SUNY at Binghamton
CIRP Freshman Survey
2013 Results

First-time, Full-time Freshmen

SUNY at Binghamton
N=1,366

Public Universities-high selectivity
N=20,798

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

- 51.8% Male
- 48.2% Female

Race/Ethnicity

- African American/Black: 2.9%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 16.7%
- Latino: 4.8%
- White/Caucasian: 67.4%
- Other Race/Ethnicity: 1.0%
- Two or More Races/Ethnicities: 7.2%
Demographics

How many miles is this college from your permanent home?

- 5 or less: 1.1% (Your Institution), 0% (Comparison Group)
- 6-10: 2.2% (Your Institution), 0.7% (Comparison Group)
- 11-50: 0.7% (Your Institution), 2.4% (Comparison Group)
- 51-100: 2.7% (Your Institution), 15.8% (Comparison Group)
- 101-500: 8.5% (Your Institution), 48.0% (Comparison Group)
- Over 500: 11.3% (Your Institution), 20.2% (Comparison Group)
From what kind of high school did you graduate?

- Public school (not charter or magnet): 74.9%
- Public charter school: 0.4%
- Public magnet school: 1.7%
- Private religious/parochial school: 9.8%
- Private independent college-prep school: 2.1%
- Home school: 0.1%

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: 63.9%
- No: 36.1%

College Acceptance

Is this college your …

- First Choice: 60.1%
- Second Choice: 30.0%
- Third Choice: 14.9%
- Less than Third Choice: 12.2%

- Your Institution
- Comparison Group
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>10.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>27.4%</td>
<td>27.4%</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>45.8%</td>
<td>47.2%</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>76.0%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

*Return to contents*
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**: 81.3%
- **To get training for a specific career**: 72.3%
- **To prepare myself for graduate or professional school**: 66.0%

*Your Institution*
- Very Important: 17.8%
- Somewhat Important: 23.0%
- Other: 59.2%

*Comparison Group*
- Very Important: 15.5%
- Somewhat Important: 22.8%
- Other: 59.7%
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>20.3%</td>
<td>18.5%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>44.0%</td>
<td>43.8%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>51.5%</td>
<td>35.0%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>50.1%</td>
<td>38.8%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>63.0%</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

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

**Comparison Group**
- Very Important
- Somewhat Important
I was offered financial assistance

73.3% Very Important
22.4% Somewhat Important

The cost of attending this college

32.8% Very Important
38.1% Somewhat Important

Not offered aid by first choice

17.5% Very Important
17.1% Somewhat Important

Could not afford first choice

24.2% Very Important
22.2% Somewhat Important

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?
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>21.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>45.4%</td>
<td></td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>13.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29.2%</td>
<td></td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>32.8%</td>
<td>44.7%</td>
</tr>
<tr>
<td></td>
<td>9.2%</td>
<td>24.9%</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>31.8%</td>
<td>42.1%</td>
</tr>
</tbody>
</table>

Your Institution:  
- Very Important  
- Somewhat Important

Comparison Group:  
- Very Important  
- Somewhat Important
Economic factors play an important role in students’ decisions about college.
Financing College
The current economic situation significantly affected my college choice.
Financing College

The percentage of students with at least some funds from these various sources.

- **Family resources**: 85.9%
- **Personal resources**: 57.8%
- **Aid not to be repaid**: 53.3%
- **Aid to be repaid**: 51.5%
- **Other sources**: 5.0%

Legend:
- Your Institution
- Comparison Group

Percentage range: 0% to 100%
Financing College

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

- None: 36.5%
- Some: 56.8%
- Major: 8.8%

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

How many Advanced Placement *courses* did you take in high school?

