



2008 CIRP FRESHMAN SURVEY

Office of Institutional Research
Dartmouth College



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COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) FRESHMAN SURVEY

OVERVIEW

- A national longitudinal study administered by the Higher Education Research Institute (HERI) at University of California at Los Angeles (UCLA).
- Regarded as one of the most comprehensive sources of information on incoming college students in America.



SURVEY BACKGROUND INFORMATION

- In the fall of 2008, **86%** (n=937/1,095) of the incoming first-year class at Dartmouth participated in the CIRP Freshman survey during First-Year Orientation.
- As a **paper-and-pencil survey**, the instrument covers a wide range of topics including demographics, pre-college experiences, reasons for attending college, academic plans, personal opinions and beliefs, financial aid status, and parental background.



PEER GROUPS

Dartmouth data were compared to:

- Peer Group 1 - highly selective private institutions in the northeast
- Peer Group 2 - highly selective private institutions beyond the northeast
- Peer Group 3 - highly selective private liberal arts colleges



PURPOSE

- This presentation demonstrates some of the characteristics of Dartmouth first-year students including their reasons for choosing Dartmouth, financial concerns, self-ratings, life goals, and expectations of their college career.
- This information can be used to better understand our students so we can further develop an educational environment that fosters their academic and personal success.

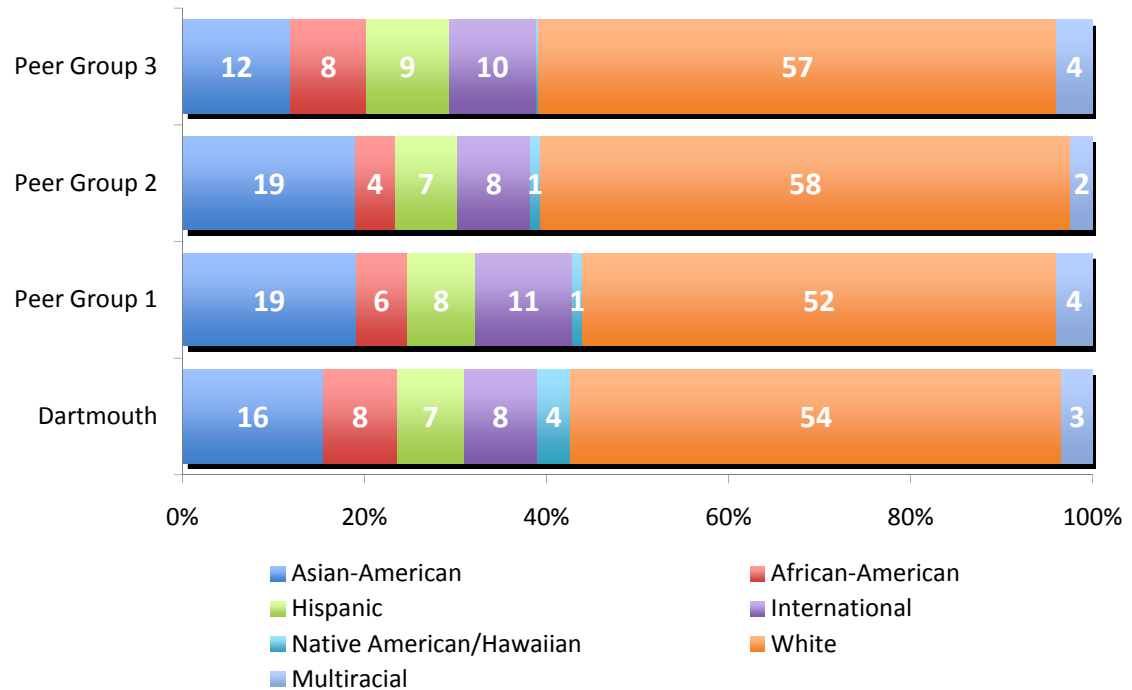


RACE/ETHNICITY

•Dartmouth incoming students racial/ethnic composition

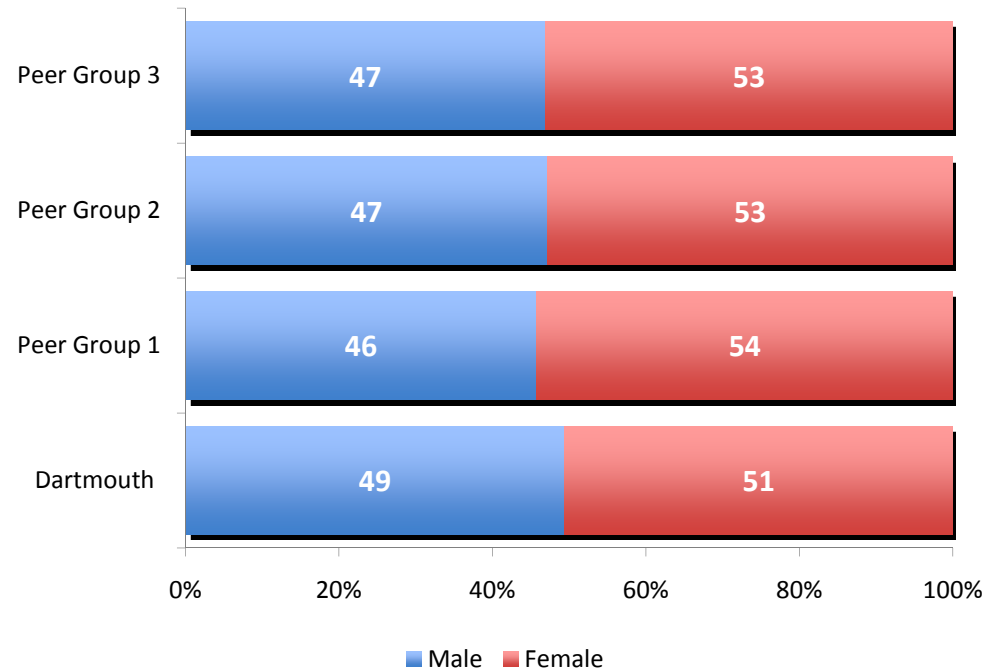
- 54% White
- 16% Asian-American
- 8% International
- 8% African-American
- 7% Hispanic
- 4% Native American/Hawaiian
- 3% Multiracial.

•Compared to peers, Dartmouth had the highest percentage of Native Americans/Hawaiians.



