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
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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: 32.8%
- Female: 67.2%

Comparison Group

- Male: 57.1%
- Female: 42.9%
Demographics

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/ Black</td>
<td>71.1%</td>
<td></td>
</tr>
<tr>
<td>American Indian/ Alaska Native</td>
<td>20.5%</td>
<td></td>
</tr>
<tr>
<td>Asian/ Native Hawaiian/ Pacific Islander</td>
<td>13.2%</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>White/ Caucasian</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>Other Race/ Ethnicity</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races/ Ethnicities</td>
<td>12.6%</td>
<td></td>
</tr>
</tbody>
</table>

- African American/ Black: 71.1%
- American Indian/ Alaska Native: 20.5%
- Asian/ Native Hawaiian/ Pacific Islander: 13.2%
- Latino: 4.6%
- White/ Caucasian: 5.0%
- Other Race/ Ethnicity: 3.8%
- Two or More Races/ Ethnicities: 12.6%
Demographics

How many miles is this college from your permanent home?

[Bar chart showing the distribution of distances from permanent home with two groups: Your Institution and Comparison Group.]

- 5 or less: 37.6% (Your Institution), 11.4% (Comparison Group)
- 6-10: 24.4% (Your Institution), 15.7% (Comparison Group)
- 11-50: 22.6% (Your Institution), 42.1% (Comparison Group)
- 51-100: 3.8% (Your Institution), 12.8% (Comparison Group)
- 101-500: 3.8% (Your Institution), 13.6% (Comparison Group)
- Over 500: 7.7% (Your Institution), 4.5% (Comparison Group)
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet): 77.4% 77.5%
- Public charter school: 1.7% 9.8%
- Public magnet school: 3.4% 5.6%
- Private religious/parochial school: 13.7% 5.2%
- Private independent college-prep school: 3.4% 1.8%
- Home school: 0.4% 0.2%

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?

- None: 26.3%
- 1: 8.7%
- 2: 10.5%
- 3: 13.0%
- 4: 10.4%
- 5: 17.0%
- 6: 19.0%
- 7-10: 18.4%
- 11 or more: 0.8%

Comparison Group:
- None: 8.7%
- 1: 7.1%
- 2: 10.4%
- 3: 10.9%
- 4: 8.5%
- 5: 10.8%
- 6: 5.7%
- 7-10: 7.1%
- 11 or more: 7.3%

Comparison Group:
- None: 2.7%
- 1: 8.7%
- 2: 10.5%
- 3: 13.0%
- 4: 10.4%
- 5: 7.3%
- 6: 0.8%
Were you accepted by your first choice college?

83.4% Yes
16.6% No

College Acceptance

Is this college your …

<table>
<thead>
<tr>
<th>Choice</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice</td>
<td>47.8%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Second Choice</td>
<td>30.8%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Third Choice</td>
<td>12.6%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Less than Third Choice</td>
<td>8.9%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

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

- To be able to get a better job: 85.8% (Your Institution), 88.7% (Comparison Group)
- To gain a general education and appreciation of ideas: 76.9% (Your Institution), 74.8% (Comparison Group)
- To make me a more cultured person: 46.0% (Your Institution), 46.7% (Comparison Group)
- To be able to make more money: 83.1% (Your Institution), 82.0% (Comparison Group)
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: 86.6%
  - Comparison Group: 82.8%

- **To get training for a specific career:**
  - Your Institution: 89.5%
  - Comparison Group: 84.6%

- **To prepare myself for graduate or professional school:**
  - Your Institution: 72.7%
  - Comparison Group: 68.6%
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>42.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>27.8%</td>
<td>38.9%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>26.8%</td>
<td>24.8%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>35.4%</td>
<td>40.4%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>28.7%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

Legend:
- Very Important
- Somewhat Important

Return to contents
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>-</td>
<td>-</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Very Important**
- **Somewhat Important**
College Choice

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

![Bar chart showing reasons for college choice](chart.png)

- **My parents wanted me to come here**:
  - Very Important: 31.6%
  - Somewhat Important: 23.7%

- **I wanted to live near home**:
  - Very Important: 32.1%
  - Somewhat Important: 33.2%

- **Rankings in national magazines**:
  - Very Important: 8.3%
  - Somewhat Important: 22.0%

- **A visit to the campus**:
  - Very Important: 24.2%
  - Somewhat Important: 29.2%
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.

