



# **Dominican University**

## **CIRP Freshman Survey**

### **2019 Results**

First-time, Full-time Freshmen

**Dominican University**

N=398

Catholic 4yr Colleges-medium selectivity

N=2,108

# INCOMING FIRST-YEAR STUDENTS

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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
- College Preparation
- Expectations for college-major and career
- Expectations for college life



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## A Note about CIRP Constructs

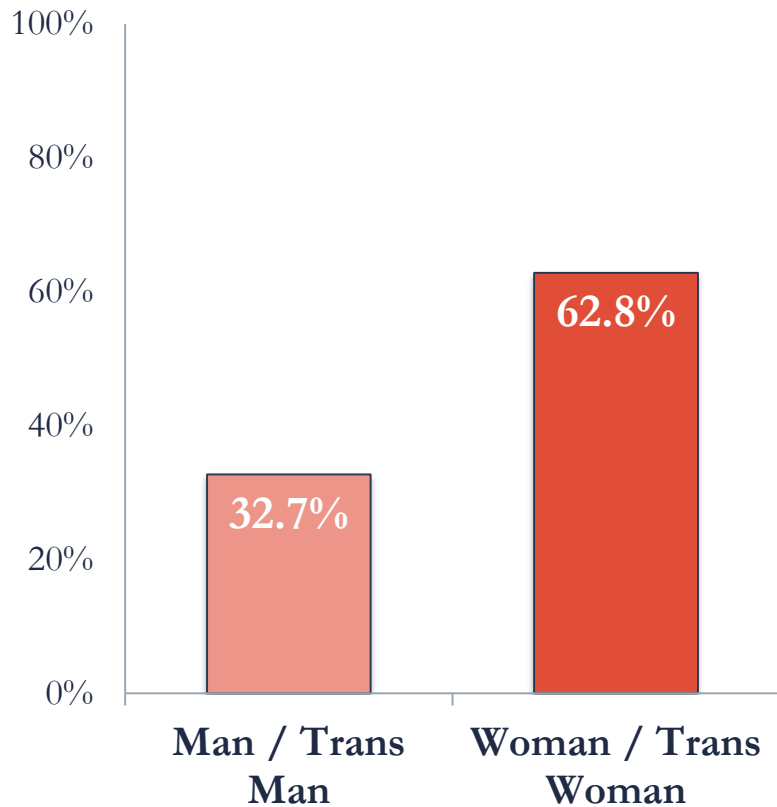
**We use the CIRP Constructs throughout this PowerPoint to help summarize important information about your students from the TFS.**

**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.**

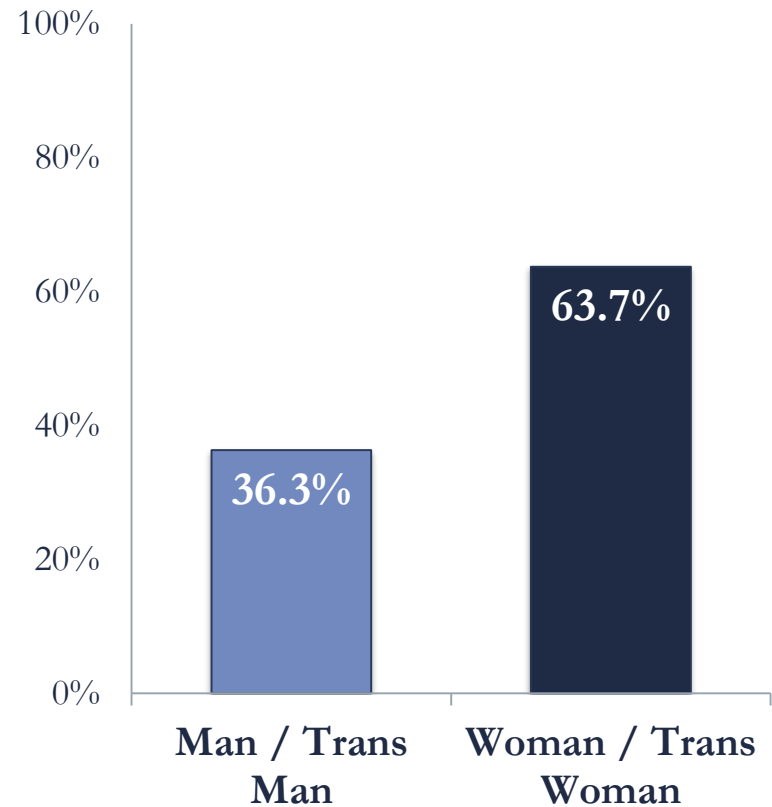
# Demographics

## Gender Identity

### Your Institution

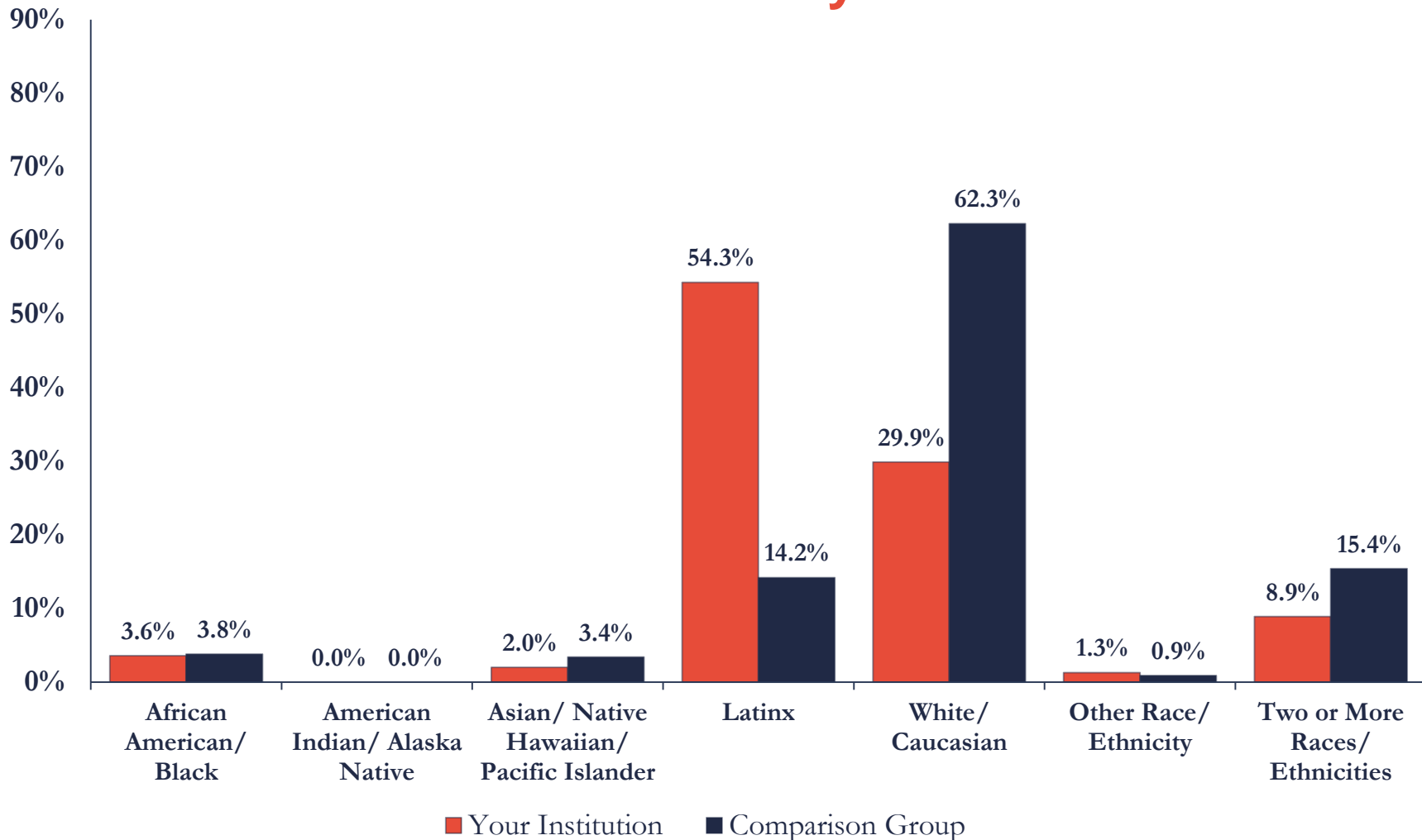


### Comparison Group



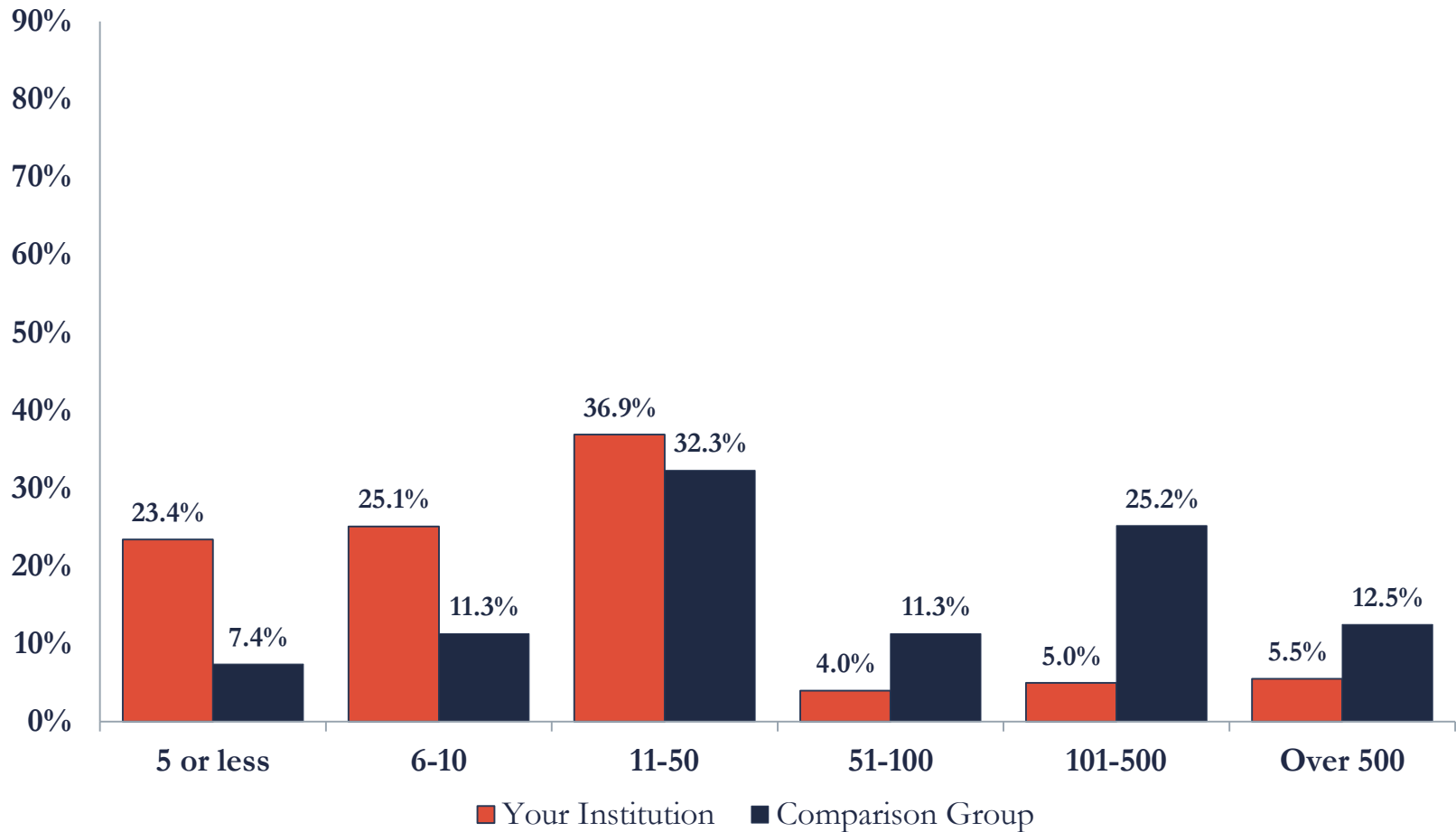
# Demographics

## Race/Ethnicity



# Demographics

How many miles is this college from your permanent home?



