

CIRP 2008

First Year Student Survey

Summary of Selected Results

Office of Institutional Research & Assessment
Carleton College

About the Survey

- The CIRP Freshman Survey is the nation's largest and oldest empirical study of higher education.
- Designed to gather information on student characteristics, reasons for attending college, previous activities, perceptions and goals.
- Carleton has participated since 1966 and has data beginning in 1971.

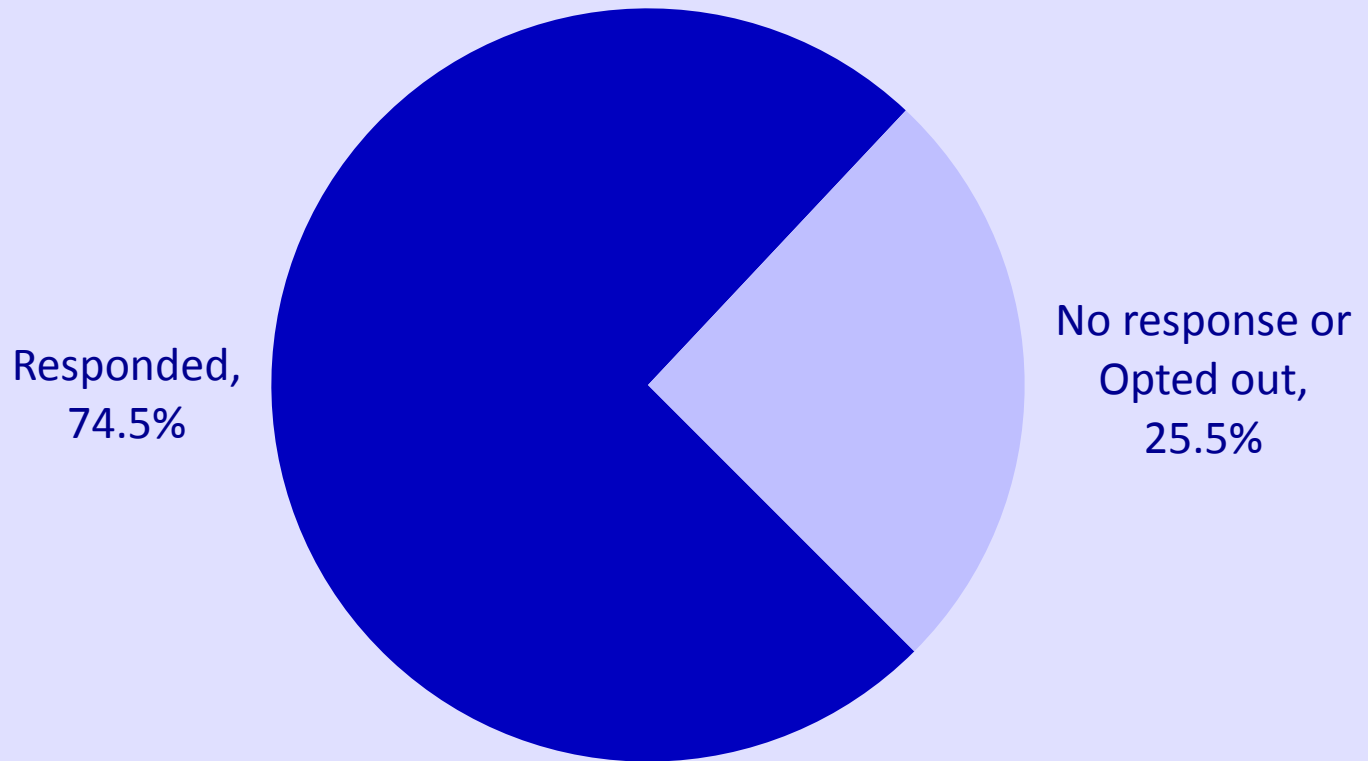
Methodology

- Survey is administered prior to the start of classes in the fall.
- The Higher Education Research Institute (UCLA) generates reports and data files for participating institutions.
- Carleton receives reports showing results for first-time full-time students only, transfer students only, and all respondents.
- Reports also include user norm data

This Summary Report

- Only includes information on first-time full-time Carleton students
- Presents select results in the areas of
 - Student Characteristics
 - Finance
 - College Selection
 - Past Year Activities
 - Goals
 - Views and Perceptions
 - Carleton Supplemental Questions
- Complete report available in IRA Office