- **Family resources**: 54.8% of students have some funds from family resources, with 67.8% of the comparison group.
- **Personal resources**: 43.6% of students have some funds from personal resources, with 58.6% of the comparison group.
- **Aid not to be repaid**: 64.4% of students have some funds from aid not to be repaid, with 66.2% of the comparison group.
- **Aid to be repaid**: 36.0% of students have some funds from aid to be repaid, with 46.5% of the comparison group.
- **Other sources**: 4.0% of students have some funds from other sources, with 8.1% of the comparison group.

Legend: Your Institution (dark blue) vs. Comparison Group (orange)
Financing College

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

- None: 26.2%
- Some: 54.9%
- Major: 18.9%

Comparison Group:
- Some: 58.4%
- Major: 16.7%

Your Institution vs. Comparison Group

- None: 26.2% vs. 0%
- Some: 54.9% vs. 10%
- Major: 18.9% vs. 20%
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: 86.9%
- Pre-Calculus/Trigonometry: 73.5%
- Probability & Statistics: 51.9%
- Calculus: 27.3%
- AP Probability & Statistics: 15.8%
- AP Calculus: 17.8%

Comparison Group:
- Algebra II: 98.6%
- Pre-Calculus/Trigonometry: 15.7%
- Probability & Statistics: 9.3%
- Calculus: 8.5%
- AP Probability & Statistics: 6.4%
- AP Calculus: 10.0%
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>30.4%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>29.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30.0%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>26.4%</td>
<td>21.5%</td>
</tr>
</tbody>
</table>
High School Experiences

Do you feel you *will need* any remedial work in any of the following subjects?

- English: 12.4% Your Institution, 12.5% Comparison Group
- Reading: 11.6% Your Institution, 9.5% Comparison Group
- Mathematics: 38.0% Your Institution, 26.1% Comparison Group
- Writing: 16.4% Your Institution, 16.5% Comparison Group
**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
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

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![Bar chart showing Academic Self-Concept scores for All FTFT, Men, and Women, comparing Your Institution and Comparison Group.](chart.png)
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.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Publicly communicated your opinion about a cause</td>
</tr>
<tr>
<td>• Worked on a local, state, or national political campaign</td>
</tr>
<tr>
<td>• Demonstrated for a cause</td>
</tr>
<tr>
<td>• Keeping up to date with political affairs</td>
</tr>
<tr>
<td>• Influencing social values</td>
</tr>
<tr>
<td>• Helped raise money for a cause or campaign</td>
</tr>
<tr>
<td>• Performed volunteer work</td>
</tr>
</tbody>
</table>

### Civic Engagement Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FTFT</td>
<td>49.5</td>
<td>49.3</td>
</tr>
<tr>
<td>Men</td>
<td>49.5</td>
<td>48.6</td>
</tr>
<tr>
<td>Women</td>
<td>49.6</td>
<td>49.9</td>
</tr>
</tbody>
</table>
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.

The chart shows the percentage of students who felt overwhelmed by all they had to do and those who felt depressed. The chart compares the responses of students at the institution and the comparison group. The chart indicates the following:

- **Felt overwhelmed by all you had to do**
  - **Your Institution**: 28.8% frequently, 53.2% occasionally
  - **Comparison Group**: 30.7% frequently, 54.3% occasionally

- **Felt depressed**
  - **Your Institution**: 16.4% frequently, 44.2% occasionally
  - **Comparison Group**: 9.4% frequently, 39.0% 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: 1.5%
- ADHD: 2.0%
- Autism spectrum: 1.5%
- Physical disability: 4.9%
- Chronic illness: 2.5%
- Psychological disorder: 4.9%

For Comparison Group:
- Learning disability: 2.9%
- ADHD: 4.6%
- Autism spectrum: 0.9%
- Physical disability: 3.5%
- Chronic illness: 1.4%
- Psychological disorder: 4.6%
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**: 76.1%
- **Reading**: 50.1%
- **Mathematics**: 86.1%
- **Writing**: 82.7%