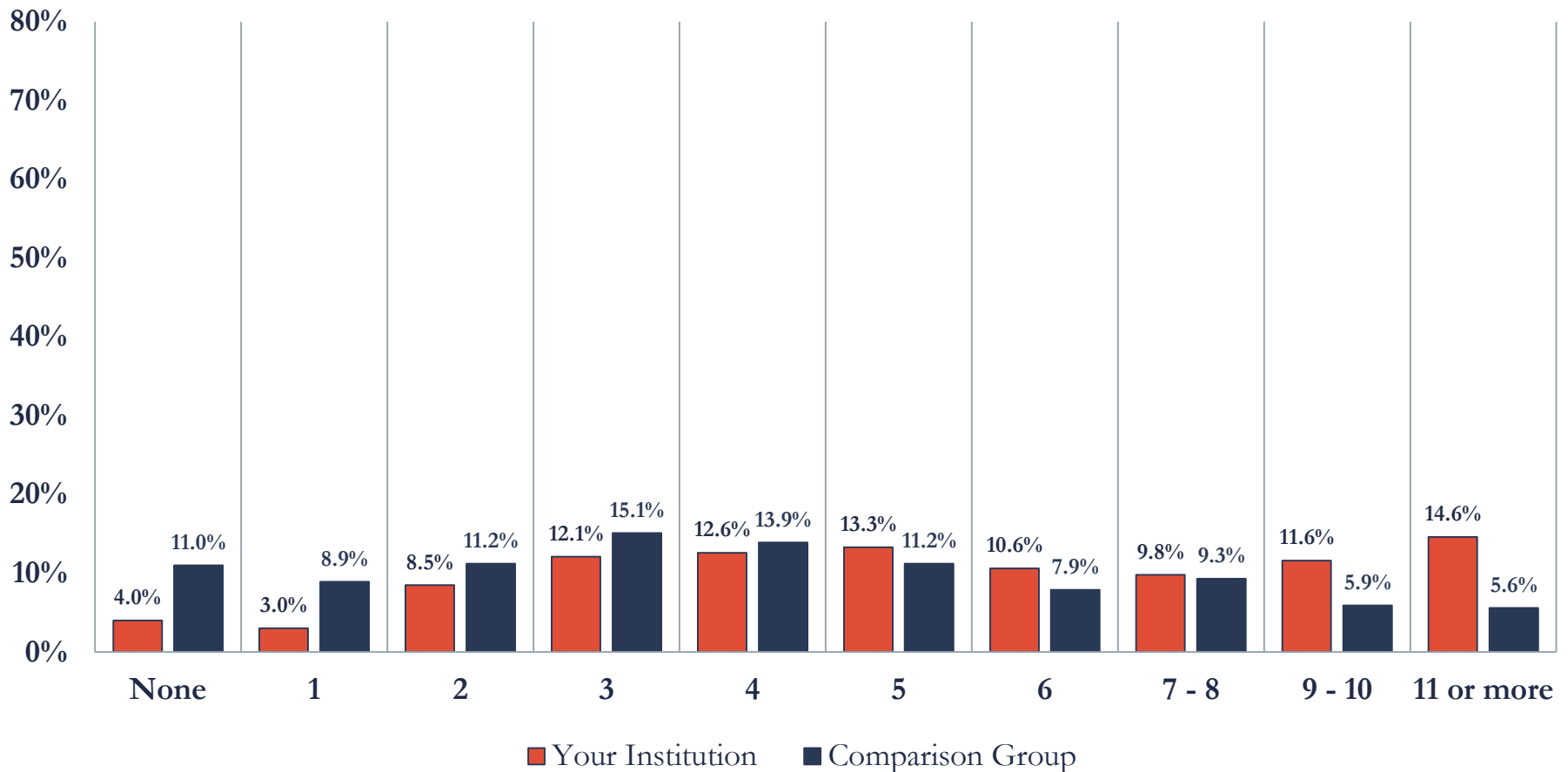
# College Admissions Decisions

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



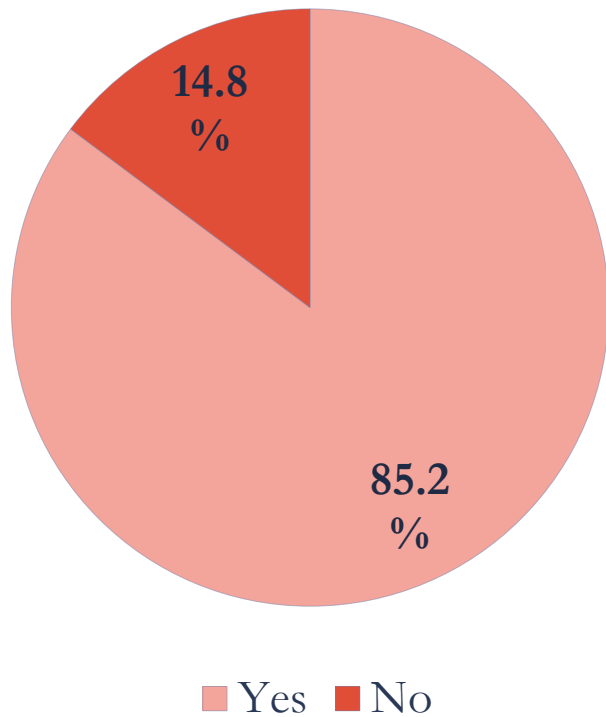
# College Admissions Decisions

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

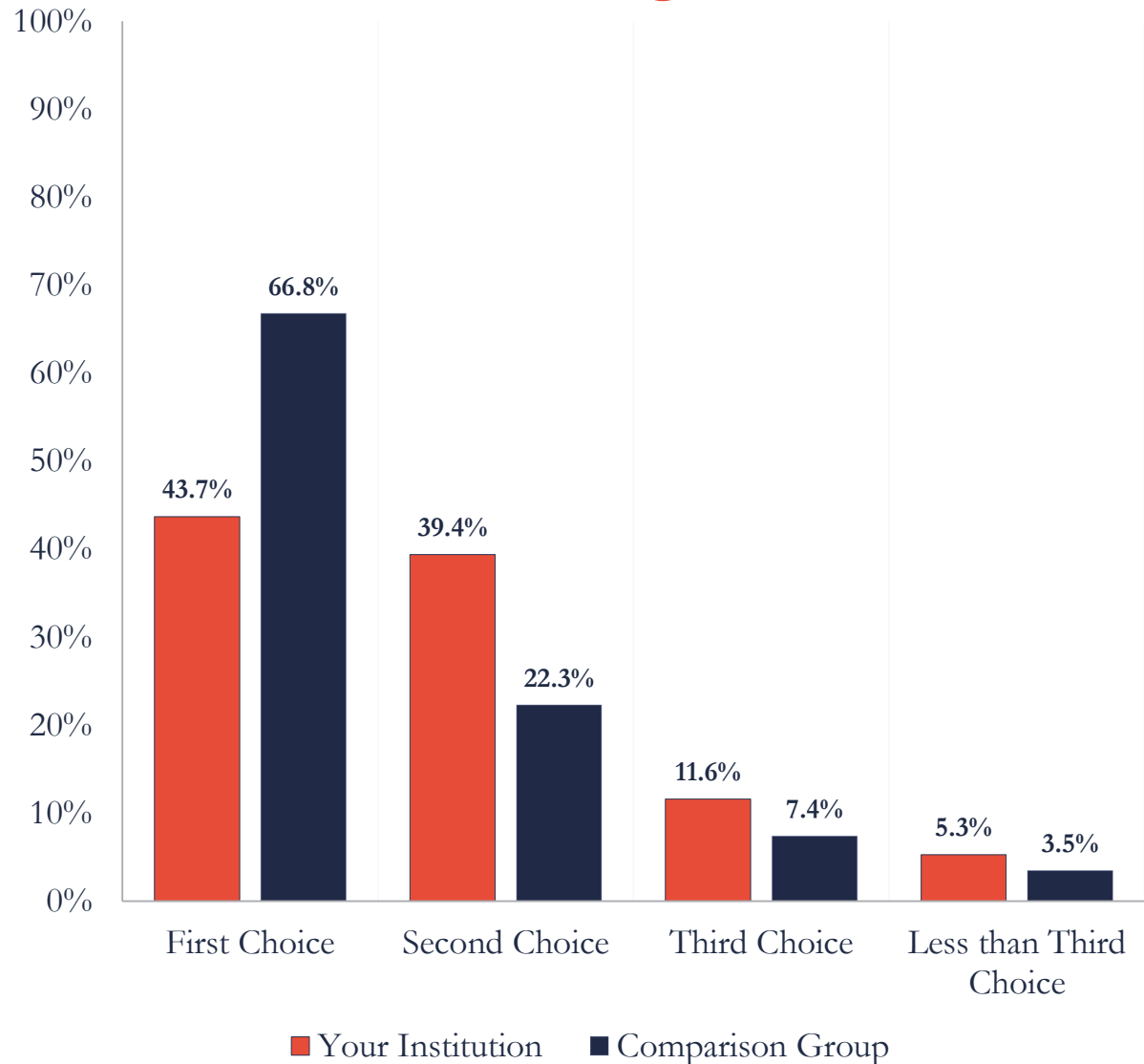


# College Acceptance

Were you accepted by your first choice college?

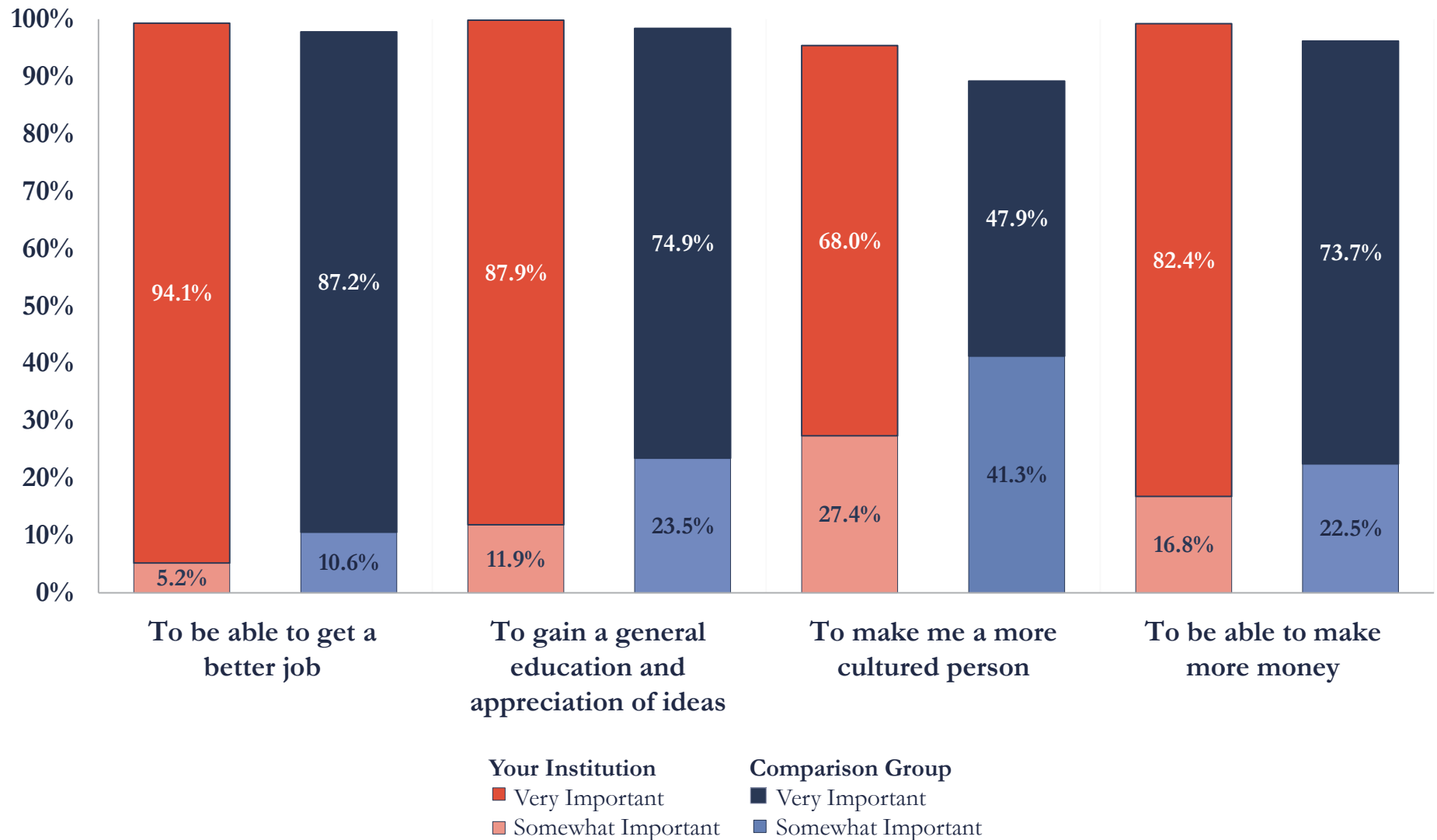


Is this college your...



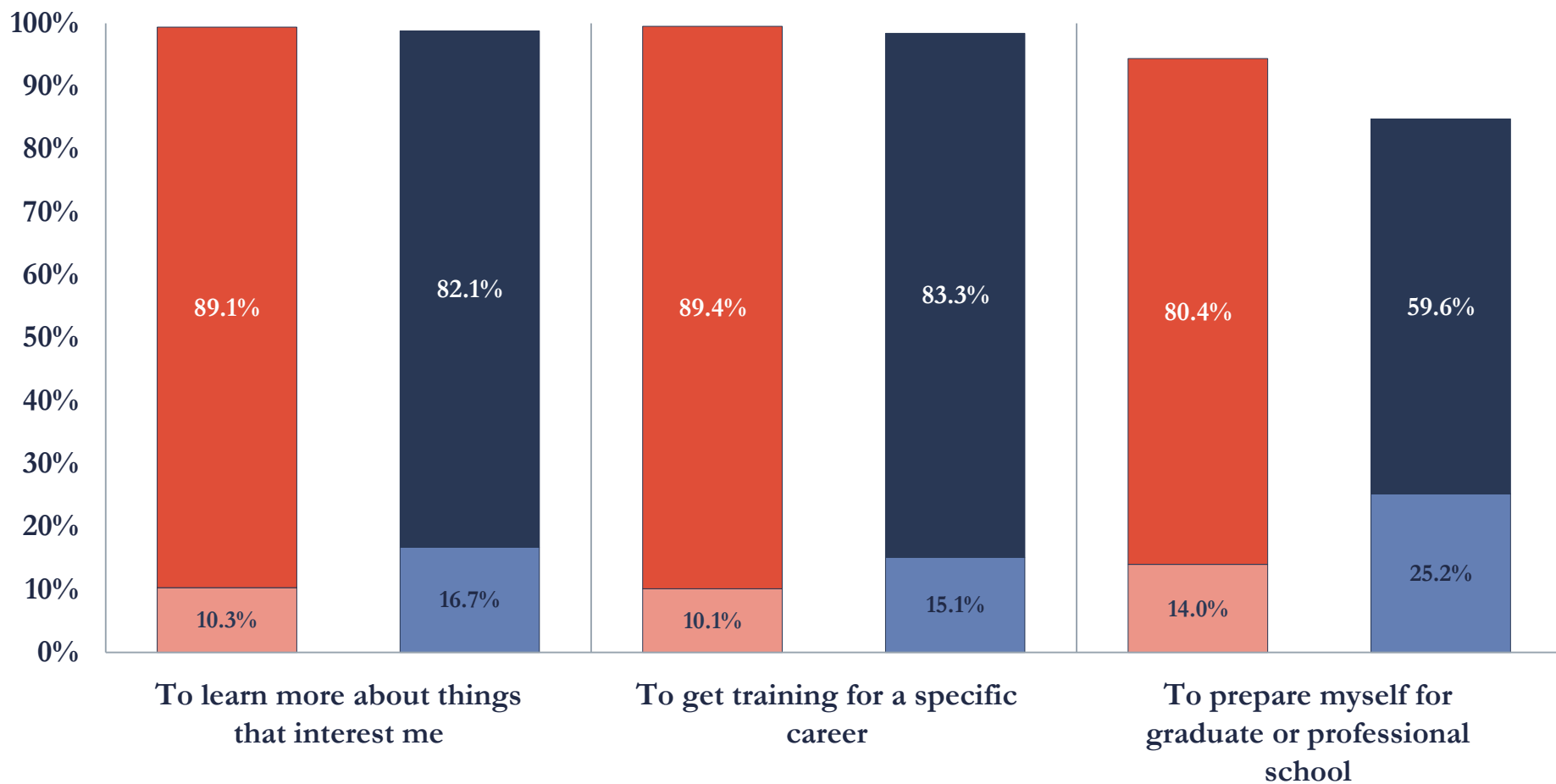
# College Choice

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?

