

Office of Planning and Institutional Effectiveness



Research Report 2001-06
Fall 2000 Cooperative Institutional Research Program (CIRP)
Survey Report

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Office of Planning & Institutional Effectiveness

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system, conducted by the American Council on Education and the University of California at Los Angeles. The CIRP Survey is part of the Continuous Quality Improvement process instituted by Florida International University's Office of Planning and Institutional Effectiveness. This is the first survey report from the CIRP Survey. The information in this report will be distributed to members of the Florida International University community and will be used by the appropriate departments to enhance continuous quality improvement efforts.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and the Continuous Quality Improvement Survey Reports, visit our website at www.fiu.edu/~opie/cqis/index.htm, contact Clarice D. Evans at evansc@fiu.edu or 305-348-2731, (FAX) 305-348-1908, or visit us at University Park PC 543.

EXECUTIVE SUMMARY OF 2000 COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) SURVEY REPORT

This report summarizes the main findings regarding Florida International University's participation in the Fall 2000 Cooperative Institutional Research Program (CIRP). The CIRP is a national longitudinal study of the American higher education system, conducted by the American Council on Education and the University of California at Los Angeles.

The administration of the CIRP survey at Florida International University in Fall 2000 was part of an ongoing Continuous Quality Improvement Process, coordinated by the Office of Planning and Institutional Effectiveness in collaboration with Undergraduate Studies. The Fall 2000 CIRP Freshman Survey was administered during a proctored session of the Freshman Experience Class during the final week of September 2000.

This report contains a profile of Florida International University's entering Fall 2000 freshman class as well as national normative data for students at highly selective 4-year public institutions and students at all 4-year public institutions. Information provided in these profile reports when compared to national data provide important information that is useful in a variety of areas such as admissions and recruitment, academic program development and review, institutional self-study and accreditation activities, public relations and development, institutional research and assessment, and retention research.

IMPORTANT FINDINGS:

- FIU enrolls more local students than either Highly Selective 4-year Public Institutions (HS) or 4-year Public Institutions (PI).
- FIU students are much less likely to be U.S. citizens than their national counterparts and are more likely to be permanent residents or international students.
- FIU students were less likely than their national counterparts to report that FIU was their first choice in their selection of a college.
- FIU students were more likely to report higher education levels for their parents than students at 4-year Public Institutions (**FIU: approximately 65% of parents of FTIC freshman have attended college**).
- FIU students were much more likely to report that they intended to live at home during their first semester of college than their national counterparts [**81% versus 14.6% (HS) and 29.7% (4-year PI)**].
- FIU students were more likely to report that they intended to obtain a Masters or Doctoral degree than their national counterparts. More than 90% of FIU students reported that they intended to receive at least a Bachelor's degree from FIU.
- FIU students reported that they were twice as likely to utilize a state scholarship or grant to help pay for educational expenses than students at Highly Selective 4-year Public Institutions and almost three times as likely as students at 4-year Public Institutions.

SUMMARY OF 2000 COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) SURVEY REPORT

INTRODUCTION

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The results of the Fall 2000 CIRP survey were published in the annual issue of *The American Freshman*, in January 2001. A copy of the CIRP instrument is contained in the Addendum to this report.

ACTIVITIES DURING PREVIOUS 12 MONTHS:

FIU freshman reported that they spent more time than their national counterparts:

- Communicating via e-mail
- Discussing politics
- Drinking wine and liquor
- Feeling depressed
- Feeling overwhelmed by all they had to do
- Partying
- Socializing with someone of another racial/ethnic group
- Using the internet for research or homework
- Volunteering
- Watching television
- Working for pay

FIU freshman reported that they spent less time than their national counterparts:

- Exercising
- Smoking cigarettes

- Talking with teachers outside of class

FIU freshman were comparable to their national counterparts in the amount of time they spent:

- Drinking beer
- Household/child care duties
- Involved in Student clubs/groups
- Performing volunteer work
- Playing video/computer games
- Reading for pleasure
- Socializing with friends
- Studying/doing homework
- Studying with other students

CHANCES ARE VERY GOOD THAT THE FOLLOWING WILL HAPPEN

- FIU freshman were more likely to report that they believed the following would happen: graduate with honors, work full-time while attending college, make at least a “B” average, get a bachelor’s degree, transfer to another college before graduating, participate in volunteer or community service work, and socialize with someone of another racial/ethnic group.
- FIU freshman were less likely to report that they believed that the following would happen: get a job to help pay for college expenses, play varsity/intercollegiate athletics, need extra time to complete their degree requirements, be satisfied with their college, develop close friendships with other students, communicate regularly with professors, and participate in student clubs/groups.
- FIU freshman were comparable to their national counterparts in their beliefs that the following would happen: change major field, change career choice, participate in student government, join a social fraternity or sorority, participate in student protests or demonstrations, drop out of this college temporarily (exclude transferring), drop out permanently (exclude transferring), and seek personal counseling.

