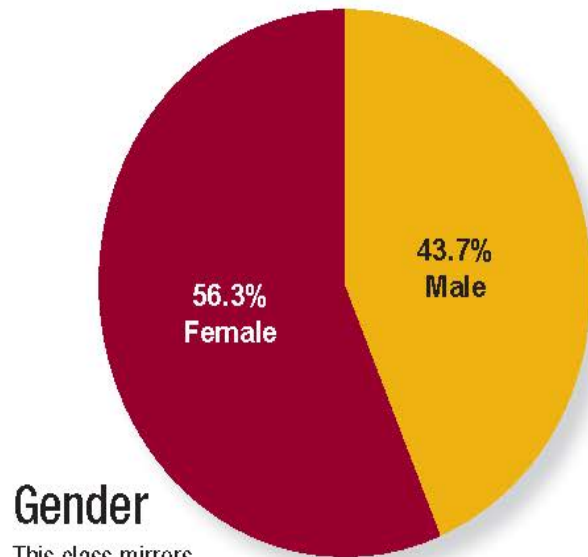


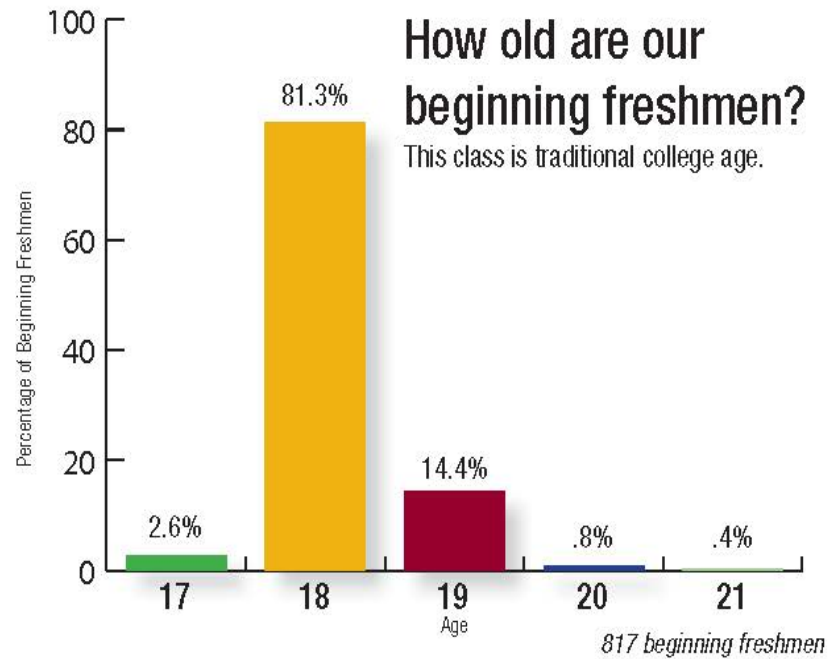
**MIDWESTERN**  
STATE UNIVERSITY

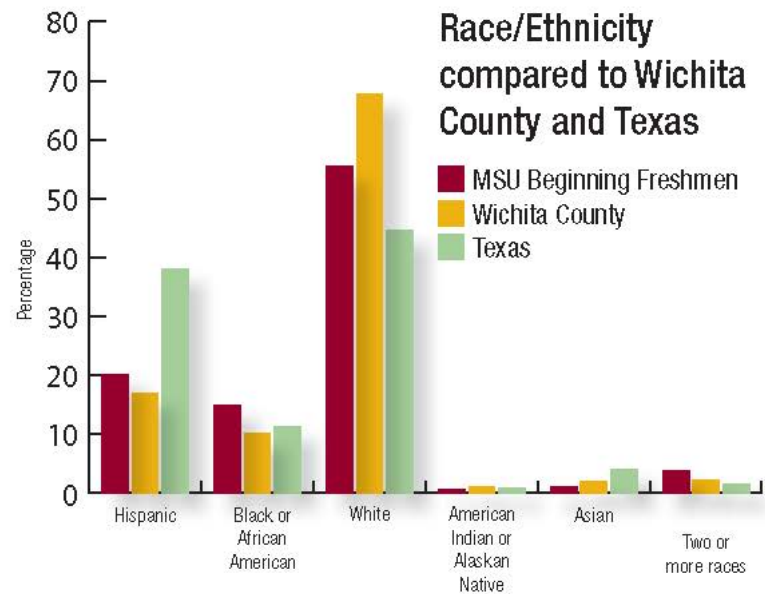
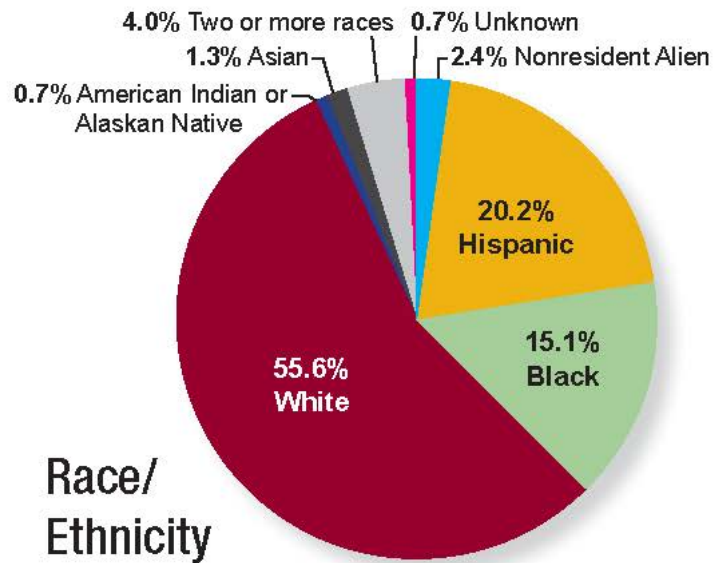
mwsu.edu



### Gender

This class mirrors the overall gender distribution at MSU.

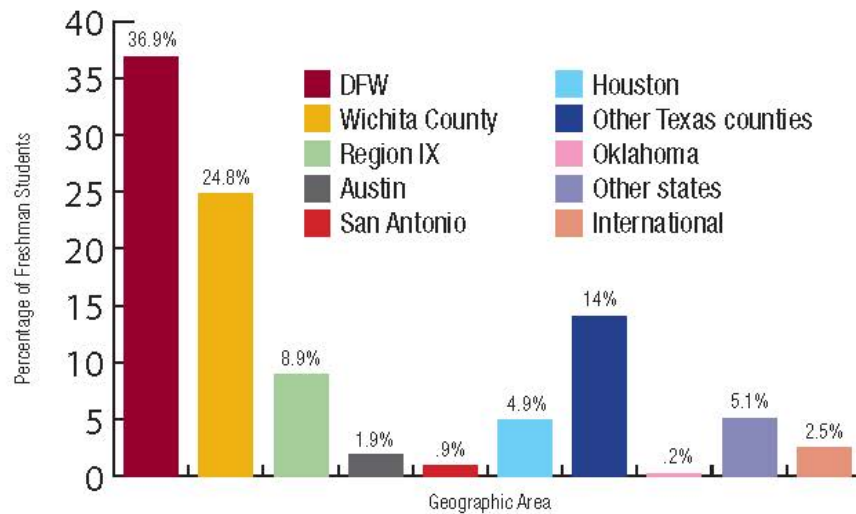




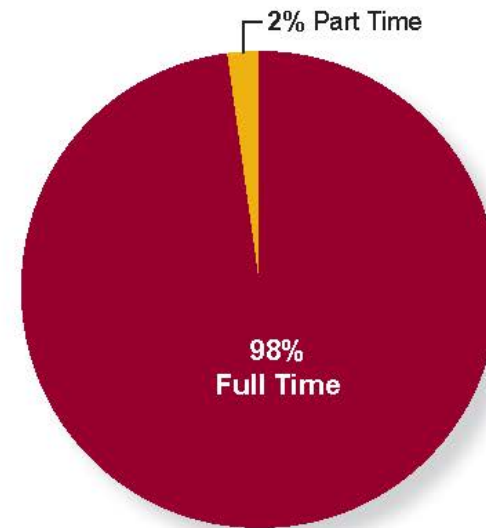
Source: Texas State Data Center ([www.txstc.utss.edu](http://www.txstc.utss.edu))

## Where are they from?

More students are from Dallas/Fort Worth than other areas.