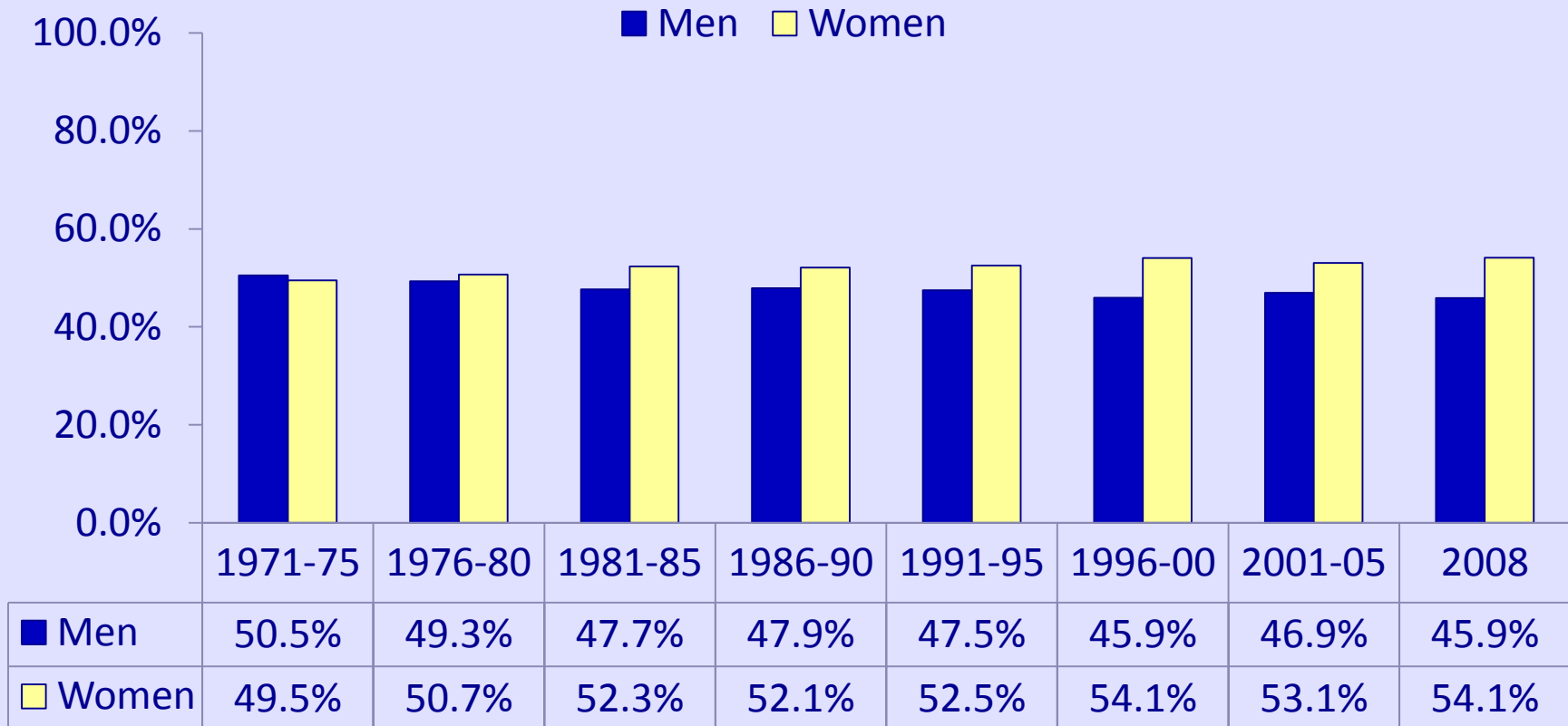
Response Rate



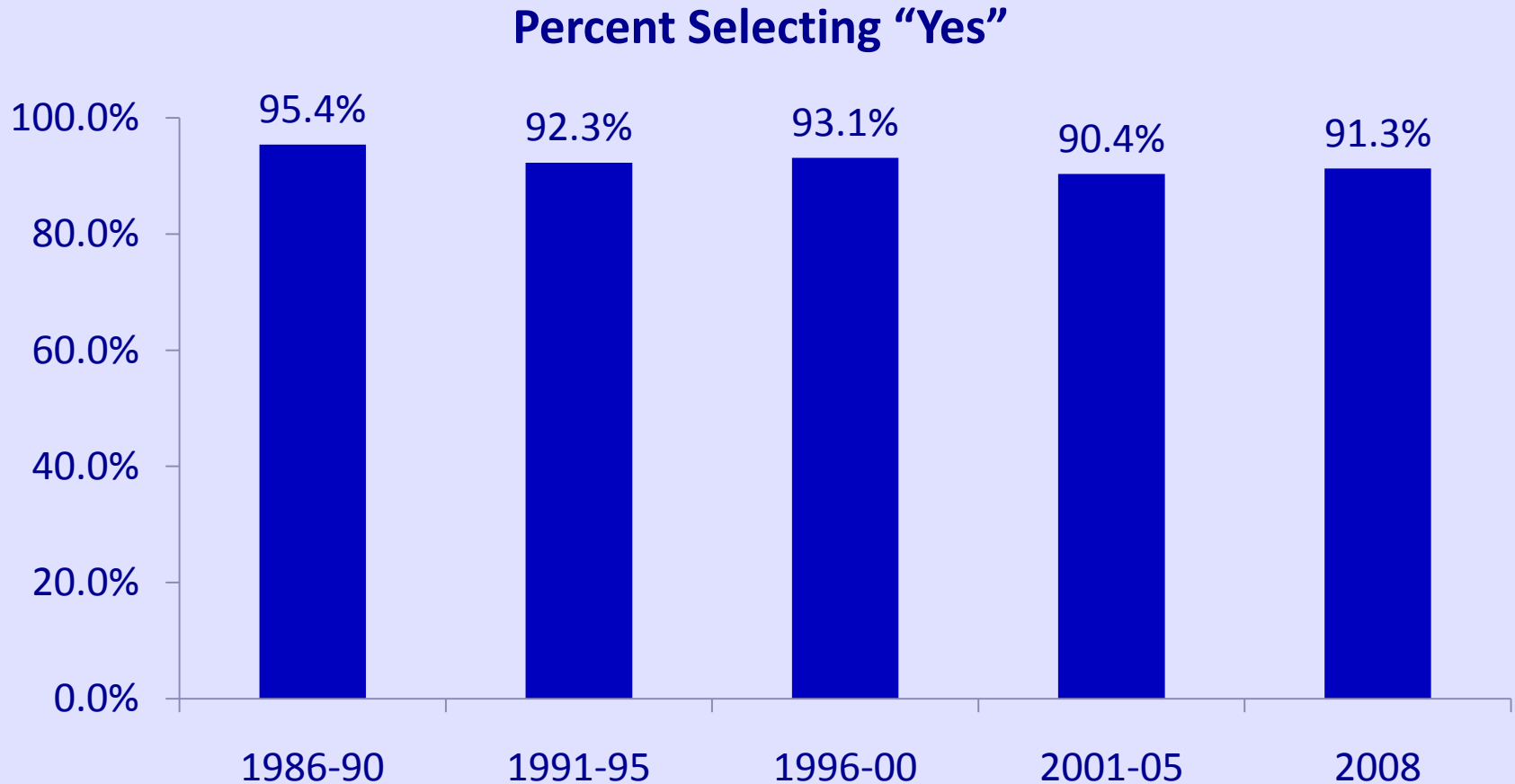
STUDENT CHARACTERISTICS

Sex Reported by Respondents

Five-year Snapshots & 2008

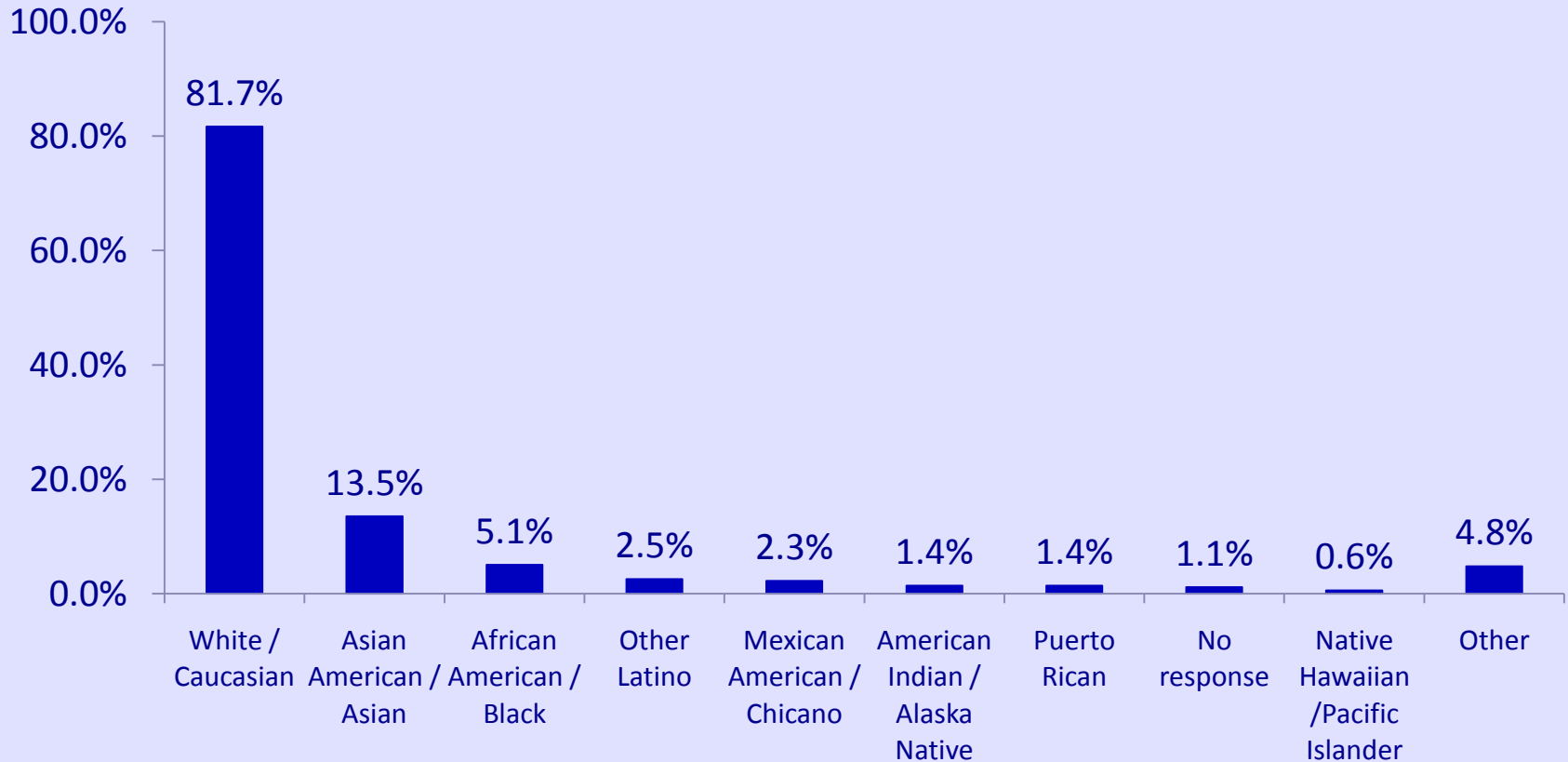


Is English Your Native Language? Five-year Snapshots & 2008

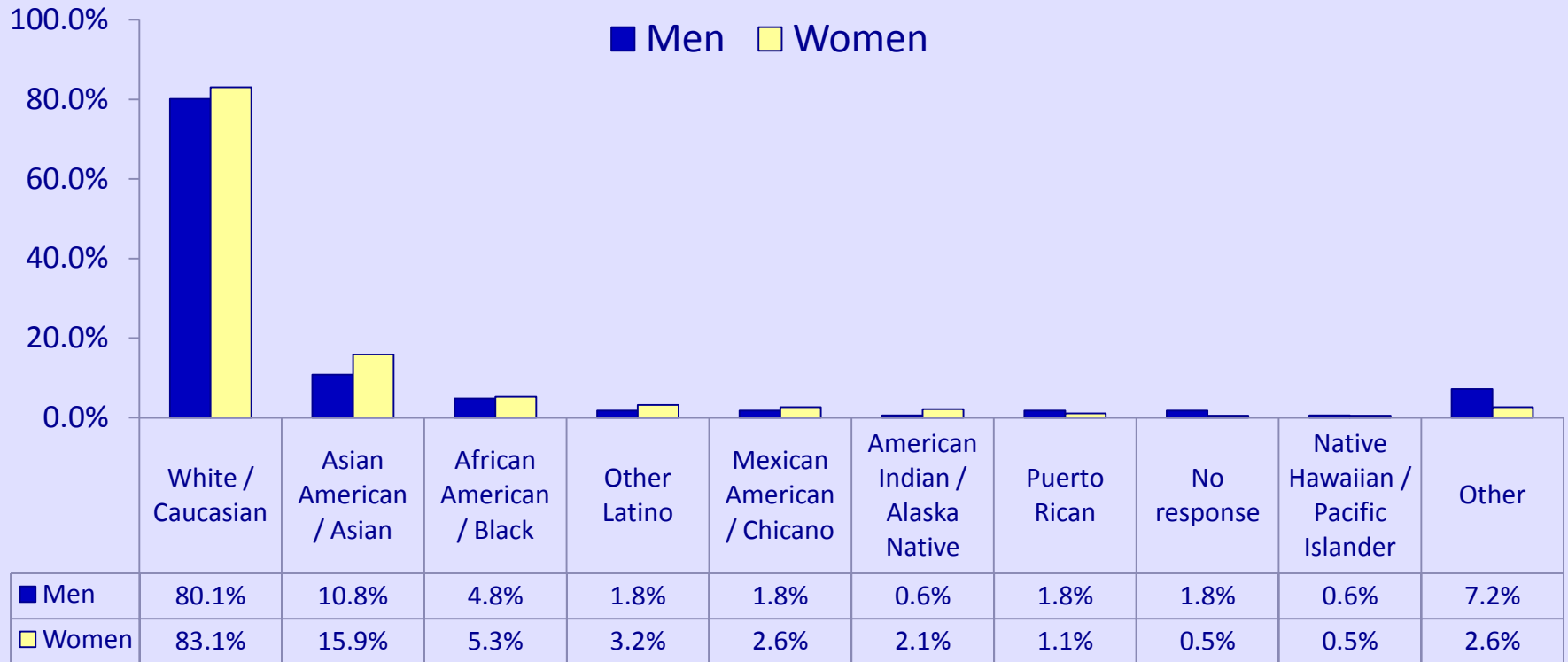


Percent of Respondents Selecting Race/Ethnicity Category

(May have selected more than one)