GENDER

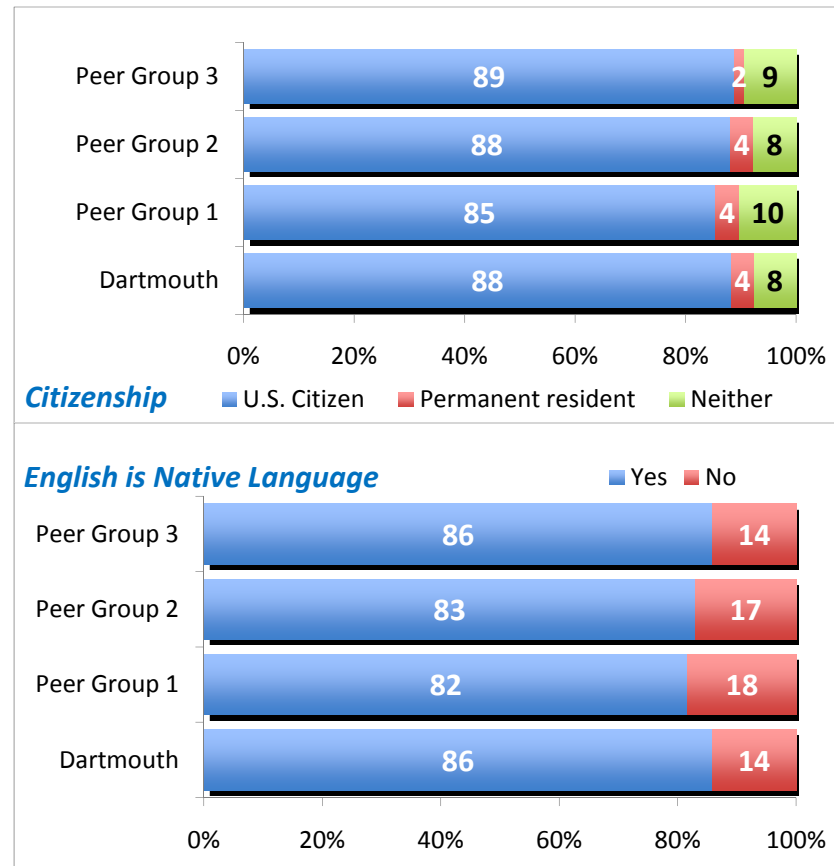
- For Dartmouth respondents, 49% identified as male and 51% as female.
- Compared to peers, Dartmouth had the lowest percentage of students identifying as female.



CITIZENSHIP/ENGLISH AS NATIVE LANGUAGE

- For Dartmouth respondents, 88% are U.S. Citizens and 4% are permanent residents.

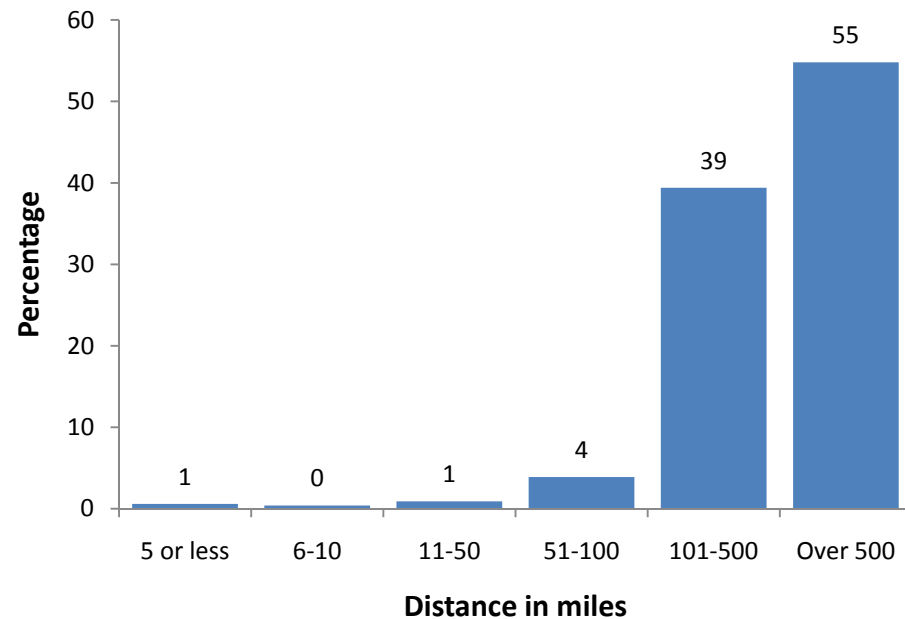
- 14% of Dartmouth respondents reported that English is not their native language.



DARTMOUTH'S DISTANCE FROM HOME

- More than half of Dartmouth first-year students live more than 500 miles away.
- 94% of incoming students live more than 100 miles away.

Q. How many miles is this college from your permanent home?

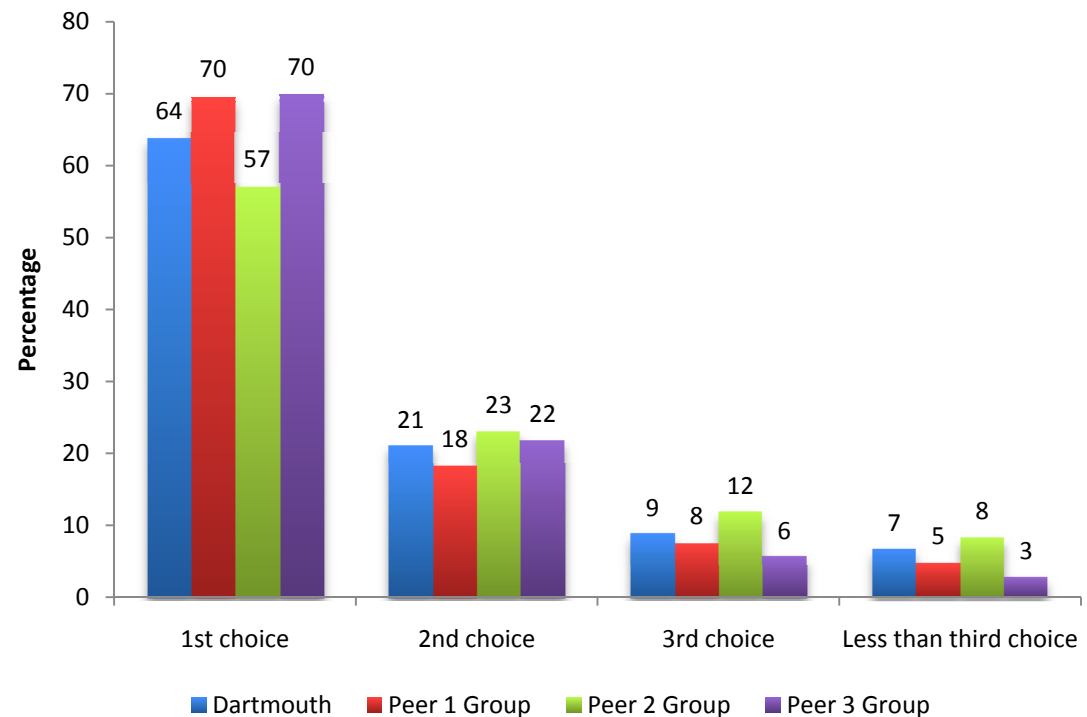


COLLEGE CHOICE

- Dartmouth was the first college choice for 64% of Dartmouth first-year students.
- Dartmouth was the second college choice for 21% of Dartmouth respondents.

Q: Is this college your...?