## Registration status





### ACT Composite

	2008	2009	2010	2011	2012	2013
Number submitted	352	392	424	364	353	467
25th percentile	19	18	19	20	19	19
50th percentile	21	21	21	21	21	21
75th percentile	23	23	23	24	23	23
Mean	21.14	21.19	21.38	21.87	21.31	21.19

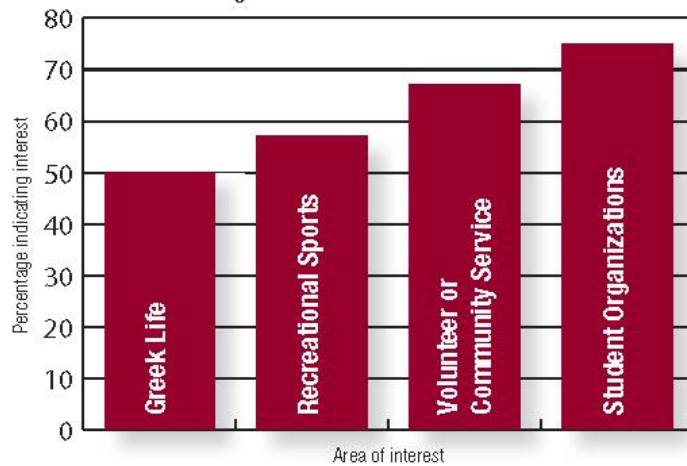
### SAT Composite (Reading + Math)

	2008	2009	2010	2011	2012	2013
Number submitted	501	541	535	436	443	570
25th percentile	910	920	920	930	920	900
50th percentile	980	1000	990	1010	990	990
75th percentile	1080	1100	1080	1090	1090	1090
Mean	1003.71	1014.64	1006.88	1013.76	1002.84	999.91



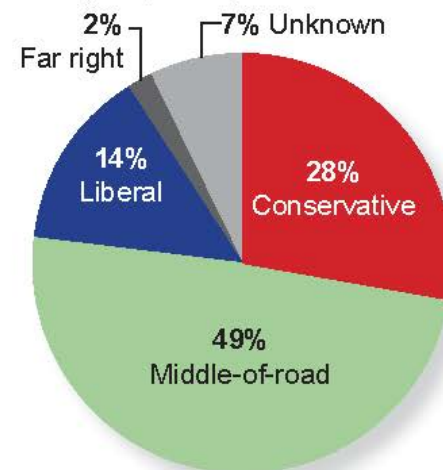
## Community involvement

The incoming freshman class wants to be involved.



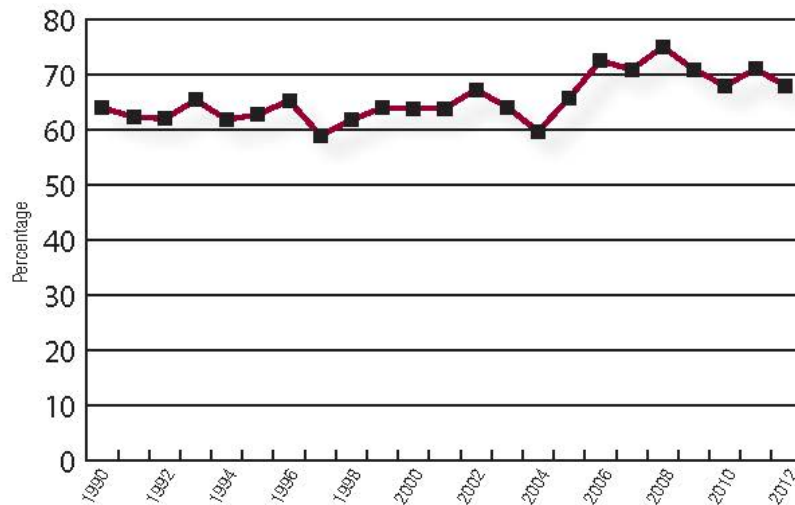
## Political persuasion

They are politically moderate.



## 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%.





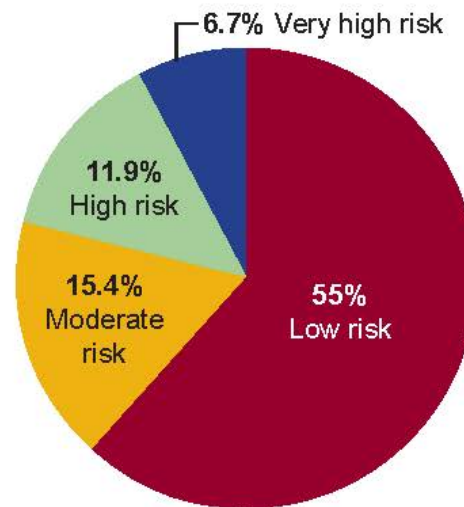
## MAP-Works

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:

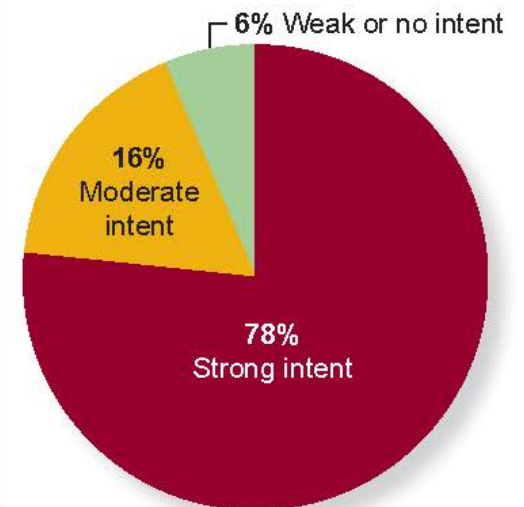
- Academic
- Socio-emotional
- Performance and expectations
- Behaviors and activities
- Financial means

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 know the following:

### Risk of poor academic performance or attrition



### Intent to return to MSU for Fall 2014





# Midwestern State University CIRP Freshman Survey 2013 Results

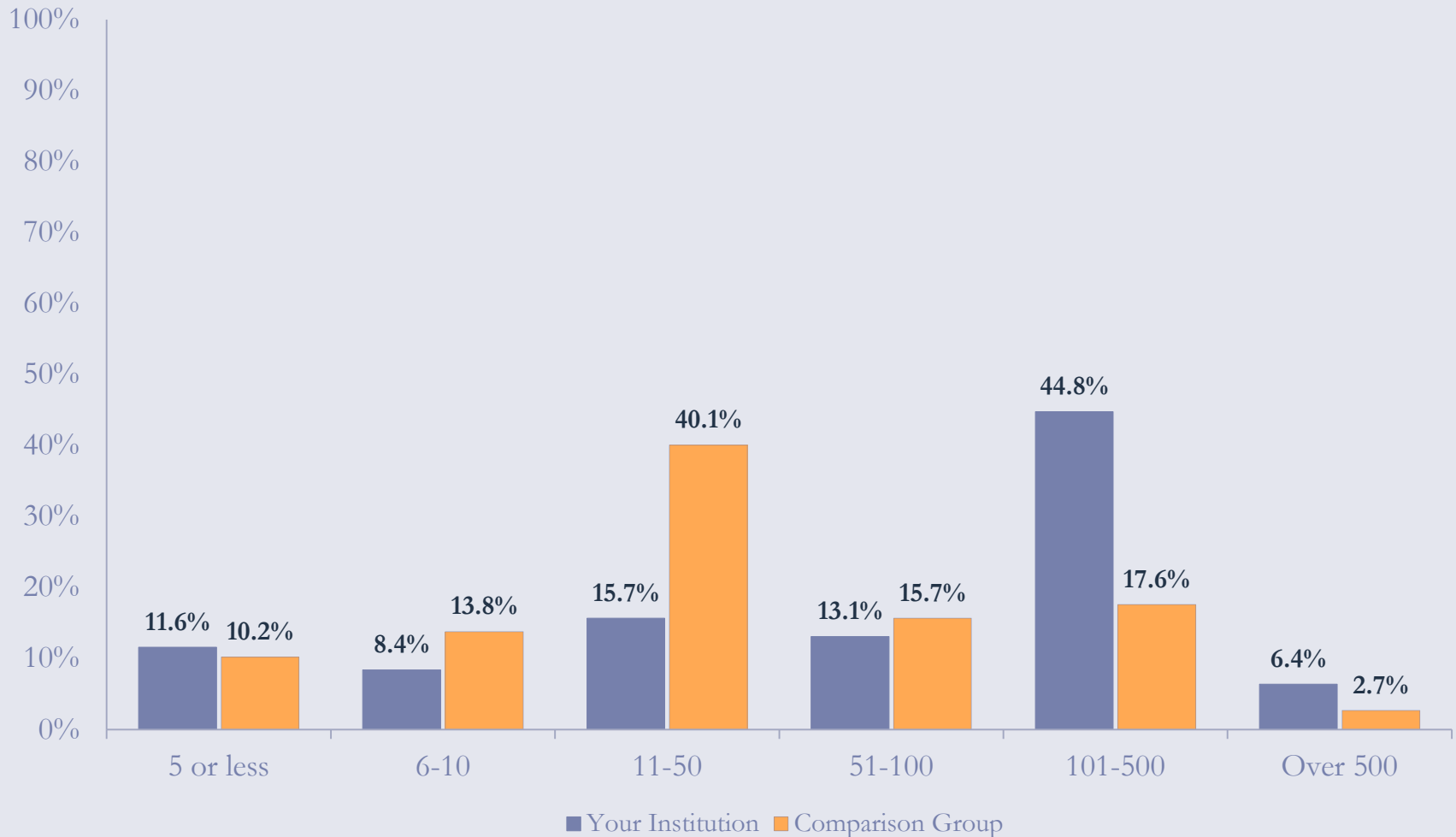
**First-time, Full-time Freshmen**

**Midwestern State University**  
N=514

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

# Demographics

How many miles is this college from your permanent home?



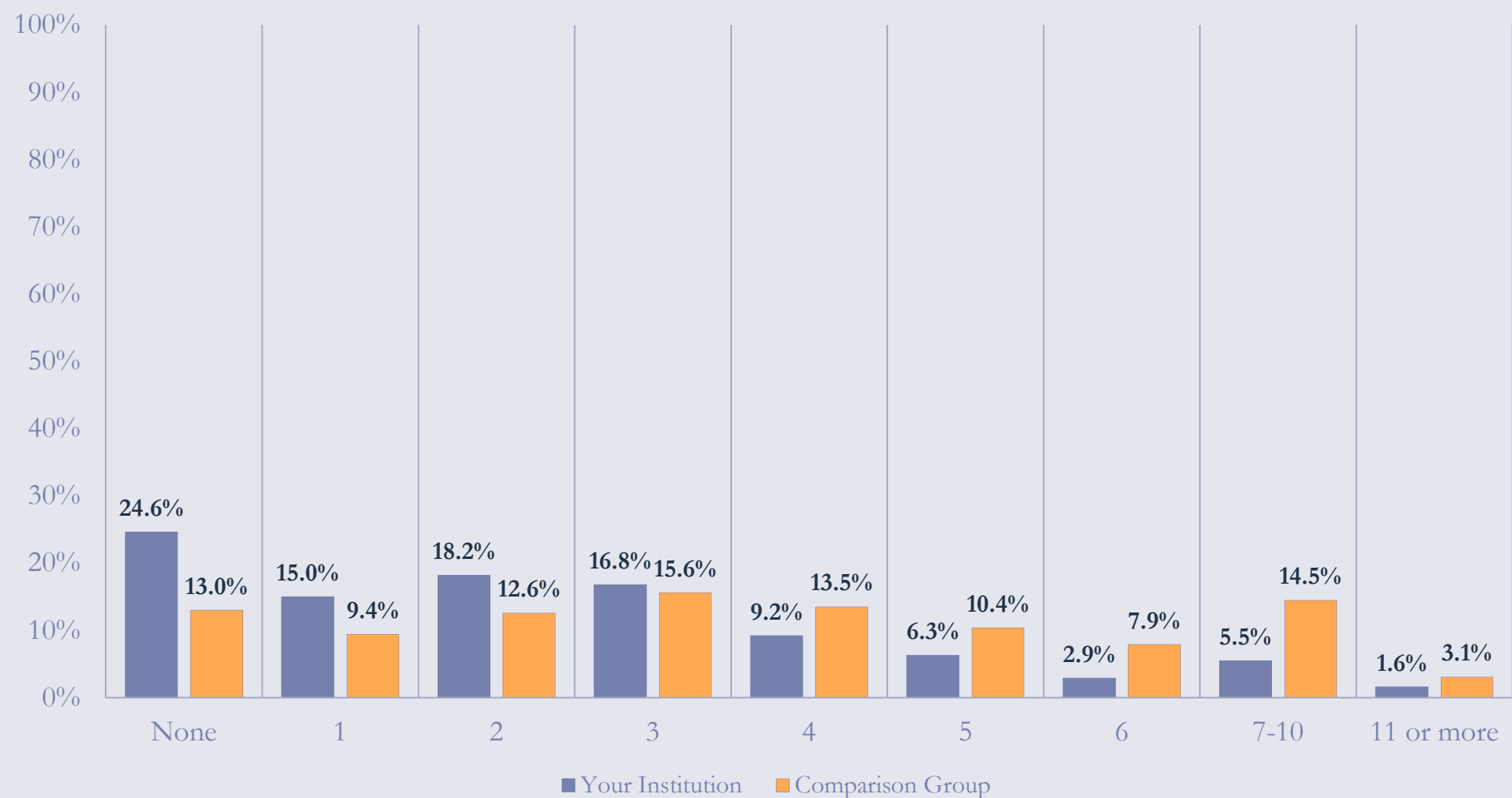


# College Admissions Decisions

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

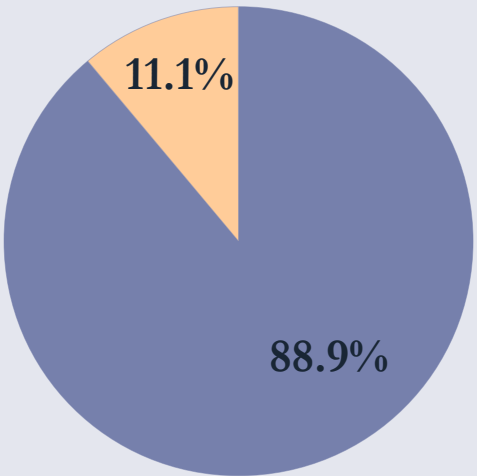
To how many colleges *other than this one* did you apply for admission this year?



