



# John Carroll University CIRP Freshman Survey 2014 Results

*Higher Education Research Institute, University of California at Los Angeles*

# The First Year is Important...



The CIRP Freshman Survey (TFS) collects important information on what 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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Sex and Race/Ethnicity  
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Educational Expenses  
Ability to Finance Education

## Knowledge, Skills and Abilities

### High School Experience

Academic Preparation  
Habits of Mind Construct  
Pluralistic Orientation  
Academic Self-Concept  
Civic Engagement  
Health and Wellness

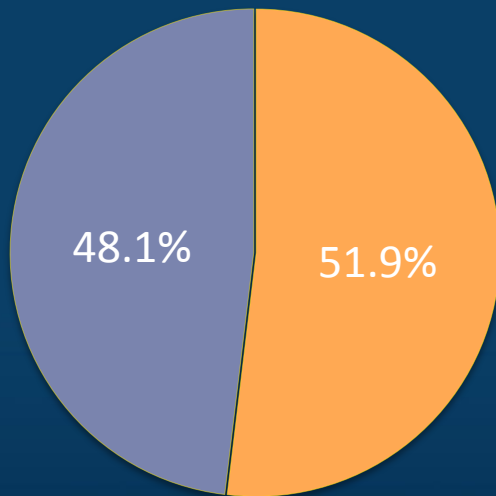
## Expectations for College- Major and Career

## Expectations for College Life

# Demographics

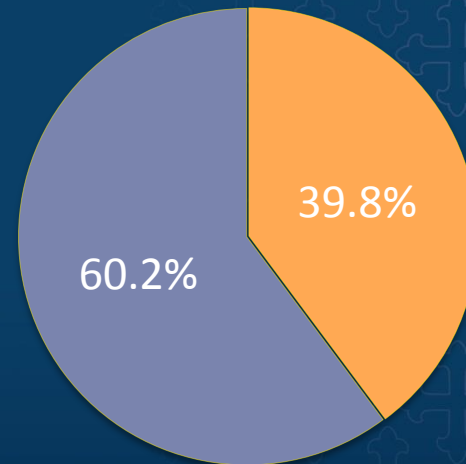


John Carroll University



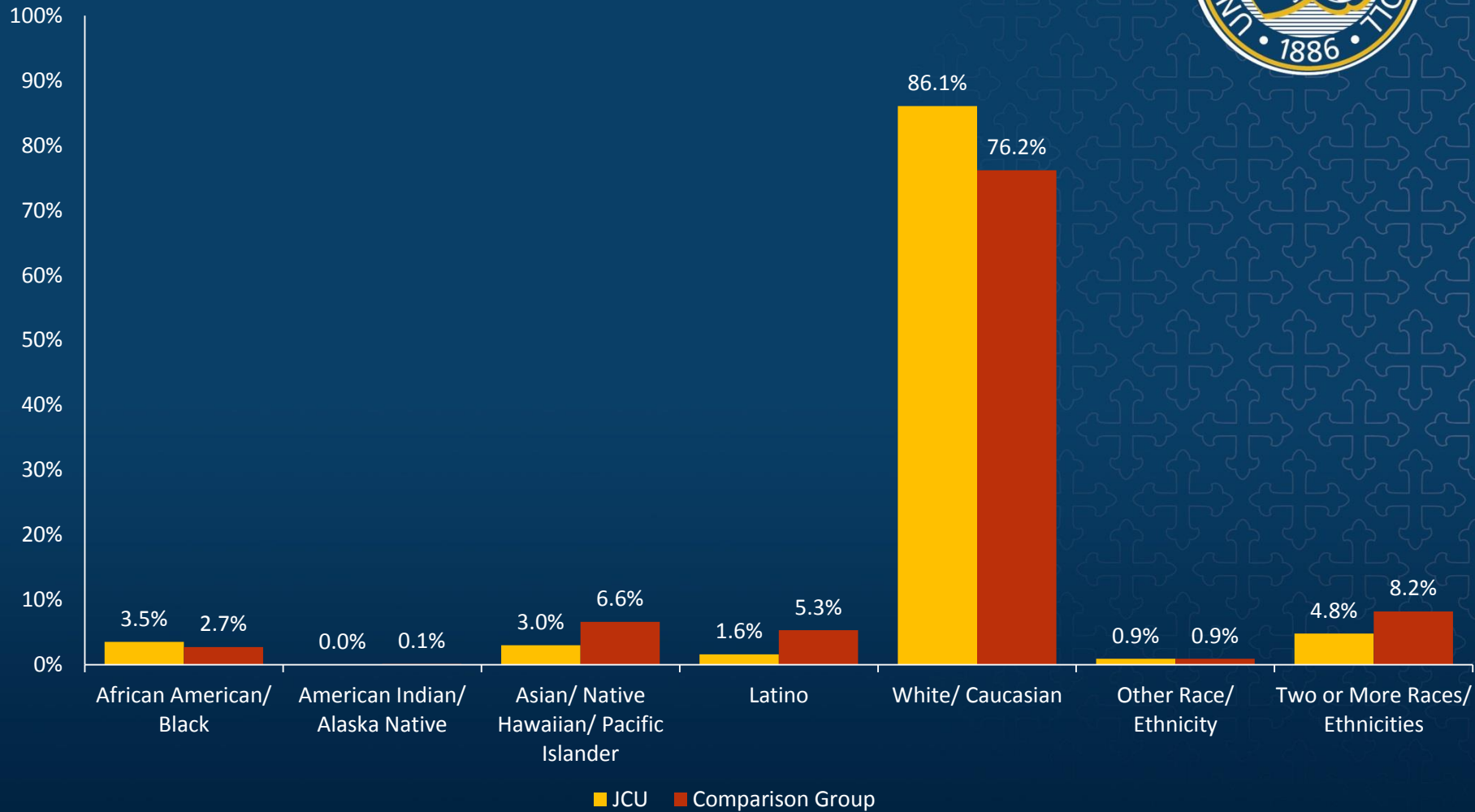
Male Female

Comparison Group

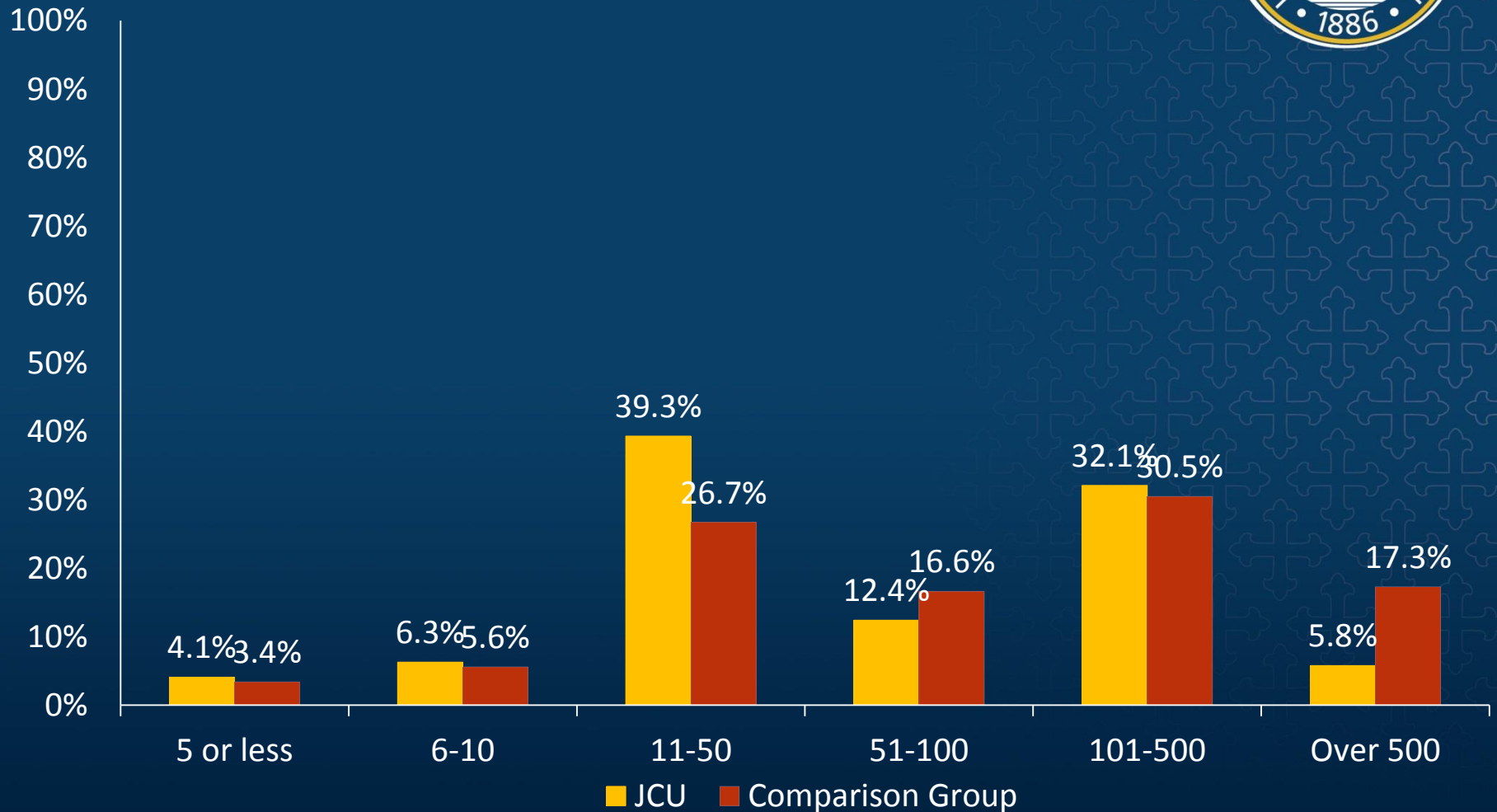


Male Female

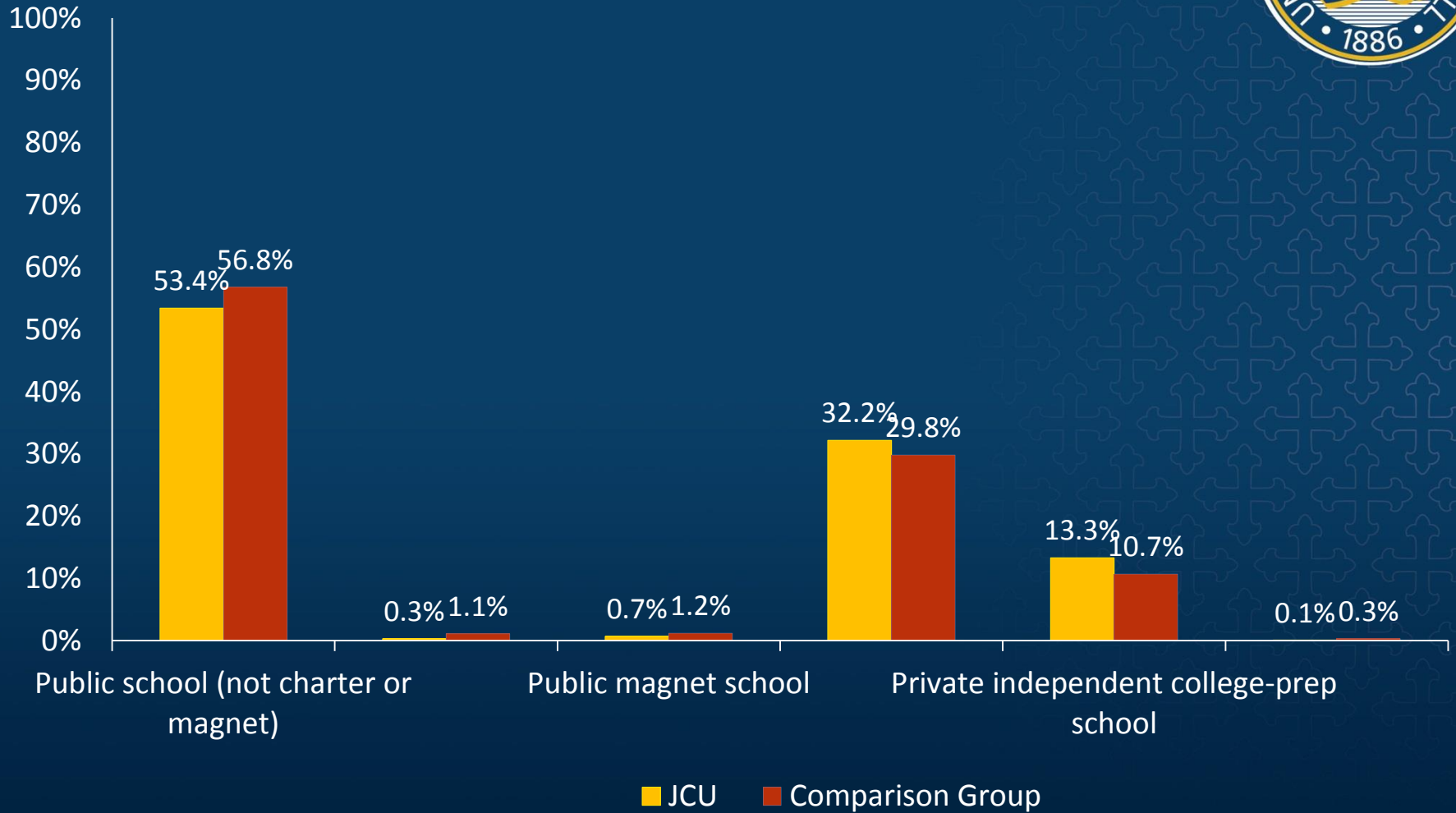
# Demographics – Race/Ethnicity



# Demographics – miles from home



# Demographics – High School Type





# College Admissions Decisions

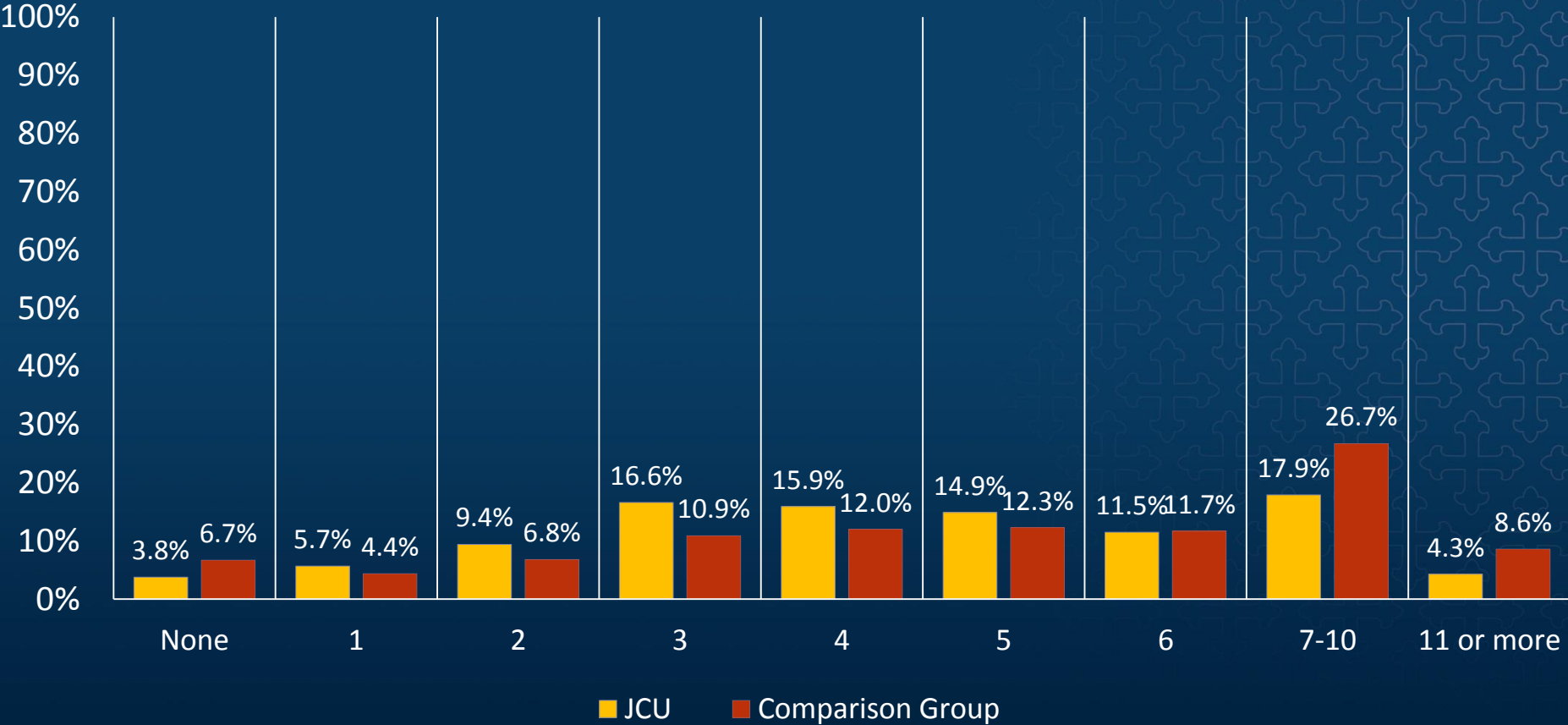
Many factors impact incoming students' college choice, including the benefits they see in attending college and considerations about which specific college to attend.