EDUCATIONAL EXPENSES:

- FIU freshman reported that their family and friends were less likely to pay for first-year educational expenses than their national counterparts.
- FIU freshman reported that they were about half as likely to use their personal savings to pay for first-year educational expenses than their national counterparts.
- FIU freshman reported that they were twice as likely to utilize a state scholarship or grant to help pay for educational expenses than freshman at Highly Selective 4-year Public Institutions and almost three times as likely than freshman at 4-year Public Institutions.
- FIU freshman were comparable to their national counterparts in expressing their concerns about their ability to finance their college education.

IMPORTANT REASONS FOR CHOOSING A PARTICULAR INSTITUTION

- FIU freshman were more likely than their national counterparts to indicate that they chose a particular school for the following reasons: their relatives wanted them to go there, they were offered financial assistance, lower tuition, they wanted to live near home, not offered aid by first choice [institution], they were offered a merit-based scholarship, and they were offered a need-based scholarship.
- FIU freshman were less likely than their national counterparts to indicate that they chose a particular school for the following reasons: the college has a very good academic reputation, the college has a good reputation for its social activities, the college offers special educational programs, the college's graduates gain admission to the top graduate/professional schools, the college's graduates get good jobs, and they wanted to attend a college of this size.
- FIU freshman were comparable to their national counterparts in indicating that they chose a particular school for the following reasons: their teacher advised them, high school counselor advised them, private college counselor advised them, they were attracted by their religious affiliation/orientation, they were not accepted anywhere else, rankings in national magazine, information from a website, they were admitted through an Early Action or Early Decision program, their friends are attending, and they were offered an athletic scholarship.

IMPORTANT REASONS TO GO TO COLLEGE

- FIU freshman were less likely than their national counterparts to report that they chose to go to college because they wanted to get away from home.
- FIU freshman were more likely than their national counterparts to report that they chose to go to college because they wanted to become a more cultured person and prepare themselves for graduate or professional school.
- FIU freshman were comparable to their national counterparts in selecting the following reasons for attending college: their parents wanted them to go, they could not find a job, to be able to get a better job, to gain a general education and appreciation of ideas, to improve their reading and study skills, there was nothing better to do, to be able to make more money, to learn more about things that interest them, a mentor/role model encouraged them to go, and to get training for a specific career.

OBJECTIVES CONSIDERED TO BE ESSENTIAL:

FIU freshman were much more likely than their national counterparts to report that the following were important or essential objectives:

- Becoming an authority in my field
- Becoming successful in a business of my own
- Being very well off financially
- Developing a meaningful philosophy of life
- Having administrative responsibility for the work of others
- Integrating spirituality into my life

- Obtaining recognition from my colleagues for contributions to my special field

FIU freshman were less likely than their national counterparts to report that becoming a community leader was an important or essential objective.

SELF-RATINGS OF SKILLS AND ABILITIES

Freshman students were asked to rate themselves on a series of traits, as compared to an average person of the same age. Results were reported for those students who rated themselves above average or in the highest ten percent.

FIU freshman reported self-ratings comparable to their national counterparts in leadership ability and mathematical ability. FIU students reported self-ratings that were higher than their national counterparts in academic ability, computer skills, self-confidence (social), self-understanding, spirituality, and writing ability.

TUTORING OR REMEDIAL PREPARATION

FIU freshman, in general, were comparable with freshman from Highly Selective 4-year Public Institutions in the amount of tutoring or remedial work they had reportedly received, and they reported less tutoring or remedial work than their counterparts at other 4-year Public Institutions. FIU freshman also reported that they would need less special tutoring or remedial work after enrolling in the University than their national counterparts.