[Scale: 1st choice, 2nd choice, 3rd choice, less than third choice]

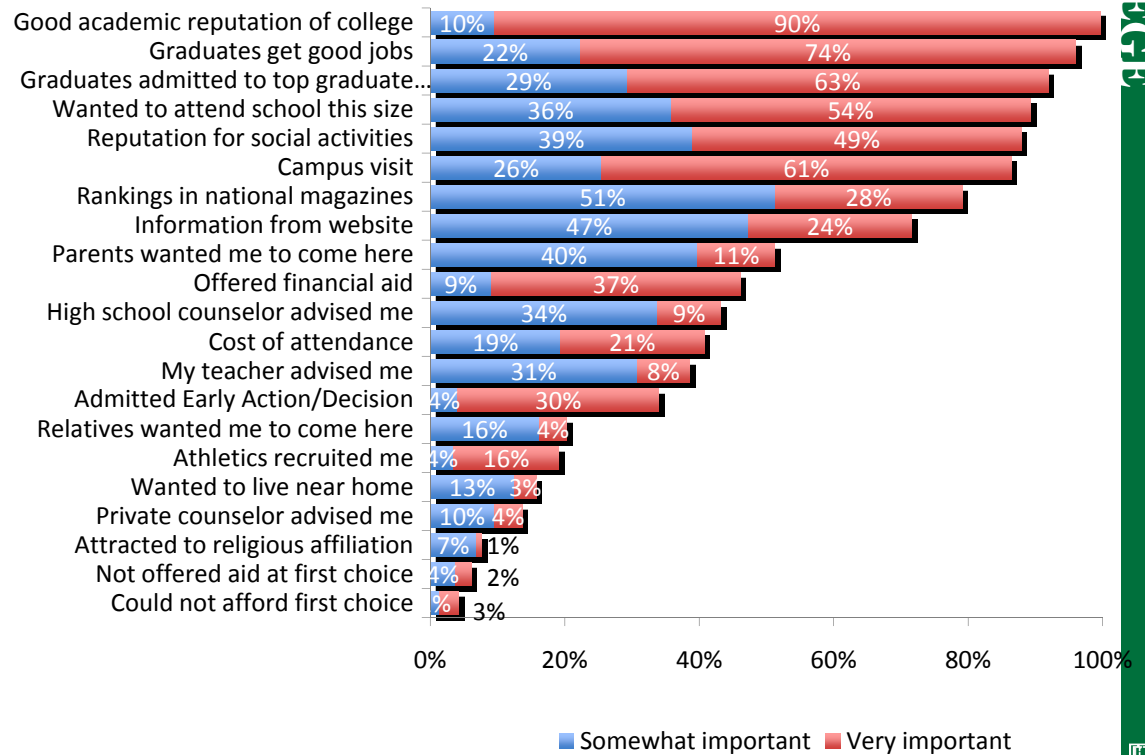


RANKED REASONS

- 100% of Dartmouth respondents reported that the **academic reputation of the College** was important in choosing to attend Dartmouth.
- 96% of Dartmouth incoming students reported that **graduates getting good jobs** was important.
- 92% of Dartmouth incoming students reported that **graduates getting into top graduate schools** was important.

Q: How important was each reason in your decision to come here?

[Scale: Not important, Somewhat important, Very important]



PEER COMPARISONS

- **Reputation for social activities** was more important to Dartmouth students compared to students at all peer institutions
- **Getting good jobs, attending a school this size, athletic department** recruited me, and a **visit to campus** were more important to Dartmouth students compared to students at Peer 1 and Peer 2 institutions

Q: How important was each reason in your decision to come here?		Dartmouth average compared to:		
[Scale: Not important, Somewhat important, Very important]	Dartmouth	Peer Group 1	Peer Group 2	Peer Group 3
My parents wanted me to come here	1.63	1.74	1.67	1.64
My relatives wanted me to come here	1.24	1.32	1.25	1.22
My teacher advised me	1.46	1.48	1.52	1.53
This college has a very good academic reputation	2.90	2.89	2.88	2.92
This college has a good reputation for its social activities	2.37	2.23	2.00	2.16
I was offered financial assistance	1.83	1.77	1.92	1.89
The cost of attending this college	1.62	1.67	1.74	1.69
High school counselor advised me	1.53	1.56	1.51	1.64
Private college counselor advised me	1.18	1.21	1.21	1.20
I wanted to live near home	1.19	1.29	1.26	1.23
Not offered aid by first choice	1.09	1.14	1.21	1.11
Could not afford first choice	1.07	1.12	1.17	1.10
This college's graduates gain admission to top graduate/professional schools	2.54	2.49	2.48	2.62
This college's graduates get good jobs	2.70	2.64	2.60	2.62
I was attracted by the religious affiliation/orientation of the college	1.10	1.14	1.15	1.10
I wanted to go to a school about the size of this college	2.43	2.06	2.21	2.47
Rankings in national magazines	2.07	2.26	2.26	2.30
Information from a website	1.96	2.05	2.02	2.03
I was admitted through early action early decision	1.64	1.71	1.56	1.77
The athletic department recruited me	1.35	1.22	1.20	1.57
A visit to campus	2.47	2.35	2.31	2.46

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing $p < .05$

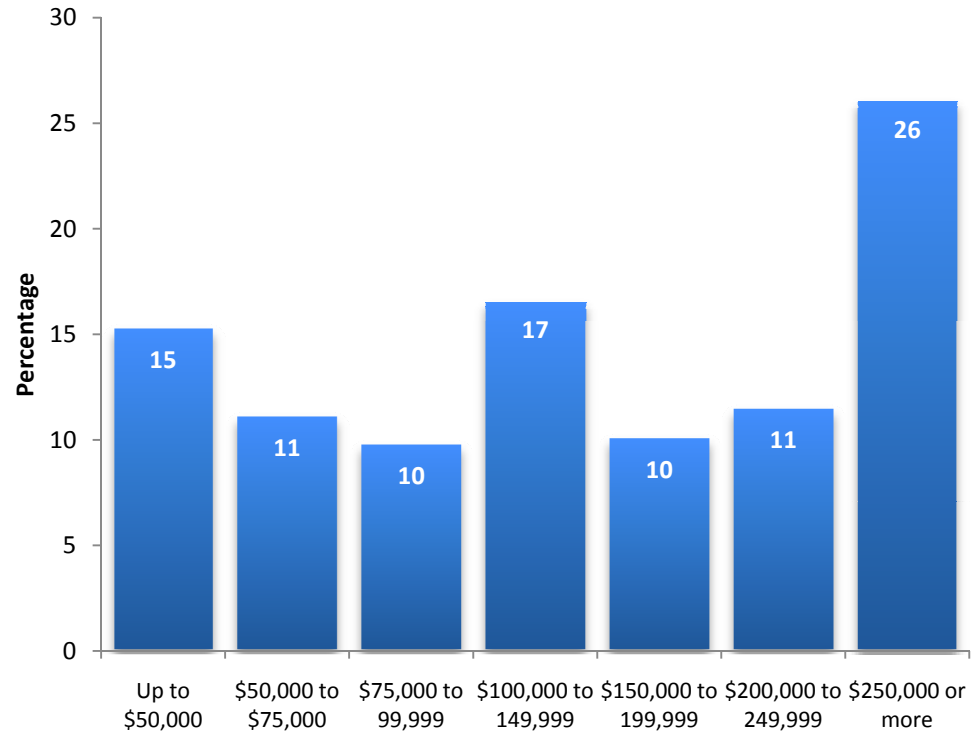
Dartmouth average lower
Dartmouth average higher



PARENTS' TOTAL INCOME

- 26% parental income of \$250,000 or more
- 47% reported parental income of was \$150,000 or more.
- 15% reported their parent's total income was \$50,000 or less.

