Texas State University-San Marcos
CIRP Freshman Survey
2016 Results

First-time, Full-time Freshmen

Texas State University-San Marcos
N=1,706

Public Universities-low selectivity
N=7,489

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
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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. They focus on student traits and institutional practices contributing to students’ academic and social development.
Demographics

SEX

Your Institution
- Male: 73.4%
- Female: 26.6%

Comparison Group
- Male: 56.9%
- Female: 43.1%
Demographics

Race/Ethnicity

- African American/Black: 8.2% (Your Institution), 8.9% (Comparison Group)
- American Indian/Alaska Native: 0.2% (Your Institution), 0.4% (Comparison Group)
- Asian/Native Hawaiian/Pacific Islander: 3.6% (Your Institution), 4.6% (Comparison Group)
- Latino: 27.6% (Your Institution), 15.5% (Comparison Group)
- White/Caucasian: 56.3% (Your Institution), 43.3% (Comparison Group)
- Other Race/Ethnicity: 0.6% (Your Institution), 2.6% (Comparison Group)
- Two or More Races/Ethnicities: 16.4% (Your Institution), 11.8% (Comparison Group)
Demographics

How many miles is this college from your permanent home?

- **2.3%** 5.0% (5 or less)
- **12.7%** 0.8% (6-10)
- **55.2%** (11-50)
- **16.2%** 15.8% (51-100)
- **58.3%** 8.5% (101-500)
- **5.1%** 2.8% (Over 500)

**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?

![Bar chart showing the distribution of applications to colleges other than the applicant's institution.

- **None**: 15.9% (Your Institution) vs. 12.4% (Comparison Group)
- **1**: 12.8% (Your Institution) vs. 9.6% (Comparison Group)
- **2**: 17.5% (Your Institution) vs. 13.1% (Comparison Group)
- **3**: 19.2% (Your Institution) vs. 14.9% (Comparison Group)
- **4**: 14.7% (Your Institution) vs. 10.8% (Comparison Group)
- **5**: 8.1% (Your Institution) vs. 8.2% (Comparison Group)
- **6**: 4.0% (Your Institution) vs. 6.2% (Comparison Group)
- **7-8**: 4.2% (Your Institution) vs. 13.0% (Comparison Group)
- **9-10**: 1.7% (Your Institution) vs. 6.5% (Comparison Group)
- **11 or more**: 1.8% (Your Institution) vs. 5.4% (Comparison Group)

*Note: Your Institution's data is represented in black bars, while the Comparison Group's data is represented in red bars.*
Were you accepted by your first choice college?

- Yes: 81.5%
- No: 18.5%

Is this college your...

- First Choice: 60.8%
- Second Choice: 53.9%
- Third Choice: 29.0%
- Less than Third Choice: 11.4%

Comparison Group:

- Third Choice: 7.5%
- Less than Third Choice: 5.9%
College Choice

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>88.6%</td>
<td>85.4%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>83.8%</td>
<td>74.3%</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>64.4%</td>
<td>46.5%</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>81.8%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%
In deciding to **go to college**, how important to you was each of the following reasons?

- **To learn more about things that interest me**
  - Your Institution: 88.3%
  - Comparison Group: 83.8%
  - Total: 86.2%

- **To get training for a specific career**
  - Your Institution: 81.8%
  - Comparison Group: 66.2%
  - Total: 74.6%

- **To prepare myself for graduate or professional school**
  - Your Institution: 64.3%
  - Comparison Group: 25.0%
  - Total: 44.7%
College Choice

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

- **This college has a very good academic reputation**: 49.6% (Very Important) and 37.1% (Somewhat Important) for Your Institution, and 57.9% (Very Important) and 43.2% (Somewhat Important) for the Comparison Group.
- **This college’s graduates make a difference in the world**: 43.2% (Very Important) and 45.5% (Somewhat Important) for Your Institution, and 29.5% (Very Important) and 23.5% (Somewhat Important) for the Comparison Group.
- **This college’s graduates gain admission to top graduate/professional schools**: 40.4% (Very Important) and 27.2% (Somewhat Important) for Your Institution, and 44.0% (Very Important) and 44.0% (Somewhat Important) for the Comparison Group.
- **This college’s graduates get good jobs**: 39.0% (Very Important) and 38.9% (Somewhat Important) for Your Institution, and 44.4% (Very Important) and 46.7% (Somewhat Important) for the Comparison Group.

