Saint Norbert College
CIRP Freshman Survey
2014 Results

First-time, Full-time Freshmen

Saint Norbert College
N=491

Catholic 4yr Colleges-high selectivity
N=6,684
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

Male: 54.0%
Female: 46.0%

Comparison Group

Male: 60.2%
Female: 39.8%
Demographics

Race/Ethnicity

- African American/ Black: 1.0%
- American Indian/ Alaska Native: 0.2%
- Asian/ Native Hawaiian/ Pacific Islander: 2.0%
- Latino: 1.8%
- White/ Caucasian: 89.8%
- Other Race/ Ethnicity: 0.4%
- Two or More Races/ Ethnicities: 4.7%

Your Institution
Comparison Group
Demographics

How many miles is this college from your permanent home?

[Bar chart showing distance distribution for 'Your Institution' and 'Comparison Group']

- 5 or less: Your Institution 7.6%, Comparison Group 3.4%
- 6-10: Your Institution 4.9%, Comparison Group 5.6%
- 11-50: Your Institution 29.7%, Comparison Group 26.7%
- 51-100: Your Institution 15.1%, Comparison Group 16.6%
- 101-500: Your Institution 41.5%, Comparison Group 30.5%
- Over 500: Your Institution 1.2%, Comparison Group 17.3%
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet): 75.4%
- Public charter school: 1.0%
- Public magnet school: 0.0%
- Private religious/parochial school: 17.8%
- Private independent college-prep school: 29.8%
- Home school: 5.3%
- Comparison Group:
  - Public charter school: 1.1%
  - Public magnet school: 1.2%
  - Private independent college-prep school: 10.7%
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?
Were you accepted by your first choice college?

- Yes: 92.7%
- No: 7.3%

College Acceptance

Is this college your …

- First Choice: 78.2%
- Second Choice: 60.0%
- Third Choice: 26.5%
- Less than Third Choice: 9.0%

Comparison Group:

- Your Institution
- Comparison Group
In deciding to *go to college*, how important to you was each of the following reasons?

- **To be able to get a better job**: Your Institution: 89.8%, Comparison Group: 89.9%
- **To gain a general education and appreciation of ideas**: Your Institution: 68.2%, Comparison Group: 74.4%
- **To make me a more cultured person**: Your Institution: 41.0%, Comparison Group: 50.3%
- **To be able to make more money**: Your Institution: 69.0%, Comparison Group: 73.2%

**Your Institution**
- Very Important
- Somewhat Important

**Comparison Group**
- Very Important
- Somewhat Important
In deciding to *go to college*, how important to you was each of the following reasons?

**Your Institution**

- **Very Important**
- **Somewhat Important**

**Comparison Group**

- **Very Important**
- **Somewhat Important**

**To learn more about things that interest me**
- Your Institution: 80.8%
- Comparison Group: 82.6%

**To get training for a specific career**
- Your Institution: 77.1%
- Comparison Group: 77.7%

**To prepare myself for graduate or professional school**
- Your Institution: 57.6%
- Comparison Group: 61.9%
College Choice

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

This college has a very good academic reputation
This college has a good reputation for its social activities
This college’s graduates gain admission to top graduate/professional schools
This college’s graduates get good jobs
The percentage of students that graduate from this college

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bar chart showing the percentage of students who found each reason very important and somewhat important for their decision to attend this college.
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>69.9%</td>
<td>66.6%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>33.7%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>7.6%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>8.7%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**Your Institution**
- Very Important
- Somewhat Important

**Comparison Group**
- Very Important
- Somewhat Important
College Choice

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

- **My parents wanted me to come here**
  - Your Institution: 50.5% Very Important, 46.8% Somewhat Important
  - Comparison Group: 19.5% Very Important, 19.5% Somewhat Important

- **I wanted to live near home**
  - Your Institution: 38.0% Very Important, 31.6% Somewhat Important
  - Comparison Group: 21.9% Very Important, 19.9% Somewhat Important

- **Rankings in national magazines**
  - Your Institution: 12.3% Very Important, 41.0% Somewhat Important
  - Comparison Group: 21.2% Very Important, 62.2% Somewhat Important

- **A visit to the campus**
  - Your Institution: 30.4% Very Important, 31.9% Somewhat Important
  - Comparison Group: 56.6% Very Important, 31.9% 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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family resources</td>
<td>88.4%</td>
<td>84.4%</td>
</tr>
<tr>
<td>Personal resources</td>
<td>88.8%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Aid not to be repaid</td>
<td>91.8%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Aid to be repaid</td>
<td>74.8%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Other sources</td>
<td>12.4%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>
Financing College

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

![Bar chart showing the percentage of students with concerns about financing college education. The chart compares your institution with a comparison group. The categories are None, Some, and Major, with accompanying percentages for each category.]

