Carleton College
CIRP Freshman Survey
2015 Results

First-time, Full-time Freshmen
Carleton College
N=389/491 = 79.2% response rate

Private/Nonsectarian 4yr Colleges-very high selectivity
N=12,371

Higher Education Research Institute, University of California at Los Angeles/Carleton Institutional Research and Assessment
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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  Pluralistic Orientation
  Academic Self-Concept
  Civic Engagement
  Health and Wellness

Knowledge, Skills and Abilities

Expectations for College-Major and Career

Expectations for College Life
<table>
<thead>
<tr>
<th>Amherst College</th>
<th>Hamilton College</th>
<th>Reed College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babson College</td>
<td>Hampshire College</td>
<td>Rhode Island School of Design</td>
</tr>
<tr>
<td>Bates College</td>
<td>Harvey Mudd College</td>
<td>Smith College</td>
</tr>
<tr>
<td>Beloit College</td>
<td>Haverford College</td>
<td>St Lawrence University</td>
</tr>
<tr>
<td>Bryn Mawr College</td>
<td>Hobart William Smith Colleges</td>
<td>Swarthmore College</td>
</tr>
<tr>
<td>Carleton College</td>
<td>John Brown University</td>
<td>The College of Wooster</td>
</tr>
<tr>
<td>Colby College</td>
<td>Kalamazoo College</td>
<td>Trinity College</td>
</tr>
<tr>
<td>Colorado College</td>
<td>Knox College</td>
<td>University of Puget Sound</td>
</tr>
<tr>
<td>Connecticut College</td>
<td>Lake Forest College</td>
<td>Vassar College</td>
</tr>
<tr>
<td>Dickinson College</td>
<td>Lawrence University</td>
<td>Washington and Lee University</td>
</tr>
<tr>
<td>Furman University</td>
<td>Lewis &amp; Clark College</td>
<td>Wesleyan University</td>
</tr>
<tr>
<td>Gettysburg College</td>
<td>Oberlin College</td>
<td>Whitman College</td>
</tr>
<tr>
<td>Grinnell College</td>
<td>Occidental College</td>
<td>Willamette University</td>
</tr>
</tbody>
</table>

Bold = participating Carleton Strategic Planning Peers
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: 52.2%
- Female: 47.8%

**Comparison Group**
- Male: 55.8%
- Female: 44.2%
Demographics

Race/Ethnicity

- African American/Black: 3.4% (Your Institution), 3.9% (Comparison Group)
- American Indian/Alaska Native: 0.0% (Your Institution), 0.1% (Comparison Group)
- Asian/Native Hawaiian/Pacific Islander: 15.0% (Your Institution), 13.7% (Comparison Group)
- Latino: 5.4% (Your Institution), 4.9% (Comparison Group)
- White/Caucasian: 63.8% (Your Institution), 65.2% (Comparison Group)
- Other Race/Ethnicity: 0.3% (Your Institution), 0.8% (Comparison Group)
- Two or More Races/Ethnicities: 12.1% (Your Institution), 11.4% (Comparison Group)

Legend:
- Blue: Your Institution
- Orange: Comparison Group
How many miles is this college from your permanent home?

Demographics

<table>
<thead>
<tr>
<th>Distance</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>0.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>6-10</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>11-50</td>
<td>10.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>51-100</td>
<td>5.7%</td>
<td>9.9%</td>
</tr>
<tr>
<td>101-500</td>
<td>19.0%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Over 500</td>
<td>64.8%</td>
<td>45.7%</td>
</tr>
</tbody>
</table>
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet)
  - Your Institution: 61.3%
  - Comparison Group: 58.0%

- Public charter school
  - Your Institution: 2.3%
  - Comparison Group: 3.3%

- Public magnet school
  - Your Institution: 3.6%
  - Comparison Group: 3.0%

- Private religious/parochial school
  - Your Institution: 5.7%
  - Comparison Group: 9.1%

- Private independent college-prep school
  - Your Institution: 26.5%
  - Comparison Group: 25.7%