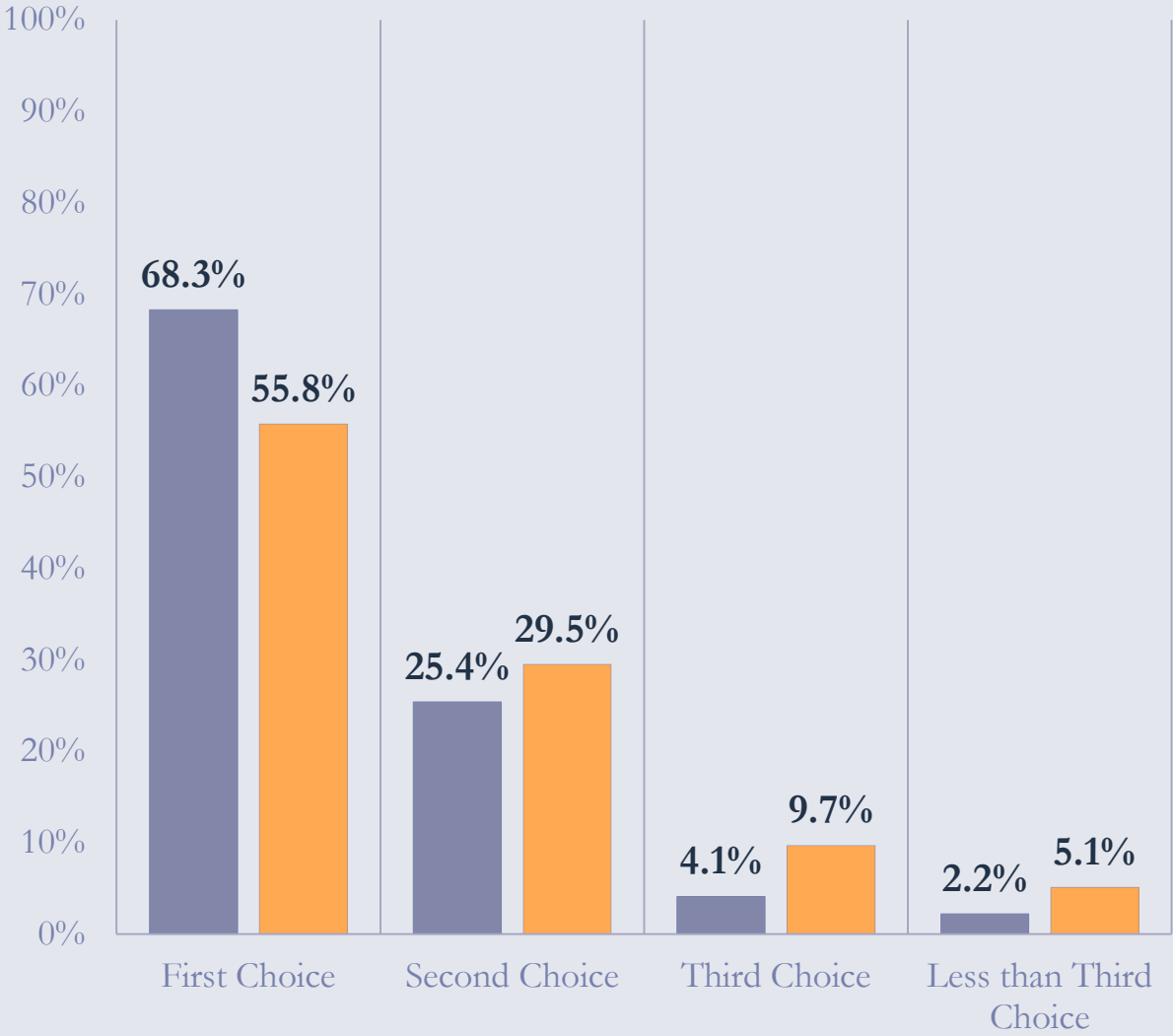
# College Acceptance

Is this college your ...

Were you accepted by your first choice college?