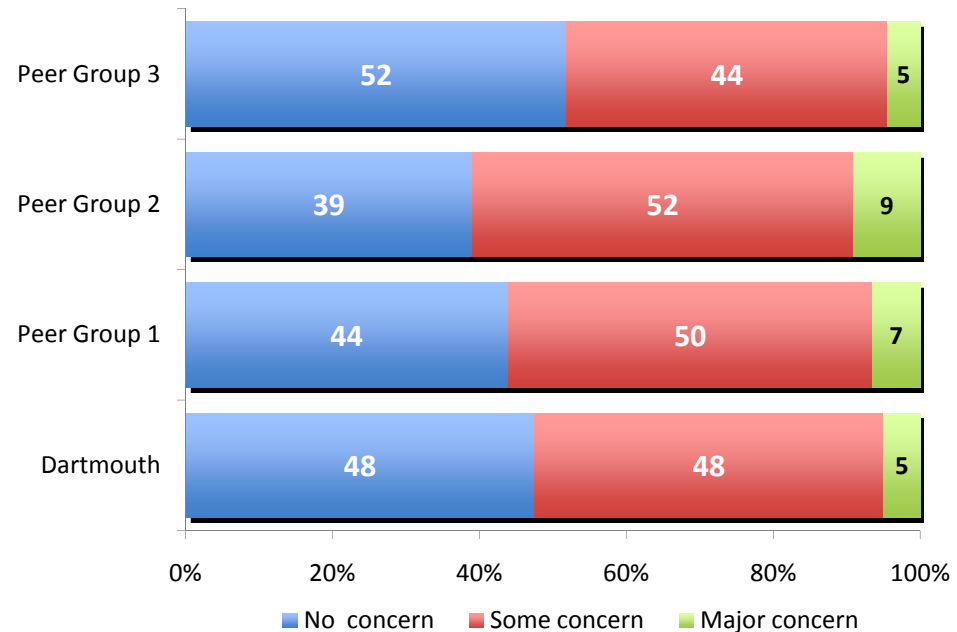
Q: What is Your best estimate of your parents' total income last year?



CONCERN REGARDING ABILITY TO FINANCE EDUCATION

- 5% of Dartmouth incoming students reported that their ability to finance college education was a **major** concern.
- 48% of Dartmouth incoming students reported their ability to finance college education was **NOT** a concern.
- White students had less concern compared with all other race/ethnic groups.

Q: Do you have concern about your ability to finance your college education?
[Scale: None, Some, Major]

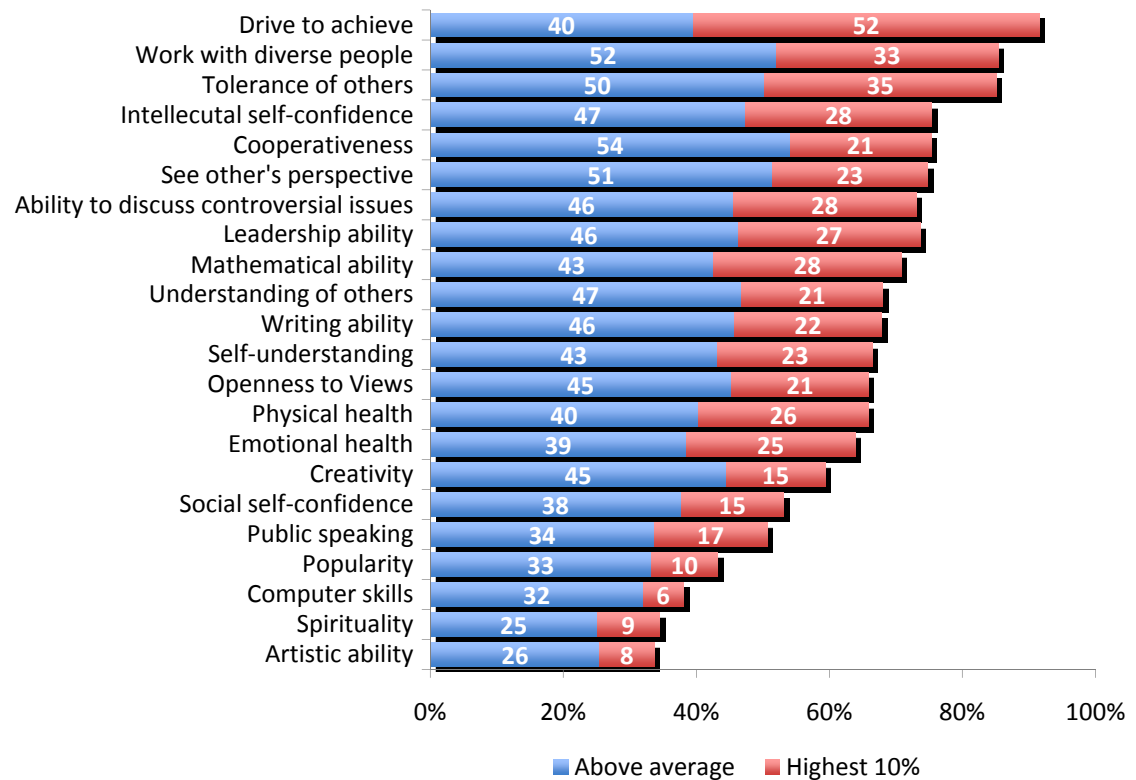


RANKED SELF-RATINGS

- More than **85%** of Dartmouth incoming students rated themselves as above average or in the highest 10% on
 - academic ability
 - drive to achieve
 - able to work with diverse people
 - and tolerance of others

- Fewer than **40%** of Dartmouth incoming students rated themselves as above average or in the highest 10% on
 - computer skills
 - spirituality
 - artistic ability

Q: Rate yourself on the following traits as compared to an average person your age.
 [Scale: Lowest 10%, Below average, Average, Above Average, Highest 10%]



SELF-RATINGS PEER COMPARISONS

- Compared to students at Peer Group 1 and Peer Group 2, Dartmouth incoming students rated themselves **higher on physical health**
- Compared to students at Peer Group 1 and Peer Group 2, Dartmouth incoming students rated themselves **lower on**
 - artistic ability
 - computer skills
 - cooperativeness
 - ability to see the world from another perspective
 - tolerance of others with different beliefs
 - openness to having views changed
 - ability to discuss controversial issues
 - ability to work with diverse people

Q: Rate yourself on the following traits as compared to an average person your age [Scale: Lowest 10%, Below average, Average, Above Average, Highest 10%]	Dartmouth average compared to:			
	Dartmouth	Peer Group 1	Peer Group 2	Peer Group 3
Academic ability	4.49	4.56	4.50	4.49
Artistic ability	2.99	3.16	3.23	2.97
Computer skills	3.25	3.40	3.38	3.20
Cooperativeness	3.94	4.01	4.01	3.92
Creativity	3.65	3.74	3.82	3.66
Drive to achieve	4.42	4.43	4.40	4.37
Emotional health	3.82	3.77	3.78	3.75
Leadership ability	3.95	3.94	3.95	3.91
Mathematical ability	3.90	4.07	3.94	3.78
Physical health	3.86	3.74	3.75	3.84
Popularity	3.44	3.45	3.42	3.45
Public speaking ability	3.50	3.59	3.59	3.51
Self-confidence (intellectual)	4.00	4.09	4.05	3.97
Self-confidence (social)	3.53	3.54	3.54	3.48
Self-understanding	3.86	3.91	3.92	3.83
Spirituality	3.00	3.09	3.09	2.93
Understanding of others	3.86	3.93	3.93	3.80
Writing ability	3.83	3.82	3.86	3.90
Ability to see the world from another's perspective	3.95	4.08	4.08	3.92
Tolerance of others with different beliefs	4.18	4.25	4.29	4.22
Openness to having views changed	3.80	3.89	3.92	3.85
Ability to discuss controversial issues	3.97	4.06	4.08	3.98
Ability to work with diverse people	4.17	4.28	4.23	4.26