- Your Institution:
  - None: 24.2%
  - Some: 67.6%
  - Major: 8.2%

- Comparison Group:
  - None: 33.2%
  - Some: 56.2%
  - Major: 10.6%
High School Experiences

Understanding students’ established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.
High School Experiences

Please mark which of the following courses you have completed?

- Algebra II
- Pre-Calculus/Trigonometry
- Probability & Statistics
- Calculus
- AP Probability & Statistics
- AP Calculus

Your Institution
Comparison Group

97.9% 98.8%
81.8% 90.4%
22.7% 31.0%
25.2% 38.4%
12.9% 16.0%
30.6% 29.8%
High School Experiences

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>23.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>22.8%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21.2%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>20.0%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>
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 measures skills and dispositions appropriate for living and working in a diverse society.

- 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

---

**Academic Self-Concept**

<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>49.1</td>
<td>50.1</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>49.1</td>
<td>50.6</td>
</tr>
</tbody>
</table>

---

*Return to contents*
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.

- Felt overwhelmed by all you had to do:
  - Your Institution: 36.7% (Frequently), 56.2% (Occasionally)
  - Comparison Group: 36.9% (Frequently), 55.4% (Occasionally)

- Felt depressed:
  - Your Institution: 6.6% (Frequently), 33.8% (Occasionally)
  - Comparison Group: 8.0% (Frequently), 36.8% (Occasionally)
Health and Wellness

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

- Learning disability
- ADHD
- Autism spectrum
- Physical disability
- Chronic illness
- Psychological disorder

For Your Institution:
- Learning disability: 1.7%
- ADHD: 5.4%
- Autism spectrum: 0.4%
- Physical disability: 2.5%
- Chronic illness: 3.1%
- Psychological disorder: 7.3%

For Comparison Group:
- Learning disability: 3.6%
- ADHD: 6.1%
- Autism spectrum: 0.4%
- Physical disability: 3.1%
- Chronic illness: 2.6%
- Psychological disorder: 8.4%
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: 22.1% Your Institution, 9.8% Comparison Group
- Reading: 3.4% Your Institution, 4.2% Comparison Group
- Mathematics: 98.3% Your Institution, 48.2% Comparison Group
- Writing: 81.5% Your Institution, 15.0% 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: 56.1% A Major Strength, 23.0% Somewhat Strong
- Knowledge of a particular field or discipline: 7.6% A Major Strength, 46.7% Somewhat Strong
- Foreign language ability: 19.7% A Major Strength, 22.3% 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:

- Understanding of the problems facing your community:
  - Your Institution: 8.2% A Major Strength, 29.9% Somewhat Strong, 32.8% Somewhat Strong
  - Comparison Group: 11.6% A Major Strength, 7.6% Somewhat Strong, 10.0% Somewhat Strong

- Understanding of national issues:
  - Your Institution: 26.9% A Major Strength, 28.1% Somewhat Strong
  - Comparison Group: 23.9% A Major Strength, 25.0% Somewhat Strong

- Understanding of global issues:
  - Your Institution: 6.3% A Major Strength
  - Comparison Group: 9.5% A Major Strength
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

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Major Strength</td>
<td>A Major Strength</td>
</tr>
<tr>
<td>Somewhat Strong</td>
<td>Somewhat Strong</td>
</tr>
</tbody>
</table>

- Critical thinking skills: 17.1% A Major Strength, 45.3% Somewhat Strong
- Problem-solving skills: 22.7% A Major Strength, 46.3% Somewhat Strong
- Ability to manage your time effectively: 20.1% A Major Strength, 35.0% 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: 7.3%
  - Somewhat Strong: 26.9%
  - Somewhat Strong: 32.0%
- **Comparison Group**
  - A Major Strength: 11.7%
  - Somewhat Strong: 32.0%
  - Somewhat Strong: 16.6%