*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>28.4%</td>
<td>43.6%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>35.5%</td>
<td>53.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>30.5%</td>
<td>59.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>26.9%</td>
<td>12.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21.1%</td>
<td>17.0%</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?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents/relatives wanted me to come here</td>
<td>38.1% Very Important, 13.3% Somewhat Important</td>
<td>38.4% Very Important, 10.0% Somewhat Important</td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>23.7% Very Important, 24.7% Somewhat Important</td>
<td>35.8% Very Important, 10.0% Somewhat Important</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>38.7% Very Important, 13.9% Somewhat Important</td>
<td>31.3% Very Important, 10.0% Somewhat Important</td>
</tr>
<tr>
<td>A visit to this campus</td>
<td>58.2% Very Important, 29.5% Somewhat Important</td>
<td>37.5% Very Important, 10.0% Somewhat Important</td>
</tr>
</tbody>
</table>
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

Students’ first-year funding sources:

- **Family resources**: 76.4% of students rely on family resources, with 66.1% of the comparison group also using family resources.
- **Personal resources**: 59.8% of students use their personal resources, with 65.3% of the comparison group.
- **Aid not to be repaid**: 71.8% of students receive aid not to be repaid, with 73.7% of the comparison group.
- **Aid to be repaid**: 63.0% of students receive aid to be repaid, with 51.9% of the comparison group.

The chart shows the percentage of students and the comparison group using various funding sources.
Financing College

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

- Military grants
- Work-study
- Pell grant
- Need-based grants or scholarships
- Merit-based grants or scholarships

Your Institution  
Comparison Group

<table>
<thead>
<tr>
<th>Form of Aid</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military grants</td>
<td>7.8%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Work-study</td>
<td>14.1%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Pell grant</td>
<td>41.3%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Need-based grants or scholarships</td>
<td>36.2%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Merit-based grants or scholarships</td>
<td>30.7%</td>
<td>53.2%</td>
</tr>
</tbody>
</table>
Financing College

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

- None: 15.9%
- Some: 59.9%
- Major: 24.2%

Comparison Group:
- None: 21.0%
- Some: 61.4%
- Major: 17.5%

Your Institution

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.

- Algebra II: 99.0%
- Pre-Calculus/Trigonometry: 80.8%
- Probability & Statistics: 30.2%
- Calculus: 26.3%
- AP Probability & Statistics: 16.5%
- AP Calculus: 30.2%
- AP Computer Science A: 3.7%

[Bar chart showing completion rates for each course]
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 a 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
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you
Pluralistic Orientation

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

![Bar chart showing the comparison between Your Institution and Comparison Group for different categories: All FTFT, Men, Women.](image)

**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

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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
- 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 I had to do:
  - Your Institution: 48.7%
  - Comparison Group: 39.9%

- Felt depressed:
  - Your Institution: 43.3%
  - Comparison Group: 51.7%

- Felt overwhelmed by all I had to do:
  - Your Institution: 19.3%
  - Comparison Group: 43.8%

- Felt depressed:
  - Your Institution: 13.5%
  - Comparison Group: 40.2%
College Preparation

These items illustrate students’ academic preparation.
Summer Bridge Program

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>90.5%</td>
<td>97.7%</td>
</tr>
<tr>
<td>1 to 2</td>
<td>9.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3 to 4</td>
<td>1.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>5 to 6</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>7 or more</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Science/Research Self-Efficacy

How confident are you that you can do the following?

Understand scientific concepts
- Your Institution: 31.0% Absolutely Confident, 20.5% Very Confident
- Comparison Group: 33.0% Absolutely Confident, 20.3% Very Confident

Use technical science skills (use of tools, instruments, and/or techniques)
- Your Institution: 24.3% Absolutely Confident, 26.7% Very Confident
- Comparison Group: 22.1% Absolutely Confident, 29.9% Very Confident

