

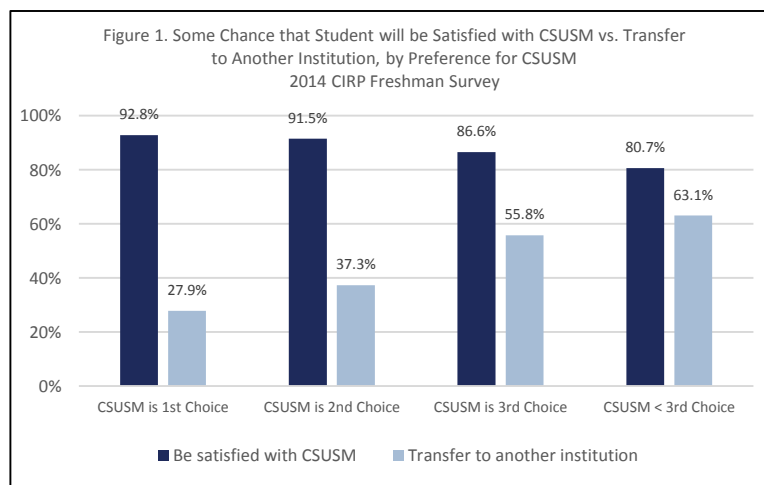
2014 CIRP Freshman Survey

Summary Prepared by Institutional Planning & Analysis

In the summer of 2014, the Freshman Survey was completed by 1,813 first-year, full-time freshmen during orientation sessions¹ for new students at California State University San Marcos. The Freshman Survey is distributed annually by the Higher Education Research Institute (HERI) at UCLA and provides a detailed profile of the freshman class. This report summarizes key findings from the survey², including how CSUSM's freshmen compare to respondents from other four-year public universities³ and response trends over time. The report also compares 2014 survey results for various groups on campus, including first-generation college students, underrepresented minority students, students who plan to live in on-campus student housing, and males vs. females. Lastly, we compare the actual retention rates of our first-time freshmen students to predicted rates from HERI's retention and persistence calculator.

Respondents to the 2014 Freshman Survey were similar to CSUSM's past freshman classes in many respects. A majority of respondents were under 20 years of age (98.8%), identify as female (65.6%), belong to an underrepresented minority group (55.7%), and have a permanent residence within 50 miles of CSUSM (63.4%). These incoming students were more likely than those at other four-year public campuses to say that English is not their native language (27.7%), a number that has grown steadily for CSUSM. They were also more likely to have graduated from a public school (88.6%), to have parents who are both alive and living together (67.1%), and to be the first in their family to attend college (38.6%).

CSUSM was the first or second choice for 76.1% of respondents. Unsurprisingly, those who indicated CSUSM was their first choice were more likely to say there is at least some chance they will be satisfied with CSUSM and were much less likely to expect that they would transfer to another institution. Over two thirds had been admitted to another university for Fall 2014, and 61.6% reported that they had been admitted to another California State University. Our students appear to be applying to more colleges than they have in the past, with 20.1% of students indicating that they applied to seven or more institutions (up 10% since 2011). However, only 56.2% of respondents were accepted by their first choice college, compared with 65% at similar public four-year universities and 71.8% at other public four-year universities. Overall, over 90% of respondents feel there is some chance that they will be satisfied with CSUSM.

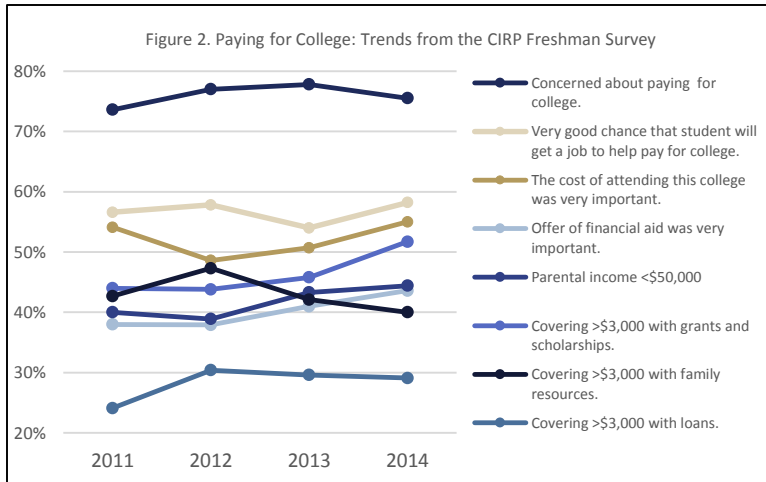


New students' confidence in CSUSM's reputation seems to be on the rise, with more students indicating that the college's academic reputation (44.2% vs. 35.5% in 2011) and reputation for social activities (37.1% vs. 30.8% in 2011) were very important in influencing their decisions to attend. CSUSM's freshmen were also more likely than those at other public four-year colleges to indicate that their desire to live near home was very important to their decision (34.9%), although this number has decreased over time. As in recent years, students tended to place the greatest importance on the cost of attending CSUSM, and also say that offers of financial assistance were very important to their decisions. These reasons were even more influential for students who had been admitted to

¹ Special thanks to Student Affairs and the Orientation team for their assistance with this survey.

² Key results tables are provided in Appendices A through F, and the institutional profile generated by HERI is available [here](#).

³ Appendix G contains additional information regarding CSUSM's comparison groups.

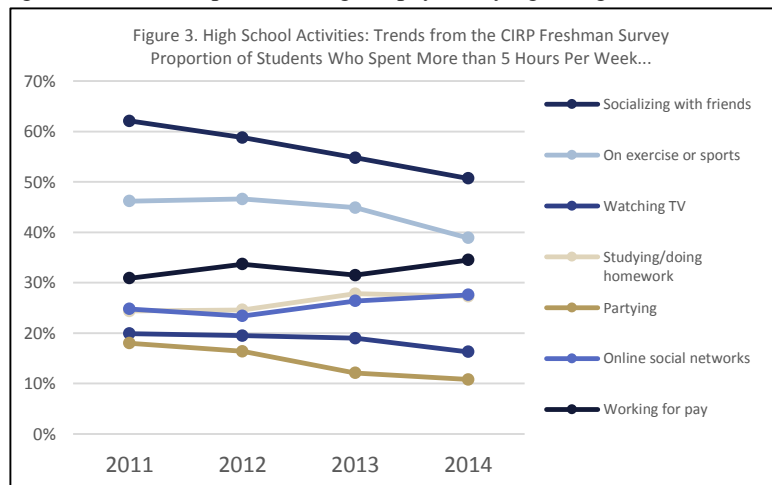


another university, and these students were also somewhat more likely to indicate that they had not been offered financial aid by their first choice university.