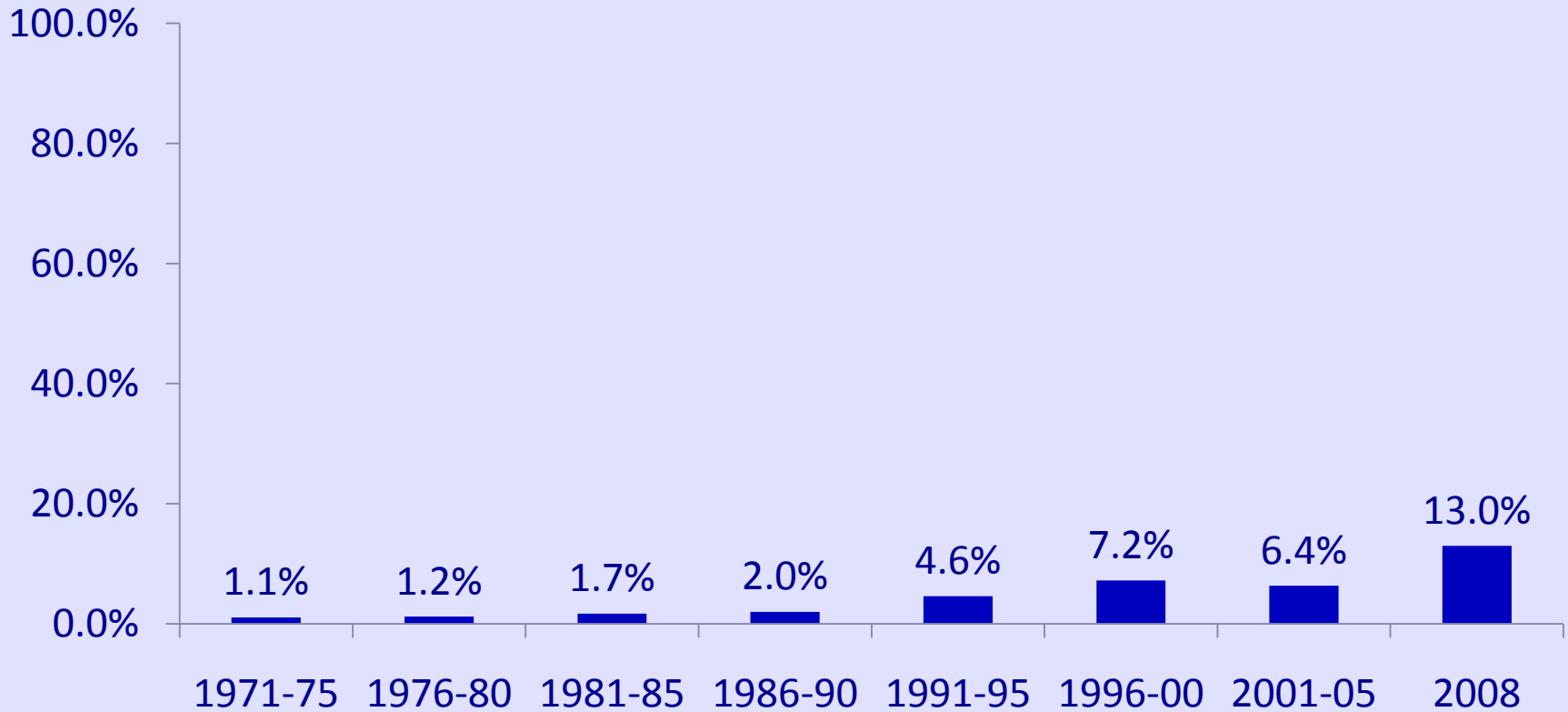


Race/Ethnicity Reported by Respondents by Sex

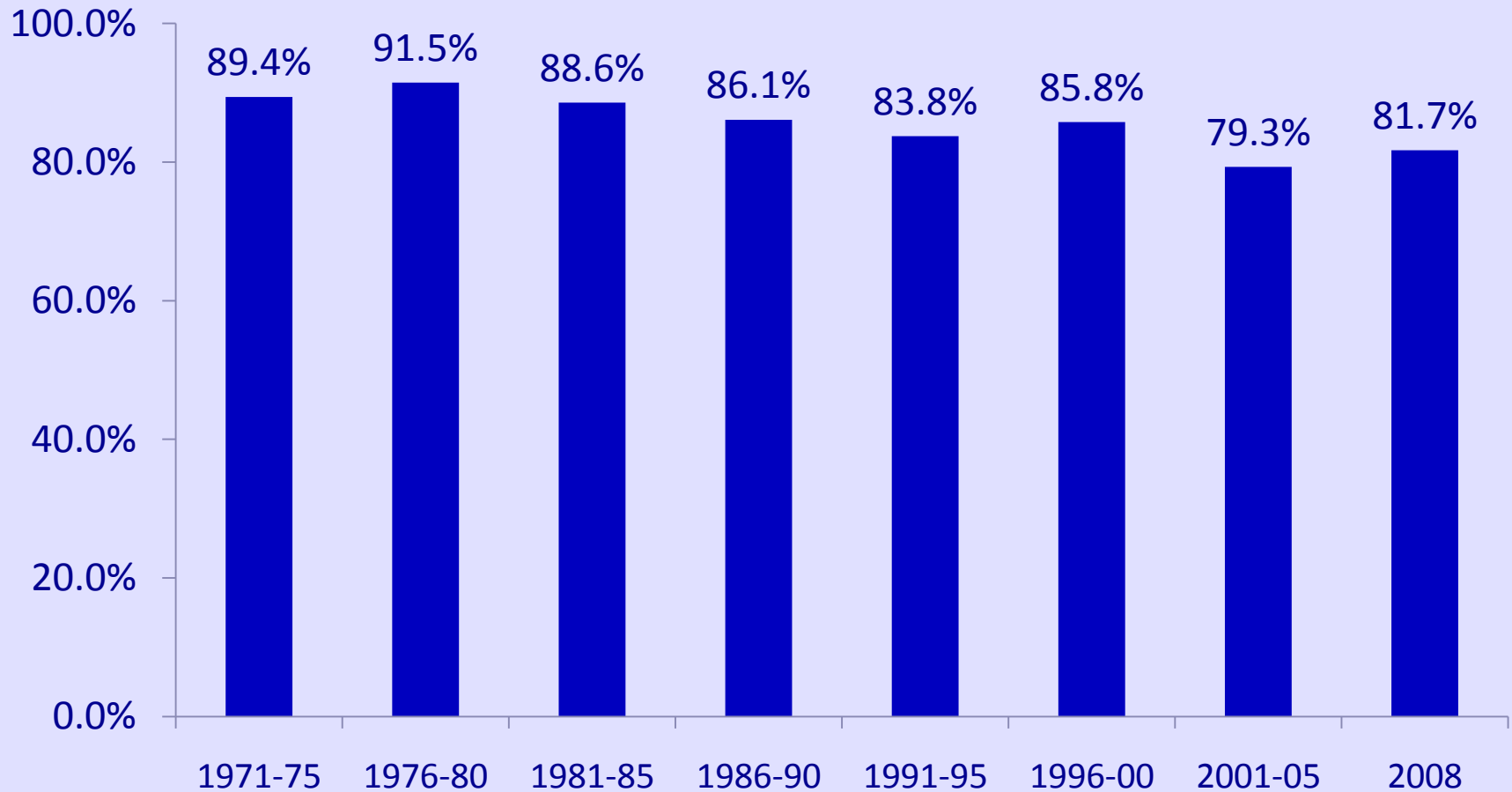


Percent of Respondents Selecting More than One Race/Ethnicity Category

Five-year Averages & 2008

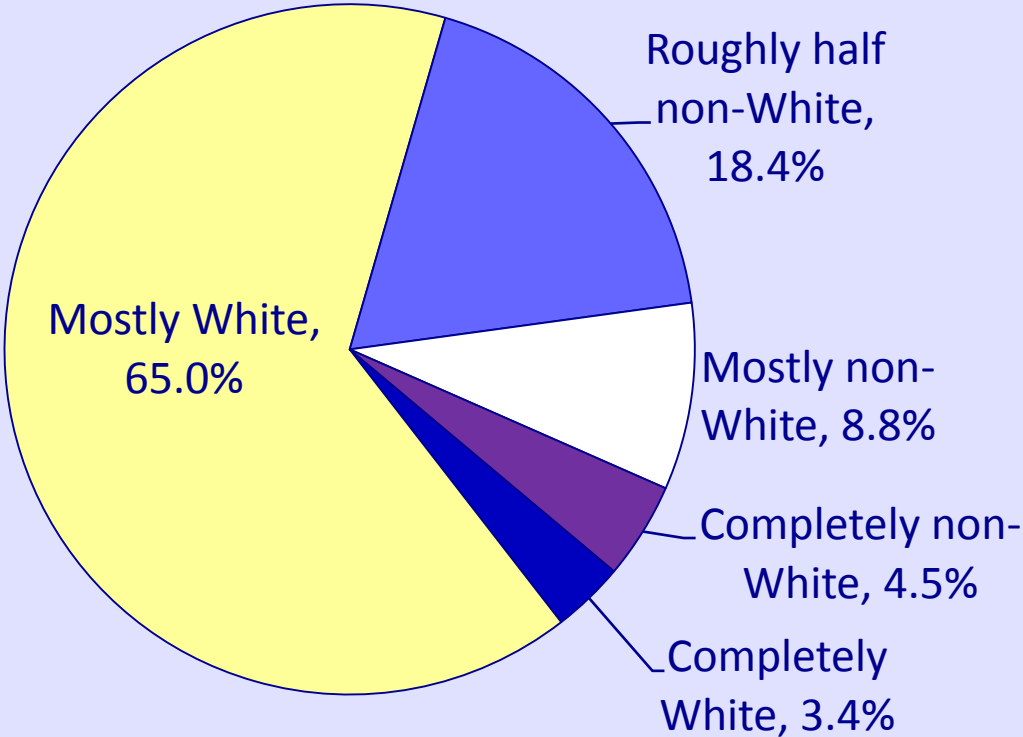


Percent Of Respondents Selecting White/Caucasian Five-year Averages & 2008

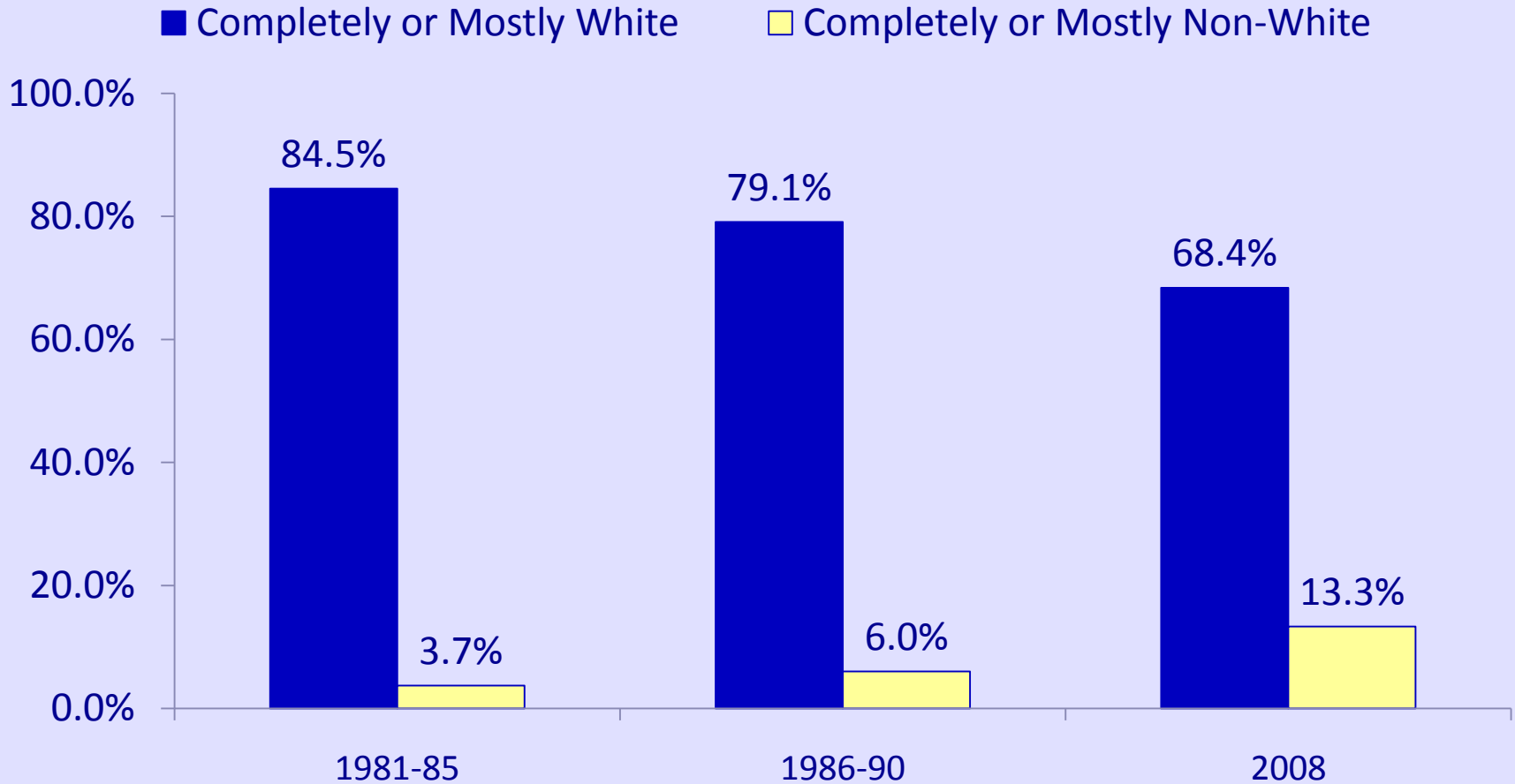


Racial Composition of High School

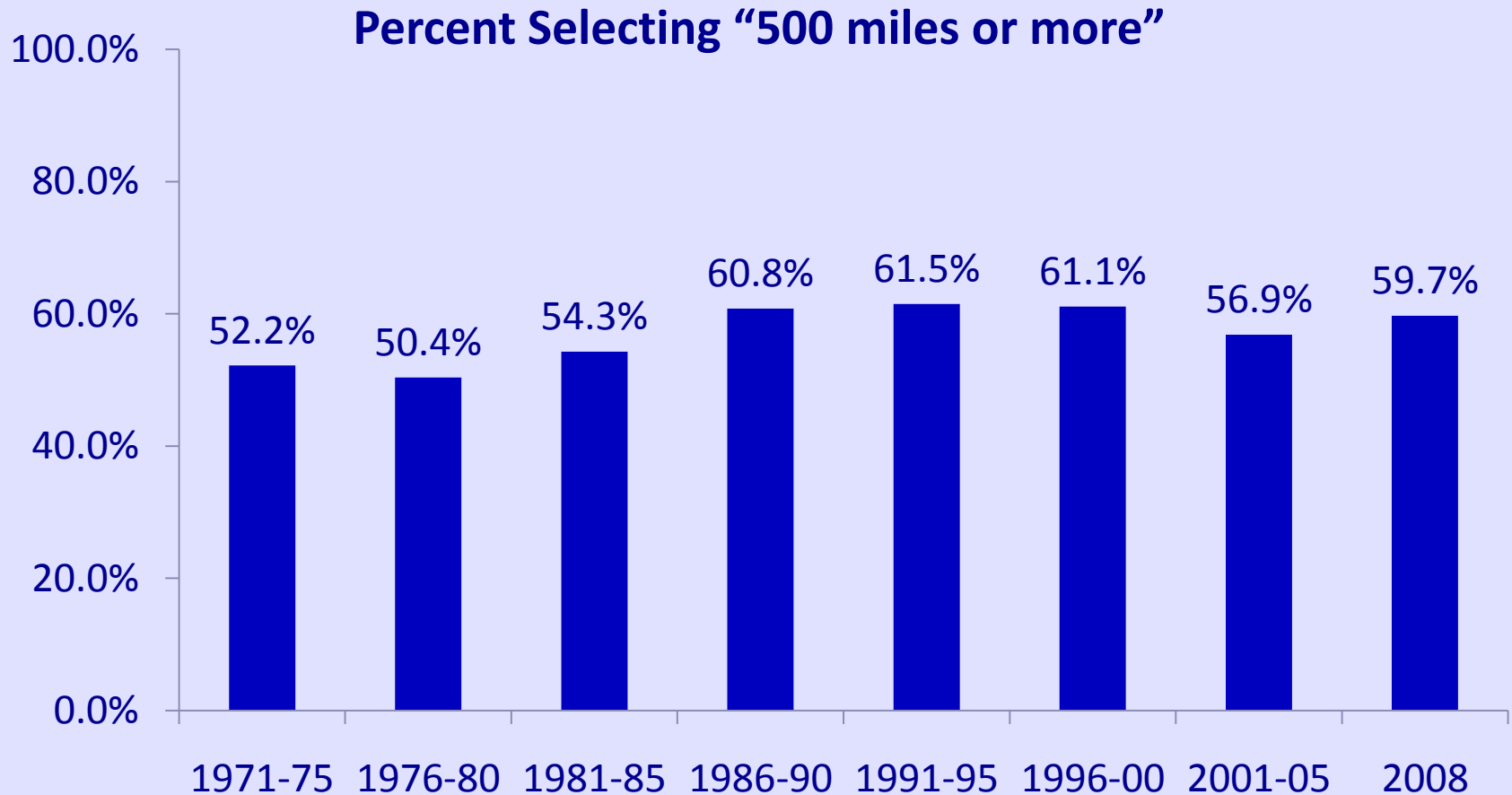
Percent of Respondents by High School Descriptor



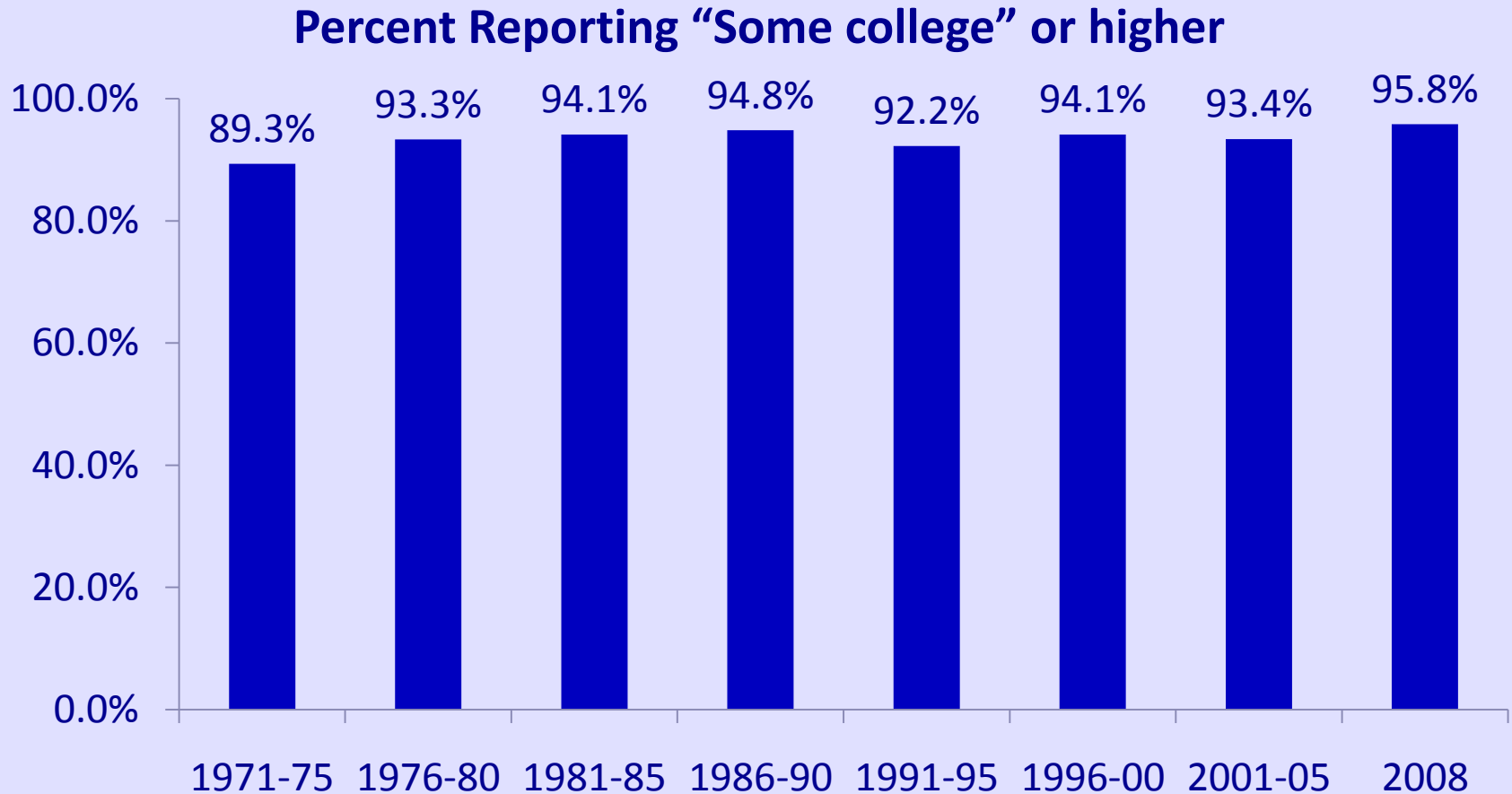
Percent of Respondents by Racial Composition of High School; Five-year Averages & 2008



How many miles is this college from your permanent residence?

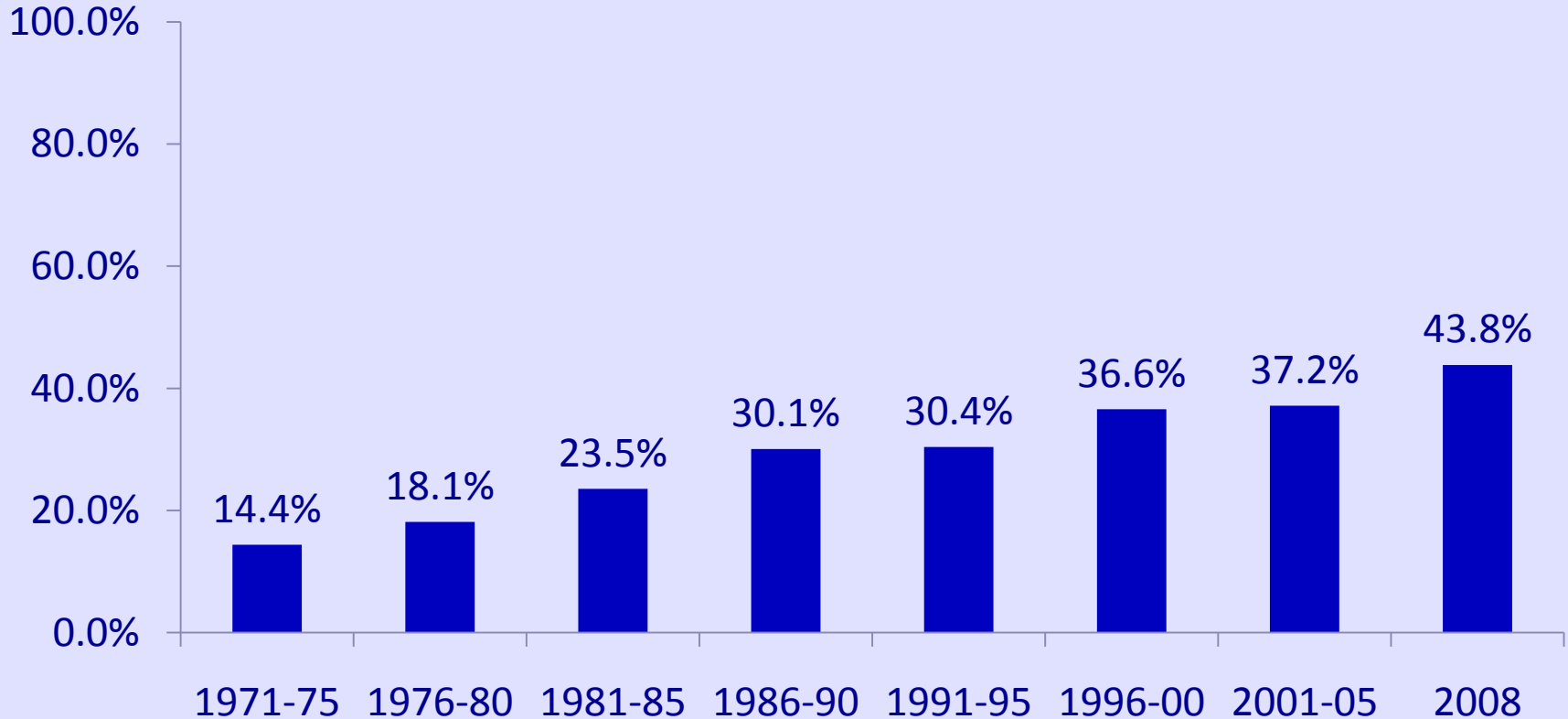


Highest Education of Father and/or Mother Five-year Averages & 2008



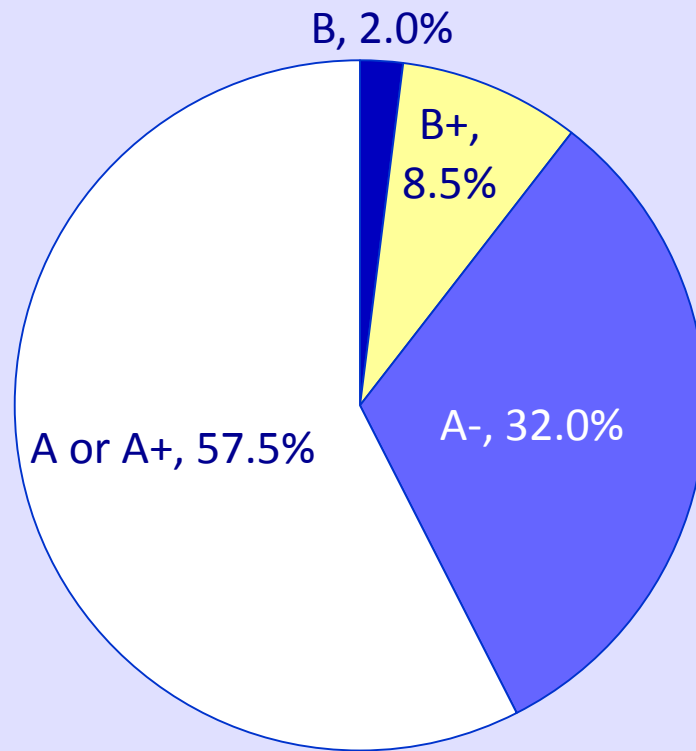
Percentage of Respondents Reporting Both Father and Mother with Graduate Degrees