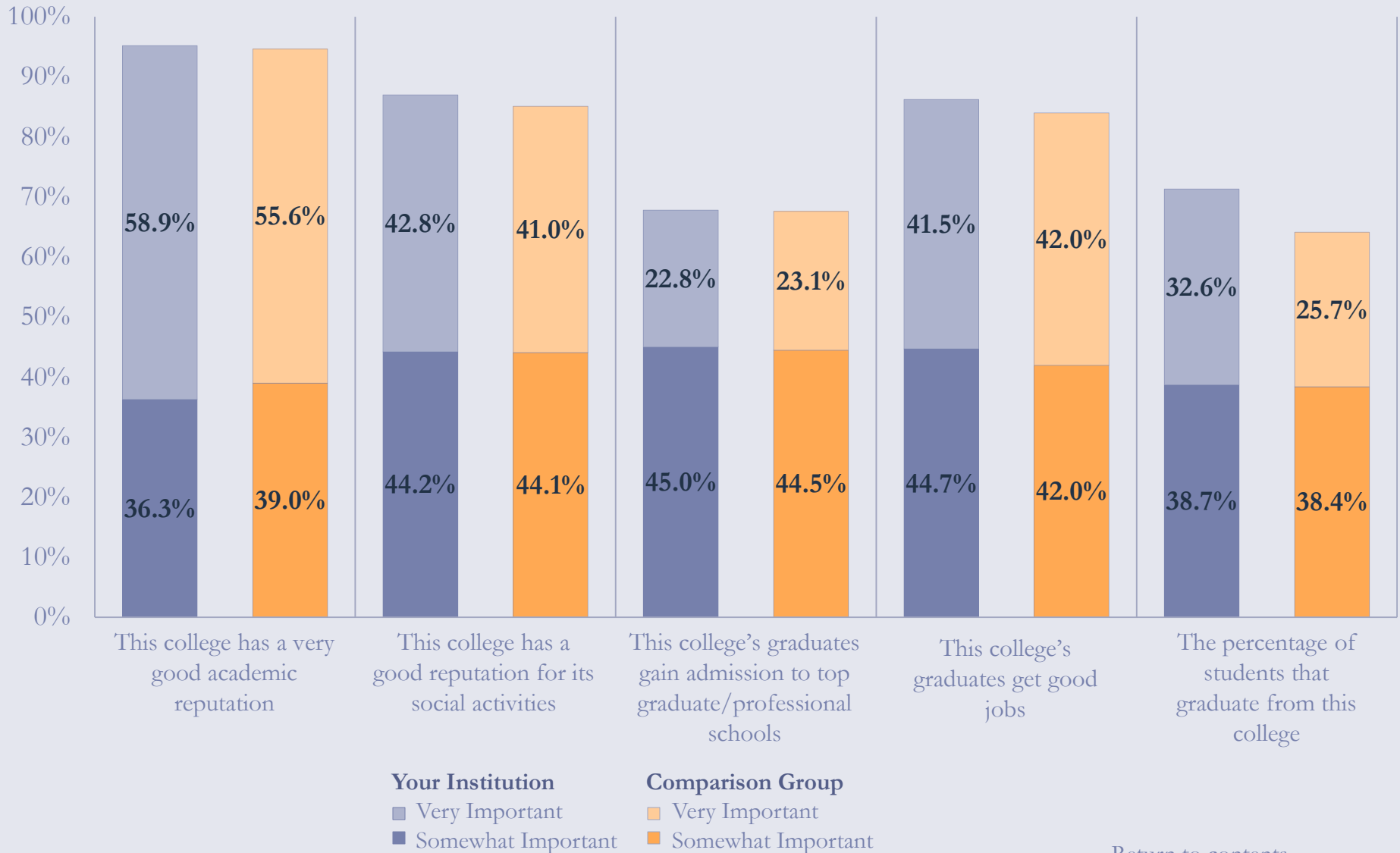
■ Yes ■ No



■ Your Institution ■ Comparison Group

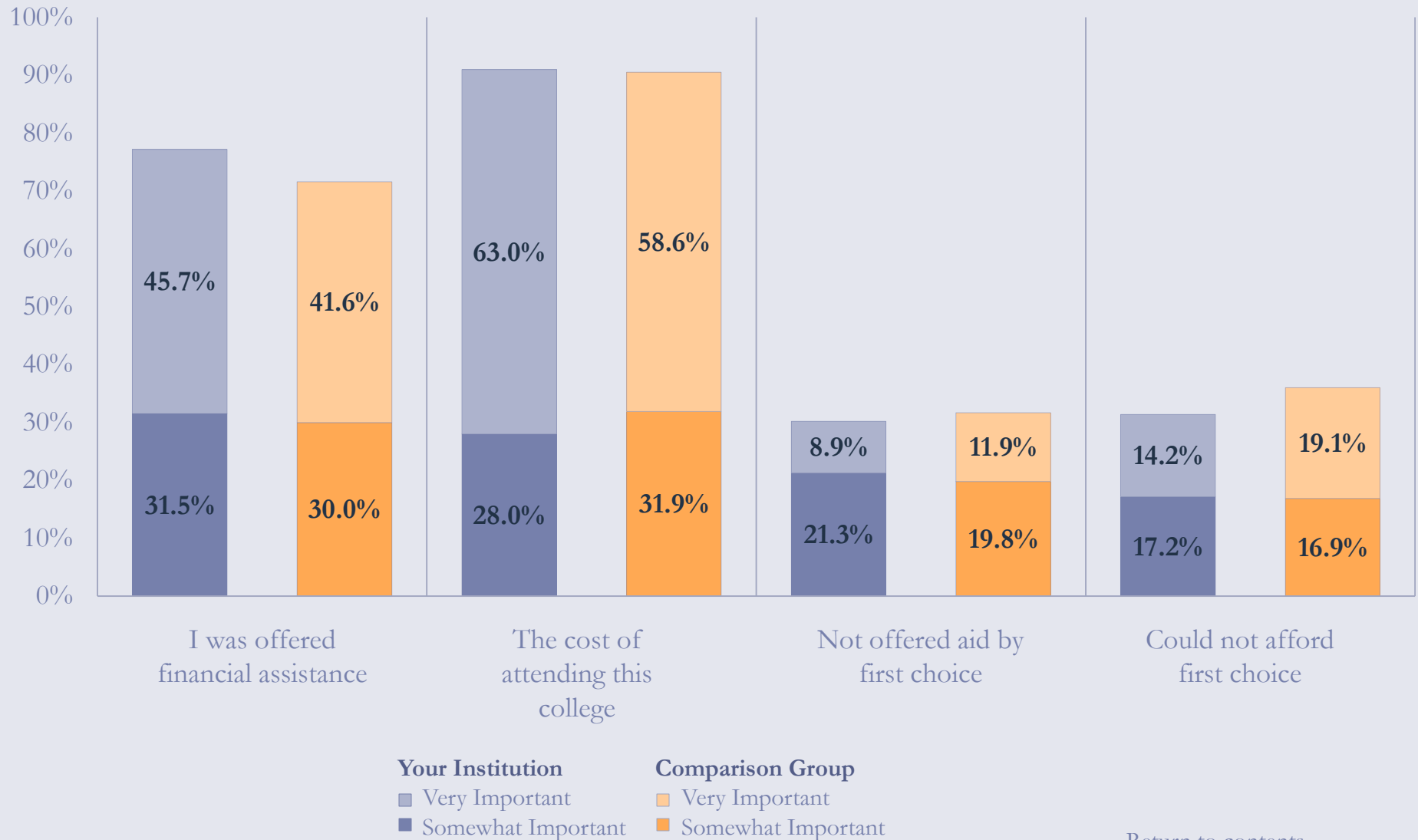
# College Choice

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



# College Choice

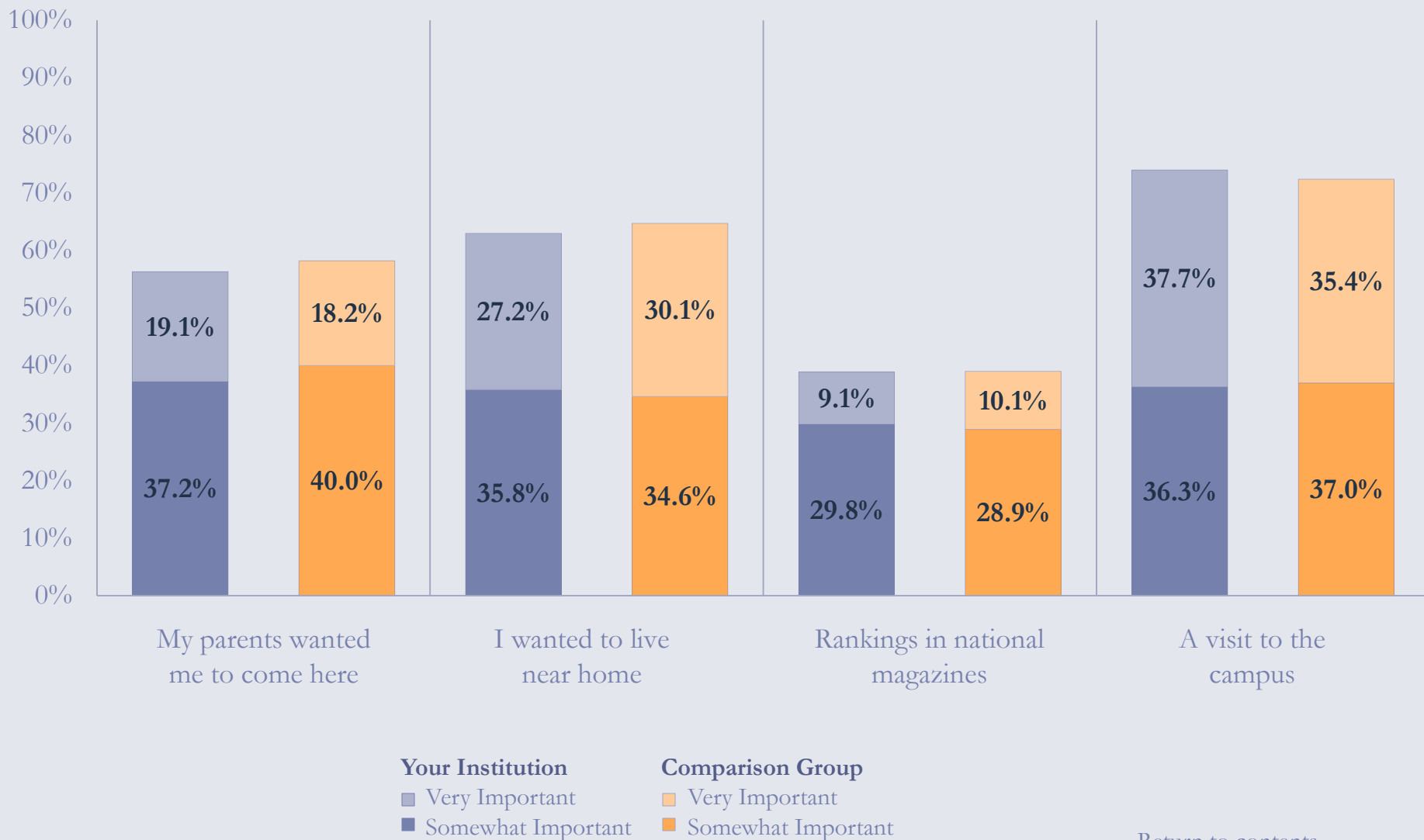
How important was each reason in your decision to attend *this college*?