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing p<.05

Dartmouth average lower

Dartmouth average higher

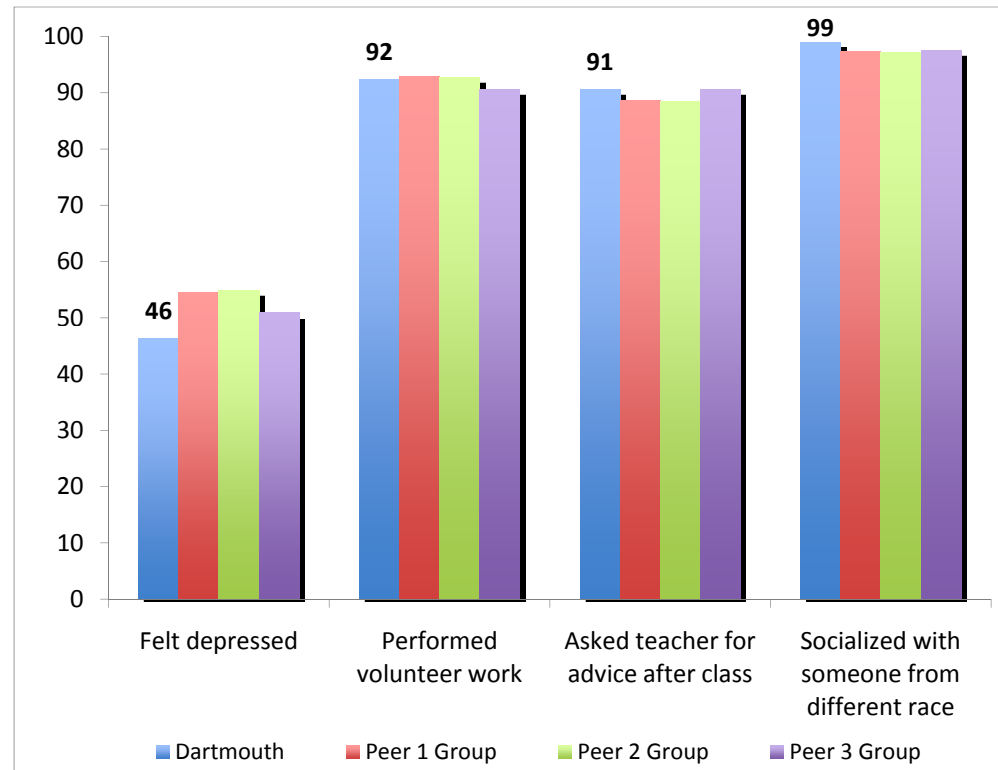


PARTICIPATION IN VARIOUS ACTIVITIES

Dartmouth first-year students reported **occasionally or frequently** doing the following during high school senior year:

- 46% feeling depressed
- 92% performing volunteer work
- 91% asking a teacher for advice after class
- 99% socializing with someone from another racial/ethnic group

Q: Indicate the frequency of participating in each of the activities below during the last year? [Scale: Frequently, Occasionally, Not a all]



PEER COMPARISONS – PARTICIPATION IN VARIOUS ACTIVITIES

- Dartmouth students
 - volunteer work more frequently than Peer Group 3
 - asking advice from a teacher after class more frequently than Peer Group 1

Q: Indicate the frequency of participating in each of the activities below during the last year. [Scale: Frequently, Occasionally, Not at all]	Dartmouth average compared to:			
	Dartmouth	Peer Group 1	Peer Group 2	Peer Group 3
Felt depressed	1.51	1.61	1.62	1.56
Performed volunteer work	2.35	2.37	2.34	2.25
Asked a teacher for advice after class	2.27	2.21	2.22	2.27
Socialized with someone from another racial/ethnic group	2.73	2.73	2.73	2.72

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing $p < .05$

Dartmouth average lower

Dartmouth average higher

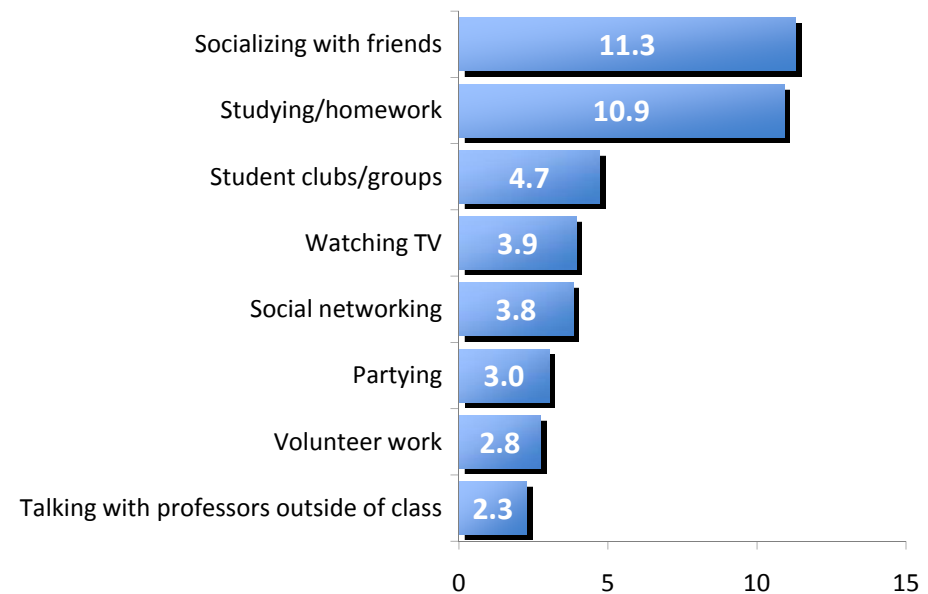


USE OF TIME

- Dartmouth incoming students spent approximately 11 hours socializing with friends and 11 hours studying/doing homework during a typical week during their last year in high school
- They spent three or fewer hours per week partying, doing volunteer work, and talking with professors outside of class.

Q: During your last year in high school, how much time did you spend during a typical week doing the following activities?

[Scale: None, less than an hour, 1-2 hours, 3-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, over 20 hours]



NOTE: Averages were computed using the midpoint of each response category.