# College Admissions Decisions



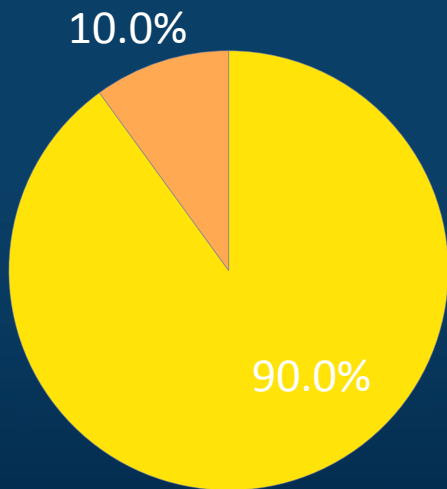
To how many colleges *other than this one* did you apply for admission this year?



# College Acceptance

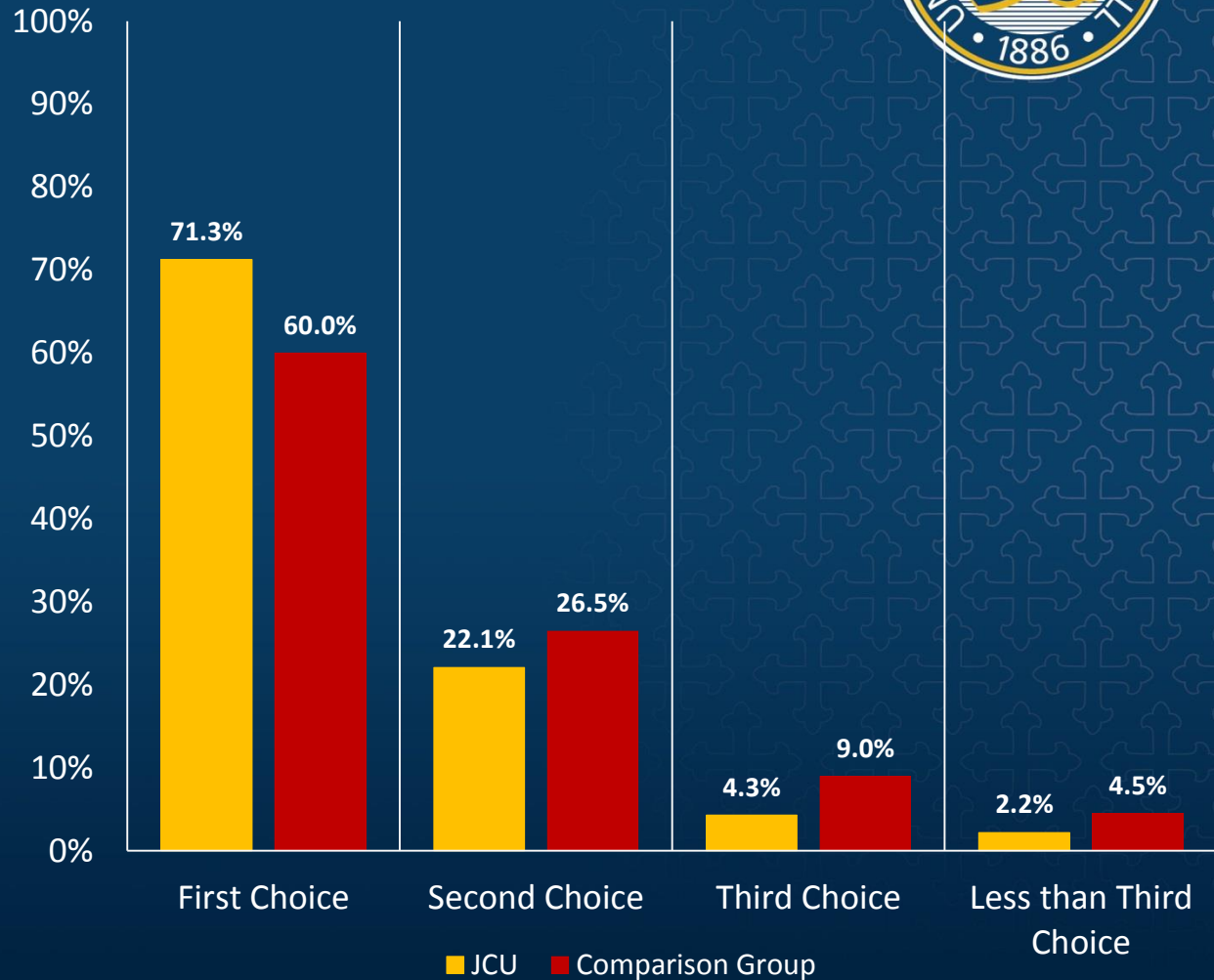


Were you accepted by your first choice college?



Yes No

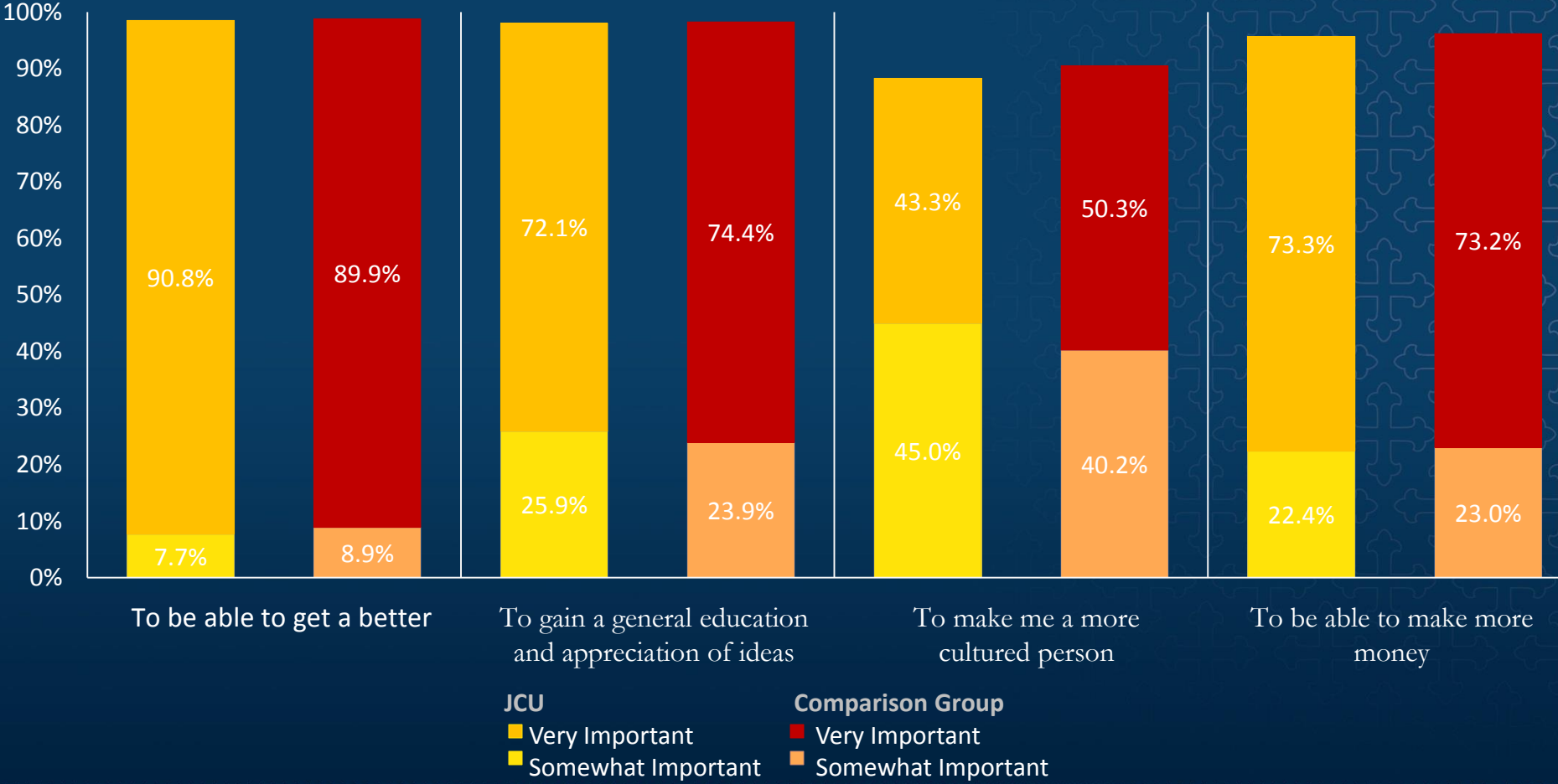
Is this college your ...



# College Choice



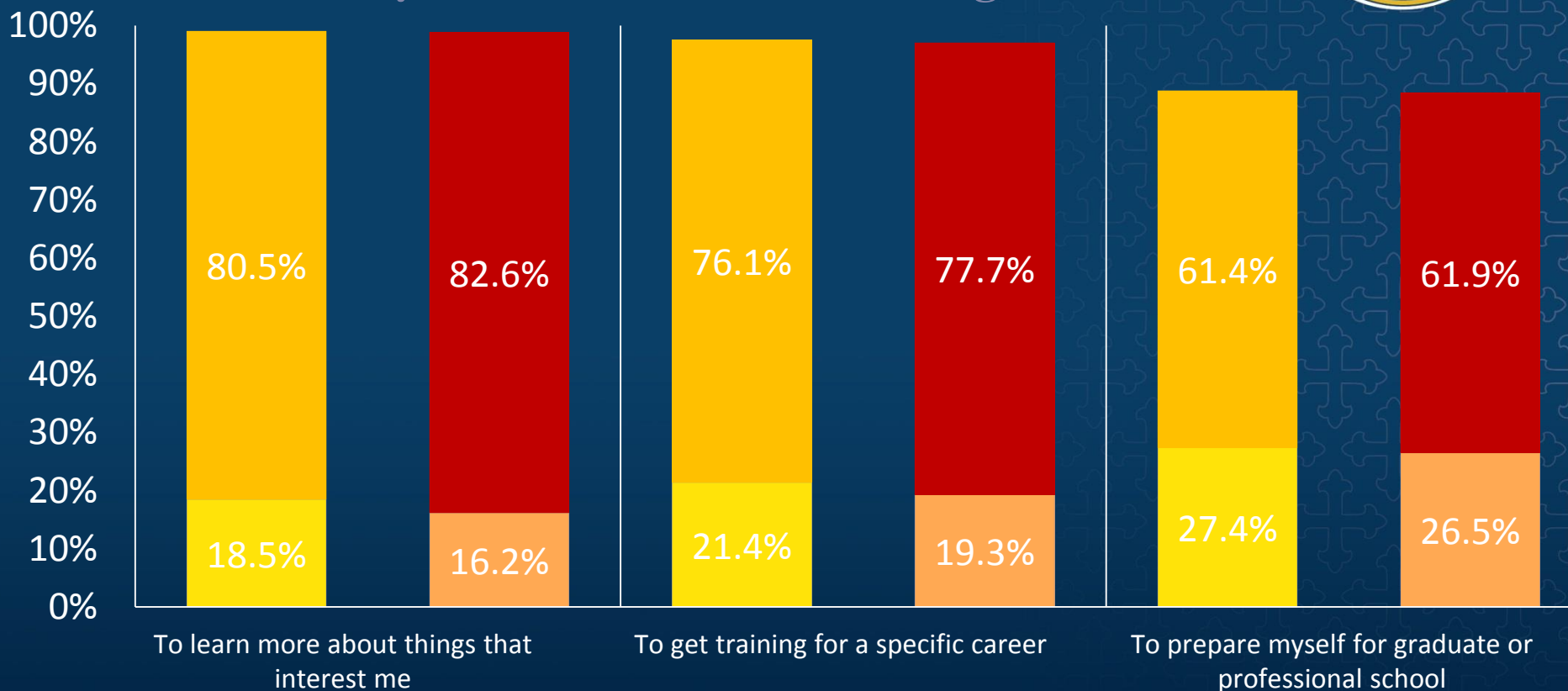
In deciding to *go to college*, how important to you was each of the following reasons?



