



Carleton

Survey Data on New First-Year Students in Fall 2015 and Fall 2016

Carol Trosset, Institutional Research and Assessment
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Surveying New First-Year Students

Every August Carleton administers a survey to entering first-years.

- Sent electronically to all new FYs, except those under 18 for whom we cannot obtain parental permission.
- 80-95% respond.
- In alternate years, we use:
 1. CIRP, national, out of UCLA
 2. COFHE Survey of New Students

High School Experiences

	2016	2015
Held leadership role in a student group	92%	
Did community service for a class	68%	46% did so in 12 th grade
Played a varsity sport	59%	
Did an internship	29%	
Was politically involved beyond voting	23%	27% demonstrated in 12 th grade
Often or very often:		
Participated in class discussions	81%	
Felt challenged by a class	67%	
Revised a paper multiple times	62%	
Discussed coursework with teachers outside of class	49%	
Used a computer to analyze data	32%	
Wrote 15-page papers	19%	

Wanted from Carleton

	Essential in 2016	Very important in 2015
Learn about things that interest me		94%
A general education		92%
Opportunities to pursue my intellectual passion	83%	
Skills for lifelong learning	67%	
Become able to get a better job		66%
Skills valuable in the workplace	55%	
A broad liberal arts education	46%	
Depth in one field	46%	
Be able to make more money		45%
Develop personal values	44%	
Contact with diverse individuals	41%	

Very or Somewhat, Interested in doing or Likely to do

	2016	2015
Joining a student club/organization	97%	99%
Working with a professor on a research project	95%	94%
Doing an internship	94%	
Studying abroad	91%	96%
Get a job to help pay for expenses	81%	82%
Volunteering or doing community service	77%	93%

Describes Me (2016)

	Very Well	Quite Well
I prefer courses that arouse my curiosity, even if they are difficult.	70%	28%
Getting the best grades I can is very important to me.	50%	36%
I am willing to work hard to learn course material, even if it doesn't improve my grade.	41%	47%
I prefer classes with lots of discussion.	40%	32%
I often take time to follow up on interesting things mentioned in class.	37%	35%
I prefer hands-on learning.	29%	33%
If I do well in a course, it's usually because I am well-prepared.	25%	34%
I prefer to work things out on my own rather than ask for help.	16%	31%
My favorite classes deal with facts.	11%	20%

Life Goals – Essential or Very Important

	2016	2015
Get to know people from diverse backgrounds	85%	
Travel abroad	83%	
Learn about other cultures and nations	80%	80%
Be a leader in your field	70%	57% ("authority")
Be well-off financially	67%	59%
Raise a family	61%	54%
Contribute to science and innovation	61%	
Work for social / political change	60%	
Do creative and expressive work	58%	
Be successful in your own business	32%	12%
Have managerial responsibility	31%	

Expectations of Self

Feel unprepared or only somewhat prepared:	2016	2015
To succeed academically at Carleton	17%	
To get along socially at Carleton	19%	
Self-rate as average or below:		
Academic ability		5%
Drive to achieve		16%
Mathematical ability		35%
Writing ability		30%
Intellectual self-confidence		31%
Social self-confidence		68%

Disabilities and Medical/Psychological

	2016	2015	2014
Have a learning disability or ADHD	7%		5%
Physical disability or chronic medical condition	6%		4%
Mental health condition	7%		3%
Some or very good chance will use disability services	9%		6%
Some or very good chance will use psychological counseling services	36%	63% ("personal")	26%
Often or very often:			
Felt overwhelmed by all you had to do	49%	40%	34%
Felt very sad	20%		
Felt so depressed it was difficult to function	11%	13%	9%

Feel Underprepared - Interpersonal

	2016
Find a group you feel part of	30%
Have a roommate	27%
Live away from home	23%
Resolve interpersonal conflicts constructively	18%
Understand yourself	15%
Relate well to people of different races, nations, or religions	10%