Hours Per Week

PEER COMPARISONS – USE OF TIME

- Compared to all peer groups, Dartmouth incoming students reported spending more time
 - socializing
 - partying
 - participating in student clubs
- They reported **talking with teachers outside of class** more frequently than Peer Groups 1 and 2
- Compared to Peer Group 3, Dartmouth students reported spending more time on
 - volunteer work
 - online social networks

Q: During the last year in high school, how much time did you spend during a typical week on these activities?		Dartmouth average compared to:		
[Scale: None, Less than an hour, 1-2 hours, 3-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, over 20 hours]	Dartmouth	Peer Group 1	Peer Group 2	Peer Group 3
Studying/homework	5.51	5.53	5.47	5.58
Socializing with friends	5.64	5.33	5.29	5.35
Talking with teachers outside of class	3.02	2.85	2.85	2.94
Partying	2.99	2.75	2.54	2.62
Volunteer work	3.01	2.97	2.90	2.70
Student clubs/groups	3.77	3.75	3.79	3.46
Watching TV	3.50	3.52	3.55	3.30
Online social networks	3.56	3.53	3.45	3.26

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing $p < .05$

Dartmouth average lower

Dartmouth average higher

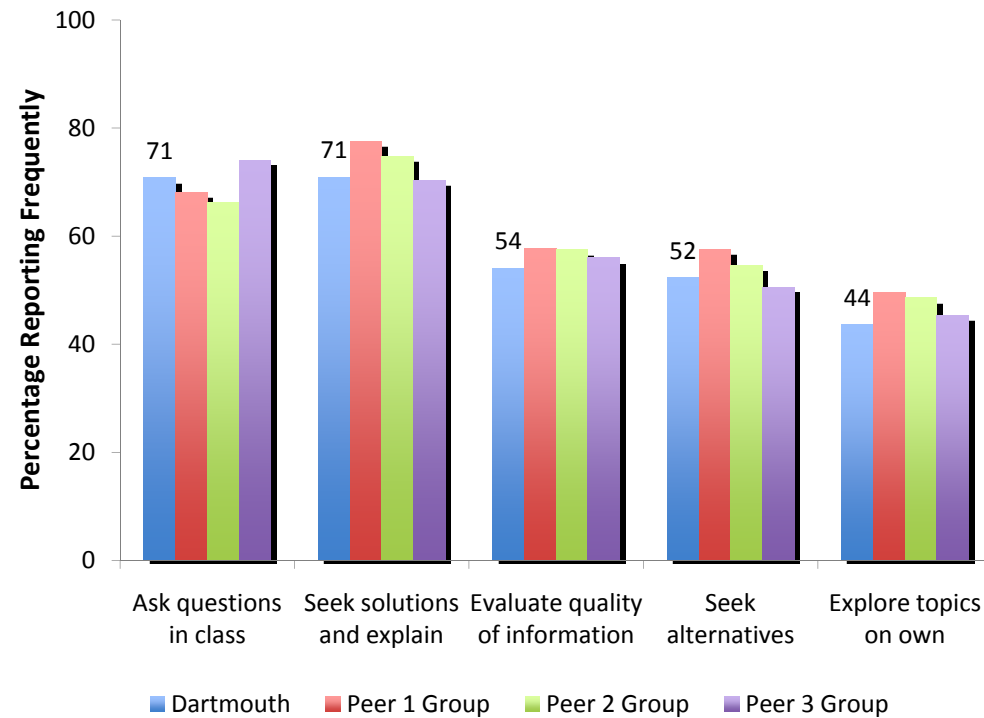


FREQUENCY OF PARTICIPATION

- 71% of Dartmouth respondents reported
 - asking questions in class
 - seeking solutions and explaining them to others
- 54% evaluated the quality of information
- 52% sought alternatives
- 44% explored topics on their own.

Q: How often in the past year did you...

[Scale: Frequently, Occasionally, Not a all]



PEER COMPARISONS – FREQUENCY OF PARTICIPATION

- Dartmouth incoming students reported **seeking solutions** and **evaluating quality of information** less frequently than Peer Group 1 during their high school senior year
- They reported **exploring topics on their own** less frequently than both Peer Groups 1 and 2

Q: How often in the past year have you...? [Scale: Frequently, Occasionally, Not at all]	Dartmouth	Dartmouth average compared to:		
		Peer Group 1	Peer Group 2	Peer Group 3
Ask questions in class	2.69	2.66	2.64	2.72
Seek solutions and explain to others	2.70	2.77	2.74	2.70
Evaluate quality of information	2.51	2.55	2.56	2.54
Seek alternatives	2.51	2.56	2.53	2.49
Explore topics on own	2.36	2.44	2.43	2.39
		Dartmouth average lower		Dartmouth average higher

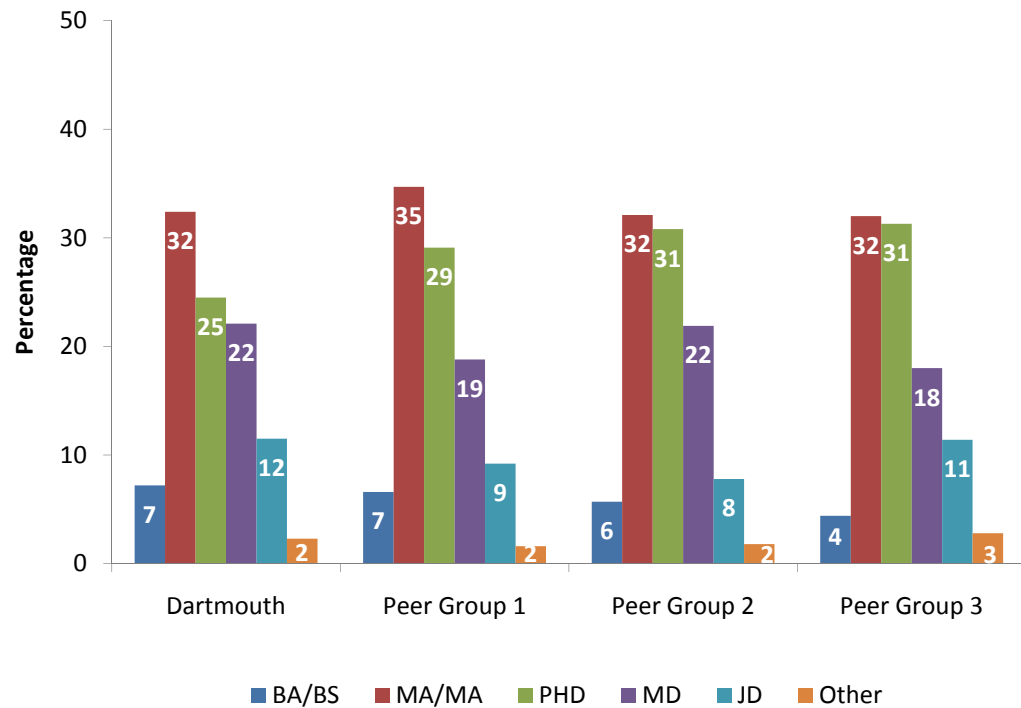
Analysis of Variance (ANOVA) with Bonferroni post-hoc testing $p < .05$



HIGHEST DEGREE INTENDED ANYWHERE

- 93% of Dartmouth incoming students planned on getting an advanced degree.
- Approximately 1/3 of students from each peer group planned on obtaining a master's degree.