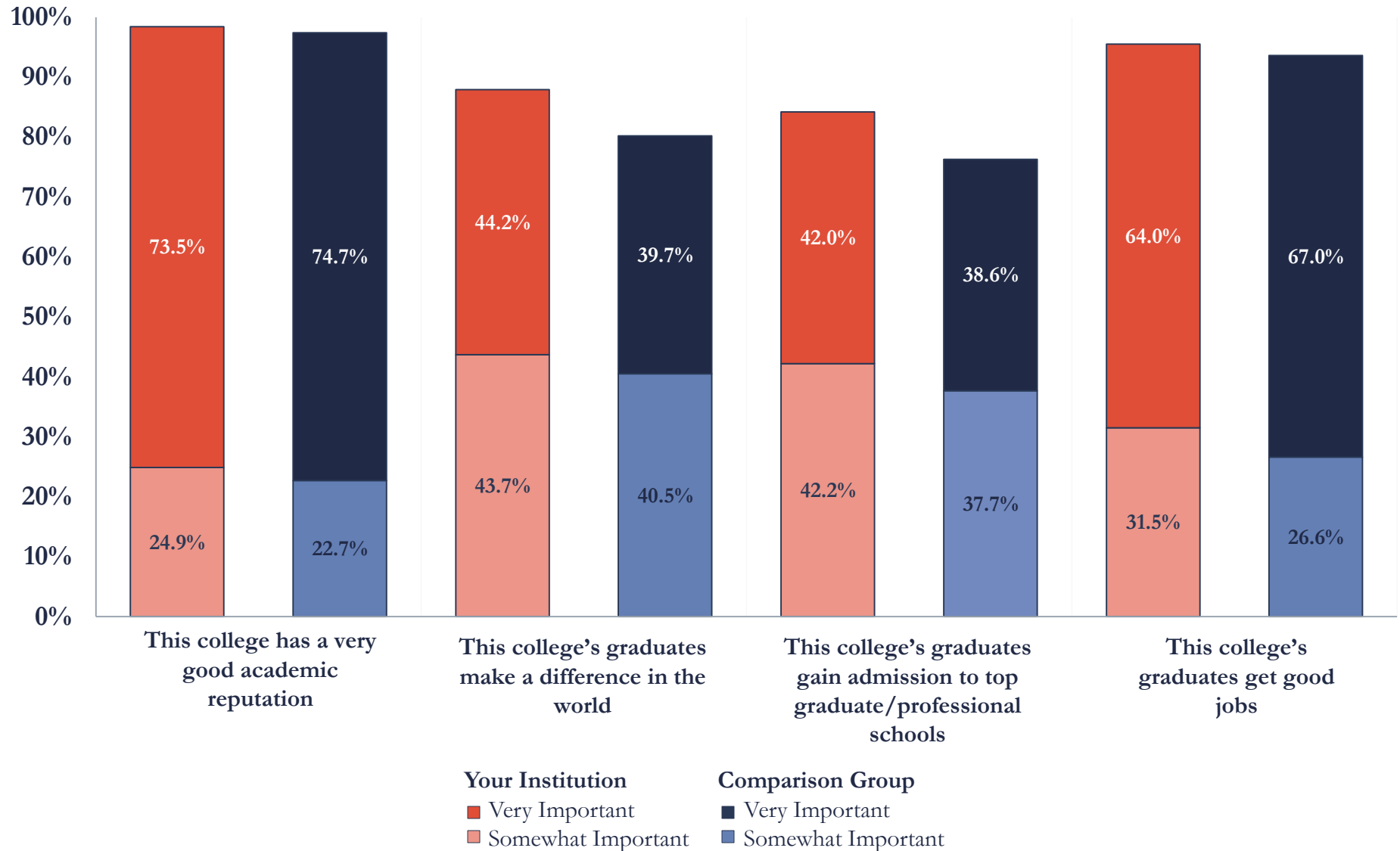


**Your Institution**  
■ Very Important  
■ Somewhat Important

**Comparison Group**  
■ Very Important  
■ Somewhat Important

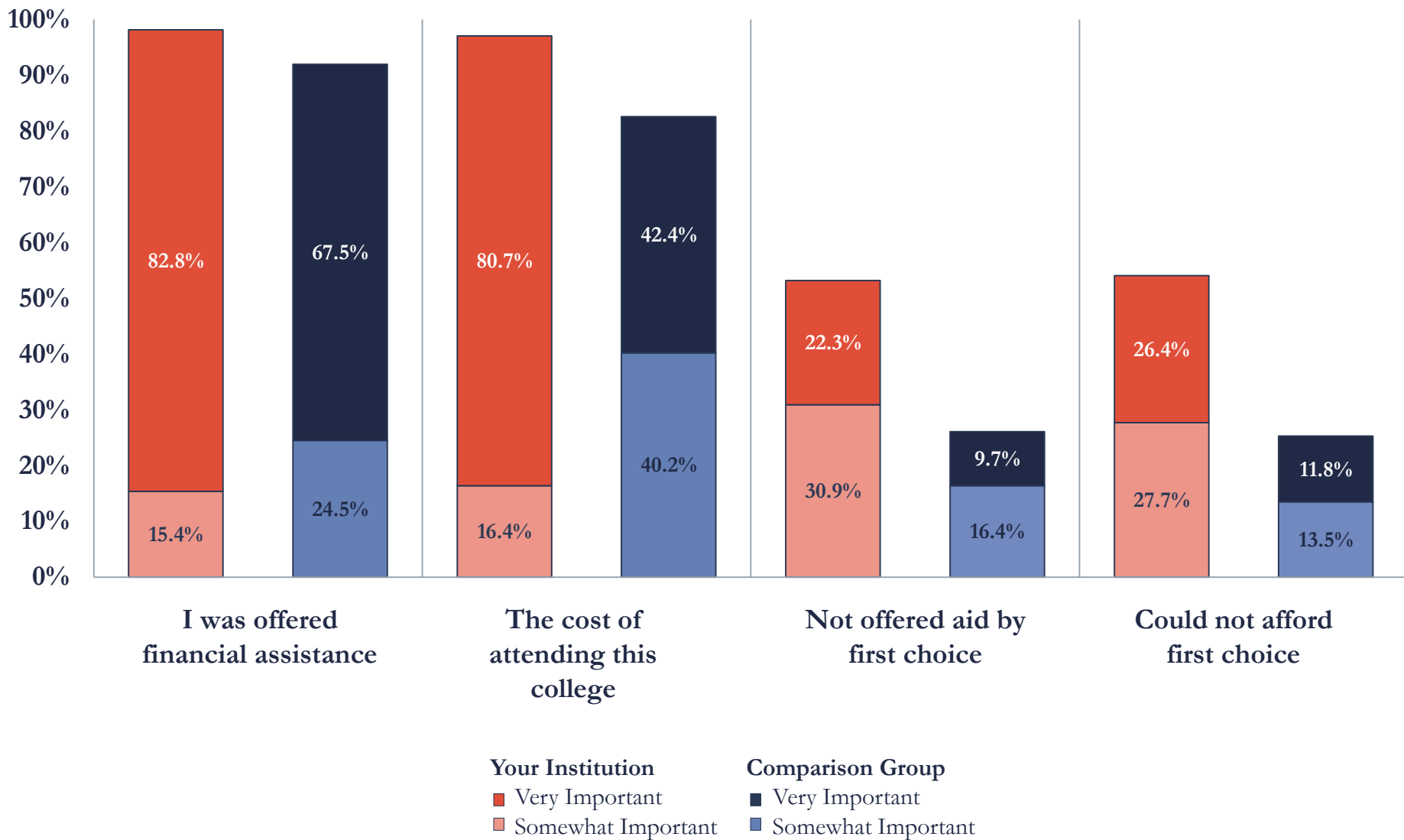
# College Choice

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



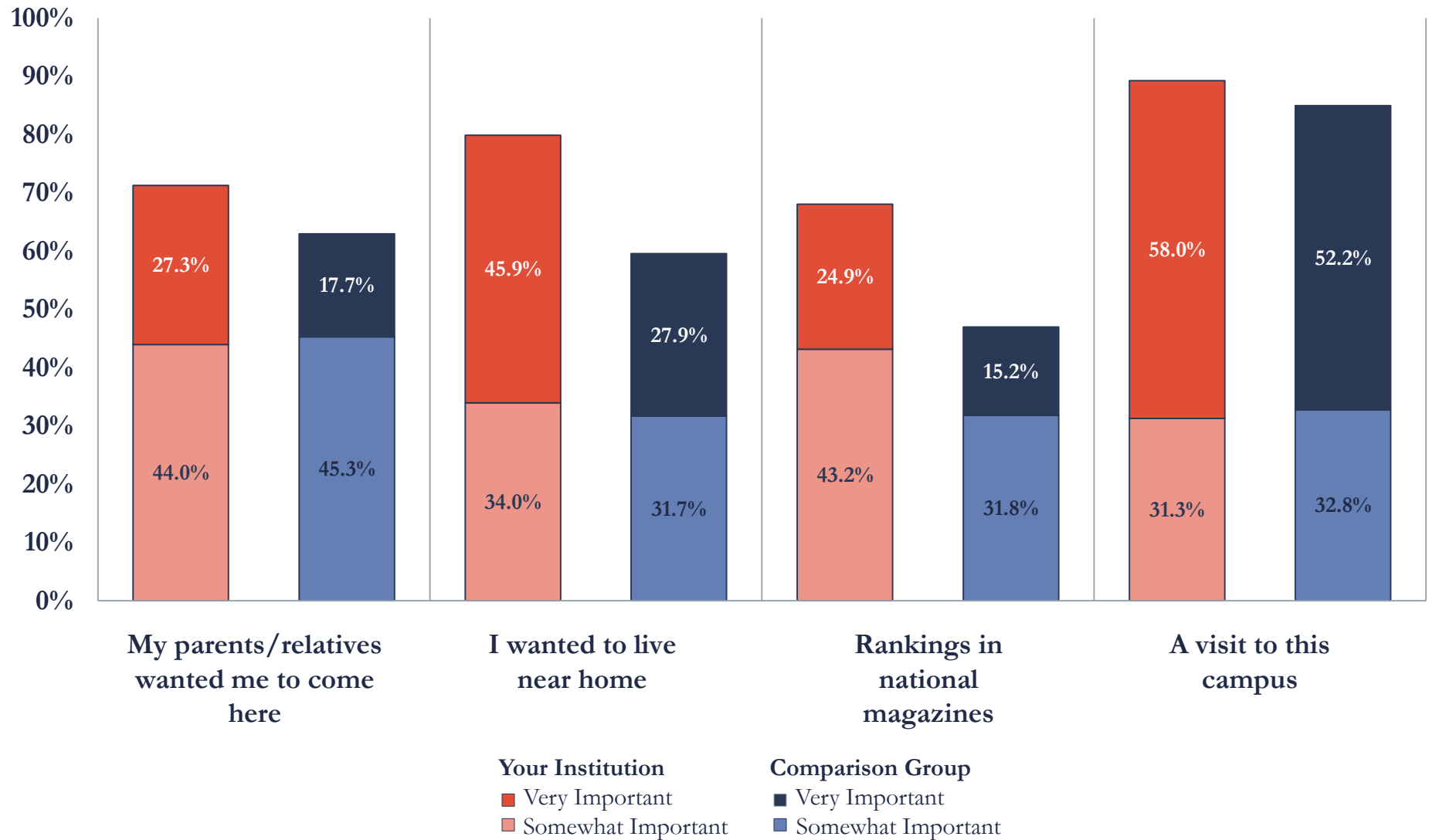
# College Choice

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