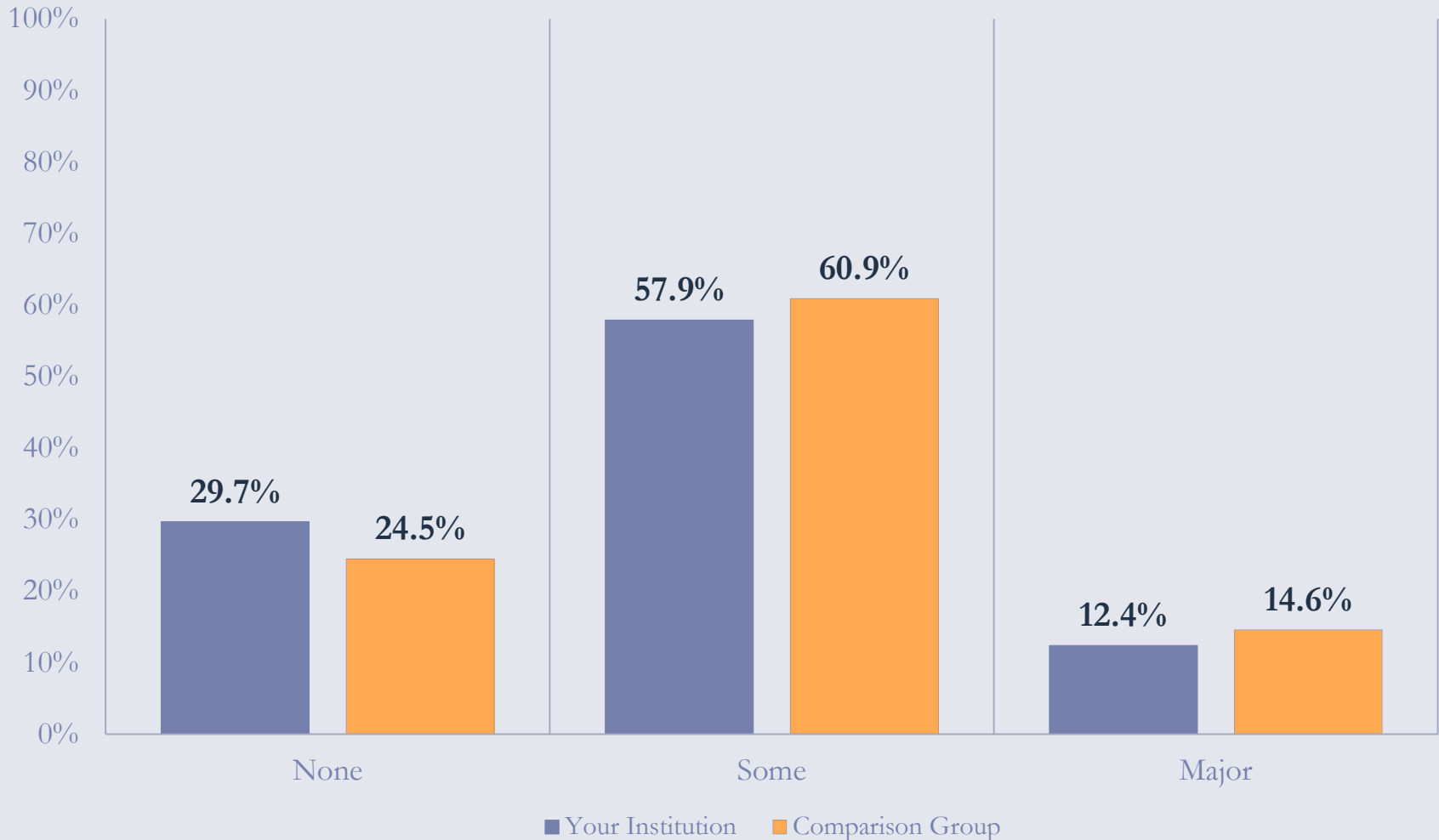
# College Choice

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



# Financing College

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



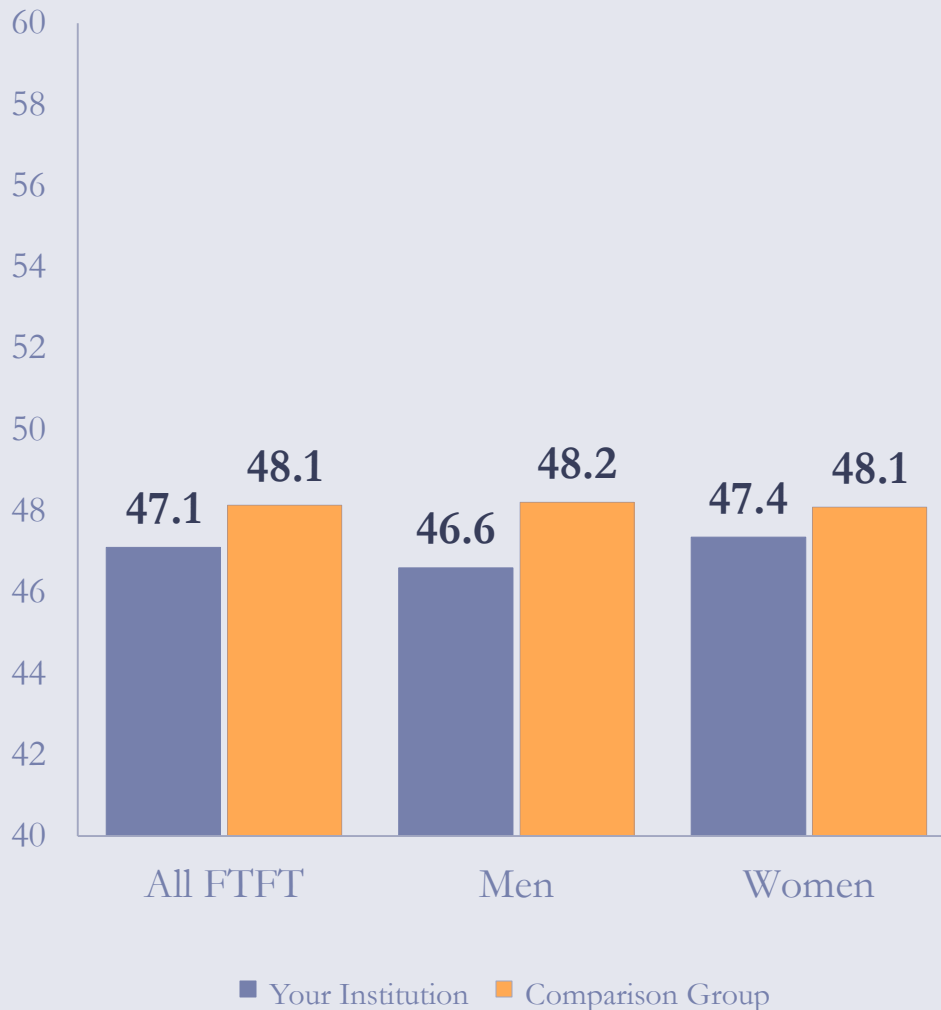


# High School Experiences

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.