![Bar chart showing the distribution of Advanced Placement courses taken by students at the author's institution and the comparison group.](chart.png)

- **Not offered at my high school**: 3.7% (Your Institution), 4.3% (Comparison Group)
- **None**: 5.1% (Your Institution), 5.4% (Comparison Group)
- **1-4**: 51.8% (Your Institution), 42.1% (Comparison Group)
- **5-9**: 37.0% (Your Institution), 41.7% (Comparison Group)
- **10-14**: 2.3% (Your Institution), 6.1% (Comparison Group)
- **15+**: 0.1% (Your Institution), 0.3% (Comparison Group)
High School Experiences

How many Advanced Placement exams did you take in high school?

- Not offered at my high school: 3.4%, 4.1%
- None: 6.9%, 8.4%
- 1-4: 51.3%, 43.8%
- 5-9: 36.4%, 38.0%
- 10-14: 1.9%, 5.4%
- 15+: 0.1%, 0.3%

Your Institution

Comparison Group
High School Experiences

Which of the following math courses did you complete in high school?

- Algebra II: 98.9% completed
- Pre-Calculus/Trigonometry: 98.0% completed
- Probability & Statistics: 95.2% completed
- Calculus: 64.1% completed
- AP Probability & Statistics: 55.1% completed
- AP Calculus: 60.1% completed

Your Institution Comparison Group
High School Experiences

Have you *had* 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>6.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Reading</td>
<td>4.6%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Science</td>
<td>7.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3.8%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>4.8%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>
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>9.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>4.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23.3%</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Science</td>
<td>16.4%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9.2%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>11.9%</td>
<td>10.5%</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 opinions 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
- 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
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
- I am interested in seeking information about current social and political issues
- 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: 27.4% (Frequently), 60.5% (Occasionally)
  - Comparison Group: 31.5% (Frequently), 57.1% (Occasionally)

- Felt depressed:
  - Your Institution: 6.8% (Frequently), 32.7% (Occasionally)
  - Comparison Group: 6.5% (Frequently), 37.7% (Occasionally)
Knowledge, Skills and Abilities

These items illustrate students’ views of their academic skills and abilities.
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: 52.3% A Major Strength, 26.9% Somewhat Strong
- Knowledge of a particular field or discipline: 48.3% A Major Strength, 22.5% Somewhat Strong
- Foreign language ability: 24.7% A Major Strength, 13.2% Somewhat Strong

![Bar chart showing the distribution of abilities across different categories.](chart.png)
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:
  - A Major Strength: 32.0%
  - Somewhat Strong: 9.1%

- Understanding of national issues:
  - A Major Strength: 32.4%
  - Somewhat Strong: 11.1%

- Understanding of global issues:
  - A Major Strength: 28.5%
  - Somewhat Strong: 11.9%
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
- 22.8% A Major Strength
- 45.9% Somewhat Strong
- 27.2% A Major Strength
- 47.2% Somewhat Strong

Problem-solving skills
- 26.0% A Major Strength
- 45.0% Somewhat Strong
- 30.7% A Major Strength
- 48.3% Somewhat Strong

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: 33.6%
- Comparison Group: 47.1%

Ability to get along with people of different races/cultures

- Your Institution: 34.4%
- Comparison Group: 38.4%
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:

- **Ability to manage your time effectively**
  - Your Institution: 33.2% A Major Strength, 36.4% Somewhat Strong
  - Comparison Group: 16.3% A Major Strength, 21.7% Somewhat Strong

- **Interpersonal skills**
  - Your Institution: 19.3% A Major Strength, 35.0% Somewhat Strong
  - Comparison Group: 18.9% A Major Strength, 39.1% Somewhat Strong