# College Choice



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

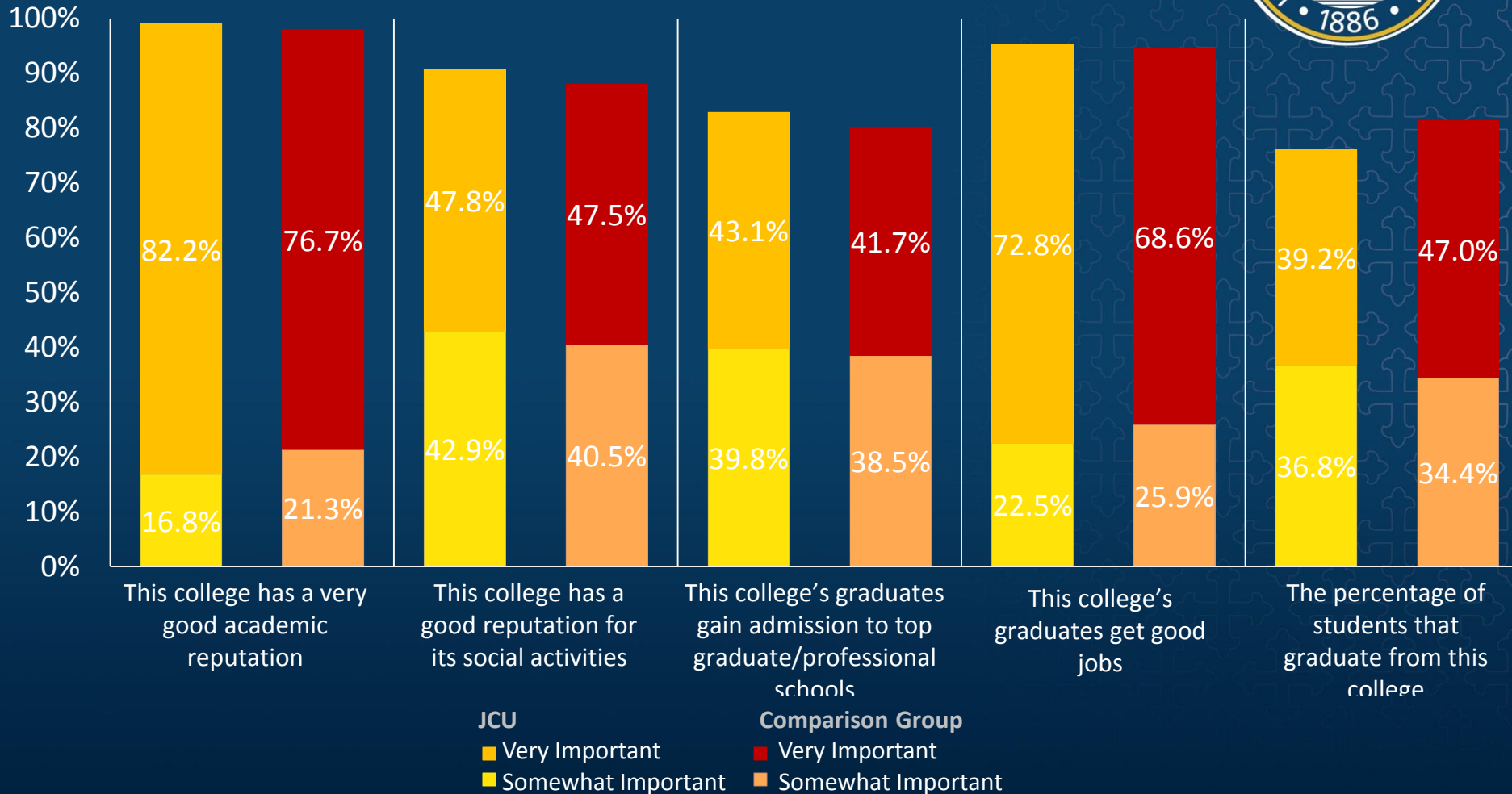


JCU  
 ■ Very Important  
 ■ Somewhat Important  
 Comparison Group  
 ■ Very Important  
 ■ Somewhat Important

# College Choice



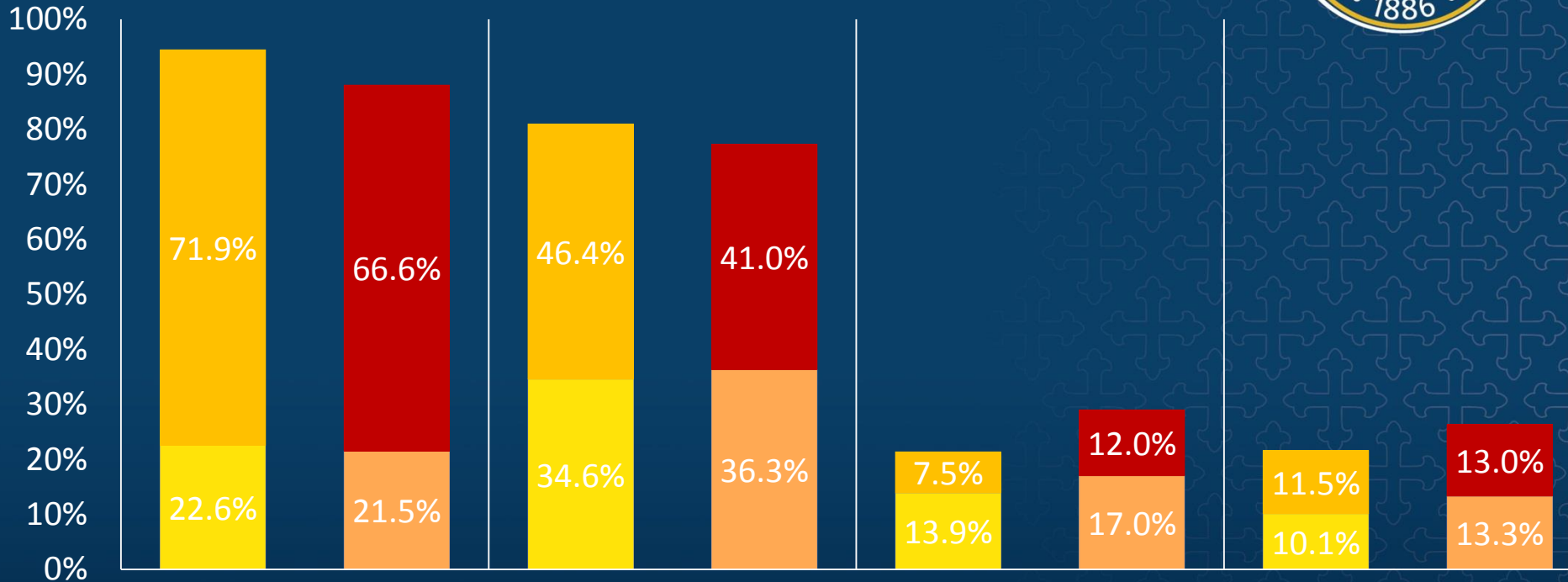
How important was each reason in your decision to attend *this college*?



# College Choice



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



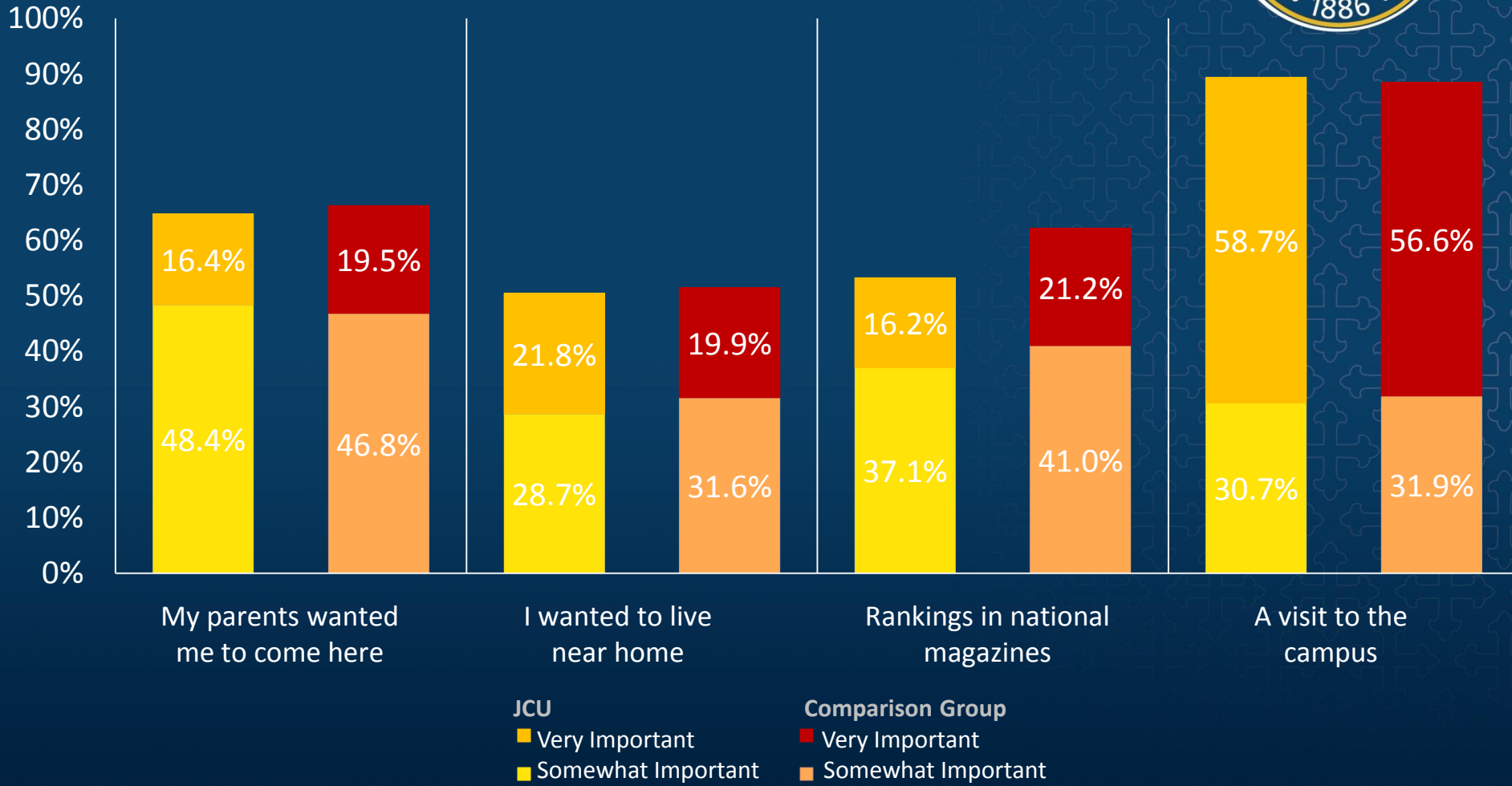
**JCU**  
■ Very Important  
■ Somewhat Important

**Comparison Group**  
■ Very Important  
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# College Choice



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





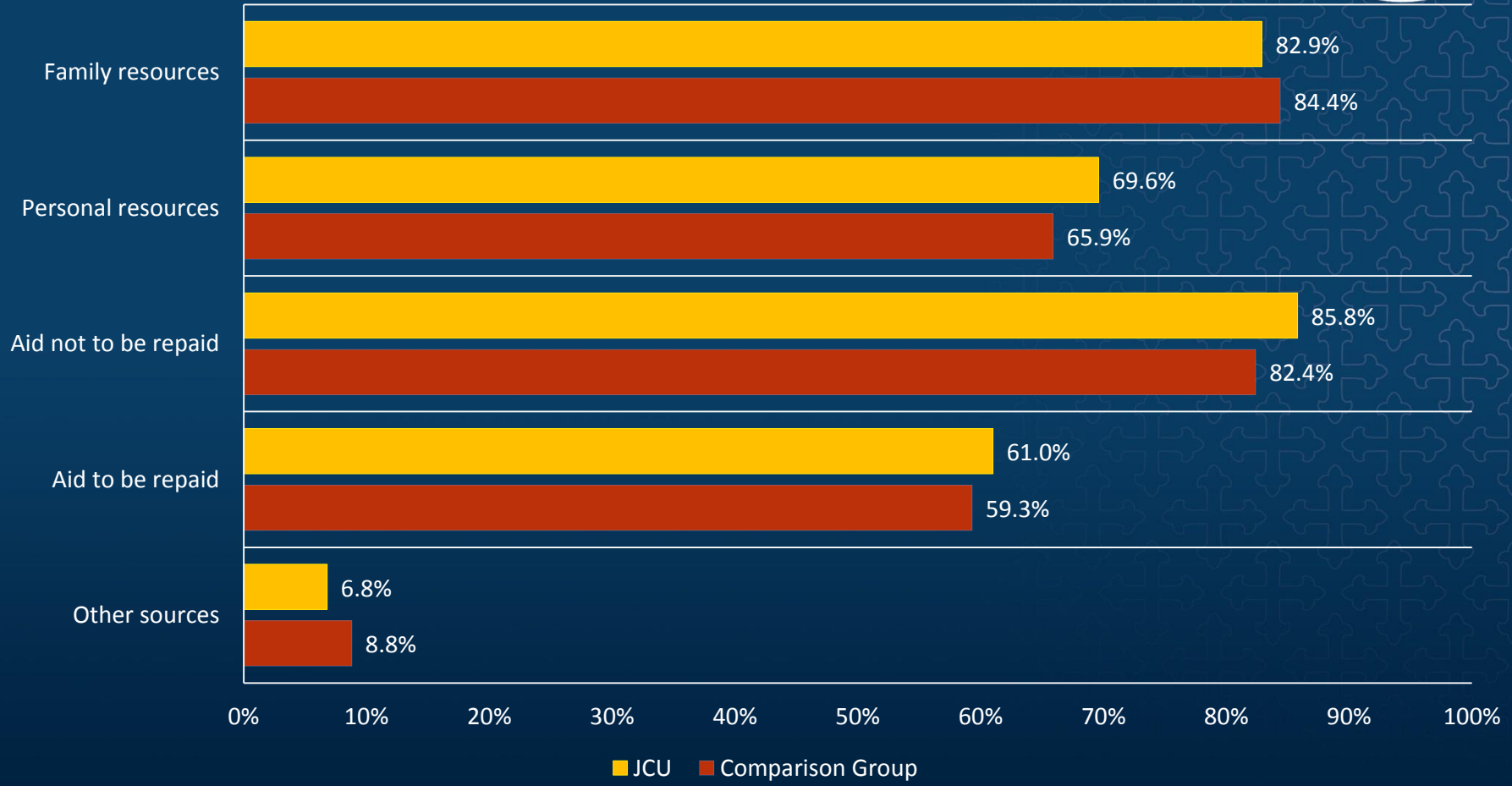
# Financing College

Economic factors play an important role in students' decisions about college.



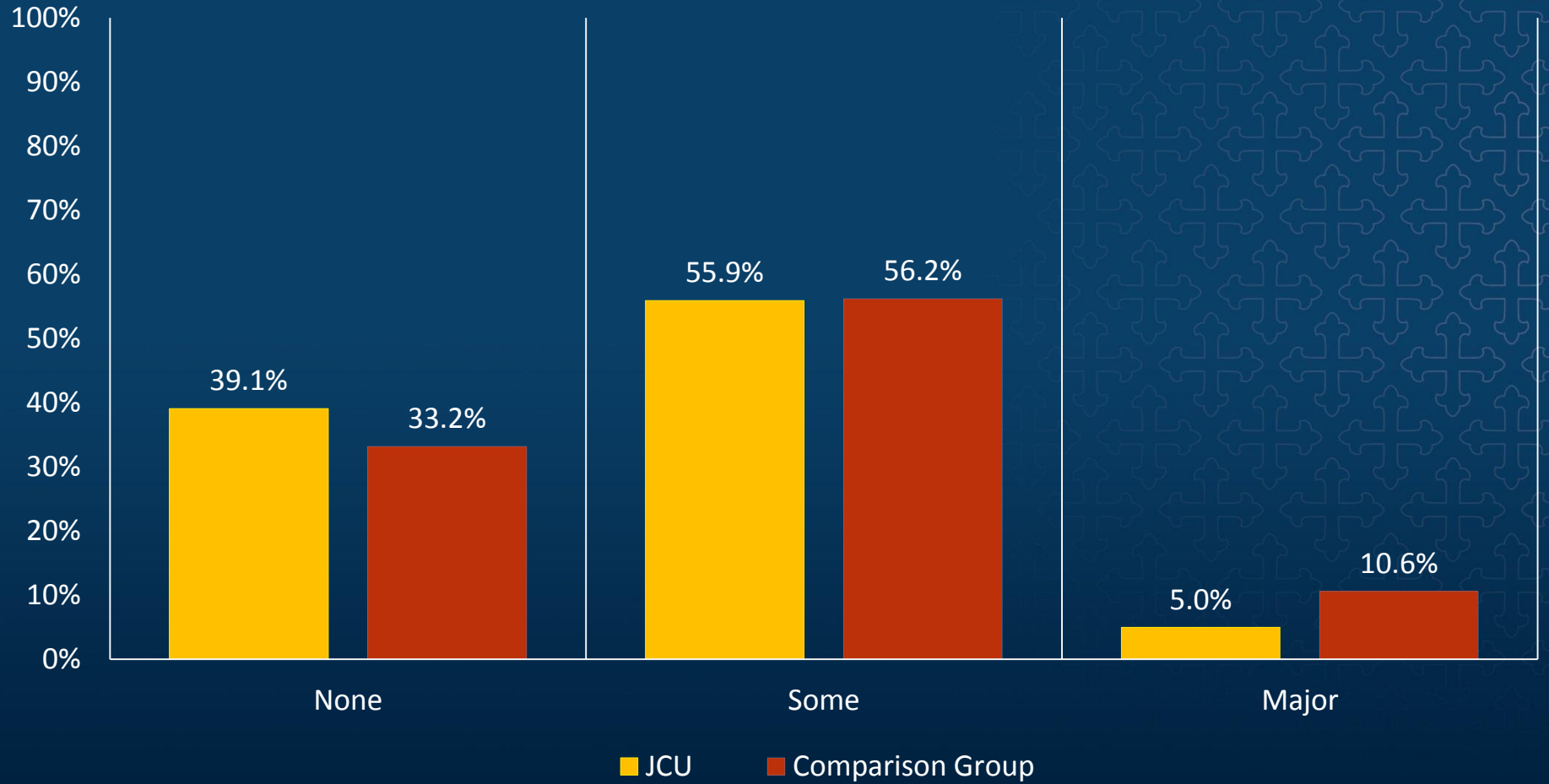
# Financing College

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?