### Interpersonal skills
- **Your Institution**
  - A Major Strength: 19.2%
  - Somewhat Strong: 36.6%
  - Somewhat Strong: 36.6%
- **Comparison Group**
  - A Major Strength: 16.6%
  - Somewhat Strong: 36.6%
  - Somewhat Strong: 36.6%
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>Your Group</th>
<th>Comp Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.2%</td>
<td>0.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>24.3%</td>
<td>14.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>17.1%</td>
<td>25.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>12.8%</td>
<td>5.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>1.4%</td>
<td>8.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>0.4%</td>
<td>1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td>6.8%</td>
<td>13.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History or Political Science</td>
<td>2.9%</td>
<td>3.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3.5%</td>
<td>4.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice and Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>14.0%</td>
<td>9.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

- Pre-Med:
  - Your Institution: 26.0%
  - Comparison Group: 19.8%

- Pre-Law:
  - Your Institution: 4.7%
  - Comparison Group: 6.1%
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Field</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0.2%</td>
<td>0.4%</td>
<td>13.0%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Artist</td>
<td>4.1%</td>
<td>3.5%</td>
<td>Health Professional</td>
<td>13.0%</td>
</tr>
<tr>
<td>Business</td>
<td>13.7%</td>
<td>21.6%</td>
<td>Information Technology Professional</td>
<td>3.0%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.1%</td>
<td>Lawyer</td>
<td>1.1%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.2%</td>
<td>0.4%</td>
<td>Military</td>
<td>0.9%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.2%</td>
<td>0.2%</td>
<td>Nurse</td>
<td>1.4%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.7%</td>
<td>2.0%</td>
<td>Research Scientist</td>
<td>5.5%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>15.6%</td>
<td>12.0%</td>
<td>Service Industry</td>
<td>0.0%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>14.4%</td>
<td>6.3%</td>
<td>Skilled worker</td>
<td>0.2%</td>
</tr>
<tr>
<td>Engineer</td>
<td>0.9%</td>
<td>6.8%</td>
<td>Social/Non-Profit Services</td>
<td>1.4%</td>
</tr>
<tr>
<td>Government</td>
<td>2.5%</td>
<td>2.1%</td>
<td>Other</td>
<td>9.2%</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**
  - 1 year: 0.0%
  - 2 years: 0.0%
  - 3 years: 0.2%
  - 4 years: 94.8%
  - 5 years: 1.5%
  - 6+ years: 1.5%

- **Comparison Group**
  - 1 year: 92.1%
  - 2 years: 4.0%
  - 3 years: 0.5%
  - 4 years: 0.4%
  - 5 years: 1.7%
  - 6+ years: 1.9%

Do not plan to graduate from this college: 0.5%
Expectations: Degree Aspirations

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

<table>
<thead>
<tr>
<th>Degree Aspiration</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Vocational certificate</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Associate (A.A. or equivalent)</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bachelor's degree (B.A., B.S., etc.)</td>
<td>4.4%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Master's degree (M.A., M.S., etc.)</td>
<td>41.3%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Ph.D. or Ed.D.</td>
<td>13.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td>M.D., D.O., D.D.S., D.V.M.</td>
<td>17.1%</td>
<td>12.5%</td>
</tr>
<tr>
<td>J.D. (Law)</td>
<td>2.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>B.D. or M.DIV. (Divinity)</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
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: 46.0% Very Good Chance, 35.9% Some Chance
  - Comparison Group: 48.0% Very Good Chance, 37.3% Some Chance

- Participate in a study abroad program
  - Your Institution: 46.6% Very Good Chance, 27.8% Some Chance
  - Comparison Group: 47.0% Very Good Chance, 31.5% Some Chance

- Discuss course content with students outside of class
  - Your Institution: 44.3% Very Good Chance, 45.8% Some Chance
  - Comparison Group: 56.4% Very Good Chance, 36.9% Some Chance
Expectations for College Life

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

- Communicate regularly with your professors: 45.0% (Very Good Chance), 51.4% (Some Chance)
- Take a course exclusively online at this institution: 1.7% (Very Good Chance), 15.1% (Some Chance), 6.7% (Very Good Chance), 18.1% (Some Chance)
- Work on a professor’s research project: 22.3% (Very Good Chance), 52.1% (Some Chance), 31.6% (Very Good Chance), 46.7% (Some Chance)
Expectations for College Life

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

- Need extra time to complete your degree requirements: Very Good Chance 2.7%, Some Chance 18.5%
- Take a leave of absence from this college temporarily: Very Good Chance 4.1%, Some Chance 0.8%
- Transfer to another college before graduating: Very Good Chance 2.3%, Some Chance 12.6%

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance

Return to contents
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