# College Choice

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



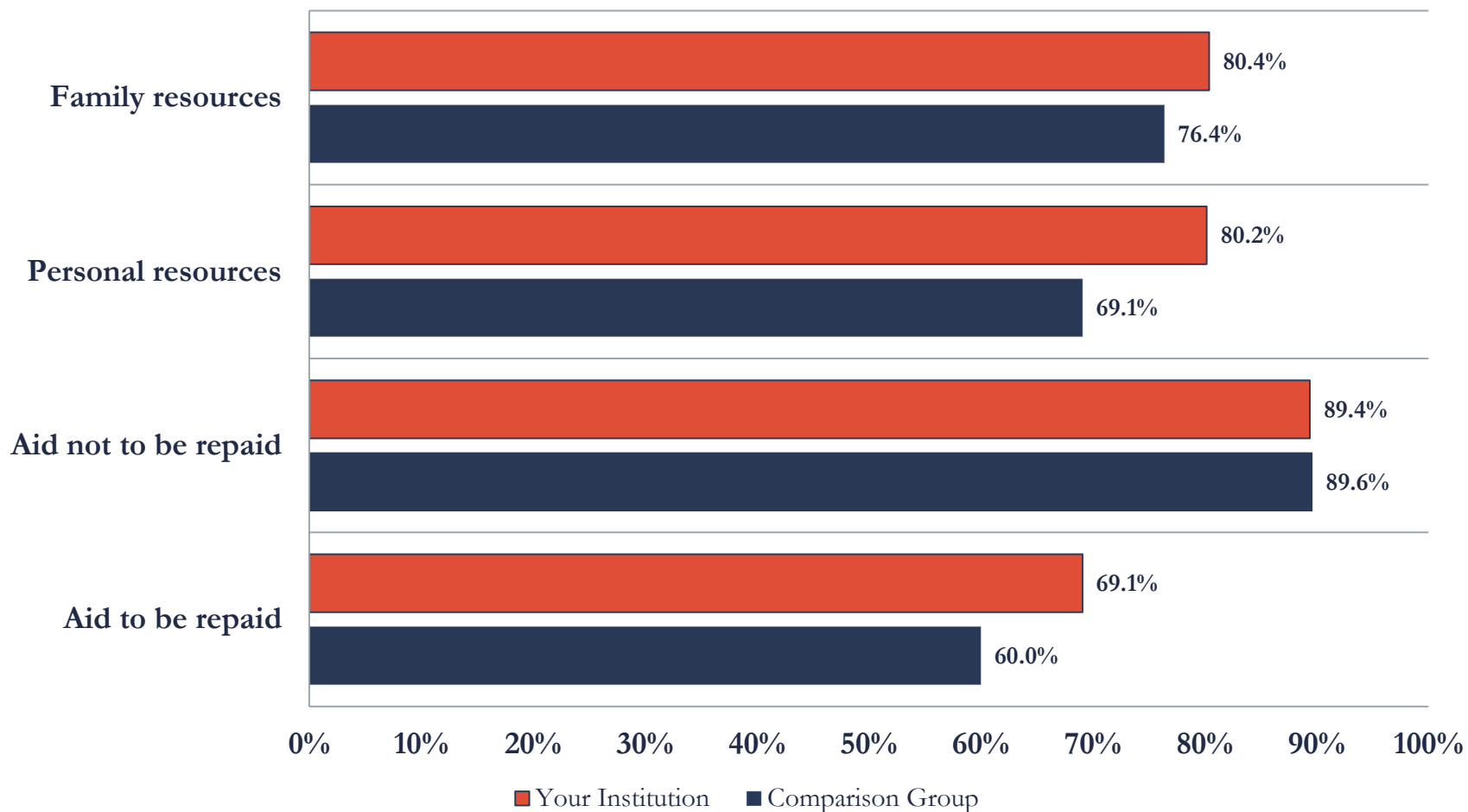
# Financing College

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



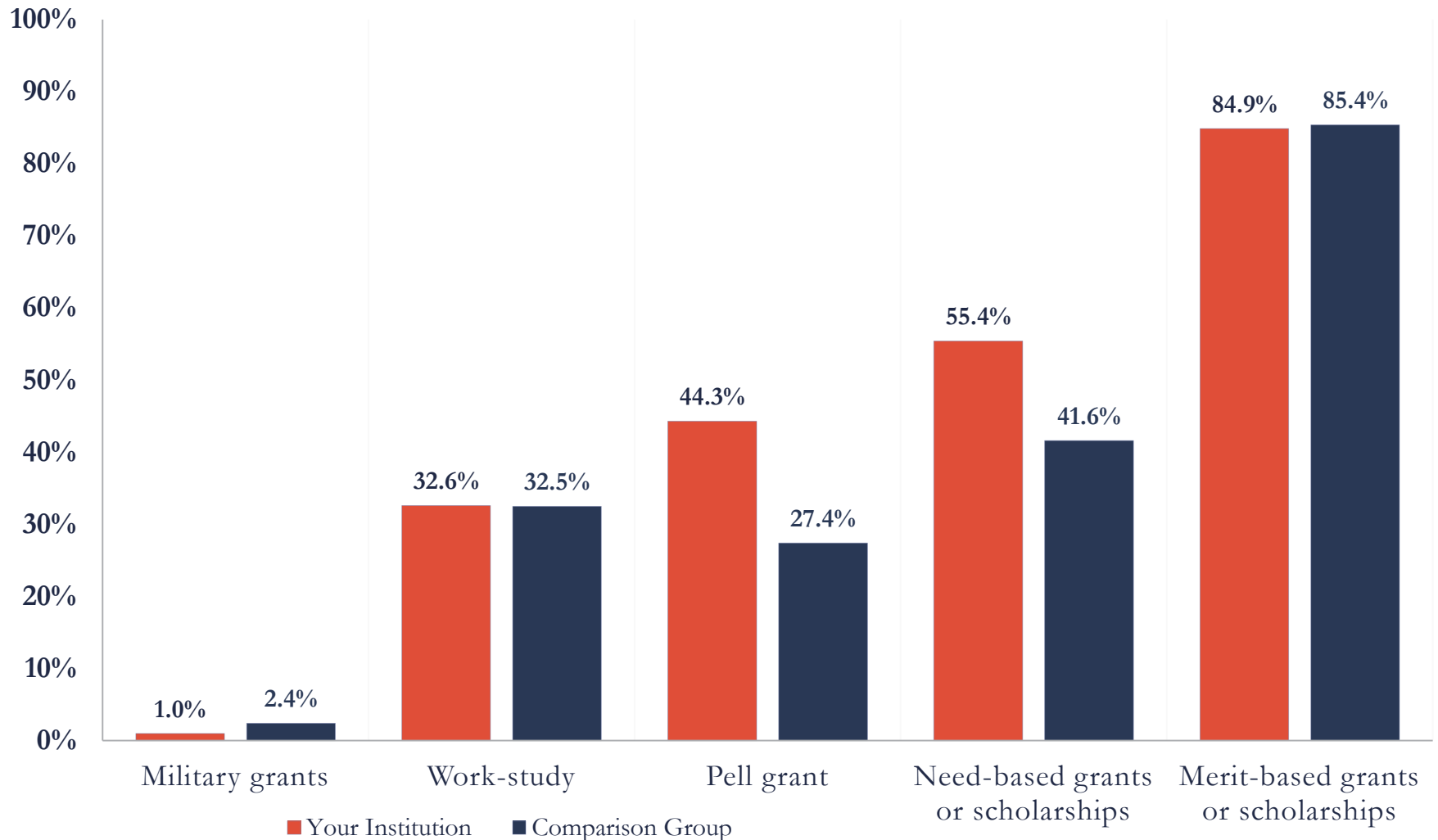
# Financing College

## Students' first-year funding sources:



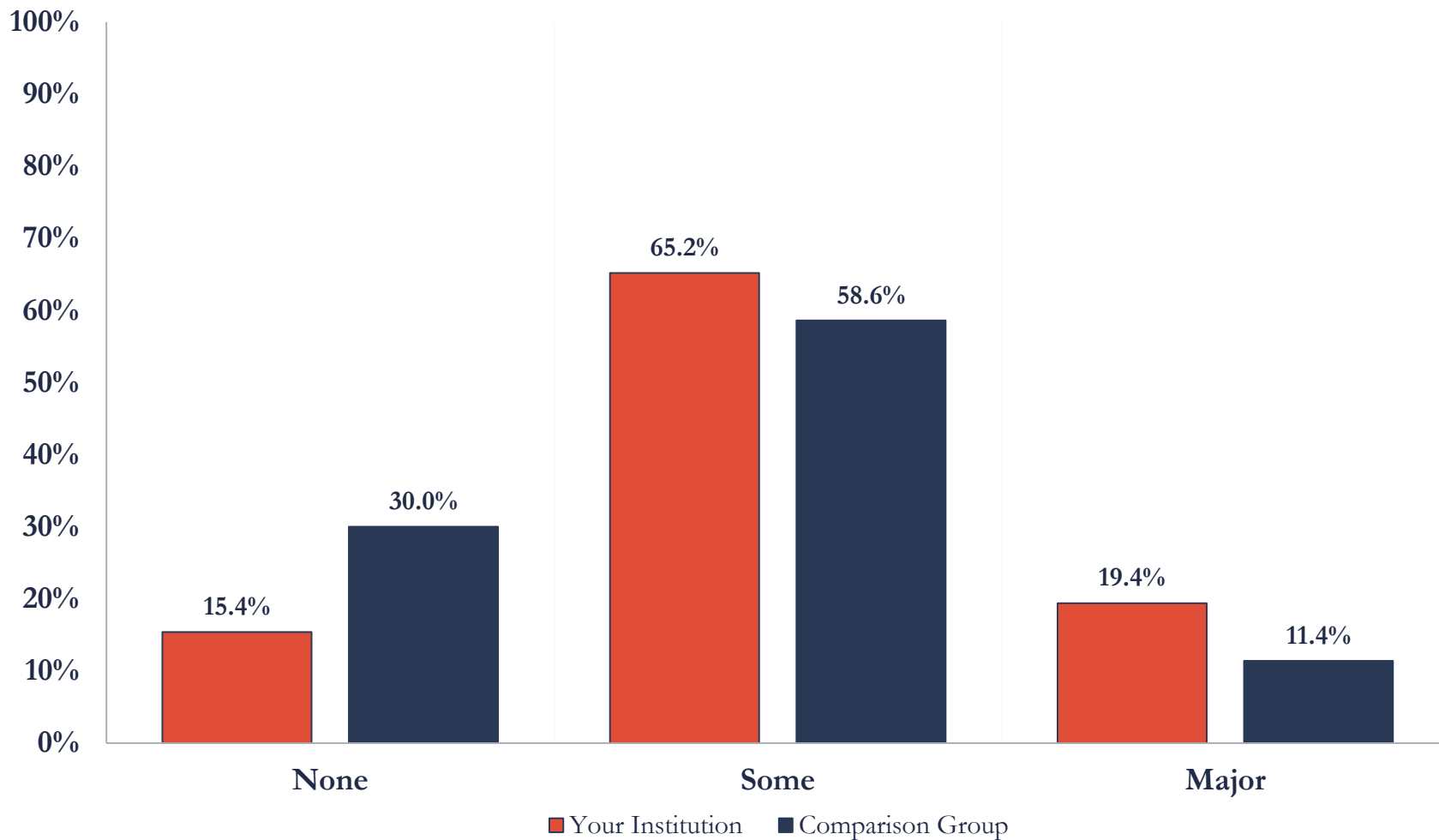
# Financing College

Did you receive any of the following forms of financial aid?



