



**H I G H E R  
E D U C A T I O N  
R E S E A R C H  
I N S T I T U T E**

**CIRP Freshman Survey**

**2 0 0 5**

## AN INVITATION TO PARTICIPATE

# THE 2005 CIRP FRESHMAN SURVEY

**The Higher Education Research Institute**

**at UCLA invites you to participate in the**

**Cooperative Institutional Research**

**Program's 2005 Freshman Survey.**

**The Survey is designed to provide**

**community colleges, four-year colleges,**

**and universities with a cost-effective**

**method of collecting comparative data**

**on their entering students for use in**

**institutional decision-making, research,**

**and assessment activities.**

### **Program Overview**

Participating institutions receive a detailed profile of their entering freshman class, as well as national normative data for students in similar types of institutions (e.g., public four-year colleges, moderately selective Protestant colleges, highly selective Catholic colleges, public two-year colleges). These campus profile reports, together with the national normative profile, provide important data that are useful in a variety of program and policy areas:

- admissions and recruitment;
- academic program development and review;
- institutional self-study and accreditation activities;
- public relations and development;
- institutional research and assessment;
- retention studies; and
- longitudinal research about the impacts of policies and programs.

Although the normative data provided with the institutional reports (and published annually in *The American Freshman*) are based on the population of first-time, full-time freshmen, participating institutions also receive separate reports for their part-time and transfer students. Additionally, participating campuses can obtain supplemental reports profiling students by various subgroups (for example, by intended major or career, by academic ability, by home state) as part of the basic participation costs.

## **The Survey Instrument**

The Freshman Survey questionnaire is appropriate for all entering students.

The four-page survey instrument covers a broad array of issues:

- demographic characteristics;
- expectations of college;
- high school experiences;
- degree goals and career plans;
- college finances;
- attitudes, values, and life goals; and
- reasons for attending college.

Moreover, the survey form provides space for participating campuses to add up to 20 items of local interest. A copy of the 2005 questionnaire will be posted on the HERI website at [www.gseis.ucla.edu/heri/heri.html](http://www.gseis.ucla.edu/heri/heri.html) by February 19th.

## **The Institutional Report**

In December, campuses receive a detailed report profiling freshman responses from their institution. This report provides an in-depth profile of freshman men, freshman women, and all freshmen, plus separate profiles of transfer and part-time students. Additionally, the report provides comparative normative data for freshmen entering similar types of institutions.

## **How Colleges Use Freshman Survey Results**

### ***For Planning and Resource Allocation***

Information on entering students' financial needs, aspirations and preparation for college is a valuable planning tool. Contrasting financial needs to institutional resources, for example, or students' academic preparation to course taking patterns assists with evaluating the effectiveness of existing policies and practices and/or identifying areas for improvement.

### ***To Study Retention***

A recent study conducted by HERI found that CIRP data is a powerful predictor of retention. In fact, two-thirds of the variation among institutions' degree completion rates is attributable to the characteristics of their entering students rather than to differences in the effectiveness of their undergraduate retention programs.\*

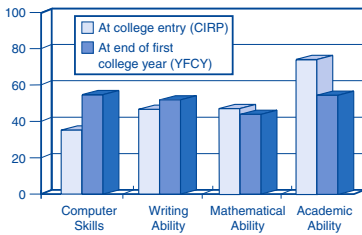
### ***To Provide Baseline Data***

One of the most important features of the CIRP Freshman Survey is its potential to serve as a baseline for future research on entering college students (see FIGURE 1).

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\*Astin, A. W. & Oseguera, L. (2005) Degree Attainment Rates at American Colleges & Universities. Los Angeles: Higher Education Research Institute, UCLA.

**FIGURE 1**  
**CHANGE IN FIRST-YEAR STUDENTS'**  
**SELF-CONCEPT**



Longitudinal follow-up of these students (e.g., after the first year of college or during their senior year) allows institutions to assess student development over time and the impact of campus programs, practices, and policies on student involvement, satisfaction, and success. (For more information on the CIRP follow-up surveys—Your First College Year (YFCY) and the College Student Survey (CSS)—visit the HERI website [www.gseis.ucla.edu/heri/heri.html](http://www.gseis.ucla.edu/heri/heri.html).)