Feel Underprepared – General Skills

	2016
Select the courses you will take	36%
Ask for help when you need it	27%
Evaluate and choose between courses of action	17%
Function independently without supervision	14%
Self-rate as average or below:	
Cooperativeness	30%
Leadership ability	31%
Risk-taking	63%

Feel Underprepared – Academic Skills

	2016
Read or speak a foreign language	52%
Conduct scholarly research	42%
Communicate well orally	27%
Use quantitative tools	26%
Write clearly and effectively	25%
Create original ideas and solutions	18%
Synthesize and integrate ideas	15%
Judge the merits of arguments	14%

Time Management

	2016	2015	2014
Often or very often, found a good balance of schoolwork and other aspects of your life	64%		65%
Spent no more than 15 hours per week studying in 12 th grade		65%	
Worked for pay during 12 th grade	32%	34%	35%
Feel unprepared, or only somewhat prepared, to manage your time effectively at Carleton	38%		42%
Ability to manage your time effectively = average		30%	
Ability to manage your time = a weakness		21%	
List time management or work/life/sleep balance as their greatest concern at entry	30%		
List stress or mental health as their greatest concern	3%		

Ideological Diversity at Carleton – 2015

Liberal and Secular ?	Moderate and Secular ?
Liberal and Religious ?	Moderate and Religious ?

Ideological Diversity at Carleton – 2015

Liberal and Secular 46%	Moderate and Secular 10%
Liberal and Religious 29%	Moderate and Religious 15%

Political Views

	2016	2015	2014
Very liberal	31%		21%
Far left		17%	
Liberal	43%	58%	43%
Moderate	13%	20%	15%
Conservative	3%	5%	5%
Very conservative	1%		0%
Far right		0%	

Religious Views

	2016	2015	2014
Christian	31%	32%	32%
Jewish	8%	7%	10%
Buddhist	2%	2%	2%
Hindu	1%	1%	1%
Muslim	1%	2%	1%
Spiritual	3%		7%
Agnostic		21%	
Other	6%		4%
Atheist or None	48%	35%	43%

Low Income / First Generation Students (13% of all responses)

<p>Liberal and Secular</p> <p>46% 27%</p>	<p>Moderate and Secular</p> <p>10% 21%</p>
<p>Liberal and Religious</p> <p>29% 26%</p>	<p>Moderate and Religious</p> <p>15% 26%</p>

Who are the LIFG students?

- 64% of them are students of color.
 - 36% of them are white.
 - 23% of them speak English as a second language.
 - 25% of them are pre-med.
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- 8% of white students are LIFG.
 - 34% of students of color are LIFG.

US Students of Color (25% of all responses)

Liberal and Secular 46% 39%	Moderate and Secular 10% 14%
Liberal and Religious 29% 27%	Moderate and Religious 15% 20%

LGBTQ Students (15% of all responses)

<p>Liberal and Secular</p> <p>46% 55%</p>	<p>Moderate and Secular</p> <p>10% 10%</p>
<p>Liberal and Religious</p> <p>29% 29%</p>	<p>Moderate and Religious</p> <p>15% 5%</p>

Sexual Orientation

	2016	2015
Heterosexual	81%	85%
Gay or Lesbian	4%	4%
Bisexual	6%	7%
Other	3%	4%
Unsure	6%	

Pre-Med Students (18% of all responses)

Liberal and Secular 46% 38%	Moderate and Secular 10% 5%
Liberal and Religious 29% 41%	Moderate and Religious 15% 16%