# Financing College

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

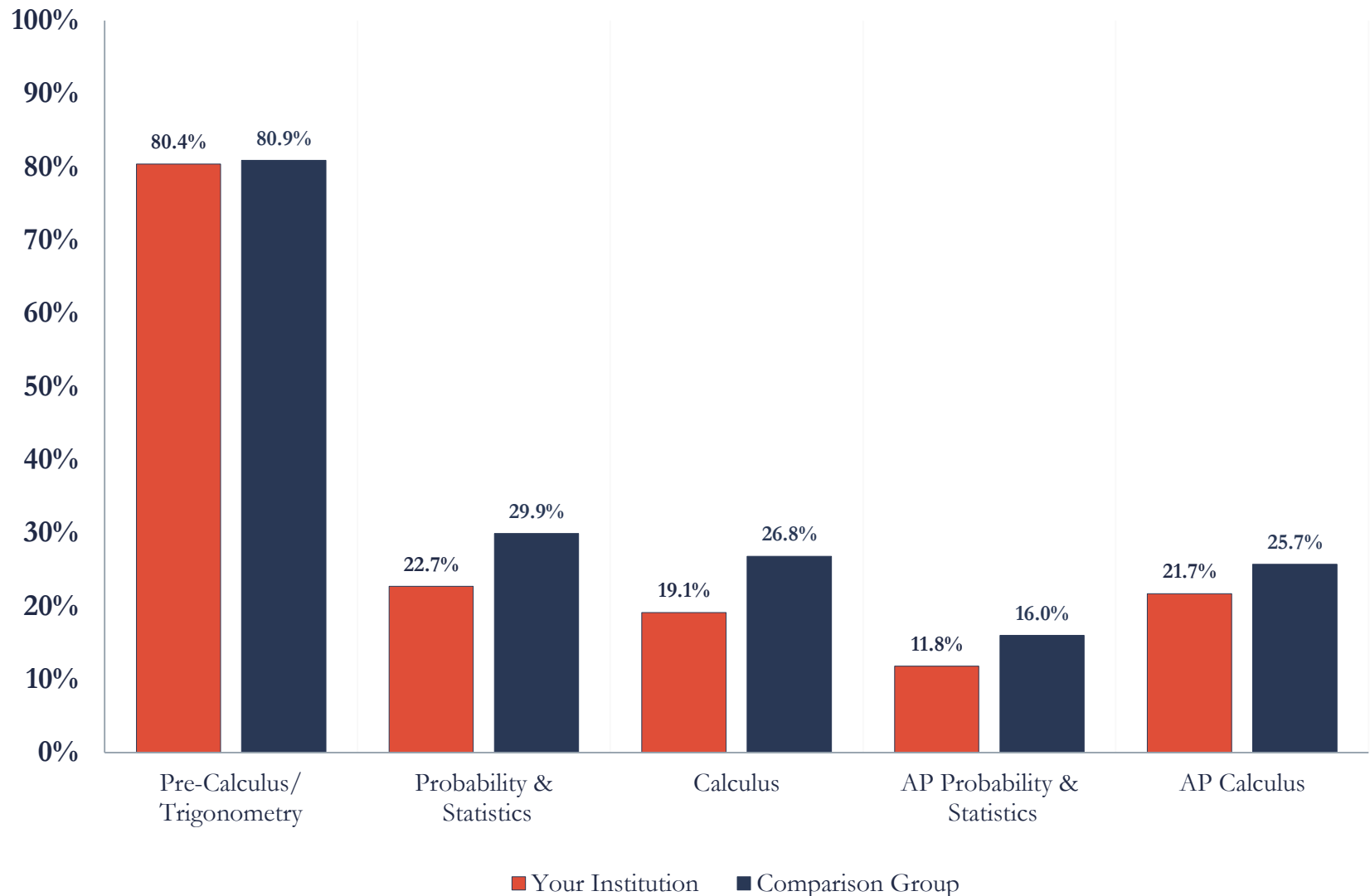


# High School Experiences

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

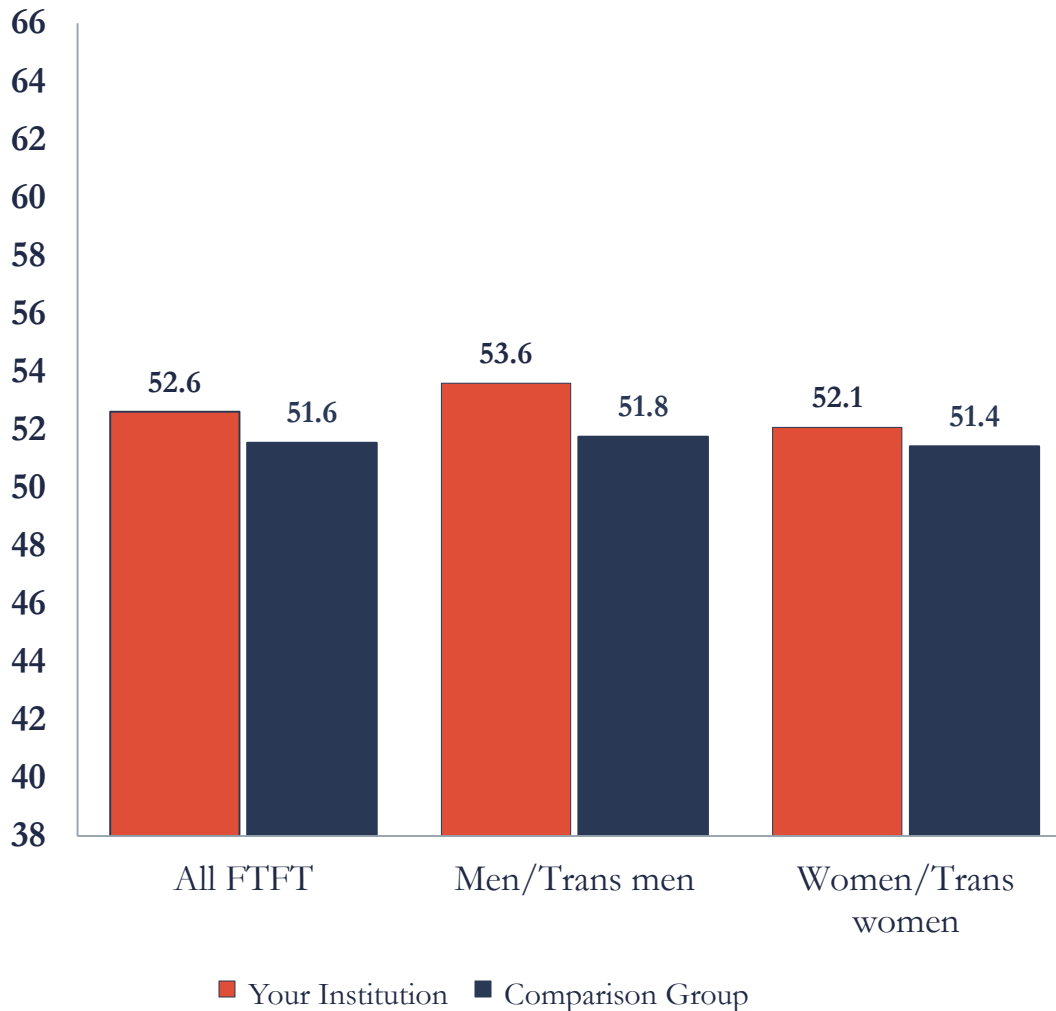
# High School Experiences

Please mark which of the following courses you have completed.



# 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.

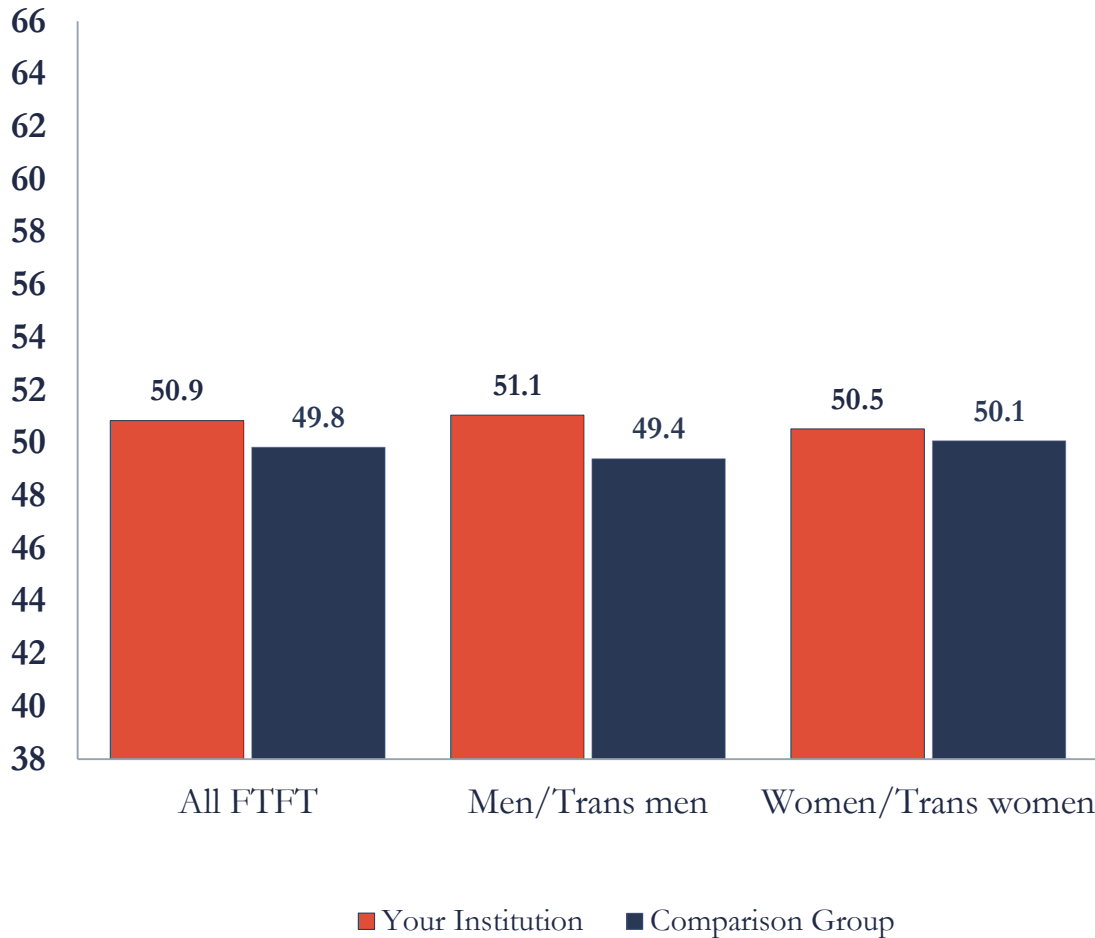


## Construct Items

- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Look up scientific research articles and resources
- Take a risk because you felt you had more to gain
- Accept mistakes as part of the learning process
- Take on a challenge that scares you
- Ask questions in class
- Explore topics on your own, even though it was not required for a class
- Evaluate the quality or reliability of information you received
- Seek alternative solutions to a problem
- Analyze multiple sources of information before coming to a conclusion

# Pluralistic Orientation

*Pluralistic Orientation* measures skills and dispositions appropriate for living and working in a diverse society.

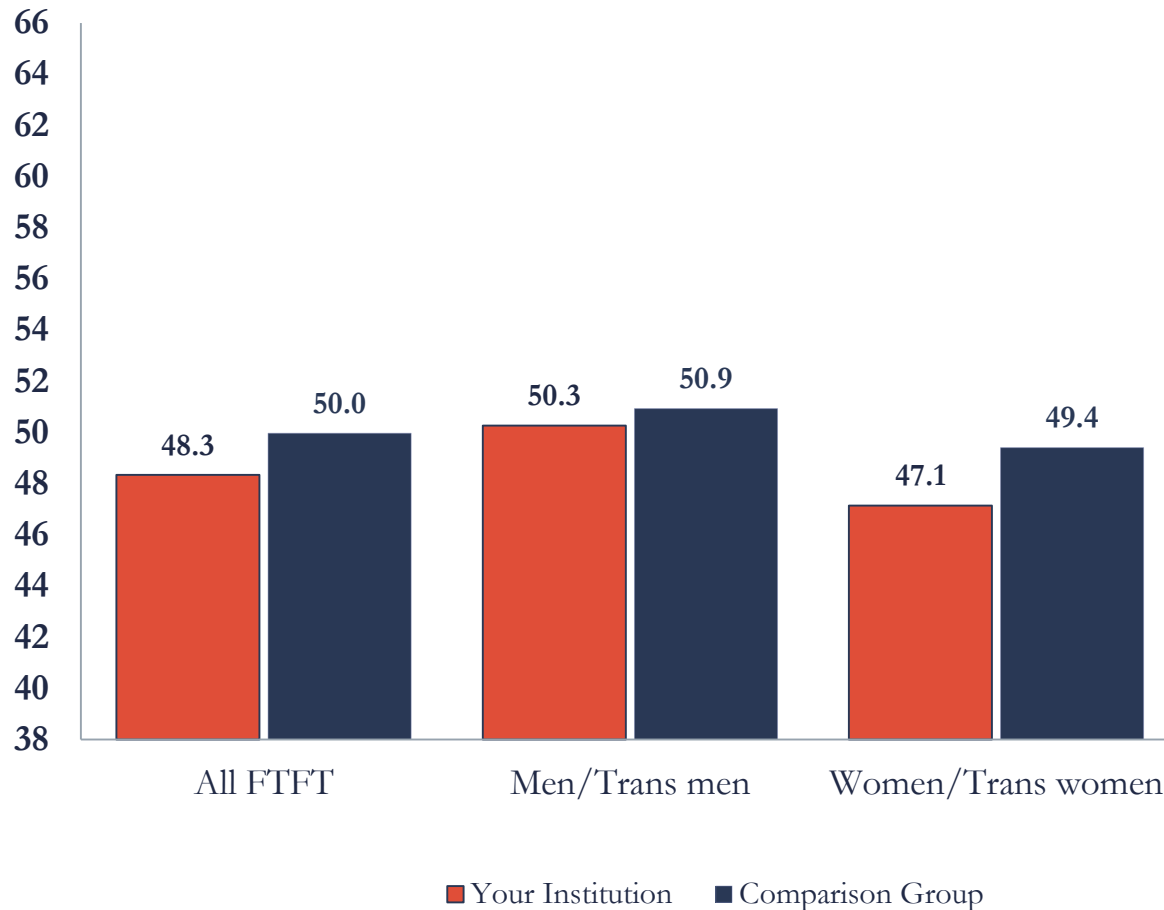


## Construct Items

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

# 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.



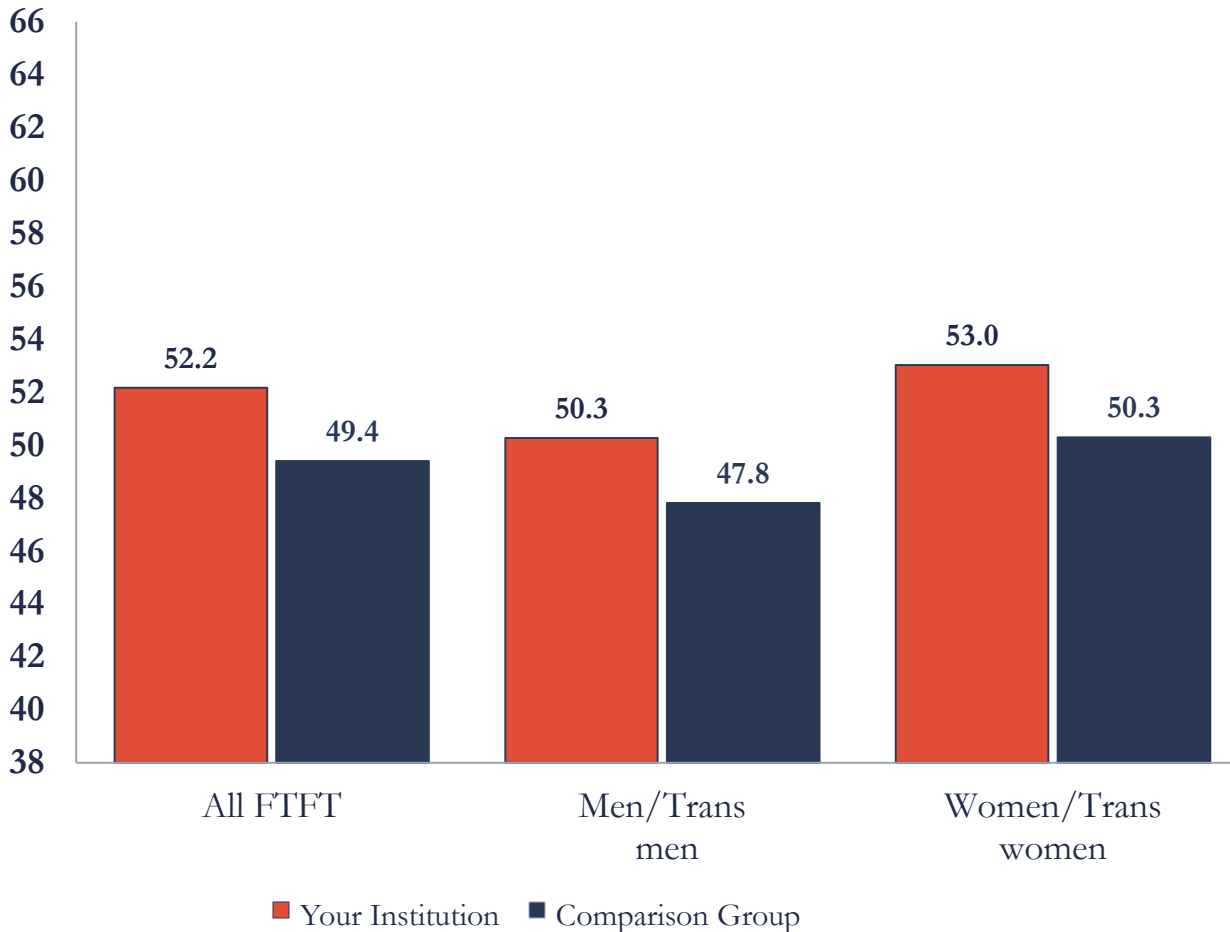
### Construct Items

- 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.



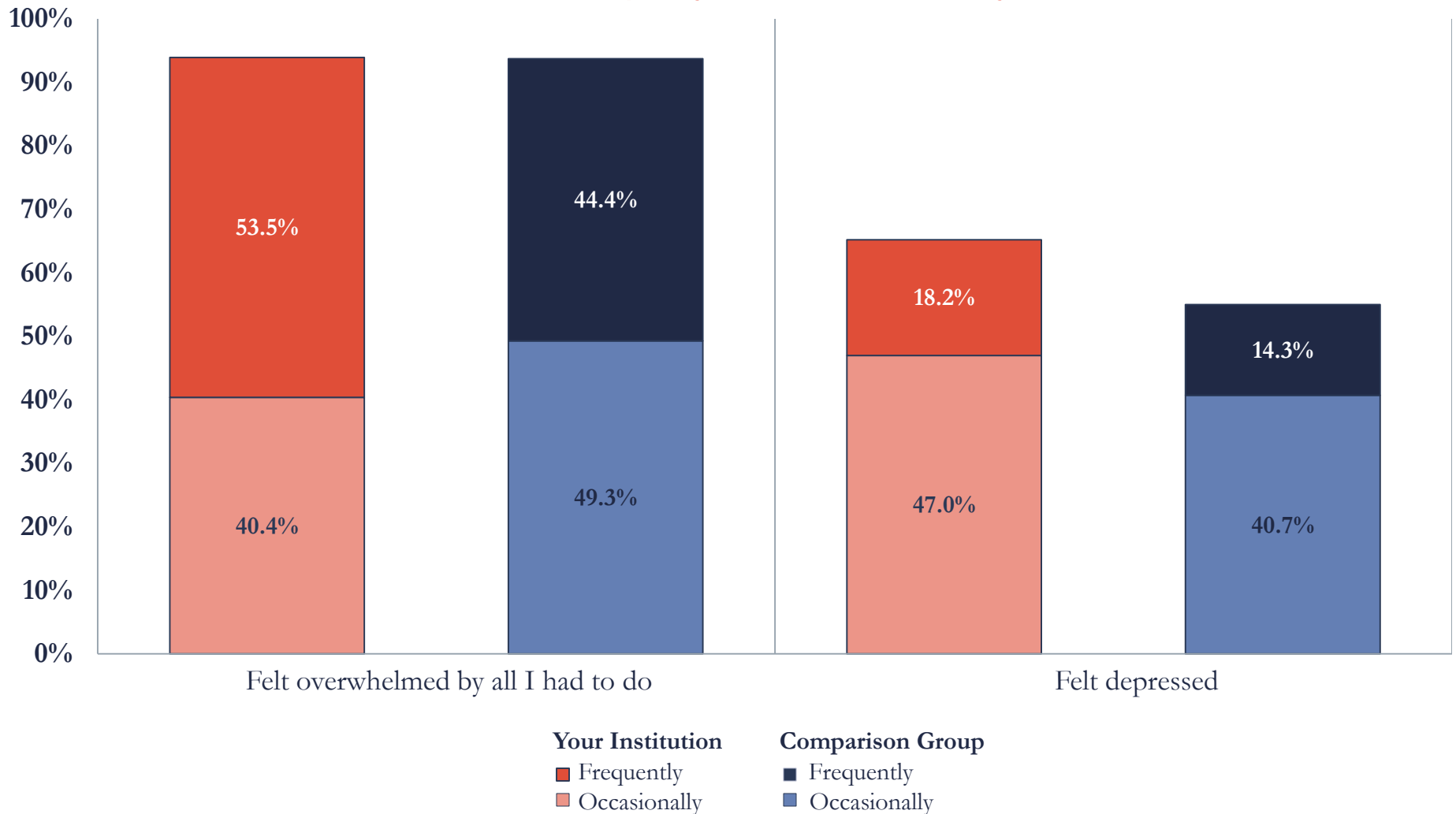
### Construct Items

- Demonstrated for a cause
- Performed volunteer work
- Publicly communicated your opinion about a cause
- Helped raise money for a cause or campaign
- Influencing social values
- Keeping up to date with political affairs

# Health and Wellness

Students' emotional well-being can affect many important aspects of the student experience including academic performance and persistence.

In the past year, how often have you:

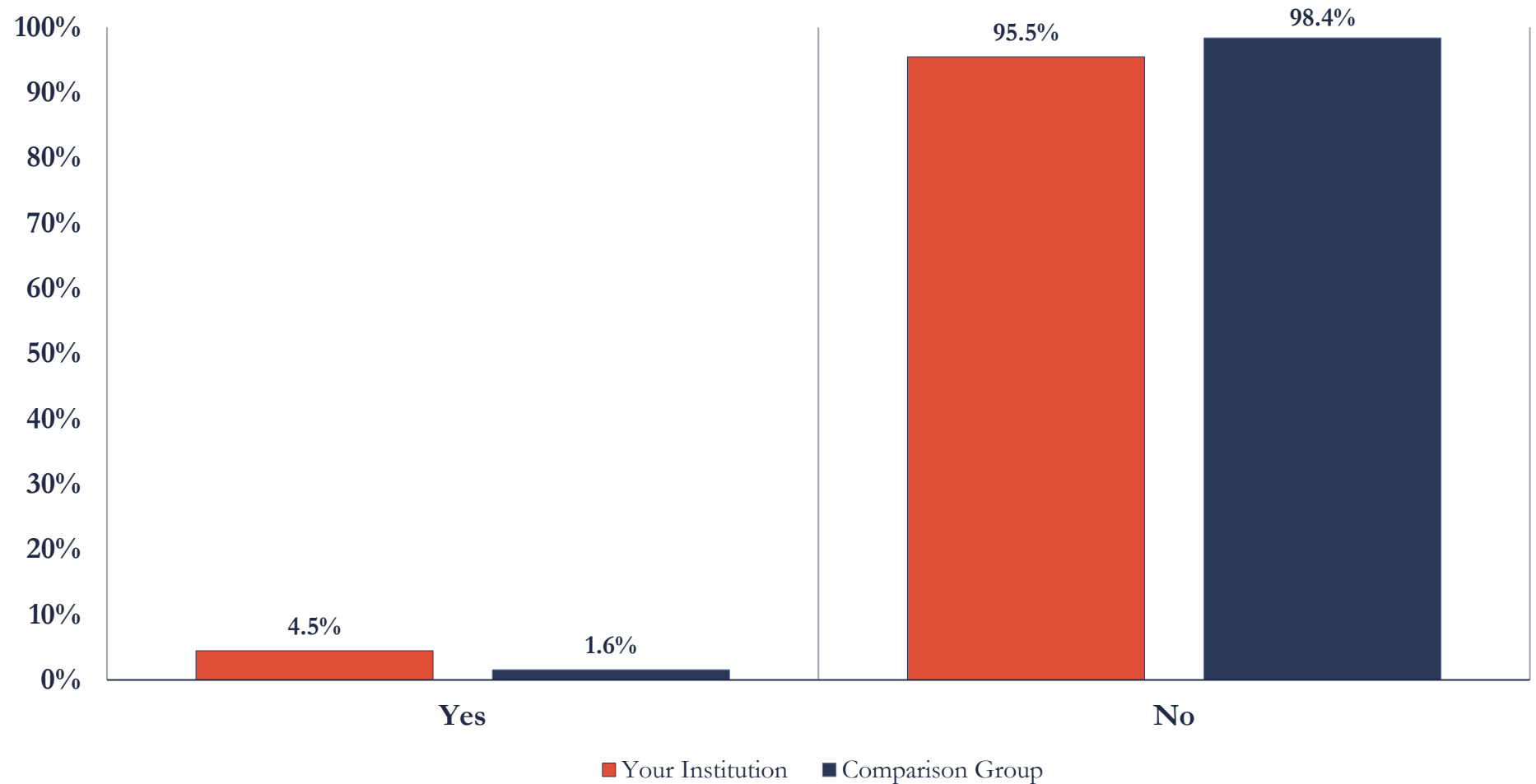


# College Preparation

These items illustrate students' academic preparation.

# Summer Bridge Program

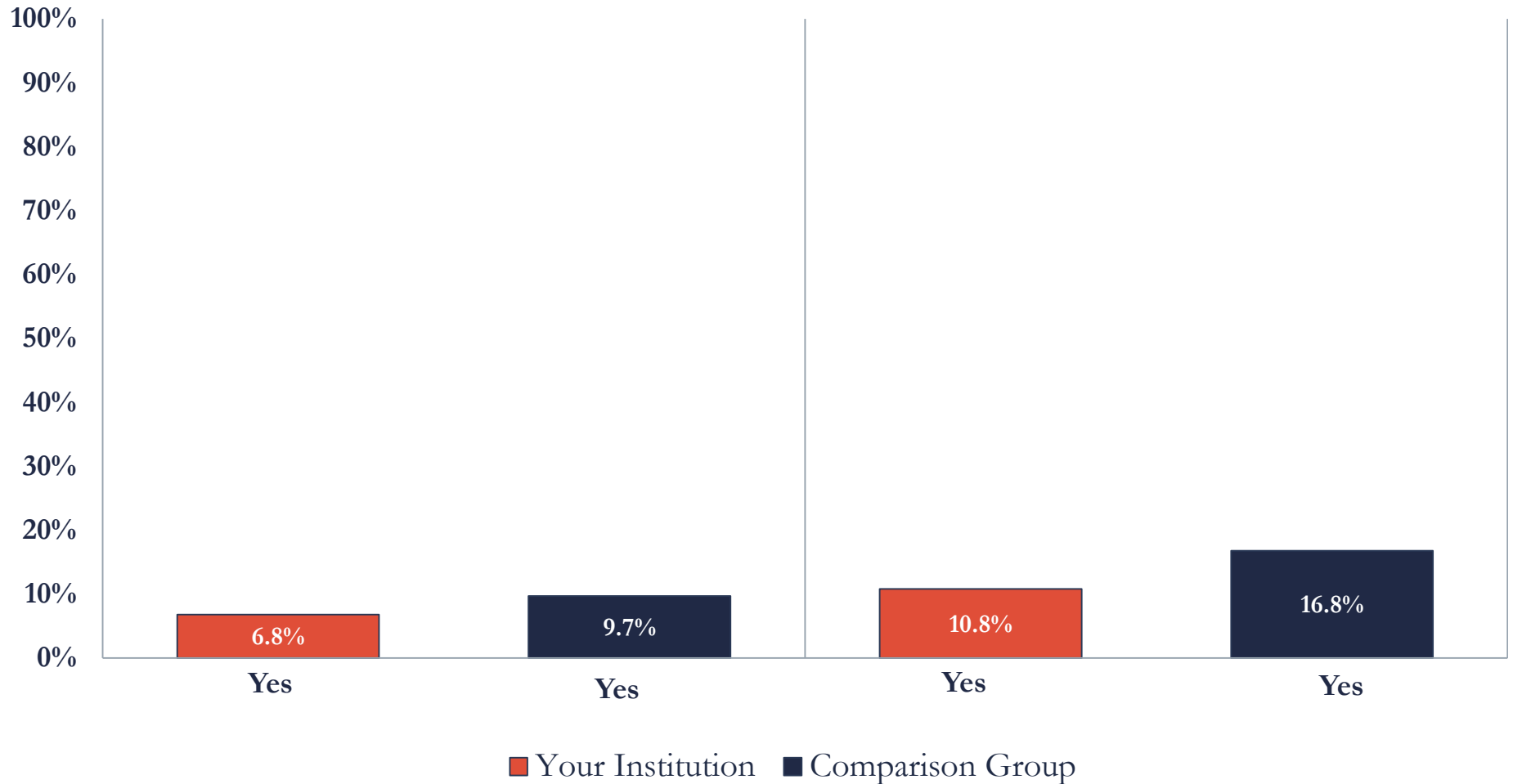
Did you participate in a bridge program at this institution this summer?



# Previous College Coursework

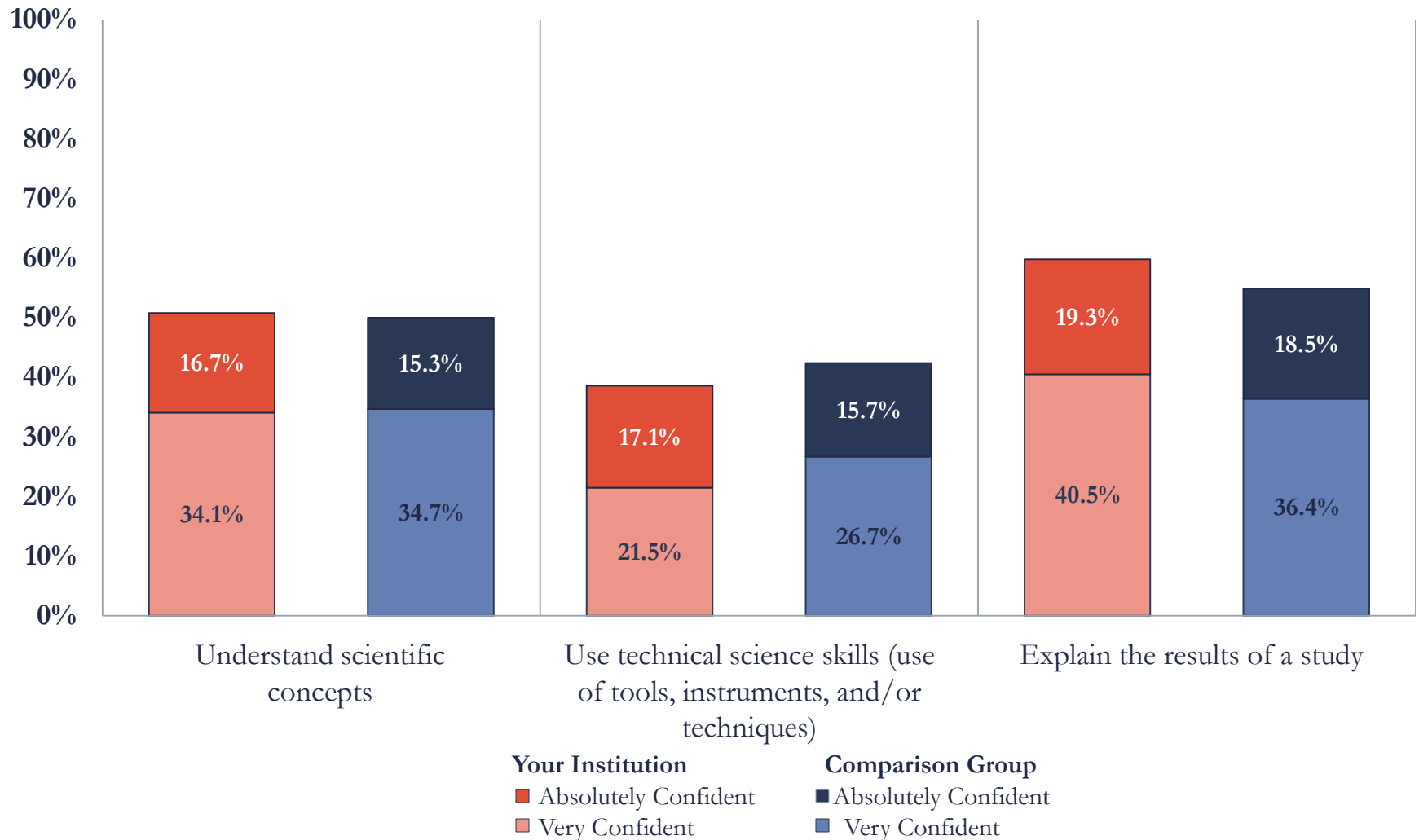
Have taken courses for credit at this institution prior to this term

Have taken courses, whether for credit or not for credit, at any other institution since leaving high school



# Science/Research Self-Efficacy

How confident are you that you can do the following?



# 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

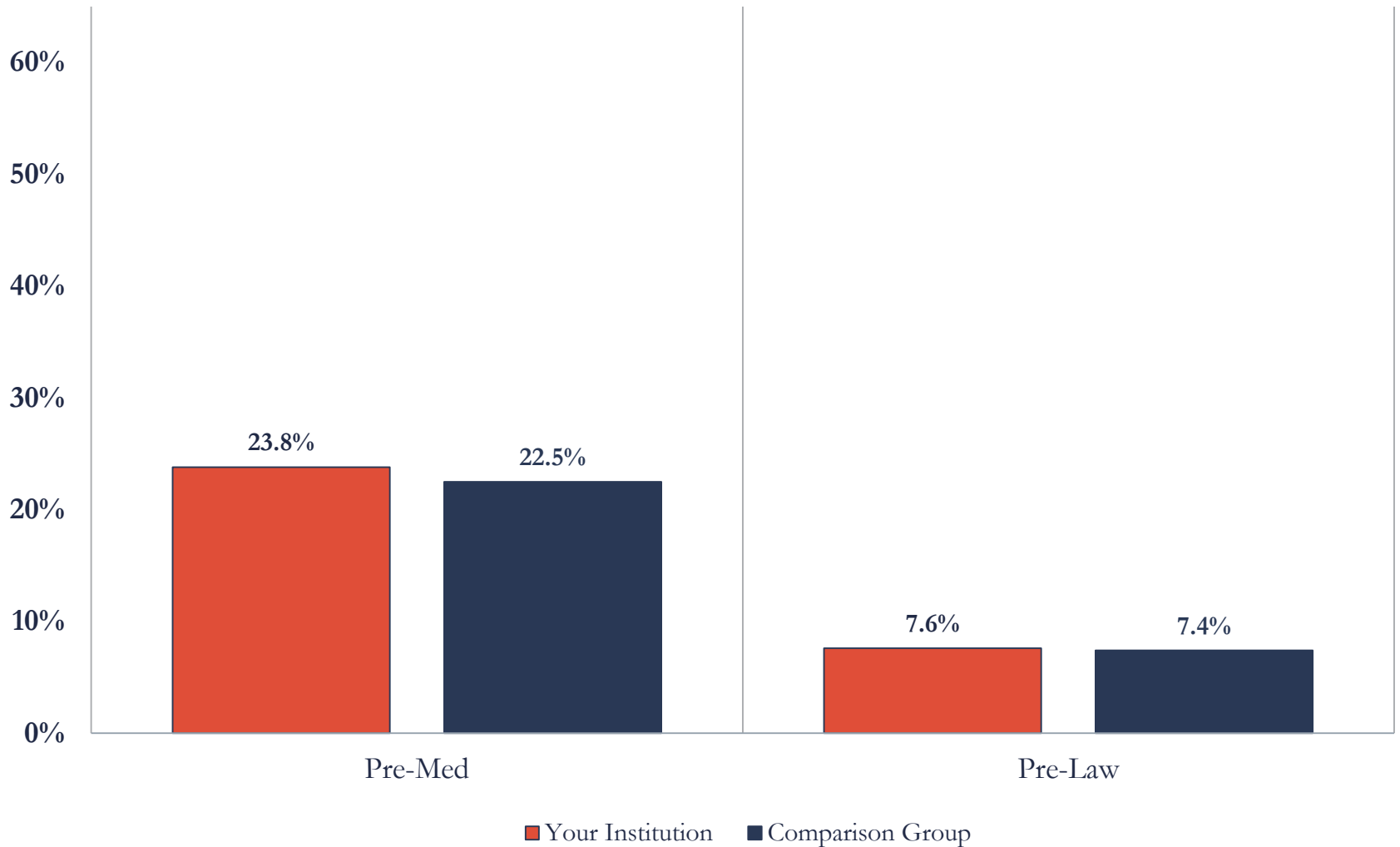
Please indicate your intended major.

	<u>Your Inst</u>	<u>Comp Group</u>		<u>Your Inst</u>	<u>Comp Group</u>
Agriculture	0.0%	0.1%	Fine Arts	1.0%	2.9%
Biological Sciences	16.1%	15.5%	Mathematics or Computer Science	3.5%	3.5%
Business	15.1%	15.3%	Physical Science	0.5%	1.9%
Education	6.0%	5.5%	Social Science	8.8%	6.2%
Engineering	5.5%	6.5%	Justice and Security	4.5%	2.6%
English	0.8%	1.1%	Library Science	0.3%	0.1%
Health Professions	18.1%	22.6%	Other Non-technical	3.0%	3.2%
History or Political Science	2.5%	4.2%	Undecided	12.6%	5.0%
Arts & Humanities	1.8%	3.7%			



# Expectations: Major

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





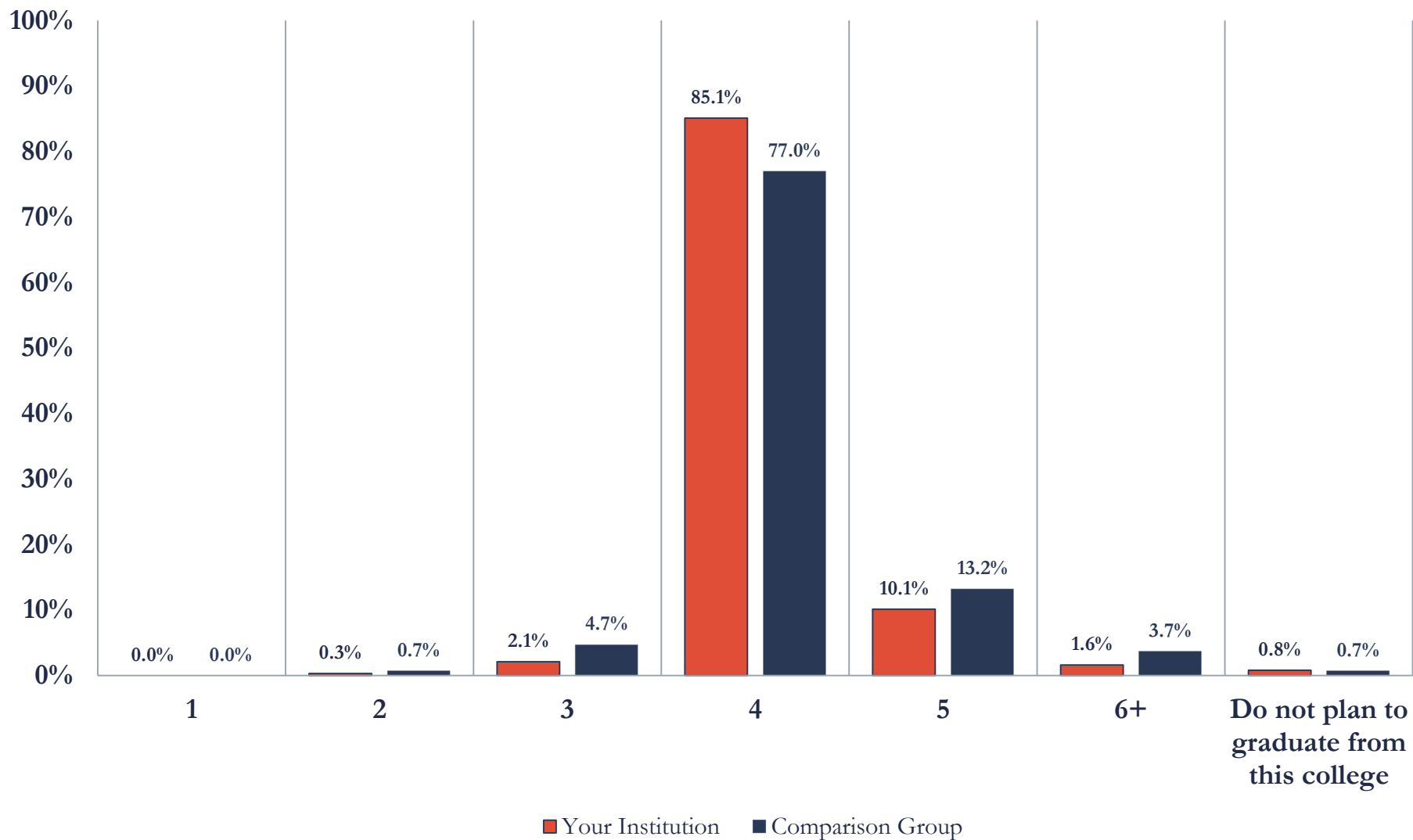
# Expectations: Career

Please indicate your intended career.

	<b>Your Inst</b>	<b>Comp Group</b>		<b>Your Inst</b>	<b>Comp Group</b>
Agriculture/Natural Resources	<b>0.5%</b>	<b>0.4%</b>	Health Professional	<b>9.8%</b>	<b>10.6%</b>
Artist	<b>2.3%</b>	<b>4.7%</b>	Homemaker/Stay-at-Home Parent	<b>0.0%</b>	<b>0.1%</b>
Business	<b>14.4%</b>	<b>13.9%</b>	Information Technology Professional	<b>3.0%</b>	<b>2.4%</b>
Business (Admin Assistant)	<b>0.8%</b>	<b>0.1%</b>	Lawyer	<b>3.5%</b>	<b>5.1%</b>
Clergy	<b>0.0%</b>	<b>0.0%</b>	Military	<b>0.0%</b>	<b>0.4%</b>
College Faculty	<b>0.3%</b>	<b>0.2%</b>	Nurse	<b>11.4%</b>	<b>11.7%</b>
Communications	<b>1.5%</b>	<b>1.5%</b>	Research Scientist	<b>2.0%</b>	<b>2.2%</b>
Doctor (MD or DDS)	<b>8.8%</b>	<b>11.5%</b>	Service Industry	<b>0.3%</b>	<b>0.1%</b>
Education (elementary/secondary)	<b>7.6%</b>	<b>6.6%</b>	Skilled worker	<b>0.3%</b>	<b>0.0%</b>
Engineer	<b>5.3%</b>	<b>5.4%</b>	Social/Non-Profit Services	<b>0.3%</b>	<b>0.0%</b>
Government	<b>0.8%</b>	<b>1.7%</b>	Other	<b>14.1%</b>	<b>13.9%</b>

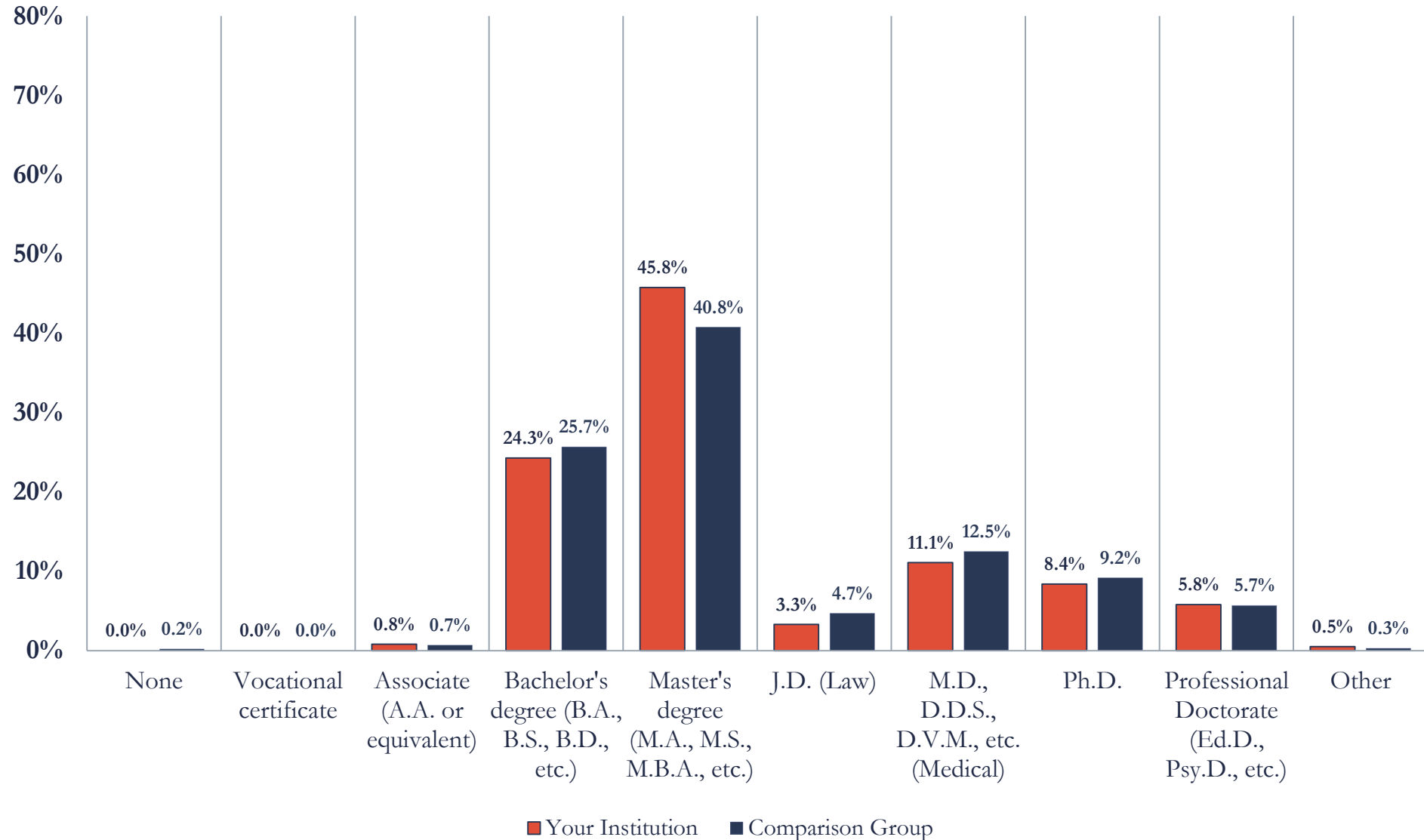
# Expectations: Time-to-Degree

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?

