University of the Virgin Islands
CIRP Freshman Survey
2014 Results

First-time, Full-time Freshmen

University of the Virgin Islands
N=250

Public 4yr Colleges-low selectivity
N=14,801

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
- Knowledge, skills and abilities
- Expectations for college-major and career
- Expectations for college life
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- Academic Self-Concept
- Civic Engagement
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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

Comparison Group

Male  Female

Male  Female
Demographics

How many miles is this college from your permanent home?

[Bar chart showing distribution of distances from permanent home for Your Institution and Comparison Group]
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet)
- Public charter school
- Public magnet school
- Private religious/parochial school
- Private independent college-prep school
- Home school

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?
Were you accepted by your first choice college?

Yes  No

Is this college your …

First Choice  Second Choice  Third Choice  Less than Third Choice

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
- To gain a general education and appreciation of ideas
- To make me a more cultured person
- To be able to make more money

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

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

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

- To learn more about things that interest me
- To get training for a specific career
- To prepare myself for graduate or professional school

**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>This college has a very good academic reputation</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>Somewhat Important</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>Somewhat Important</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>
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>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>Somewhat Important</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>Somewhat Important</td>
<td>Somewhat Important</td>
</tr>
</tbody>
</table>
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 wanted me to come here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A visit to the campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- 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.
Financing College

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

![Bar chart showing concerns about financing college education.](chart.png)

- **None**: Your Institution: 20%, Comparison Group: 30%
- **Some**: Your Institution: 60%, Comparison Group: 70%
- **Major**: Your Institution: 10%, Comparison Group: 10%
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

Bar chart showing the percentage of students who have completed each course at Your Institution and the Comparison Group.

Legend:
- Your Institution
- Comparison Group
High School Experiences

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

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**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

*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

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**Graph:**

- **All FTFT**
- **Men**
- **Women**

- **Your Institution**
- **Comparison Group**
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
- 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.
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

Comparison Group versus Your Institution
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:
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
- Knowledge of a particular field or discipline
- Foreign language ability

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
- Understanding of national issues
- Understanding of global issues

**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:

- Critical thinking skills
- Problem-solving skills
- Ability to manage your time effectively

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:

Knowledge of people from different races/cultures

- **Your Institution**
  - A Major Strength
  - Somewhat Strong

- **Comparison Group**
  - A Major Strength
  - Somewhat Strong

Interpersonal skills

- **Your Institution**
  - A Major Strength
  - Somewhat Strong

- **Comparison Group**
  - A Major Strength
  - Somewhat Strong
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>0.0%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>12.3%</td>
<td>10.1%</td>
<td>3.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Business</td>
<td>22.4%</td>
<td>13.4%</td>
<td>0.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Education</td>
<td>8.3%</td>
<td>5.8%</td>
<td>4.8%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>7.9%</td>
<td>6.8%</td>
<td>7.9%</td>
<td>4.9%</td>
</tr>
<tr>
<td>English</td>
<td>0.9%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>21.5%</td>
<td>18.8%</td>
<td>0.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>0.0%</td>
<td>2.0%</td>
<td>4.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.4%</td>
<td>5.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major

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

- Pre-Med
- Pre-Law

- Your Institution
- Comparison Group
## Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th></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>1.0%</td>
<td>1.1%</td>
<td>Health Professional</td>
<td>8.2%</td>
</tr>
<tr>
<td>Artist</td>
<td>3.1%</td>
<td>8.6%</td>
<td>Homemaker/Stay-at-Home Parent</td>
<td>0.5%</td>
</tr>
<tr>
<td>Business</td>
<td>13.8%</td>
<td>11.2%</td>
<td>Information Technology Professional</td>
<td>2.6%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.5%</td>
<td>0.5%</td>
<td>Lawyer</td>
<td>1.5%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.5%</td>
<td>Military</td>
<td>2.1%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.0%</td>
<td>0.3%</td>
<td>Nurse</td>
<td>4.1%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.5%</td>
<td>1.8%</td>
<td>Research Scientist</td>
<td>2.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>7.2%</td>
<td>7.2%</td>
<td>Service Industry</td>
<td>0.5%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>11.3%</td>
<td>6.3%</td>
<td>Skilled worker</td>
<td>0.0%</td>
</tr>
<tr>
<td>Engineer</td>
<td>3.6%</td>
<td>3.8%</td>
<td>Social/Non-Profit Services</td>
<td>17.9%</td>
</tr>
<tr>
<td>Government</td>
<td>4.1%</td>
<td>5.2%</td>
<td>Other</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
Expectations: Time to Degree
How many years do you expect it will take you to graduate from this college?

- 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?
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
- Participate in a study abroad program
- Discuss course content with students outside of class

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Good Chance</th>
<th>Some Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison Group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Communicate regularly with your professors

Take a course exclusively online at this institution

Work on a professor's research project

Expectations for College Life

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
Expectations for College Life

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

- Need extra time to complete your degree requirements
- Take a leave of absence from this college temporarily
- Transfer to another college before graduating

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good Chance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Chance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Chance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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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