Much like respondents elsewhere, a large majority (75.5%) of new students at CSUSM have at least some concern about their ability to pay for college, although this number is slightly lower than it was in 2013. In addition, the proportion of CSUSM freshmen coming from lower income households has grown, with 44.4% of respondents estimating their

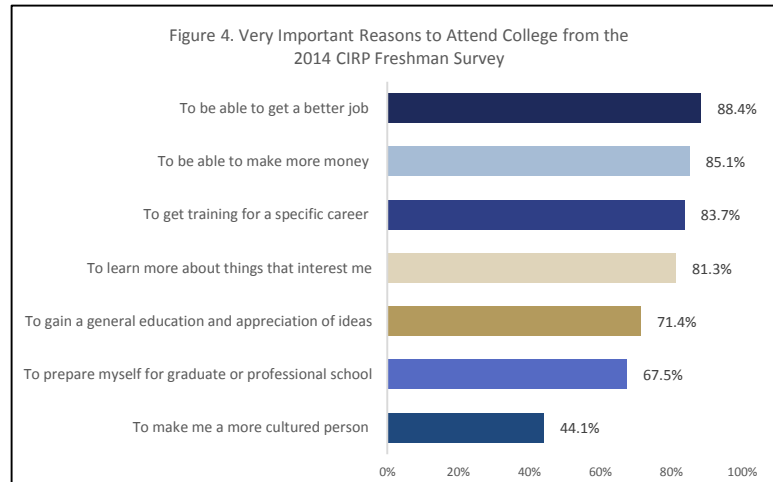
parents' combined income at less than \$50,000. Our students are more likely than those at other public four-year universities to rely on grants and scholarships to cover at least \$3,000 of their first-year educational expenses, while the proportion of students intending to use family resources has decreased. Over half (58.2%) of respondents said that there is a very good chance that they will get a job to help pay for college expenses, the highest percentage to date.

Over the past several years, we have observed changes in how CSUSM's incoming students report spending their time during the last year of high school. Time spent working for pay, studying/doing homework, and using online social networks has increased, while time spent watching TV and partying has decreased. Fewer students report spending more than five hours each week socializing with friends or exercising/playing sports, although these activities are still the most common. CSUSM's respondents were more likely than those at other public four-year colleges to have skipped school or class or to have felt overwhelmed by all they had to do during their last year of high school, and they were also more likely to expect to need remediation in English or mathematics. Despite these apparent challenges, more than half of our incoming students rate their academic ability, intellectual self-confidence, leadership ability, and drive to achieve as above average or in the highest 10% compared to their peers.

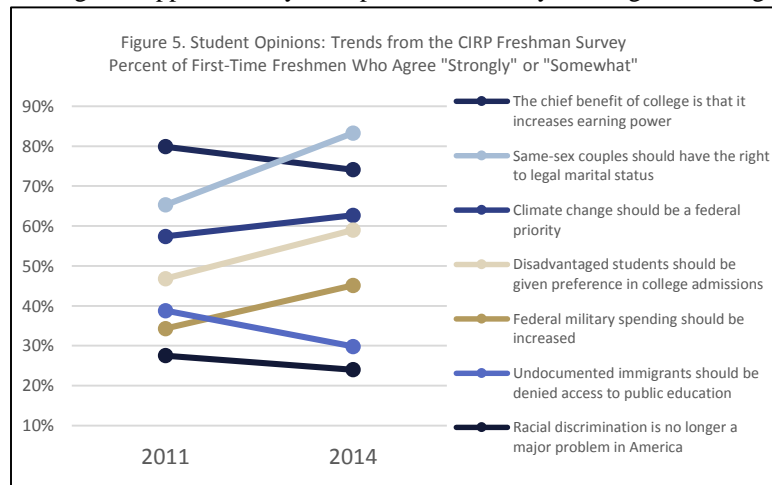


CSUSM's students come from diverse backgrounds and feel relatively confident in their cultural competencies. Only 12.7% of our respondents grew up in homogeneous neighborhoods (3.9% completely white, 8.8% completely non-white), a smaller proportion than respondents from other public four-year institutions. Nearly three quarters indicated they frequently socialized with someone of another racial/ethnic group during their last year of high school and almost 90% expect to socialize with someone of another racial/ethnic group during college, while around two thirds expect that there is some chance they will have a roommate of a different race/ethnicity. A large majority of respondents consider their ability to work cooperatively with diverse people (85.5%) and their tolerance of others with different beliefs (78.5%) to be a strength, and over 80% find helping to promote racial understanding and improving their understanding of other countries and cultures to be at least somewhat personally important. However, less than half of respondents rate their knowledge of people from different races/cultures above average, suggesting an opportunity for further growth in this area.

Respondents were also asked about their general expectations for college. Nearly 60% of respondents feel chances are very good that they will earn a B average or better, and a majority say there is at least some chance they will work on a professor’s research project or participate in student clubs/groups, study abroad, or community service/volunteer work, although the percentage is less for CSUSM than for other public four-year colleges for some activities. Relatively few students believe chances are very good that they will change their major field, need extra time to complete degree requirements, take a temporary leave of absence, or transfer to another college before they graduate, although over a third of students do expect to get tutoring help in specific courses. When asked about their reasons for pursuing higher education, students placed the greatest importance on more extrinsic motivators, such as their ability to get a better job and to make more money; however, a large proportion of students still indicated that learning more about things of interest and gaining a general education and appreciation of ideas were very important in influencing their decision.



Our students’ future objectives are very similar to those of their counterparts at other four-year public institutions. As we have found in prior years, students are most concerned with being very well off financially; however, these same students are also placing increasing value on their future contributions to society, with three quarters of our 2014 respondents indicating that helping others who are in difficulty is very important to them. Raising a family is also a significant goal for 72.3% of incoming students, although its importance has decreased slightly over time, and over half of respondents aim to become an authority in their field and obtain recognition from colleagues. Approximately 70% plan to eventually earn a graduate degree, a number that has increased since 2011.



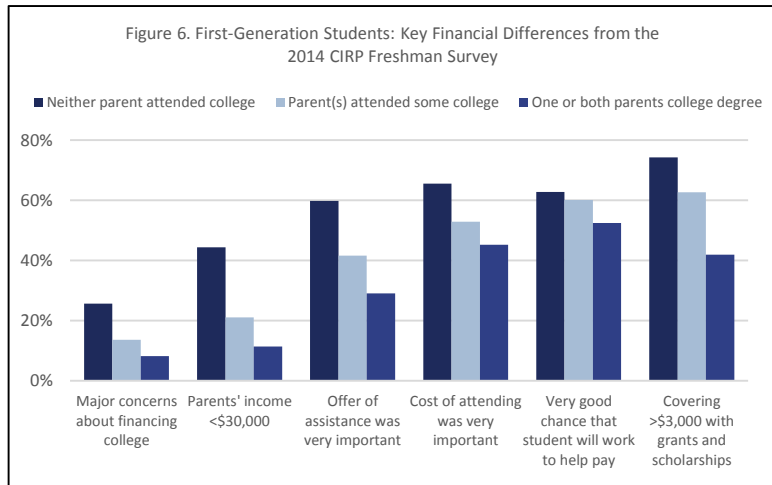
Students’ opinions about key issues have evolved over time as well, with more students tending to agree that same-sex couples should have the right to legal marital status, that students from disadvantaged social backgrounds should be given preferential treatment in college admissions, that federal military spending should be increased, and that addressing global climate change should be a federal priority. Compared to 2011 respondents, these students were less likely to agree that the chief benefit of a college education is that it increases earning power, that undocumented immigrants

should be denied access to public education, and that racial discrimination is no longer a major problem in America.