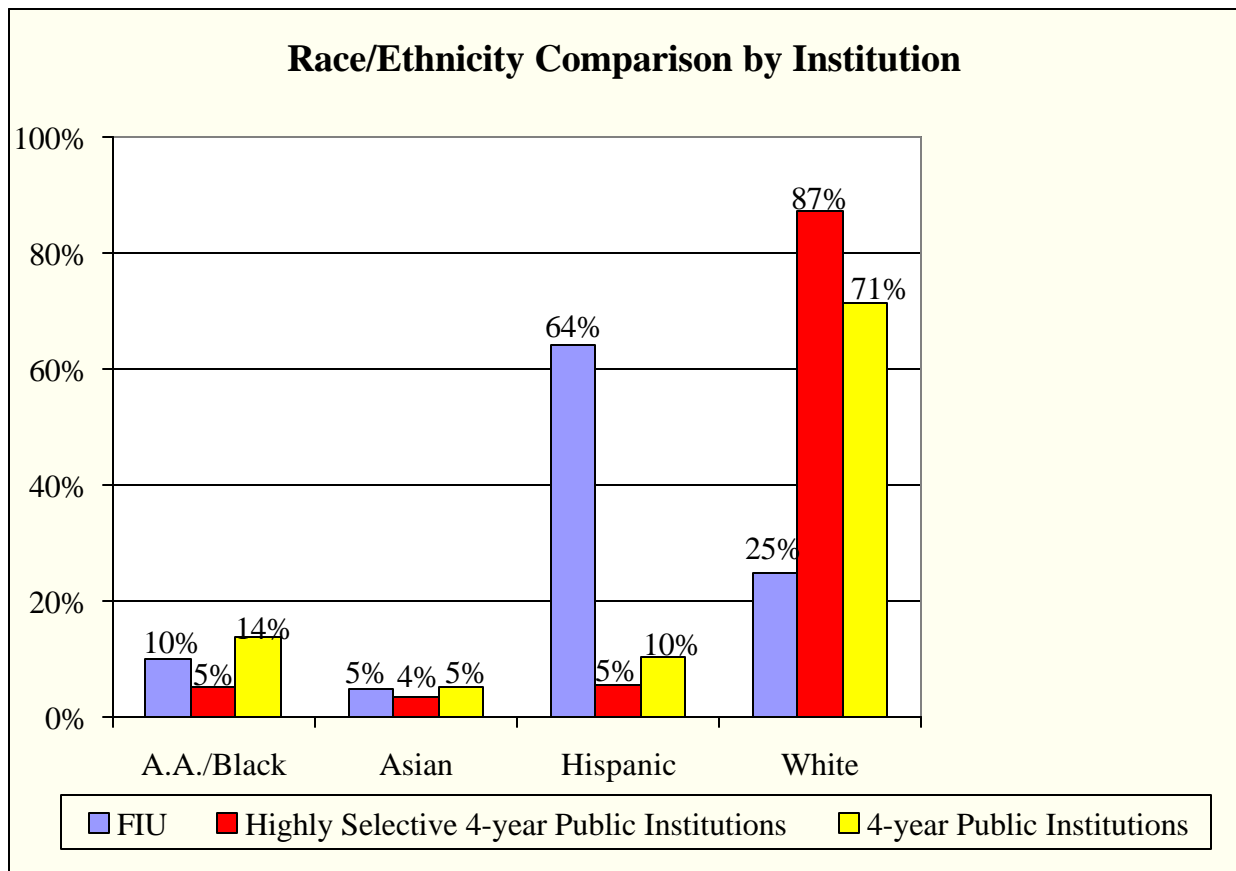
DEMOGRAPHICS

- FIU freshman are slightly less likely to have parents that currently reside together than their national counterparts.
- FIU freshman are much less likely to report that English is their native language than their national counterparts.
- FIU freshman were less likely than their national counterparts to report that FIU was their first choice in their selection of a college.
- The high school grade point average of FIU freshman was more comparable to 4-year Public Institutions than Highly Selective 4-year Public Institutions.
- FIU freshman were more likely than their national counterparts to report that they applied to only one university.
- FIU freshman were more likely than freshman at other 4-year Public institutions to report that they enrolled in Advanced Placement courses in high school, and also reported that they sat for more Advanced Placement exams than their national counterparts.
- FIU freshman were significantly more likely to report that their high school required community service for graduation.
- FIU freshman were more likely to report higher education levels for their parents than freshman at 4-year Public Institutions (**FIU: approximately 65% of parents of FTIC freshman have attended college**).

- FIU freshman were much more likely to report that they intended to live at home during their first semester of college than their national counterparts [**81% versus 14.6% (HS) and 29.7% (4-year PI)**].
- FIU freshman were slightly more likely to report that they had already taken courses at their current institution than their national counterparts.
- FIU freshman were more likely to report that they intended to obtain a Masters or Doctoral degree than their national counterparts. More than 90% of FIU freshman reported that they intended to receive at least a Bachelor's degree from FIU.
- FIU freshman reported that they are more liberal and less conservative than their national counterparts.

