Gender
This class mirrors the overall gender distribution at MSU.

56.3% Female
43.7% Male

How old are our beginning freshmen?
This class is traditional college age.

Percentage of Beginning Freshmen

- 17: 2.6%
- 18: 81.3%
- 19: 14.4%
- 20: .8%
- 21: .4%

817 beginning freshmen
Where are they from?
More students are from Dallas/Fort Worth than other areas.

Registration status
98% Full Time
2% Part Time
<table>
<thead>
<tr>
<th>High School Class Rank (Percent of class)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 10%</td>
<td>10.8</td>
<td>15.1</td>
<td>14.0</td>
<td>12.3</td>
<td>12.2</td>
<td>10.3</td>
</tr>
<tr>
<td>10-20%</td>
<td>18.4</td>
<td>16.3</td>
<td>20.7</td>
<td>18.7</td>
<td>20.6</td>
<td>15.7</td>
</tr>
<tr>
<td>20-25%</td>
<td>9.7</td>
<td>9.4</td>
<td>9.7</td>
<td>10.5</td>
<td>7.9</td>
<td>8.9</td>
</tr>
<tr>
<td>25-50%</td>
<td>35.6</td>
<td>33.4</td>
<td>30.6</td>
<td>34.2</td>
<td>33.3</td>
<td>36.9</td>
</tr>
<tr>
<td>50-75%</td>
<td>21.4</td>
<td>19.7</td>
<td>19.3</td>
<td>18.9</td>
<td>19.9</td>
<td>22.2</td>
</tr>
<tr>
<td>Bottom 25%</td>
<td>1.3</td>
<td>6.2</td>
<td>5.7</td>
<td>5.4</td>
<td>6.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### ACT Composite

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number submitted</td>
<td>352</td>
<td>392</td>
<td>424</td>
<td>364</td>
<td>363</td>
<td>467</td>
</tr>
<tr>
<td>25th percentile</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>50th percentile</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>75th percentile</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

### SAT Composite (Reading + Math)

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number submitted</td>
<td>501</td>
<td>541</td>
<td>535</td>
<td>436</td>
<td>443</td>
<td>570</td>
</tr>
<tr>
<td>25th percentile</td>
<td>910</td>
<td>920</td>
<td>920</td>
<td>930</td>
<td>920</td>
<td>900</td>
</tr>
<tr>
<td>50th percentile</td>
<td>980</td>
<td>1000</td>
<td>990</td>
<td>1010</td>
<td>990</td>
<td>990</td>
</tr>
<tr>
<td>75th percentile</td>
<td>1080</td>
<td>1100</td>
<td>1080</td>
<td>1090</td>
<td>1090</td>
<td>1090</td>
</tr>
<tr>
<td>Mean</td>
<td>1003.71</td>
<td>1014.64</td>
<td>1006.88</td>
<td>1013.76</td>
<td>1002.84</td>
<td>999.91</td>
</tr>
</tbody>
</table>
Community involvement
The incoming freshman class wants to be involved.

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Life</td>
<td>30%</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>50%</td>
</tr>
<tr>
<td>Volunteer or Community Service</td>
<td>70%</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>80%</td>
</tr>
</tbody>
</table>

Political persuasion
They are politically moderate.

- 49% Middle-of-road
- 28% Conservative
- 14% Liberal
- 2% Far right
- 7% Unknown
Fall-to-fall BFR retention

Retention is a topic of particular concern. The achieved retention rate of larger incoming classes is a major determinant of future enrollment. Since 1990, MSU's beginning freshman retention rates have varied from 74.9% (2008 cohort) to 59% (1997 cohort). During this time, the average cohort's fall-to-fall retention is 65.62%.
MAP-Works

MSU is entering its second year utilizing MAP-Works, which is a predictive early alert system. This fall, 72% of the entering class participated in a survey that was administered during the fourth week of the semester. The survey data is coupled with pre-college characteristics to indicate each student’s likelihood of success (good academic performance or persistence) at MSU. MAP-Works provides a measure for each student on the following factors:

- Academic
- Socio-emotional
- Performance and expectations
- Behaviors and activities
- Financial means

When a student is identified as high-risk for attrition or poor academic performance, the factor scores are analyzed and appropriate assistance is dispatched. From the Fall 2013 incoming freshman class after one month of school, we knew the following:

**Risk of poor academic performance or attrition**

- 6.7% Very high risk
- 11.9% High risk
- 15.4% Moderate risk
- 55% Low risk

**Intent to return to MSU for Fall 2014**

- 6% Weak or no intent
- 16% Moderate intent
- 78% Strong intent
Midwestern State University
CIRP Freshman Survey
2013 Results

First-time, Full-time Freshmen

Midwestern State University
N=514

Public 4yr Colleges-medium selectivity
N=12,544

Higher Education Research Institute, University of California at Los Angeles
Demographics

How many miles is this college from your permanent home?