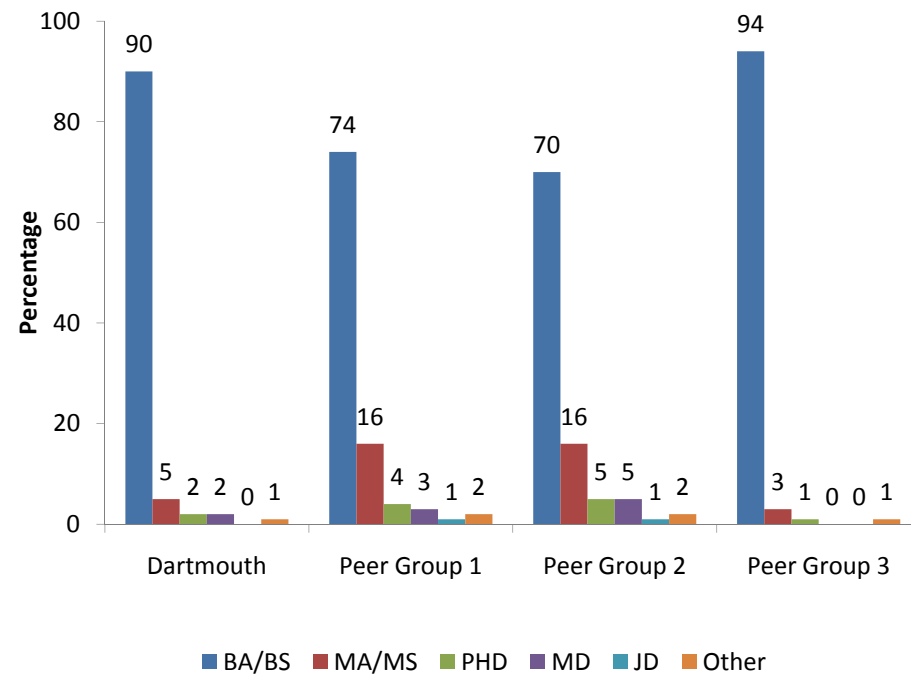
Q: What is the highest academic degree that you intend to obtain?



HIGHEST DEGREE AT CURRENT INSTITUTION

•90% of Dartmouth incoming students reported that the highest degree they would obtain at Dartmouth would be the bachelor's. This is slightly less than Peer Group 3 (94%) and more than Peer Group 1 (74%) and Peer Group 2 (70%)

Q: What is the highest academic degree that you intend to obtain at your current institutions?



TOP 5 INTENDED CAREERS

- More than a quarter of Dartmouth respondents have not decided on a career.
- One in 6 plan on being a physician with 1 in 8 planning on being a business executive.

Top 5 Intended Career Plans

Undecided	27%
Physician	16%
Business Executive	12%
Engineer	7%
Lawyer	7%



RANKED LIFE GOALS

• **74%** of incoming Dartmouth students report it is very important or essential to

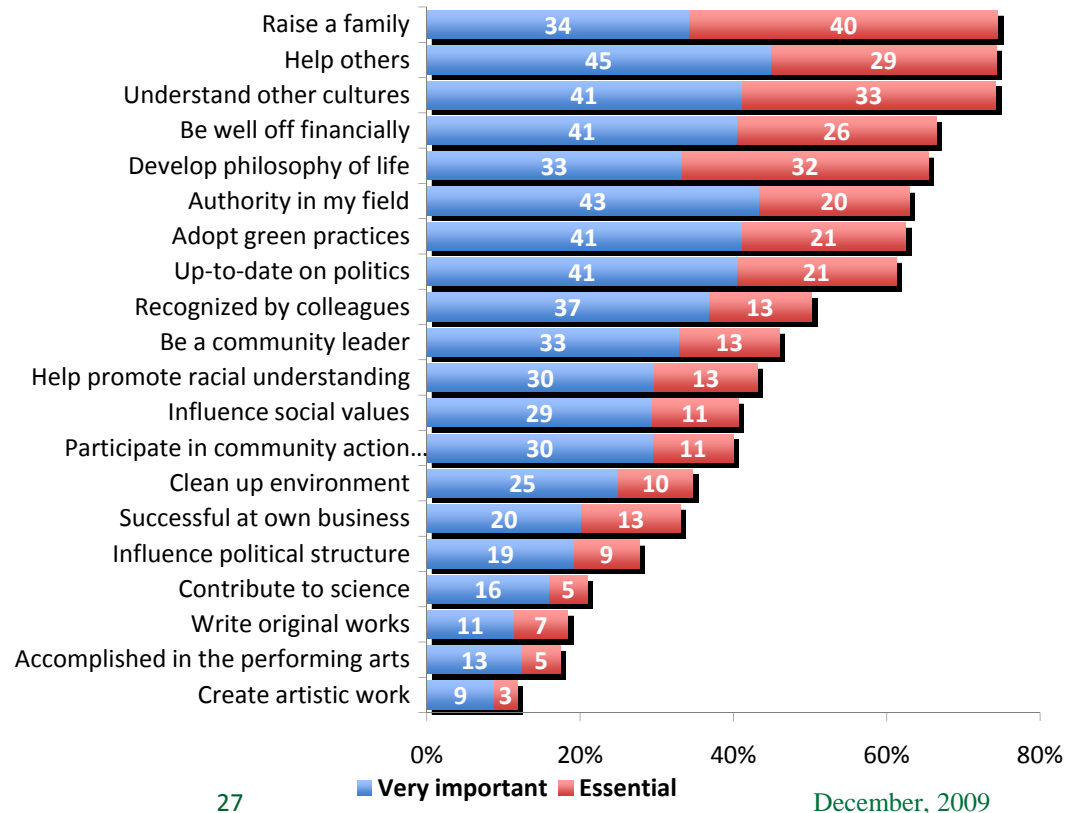
- raise a family
- help others
- understand other cultures

• Less than **25%** of incoming Dartmouth students report that it is very important or essential to

- contribute to science
- write original works
- be accomplished in performing arts
- create artistic work

Q: What is the importance to you of each of the following?

[Scale: Not important, Somewhat important, Very important, Essential]



PEER COMPARISONS – LIFE GOALS

- Dartmouth incoming students ranked **less important** than peers
 - becoming accomplished in performing arts
 - becoming an authority in my field
 - obtaining recognition from colleagues
 - being very well off financially
 - making a contribution to science
 - creating artistic works
- They rated **more important** than peers
 - being successful in own business
 - becoming a community leader

Q: What is the importance to you of each of the following? [Scale: Not important, Somewhat important, Very important, Essential]	Dartmouth average compared to:			
	Dartmouth	Peer Group 1	Peer Group 2	Peer Group 3
Accomplished in performing arts	1.65	1.70	1.86	1.69
Becoming authority in my field	2.74	2.91	2.94	2.79
Obtaining recognition from colleagues	2.54	2.78	2.81	2.60
Influencing political structure	2.01	2.02	1.99	2.03
Influencing social values	2.33	2.41	2.38	2.41
Raising a family	3.07	3.05	2.99	3.01
Being very well off financially	2.88	2.96	2.90	2.67
Helping others who are in difficulty	3.02	3.03	3.01	3.01
Making a contribution to science	1.81	2.08	2.04	1.75
Writing original works	1.70	1.79	1.87	1.89
Creating artistic works	1.48	1.63	1.62	1.59
Being successful in own business	2.15	2.24	2.12	1.97
Being involved in cleaning up the environment	2.25	2.29	2.21	2.23
Developing a meaningful philosophy of life	2.88	2.87	2.88	2.93
Participating in a community action program	2.33	2.33	2.30	2.27
Helping to promote racial understanding	2.40	2.39	2.38	2.49
Keeping put to date on politics	2.74	2.69	2.68	2.76
Becoming a community leader	2.43	2.41	2.34	2.40
Improving my own understanding for cultures	3.03	2.99	3.01	3.13
Adopting green practices	2.77	2.78	2.72	2.79