Five-year Averages & 2008

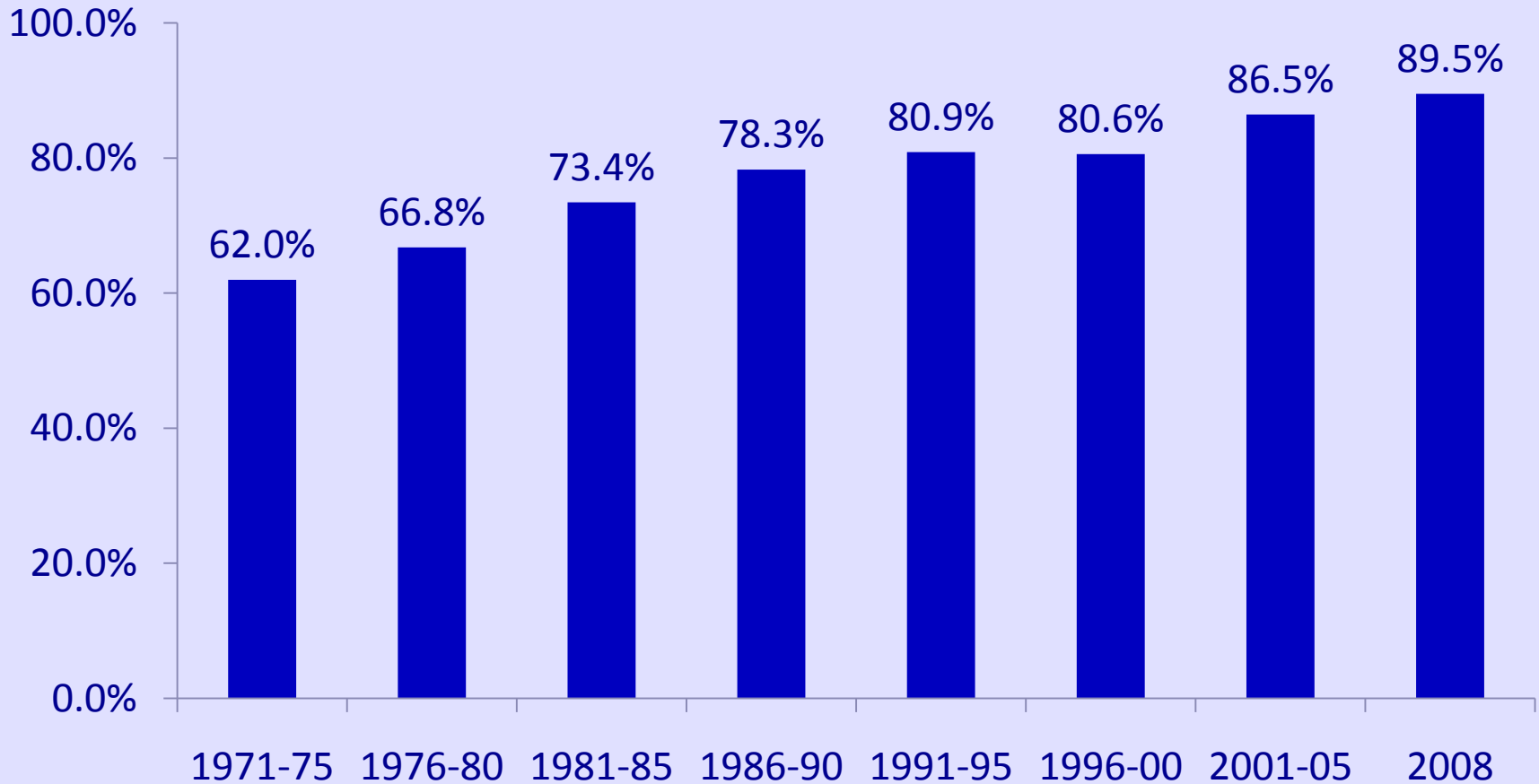


Self-Reported Average Grade in High School

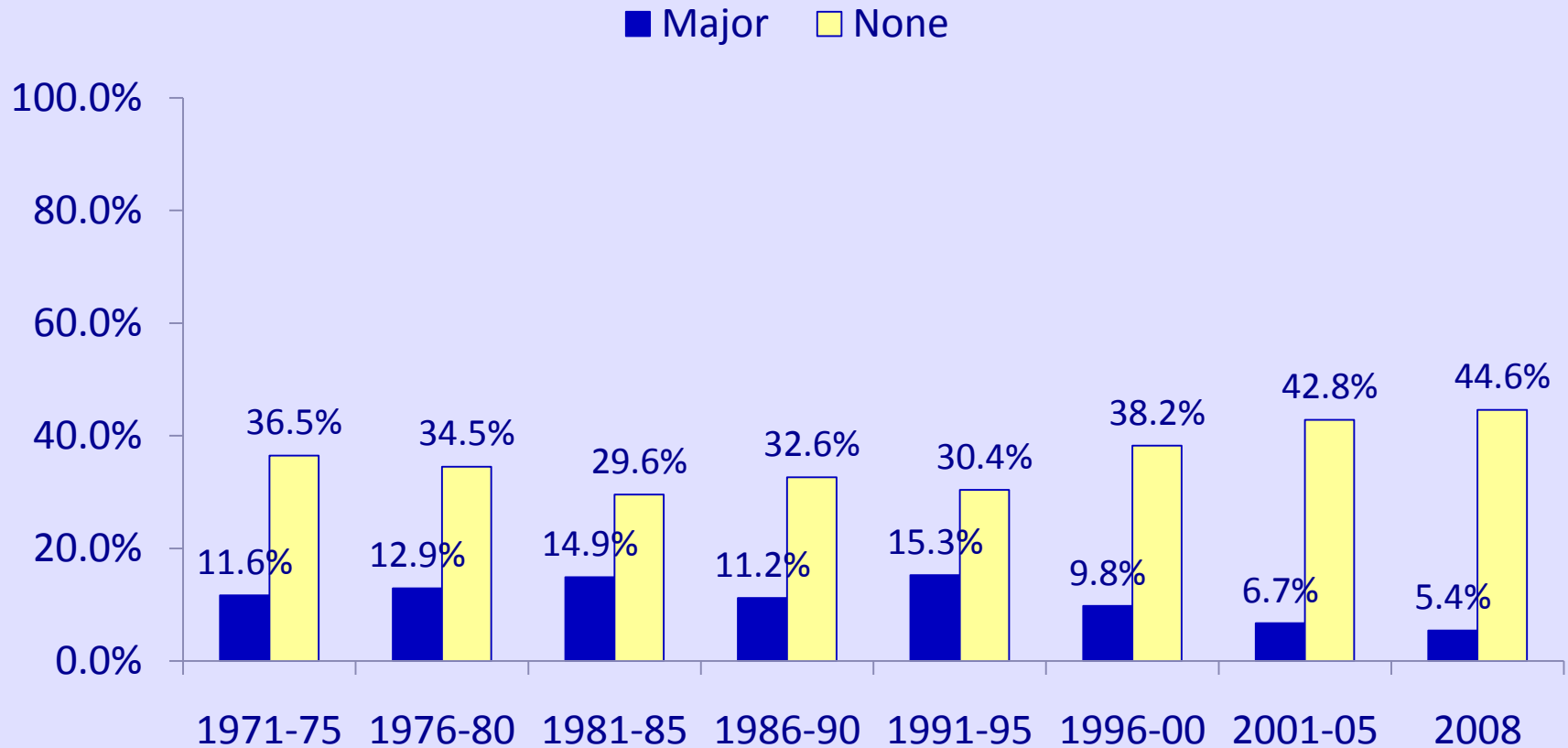
Percent Selecting Grade Category



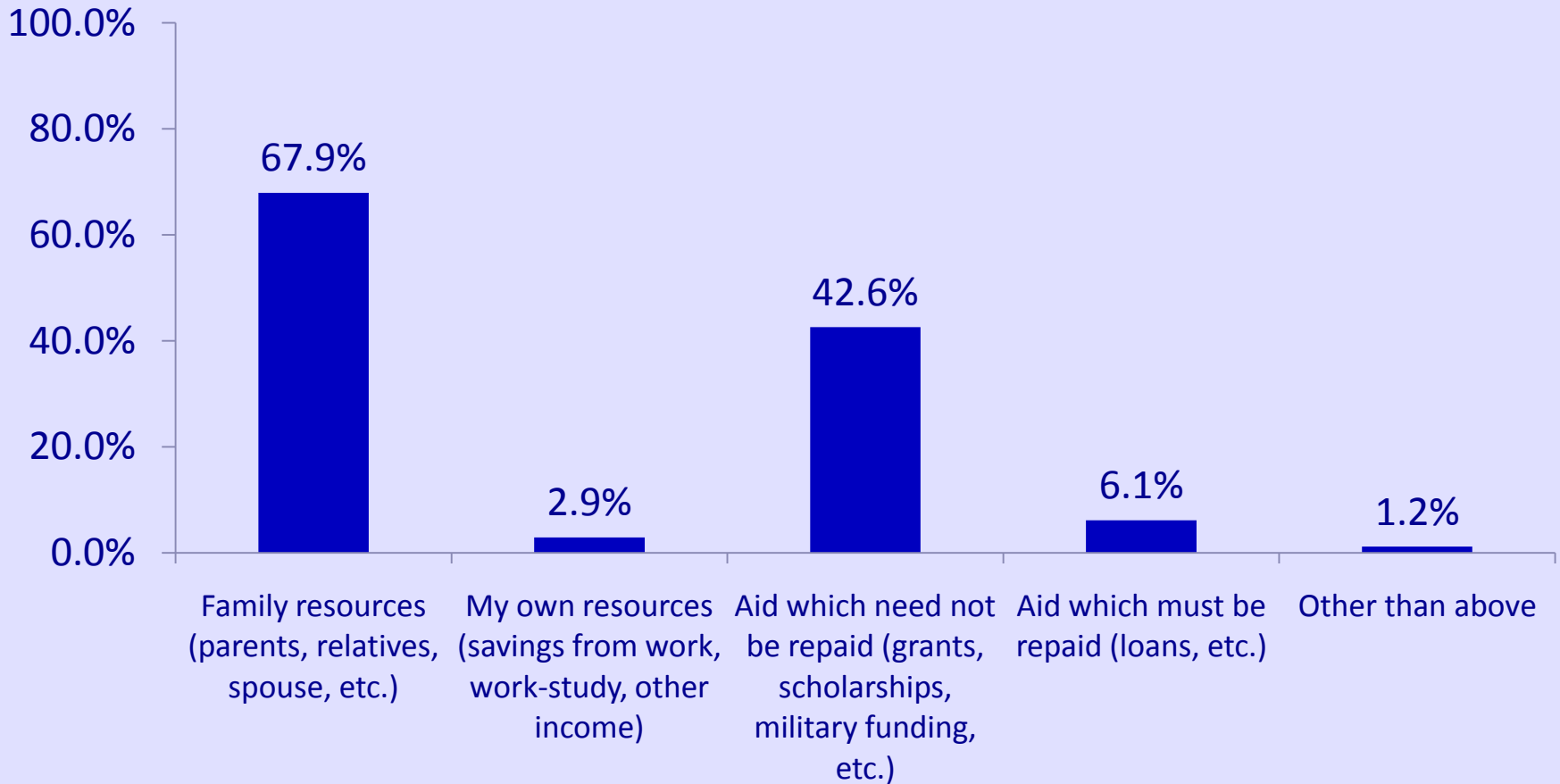
Percent Reporting Average HS Grade of A- or Higher Five-year Averages & 2008



Percentage of Respondents by Level of Concern over Ability to Finance College Education Five-year Averages & 2008

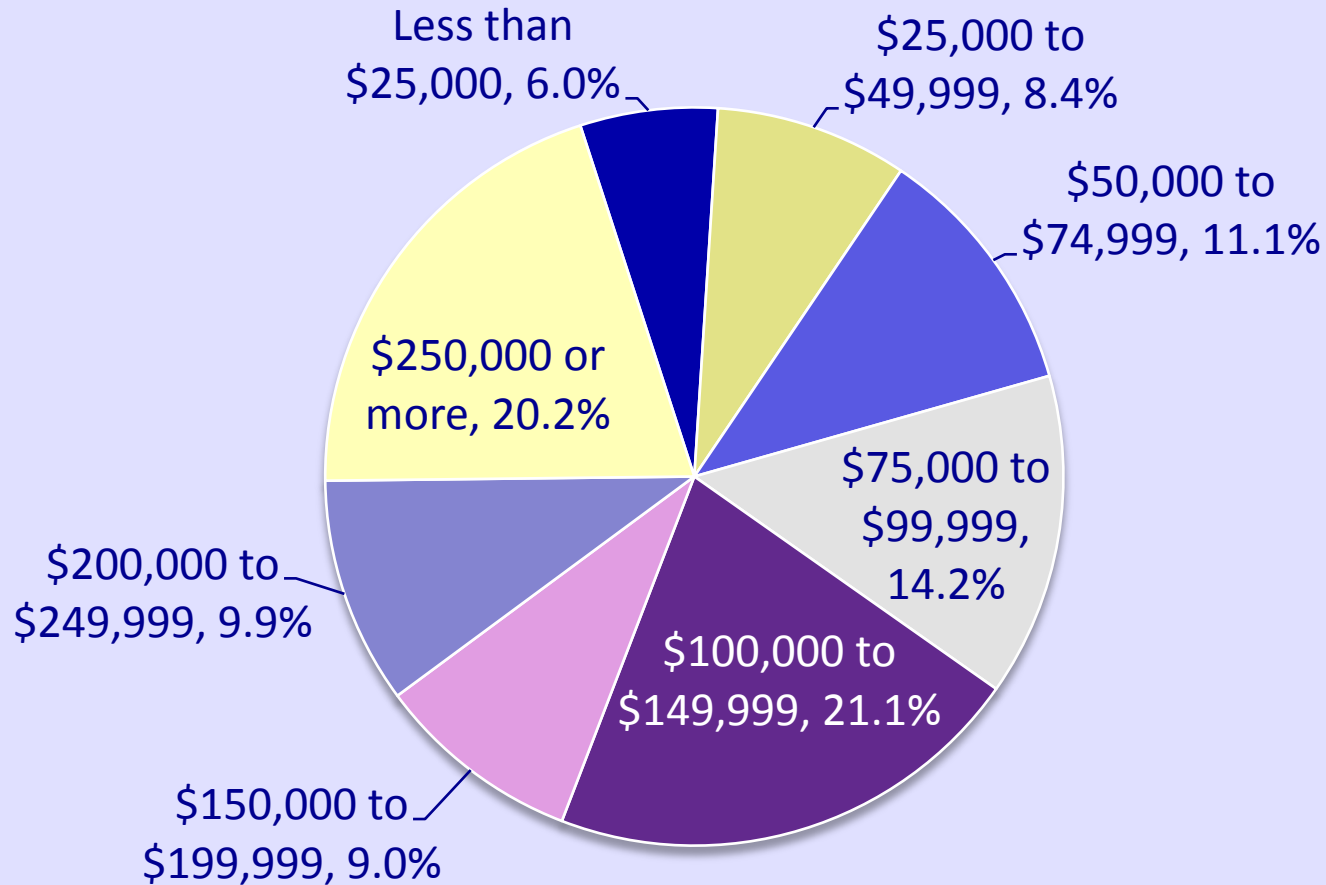


Percentage of Respondents Expecting to Cover \$10,000 or More of Their First Year's Educational Expenses* by Source



*Educational expenses, according to the survey question, include room, board, tuition, and fees