Explain the results of a study
- Your Institution: 20.0% Absolutely Confident, 20.9% Very Confident
- Comparison Group: 36.3% Absolutely Confident, 36.7% Very Confident
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>Field</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>12.7%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Business</td>
<td>15.1%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Education</td>
<td>6.2%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>4.2%</td>
<td>12.4%</td>
</tr>
<tr>
<td>English</td>
<td>2.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>23.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>2.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.9%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>5.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td>3.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>0.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Social Science</td>
<td>8.1%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Justice and Security</td>
<td>3.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Library Science</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Non-technical</td>
<td>3.3%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2.9%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
Expectations: Major

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

- Pre-Med: 23.5% (Your Institution) vs. 25.9% (Comparison Group)
- Pre-Law: 4.6% (Your Institution) vs. 5.6% (Comparison Group)
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Category</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>0.8%</td>
<td>0.7%</td>
<td>14.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Artist</td>
<td>7.2%</td>
<td>5.0%</td>
<td>0.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Business</td>
<td>13.8%</td>
<td>10.4%</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.1%</td>
<td>0.3%</td>
<td>2.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.1%</td>
<td>0.3%</td>
<td>10.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Communications</td>
<td>4.2%</td>
<td>1.8%</td>
<td>3.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>8.2%</td>
<td>13.9%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>7.5%</td>
<td>8.3%</td>
<td>0.1%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Engineer</td>
<td>3.6%</td>
<td>8.9%</td>
<td>0.3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Government</td>
<td>3.5%</td>
<td>3.1%</td>
<td>11.9%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Homemaker/Stay-at-Home Parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology Professional</td>
<td></td>
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<tr>
<td>Lawyer</td>
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<tr>
<td>Military</td>
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<td></td>
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</tr>
<tr>
<td>Nurse</td>
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<td></td>
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<tr>
<td>Research Scientist</td>
<td></td>
<td></td>
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<tr>
<td>Service Industry</td>
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<td></td>
</tr>
<tr>
<td>Skilled worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social/Non-Profit Services</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Time-to-Degree

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

- 0.1% 1.8%
- 8.1%
- 80.4% 81.4%
- 5.2%
- 2.2% 2.3% 0.0% 0.5% 2.7%
- 81.4%
- 9.1%
- 4.1% 2.1%
- 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

1 2 3 4 5 6+ Do not plan to graduate from this college

Your Institution  Comparison Group
Expectations: Degree Aspirations

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

- None: 0.2% (Your Institution), 0.4% (Comparison Group)
- Vocational certificate: 0.1% (Your Institution), 0.1% (Comparison Group)
- Associate (A.A. or equivalent): 1.1% (Your Institution), 0.5% (Comparison Group)
- Bachelor's degree (B.A., B.S., B.D., etc.): 31.0% (Your Institution), 25.2% (Comparison Group)
- Master's degree (M.A., M.S., M.B.A., etc.): 37.2% (Your Institution), 39.3% (Comparison Group)
- J.D. (Law): 3.0% (Your Institution), 3.0% (Comparison Group)
- M.D., D.D.S., D.V.M., etc. (Medical): 8.8% (Your Institution), 13.0% (Comparison Group)
- Ph.D.: 10.6% (Your Institution), 12.1% (Comparison Group)
- Professional Doctorate (Ed.D., Psy.D., etc.): 7.7% (Your Institution), 5.9% (Comparison Group)
- Other: 0.4% (Your Institution), 0.5% (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: 44.2%
  - Comparison Group: 33.6%

- Participate in a study abroad program
  - Your Institution: 25.9%
  - Comparison Group: 25.7%

- Get tutoring help in specific courses
  - Your Institution: 43.1%
  - Comparison Group: 36.2%
Expectations for College Life

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

- Communicate regularly with your professors: 54.6% Very Good Chance, 39.9% Some Chance
- Take a course exclusively online: 45.6% Very Good Chance, 44.8% Some Chance
- Work on a professor’s research project: 25.7% Very Good Chance, 44.7% Some Chance, 22.4% Some Chance

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance

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Expectations for College Life

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

- Take a leave of absence from this college temporarily
  - Your Institution: 3.6% (Very Good Chance), 7.0% (Some Chance), 1.5% (Some Chance)
  - Comparison Group: 6.6% (Very Good Chance), 6.5% (Some Chance)

- Transfer to another college before graduating
  - Your Institution: 23.1% (Very Good Chance), 20.8% (Some Chance)
  - Comparison Group: 6.9% (Very Good Chance), 20.8% (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

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