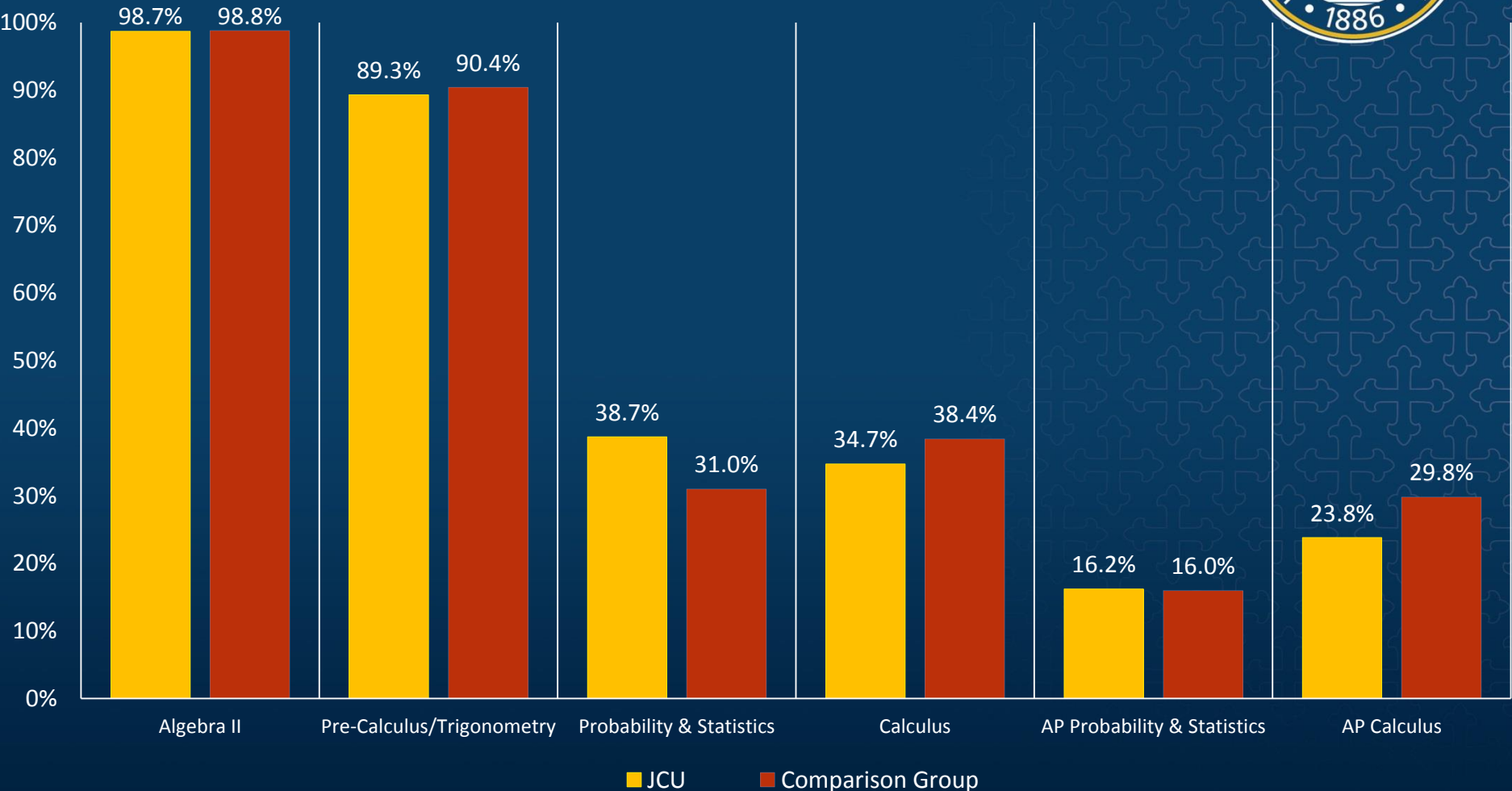


# High School Experiences

Understanding students' established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.

# High School Experiences

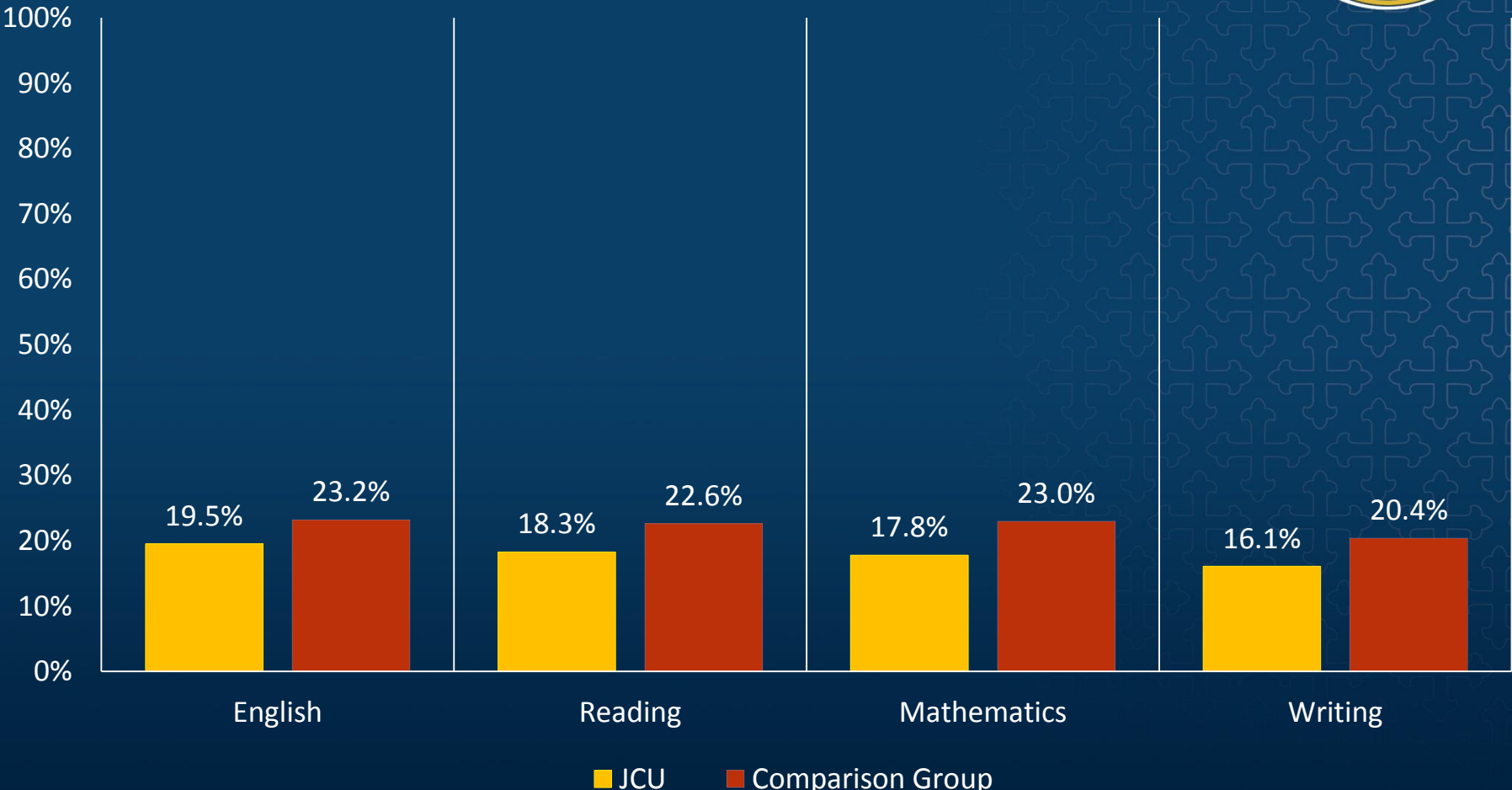
Please mark which of the following courses you have completed?



# High School Experiences



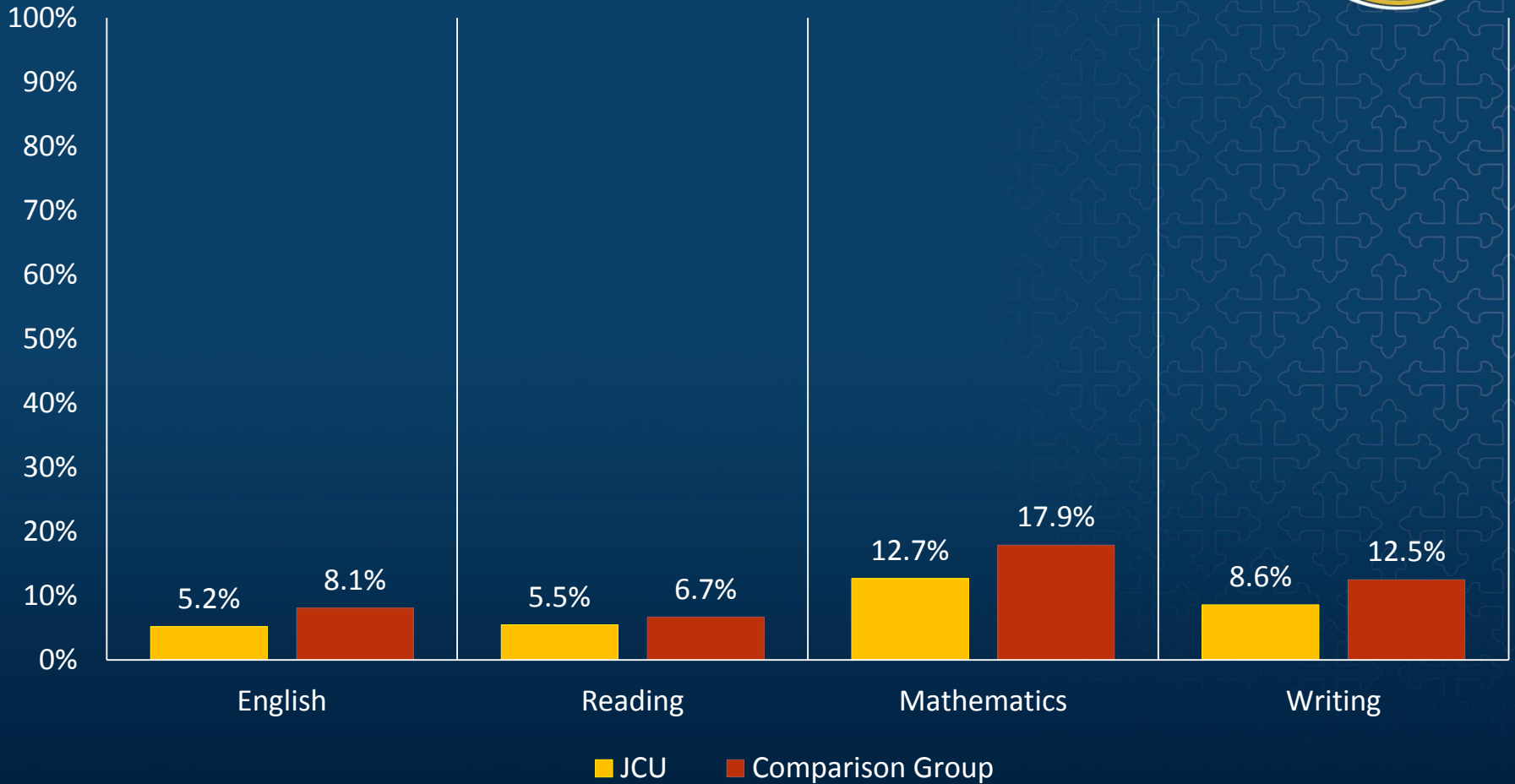
Have you had any remedial work in any of the following subjects?



# High School Experiences

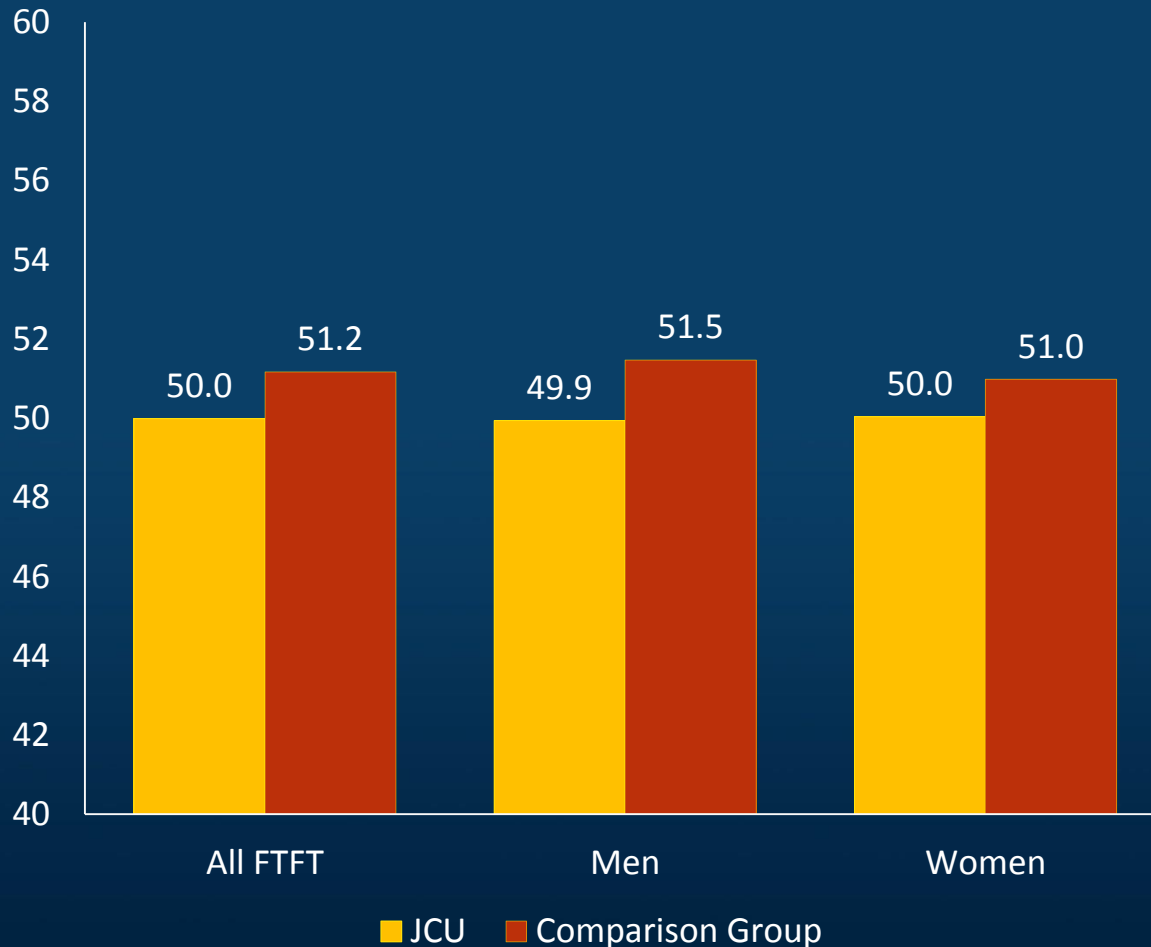


Do you feel you will need any remedial work in any of the following subjects?



