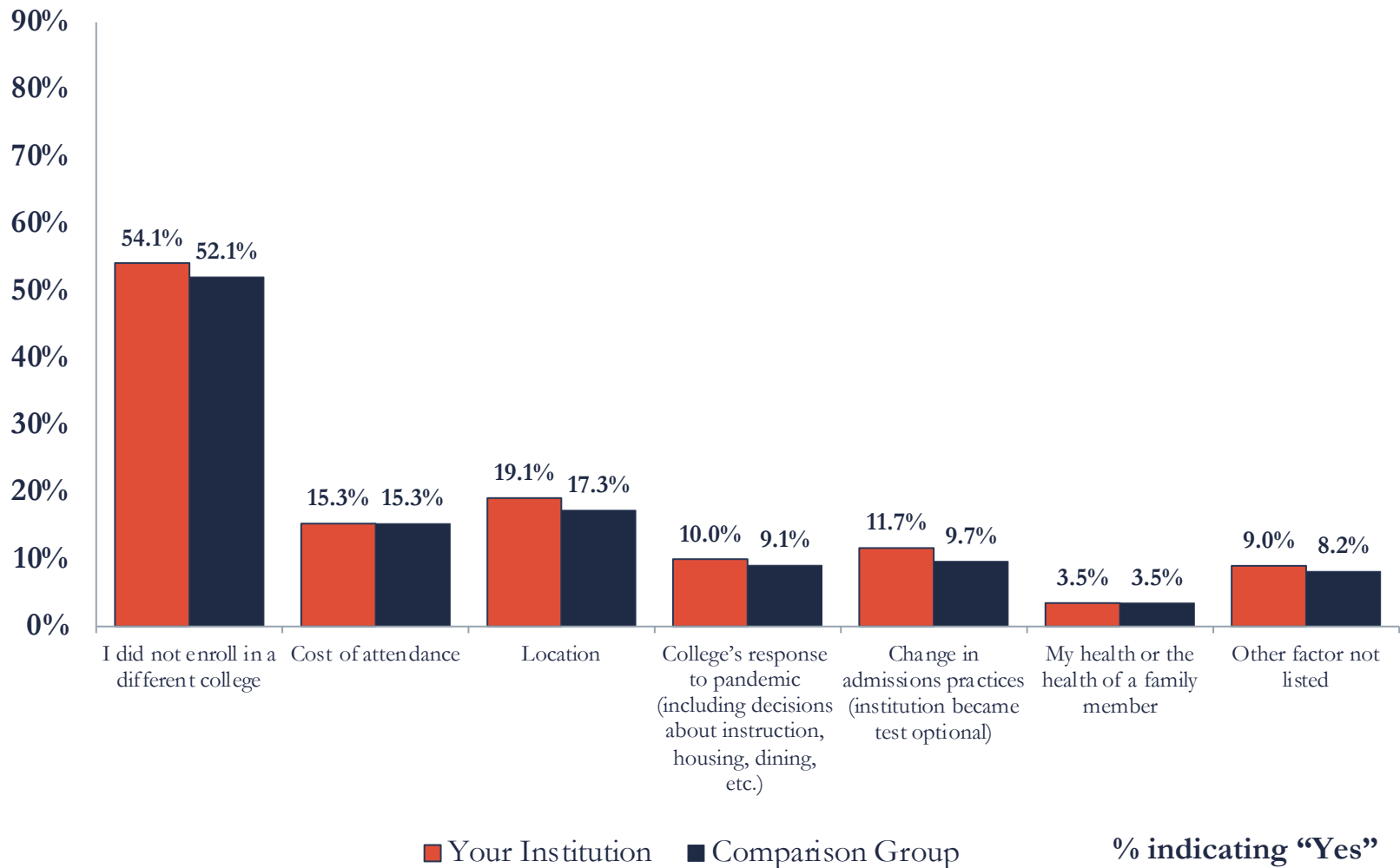
# College Degree Consideration

To what extent did you consider whether a college degree is even worthwhile given the pandemic and current economy?