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing p<.05

Dartmouth average lower

Dartmouth average higher



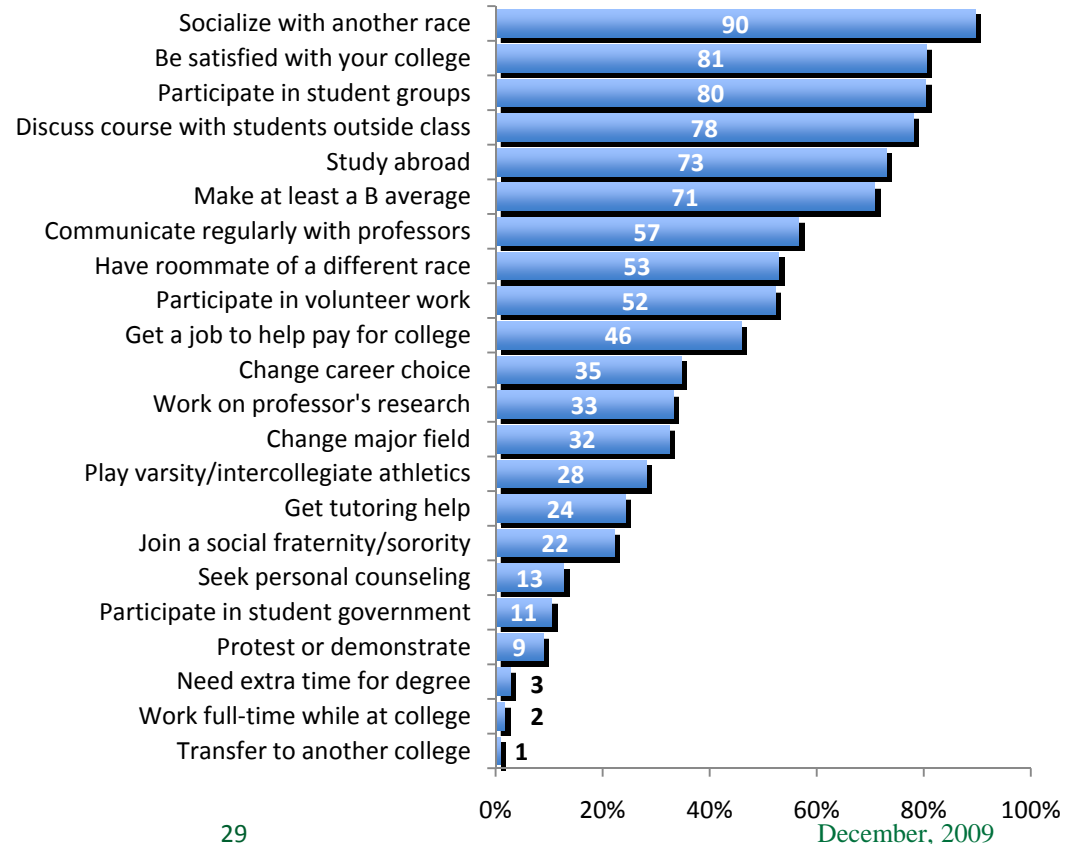
RANKED EXPECTATIONS

With very good chance...

- Over 75% of Dartmouth incoming students expected to discuss courses outside of class, participate in student groups, be satisfied with Dartmouth, and socialize with students from another race/ethnicity
- Fewer than 5% expected to need extra time for their degree, work full-time while in college, or transfer to another college

Q: What is your best guess at the chances you will (%Very Good Chance)

[Scale: Very good chance, Some chance, Very little chance, No chance]



PEER COMPARISONS – EXPECTATIONS

•Dartmouth incoming students reported greater chance of 12 events compared to peers

•Dartmouth incoming students reported less chance of 8 events compared to peers

Q: Your best guess at the chances you will? [Scale: Very good chance, Some chance, Very little chance, No chance]	Dartmouth	Dartmouth average compared to:		
		Peer Group 1	Peer Group 2	Peer Group 3
Change major field	3.07	2.74	2.73	2.97
Change career choice	3.08	2.88	2.82	3.13
Participate in student government	2.40	2.34	2.36	2.39
Get a job to help pay for college	3.09	3.12	3.19	3.03
Work full-time while in college	1.62	1.72	1.77	1.50
Join a social fraternity or sorority	2.81	2.19	2.21	1.18
Play varsity athletics	2.49	2.16	2.16	2.66
Make at least a B average	3.69	3.70	3.74	3.70
Need extra time complete degree	2.04	2.06	2.13	1.91
Participate in student protests	2.43	2.45	2.43	2.51
Transfer to another college	1.63	1.72	1.87	1.69
Be satisfied with your college	3.79	3.74	3.73	3.81
Participate in volunteer work	3.39	3.29	3.34	3.32
Seek personal counseling	2.47	2.43	2.40	2.46
Communicate regularly with professors	3.52	3.52	3.54	3.67
Socialize with someone of another race/ethnicity	3.88	3.81	3.83	3.91
Participate in student groups	3.76	3.68	3.67	3.68
Participate in study abroad	3.65	3.26	3.32	3.43
Have a roommate of a different race/ethnicity	3.40	3.38	3.43	3.21
Discuss course content with students outside of class	3.75	3.72	3.75	3.78
Work on a professor's research project	3.19	3.30	3.28	3.21
Get tutoring help on specific courses	3.00	2.99	3.02	3.03

Analysis of Variance (ANOVA) with Bonferroni post-hoc testing p<.05

Dartmouth average lower

Dartmouth average higher



SUMMARY

- Most Dartmouth first-year students (64%) indicated that the College was their first choice.
- The top three reasons for attending Dartmouth included **academic reputation**, **graduates getting good jobs**, and **graduates getting admitted to top graduate programs**.
- **Reputation for social activities** was more important to Dartmouth students for choosing their current institution compared to students at all peer institutions
- Compared to an average person of their age, more than **85%** of Dartmouth incoming students rated themselves as above average or in the highest 10% on **academic ability, drive to achieve, able to work with diverse people, and tolerance of others**.



SUMMARY - CONTINUED

- 47% of Dartmouth incoming students reported that their parents' total income was \$150,000 or more.
- 48% of Dartmouth incoming students reported **no concern** regarding their ability to finance college education.
- Dartmouth students spent approximately the same amount of time (11 hours) socializing with friends as they did studying during a typical week during their last year in high school.



SUMMARY - CONTINUED

- 93% of Dartmouth incoming students planned on getting an advanced degree.
- More than 75% of Dartmouth incoming students expected to discuss courses outside of class, participate in student groups, be satisfied with Dartmouth, and socialize with students from another race/ethnicity with very good chance.
- The top three important life goals for Dartmouth first-year students were **raising a family, helping others, and understanding other cultures.**