First Generation Students

Of those who responded to the Freshman Survey in 2014, 35.3% were from a family in which neither parent had attended college, 21.5% were from a family in which at least one parent had attended college but neither parent had received a degree, and 43.2% were from a family in which at least one parent had received a degree. Students whose parents had not earned a college degree were more likely to be Female, to identify as Hispanic, to be non-native English speakers, and to belong to an underrepresented minority group. These students were also much

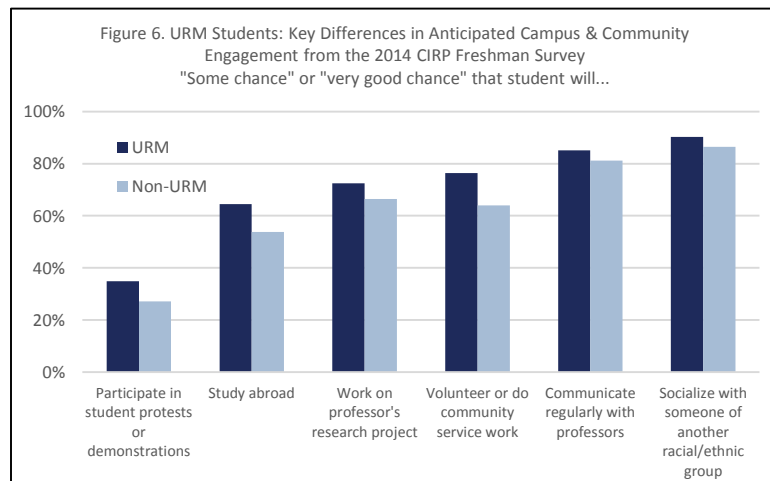
more likely to estimate their parents' annual income at less than \$30,000, to have major concerns about their ability to finance their college education, and to expect to rely on grants or scholarships (versus loans or family resources) to cover at least \$3,000 of their first-year educational costs. Offers of financial aid, the cost of attending, and an inability to afford their first choice college tended to be more important to these students' decisions to attend CSUSM, as was the ability to live near home. Over half of these students planned to live with family or relatives during their first year and felt that there was at least some chance that they would work full-time while attending college.



During their last year of high school, first-generation students reported spending less time socializing with friends, exercising or participating in sports, playing video/computer games, or partying, and more time on household or childcare duties. These students were more likely to have felt depressed at least occasionally; however, they were also more likely to have engaged in volunteer work, performed community service, or tutored another student, and less likely to have used illegal substances or slacked off in school. Despite this, a larger proportion of first-generation students expect to need at least some academic remediation and tutoring for specific courses, and these students are less likely than non-first-generation students to rate themselves above average or in the highest 10% on many academic and social attributes. Still, first-generation students have high hopes for their post-baccalaureate future, more frequently indicating that preparing themselves for graduate school was very important to their decision to attend college. Furthermore, students who are the first in their family to attend college were the most likely of the three groups to plan to pursue a graduate degree of any kind.

Underrepresented Minority Students

Underrepresented minority (URM) students comprise 57.1% of 2014 full-time freshman respondents who provided their race. More than half of these students are the first in their family to attend college, compared with only 13.5% of non-URM students, and almost 40% are non-native English speakers versus 12.4% of non-URM students. As we found with first-generation students, these individuals are more likely to expect to need remedial work and tutoring, and are also more likely to expect to seek counseling during school. URM respondents tended to rate themselves lower than their non-URM counterparts on academic and intellectual skills such as writing, public speaking, leadership, and computer skills; however, they tended to rate themselves higher on their drive to achieve.



Our URM students' responses suggest they may be more oriented toward campus and community engagement, as well as social justice and change. They are more likely than non-URM students to say there is at least some chance they will do volunteer work or community service, participate in student protests or demonstrations, study abroad, work on a professor's research project, or socialize with someone of another racial/ethnic group during college. When asked about their future objectives, they were also more likely to say that influencing the

political structure, participating in programs to clean up the environment, participating in a community action program, improving racial understanding, and becoming a community leader were very important or essential.

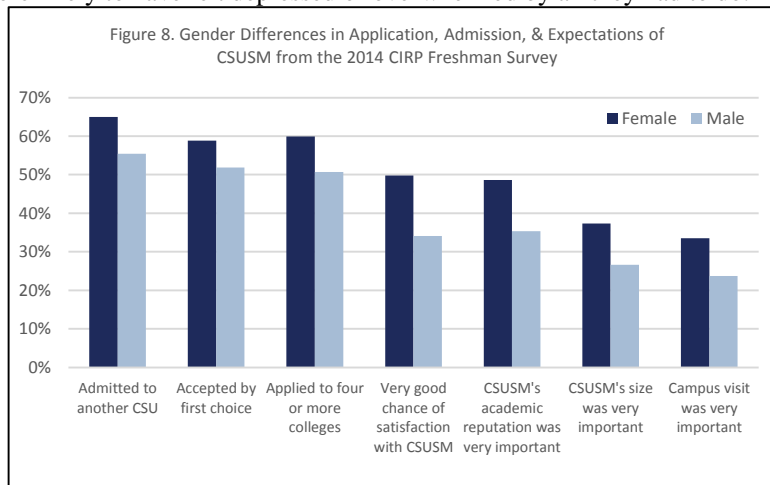
Gender Differences

Consistent with CSUSM’s enrollment trends, a large majority (65.6%) of 2014 respondents identified as female. Despite earning higher high school grades than male respondents on average, female respondents tended to rate themselves lower on most academic dimensions as well as physical and emotional health. During high school, they were more likely to revise their papers to improve their writing, seek feedback on their academic work, work with others on group projects, tutor other students, ask teachers for advice, and engage in extracurricular activities such as volunteering, but they were also more likely to have felt depressed or overwhelmed by all they had to do.

Male students were more likely to discuss politics, take risks, fall asleep in class, and fail to complete homework on time, but they were also more likely to say that they frequently explored topics on their own, even if it was not required for a class.