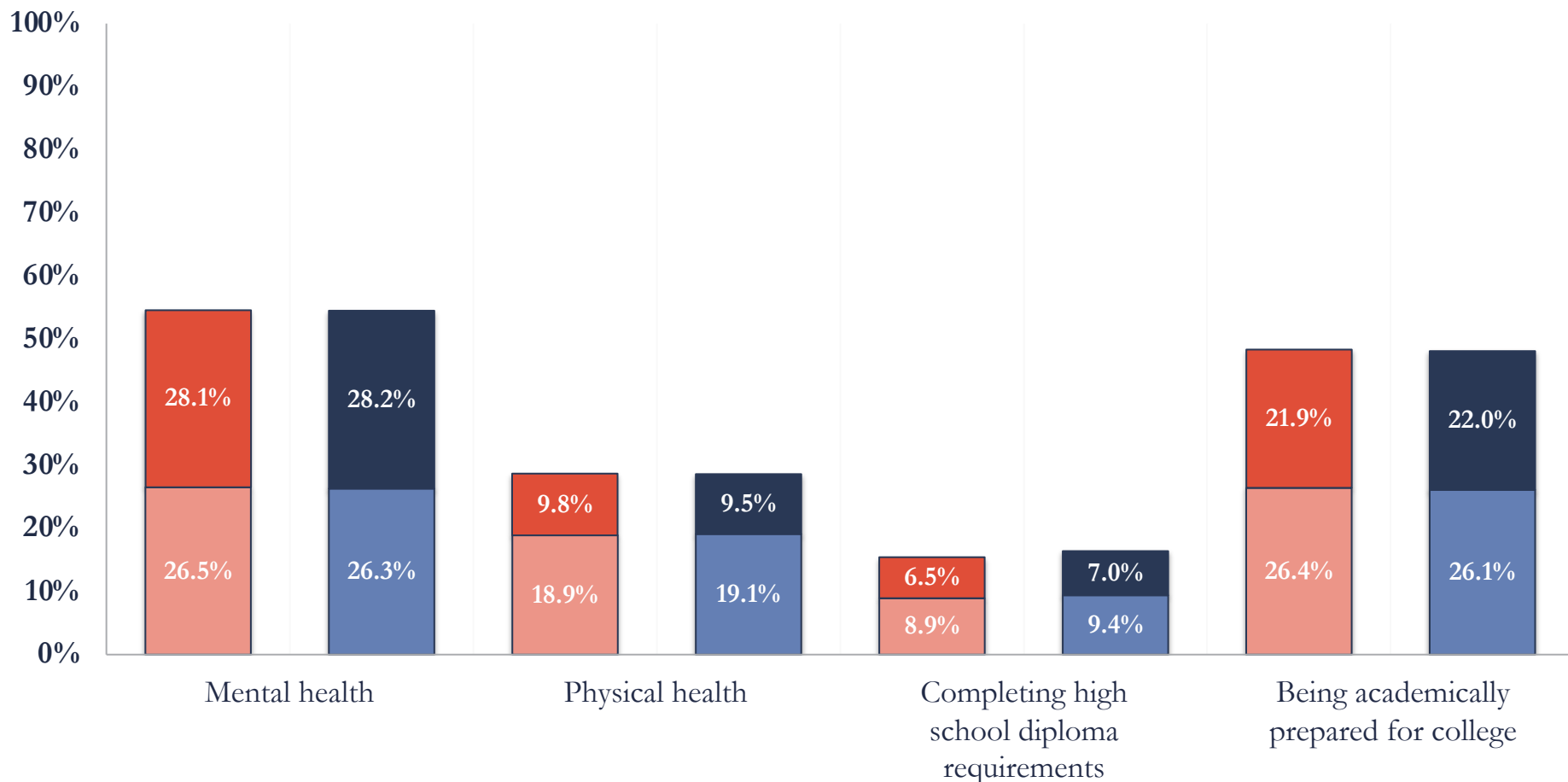
# College Choice

What factors influenced your decision to enroll in a different college than expected due to the COVID-19 pandemic?



# Sources of Stress

Rate the extent to which each of the following has been a source of stress for you since the start of the COVID-19 pandemic.



**Your Institution**

- To a very large extent
- To a large extent

**Comparison Group**

- To a very large extent
- To a large extent



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

## For more information about HERI/CIRP Surveys

The Freshman Survey  
Your First College Year Survey  
Diverse Learning Environments Survey  
College Senior Survey  
Staff Climate Survey  
The Faculty Survey

Please contact:  
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(310) 825-1925  
[www.heri.ucla.edu](http://www.heri.ucla.edu)