# 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.

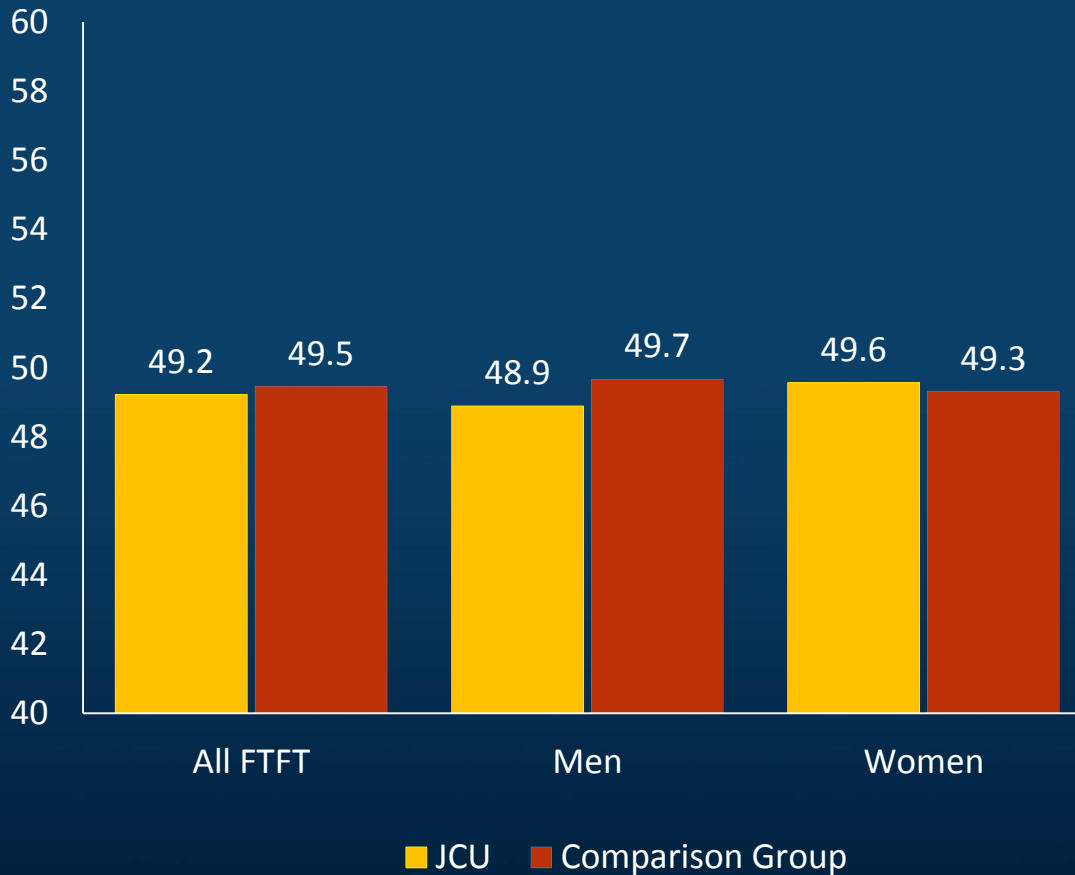


## Construct Items

- 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

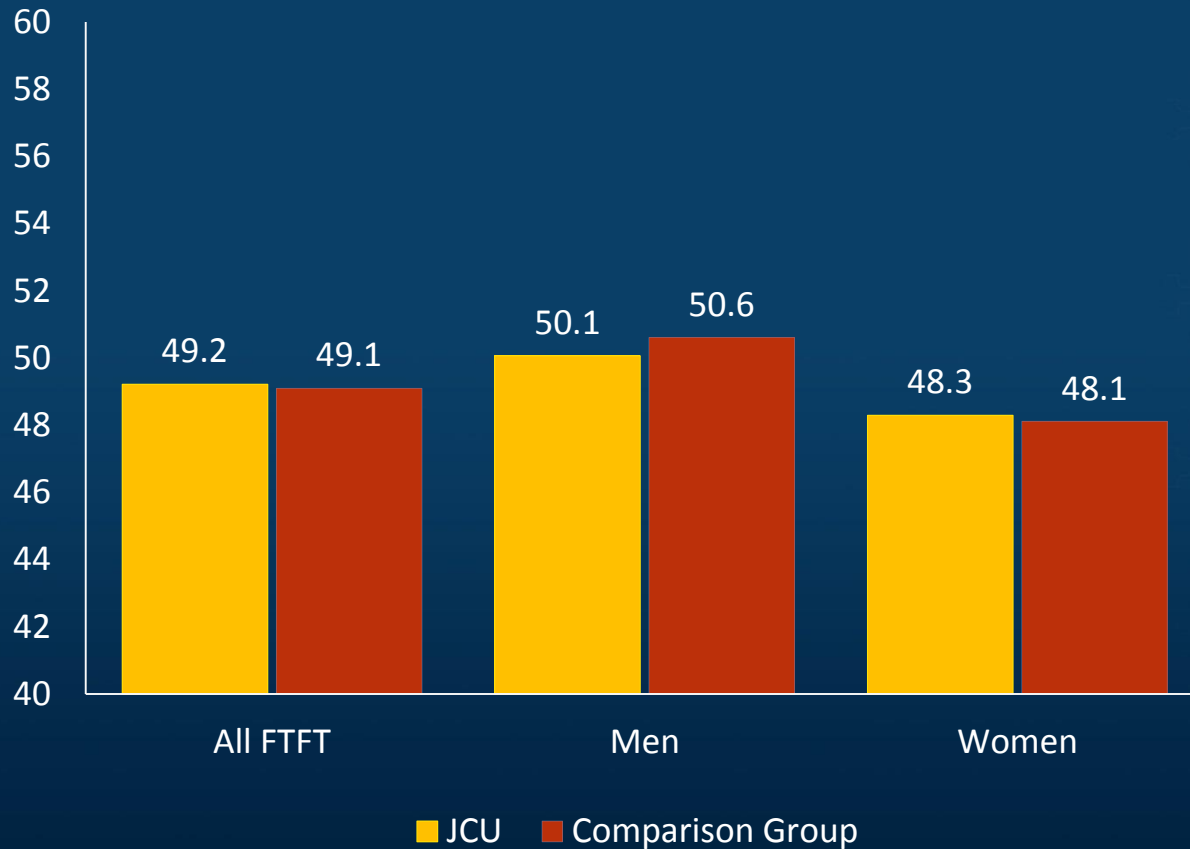
- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective



# 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.



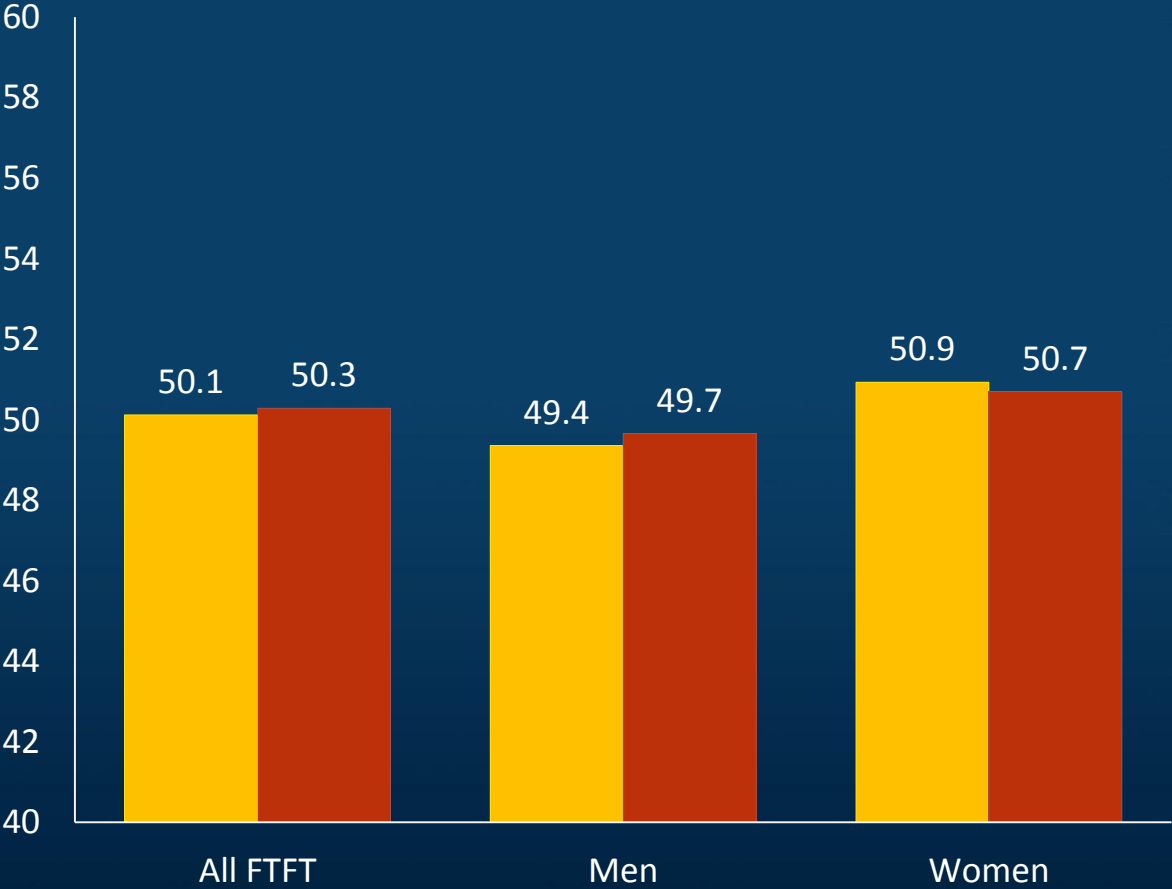
## Construct Items

- 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.