- **Leadership abilities**
  - Your Institution: 24.2% A Major Strength, 36.3% Somewhat Strong
  - Comparison Group: 29.7% A Major Strength, 39.2% 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></th>
<th>Your Inst</th>
<th>Comp Group</th>
<th></th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.1%</td>
<td>0.2%</td>
<td>Fine Arts</td>
<td>0.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>20.5%</td>
<td>19.2%</td>
<td>Mathematics or Computer Science</td>
<td>8.1%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Business</td>
<td>12.2%</td>
<td>14.2%</td>
<td>Physical Science</td>
<td>3.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Education</td>
<td>1.1%</td>
<td>2.3%</td>
<td>Social Science</td>
<td>7.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Engineering</td>
<td>14.0%</td>
<td>16.7%</td>
<td>Justice and Security</td>
<td>0.2%</td>
<td>0.6%</td>
</tr>
<tr>
<td>English</td>
<td>0.9%</td>
<td>1.4%</td>
<td>Library Science</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>3.8%</td>
<td>7.1%</td>
<td>Other Non-technical</td>
<td>1.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>3.1%</td>
<td>4.1%</td>
<td>Undecided</td>
<td>21.1%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>2.1%</td>
<td>4.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations: Major
Do you consider yourself Pre-Med or Pre-Law?

![Bar chart showing the percentage of students considering Pre-Med or Pre-Law as their major. The chart compares Your Institution to the Comparison Group. For Pre-Med, 26.2% at Your Institution compared to 25.0% in the Comparison Group. For Pre-Law, 7.4% at Your Institution compared to 7.8% in the Comparison Group.](chart.png)
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>0.3%</td>
<td>0.7%</td>
<td>4.8%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Artist</td>
<td>1.6%</td>
<td>5.1%</td>
<td>0.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Business</td>
<td>12.4%</td>
<td>14.4%</td>
<td>4.8%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.1%</td>
<td>0.1%</td>
<td>4.8%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.1%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.8%</td>
<td>0.6%</td>
<td>1.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Communications</td>
<td>0.4%</td>
<td>1.7%</td>
<td>4.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>18.5%</td>
<td>17.0%</td>
<td>0.2%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Education (Elementary/Secondary)</td>
<td>2.2%</td>
<td>3.2%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Engineer</td>
<td>9.3%</td>
<td>10.5%</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Government</td>
<td>2.2%</td>
<td>2.5%</td>
<td>10.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
<td>19.6%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
Expectations: Time to Degree

How many years do you expect it will take you to graduate from this college?
Expectations: Degree Aspirations

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

- None: 0.3% Your Institution, 0.2% Comparison Group
- Vocational certificate: 0.0% Your Institution, 0.0% Comparison Group
- Associate (A.A. or equivalent): 0.1% Your Institution, 0.1% Comparison Group
- Bachelor's degree (B.A., B.S., etc.): 11.1% Your Institution, 14.5% Comparison Group
- Master's degree (M.A., M.S., etc.): 41.3% Your Institution, 41.0% Comparison Group
- Ph.D. or Ed.D.: 22.1% Your Institution, 21.1% Comparison Group
- M.D., D.O., D.D.S., D.V.M.: 17.8% Your Institution, 16.8% Comparison Group
- J.D. (Law): 6.2% Your Institution, 5.3% Comparison Group
- B.D. or M.DIV. (Divinity): 0.2% Your Institution, 0.1% Comparison Group
- Other: 0.9% Your Institution, 0.8% 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: 44.9% Very Good Chance, 33.7% Some Chance
- Participate in a study abroad program: 36.6% Very Good Chance, 33.9% Some Chance
- Discuss course content with students outside of class: 54.3% Very Good Chance, 38.7% Some Chance

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance
Communicate regularly with your professors: 50.6% (Very Good Chance) 39.1% (Some Chance)
Take a course exclusively online at this institution: 3.5% (Very Good Chance) 17.0% (Some Chance) 4.5% (Some Chance)
Work on a professor’s research project: 31.1% (Very Good Chance) 32.3% (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: 3.6% (Very Good Chance), 18.6% (Some Chance), 4.5% (Very Good Chance), 24.2% (Some Chance)
- Take a leave of absence from this college temporarily: 1.3% (Very Good Chance), 7.2% (Some Chance), 1.5% (Very Good Chance), 5.9% (Some Chance)
- Transfer to another college before graduating: 3.1% (Very Good Chance), 19.4% (Some Chance), 2.5% (Very Good Chance), 10.7% (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

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