Best Estimate of Parents' Total Income Last Year by Income Category



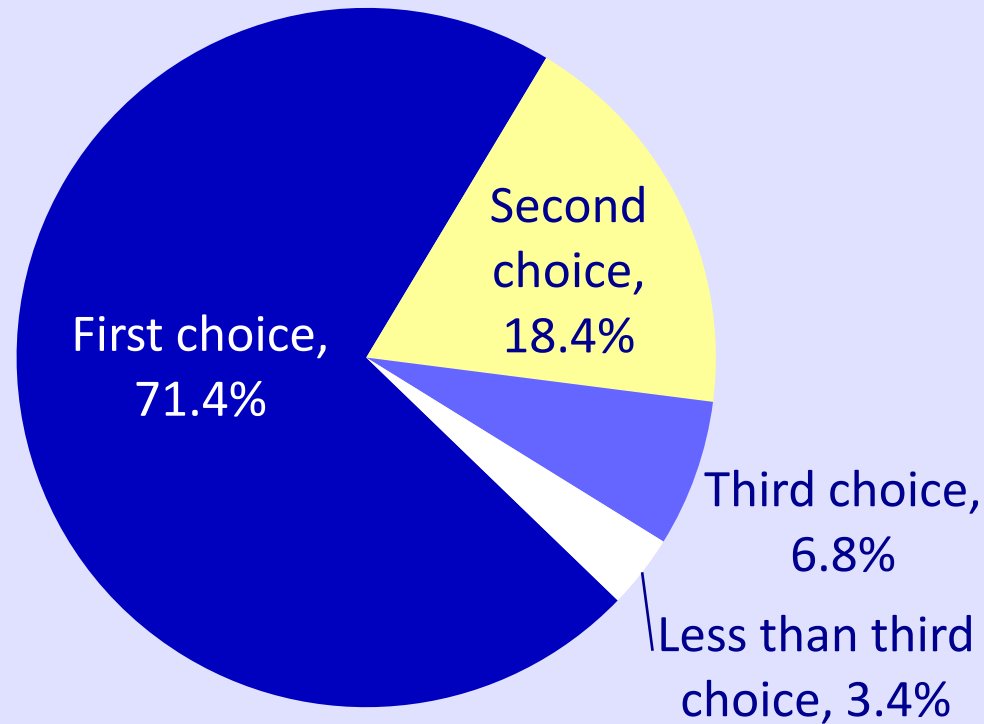
Best Estimate of Parents' Total Income by Neighborhood Descriptor Crosstabulation

Percent Within Best Estimate of Parents' Total Income

| Best estimate of parents' total income category | Neighborhood where I grew up | | | | | |
|---|------------------------------|------------------|------------------------|--------------|------------------|--------|
| | Completely non-White | Mostly non-White | Roughly half non-White | Mostly White | Completely White | Total |
| Less than \$25,000 | 42.1% | 10.5% | 15.8% | 21.1% | 10.5% | 100.0% |
| \$25,000 to \$49,999 | 14.3% | 25.0% | 10.7% | 42.9% | 7.1% | 100.0% |
| \$50,000 to \$74,999 | 5.4% | 8.1% | 2.7% | 64.9% | 18.9% | 100.0% |
| \$75,000 to \$99,999 | 2.1% | 4.3% | 14.9% | 61.7% | 17.0% | 100.0% |
| \$100,000 to \$149,999 | 2.9% | | 8.6% | 74.3% | 14.3% | 100.0% |
| \$150,000 to \$199,999 | 3.3% | | 6.7% | 73.3% | 16.7% | 100.0% |
| \$200,000 to \$249,999 | | | 3.1% | 53.1% | 43.8% | 100.0% |
| \$250,000 or more | | 6.0% | 7.5% | 59.7% | 26.9% | 100.0% |
| Total | 5.5% | 5.5% | 8.5% | 60.6% | 20.0% | 100.0% |

COLLEGE SELECTION

Percentage of Respondents by Level of Choice Associated with Carleton College



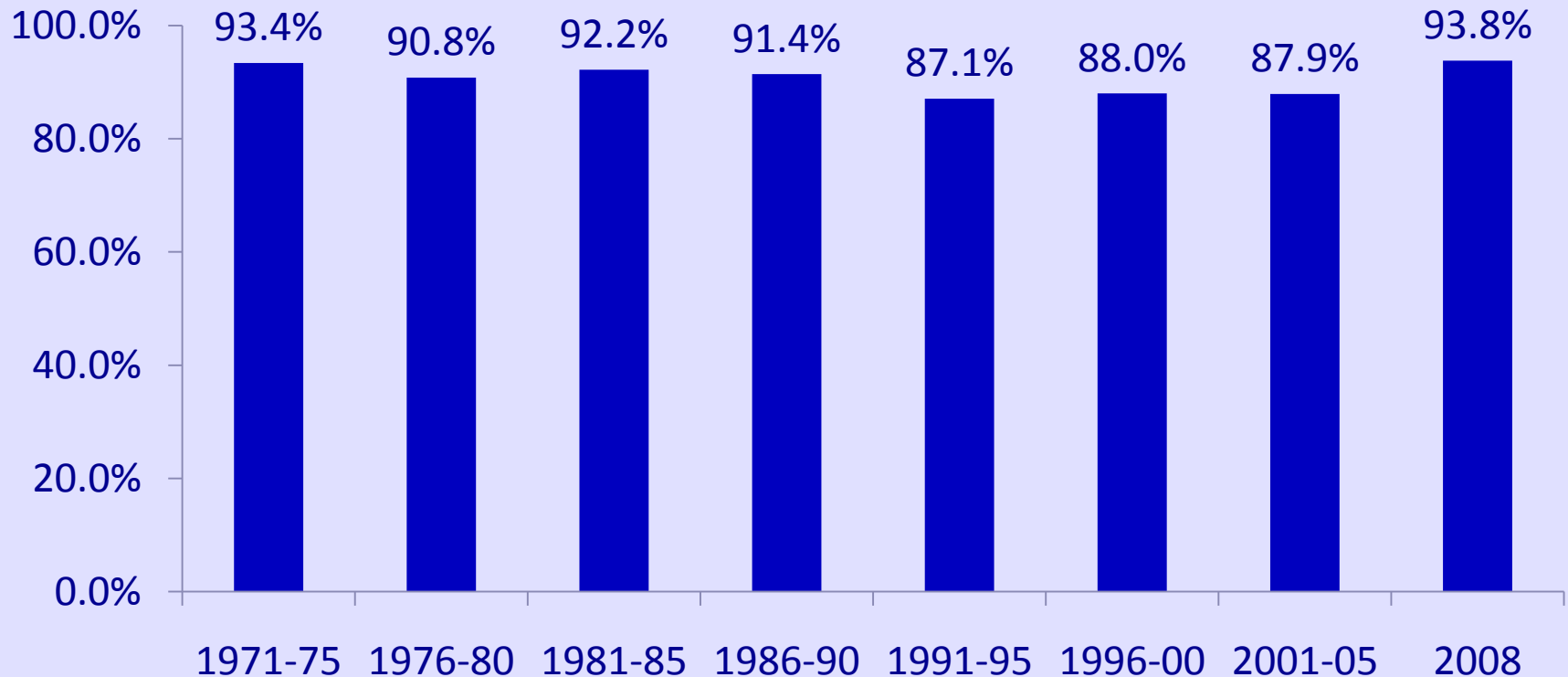
Top 5 Factors Influencing Decision to Attend Carleton College

Percent Selecting “Very Important” by Factor and Sex

| Factor | Men | Women | Overall |
|---|-------|-------|---------|
| This college has a very good academic reputation | 95.2% | 92.6% | 93.8% |
| A visit to campus | 63.6% | 74.9% | 69.6% |
| I wanted to go to a school about the size of this college | 58.8% | 66.7% | 63.0% |
| The college’s graduates gain admission to top graduate/professional schools | 46.1% | 50.8% | 48.6% |
| This college has a good reputation for its social activities | 40.0% | 48.9% | 44.8% |

Importance of Very Good Academic Reputation Factor Influencing Decision to Attend Carleton Five-year Averages & 2008

Percent Selecting Very Important



Least Important Factors Influencing Decision to Attend Carleton College

Percent Selecting “Not Important” by Factor and Sex

| Factor | Men | Women | Overall |
|---|-------|-------|---------|
| I was attracted by the religious affiliation/orientation of the college | 91.5% | 90.9% | 91.2% |
| Could not afford first choice | 89.7% | 90.7% | 90.2% |
| Not offered financial aid by first choice | 89.7% | 87.0% | 88.3% |
| Private college counselor advised me | 87.3% | 89.1% | 88.3% |
| My relatives wanted me to come here | 85.5% | 84.0% | 84.7% |

PAST YEAR ACTIVITIES

Top 5 Activities Engaged in Frequently During the Past Year

Percent Selecting “Frequently” by Activity and Sex

| Activity | Men | Women | Overall |
|--|-------|-------|---------|
| Used the Internet: For research or homework | 85.5% | 90.5% | 88.1% |
| Socialized with someone of another racial/ethnic group | 70.9% | 75.0% | 73.1% |
| Discussed politics | 63.0% | 63.5% | 63.3% |
| Used the Internet: To read news sites | 58.8% | 45.0% | 51.4% |
| Discussed religion | 45.5% | 49.2% | 47.5% |

Activities Students Most Frequently Reported as Not Participating in within the Past Year

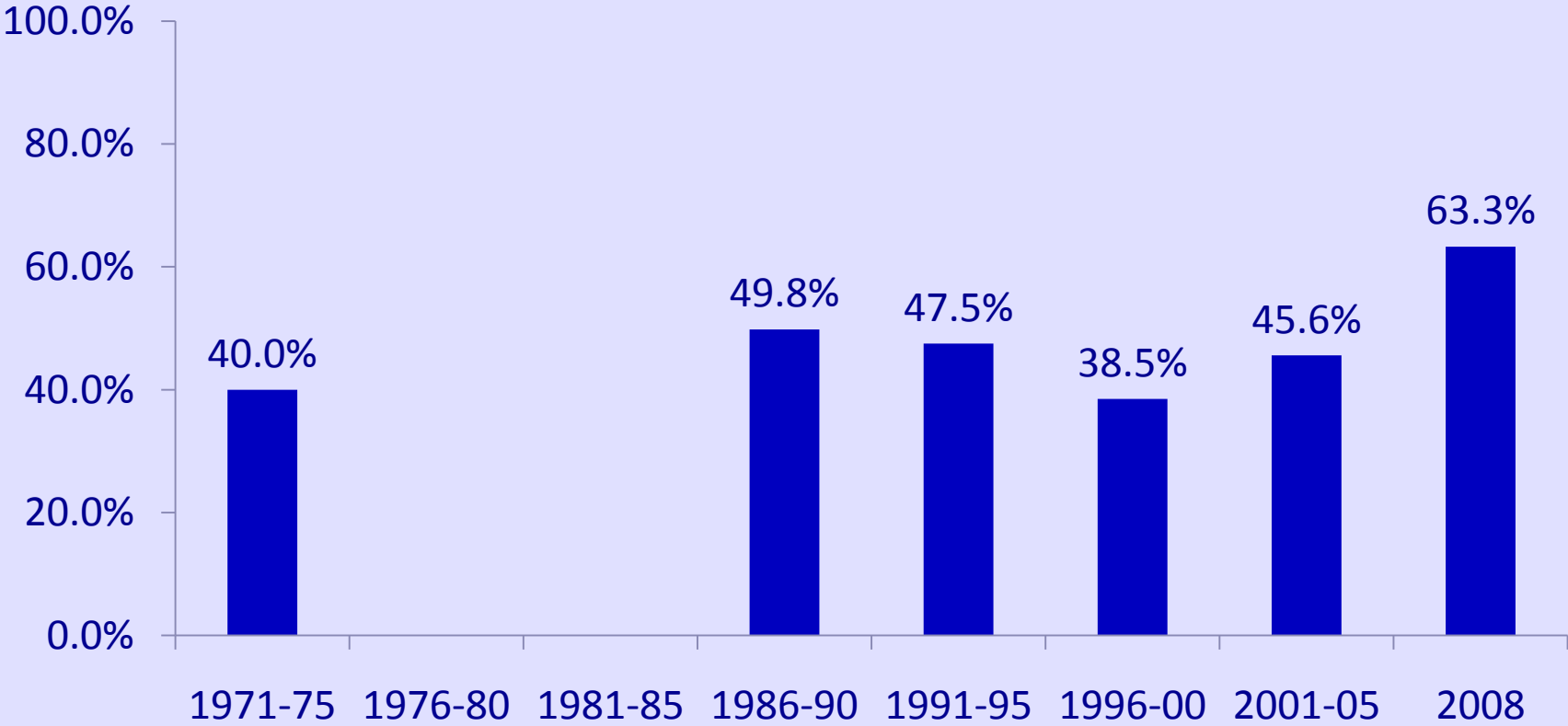
Percent Selecting “Not at all” by Activity and Sex

| Activity | Men | Women | Overall |
|---|-------|-------|---------|
| Smoking cigarettes | 90.3% | 92.6% | 91.5% |
| Worked on a local, state or national political campaign | 80.6% | 81.5% | 81.1% |
| Used the Internet: To blog | 72.7% | 76.7% | 74.9% |
| Participated in political demonstrations | 73.9% | 63.0% | 68.1% |
| Was a guest in a teacher’s home | 65.5% | 61.9% | 63.6% |

