2009 CIRP Freshman Survey

The CIRP Freshman Survey was administered during 2009 Buffalo State summer orientation. 1104 first time full time students completed the survey.

Profile of 2009 entering class:

- Males: 37.6%; Females 62.4%
- African-American: 16.5%; Mexican American/Puerto Rican/Other Latino: 10.1%; Asian American 2.2%; American Indian 2.4%; Caucasian 76.5%; Other 4.0%
- 45.2% live over 50 miles of campus
- 40.9% intend to live with family or relatives; 55.0% intend to live in dormitories
- 74.6% were accepted by their first choice college; 47.5% report Buffalo State was their first choice (the same as in 2006)
- 63.6% intend to get Bachelors degree at Buffalo State; 26.2% intend to get a Masters here
- 18.8% had tutoring or remedial work in math; 28.1% think they will need remedial work or tutoring in math while in college
- 50.7% went to “mostly white” schools; 47.7% lived in “mostly white” neighborhoods
- 29% are Roman Catholic (Down from 37.2% in 2006); 27.7% report no religious preference (Up from 22.3% in 2006)
- 11.9% have major concerns about ability to finance their college education (Same as in 2006)

Why are they going to college?

- 84.9% - Be able to get better job (Up from 74.7% in 2006)
- 81.7% - Learn more about things that interest me (Up from 75.4% in 2006)
- 77.7% - Be able to make more money (Up from 74.1% in 2006)

Why did they choose Buffalo State?

- 60.1% - Cost (up from 45.4% in 2006)
- 40.4% - Graduates get good jobs (down from 43.2% in 2006)
- 32.6% - Size
- 20.6% - Couldn’t afford their first choice college (Up from 16.8% in 2006)

What objectives are essential/very important?

- 77.9% - Being well off financially (78.7% in 2006)
- 69.7% - Raising a family (Down from 75.2% in 2006)
- 66.6% - Helping others in difficulty (Same as in 2006)
College Reputation Orientation: Degree to which students value academic reputation and future career potential as a reason for choosing Buffalo State.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes the following survey items:
• This college’s graduates get good jobs
• This college’s graduates gain admission to top graduate/professional schools
• This college has a very good academic reputation
Likelihood of College Involvement: Unified measure of students’ expectations about their involvement in college life generally.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes the following items:
- Socialize with someone of another racial/ethnic group
- Participate in a study abroad program
- Participate in volunteer or community service work
- Participate in student government
- Participate in student clubs/groups
Habits of Mind: 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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25th percentile:
- Total: 42.7, 43.5, 43.9
- Men: 41.8, 43.0, 43.5
- Women: 43.0, 43.9, 44.1

75th percentile:
- Total: 54.8, 54.5, 54.8
- Men: 54.5, 54.2, 54.8
- Women: 54.9, 54.6, 54.8

Note: Significance * p<.05, ** p<.01, *** p<.001

Includes how often in the past year did you:
- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Seek feedback on your academic work
- Ask questions in class
- Take a risk because you felt you had more to gain
- 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
Academic Self-Concept: Unified measure of students’ beliefs about their abilities and confidence in academic environments.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes rating themselves on each of the following traits as compared with the average person their age:
- Academic ability
- Self-confidence – intellectual
- Drive to achieve
- Mathematical ability
Social Self Concept: Unified measure of students’ beliefs about their abilities and confidence in social situations.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes rating themselves on each of the following traits as compared with the average person their age:
- Leadership ability
- Public speaking ability
- Popularity
- Self-confidence – social
Pluralistic Orientation: Measures skills and dispositions appropriate for living and working in a diverse society.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes rating themselves on each of the following traits as compared with the average person their age:

• Ability to work cooperatively with diverse people
• Tolerance of others with different beliefs
• Openness to having my views challenged
• Ability to discuss and negotiate controversial issues
• Ability to see the world from someone else’s perspective
Social Agency: Measures the extent to which students value political and social involvement as a personal goal.

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Note: Significance * p<.05, ** p<.01, *** p<.001

Includes the personal importance of each of the following:
- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Influencing social values
- Keeping up to date with political affairs
- Helping others who are in difficulty
CIRP THEMES*

The following are “themes” composed of items that are related by topic and benchmarked against our comparison group.**

**College Choice**

- Academic reputation  -0.24
- Graduates get good jobs  -0.15
- Graduates gain admission to top graduate/professional schools  -0.11

- Offered financial assistance  0.14
- Not offered aid by my first choice  0.09
- I could not afford my first choice  0.15

- Advised to come to Buffalo State:
  - By relatives (not parents) .13
  - By teachers .23
  - By high school counselor 0.21
  - Private college counselor advised them  0.28

- Recruited by the athletic department  0.12

- Most important sources of information about the college:
  - Website  0.11
  - A visit to campus 0.31

**Academic Preparation**

- Last year during a typical week how much time was spent:
  - Studying/homework  - 0.19

**Active and Collaborative Learning**

- Studied with other students  -0.15
- Performed community service as part of a class  0.21
- Chance that you'll discuss course content with students outside of class 0.14

**Academic Enhancement Experiences**

- Chance that you'll participate in a study abroad program  0.16

**Written and Oral Communication**

- Compared to the average person my age my academic ability is above average -0.12

**Leadership**

- Importance of becoming an authority in my field  0.11
- Importance of becoming a community leader  0.15
Civic Engagement

- Performed community service as part of a class 0.21
- Performed volunteer work 0.21
- Importance of influencing the political structure 0.26
- Chance that you will participate in student protests or demonstrations 0.15

Diversity

- Importance of helping to promote racial understanding 0.21
- Important to improve my understanding of other countries and cultures 0.16
- Chance that you’ll socialize with someone of another racial/ethnic group -0.23

Health and Wellness

- Smoked cigarettes 0.15
- Drank beer 0.34
- Drank wine or liquor 0.37
- Felt depressed 0.14
- Rate yourself compared to average person your age on physical health -0.11
- How much time did you spend partying 0.29

Spirituality/Religiosity

Career Planning

- Graduates get admitted to top graduate/professional schools -0.11
- Graduates get good jobs -0.15
- Important to make a theoretical contribution to science 0.21
- Important to become successful in a business of my own 0.14

*Items are reported with effect size. Effect size is the practical significance of the mean difference between Buffalo State and our comparison group of public, medium select, comprehensive institutions. Generally an effect size of .2 is considered small, .5 medium and .8 large. Positive sign indicates that Buffalo State’s mean is greater than the mean of our comparison group; negative sign indicates Buffalo State’s mean is smaller than the mean of our comparison group.
Public 4yr Colleges – Medium Selectivity

Bridgewater State College
California State University – Long Beach
Castleton State College
Eastern Michigan University
Eastern Washington University
Keene State College
Maine Maritime Academy
Massachusetts College of Liberal Arts
Montclair State University
Oakland University
Radford University
San Jose State University
Sonoma State University SUNY College at Buffalo
University of Central Oklahoma
University of Michigan – Flint
University of Montevallo
University of Pittsburgh – Bradford
University of Pittsburgh – Johnstown
University of South Carolina – Aiken
University of South Florida – Saint Petersburg
Valdosta State University
Wayne State College