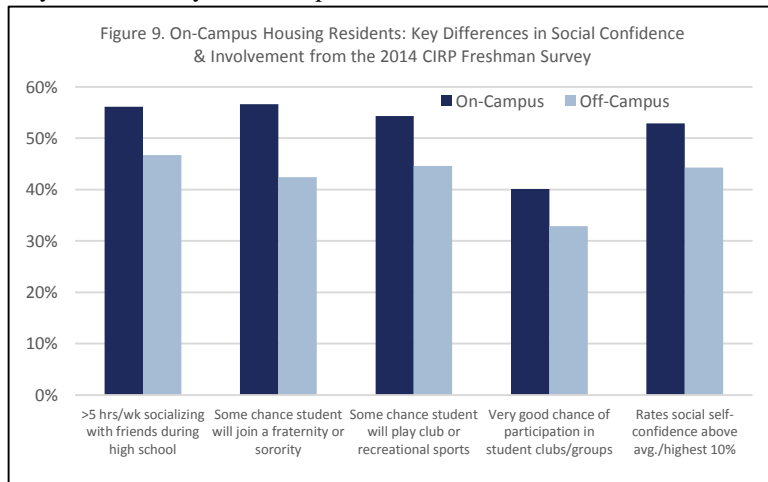
Female respondents more often had applied to at least four colleges in addition to CSUSM, were accepted by their first choice school, and were admitted to another California State University. They were also more likely to indicate that academic and social

reputation, campus size, and a visit to campus were very important in their decision to attend CSUSM. Although still focused on getting a good job and making more money, female students seem to show more appreciation than male students for the intrinsic benefits of a college education. A greater proportion of females indicated that learning more about things of interest, gaining a general education and appreciation of ideas, and becoming a more cultured person were important to their decision to pursue higher education.



On-Campus Housing Residents

Although a majority of new students opt to live off-campus, 44.2% of 2014 respondents indicated that they were planning to live in on-campus housing. These students are more likely to be female and less likely to belong to a URM group, be the first in their family to attend college, or be native English speakers. They are also more likely to estimate their parents’ annual income at \$75,000 or more and to have earned a B or better in high school, while they are less likely to have a permanent residence within 50 miles of campus. In addition, it was more common for



these students to expect to rely on family resources or loans to cover at least \$3,000 of first-year educational expenses.

In general, those who are planning to live in on-campus housing appear to be more socially oriented. In high school, these students spent more time socializing with friends, exercising or playing sports, and participating in student clubs/groups. They also tended to rate their popularity, cooperativeness, competitiveness, leadership ability, and social self-confidence above average or in the highest 10% compared to their peers, and

Developing a meaningful philosophy of life	40.0%	44.1%	41.8%
Helping to promote racial understanding	39.3%	43.0%	36.5%
Adopting “green” practices to protect the environment	38.3%	40.8%	37.9%
Becoming a community leader	36.3%	36.1%	33.1%
Becoming involved in programs to clean up the environment	29.5%	32.4%	26.2%

*See Appendix G for comparison group details.

**CSUSM variable only.

^Students were counted as Hispanic if they indicated they were Mexican American/Chicano, Puerto Rican, or other Latino, regardless of whether they also identified as another race.

Appendix B: Selected Longitudinal Trends from the CIRP Freshman Survey – 2011 through 2014

	2011	2012	2013	2014
Sex/Gender				
Male	37.7%	36.5%	34.4%	34.4%
Female	62.3%	63.5%	65.6%	65.6%
Race/Ethnicity – Single Selection				
American Indian	0.2%	0.5%	0.2%	0.3%
Asian American/Asian/Pacific Islander	9.8%	8.8%	10.6%	11.4%
Black/African-American	2.3%	3.0%	3.5%	2.9%
Latino	30.8%	31.9%	36.5%	38.2%
White/Caucasian	37.4%	36.1%	29.9%	28.3%
Other Race/Ethnicity	1.7%	2.1%	1.6%	2.0%
Two or More	17.7%	17.6%	17.7%	16.8%
Is English your native language?				
Yes	77.7%	78.4%	76.2%	72.3%
No	22.3%	21.6%	23.8%	27.7%
How many miles is CSUSM from your permanent home?				
0-50	79.5%	64.7%	66.6%	63.4%
51 to 100	15.2%	22.1%	19.8%	20.5%
Over 100	5.3%	13.2%	13.5%	16.1%
Application & Admission				
This college was first or second choice	81.3%	76.6%	77.4%	76.1%
Applied to seven or more colleges	10.1%	16.7%	18.7%	20.1%
Plan to live with family during fall term	65.1%	47.3%	47.6%	46.8%
Plan to live in on-campus housing during fall term	25.2%	44.6%	39.0%	45.2%
Plan to live in other private residence	8.1%	4.9%	9.5%	6.5%
Very important reasons to attend this college...				
The cost of attending this college	54.1%	48.6%	50.7%	55.0%
This college has a very good academic reputation	35.5%	39.2%	39.9%	44.2%
I was offered financial assistance	38.0%	37.9%	41.0%	43.6%
This college has a very good reputation for its social activities	30.8%	32.6%	31.9%	37.1%
I wanted to live near home	45.4%	41.2%	37.4%	34.9%
I wanted to go to a school about the size of this college	30.2%	31.1%	30.2%	33.4%
A visit to campus	24.4%	28.9%	28.5%	30.3%
Paying for College				
At least <i>some concern</i> about paying for college	73.6%	77.0%	77.8%	75.5%
Estimated parental income less than \$50,000	40.0%	38.9%	43.3%	44.4%
Grants/scholarships to cover \$3,000 or more of first year costs	44.0%	43.8%	45.8%	51.7%
Family resources to cover \$3,000 or more of first year costs	42.7%	47.2%	42.1%	40.0%
Loans to cover \$3,000 or more of first year costs	24.1%	30.4%	29.6%	29.1%
<i>Very good chance</i> student will get a job to help pay for college	56.6%	57.8%	54.0%	58.2%
During last year of high school, spent at least six hours per week...				
Socializing with friends	62.1%	58.8%	54.8%	50.7%
Exercise or sports	46.2%	46.6%	44.9%	38.9%
Working for pay	30.9%	33.7%	31.5%	34.5%
Studying/doing homework	24.4%	24.6%	27.8%	27.3%
Online social networks	24.8%	23.4%	26.4%	27.6%
Watching TV	19.9%	19.5%	19.0%	16.3%
Partying	18.0%	16.4%	12.1%	10.8%