Discussed Politics within the Past Year

Five-year Averages & 2008

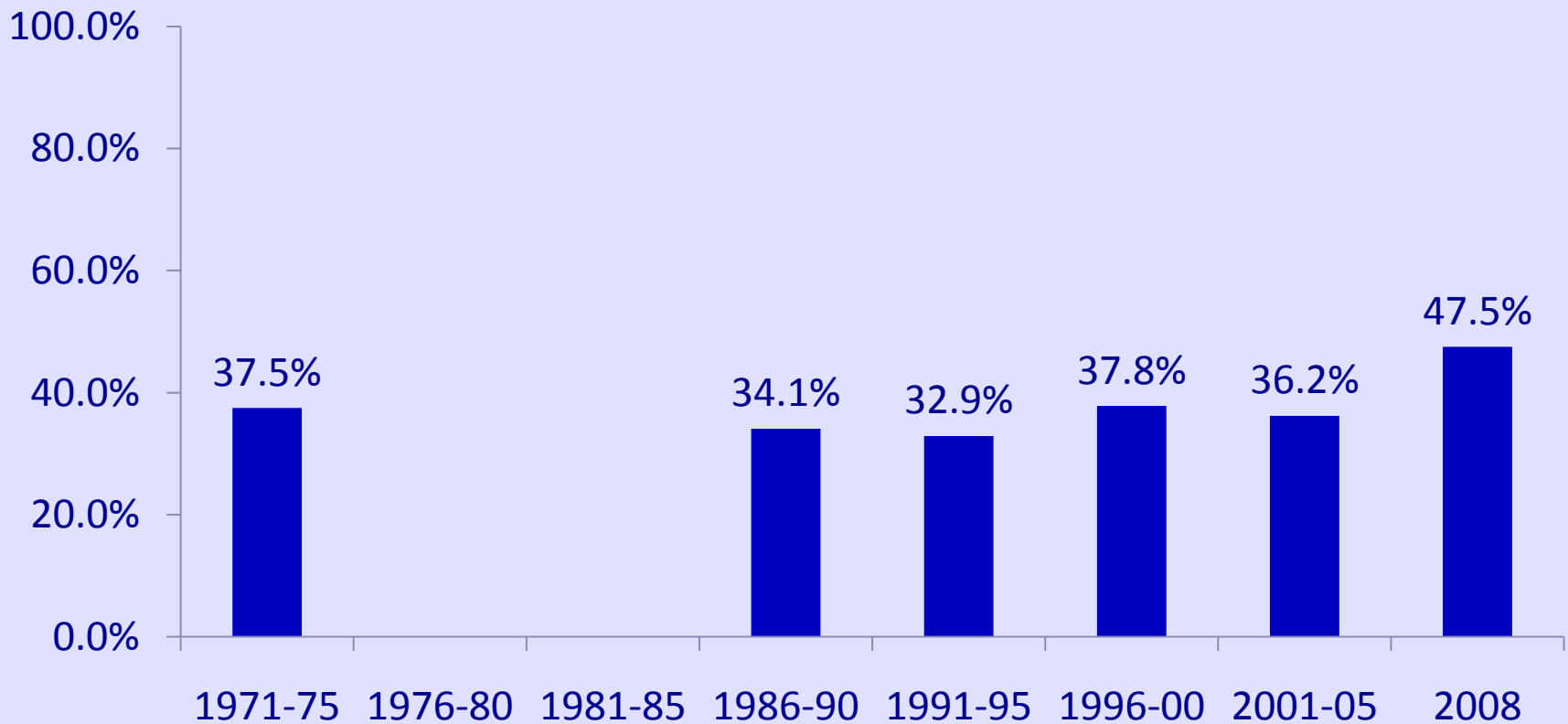
Percent Selecting Frequently



Discussed Religion with the Past Year

Five-year Averages & 2008

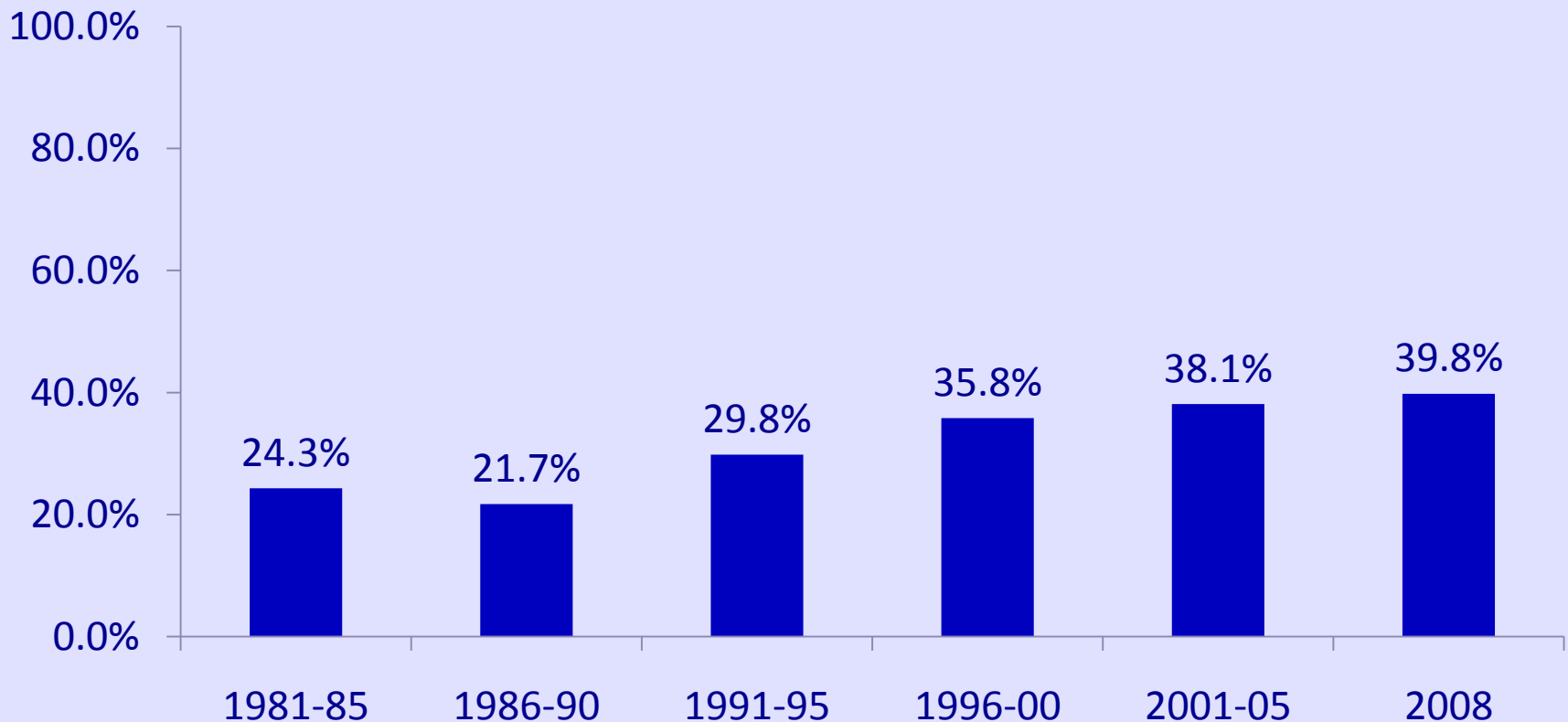
Percent Selecting Frequently



Performed Volunteer Work within the Past Year

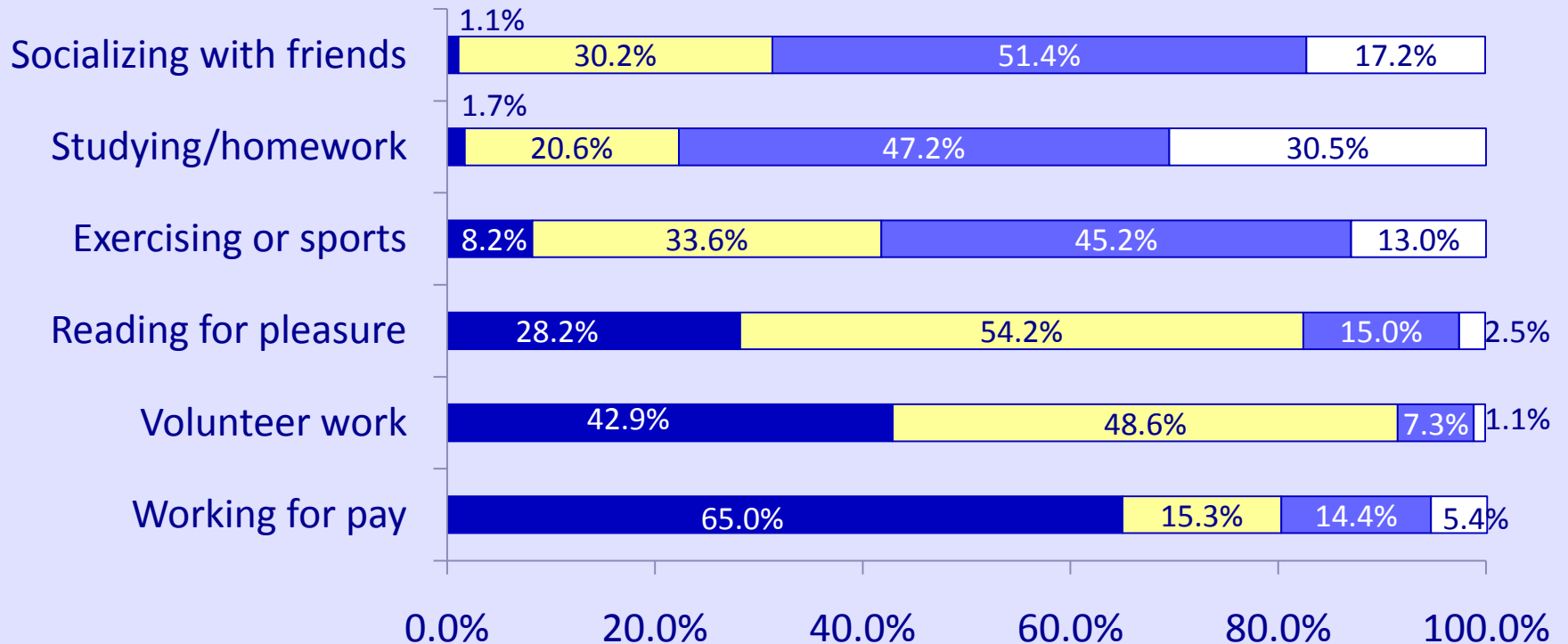
Five-year Averages & 2008

Percent Selecting Frequently



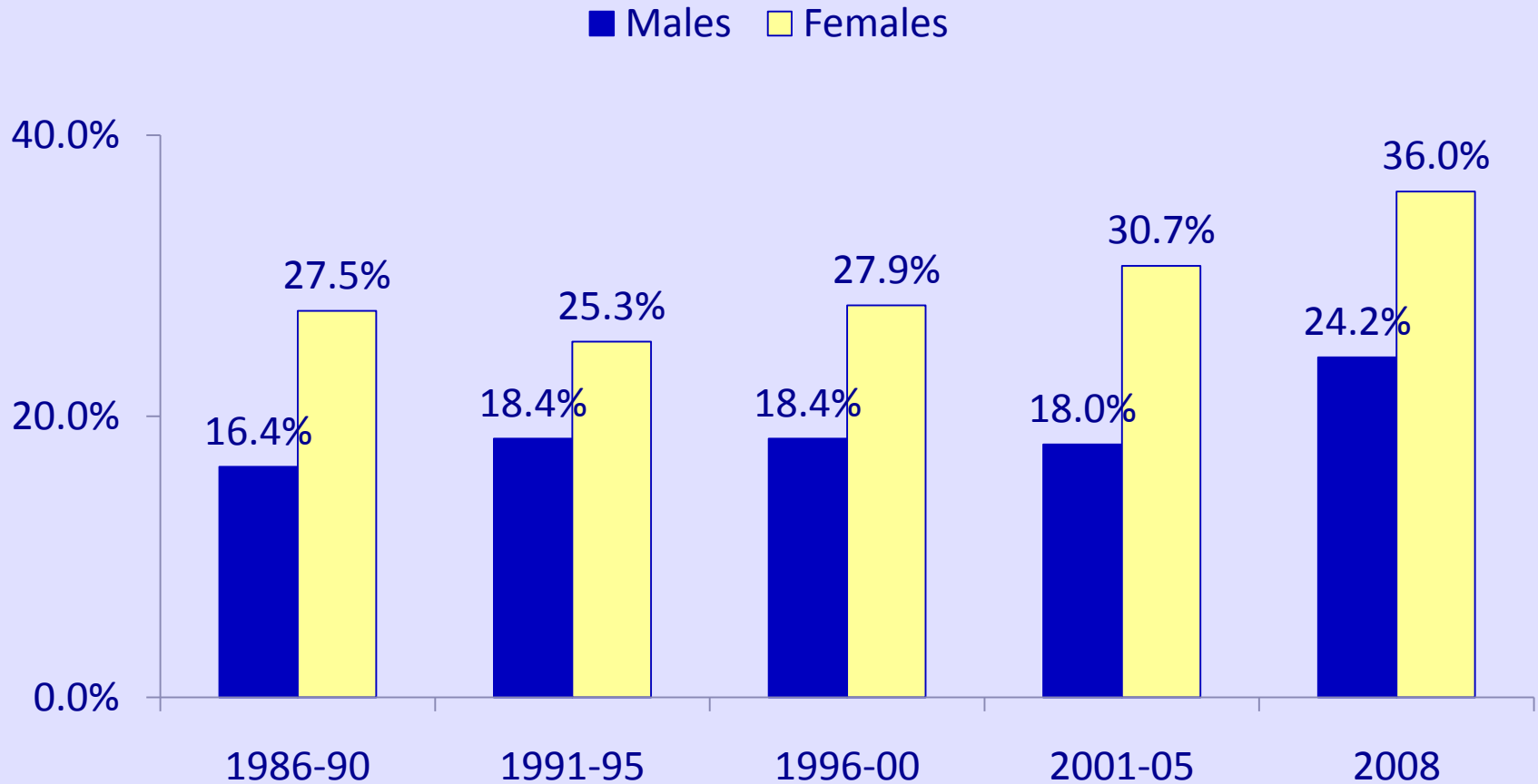
Amount of Time Spent During a Typical Week During their Last Year in High School

■ < 1 hr
 ■ 1 - 5 hrs
 ■ 6 - 15 hrs
 ■ > 15 hrs

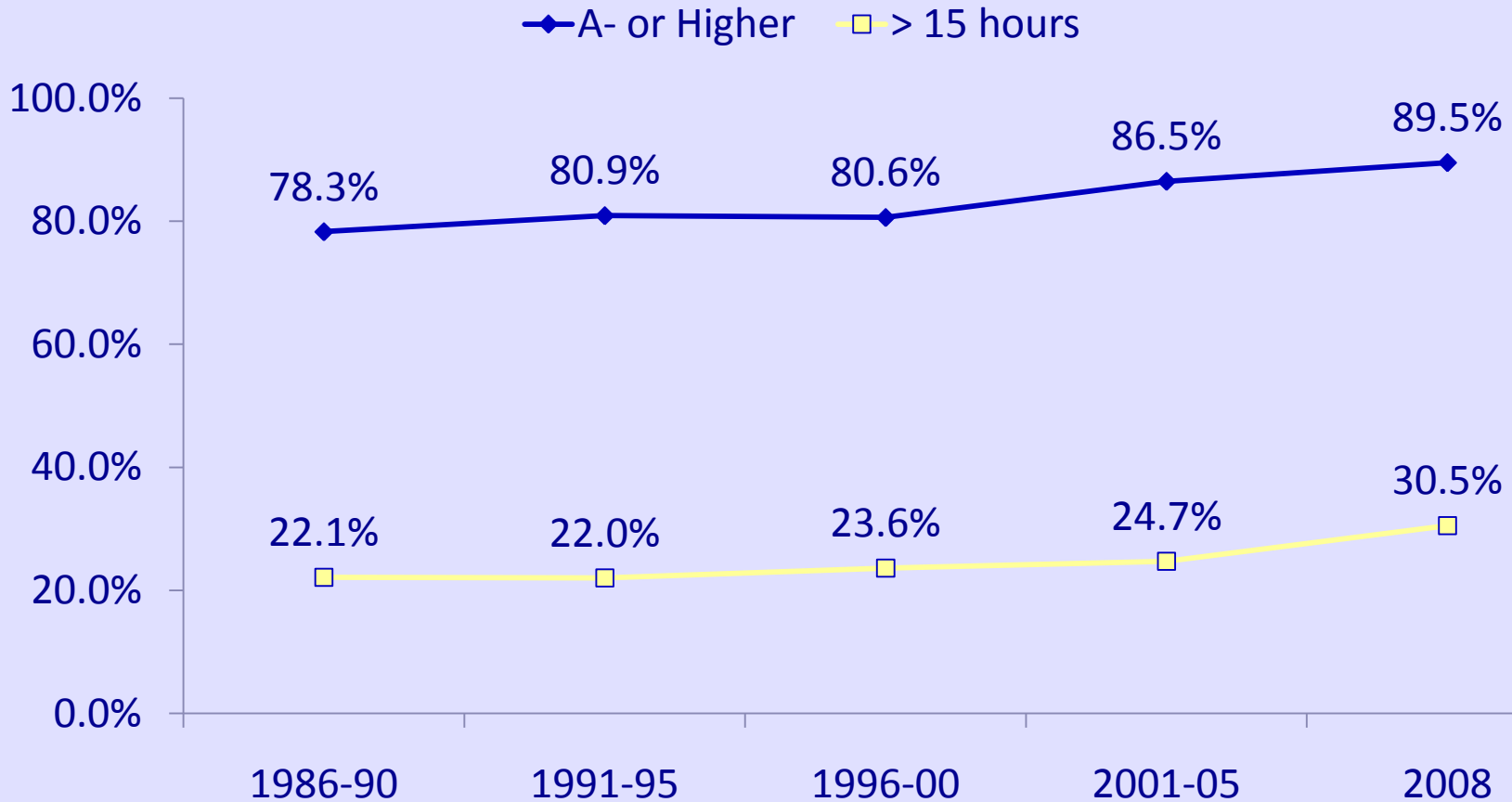


Percentage of Male and Female Students Spending More than 15 hours per Week on Studying/Homework During the Last Year in High School

Five-year Averages & 2008



Percent Reporting Average HS Grade of A- or Higher and Percent Reporting Spending More than 15 Hours per Week Studying/Homework Five-year Averages & 2008



The relationship between average HS grade and hours spent per week studying was not significant.