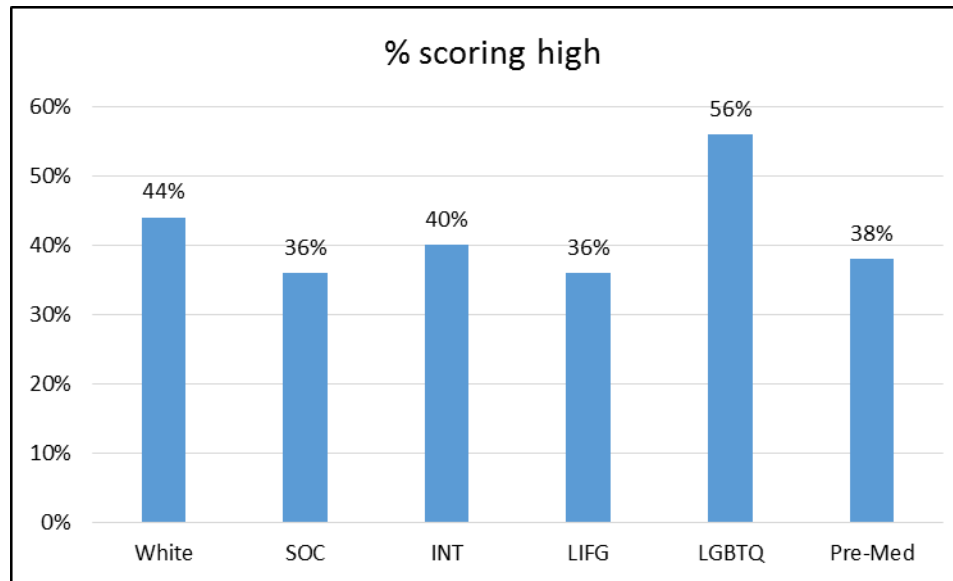
How big is 15-20%?

- # LGBTQ students
- # pre-meds
- # LIFG students
- # students who feel unprepared to succeed here

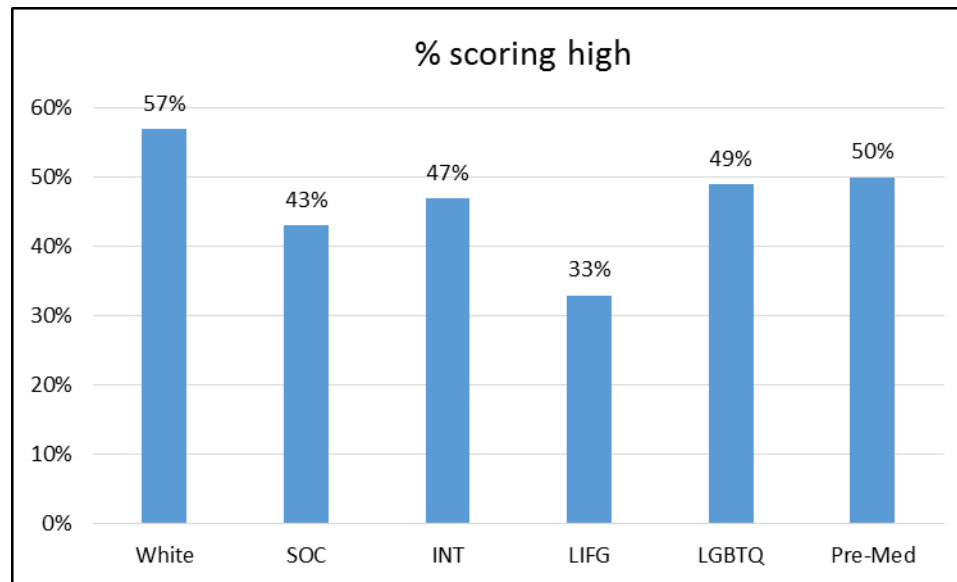
How big is one third?

- # very liberal students
- # Christian students
- # students who worked for pay during 12th grade
- # for whom succeeding in their own business is an essential or very important life goal

Habits of Mind: Behaviors associated with academic success, such as supporting opinions with logical arguments and evaluating the reliability of information.