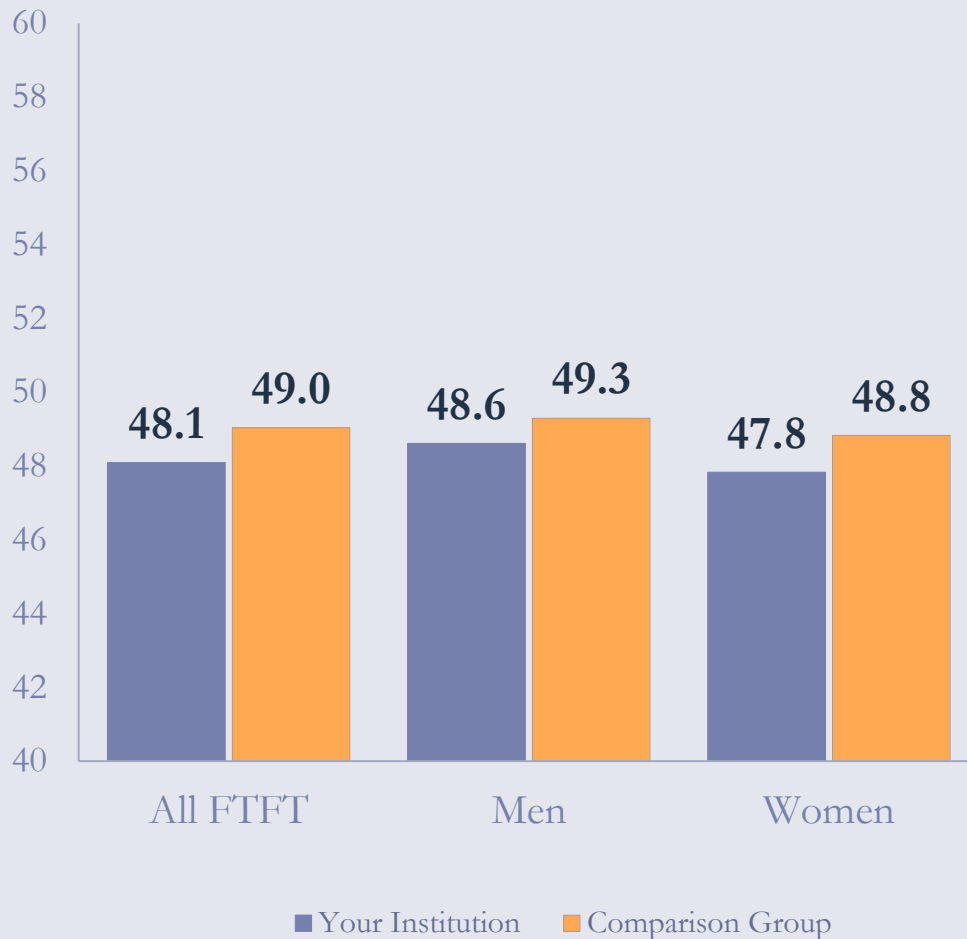


## Construct Items

- 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

# Pluralistic Orientation

*Pluralistic Orientation* measures skills and dispositions appropriate for living and working in a diverse society.

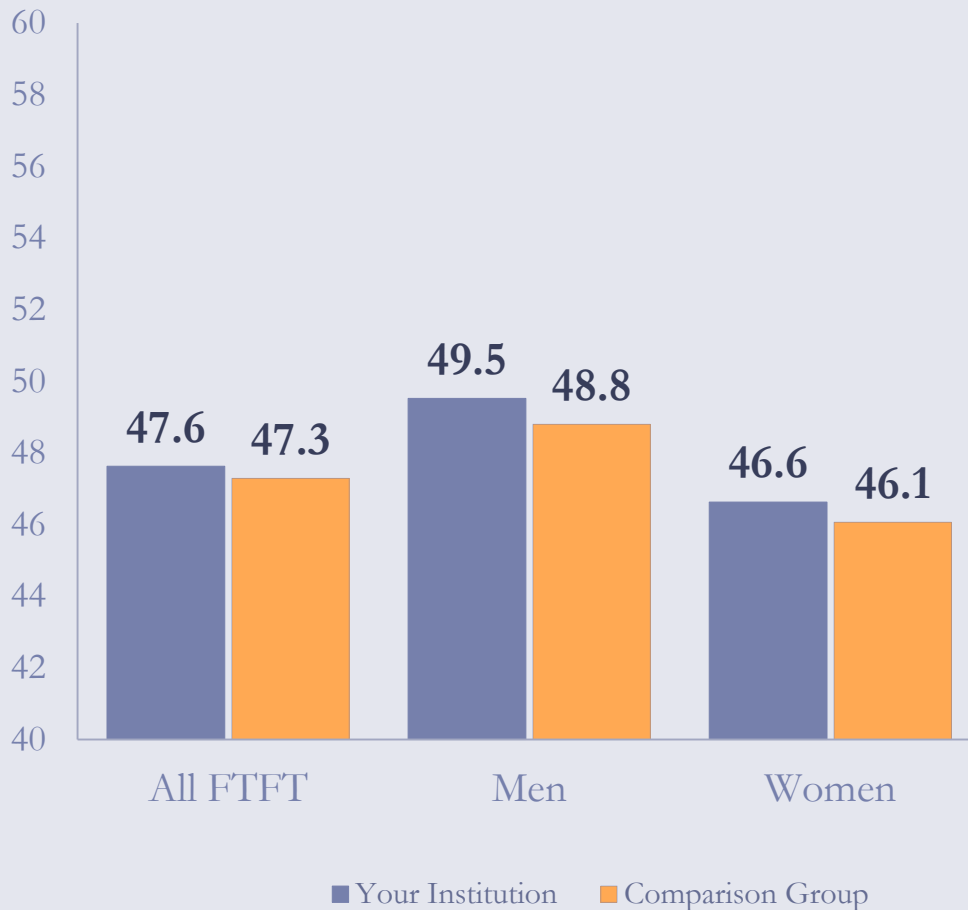


## Construct Items

- 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.

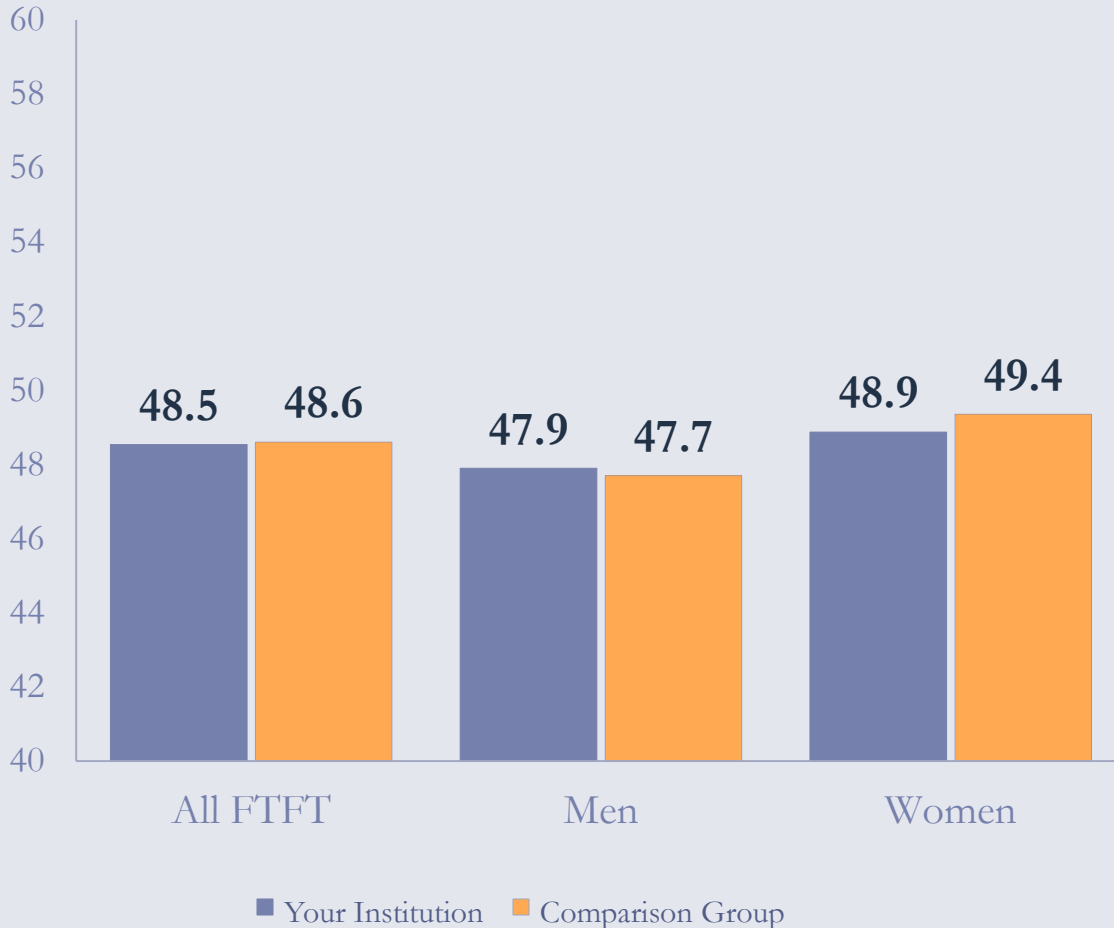


## Construct Items

- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve

# Civic Engagement

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.