Activities Frequently Engaged in Within the Past Year (*Habits of Mind*)

Percent Selecting

| Activity | Men | Women | Overall |
|---|-------|-------|---------|
| Support your opinions with a logical argument | 85.5% | 85.2% | 85.4% |
| Seek solutions to problems and explain them to others | 77.1% | 79.9% | 78.6% |
| Take notes during class | 67.3% | 86.2% | 77.4% |
| Ask questions in class | 72.3% | 72.0% | 72.1% |
| Revise your papers to improve your writing | 60.0% | 75.1% | 68.1% |
| Seek feedback on your academic work | 60.6% | 67.7% | 64.4% |
| Accept mistakes as part of the learning process | 61.2% | 59.3% | 60.2% |
| Evaluate the quality or reliability of information you received | 52.1% | 64.0% | 58.5% |

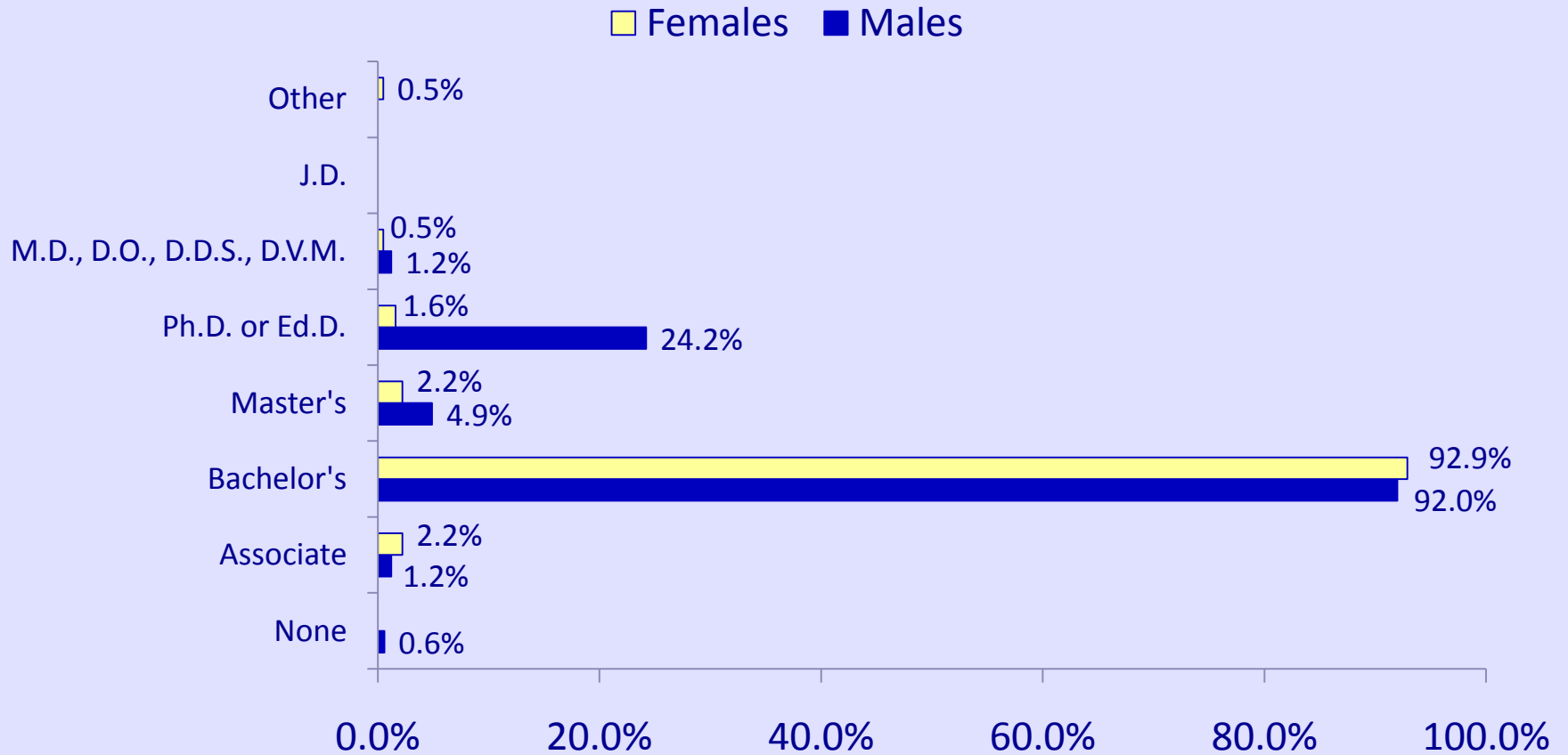
Activities Frequently Engaged in Within the Past Year (*Habits of Mind*)

Percent Selecting

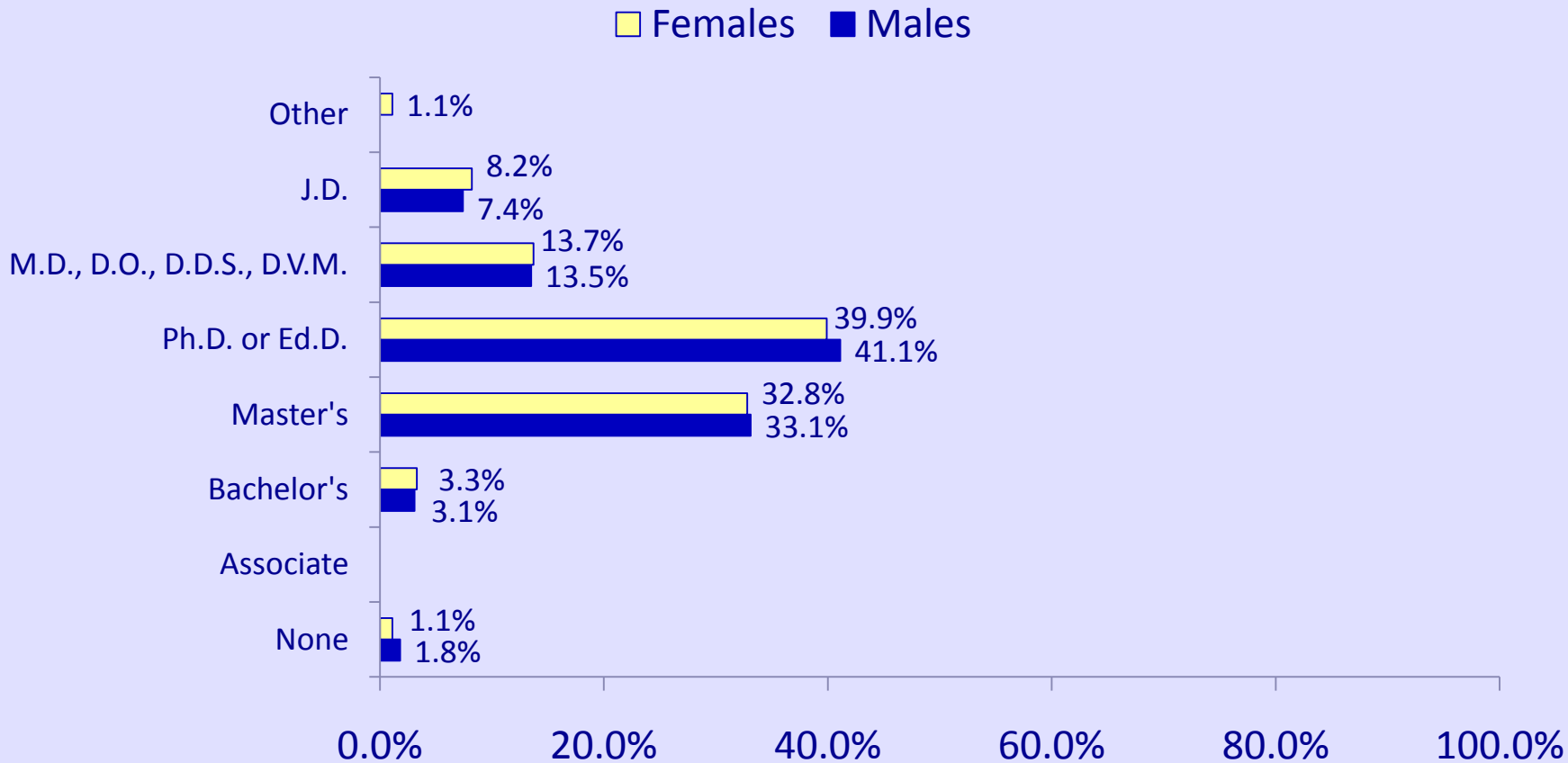
| Activity | Men | Women | Overall |
|---|-------|-------|---------|
| Seek alternative solutions to a problem | 53.9% | 56.6% | 55.4% |
| Explore topics on your own, even though it was not required for a class | 57.6% | 51.3% | 54.2% |
| Take a risk because you felt you had more to gain | 40.0% | 42.9% | 41.5% |
| Look up scientific research articles and resources | 28.5% | 41.3% | 35.3% |

GOALS AND PREDICTIONS

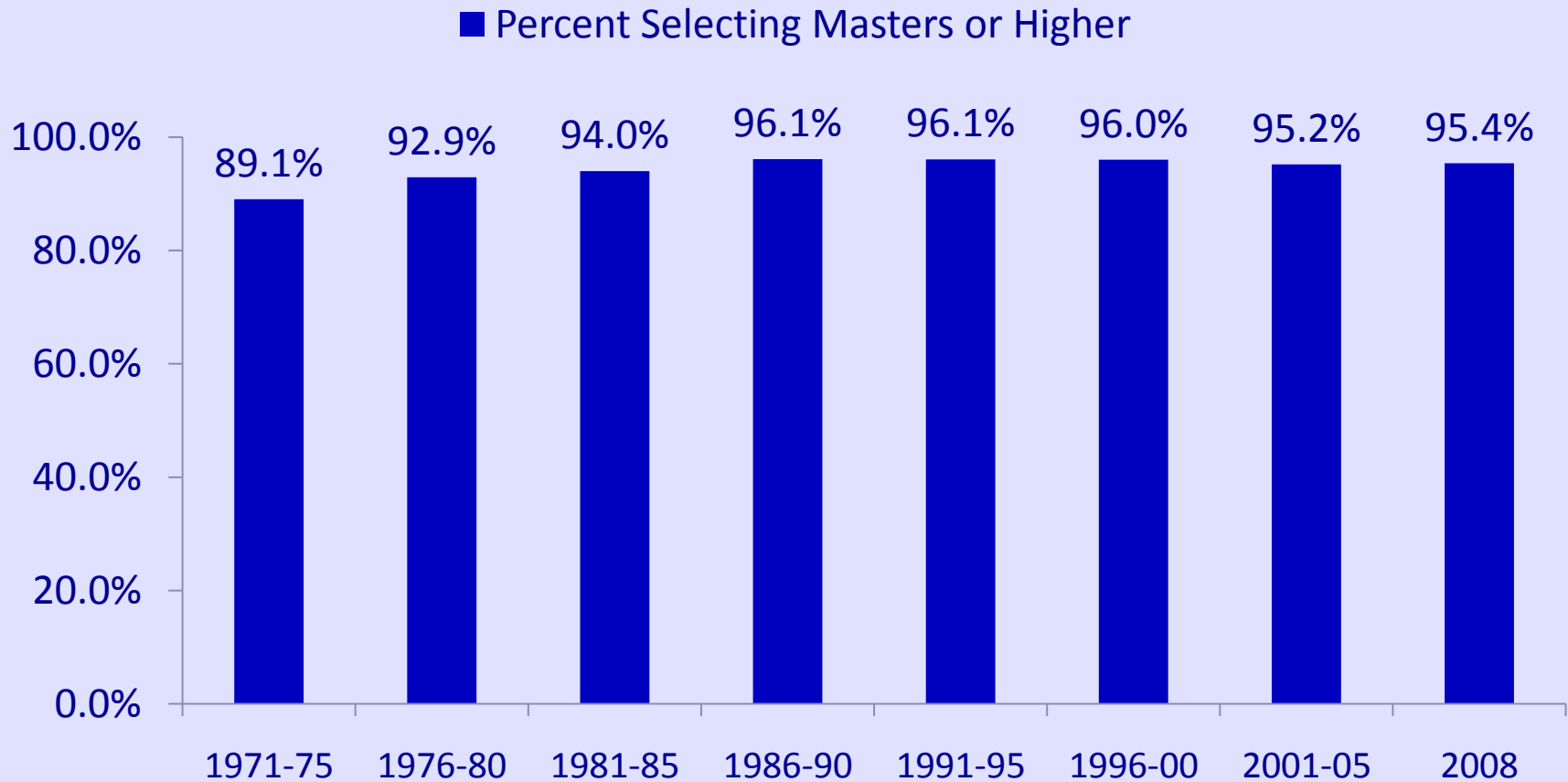
Highest Degree Intending to Obtain at Carleton College Percent Selecting



Highest Degree Intending to Obtain at Any Institution Percent Selecting



Highest Academic Degree Intending to Obtain at Any Institution Five-year Averages & 2008



Top Personal Goals by Sex

By Percent Selecting Essential or Very Important

| Goal | Men | Women | Overall |
|--|---------------|-----------|-----------|
| Improving my understanding of other countries and cultures | 74.7% (2) | 87.2% (1) | 81.4% (1) |
| Adopting "green" practices to protect the environment | 66.3% (5) | 84.7% (2) | 76.1% (2) |
| Helping others who are in difficulty | 69.3% (4) | 77.7% (3) | 73.7% (3) |
| Developing a meaningful philosophy of life | 79.5% (1) | 67.0% (5) | 72.9% (4) |
| Keeping up to date with political affairs | 65.7% (6 tie) | 67.2% (4) | 66.5% (5) |
| Raising a family | 69.9% (3) | 60.3% (6) | 64.8% (6) |
| Becoming an authority in my field | 65.7% (6 tie) | 58.2% (7) | 61.7% (7) |

Least Important Personal Goals by Sex

Percent Selecting Not Important

| Goal | Men | Women | Overall |
|---|-----------|-----------|-----------|
| Creating artistic work (painting, sculpture, decorating, etc.) | 66.3% (1) | 49.7% (2) | 57.5% (1) |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 62.0% (2) | 43.9% (4) | 52.4% (2) |
| Becoming successful in a business of my own | 44.0% (3) | 52.9% (1) | 48.7% (3) |
| Making a theoretical contribution to science | 41.6% (4) | 45.5% (3) | 43.7% (4) |
| Writing original works (poems, novels, short stories, etc.) | 36.1% (5) | 36.5% (5) | 36.3% (5) |

Top Five Personal Goals

Comparison Between Freshmen and Faculty

Percent Selecting Essential or Very Important

| Freshmen | Faculty* |
|---|---|
| 1. Improving my understanding of other countries and cultures (81.4%) | 1. Raising a family (76.3%)** |
| 2. Adopting “green” practices to protect the environment (76.1%) | 2. Developing a meaningful philosophy of life (71.8%) |
| 3. Helping others who are in difficulty (73.7%) | 3. Helping to promote racial understanding (63.6%)# |
| 4. Developing a meaningful philosophy of life (72.9%) | 4. Helping others who are in difficulty (58.8%) |
| 5. Keeping up to date with political affairs (66.3%) | 5. Becoming an authority in my field (54.2%)^ |

*Source: 2007-08 HERI Faculty Survey

**Students: 64.8%

Students: 47.5%

^Students: 61.7%

Predictions

**“What is your best guess as to the chances that you will:”
Percent Selecting**

| Prediction | Very Good Chance | Very Little or No Chance |
|---|-------------------------|---------------------------------|
| Discuss course content with students outside of class | 94.1% | |
| Socialize with someone of another racial/ethnic group | 92.7% | |
| Be satisfied with your college | 87.6% | 0.8% |
| Make at least a "B" average | 87.6% | |
| Participate in student clubs/groups | 82.5% | 1.4% |
| Communicate regularly with your professors | 80.8% | 0.6% |
| Participate in a study abroad program | 76.6% | 1.7% |
| Get a job to help pay for college expenses | 57.2% | 12.1% |
| Participate in volunteer or community service work | 56.3% | 8.2% |