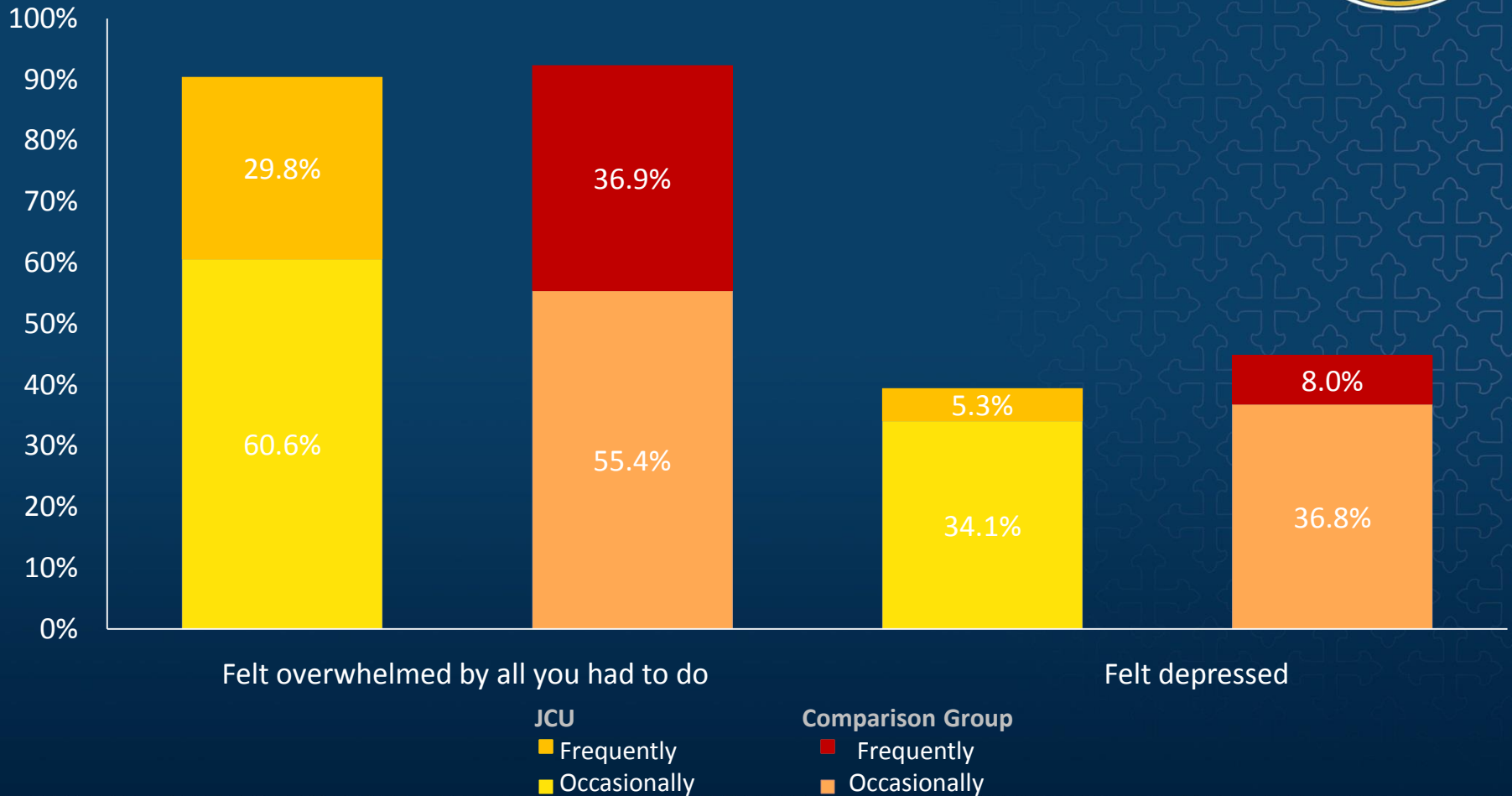
### Construct Items

- 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



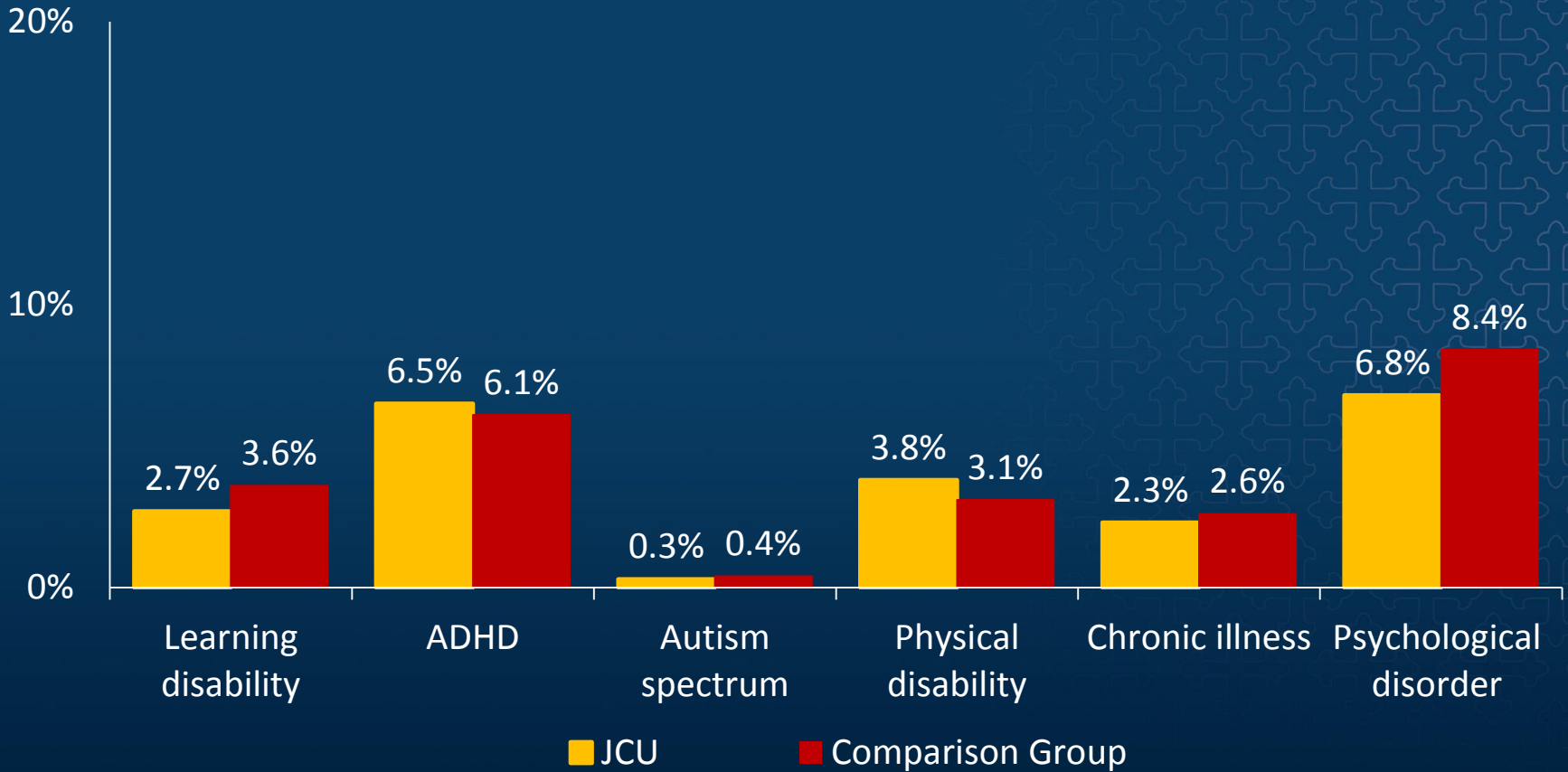
Students' physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.



# Health and Wellness



Do you have any of the following disabilities or medical conditions?





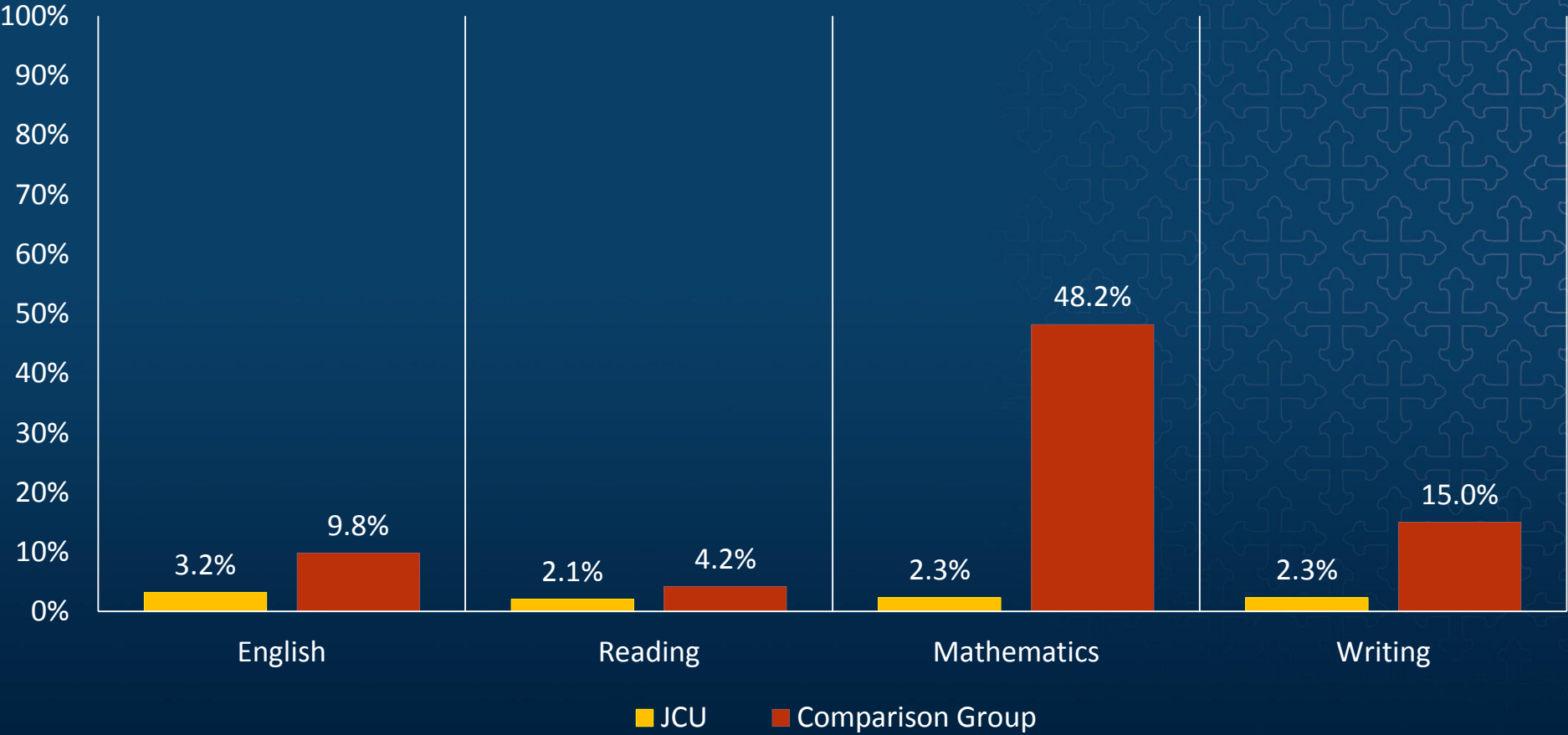
# Knowledge, Skills and Abilities

These items illustrate students' views of their academic skills and abilities.

# High School Experiences



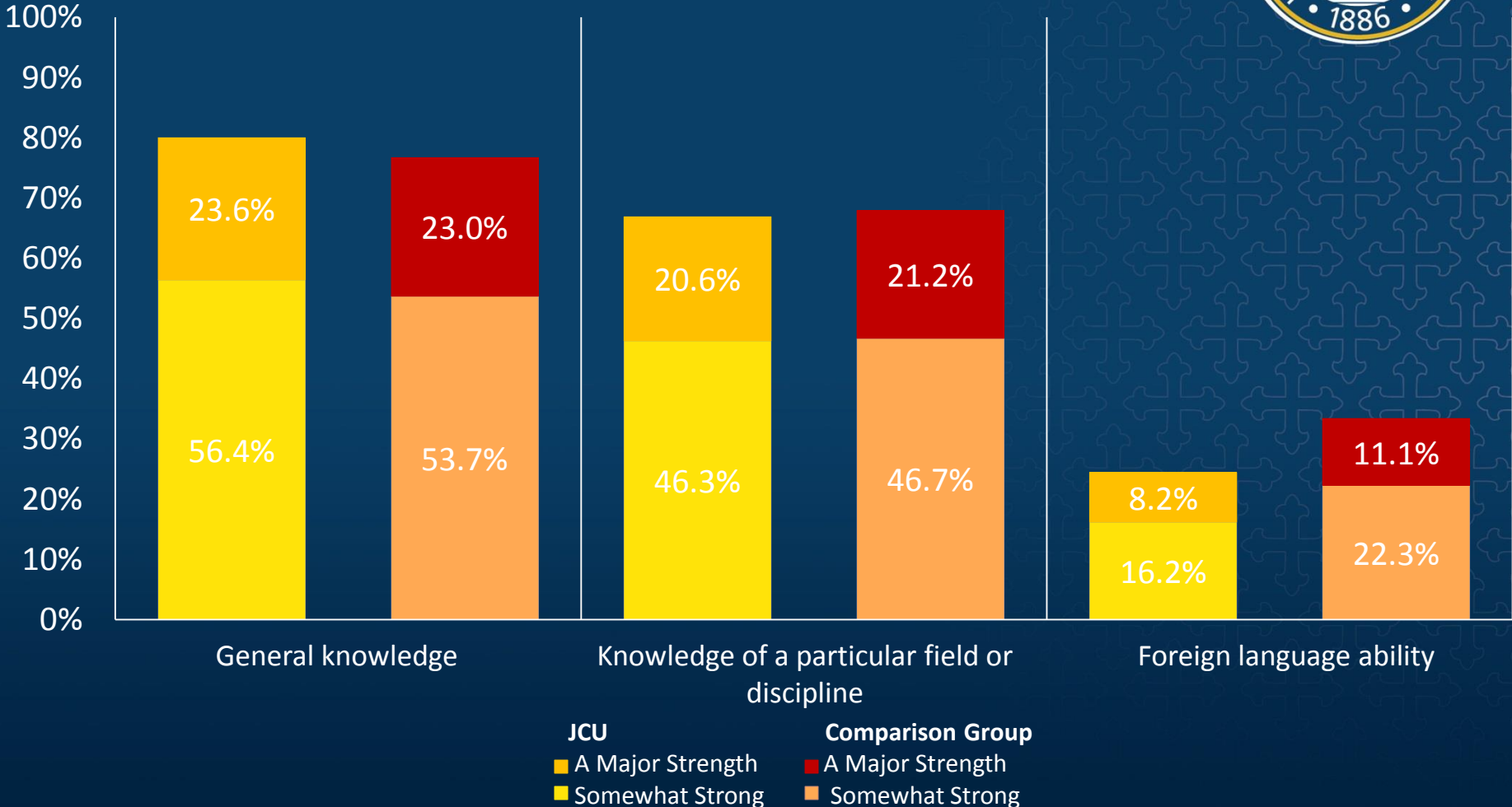
At this institution, which course placement tests have you taken in the following subject areas:



# Knowledge, Skills and Abilities



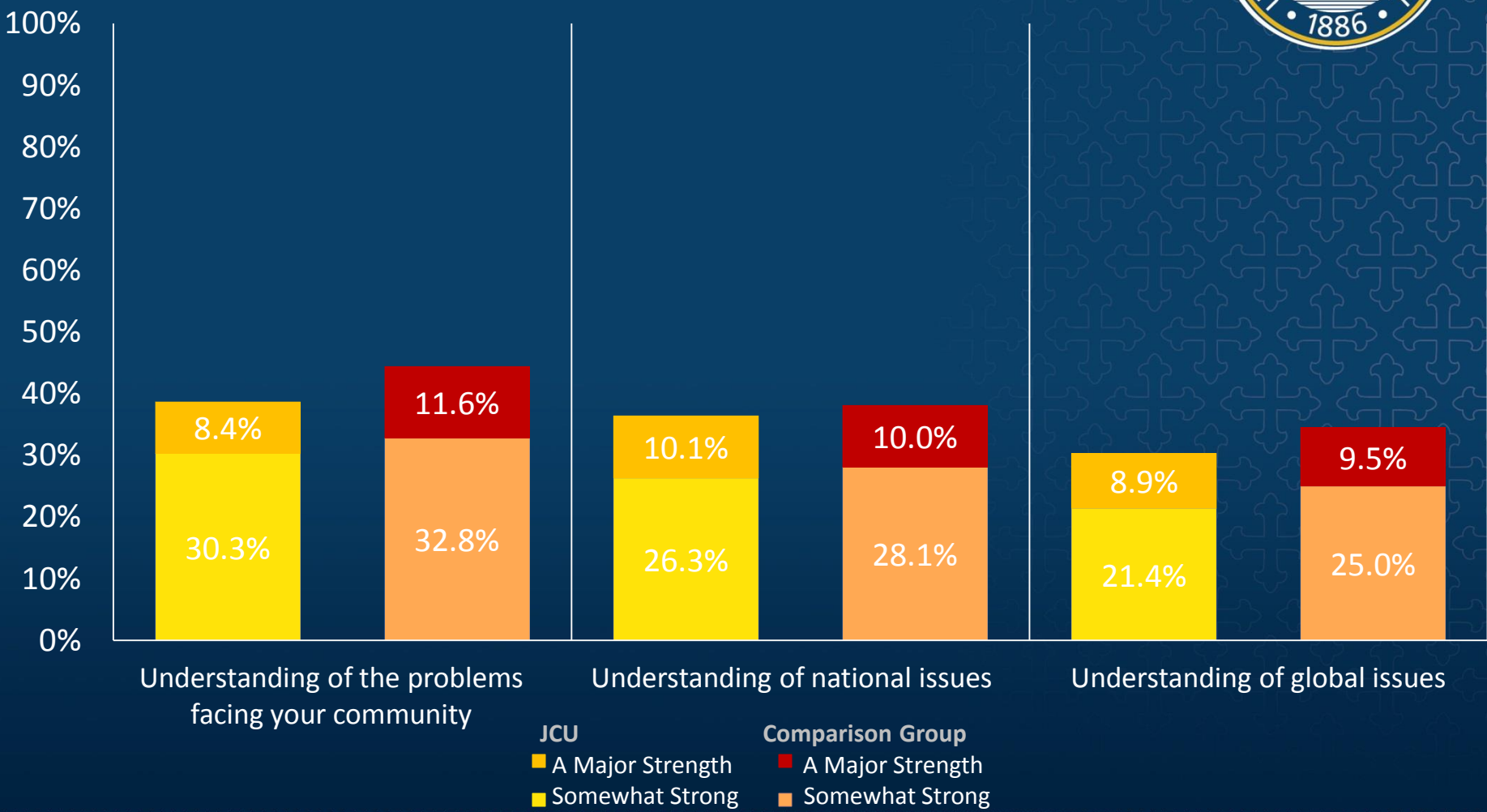
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:



# Knowledge, Skills and Abilities



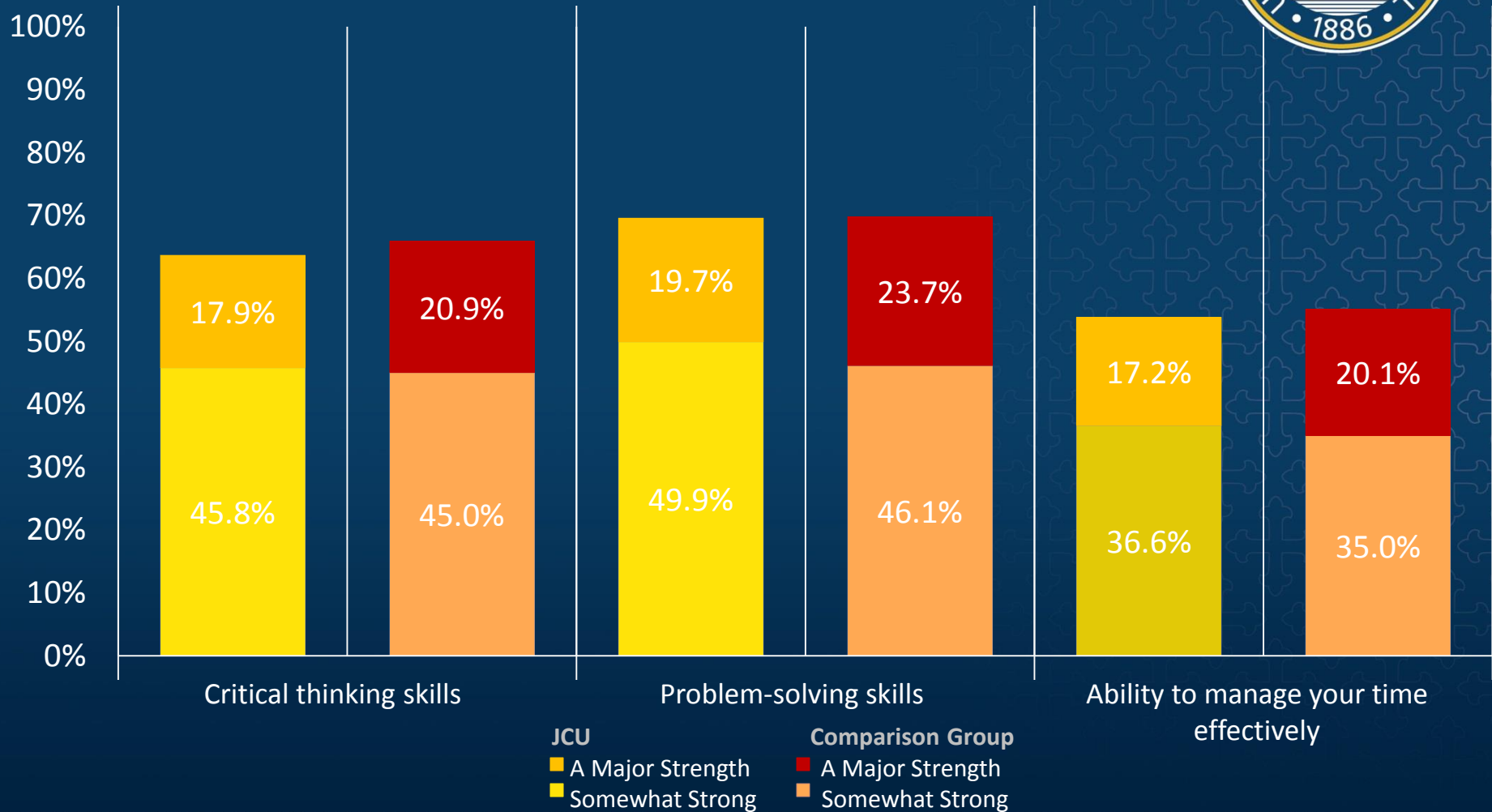
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:





# Knowledge, Skills and Abilities

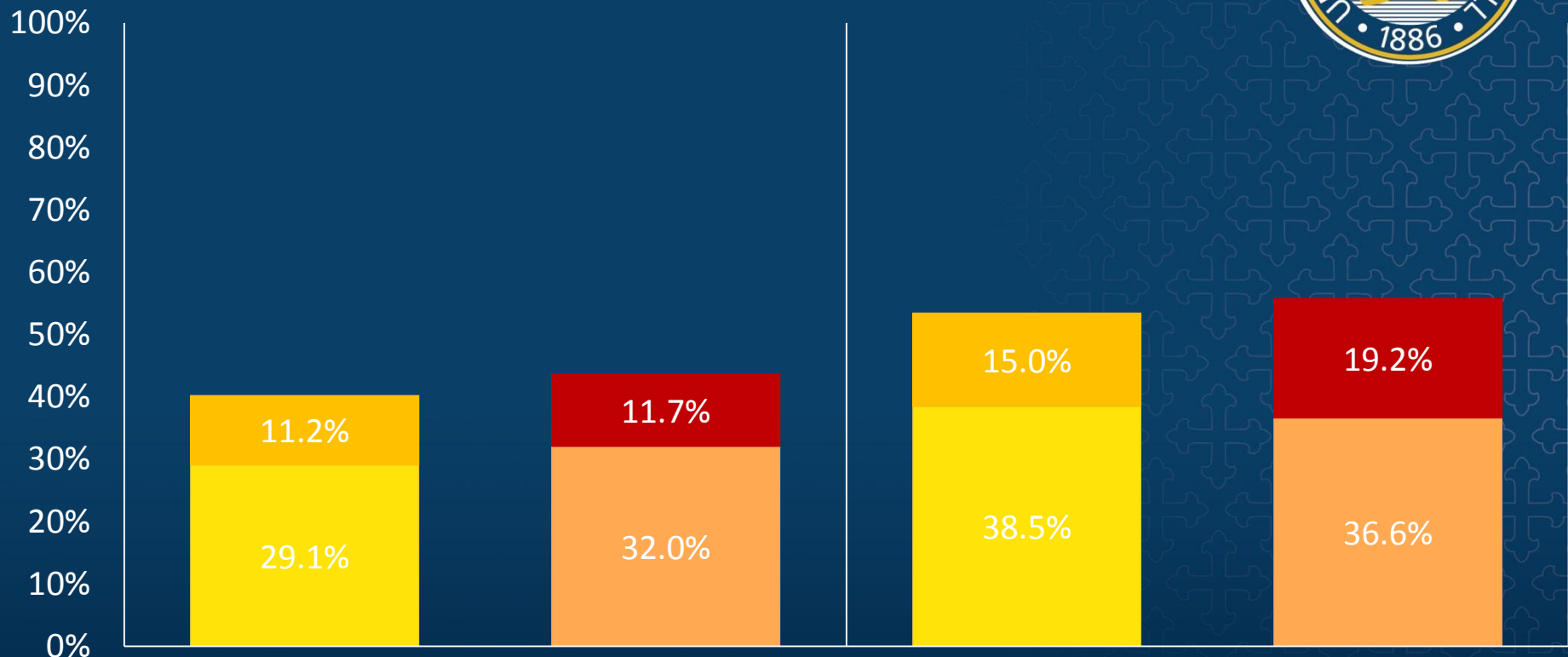
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:



# Knowledge, 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

**JCU**  
■ 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.

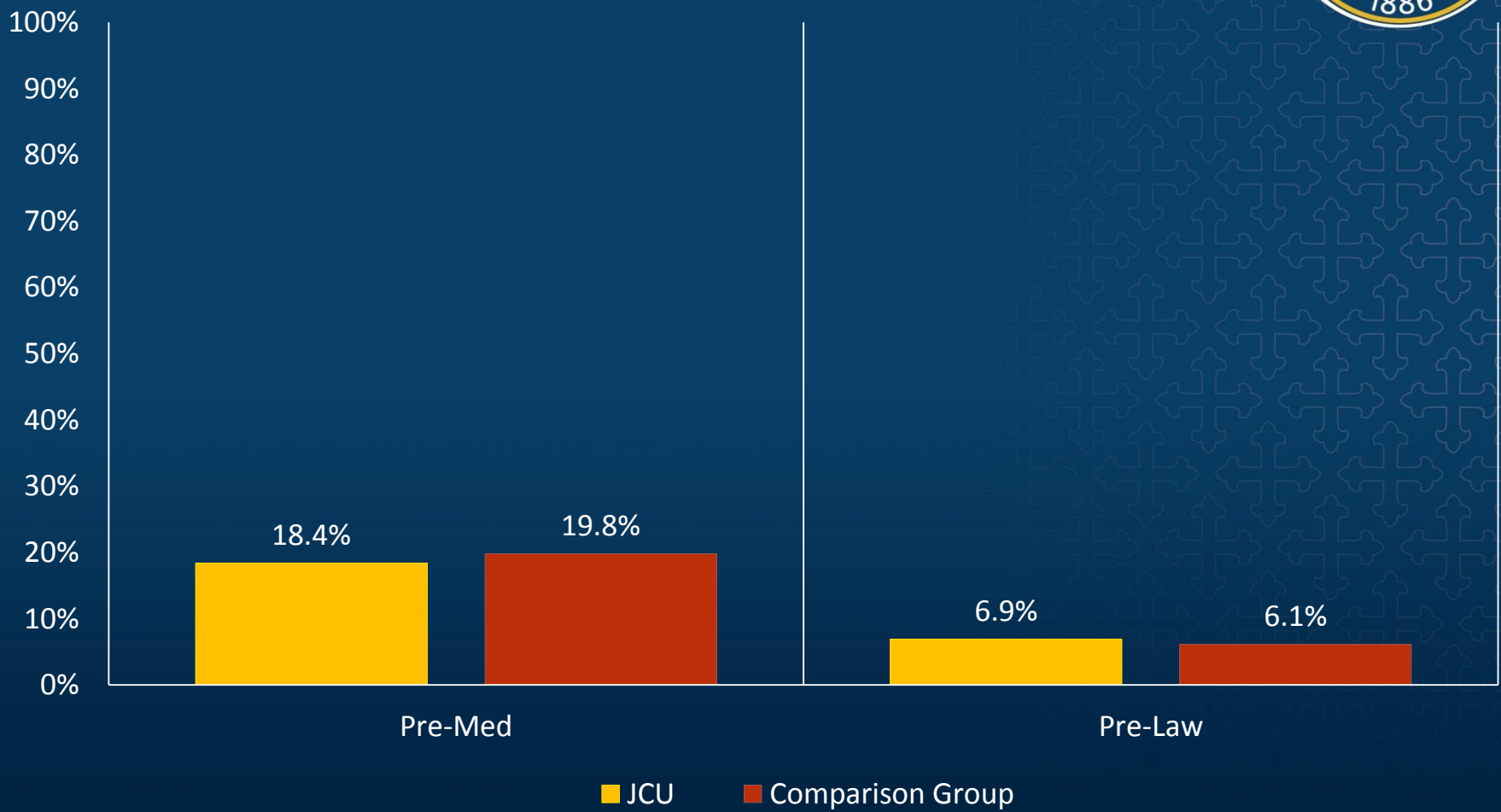
# Expectations: Intended Major



	JCU	Comp Group		JCU	Comp Group
Agriculture	0.1%	0.1%	Fine Arts	0.4%	0.6%
Biological & Life Sciences	14.1%	14.0%	Mathematics or Computer Science	3.6%	2.8%
Business	40.1%	25.4%	Physical Science	2.5%	2.1%
Education	5.0%	5.7%	Social Science	7.6%	6.6%
Engineering	2.4%	8.5%	Justice and Security	0.8%	0.4%
English	1.3%	1.4%	Library Science	0.0%	0.0%
Health Professions	3.8%	13.6%	Other Non-technical	0.5%	1.0%
History or Political Science	2.9%	3.0%	Undecided	9.1%	9.9%
Arts & Humanities	5.6%	4.7%			

# Expectations: Major

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



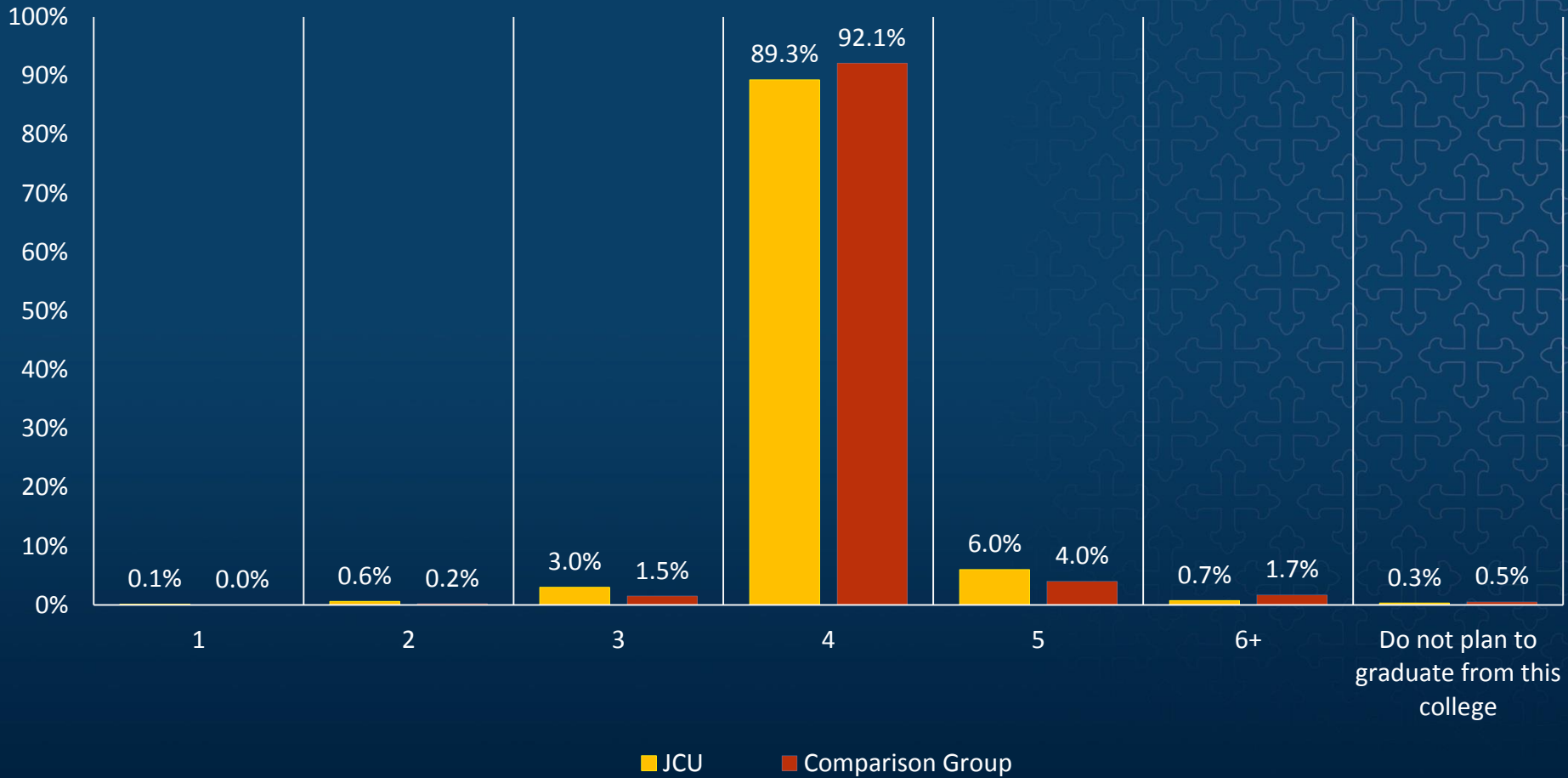
# Expectations: Intended Career



	JCU	Comp Group		JCU	Comp Group
Agriculture/Natural Resources	0.3%	0.4%	Health Professional	7.3%	7.8%
Artist	2.9%	3.5%	Homemaker/Stay-at-Home Parent	1.0%	0.9%
Business	27.7%	21.6%	Information Technology Professional	1.6%	1.9%
Business (Admin Assistant)	0.0%	0.1%	Lawyer	3.5%	3.1%
Clergy	1.6%	0.4%	Military	3.9%	1.8%
College Faculty	0.3%	0.2%	Nurse	0.7%	5.6%
Communications	3.1%	2.0%	Research Scientist	1.5%	2.2%
Doctor (MD or DDS)	11.4%	12.0%	Service Industry	0.1%	0.3%
Education (elementary/secondary)	8.6%	6.3%	Skilled worker	0.3%	0.1%
Engineer	1.0%	6.8%	Social/Non-Profit Services	0.9%	3.1%
Government	5.0%	2.1%	Other	9.9%	7.8%