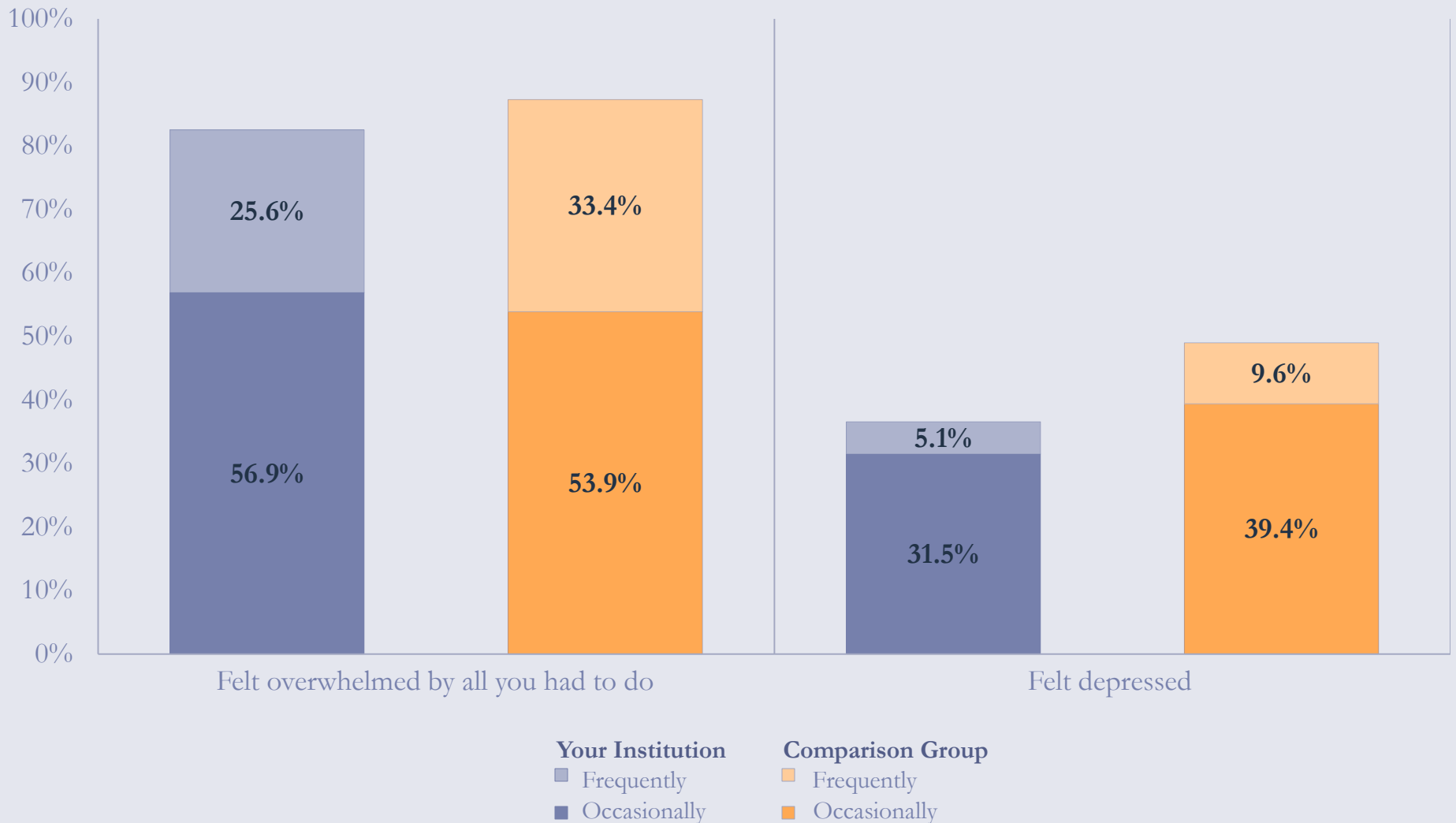


## Construct Items

- 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.





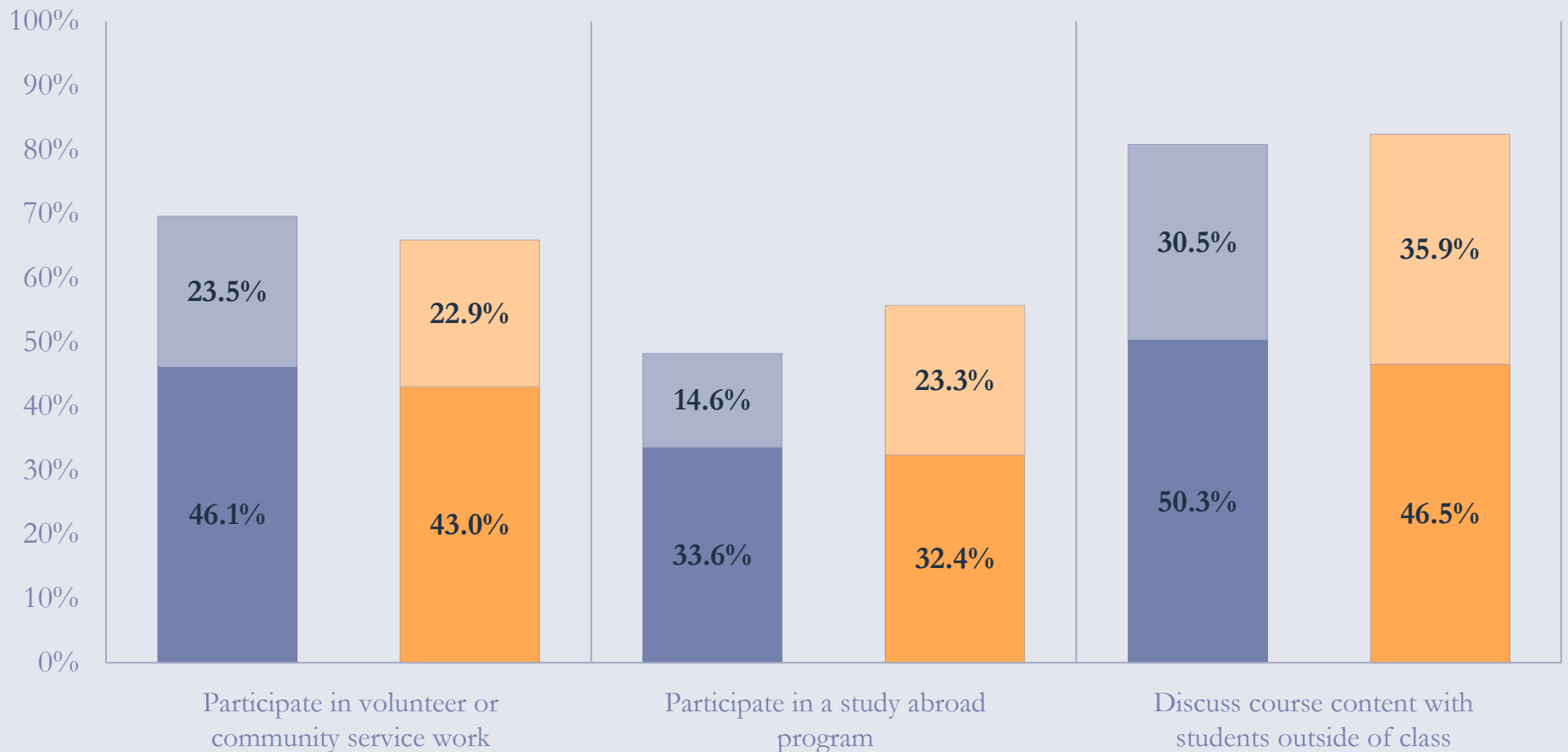


# Expectations for College Life

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:



**Your Institution**

- Very Good Chance
- Some Chance

**Comparison Group**

- Very Good Chance
- Some Chance

# Expectations for College Life

What is your best guess as to the chances that you will:



**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

Please contact:  
**heri@ucla.edu**  
**(310) 825-1925**  
**www.heri.ucla.edu**