Note: Students could also select a response of “Some chance”

Predictions, continued

“What is your best guess as to the chances that you will:”
Percent Selecting

| Prediction | Very Good Chance | Very Little or No Chance |
|---|------------------|--------------------------|
| Have a roommate of different race/ethnicity | 47.5% | 2.5% |
| Change career choice | 41.0% | 15.3% |
| Work on a professor’s research project | 38.6% | 6.2% |
| Change major field | 34.5% | 19.5% |
| Play varsity/intercollegiate athletics | 33.0% | 49.3% |
| Get tutoring help in specific courses | 27.1% | 21.2% |
| Participate in student protests or demonstrations | 18.9% | 29.9% |
| Seek personal counseling | 7.9% | 56.3% |
| Participate in student government | 7.6% | 55.9% |

Note: Students could also select a response of “Some chance”

Predictions, continued

“What is your best guess as to the chances that you will:”
Percent Selecting

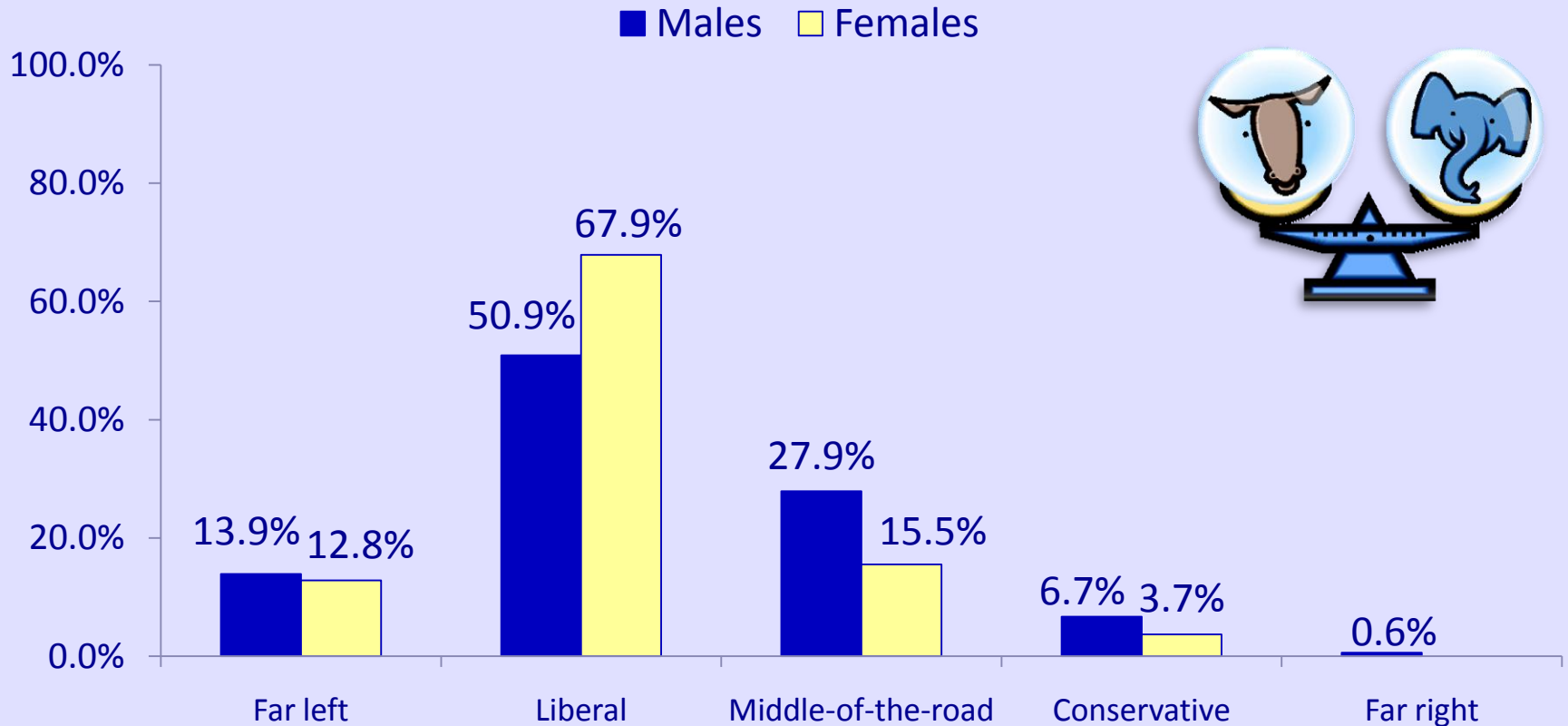
| Prediction | Very Good Chance | Very Little or No Chance |
|--|------------------|--------------------------|
| Work full-time while attending college | 2.8% | 85.9% |
| Join a social fraternity or sorority | 1.4% | 93.8% |
| Need extra time to complete your degree requirements | 0.8% | 82.5% |
| Transfer to another college before graduating | 0.3% | 90.1% |

Note: Students could also select a response of “Some chance”

VIEWS AND PERCEPTIONS

Political Views by Sex

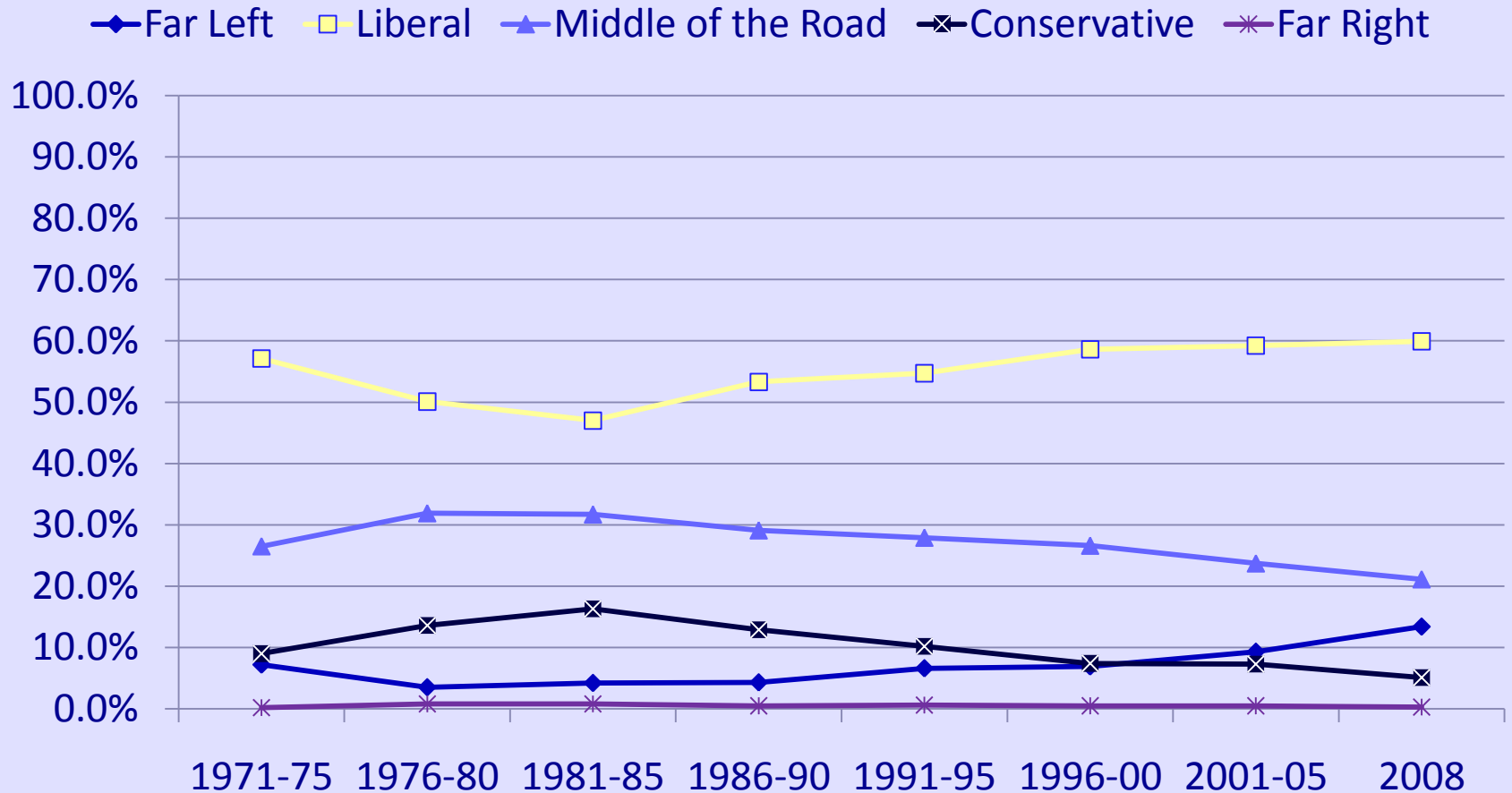
Percent Selecting



Political Views

Percent Selecting

Five-year Averages & 2008



Most Prevalent Strong Views

Percent Selecting

| Statement | Response* | Men | Women |
|---|-------------------|-------|-------|
| It is important to have laws prohibiting homosexual relationships | Disagree strongly | 77.1% | 91.0% |
| Same-sex couples should have the right to legal marital status | Agree strongly | 67.5% | 83.5% |
| The federal government is not doing enough to control environmental pollution | Agree strongly | 72.3% | 74.1% |
| Addressing global warming should be a federal priority | Agree strongly | 69.3% | 67.2% |
| Abortion should be legal | Agree strongly | 50.0% | 69.8% |
| Federal military spending should be increased | Disagree strongly | 51.5% | 59.0% |
| Dissent is a critical component of the political process | Agree strongly | 51.2% | 50.3% |

*Not shown are the percent responding “Agree somewhat” or “Disagree somewhat”

Self- Rating

(As Compared with the Average Person of their Age)

Percent Selecting Highest 10%

| Trait | Men | Women | Overall |
|--|-------|-------|---------|
| Tolerance of others with different beliefs | 42.2% | 49.2% | 45.9% |
| Drive to achieve | 36.1% | 48.7% | 42.8% |
| Ability to work cooperatively with diverse people | 41.0% | 42.9% | 42.0% |
| Self-confidence (intellectual) | 45.2% | 25.9% | 34.9% |
| Ability to discuss and negotiate controversial issues | 40.4% | 27.5% | 33.5% |
| Ability to see the world from someone else's perspective | 33.7% | 30.2% | 31.8% |
| Mathematical ability | 42.8% | 16.9% | 29.0% |
| Leadership ability | 30.7% | 25.9% | 28.2% |
| Self-understanding | 27.7% | 28.0% | 27.9% |
| Openness to having my own views challenged | 30.7% | 24.9% | 27.6% |
| Writing ability | 22.9% | 31.7% | 27.6% |

Self- Rating, continued

Percent Selecting Highest 10 %

| Trait | Men | Women | Overall |
|--------------------------|-------|-------|---------|
| Understanding of others | 25.3% | 26.5% | 25.9% |
| Physical health | 32.5% | 17.5% | 24.5% |
| Cooperativeness | 24.7% | 22.8% | 23.7% |
| Emotional health | 25.9% | 21.7% | 23.7% |
| Public speaking ability | 25.3% | 16.4% | 20.6% |
| Creativity | 20.5% | 20.1% | 20.3% |
| Self-confidence (social) | 15.7% | 12.2% | 13.8% |
| Spirituality | 12.0% | 11.1% | 11.5% |
| Artistic ability | 10.8% | 9.5% | 10.1% |
| Computer skills | 15.1% | 3.2% | 8.7% |
| Popularity | 12.0% | 4.8% | 8.2% |

CARLETON SUPPLEMENTAL QUESTIONS

Self- Rating of Skills

Percent Selecting Strongly Agree or Agree

| I have the skills to.. | Men | Women | Overall |
|---|-------|-------|---------|
| Report observations in writing | 89.7% | 92.6% | 91.2% |
| Analyze data or complex sets of information in writing | 84.8% | 87.8% | 86.4% |
| Provide an interpretation of data, a text, a performance, etc. in writing | 89.7% | 95.2% | 92.7% |
| Identify and use outside sources in writing | 88.5% | 93.7% | 91.2% |
| Articulate and support an argument in writing | 91.5% | 94.2% | 92.9% |
| Clearly present ideas or an argument verbally | 89.1% | 84.1% | 86.4% |
| Clearly defend an idea or an argument verbally | 87.3% | 80.4% | 83.6% |
| Respond to another point of view verbally | 90.9% | 86.8% | 88.7% |
| Verbally present ideas or an argument to a variety of audiences | 76.4% | 73.0% | 74.6% |

Prompt for Following Questions

You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was accident involving a SwiftAir 235. You have been asked to prepare a brief report on the safety of the SwiftAir 235.

[taken from materials produced by the Council for Aid to Education]

Of the following documents available to you, which would be MOST reliable?

Percent Selecting

| Document | Men | Women | Overall |
|---|-------|-------|---------|
| Charts of SwiftAir's performance characteristics | 35.8% | 54.6% | 45.7% |
| Federal Accident Report on in-flight breakups in single engine planes | 48.5% | 30.8% | 39.1% |
| Newspaper articles about the accident | 7.9% | 7.0% | 7.4% |
| Amateur Pilot article comparing SwiftAir 325 to similar planes | 5.5% | 3.2% | 4.3% |
| Pictures and descriptions of SwiftAir models 180 and 235 | 2.4% | 4.3% | 3.4% |

Of the following documents available to you, which would be LEAST reliable?

Percent Selecting

| Document | Men | Women | Overall |
|---|-------|-------|---------|
| Pictures and descriptions of SwiftAir models 180 and 235 | 38.8% | 36.4% | 37.5% |
| Newspaper articles about the accident | 28.5% | 32.6% | 30.7% |
| Amateur Pilot article comparing SwiftAir 325 to similar planes | 23.0% | 19.6% | 21.2% |
| Federal Accident Report on in-flight breakups in single engine planes | 6.7% | 9.8% | 8.3% |
| Charts of SwiftAir's performance characteristics | 3.0% | 1.6% | 2.3% |

Which document would most likely rely on quantitative claims? Percent Selecting

| Document | Men | Women | Overall |
|---|-------|-------|---------|
| Charts of SwiftAir's performance characteristics | 66.1% | 63.8% | 64.9% |
| Federal Accident Report on in-flight breakups in single engine planes | 20.0% | 22.7% | 21.4% |
| Newspaper articles about the accident | 6.1% | 4.3% | 5.1% |
| Amateur Pilot article comparing SwiftAir 325 to similar planes | 3.0% | 6.5% | 4.9% |
| Pictures and descriptions of SwiftAir models 180 and 235 | 4.8% | 2.7% | 3.7% |

Which document would most likely rely on qualitative claims?

Percent Selecting

| Document | Men | Women | Overall |
|---|-------|-------|---------|
| Amateur Pilot article comparing SwiftAir 325 to similar planes | 34.5% | 31.5% | 33.0% |
| Newspaper articles about the accident | 26.1% | 26.1% | 26.1% |
| Pictures and descriptions of SwiftAir models 180 and 235 | 17.0% | 20.1% | 18.6% |
| Federal Accident Report on in-flight breakups in single engine planes | 12.1% | 10.9% | 11.5% |
| Charts of SwiftAir's performance characteristics | 10.3% | 11.4% | 10.9% |

Your Analysis, Please

- What was surprising or didn't fit with your perception of Carleton?
- What were strengths of Carleton that should be maintained?
- What was worrisome that should be addressed?
- Who else should see this information and how?