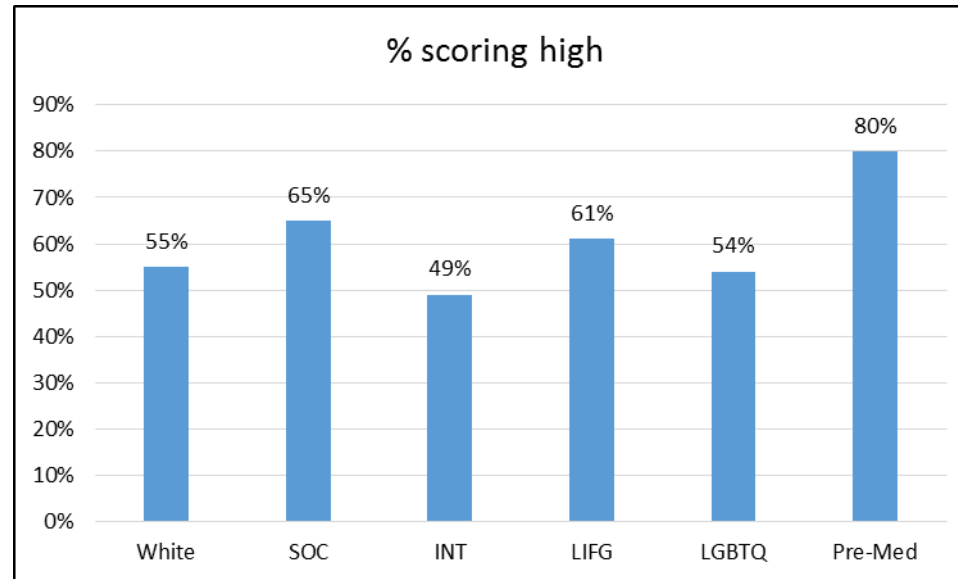


Academic Self-Concept: Includes self-ratings of academic ability, math ability, intellectual self-confidence, and drive to achieve.

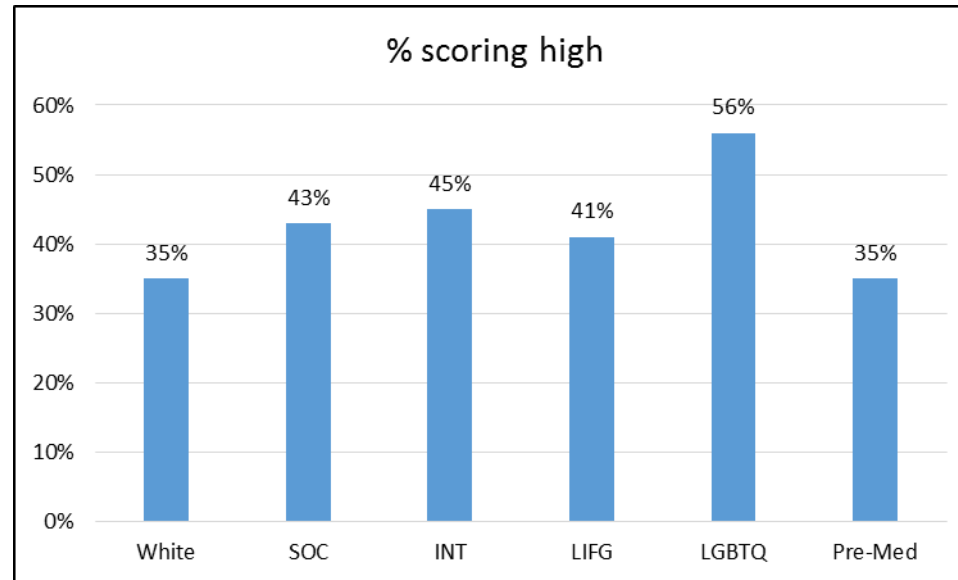


College Reputation Orientation:

A measure of the degree to which students value Carleton's academic reputation and future career potential.



Social Agency: A measure of the extent to which students value political and social involvement as a personal goal.



Pluralistic Orientation: A measure of skills and dispositions appropriate for living and working in a diverse society.