- Home school
  - Your Institution: 0.5%
  - Comparison Group: 0.9%
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: 67.0%
- No: 33.0%

College Acceptance

Is this college your:

- First Choice: 64.1%
- Second Choice: 21.1%
- Third Choice: 9.1%
- Less than Third Choice: 5.7%

Your Institution: 58.1%
Comparison Group: 24.0%
- First Choice: 24.0%
- Second Choice: 11.0%
- Third Choice: 6.9%

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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>66.2%</td>
<td>45.4%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>92.0%</td>
<td>70.9%</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>81.8%</td>
<td>63.4%</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>30.4%</td>
<td>35.1%</td>
</tr>
</tbody>
</table>

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

**Comparison Group**
- Very Important
- Somewhat Important

Return to contents
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: 93.8%
  - Comparison Group: 89.4%

- **To get training for a specific career**
  - Your Institution: 32.5%
  - Comparison Group: 51.8%

- **To prepare myself for graduate or professional school**
  - Your Institution: 55.4%
  - Comparison Group: 55.9%
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>This college has a very good academic reputation</td>
<td>88.6%</td>
<td>77.7%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>46.2%</td>
<td>41.7%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>51.6%</td>
<td>42.5%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>57.0%</td>
<td>55.8%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>32.3%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>

- Blue: Very Important
- Yellow: Somewhat Important
College Choice

How important was each reason in your 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>My parents/relatives wanted me to come</td>
<td>9.1%</td>
<td>44.0%</td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>41.6%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>4.2%</td>
<td>12.8%</td>
</tr>
<tr>
<td></td>
<td>19.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td></td>
<td>55.2%</td>
<td>55.2%</td>
</tr>
<tr>
<td></td>
<td>31.3%</td>
<td>24.9%</td>
</tr>
<tr>
<td></td>
<td>24.9%</td>
<td>43.7%</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>12.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>27.4%</td>
<td>57.3%</td>
</tr>
</tbody>
</table>
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>91.6%</td>
<td>85.4%</td>
</tr>
<tr>
<td>Personal resources</td>
<td>62.2%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Aid not to be repaid</td>
<td>65.0%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Aid to be repaid</td>
<td>35.5%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Other sources</td>
<td>4.4%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Legend:
- Your Institution
- Comparison Group
Financing College
Did you receive any of the following forms of financial aid?

- Military grants: 0.3% vs. 1.1%
- Work-study: 48.6% vs. 42.0%
- Pell grant: 14.7% vs. 18.9%
- Need-based grants or scholarships: 49.6% vs. 48.8%
- Merit-based grants or scholarships: 38.7% vs. 60.4%
Financing College

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

- None: 45.5% (Your Institution), 40.2% (Comparison Group)
- Some: 47.8% (Your Institution), 51.2% (Comparison Group)
- Major: 6.7% (Your Institution), 8.6% (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
- Pre-Calculus/Trigonometry
- Probability & Statistics
- Calculus
- AP Probability & Statistics
- AP Calculus

Comparison Group:
- 97.4%
- 97.5%
- 98.2%
- 93.0%
- 65.5%
- 65.4%

Your Institution:
- 97.5%
- 98.2%
- 35.7%
- 41.0%
- 65.0%
- 20.7%

Comparison Group:
- 65.4%
- 50.2%

Comparison Group:
- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%
High School Experiences

Have you *had* any special tutoring or remedial work in any of the following subjects?
High School Experiences

Do you feel you *will need* any special tutoring or 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>10.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Reading</td>
<td>9.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16.5%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Science</td>
<td>9.5%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>15.4%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>17.7%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FTFT</td>
<td>50.1</td>
<td>50.5</td>
</tr>
<tr>
<td>Men</td>
<td>50.8</td>
<td>50.7</td>
</tr>
<tr>
<td>Women</td>
<td>49.4</td>
<td>50.4</td>
</tr>
</tbody>
</table>
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
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: 48.8% (Frequently), 40.1% (Occasionally)
  - Comparison Group: 51.1% (Frequently), 38.4% (Occasionally)