### ***CIRP Data Services***

*To facilitate further institutional analyses, CIRP survey results are available in the following electronic files:*

- *Institutional data file: Individual student records formatted for SPSS or other statistical applications*
- *Report on spreadsheet: Aggregated student data in Excel—ready to use in charts or graphs*

*HERI also provides additional data services, such as trends files, consortium reports and file merging. A description of these services appears on the HERI website (under “HERI Surveys”).*

## **Special Offer with 2005 CIRP Registration!**

To encourage longitudinal assessment of entering students, participants in the 2005 CIRP Freshman Survey will be able to take advantage of a special arrangement with Your First College Year—the only national survey designed to evaluate students during their first year of college. If you register for *both* the 2005 CIRP and the 2006 YFCY by September 30, 2005, you will receive a **free longitudinal data file** of YFCY responses merged with Freshman Survey data. These data enable institutions to:

- evaluate student adjustment to college
- assess first-year students’ academic experiences and achievement
- study specific first-year programs
- examine student change over time

For additional information about the 2005 CIRP/2006 YFCY special offer—especially how institutions use the longitudinal data file—visit the YFCY website [www.gseis.ucla.edu/heri/yfcy](http://www.gseis.ucla.edu/heri/yfcy).

## THE 2005 CIRP FRESHMAN SURVEY

Please indicate survey option(s):

- We wish to participate in the 2005 CIRP Freshman Survey
- We also wish to participate in the 2006 YFCY Survey (complete right side of form)

INSTITUTION NAME

CONTACT PERSON

TITLE

DEPARTMENT

CAMPUS ADDRESS (PHYSICAL ADDRESS)

( )

PHONE

( )

FAX

E-MAIL

NUMBER OF CIRP SURVEYS YOU NEED

(DUE DATE)

SIGNATURE OF CONTACT PERSON

By signing I agree to follow survey procedures and pay fees for participation when billed. (There is a \$100 fee for cancelling after surveys are received.)

### 2005 CIRP Freshman Survey Administration Overview

On most campuses, students complete the survey during freshman orientation. Most institutions allow about one hour for survey administration. Institutions receive all materials by the date they indicate on the CIRP registration form.

### 2005 CIRP Participation Fees

Participation fee = \$400

plus

\$2.00 per returned survey (first 500 surveys)

\$1.50 per returned survey (surveys 501–1,000)

\$1.00 per returned survey (surveys 1,001 and thereafter)

## THE 2006 YFCY SURVEY

Please check the appropriate box:

- We will administer the YFCY as a paper survey/with a web option
- OR
- We will administer the YFCY as a web survey (no paper)

INSTITUTION NAME

CONTACT PERSON

TITLE

DEPARTMENT

CAMPUS ADDRESS (PHYSICAL ADDRESS)

( )

PHONE

( )

FAX

E-MAIL

HERI will contact your institution in Fall 2005 to finalize YFCY arrangements.

### 2006 YFCY Administrative Overview

Your First College Year (YFCY) is designed to follow-up students at the end of their first year at college. YFCY is scheduled from March, 2006 through early June, 2006. The survey is available both in paper or on-line (web administration). In January, 2006 HERI will send your institution a file containing the names of students who participated in the 2005 CIRP Freshman Survey earlier in the academic year.

### 2006 YFCY Participation Fees

Participation fee = \$475

plus

\$2.00 per returned survey

Mail to: UCLA

Higher Education Research Institute

3005 Moore Hall, Box 951521

Los Angeles, CA 90095-1521

ATTN: 2005 CIRP Freshman Survey

or FAX to: (310) 206-2228

## Real Information or Just Data?

One advantage of participating in any CIRP survey is that the information you receive is “benchmarked” against similar schools’ results. This provides context and perspective to any reports you create based on these data. Because the surveys are regularly offered, you may create “trends” reports showing changes over time.

HERI maintains extensive databases of all surveys: the College Student Survey, the CIRP Freshman Survey, and the Faculty Survey. HERI provides a number of special reports and data files in connection with all its surveys. These permit you to view your survey results in different ways, or to develop special needs analyses.

### The Higher Education Research Institute (HERI)

*Director:* Sylvia Hurtado, Ph.D.

HERI is housed in the Graduate School of Education & Information Studies at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education, leadership development, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and research resources since its affiliation with UCLA in 1973.

### The Cooperative Institutional Research Program (CIRP)

*Director:* Linda J. Sax, Ph.D.

*Associate Director:* Jennifer A. Lindholm, Ph.D.

*Director of Follow-up Surveys:* Jennifer R. Keup, Ph.D.

CIRP is a national longitudinal study of the American higher education system. Established in 1966, the CIRP is now the nation’s largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. The CIRP has been administered by the Higher Education Research Institute since 1973.



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