Self-rating above average or in the highest 10%...				
Drive to achieve	70.7%	71.8%	73.9%	74.6%
Understanding of others	70.4%	68.6%	71.4%	71.6%
Cooperativeness	68.9%	68.3%	70.5%	68.9%
Leadership ability	54.8%	55.9%	55.4%	57.2%
Competitiveness	55.5%	52.1%	55.5%	53.6%
Self-understanding	54.2%	55.1%	53.8%	53.5%
Intellectual self-confidence	49.3%	49.6%	50.4%	50.9%
Academic ability	53.1%	52.1%	51.0%	50.2%
Physical health	54.1%	52.4%	52.2%	48.2%
Emotional health	52.7%	48.1%	48.3%	48.1%
Social self-confidence	49.8%	49.0%	48.5%	47.6%
Characteristics rated somewhat strong or a major strength...				
Ability to work cooperatively with diverse people	--	--	83.3%	85.5%
Tolerance of others with different beliefs	--	--	78.7%	78.5%
Ability to see the world from someone else's perspective	--	--	71.7%	73.2%
Ability to discuss and negotiate controversial issues	--	--	63.6%	65.7%
Openness to having my own views challenged	--	--	62.9%	63.9%
Chances are very good that student will...				
Earn a B average or better	57.4%	58.6%	54.6%	57.1%
Socialize with someone of another racial/ethnic group	58.3%	56.1%	55.4%	54.7%
Be satisfied with CSUSM	43.6%	46.9%	44.2%	44.2%
Need tutoring for specific courses	--	44.8%	--	37.6%
Participate in student clubs/groups	39.6%	43.1%	38.1%	36.4%
Work on a professor's research project	--	--	28.6%	28.9%
Perform community service/volunteer work	28.1%	30.7%	26.7%	28.0%
Study abroad	21.1%	25.2%	26.6%	26.8%
Transfer to another college before graduating	16.6%	14.2%	13.0%	10.3%
Change major field	14.2%	17.9%	16.3%	15.7%
Join a social fraternity or sorority	13.4%	19.8%	15.2%	13.8%
Need extra time to complete degree	9.4%	10.8%	11.0%	11.5%
Take a temporary leave of absence	--	--	4.9%	4.0%
Goals that are very important or essential...				
Being very well off financially	87.5%	86.2%	88.8%	87.3%
Helping others who are in difficulty	71.5%	73.1%	74.2%	75.1%
Raising a family	75.8%	74.0%	72.9%	72.3%
Becoming an authority in my field	58.8%	55.7%	58.7%	56.9%
Obtaining recognition from colleagues	56.7%	58.2%	59.5%	55.7%
Influencing social values	43.4%	46.5%	46.9%	46.1%
Improving my understanding of other countries and cultures	40.5%	45.1%	44.1%	44.3%
Becoming successful in a business of my own	45.6%	44.3%	44.4%	42.8%
Developing a meaningful philosophy of life	42.3%	45.2%	44.2%	40.0%
Helping to promote racial understanding	34.1%	39.2%	38.3%	39.3%
Adopting "green" practices to protect the environment	36.3%	42.1%	35.9%	38.3%
Becoming a community leader	33.9%	37.2%	36.7%	36.3%
Becoming involved in programs to clean up the environment	24.1%	28.7%	27.7%	29.5%
Beliefs & Opinions – agree or strongly agree that...				
Same-sex couples should have the right to legal marital status	65.3%	74.3%	--	83.3%
The chief benefit of a college education is that it increases earning power	79.9%	--	78.4%	74.1%

Addressing global climate change should be a federal priority	57.4%	--	59.8%	62.7%
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	46.8%	45.8%	--	59.0%
Federal military spending should be increased	34.3%	--	--	45.1%
The death penalty should be abolished	--	28.5%	--	36.5%
Undocumented immigrants should be denied access to public education	38.8%	--	26.9%	29.8%
Racial discrimination is no longer a major problem in America	27.5%	25.8%	--	24.0%

Appendix C: First Generation Students – Key Differences from the 2014 CIRP Freshman Survey

	No College	Some College	College Degree
Sex/Gender			
Male	27.6%	33.2%	40.4%
Female	72.4%	66.8%	59.6%
Race/Ethnicity – Single Selection			
American Indian	0.3%	0.6%	0.1%
Asian American/Asian/Pacific Islander	4.2%	12.7%	17.6%
Black/African-American	1.7%	3.0%	3.6%
Latino/a	70.5%	30.0%	12.2%
White/Caucasian	11.2%	30.3%	43.7%
Other Race/Ethnicity	1.8%	1.7%	2.2%
Two or More	10.4%	21.8%	20.6%
Hispanic*			
Yes	77.3%	42.5%	23.7%
No	22.7%	57.5%	76.3%
Is English your native language?			
Yes	47.1%	85.6%	87.3%
No	52.9%	14.4%	12.7%
Underrepresented Minority Status**			
URM	83.8%	56.0%	36.5%
Non-URM	16.2%	44.0%	63.5%
How many miles is CSUSM from your permanent home?			
0-10	31.0%	16.7%	17.2%
11-50	34.5%	41.5%	47.0%
51 to 100	20.4%	23.1%	18.9%
Over 100	14.1%	18.7%	16.9%
Where do you plan to live during the fall term?			
With family or relatives	55.0%	42.4%	41.0%
On-campus housing	33.7%	51.8%	52.2%
Other private residence	9.8%	5.0%	4.8%
Estimated Combined Parental Income			
Less than \$30,000	44.4%	21.1%	11.4%
\$30,000-\$74,999	43.2%	37.7%	25.9%
\$75,000 or more	12.4%	41.2%	62.7%
Very important reasons to attend this college...			
The cost of attending this college	65.5%	52.9%	45.2%
I was offered financial assistance	59.8%	41.6%	29.0%
I wanted to live near home	42.0%	28.4%	32.1%
Could not afford first choice	22.6%	15.8%	15.9%
High school counselor advised me	21.0%	13.3%	11.2%
Teacher advised me	12.4%	8.7%	7.1%
Admitted through an Early Action or Early Decision program	9.1%	3.9%	4.8%
Paying for College			
<i>Major concerns</i> about paying for college	25.6%	13.6%	8.2%
Grants/scholarships to cover \$3,000 or more of first year costs	74.2%	62.7%	41.9%
Family resources to cover \$3,000 or more of first year costs	24.9%	48.8%	60.5%
Loans to cover \$3,000 or more of first year costs	29.1%	42.7%	35.5%
<i>Very good chance</i> student will get a job to help pay for college	62.8%	60.1%	52.4%
<i>Some chance</i> student will work full-time while attending	51.7%	54.2%	46.1%

During last year of high school, at least occasionally...			
Performed volunteer work	87.7%	83.3%	83.3%
Performed community service as part of a class	64.7%	62.0%	57.7%
Discussed religion	63.5%	70.1%	78.3%
Discussed politics	61.8%	69.7%	77.0%
Tutored another student	60.2%	59.6%	52.8%
Felt depressed	54.6%	48.8%	47.2%
Voted in a student election	54.0%	63.3%	63.5%
Failed to complete homework on time	49.2%	54.0%	58.1%
Fell asleep in class	37.9%	43.3%	49.6%
Skipped school/class	30.5%	39.2%	36.5%
Drank wine or liquor	29.4%	49.0%	50.5%
Drank beer	26.3%	44.8%	44.3%
Smoked cigarettes	6.5%	9.0%	10.5%
During last year of high school, spent at least 6 hours per week...			
Socializing with friends	39.8%	52.6%	59.8%
On exercise or sports	27.2%	46.2%	46.0%
On housework or childcare duties	15.9%	16.9%	9.9%
Partying	7.3%	12.8%	13.2%
Playing video or computer games	6.1%	15.0%	14.6%
College Expectations			
Expect to graduate in four years or fewer	74.8%	79.7%	82.5%
Preparing for graduate school is a <i>very important</i>	74.4%	64.3%	62.6%
Plan to pursue a graduate degree of any kind	72.1%	66.9%	69.5%
Expect to need at least some academic remediation	52.2%	41.1%	30.3%
<i>Very good chance</i> of needing tutoring for specific courses	44.4%	34.7%	31.6%
<i>Very good chance</i> of seeking personal counseling	19.6%	12.8%	11.7%
Rated self above average or in the highest 10%...			
Cooperativeness	65.7%	70.8%	72.4%
Understanding of others	65.1%	77.9%	75.2%
Leadership ability	51.4%	58.9%	62.2%
Self-understanding	49.1%	55.4%	57.2%
Competitiveness	47.8%	56.6%	57.6%
Intellectual self-confidence	47.5%	53.5%	54.0%
Social self-confidence	41.9%	50.6%	52.8%
Emotional health	40.6%	51.8%	53.0%
Physical health	37.3%	52.0%	56.7%
Spirituality	34.6%	34.6%	40.5%
Writing ability	30.1%	40.5%	42.1%
Public speaking ability	28.6%	35.5%	35.4%
Computer skills	24.2%	31.7%	34.0%
Popularity	20.6%	31.9%	31.8%
Characteristics rated somewhat strong or a major strength...			
Ability to work cooperatively with diverse people	82.2%	89.1%	87.5%
Tolerance of others with different beliefs	74.0%	80.1%	82.1%
Ability to see the world from someone else's perspective	68.7%	78.1%	75.3%
Ability to discuss and negotiate controversial issues	62.2%	70.8%	66.8%
General knowledge	58.6%	68.4%	70.3%
Problem-solving skills	49.7%	55.7%	59.4%

Knowledge of a particular field or discipline	47.0%	57.6%	64.1%
Critical thinking skills	44.5%	52.5%	53.9%
Understanding of problems facing community	43.4%	34.5%	39.7%
Understanding of national issues	26.1%	31.0%	33.6%
Understanding of global issues	24.1%	27.2%	32.2%

*Students were counted as Hispanic if they indicated they were Mexican American/Chicano, Puerto Rican, or other Latino, regardless of whether they also identified as another race.

**Students who identified as "Other Race/Ethnicity" only are excluded.

Appendix D: Underrepresented Minority Students* – Key Differences from the 2014 CIRP Freshman Survey

	URM	Non-URM
Sex/Gender		
Male	29.6%	39.8%
Female	70.4%	60.2%
Is English your native language?		
Yes	61.8%	87.6%
No	38.2%	12.4%
First Generation Status		
Neither parent attended college	51.7%	13.5%
Parent(s) attended some college but did not earn a degree	21.0%	22.3%
One or both parents earned a college degree	27.3%	64.2%
Application & Admission		
CSUSM is first choice	36.3%	43.7%
Admitted to another university	76.1%	68.3%
Admitted to another CSU	66.8%	54.8%
Plan to live off-campus	58.0%	49.0%
Plan to live in on-campus housing	42.0%	51.0%
Very important reasons to attend CSUSM...		
The cost of attending this college	61.0%	46.1%
I was offered financial assistance	52.5%	30.2%
Could not afford first choice	19.8%	15.4%
This college's graduates gain admission to top graduate/professional schools	19.5%	14.3%
High school counselor advised me	18.3%	10.7%
Not offered aid by first choice	13.2%	9.3%
My teacher advised me	11.5%	6.3%
Very important reasons to attend college...		
To learn more about things that interest me	83.4%	78.9%
To gain a general education and appreciation of ideas	73.1%	68.4%
To prepare myself for graduate or professional school	72.3%	61.2%
To make me a more cultured person	46.9%	40.9%
Paying for College		
At least <i>some concern</i> about paying for college	84.1%	62.8%
Estimated parental income less than \$30,000	33.9%	15.2%
Grants/scholarships to cover \$3,000 or more of first year costs	67.2%	45.1%
Family resources to cover \$3,000 or more of first year costs	32.9%	60.0%
<i>Very good chance</i> student will get a job to help pay for college	61.4%	52.2%
High School Activities		
<i>Frequently</i> socialized with someone of another racial/ethnic group	70.6%	79.5%
<i>Frequently</i> supported opinions with a logical argument	42.2%	48.7%
<i>Frequently</i> performed community service as part of a class	26.8%	21.1%
<i>Frequently</i> discussed religion	18.3%	27.5%
<i>Frequently</i> discussed politics	17.8%	27.3%
Performed volunteer work <i>at least occasionally</i>	87.5%	81.5%
Attended a religious service <i>at least occasionally</i>	73.6%	63.7%
Looked up scientific research articles and resources <i>at least occasionally</i>	71.0%	78.6%
Tutored another student <i>at least occasionally</i>	59.9%	52.1%
Helped raise money for a cause or campaign <i>at least occasionally</i>	48.5%	41.9%
Drank wine or liquor <i>at least occasionally</i>	36.9%	49.2%

Drank beer <i>at least occasionally</i>	33.0%	44.1%
Skipped school/class <i>at least occasionally</i>	33.7%	38.3%
Fell asleep in class <i>at least occasionally</i>	41.0%	48.7%
Spent 6+ hours/week socializing with friends	44.4%	60.7%
Spent 6+ hours/week on exercise or sports	33.8%	46.9%
Spent 6+ hours/week working for pay	31.4%	40.2%
Spent 6+ hours/week on household or childcare duties	16.3%	10.7%
Spent 6+ hours/week playing video/computer games	9.0%	14.7%
Rated self above average or in the highest 10%...		
Drive to achieve	76.9%	71.1%
Leadership ability	54.8%	60.0%
Emotional health	45.3%	50.9%
Physical health	44.6%	53.4%
Writing ability	33.5%	42.0%
Public speaking ability	30.5%	35.5%
Computer skills	26.4%	34.4%
Popularity	24.3%	31.8%
Characteristics rated somewhat strong or a major strength...		
Ability to see the world from someone else's perspective	70.9%	77.5%
General knowledge	61.1%	72.4%
Knowledge of a particular field or discipline	51.7%	63.8%
Foreign language ability	48.8%	22.1%
Critical thinking skills	47.1%	54.4%
College Expectations		
Expect to need at least some academic remediation	46.3%	32.5%
At least <i>some chance</i> of socializing with someone of another racial/ethnic group	90.3%	86.5%
At least <i>some chance</i> of getting tutoring for specific courses	85.3%	77.3%
At least <i>some chance</i> of communicating regularly with professors	85.1%	81.2%
At least <i>some chance</i> of participation in student clubs/groups	80.6%	77.0%
At least <i>some chance</i> of performing community service/volunteer work	76.4%	64.0%
At least <i>some chance</i> of working on a professor's research project	72.5%	66.5%
At least <i>some chance</i> of studying abroad	64.5%	53.8%
At least <i>some chance</i> of changing major field	55.2%	47.1%
At least <i>some chance</i> of seeking personal counseling	53.6%	45.6%
At least <i>some chance</i> of participation in student protests or demonstrations	34.9%	27.1%
Plan to pursue a graduate degree	74.3%	64.0%
Goals that are very important or essential...		
Raising a family	70.2%	75.2%
Helping to promote racial understanding	43.5%	33.5%
Becoming a community leader	39.5%	31.0%
Participating in a community action program	35.6%	27.0%
Becoming involved in programs to clean up the environment	31.7%	25.7%
Influencing the political structure	23.6%	19.5%
Beliefs & Opinions – somewhat agree or strongly agree that...		
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	63.4%	52.8%
Undocumented immigrants should be denied access to public education	20.4%	42.7%
Racial discrimination is no longer a major problem in America	21.4%	27.0%

*Students who identified as "Other Race/Ethnicity" only are excluded.

Appendix E: Key Gender Differences from the 2014 CIRP Freshman Survey

	Male	Female
Demographics		
URM*	50.8%	61.9%
Hispanic**	39.7%	50.4%
First generation to attend college	28.4%	38.9%
Non-native English speaker	22.8%	30.8%
Parents both alive and living together	73.6%	63.7%
Earned an A or A- in high school	17.6%	26.1%
Campus is within 50 miles of permanent home	69.2%	59.8%
Estimated parental income less than \$30,000	21.9%	28.8%
Application & Admission		
Accepted by first choice college	51.9%	58.8%
Admitted to another university	66.9%	76.0%
Admitted to another CSU	55.4%	65.0%
Applied to at least four other universities	50.7%	59.9%
At least <i>some concern</i> about paying for college	66.0%	79.8%
Very important reasons to attend CSUSM...		
The cost of attending this college	47.0%	58.7%
Offer of financial assistance	36.8%	47.0%
This college has a very good academic reputation	35.3%	48.6%
This college has a very good reputation for its social activities	33.6%	38.9%
This college's graduates get good jobs	28.4%	35.4%
Wanted to go to a school about the size of this college	26.6%	37.3%
A visit to this campus	23.7%	33.5%
The percentage of students who graduate from this college	18.9%	28.4%
Very important reasons to attend college...		
To learn more about things that interest me	76.9%	83.8%
To get training for a specific career	76.1%	87.5%
To gain a general education and appreciation of ideas	66.6%	74.2%
To prepare myself for graduate or professional school	56.4%	73.6%
To make me a more cultured person	37.3%	47.6%
During the last year of high school, frequently...		
Used the Internet for research or homework	71.6%	76.2%
Supported opinions with a logical argument	50.3%	41.6%
Worked with other students on group projects	45.8%	53.1%
Took a risk because there was more to gain	44.7%	35.8%
Sought feedback on academic work	41.9%	47.3%
Revised papers to improve writing	37.7%	47.3%
Discussed politics	28.1%	18.6%
Studied with other students	26.4%	36.6%
Asked a teacher for advice after class	25.9%	33.7%
Performed volunteer work	23.3%	39.5%
Felt overwhelmed by all I had to do	22.7%	49.7%
Performed community service as part of a class	17.9%	28.0%
During the last year of high school, at least occasionally...		
Explored topics independently, even if not required for class	85.3%	78.3%
Looked up scientific research articles and resources	81.3%	70.8%
Failed to complete homework on time	61.3%	50.2%

Fell asleep in class	49.6%	41.3%
Felt depressed	42.7%	53.3%
Helped raise money for a cause or campaign	37.9%	50.2%
Skipped school/class	29.2%	37.4%
During the last year of high school, spent at least six hours per week...		
Socializing with friends	57.5%	47.5%
On exercise or sports	50.1%	33.8%
Playing videos/computer games	24.5%	5.0%
On online social networks	22.5%	30.5%
Studying/doing homework	21.5%	30.7%
On volunteer work	10.2%	17.7%
Participating in student clubs/groups	9.0%	15.2%
On household/childcare duties	9.8%	16.2%
Rated self above average or in the highest 10%...		
Drive to achieve	70.8%	76.6%
Competitiveness	68.3%	46.3%
Intellectual self-confidence	64.4%	44.6%
Leadership ability	63.2%	54.5%
Physical health	63.1%	40.9%
Self-understanding	61.3%	50.0%
Academic ability	60.3%	44.9%
Emotional health	57.3%	43.0%
Social self-confidence	56.5%	43.9%
Risk-taking	52.8%	39.5%
Public speaking ability	42.7%	27.7%
Mathematical ability	41.3%	24.4%
Computer skills	40.8%	23.2%
Popularity	38.7%	21.7%
Characteristics rated somewhat strong or a major strength...		
General knowledge	75.9%	60.6%
Knowledge of a particular field or discipline	68.7%	50.4%
Problem-solving skills	64.5%	50.9%
Critical thinking skills	59.6%	45.5%
Understanding of national issues	40.1%	25.1%
Understanding of global issues	38.2%	23.2%
College Expectations		
Plan to pursue a graduate degree of any kind	63.1%	73.9%
Expect to need at least some academic remediation	34.0%	43.7%
<i>Very good chance</i> of getting a job to help pay for college	47.2%	63.5%
<i>Very good chance</i> of socializing with someone of another racial/ethnic group	45.9%	59.2%
<i>Very good chance</i> of satisfaction with CSUSM	34.1%	49.8%
<i>Very good chance</i> of getting tutoring for specific courses	27.8%	42.2%
<i>Very good chance</i> of communicating regularly with professors	24.9%	38.7%
<i>Very good chance</i> of having a roommate of a different race/ethnicity	22.7%	32.6%
<i>Very good chance</i> of participation in student clubs/groups	23.9%	42.6%
<i>Very good chance</i> of studying abroad	14.2%	32.8%
<i>Very good chance</i> of participation in volunteer/community service work	13.5%	35.4%
Goals that are very important or essential...		
Being very well off financially	84.5%	88.8%

Helping others who are in difficulty	68.4%	78.9%
Becoming an authority in my field	61.1%	54.9%
Becoming successful in a business of my own	49.7%	39.6%
Keeping up to date with political affairs	35.8%	25.3%
Participating in a community action program	27.1%	34.8%
Beliefs & Opinions – agree or strongly agree that...		
Same-sex couples should have the right to legal marital status	79.4%	85.4%
The chief benefit of a college education is that it increases one's earning power	79.3%	72.0%
Undocumented immigrants should be denied access to public education	36.7%	26.2%
Racial discrimination is no longer a major problem in America	29.7%	21.1%

*Students who identified as "Other Race/Ethnicity" only are excluded.