Comparison Group:
- **English**: 50.1%
- **Reading**: 36.6%
- **Mathematics**: 56.8%
- **Writing**: 39.4%
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
  - Your Institution: 42.0% (A Major Strength), 17.4% (Somewhat Strong)
  - Comparison Group: 45.5% (A Major Strength), 24.6% (Somewhat Strong)

- Knowledge of a particular field or discipline
  - Your Institution: 42.3% (A Major Strength), 16.4% (Somewhat Strong)
  - Comparison Group: 41.0% (A Major Strength), 20.0% (Somewhat Strong)

- Foreign language ability
  - Your Institution: 4.5% (A Major Strength), 13.1% (Somewhat Strong)
  - Comparison Group: 13.3% (A Major Strength), 20.5% (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

<table>
<thead>
<tr>
<th>Area</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the problems facing your community</td>
<td>30.8% 10.9%</td>
<td>29.9% 14.3%</td>
</tr>
<tr>
<td>Understanding of national issues</td>
<td>23.6% 4.5%</td>
<td>23.2% 10.6%</td>
</tr>
<tr>
<td>Understanding of global issues</td>
<td>21.8% 4.1%</td>
<td>21.8% 10.4%</td>
</tr>
</tbody>
</table>
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
- Your Institution: 9.5% A Major Strength, 30.9% Somewhat Strong
- Comparison Group: 17.5% A Major Strength, 37.3% Somewhat Strong

Problem-solving skills
- Your Institution: 9.5% A Major Strength, 32.3% Somewhat Strong
- Comparison Group: 19.8% A Major Strength, 39.8% Somewhat Strong

Ability to manage your time effectively
- Your Institution: 13.6% A Major Strength, 29.4% Somewhat Strong
- Comparison Group: 16.7% A Major Strength, 31.7% 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
- Interpersonal skills

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

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

<table>
<thead>
<tr>
<th>Ability</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of people from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different races/cultures</td>
<td>7.3%, 30.9%</td>
<td>9.6%, 29.4%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>13.4%, 31.8%</td>
<td>13.7%, 27.8%</td>
</tr>
</tbody>
</table>
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></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: 32.1% (Your Institution) vs. 25.7% (Comparison Group)
- Pre-Law: 14.1% (Your Institution) vs. 8.7% (Comparison Group)
### Expectations: Career

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Your Inst</th>
<th>Your Comp Group</th>
<th>Comp Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>1.0%</td>
<td>1.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Artist</td>
<td>3.1%</td>
<td>8.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Business</td>
<td>13.8%</td>
<td>11.2%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.5%</td>
<td>0.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.0%</td>
<td>0.3%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.5%</td>
<td>1.8%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>7.2%</td>
<td>7.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Education (elementary/secondary)</td>
<td>11.3%</td>
<td>6.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Engineer</td>
<td>3.6%</td>
<td>3.8%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Government</td>
<td>4.1%</td>
<td>5.2%</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?

0.0% 0.0% 4.9% 0.4% 7.0% 2.0% 70.3% 10.8% 0.5% 6.5% 0.0% 0.4% 2.0% 77.9% 15.5% 1.8% 2.3%

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
- Vocational certificate
- Associate (A.A. or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D. or Ed.D.
- M.D., D.O., D.D.S., D.V.M.
- J.D. (Law)
- B.D. or M.DIV. (Divinity)
- Other

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

**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:

Communicate regularly with your professors
- Your Institution: 43.8%
- Comparison Group: 36.6%

Take a course exclusively online at this institution
- Your Institution: 12.5%
- Comparison Group: 27.3%

Work on a professor’s research project
- Your Institution: 48.7%
- Comparison Group: 37.2%

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: 33.3% (Very Good Chance), 11.5% (Some Chance)
- Take a leave of absence from this college temporarily: 36.9% (Very Good Chance), 11.2% (Some Chance)
- Transfer to another college before graduating: 28.4% (Very Good Chance), 11.2% (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:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu