CIRP FRESHMAN SURVEY
Summary Fall 2016

Abstract
This report serves as an overview of the results of the 2016 CIRP Freshman Survey (TFS). Comparisons of UI Freshman students to those from two national reference groups is provided. Additionally, five-year trend data from the University of Idaho is included.

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EXECUTIVE SUMMARY

The University of Idaho’s 2016 CIRP Freshman Survey respondents were relatively representative of the UI target population. For 2016, the UI sample was compared with a group of Medium Selectivity Public 4-year Universities (MSP) replacing the Low Selectivity Public 4-Year Universities (LSP) group from last year. The demographics of the UI sample had higher military involvement than those in our historical reference groups of Medium Selectivity Publics (MSP) or all Public 4-Year Universities (P). The UI sample high school grade distributions (UI 46.2% A’s, 47.6% B’s) were below the Medium Selectively Publics (MSP: 57.3% A’s, 41.2% B’s) and all Public (P: 62.6% A’s, 35.9% B’s). The UI First Time Full Time (FTFT) sample had a higher percentage of White students (70.8%) than either Medium Selectivity Publics (63.7%) or Publics (60.7%). UI respondents reported more involvement with a fraternity or sorority with fewer reporting living in college residence halls (UI: 56.9%, MSP: 80.2%, P: 78.3%). About 95.5% of UI respondents reported being US citizens, in line with the two reference groups. A lower percentage of UI respondents identified themselves with Christian-based religions (50.1%) compared to MSP (52.3%) and P (53.3%) respondents.

Higher than both MSP (47.3%) and P (48.7%) respondents, 54.1% of UI respondents reported annual family incomes of less than $100,000. Down from last year, 54.4% of UI respondents reported parent education levels of college or higher. In reviewing the activities and behaviors respondents were involved with during their last year of high school, the top three areas were working (UI: 33.6%, MSP: 33.7%; P: 30.5%), socializing with friends (UI: 32.9%, MSP: 34.3%, P: 32.2%) and exercise or sports (UI: 29.9%, MSP: 30.4%, P: 29.3%).

Almost double the rate from previous years, 20.3% (up from 11.0% in 2015) of UI respondents reported taking courses from UI prior to arrival, but a greater percentage (23.1%, up from 16.6% in 2015) reported taking course work from other institutions. These are much higher than the two comparison groups who have seen little to no change over the past five years. Similar to previous years, and higher than MSP (77.6%) or P (74.1%) respondents, 92.8% of UI respondents indicated UI was their first choice for a college. Similar to last year, 32.8% of UI respondents indicated that they applied only to UI. UI respondents (84.1%) largely indicated they had “None”, or “Some” concern about financing college.

UI FTFT respondents indicated their top three reason for going to college as being able to get a better job (84.7%); to learn more about things that are interesting (78.5%); and, to get training for a specific career (77.6%). The top three reasons UI FTFT respondents indicated for picking this specific college were “the cost of attending this college” (53.2%), “this college has a very good academic reputation” (50.0%, down 5% from 2015), and “this college’s graduates get good jobs” (45.8%). Decreasing numbers of UI FTFT students indicate their highest degree they seek to attain is a doctoral degree (17.0%, down 1.6% over the past five years); they increasingly are seeking a bachelor’s degree (37.9%). The number of UI students seeking a master’s degree decreased for 2016 (37.8%, down from 42.8% in 2015) but remains relatively consistent over the past five years.

Comparing themselves to the average person their age, the top three UI FTFT self-rating of “Highest 10%” or “Above Average” were understanding of others (70.7%), drive to achieve (70.0%) and compassion (66.3%). UI FTFT respondents were substantially lower in their self-rating in academic ability, mathematical ability, and writing ability than were respondents from MSP or P.

Reporting on the past year the top three school-related activities UI FTFT respondents engaged in “Frequently” or “Occasionally” were: “was bored in class” (94.3%), “studied with other students” (89.7%), and “asked teacher for advice after class” (80.8%). Behaviorally or emotionally over the last year these students reported they “Frequently” or “Occasionally”: “felt overwhelmed by all I had to do”
(93.9%), “felt anxious” (88.1%) and “felt depressed” (61.2%). When asked about their best guess as to the chances of specific actions in the future, UI respondents marked “Very good” or “Some chance” for: “vote in a local, state, or national election” (83.2%), “get a job to help pay for college expenses” (83.0%), and “communicate regularly with your professors” (80.4%).

A set of behaviors related to academic success called Habits of the Mind are assessed in the CIRP Freshman Survey. UI FTFT respondents generally reported lower percentages of engaging (during the past year) in the various Habits of the Mind actions than those from LPS or P respondents. The top three reported for UI FTFT students were: “accept mistakes as part of the learning process” (54.3%), “support your opinions with a logical argument” (54.1%) and “seek solutions to problems and explain them to others” (45.8%). The top three life goals reported as “Essential” or “Important” were “being very well off financially” (81.2%), “helping others who are in difficulty” (71.7%) and “raising a family” (69.8%).

The political views of UI respondents were very similar to those from MSP (42%) or P (42%), with 45% reporting being middle-of-the-road. The top three social or political views rated as “Agree strongly” or “Agree somewhat” were consistent: “Intelligence is something that can be improved by studying or working harder” (UI: 89.5%, MSP: 90.1%, P: 90.4%), “Sexual activity that occurs without the presence of explicit, affirmative consent (i.e. “yes means yes”) is considered sexual assault” (UI: 85.9%, MSP: 86.0%, P: 87.2%) and “Addressing global climate change should be a federal priority” (UI: 74.0%, MSP: 81.7%, P: 82.8%).
INTRODUCTION AND REPRESENTATION

Each fall since 1992, the University of Idaho has administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey (TFS), in order to better understand our freshman class of students. The survey yields information on student demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study. In addition, we are able to evaluate how University of Idaho students compare to students nationwide, and also with previous classes of University of Idaho students. The survey was administered to students in English 101 and 102 sections at the beginning of the fall semester. These class rosters are made up predominantly of new freshman.

Norm Groups

The norms selected for this reporting cycle are consistent with those used the last five years. The descriptions of these are located on tab A1 of the Profile report provided by CIRP. The first norm group used is the Medium Selectivity Public University (MSP) group, which is a change from last year, which used the Public University Low Selectivity (PLS) group. However, MSP was the reference group used for 2010, 2012, 2013, and 2014. The second norm group used consists of all Public universities (P), which remained the same.

Representativeness of Sample and Margin of Error

There were 1567 students who were administered the survey, with 1256 responding, for a response rate of 90.4%. This provides a margin of error (95%CI) +/- 1%. There were 1072 first-time full-time freshman in the population and there were 1160 freshman respondents, providing a response rate of 89.5% +/- 1%. Transfer students are not counted in the first-time full-time (FTFT) student group. Comparisons of the initial population with the sample for key demographics appear below.
These data suggest the sample is reasonably representative of the initial university population (there may be a small over-representation of White US citizens when compared to the UI population).

Student Demographics

Military Involvement
While the greatest percentage of freshman students has had no involvement with the military, UI consistently has greater military involvement than either of the Public university reference groups.

Relative to the public reference groups, UI consistently has about twice to three times the percentage of students who report being active military or having served but are now discharged.
Reported High School Average Grades
The percentage of respondents reporting they received A as average grades in high school was 46.2%, with an additional 47.6% indicating their average grade was B. The percentages at UI have been relatively constant over the last five years compared to either national norm group. Publics have seen a decrease in A’s, and an increase in B’s for the first time in five years.

Percentage of Reporting Average HS Grades of A or B

Please contact Sara Mahuron, Assessment and Accreditation Analyst at assessment@uidaho.edu or call 885-7995 with questions or comments.
Race/Ethnicity
Race/Ethnicity is examined several ways in the CIRP. There is the opportunity to respond to multiple racial categories, and these are then combined to provide an overall description of ethnicity. The combined comparison was used for this report. When the race of UI students and our reference groups are examined, we see that UI has a higher percentage of students identifying as White (69.6%, down 6.8%) than does either reference group.

The percentage of self-identified White students at UI has seen a decline of 1.9% per year over the last five years. This is similar to the Public University groups. The trends for UI and the reference groups are shown below.
The annual changes, or trends, for all ethnic groups at UI over the last five years is below.

As noted, the average annual decline at UI in White is 1.9% per year. There was also a decrease of 0.4% per year on average for Two or More Races. There was an increase in Hispanic persons of 0.4% per year over the same period.

Housing
Living on campus is an institutional requirement for freshman students, with some specific exceptions. Unlike many campuses, UI includes Fraternity and Sorority housing as “on campus”. As such, 81.3% of survey participants planned to live in on-campus housing during their initial fall term at the University of Idaho. The breakdown of the various housing situations and comparisons to the two reference groups are provided below.
Over the last five years there has been an average yearly decline of 1.8% per year in Sorority/Fraternity housing, with an increase of 1.1% per year going to other forms of campus housing options and 0.7% a per year to off-campus housing. UI consistently has more freshmen reporting Fraternity/Sorority-based housing than respondents in the reference groups. In general, UI’s respondents less frequently choose campus housing (not including Greek housing), as well as residing with family or other relatives.
Citizenship
Consistent with previous years, the great majority (95.5%) of freshman students at UI report being US citizens. While the percentages there are similar to those in the reference groups, the types of non-US citizens differ compared to respondents in the reference groups.

UI has fewer students reporting a Green Card and significantly higher for the percentage of those who report being international students (F-1 or M-1 Visa). The number of international students (F-1 or M-1 Visa) has remained about the same for the past three years. As the citizenship status section of the section of the CIRP was revised in 2014 there is no data for a five year trend. For the areas we have five years of data, UI has seen a slight decrease in the percentages of US citizens over the same time.
Student Religion
Students responding to the question about religious preference indicated that about 50.1% followed a Christian-based preference. This was slightly lower than respondents from the two reference groups. UI respondents indicated slightly higher preferences for Atheist/Agnostic (combined) and None at a slightly higher rate than those from the two reference groups. Similarly, students in the two reference groups responded in higher percentages as attending religious services “Frequently” or “Occasionally” than did students at UI.

There has been a general decline in the percentage of students indicating a preference for Christian-based religious preference at UI over the last five years, averaging about 1.8% per year. This is the same basic trend shown by the two reference groups, although the most recent year saw an increase in preference for Christian-based religion for Medium selectivity Public Universities and almost no change between years for Public Universities. Occasional or frequent attendance at religious services has been relatively steady for UI respondents (with a 0.5% decline over the past five years). This is the same basic trend shown in the two reference groups, although attendance has decreased more at medium selectivity Public Universities (-1.6%) and Public Universities (-1.5%) during the same period.
Disabilities/Medical Conditions

For 2016, the questionnaire asked students “do you have any of the following disabilities or medical conditions?” The percentage of FTFT UI students responding “yes” to each disability or medical condition follows: learning disability (4.6%), ADHD (8.4%), Autism spectrum disorder (0.7%), physical disabilities (5.9%), chronic illnesses (2.9%), and psychological disorders (15.1%). Approximately five percent (5.3%) reported “other” disabilities or medical conditions.

Both Medium Selectivity Public Universities and Public Universities had fewer percentages of students reporting disabilities or medical conditions in each category. The mean difference between UI FTFT students and the comparison groups included four percent (4.1%) higher UI FTFT “psychological disorders,” two percent (2.3%) higher for UI FTFT “ADHD,” and two percent higher (2.2%) for UI FTFT “learning disabilities.”
Family Characteristics

Income

Sixty-four percent (64.1%) of UI respondents indicated that their families made less than $100,000. This compares to 47.3% for those at Medium Selectivity Public institutions and 48.7% for those from all Public institutions. The mode for UI students was the range of $30,000 to $59,999 range. All public
institutions have a downward trend for family income under $100,000. The average yearly decrease is 1.3% for UI, which is about half of that of the Public institutions (average yearly decrease of 2.6%), with Medium Selectivity Publics being more variable but with a slimmer decline (average yearly decrease of 1.7%).

![Family Income Trend: % <$100K Annual](image)

Parental Education

The coding for parents changes from “Mother” and “Father” to “Parent 1” and “Parent 2” in 2015 (and has since included an additional question to allow for each parent’s gender to be specified). This clouds the ability to consider trend data for this item (and others which ask about the parents’ individual characteristics) and this should be viewed with caution. The percentage of Parent/Guardian 1 completing a college degree or higher was 54.4% this year and the slight decline continued in Parent/Guardian 2 percentage of 52%. When taken together these appear to be fairly consistent with prior years. The parent education trends over the last five years is shown in the graph below.

![Parental Educational Level: Trend](image)
Parental Religion
UI freshman respondents indicated that 66.7% of Parent 1 and 68.3% of Parent 2 had a Christian-based religious preference (previously this item referred to Mother and Father). In spite of this change from previous years, the data is relatively stable over time. These data are also roughly comparable to that from the other two respondent groups.

Last Year of High School: Activities
The CIRP Freshman Survey has a series of questions asking respondents estimate the amount of time they spent engaging in specific activities during their last year of high school. The percentage of respondents who spent 11 or more hours in each of these activities is provided in the percentages at the top of the bars
below. The percentage of respondents from each of the two reference groups is also provided in the same graph. They are ordered from UI’s highest percentages.

The areas with the greatest change in these activities or behaviors for UI respondents in the last five years were “Exercise or sports” (decrease of 2.4% per year on average), “Studying/homework” (increase of 2.2% per year on average), and “Online social networking” (increase of 2.1% per year on average). “Homework/Studying” has increased similarly within the reference groups with Medium Selectivity Public Schools reporting a 3.4% increase and Public Universities reporting a 3.8% increase over five years. “Online social networking” increased for our comparison groups, although slightly less with Medium Selectivity Public School freshman showing a 1.9% increase and Public Universities showing a 1.4% increase. Similarly, “Exercise and sports” decreased in all groups, although our comparison groups showed a less significant decrease.
College Experience and Considerations

Prior College

Of the freshman students, 20.3% (up from 11.0% in 2015) indicated they had taken coursework for credit at UI previously, and 23.1% (up from 16.6% in 2015) reported having taken coursework for credit from another post-secondary institution previously. There have been average annual increases of about 2.1% on average for UI students taking coursework from other post-secondary institutions, which is somewhat more pronounced than for our comparison groups. An annual increase of about 1.9% was seen for students taking coursework at UI previously.

![Prior College Coursework chart]

College Choice

UI has consistently had a higher percentage (70.8%) of students who reported their current institution was their first choice institution than did those in comparison groups. Students also indicated that they were accepted at their first choice at a higher rate than those from those in the reference groups.

![College Choice Trends chart]
College Applications

UI student also report consistently higher percentages of applying to no additional schools (32.8%), and applying to between one and four other schools (54.6%). For the past five years, the trend at UI for such applications has been either very slight year-to-year declines, modest increases, or (for the past two years) stability. These trend rates are difficult to compare to the reference groups as there has been much greater volatility in these rates within the reference groups.

![Applied to Other Colleges: Number](chart1.png)

Pre-Med/Pre-Law

In 2012 a set of questions was added asking students to indicate if they considered themselves to be Pre-Med or Pre-Law. The percentage of students doing so has been consistently below that of our reference groups for Pre-Med, and about equivalent for Pre-Law. The limited trend data suggest that Pre-Med designation has been declining the last four years for UI and has recently tapered off for our comparison groups.

![Indicating Pre-Med/Pre-Law](chart2.png)
College Finance Concerns

Students were asked to rate their concern with their ability to finance their college education using the options of “None,” “Some” and “Major.” In this context “None” or “Some” are indications they believe they will be able to cover the costs. UI respondents tended to be less concerned than those in the two reference groups. The trend over the last five years shows the last four years relatively flat, and lower than the 2012 cohort.

Financing College Education

When asked about working while attending university, 84.1% of students indicated they intended to work to help pay for some of the costs of schooling. This percentage has remained relatively constant over the last five years. The comparisons to Medium Selectivity Public Universities and all Public Universities are shown below.

When asked about what amounts of their first years’ educational expenses that would be covered by various resources, students reported that at least some dollar amount would be provided in this way.
These data show UI students reported lower percentages of getting at least some monetary aid from family with a higher percentage using their own resources along with sources not needing repayment. The two sources where there has been the greatest change over the last five years are “Family resources” (declining 2.4% per year on average) and “Aid which must be repaid” (declining 0.7% per year on average). These are similar to trends reported by the two reference groups.

By looking at reports of how $10,000 or more of educational expenses would be covered one may get a better sense of how important each income source is to our population. Lower percentages of UI students report this level of support coming from family or aid that would need to be repaid. Further, these sources showed a sharp decline this year relative to previous years.
Reasons for Attending College

The CIRP asks a series of items requesting student input on the reasons they wanted to go to college in general. The chart below displays the reasons in order of importance (% indicating Very Important). The areas of greatest difference relative to the mean of the two norm groups were:

- To prepare myself for graduate or professional school (UI lower by 16.9%)
- To gain a general education and appreciation of ideas (UI lower by 8.5%)
- To make me a more cultured person (UI lower by 5.9%)
• To learn more about things that interest me (UI lower by 4.8%)

Of these areas, the ones UI students showed the greatest changes in over the last five years were:

• To learn more about things that interest me (decrease 1.2% per year average)
• To get training for a specific career (decrease 0.8% per year average)
• To be able to get a better job (decrease 0.6% per year average)
• To make me a more cultured person (increase 0.5% per year average)

Reasons for Selecting This Specific University
A list of items designed to address the reasons students elected to attend this specific university is provided on the CIRP. Of the options provided, the items where UI students differed most from the mean of the two reference groups were:

• This college has a very good academic reputation (UI lower by 14.4%)
• This college’s graduates gain admission to top graduate/professional schools (UI lower by 13.3%)
• Rankings in national magazines (UI lower by 12.9%)
• This college has a good reputation for its social activities (UI lower by 9.1%)

For 2016, the reason “this college’s graduates make a difference in the world” was added as a response for the first time. Approximately twenty-four percent (24.3%) of UI students responded it was important consideration in selecting to attend UI, which was 8.3% less than the two reference groups.

In order to assess the difference of items importance relative to the two reference groups the top ten reasons reported by students at UI relative to those at Medium Selectivity Public Colleges and All Public Colleges are provided in the table below (percent indicating “Very Important”). It is clear that while the order varies slightly the top ten reasons are reasons are very similar across the three lists.

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Please contact Sara Mahuron, Assessment and Accreditation Analyst at assessment@uidaho.edu or call 885-7995 with questions or comments.
Listing all the items provided used to identify the specific reasons students had for current college selection in order of importance (% Very important) for UI students is provided in the chart below. The data relative to the two reference groups is also shown in this chart as well.

<table>
<thead>
<tr>
<th>Rank</th>
<th>UI</th>
<th>MSP</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The cost of attending this college</td>
<td>This college has a very good academic reputation</td>
<td>This college has a very good academic reputation</td>
</tr>
<tr>
<td>2</td>
<td>This college has a very good academic reputation</td>
<td>The cost of attending this college</td>
<td>This college's graduates get good jobs</td>
</tr>
<tr>
<td>3</td>
<td>This college's graduates get good jobs</td>
<td>This college has a good reputation for its social activities</td>
<td>This college has a good reputation for its social activities</td>
</tr>
<tr>
<td>4</td>
<td>I was offered financial assistance</td>
<td>This college's graduates get good jobs</td>
<td>The cost of attending this college</td>
</tr>
<tr>
<td>5</td>
<td>This college has a good reputation for its social activities</td>
<td>A visit to this campus</td>
<td>A visit to this campus</td>
</tr>
<tr>
<td>6</td>
<td>A visit to this campus</td>
<td>I was offered financial assistance</td>
<td>I was offered financial assistance</td>
</tr>
<tr>
<td>7</td>
<td>I wanted to go to a school about the size of this college</td>
<td>I wanted to go to a school about the size of this college</td>
<td>This college's graduates make a difference in the world</td>
</tr>
<tr>
<td>8</td>
<td>This college's graduates make a difference in the world</td>
<td>This college's graduates make a difference in the world</td>
<td>This college's graduates gain admission to top graduate/professional schools</td>
</tr>
<tr>
<td>9</td>
<td>This college's graduates gain admission to top graduate/professional schools</td>
<td>This college's graduates gain admission to top graduate/professional schools</td>
<td>I wanted to go to a school about the size of this college</td>
</tr>
<tr>
<td>10</td>
<td>I wanted to live near home</td>
<td>Could not afford first choice</td>
<td>Rankings in national magazines</td>
</tr>
</tbody>
</table>

The items those showing the greatest change over the last five years for UI FTFT students were:

- This college’s graduates gain admission to top graduate/professional schools (decrease 3% per year average)
- A visit to this campus (increase 1.2% per year average)
- I was offered financial assistance (decrease 1.1% per year average)
- I was admitted through an Early Action or Early Decision program (decrease 1.1% per year average)
- This college has a good reputation for its social activities (increase 0.6% per year average)
- The cost of attending this college (decrease 0.6% per year average)
<table>
<thead>
<tr>
<th>Reason</th>
<th>Public</th>
<th>MSP</th>
<th>UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college's graduates gain admission to top graduate/professional</td>
<td>18.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This college has a very good academic reputation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>7.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was admitted through an Early Action or Early Decision program</td>
<td>7.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This college's graduates get good jobs</td>
<td>45.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>16.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school counselor advised me</td>
<td>7.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher advised me</td>
<td>6.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private college counselor advised me</td>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was attracted by the religious affiliation/orientation of this</td>
<td>3.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parents/relatives wanted me to come here</td>
<td>14.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>44.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>15.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted to go to a school about the size of this college</td>
<td>31.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This college's graduates make a difference in the world</td>
<td>24.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A visit to this campus</td>
<td>40.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>53.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was offered financial assistance</td>
<td>45.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please contact Sara Mahuron, Assessment and Accreditation Analyst at assessment@uidaho.edu or call 885-7995 with questions or comments.
Degree Aspirations and Intention to get Degree from Current School
The respondents were asked about their degree aspirations. The percentage of those indicating bachelor’s, master’s and some form of doctorate degree are shown below. This chart included the data over the last five years for UI, Medium Selectivity Public (MSP), and all Publics as well. UI percentages were more similar to those of Medium Selectivity Publics this year than to all Publics. UI had fewer students aspiring to doctoral degrees than those from the two reference groups. The greatest change for UI students has been in the decline in the numbers aspiring to doctoral degrees: 1.6% per year on average. This decline was half that for all Publics, and less than the decline reported by Medium Selectivity Publics.

RESPONSE COMPARISONS

Self-Ratings of Traits
Each year, freshmen are asked to rate themselves on a list of traits “compared with the average person your age”. The following chart shows, in order from highest self-rating (top) to lowest, FTFT UI respondents’ ratings (“Highest 10 %” or “Above Average”). This chart also shows the differences in the ratings between UI students and their peers at other public institutions.

University of Idaho students have reported these traits as substantially lower than the mean difference of those in the reference groups in the traits of:
- Academic ability (-13.5%)
- Mathematical ability (-11.0%)
- Writing ability (-9.1%)
- Emotional health (-7.1%)
- Self-confidence intellectual (-5.8%)
- Self-understanding (-4.9%)
There were no areas where UI respondents were substantially higher than the mean difference of our two reference groups.

The traits of greatest average yearly change over the last five years were:

- Drive to achieve: 70.0%
- Understanding of others: 70.7%
- Leadership ability: 60.0%
- Academic ability: 61.1%
- Intellectual Self-confidence: 55.3%
- Creativity: 49.9%
- Physical health: 51.5%
- Compassion: 66.3%
- Risk taking: 45.1%
- Social Self-confidence: 43.5%
- Emotional health: 41.6%
- Mathematical ability: 41.0%
- Public speaking ability: 37.9%
- Writing ability: 39.2%
- Spirituality: 32.1%
- Artistic ability: 28.4%
• Understanding of others (2.7% avg. yearly increase)
• Emotional health (1.8% avg. yearly decrease)
• Physical health (1.3% avg. yearly decrease)
• Writing ability (1.2% avg. yearly increase)
• Spirituality (1.1% avg. yearly increase)

Activities Past Year
Each year students are asked to report on their activities during the previous year, which for many may encompass some of their senior year in high school. Given the large number of items, they are grouped into four topic areas (or constructs) for reporting. The four constructs are Academics, Social Interaction, Community Service, and Emotional/Behavioral. The percent of respondents indicating “Occasionally” or “Frequently” is reported.

Academic Activities
The items below are ordered from highest percentage of UI students reporting engaging in them.

<table>
<thead>
<tr>
<th>Activity</th>
<th>UI</th>
<th>MSP</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was bored in class</td>
<td>94.3%</td>
<td>89.7%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>94.3%</td>
<td>89.7%</td>
<td>80.8%</td>
</tr>
<tr>
<td>Asked teacher for advice after class</td>
<td>80.8%</td>
<td>50.0%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>50.0%</td>
<td>47.6%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Came to class late</td>
<td>47.6%</td>
<td>37.3%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Fell asleep in class</td>
<td>37.3%</td>
<td>36.4%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Skipped school/class</td>
<td>36.4%</td>
<td>36.4%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Failed to complete homework on time</td>
<td>36.4%</td>
<td>36.4%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

The areas with the greatest mean difference between UI students and those from the two reference groups were (Positive is UI higher and Negative is UI lower):

• Tutored another student (-14.2%)
• Failed to complete homework on time (10.2%)
• Came to class late (-6.9%)
• Asked teacher for advice after class (-3.6%)

Social Activities
The items below are ordered from highest percentage of UI students reporting engaging in them.
The UI reported less “religious service attendance” than did those in the reference groups (mean difference) of 6.2%.

**Community Service Activities**

The items below are ordered from highest percentage of UI students reporting engaging in them.

More UI students reported they “felt anxious” than did those in the reference groups of 3.1%. This was a new item for 2016.
Emotional/Behavioral Activities

The items below are ordered from highest percentage of UI students reporting engaging in or experiencing them.

Near uniformly the UI students reported higher percentages of engagement in risk-taking behaviors. The areas where the greatest mean difference between UI students and those from the two reference groups were (Positive is UI higher and Negative is UI Lower):

- Consumed beer (19.5%)
- Consumed wine or liquor (17.4%)
- Felt depressed (9.7%)

Activity Trends

The areas where UI students’ activities changed the most over the last five years are shown below. Each item’s response patterns for Medium Selectivity Publics and all Publics is provided for comparison. The following five year average yearly changes were noted:

- Voted in a student election (decrease 3.1%)
- Felt depressed (increase 2.8%)
- Helped raise money for a cause or campaign (decrease 2.0%)
- Publicly communicated an opinion about a cause (increase 2.0%)
- Felt overwhelmed by all I had to do (increase 1.4%)
- Fell asleep in class (decrease 1.4%)
- Failed to complete homework on time (increase 1.3%)
- Demonstrated for a cause (decrease 1.2%)
- Consumed wine or liquor (increase 1.2%)
- Performed volunteer work (decrease 1.2%)
Interaction with Teachers

Students were asked about the amount of time and interactions they have with their high school teachers. Fewer UI students reported asking a teacher for advice after class, and for asking questions in class, when compared with the two reference groups. Approximately twenty percent (20.3%) of UI students reported that they frequently “asked a teacher for advice after class,” compared with twenty-eight percent (28.4%) of Medium Selectivity Publics, and thirty percent (30.2%) of all Publics.

Approximately thirty-eight percent (38.2%) of UI students reported that they frequently “ask questions in class,” compared with forty-nine percent (49.2%) of Medium Selectivity Publics and fifty percent (50.1%) of all Publics.

Anticipated Actions and Experiences at College (Expectations)

Students are also asked to rate the chance that they will complete/engage in certain activities or experiences while attending the university. Several of these relate to increases in student engagement, which is in turn related to persistence to degree. In order of highest percentage to lowest, the areas in which UI students reported a “Very good” or “Some” chance of undertaking while at the university are shown in the chart below, along with the responses from two reference groups.
The items where there was the greatest difference between UI reports and those of the mean of the two reference groups were:

- Work on a professor’s research project (UI lower by 17.9%)
- Participate in a study abroad program (UI lower by 15.4%)
- Participate in student clubs/groups (UI lower by 14.7%)
- Take a course exclusively online (UI higher by 11.0%)
- Communicate regularly with your professors (UI lower by 9.6%)
- Take courses from more than one college (UI lower by 9.6%)
- Seek personal counseling (UI lower by 9.4%)
- Participate in student government (UI lower by 7.7%)
The items with average yearly changes in excess of 1.5% (some increasing, other decreasing) as reported by UI students are shown below along with results from the two reference groups.

### Habits of the Mind: Past Year

Another set of items asks students how frequently they utilized a subset of “Habits of the Mind” actions during the past year. “Habits of the Mind” are a set of behaviors good learners engage in when they approach problems for which they do not have a ready solution. Further information on this educational concept can be found at: [http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx](http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx).

The items below are ordered from highest percentage of UI students reporting engaging in them “Frequently”, and illustrates the differences between University of Idaho student responses and those of their peers at public universities. The area with the greatest mean difference between UI students and those in the reference groups were:

- Ask questions in class (UI lower 13.5%)
- Support your opinions with a logical argument (UI lower 13.3%)
- Seek solutions to problems and explain them to others (UI lower 13.3%)
- Analyze multiple sources of information (UI lower 10.4%)
- Evaluate the quality of multiple sources of information (UI lower 10.3%)
The Habits of the Mind items where UI has seen the greatest changes over the last five years are as follows. Comparisons to the trends of these relative to the two reference groups show relative equivalencies.

- Ask question in class (decrease of 1.6% per year avg.)
- Explore topics on your own, even though it was not required for a class (increase of 1.4% per year avg.)
- Evaluate the quality or reliability of information you received (increase of 1.3% per year avg.)
- Seek alternative solutions to a problem (decrease 1.1% per year avg.)

Life Goals and Outcomes
The respondents were asked to rate a series of desired life/career goals and outcomes from “Essential” to “Not Important.” In order of highest to lowest the percentage of UI respondents rating the items as “Essential”, “Very Important”, or “Somewhat Important” is shown below. Financial security was substantially (11.8%) higher than other goals. The corresponding responses from the two reference groups are provided as well. The areas where the greatest mean differences between UI responses and those from the two reference groups were:

- Helping to promote racial understanding (UI lower 7.5%)
- Obtaining recognition from my colleagues (UI lower 7.5%)
- Improving my understanding of other countries and cultures (UI lower 7.2%)
- Becoming a community leader (UI higher 6.7%)
- Keeping up to date with political affairs (UI lower 6.6%)
When the items with a 50% rating or higher were examined and ranked for each group, the top items were the same, though with different ordering.

<table>
<thead>
<tr>
<th>UI</th>
<th>MSP</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being very well off financially</td>
<td>Being very well off financially</td>
<td>Being very well off financially</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>Helping others who are in difficulty</td>
<td>Helping others who are in difficulty</td>
</tr>
<tr>
<td>Raising a family</td>
<td>Raising a family</td>
<td>Raising a family</td>
</tr>
<tr>
<td>Becoming an authority in my field</td>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>Improving my understanding of other countries and cultures</td>
</tr>
<tr>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
<td>Becoming an authority in my field</td>
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</tr>
<tr>
<td>Improving my understanding of other countries and cultures</td>
<td>Improving my understanding of other countries and cultures</td>
<td>Obtaining recognition from my colleagues for contributions to my special field</td>
</tr>
</tbody>
</table>
The greatest changes over the last five years for UI students were in the areas of:

- Becoming a community leader (avg. increase of 3.1% per year)
- Improving my understanding of other countries and cultures (avg. increase of 2.4% per year)
- Helping to promote racial understanding (avg. increase of 2.2% per year)
- Keeping up to date with political affairs (avg. increase of 2.1% per year)
- Becoming involved in programs to clean up the environment (avg. increase of 2.1% per year)
- Helping others who are in difficulty (avg. increase of 1.8% per year)

There were more changes over five years for the UI respondents than for those in the two reference groups. There were 11 of 19 items that showed average yearly changes of 1.0% or more for UI compared to twelve for Medium Selectivity Publics and ten for all Publics.
Self-Reported Political Views and Opinions
The current self-reported political views of UI students appear to be relatively similar to those of the two reference groups. UI students appear to be more middle of the road to conservative than those of the reference groups. The respondents at UI describe their current political views in the following manner:

Over the last five years, the changes in self-characterized political views show an increase of those in the more liberal range (1.4% per year avg. increase) with most of the decrease from middle-of-the-road (1.2% avg. yearly decrease), and the remaining slight decline in conservative (0.2 avg. yearly decrease). This is similar to all Publics and to Medium Selectivity Publics. Although this year saw an increase from 2015 to 2016 for all groups toward “more conservative.” UI had a decrease for “more liberal” from 2015-2016, whereas all Publics and Medium Selectivity Publics had an increase.
A series of social and personal view items that have historical ties to political views in the US are provided to the students. The percentage of students who responded “Agree Strongly” or “Agree Somewhat” is shown below. Most items show substantial variations between the two reference groups which makes generalized comparisons to UI difficult. As the items in this section are not asked consistently over the five year analysis period, no trend data is calculable. The items where UI students appear to be different from the two reference groups were:

- The federal government should have stricter gun control laws (UI 23.6% lower)
- Addressing global climate change should be a federal priority (UI 8.3% lower)
- Wealthy people should pay a larger share of taxes than they do now (UI 7.7% lower)
- Affirmative action in college admissions should be abolished (UI 6.2% lower)

![FTFT Political Views % Strongly Agree or Agree Somewhat](chart.png)

### Academic Enhancement Experiences

UI students were asked questions that illustrate the extent to which they identify with the community of scientist and feel confident in their science-related skills.

### Science/Research Self-Efficacy

A new item was added in 2016 that asked UI students to rate how confident they felt about each science/research self-efficacy. The percentage of students responding that they are “absolutely confident” and “very confident” are shown below. The response options included “absolutely,” “very,” “moderately,” “somewhat,” and “not at all.”

The area with the greatest mean difference between UI students and those in the reference groups were:

- Use scientific literature to guide research (UI lower by 9.8%)
- Integrate results from multiple studies (UI lower by 12.2%)
- Ask relevant questions (UI lower by 11.4%)
- Identify what is known and not known about a problem (UI lower by 14.1%)
• Understand scientific concepts (UI lower by 10.4%)
• See connections between different areas of science and mathematics (UI lower by 9.8%)

FTFT Science/Research Self Efficacy

Academic Preparation

UI students were asked to what extent statements were true of them. UI students scored lower than the two comparison groups on all four statements:

• I have a strong sense of belonging to a community of scientists (UI lower by 7.6%)
• I derive great personal satisfaction from working on a team that is doing important research (UI lower by 13.3%)
• I think of myself as a scientist (UI lower by 7.8%)
• I feel like I belong in the field of science (UI lower by 12.7%)
Science-Related Career

UI students were asked if they will pursue a science-related career. Thirty-six percent (36.1%) of UI students answered “definitely yes/probably yes,” compared with forty-one percent (40.9%) of Medium Selectivity Public students and forty-two percent (41.8%) of all Public students. The mean average difference between UI students and the comparison groups was -5.3%.
CLOSING THE LOOP
The data from the CIRP Freshman Survey are utilized across campus by a variety of faculty and programs. This information:

- Guides learning activities offered in freshman ISEM courses;
- Guides curriculum development to reflect student interests;
- Considers student goals and interests in developing policies for student recruitment, engagement, and success;
- Provides faculty with an understanding of who our students are in order to tailor activities and assignments to student interests;
- Is used to help faculty understand and use multiple modes of communications with students;
- Is used to help faculty work with students in understanding diversity;
- Is used in designing support for first generation students; and,
- Helps to shape new student orientation priorities.

ADDITIONAL REPORTING
Included among the reports from the Cooperative Institutional Research Program (CIRP) are two additional reports regrouping the items from the Profile Report summarized here. These two reports and their groupings are as below.

- Construct Report:
  - Habits of Mind
  - Academic Self-Concept
  - Social Self-Concept
  - Pluralistic Orientation
  - Social Agency
  - Civic Engagement
  - College Reputation Orientation
  - Likelihood of College Involvement
  - Science Self-Efficacy
  - Science Identity

- Theme report
  - College Choice
  - Financing College
  - Academic Disengagement
  - Academic Preparation
  - Interaction with Teachers
  - Science Identity and Self-Efficacy
  - Written and Oral Communication
  - Leadership
  - Civic Engagement: Participation, Awareness, and Values
  - Diversity
  - Health and Wellness
  - Spirituality/Religiosity
  - Career Planning

These reports are available on the Institutional Effectiveness and Accreditation web page at http://www.uidaho.edu/provost/iea/accreditation-evaluation/surveys. Details of the frequency distribution...
of responses are also available on the website, along with the frequency distribution of responses for men and women, and charts on selected items, with historical comparisons between University of Idaho and public university responses. Additional reports on the national data, when available, are located on the HERI web site as well: https://heri.ucla.edu/publications-tfs/.

Additionally, the CIRP allows for custom supplemental items to be added to the survey. UI has consistently included 12 supplemental items into the survey over the last five or more years. Three new questions were added in 2016, for a total of 15 supplemental questions. A separate report titled UI Supplemental Questions Report is provided to review current and historical trends from these items. These items include:

- When did you make the decision to attend the University of Idaho?
- What type of institution other than UI did you most seriously consider attending?
- Participating in campus events such as the Jazz Festival, Vandal Friday, a summer camp, JEMS, FFA or another UI-sponsored event, influenced my decision to attend UI.
- How satisfied are you with the academic advising you’ve received from UI?
- How satisfied are you with your class schedule?
- How certain are you about your career goals?
- Which of the following type of recruiting materials did you find most valuable in making a college decision?
- How certain are you of your choice of major?
- If you will be working/employed fall semester, about how many hours per week do you plan to work? (Skip this question if you will not be working.)
- Do you expect to complete your degree at UI?
- If you are planning to transfer to another institution, what is the main reason?
- You would describe your overall impression of UI as…
- In your high school junior year, were you already planning to attend college (UI or other)?
- Did Idaho’s Direct Enrollment entry into Idaho institutions impact your decision to attend college?
- Have the University of Idaho’s information and recruitment efforts over the last year impacted your decision to attend college?

The reader is referred to that report for further information. If there are questions please feel free to contact the office of Institutional Effectiveness and Accreditation.