**Students were counted as Hispanic if they indicated they were Mexican American/Chicano, Puerto Rican, or other Latino, regardless of whether they also identified as another race.

Appendix F: On-Campus Housing Residents – Key Differences from the 2014 CIRP Freshman Survey

	On-Campus	Off-Campus
Demographics		
Female	69.4%	62.5%
URM*	53.4%	62.3%
Hispanic**	41.1%	51.4%
First generation to attend college	25.8%	42.7%
Non-native English speaker	20.1%	34.3%
Earned a B or better in high school	88.5%	84.0%
Campus is within 50 miles of permanent home	35.6%	86.2%
Paying for College		
Estimated parental income at \$75,000 or more	45.3%	34.0%
Grants/scholarships to cover \$3,000 or more of first-year costs	57.8%	58.8%
Family resources to cover \$3,000 or more of first-year costs	55.9%	34.9%
Loans to cover \$3,000 or more of first-year costs	48.8%	23.0%
Very important reasons to attend CSUSM...		
The cost of attending this college	47.6%	60.1%
A visit to this campus	40.9%	21.5%
This college has a very good reputation for its social activities	40.7%	34.4%
Offer of financial assistance	38.9%	46.7%
Wanted to go to a school about the size of this college	38.1%	30.1%
Percentage of students that graduate from this college	27.7%	23.4%
My parents wanted me to come here	21.2%	30.5%
I wanted to live near home	18.6%	48.3%
During the last year of high school, frequently...		
Sought solutions to problems and explained them to others	49.4%	43.2%
Asked questions in class	47.9%	41.5%
Revised papers to improve writing	45.4%	42.7%
Took a risk because there was more to gain	41.8%	36.5%
During the last year of high school, at least occasionally...		
Voted in a student election	65.1%	54.4%
Came late to class	61.7%	56.5%
Drank wine or liquor	50.7%	35.1%
Helped raise money for a cause or campaign	50.4%	42.2%
Fell asleep in class	48.5%	40.4%
Publicly communicated my opinion about a cause	46.4%	41.3%
Drank beer	45.1%	31.8%
Skipped school/class	39.0%	31.0%
Demonstrated for a cause	20.4%	17.0%
Was a guest in a teacher's home	16.4%	11.7%
During the last year of high school, spent at least six hours per week...		
Socializing with friends	56.1%	46.7%
On exercise or sports	46.6%	33.1%
Participating in student clubs/groups	15.4%	10.9%
Partying	13.3%	9.3%
Playing video/computer games	8.8%	13.8%
Rated self above average or in the highest 10%...		
Cooperativeness	72.6%	65.7%
Leadership ability	61.6%	53.5%

Competitiveness	57.0%	51.3%
Social self-confidence	52.9%	44.3%
Physical health	51.5%	46.0%
Risk-taking	46.5%	41.7%
Popularity	31.6%	24.0%
Characteristics rated somewhat strong or a major strength		
Ability to work cooperatively with diverse people	87.2%	84.8%
Tolerance of others with different beliefs	80.0%	77.2%
Ability to discuss and negotiate controversial issues	68.7%	63.8%
Openness to having my own views challenged	66.3%	63.1%
College Expectations		
Expect to graduate in four years or fewer	81.7%	76.7%
Plan to pursue a graduate degree	72.0%	68.7%
At least <i>some chance</i> of discussing course content with students outside of class	87.8%	81.6%
At least <i>some chance</i> of having a roommate of a different race/ethnicity	85.9%	50.2%
At least <i>some chance</i> of studying abroad	66.6%	54.4%
At least <i>some chance</i> of joining a social fraternity or sorority	56.6%	42.4%
At least <i>some chance</i> of playing club, intramural, or recreational sports	54.3%	44.6%
At least <i>some chance</i> of participation in student government	35.0%	30.2%
At least <i>some chance</i> of participation in student protests or demonstrations	34.7%	29.5%
<i>Very good chance</i> of getting tutoring for specific courses	42.2%	33.3%
<i>Very good chance</i> of participation in student clubs/groups	40.1%	32.9%
<i>Very good chance</i> of communicating regularly with professors	36.7%	31.9%

*Students who identified as "Other Race/Ethnicity" only are excluded.

**Students were counted as Hispanic if they indicated they were Mexican American/Chicano, Puerto Rican, or other Latino, regardless of whether they also identified as another race.

Appendix G: 2014 HERI Comparison Groups

The broad categories of institution control (i.e., public, private, and religious affiliation) are defined by data submitted to the Integrated Postsecondary Educational Data System (IPEDS). Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

For the purposes of this report, “similar public four-year colleges” refers to the low selectivity group below, while “public four-year colleges” refers to the combination of these three groups.

Public 4yr Colleges – Low Selectivity

Median scores between 800 and 984

6166	Dalton State College
194	California State University-Los Angeles
230	California State University-Northridge
2029	Valley City State University
2410	Rhode Island College
2750	Castleton State College
4823	California State University-Monterey Bay
4851	California State University-San Marcos
5751	California State University-San Bernardino
7813	Institute of American Indian and Alaska Native Cul
5735	University of the Virgin Islands

Public 4yr Colleges – Medium Selectivity

Median scores between 985 and 1034

170	Sonoma State University
497	Armstrong Atlantic State University
1193	Bridgewater State University
1588	Wayne State College
2157	Northeastern State University
2696	West Texas A & M University
2796	Longwood University
2825	Radford University
5010	California State University-Long Beach
6232	University of Pittsburgh-Bradford
6430	CUNY Lehman College

Public 4yr Colleges – High Selectivity

Median scores between 1035 and 1600

2	University of Montevallo
129	California State Polytechnic University-Pomona
341	United States Air Force Academy
380	United States Coast Guard Academy
471	New College of Florida
1092	Towson University
1100	United States Naval Academy
1175	Massachusetts College of Art and Design
1298	University of Michigan-Dearborn
1499	Southeast Missouri State University
1672	Rutgers University-Camden
1878	SUNY College at Potsdam
2331	Millersville University of Pennsylvania
2435	Citadel Military College of South Carolina
4894	SUNY Institute of Technology at Utica-Rome
5621	California Maritime Academy
5773	University of Massachusetts-Dartmouth
6400	University of Michigan-Flint
7026	The Richard Stockton College of New Jersey
7028	SUNY at Purchase College
7241	Ramapo College of New Jersey
9119	University of South Florida Sarasota-Manatee
9121	University of Washington-Tacoma Campus