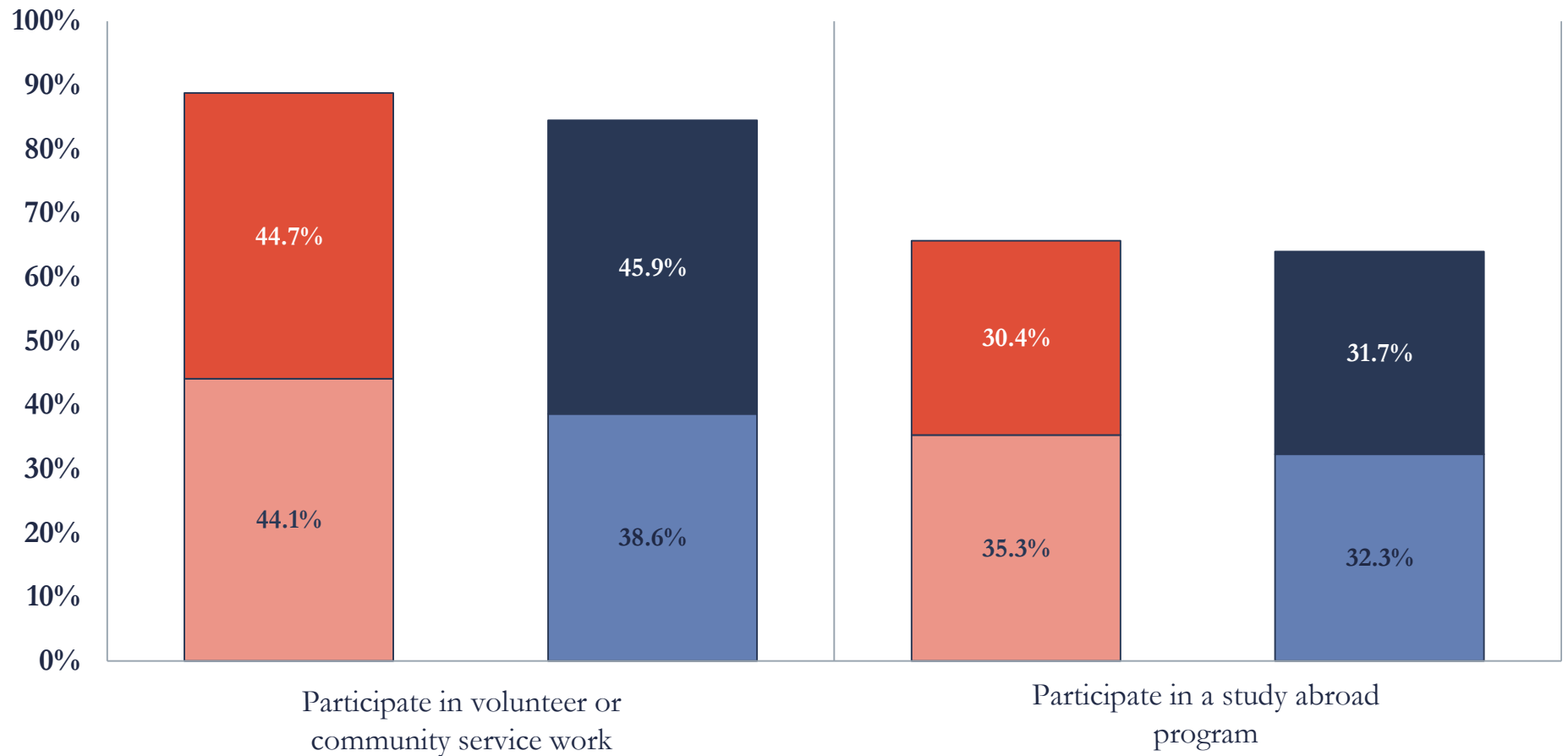


# Expectations for College Life

Understanding students' expectations helps provide opportunities for students to grow intellectually, interpersonally, and affectively.

# Expectations for College Life

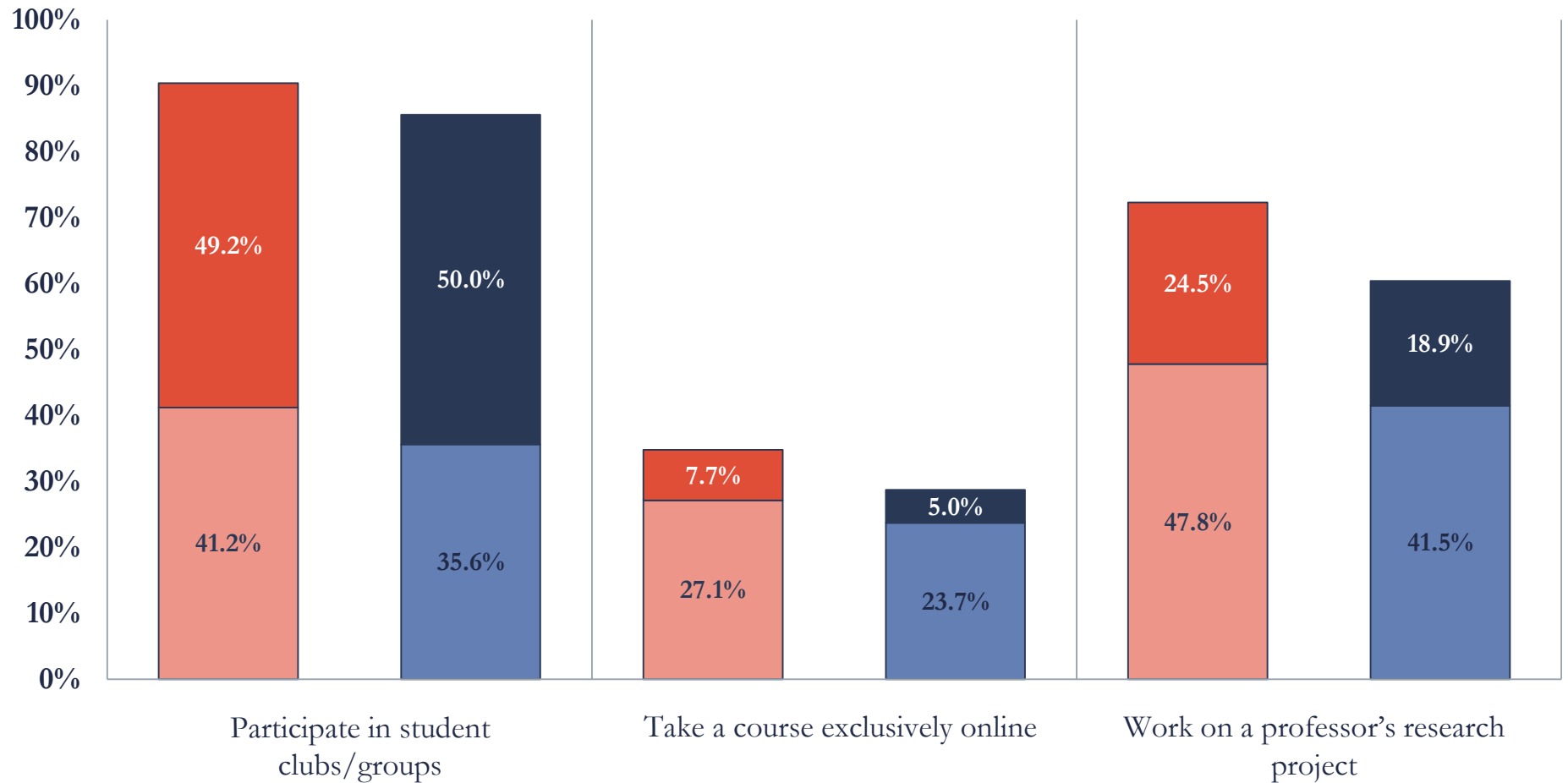
What is your best guess as to the chances that you will:



**Your Institution**      **Comparison Group**  
■ Very Good Chance    ■ Very Good Chance  
■ Some Chance            ■ Some Chance

# Expectations for College Life

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



**Your Institution**

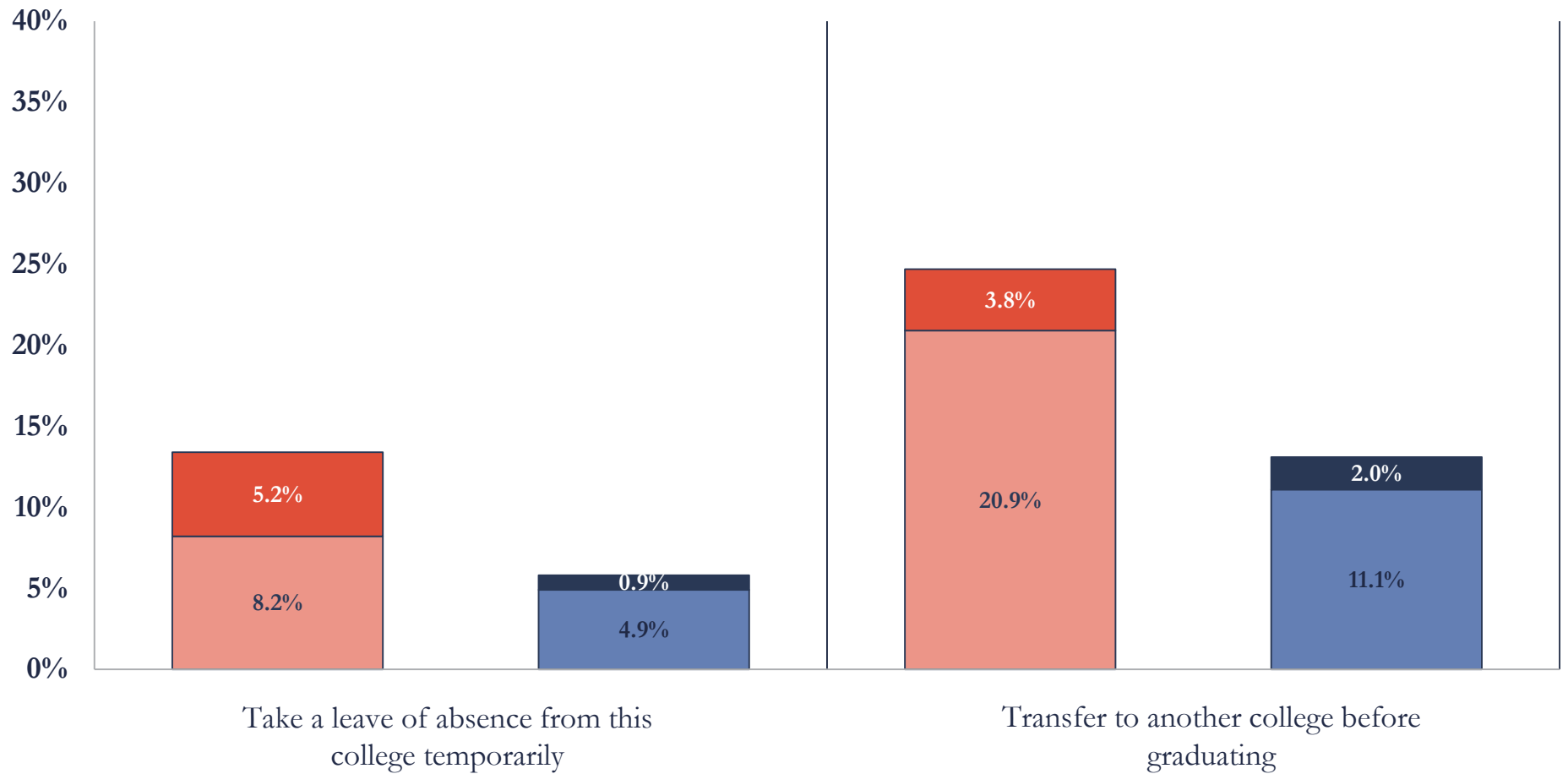
- Very Good Chance
- Some Chance

**Comparison Group**

- Very Good Chance
- Some Chance

# Expectations for College Life

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



**Your Institution**

- Very Good Chance
- Some Chance

**Comparison Group**

- Very Good Chance
- 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  
Staff Climate Survey  
The Faculty Survey

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