- Felt depressed:
  - Your Institution: 13.1% (Frequently), 47.3% (Occasionally)
  - Comparison Group: 12.7% (Frequently), 40.8% (Occasionally)
College Preparation

These items illustrate students’ academic preparation at this institution.
Placement Tests

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

- **English**: 4.9% (Your Institution), 6.9% (Comparison Group)
- **Reading**: 3.6% (Your Institution), 3.7% (Comparison Group)
- **Mathematics**: 44.6% (Your Institution), 40.0% (Comparison Group)
- **Writing**: 3.1% (Your Institution), 7.4% (Comparison Group)
Summer Bridge Program

How many weeks this summer did you participate in a bridge program at this institution?
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>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.3%</td>
<td>0.1%</td>
<td>2.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>18.3%</td>
<td>17.9%</td>
<td>10.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Business</td>
<td>0.8%</td>
<td>9.0%</td>
<td>11.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Education</td>
<td>1.0%</td>
<td>2.0%</td>
<td>12.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.5%</td>
<td>4.0%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>English</td>
<td>5.1%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>1.5%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>12.9%</td>
<td>8.0%</td>
<td>19.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.3%</td>
<td>3.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

- Pre-Med: 18.8% (Your Institution), 17.8% (Comparison Group)
- Pre-Law: 10.3% (Your Institution), 8.9% (Comparison Group)
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career</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>1.8%</td>
<td>1.5%</td>
<td>2.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Artist</td>
<td>3.6%</td>
<td>9.3%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Business</td>
<td>5.4%</td>
<td>12.4%</td>
<td>4.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.0%</td>
<td>0.2%</td>
<td>5.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>3.9%</td>
<td>1.2%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.3%</td>
<td>1.9%</td>
<td>10.1%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>12.1%</td>
<td>11.2%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>2.1%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Engineer</td>
<td>4.9%</td>
<td>3.5%</td>
<td>1.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Government</td>
<td>5.4%</td>
<td>3.1%</td>
<td>5.4%</td>
<td>7.5%</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: 0.3%
  - 4 years: 99.7%
  - 5 years: 0.0%
  - 6+ years: 0.0%

- **Comparison Group**:
  - 1 year: 1.7%
  - 4 years: 96.0%
  - 5 years: 1.8%
  - 6+ years: 0.2%

- **Do not plan to graduate from this college**: 0.0%
Expectations: Degree Aspirations

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

- None: 0.5%
- Vocational certificate: 0.4%
- Associate (A.A. or equivalent): 0.0%
- Bachelor's degree (B.A., B.S., etc.): 8.0%
- Master's degree (M.A., M.S., etc.): 31.7%
- Ph.D. or Ed.D.: 40.1%
- J.D. (Law): 6.7%
- B.D. or M.DIV. (Divinity): 0.0%
- Other: 0.8%

Your Institution: #
Comparison Group: #

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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: 55.6% Very Good Chance, 37.6% Some Chance
  - Comparison Group: 45.2% Very Good Chance, 39.9% Some Chance

- Participate in a study abroad program
  - Your Institution: 76.8% Very Good Chance, 19.3% Some Chance
  - Comparison Group: 57.4% Very Good Chance, 29.1% Some Chance

- Discuss course content with students outside of class
  - Your Institution: 90.1% Very Good Chance, 9.1% Some Chance
  - Comparison Group: 70.5% Very Good Chance, 24.9% Some Chance
Communicate regularly with your professors

- Your Institution: 72.3%
- Comparison Group: 59.5%

Take a course exclusively online at this institution

- Your Institution: 26.1%
- Comparison Group: 36.6%

Work on a professor’s research project

- Your Institution: 50.1%
- Comparison Group: 36.6%

Expectations for College Life

What is your best guess as to the chances that you will:
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: 0.8% Very Good Chance, 7.0% Some Chance
  - Comparison Group: 2.0% Very Good Chance, 8.0% Some Chance

- Transfer to another college before graduating
  - Your Institution: 1.8% Very Good Chance, 7.6% Some Chance
  - Comparison Group: 2.8% Very Good Chance, 13.7% 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

Please contact:
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