<table>
<thead>
<tr>
<th>Mileage Range</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>11.6%</td>
<td>10.2%</td>
</tr>
<tr>
<td>6-10</td>
<td>8.4%</td>
<td>13.8%</td>
</tr>
<tr>
<td>11-50</td>
<td>15.7%</td>
<td>40.1%</td>
</tr>
<tr>
<td>51-100</td>
<td>13.1%</td>
<td>15.7%</td>
</tr>
<tr>
<td>101-500</td>
<td>44.8%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Over 500</td>
<td>6.4%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Legend: Your Institution | Comparison Group
College Admissions Decisions

Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
College Admissions Decisions

To how many colleges *other than this one* did you apply for admission this year?
Were you accepted by your first choice college?

- Yes: 88.9%
- No: 11.1%

Is this college your …

- First Choice: 68.3%
- Second Choice: 29.5%
- Third Choice: 9.7%
- Less than Third Choice: 5.1%

Comparison Group:
- First Choice: 55.8%
- Second Choice: 25.4%
- Third Choice: 4.1%
- Less than Third Choice: 2.2%
College Choice

How important was each reason in your decision to attend *this college*?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college has a very good academic reputation</td>
<td>58.9%</td>
<td>55.6%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>42.8%</td>
<td>41.0%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>41.5%</td>
<td>42.0%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>44.7%</td>
<td>42.0%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>38.7%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

*Graph showing the percentage of students considering each factor very or somewhat important.*

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important
College Choice

How important was each reason in your decision to attend *this college*?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very Important</th>
<th>Somewhat Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was offered financial assistance</td>
<td>45.7%</td>
<td>31.5%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>63.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>8.9%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Could not afford first choice</td>
<td>14.2%</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

*Your Institution*

- Very Important
- Somewhat Important

*Comparison Group*

- Very Important
- Somewhat Important
College Choice

How important was each reason in your decision to attend this college?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents wanted me to come here</td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td>I wanted to live near home</td>
<td>27.2%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Rankings in national magazines</td>
<td>9.1%</td>
<td>29.8%</td>
</tr>
<tr>
<td>A visit to the campus</td>
<td>37.7%</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

Your Institution
- Very Important
- Somewhat Important

Comparison Group
- Very Important
- Somewhat Important
Financing College

Do you have any concern about your ability to finance your college education?

- None: 29.7%
- Some: 57.9%
- Major: 12.4%

Comparison Group:
- None: 24.5%
- Some: 60.9%
- Major: 14.6%

Bar chart showing percentages of students with different levels of concern about financing college, categorized by their institution and the comparison group.
High School Experiences

Understanding students’ established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.
**Habits of Mind**

*Habits of Mind* is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

**Construct Items**

- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Ask questions in class
- Take a risk because you felt you had more to gain
- Seek feedback on academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources

![Bar chart showing Habits of Mind scores for All FTFT, Men, and Women, with Your Institution and Comparison Group represented by different colors.](chart)
**Pluralistic Orientation** measures skills and dispositions appropriate for living and working in a diverse society.

- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective
Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

**Construct Items**

- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
Engaged citizens are a critical element in the functioning of our democratic society. Civic Engagement measures the extent to which students are motivated and involved in civic, electoral and political activities.

Construct Items

- Publicly communicated your opinion about a cause
- I am interested in seeking information about current social and political issues
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.

![Bar chart showing the percentage of students who felt overwhelmed by all they had to do and felt depressed, comparing your institution to the comparison group.](chart.png)
Expectations for College Life

Understanding students’ expectations helps provide opportunities for students to grow intellectually, interpersonally and affectively.
Expectations for College Life
What is your best guess as to the chances that you will:

- Participate in volunteer or community service work: 46.1% Very Good Chance, 23.5% Some Chance
- Participate in a study abroad program: 33.6% Very Good Chance, 14.6% Some Chance
- Discuss course content with students outside of class: 50.3% Very Good Chance, 30.5% Some Chance
Communicate regularly with your professors

Take a course exclusively online at this institution

Work on a professor’s research project

Your Institution
- Very Good Chance
- Some Chance

Comparison Group
- Very Good Chance
- Some Chance
The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

- The Freshman Survey
- Your First College Year Survey
- Diverse Learning Environments Survey
- College Senior Survey
- The Faculty Survey

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