# Expectations: Time to Degree

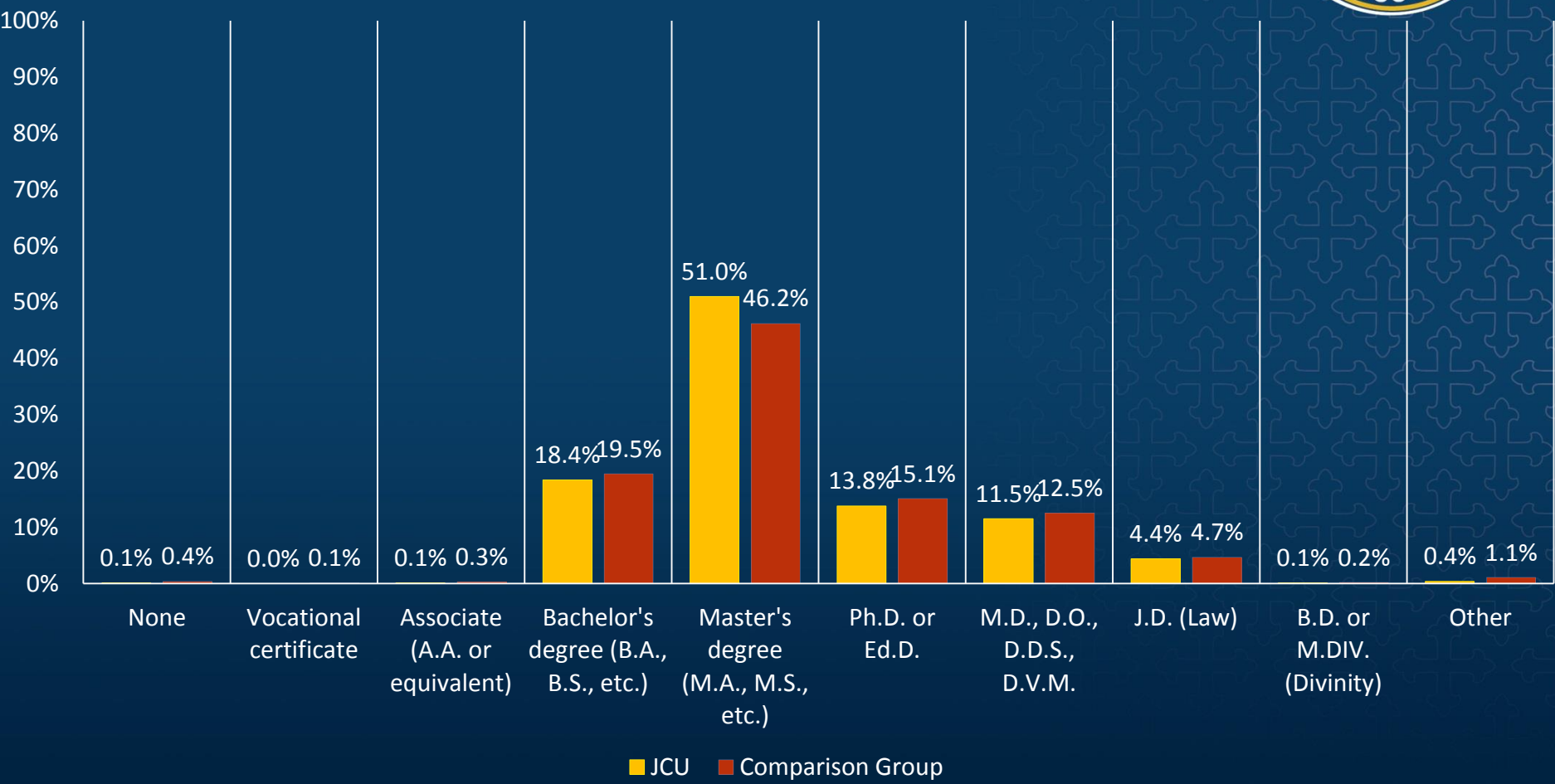
How many years do you expect it will take you to graduate from this college?



# Expectations: Degree Aspirations



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





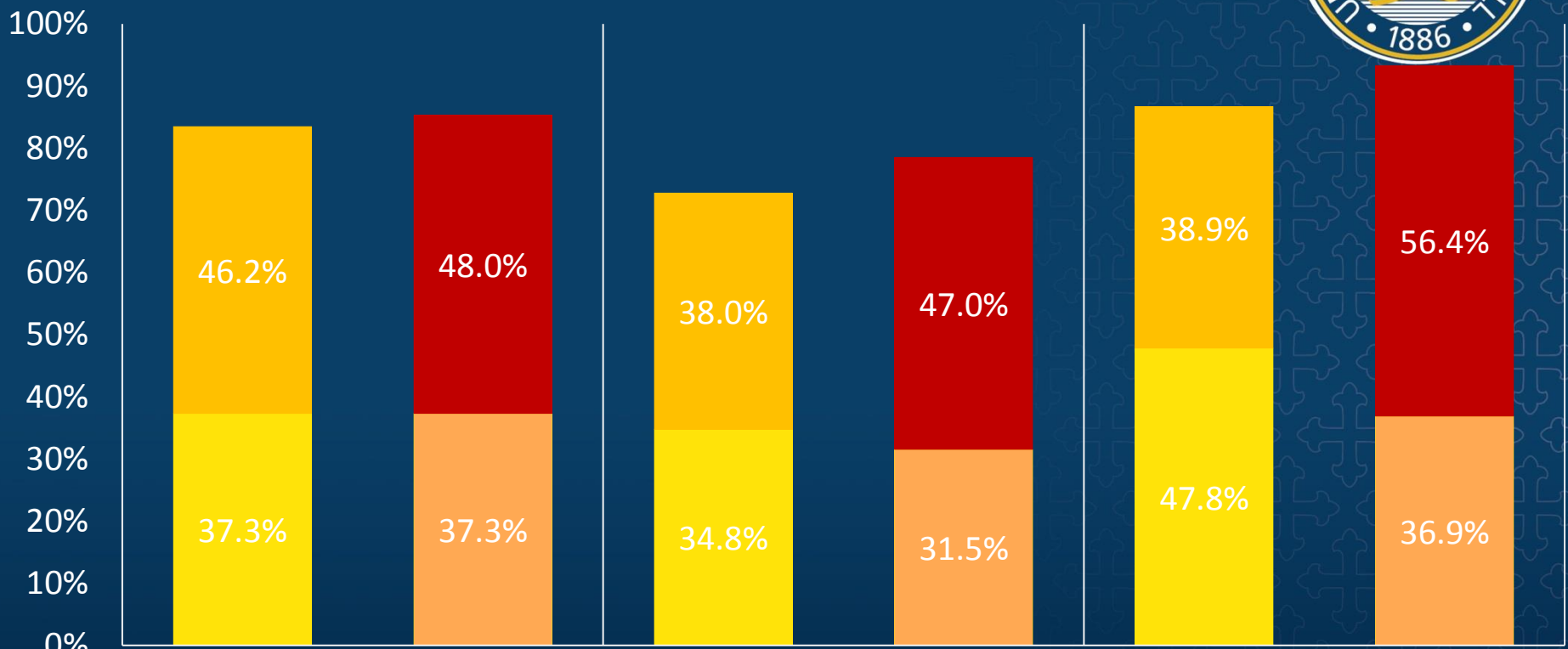


# Expectations for College Life

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:

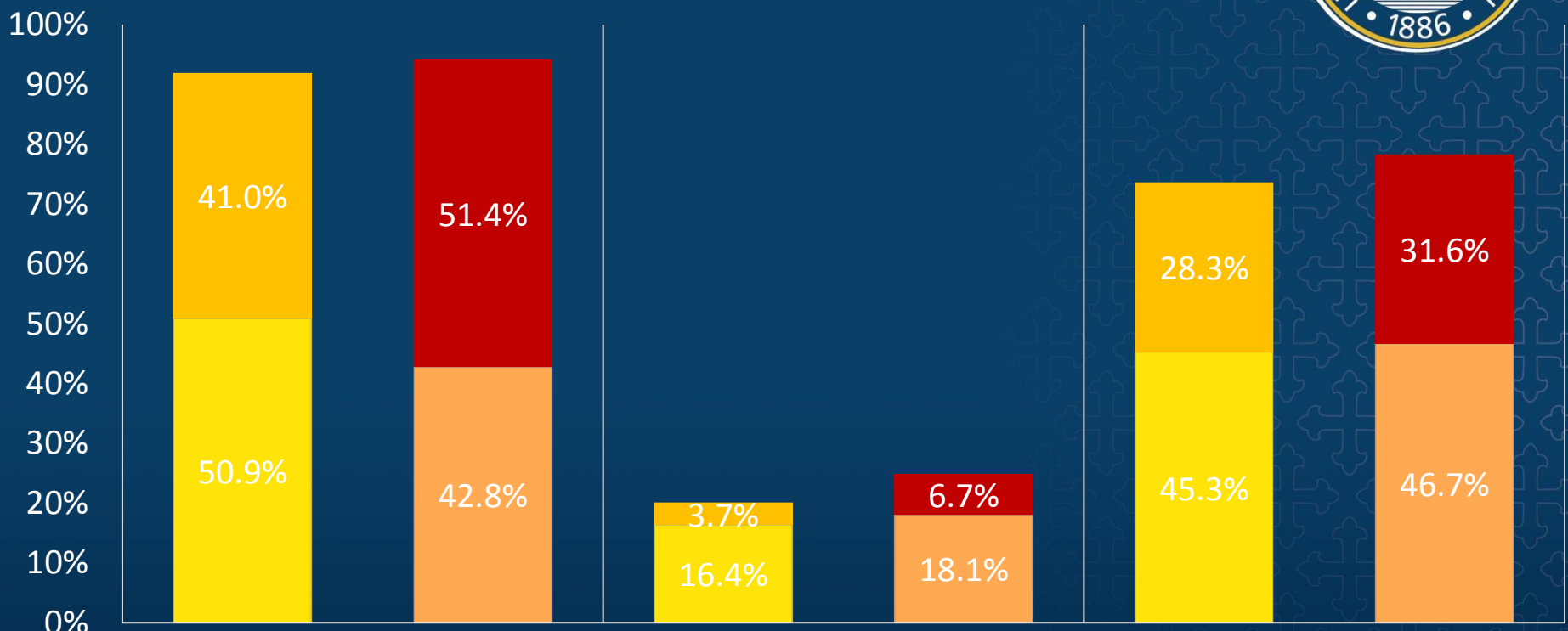


**JCU**  
■ Very Good Chance ■ Some Chance  
**Comparison Group**  
■ Very Good Chance ■ Some Chance



# Expectations for College Life

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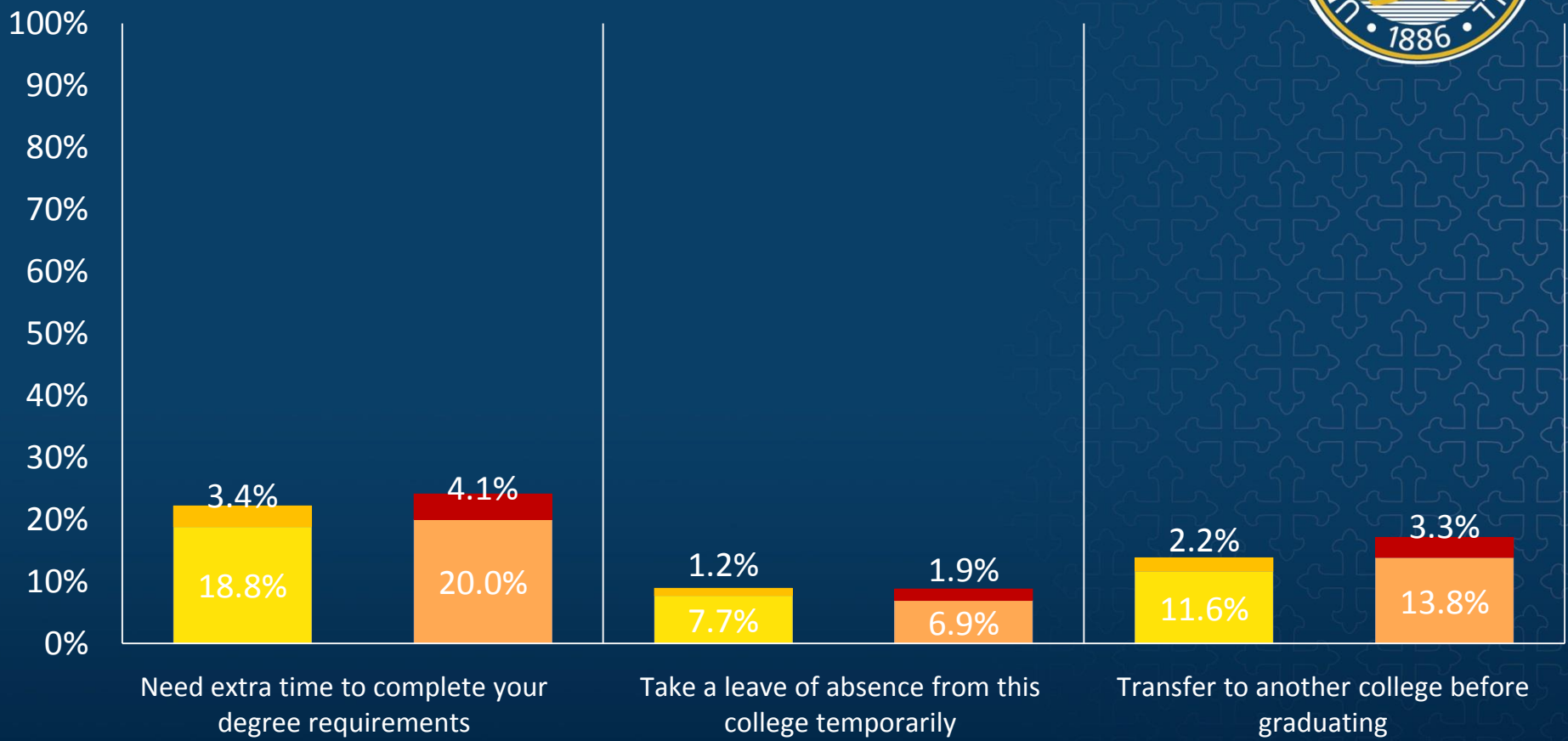


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# Expectations for College Life



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