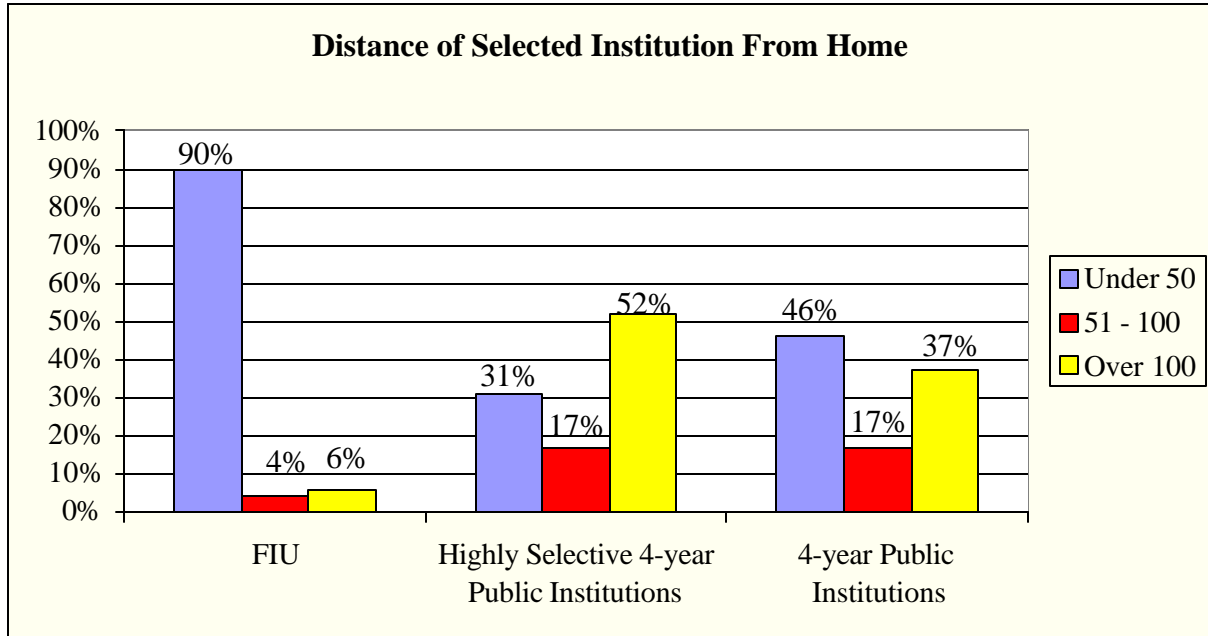
Racial Composition of Freshman

The racial composition of freshman at Florida International University is significantly different from that of other 4-year Public Institutions. As noted below, there are significantly more Hispanic freshman and significantly fewer White freshmen as compared to FIU's national counterparts.



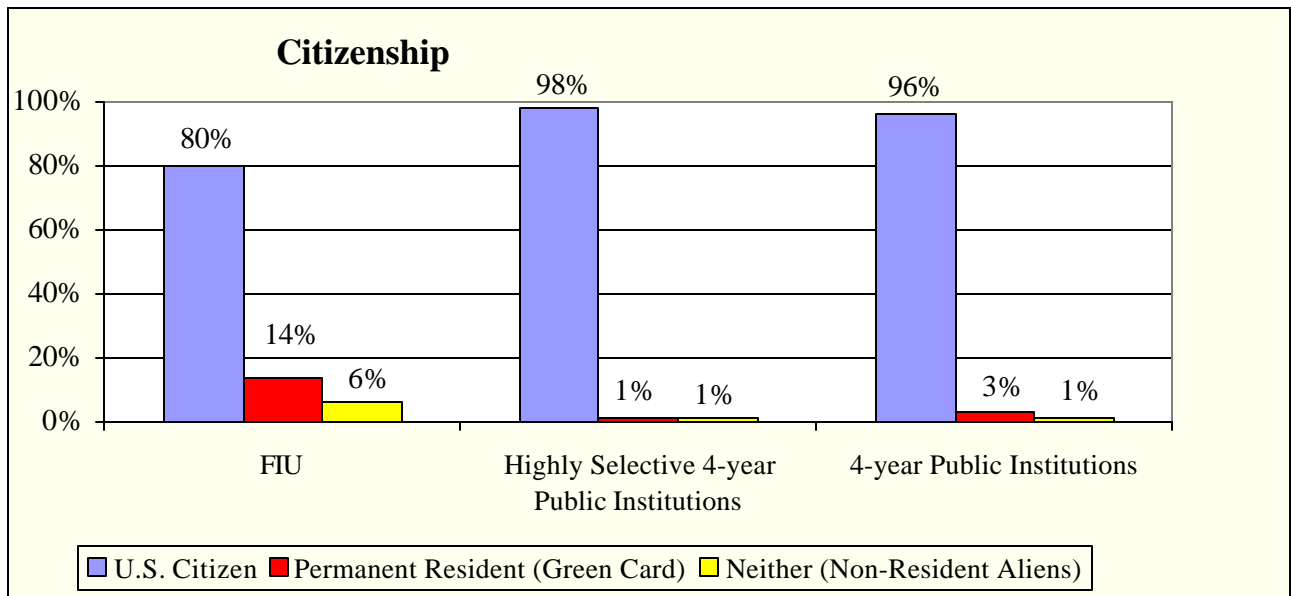
Distance of Institution from Home

FIU enrolls more local freshman than either Highly Selective 4-year Public Institutions or 4-year Public Institutions.



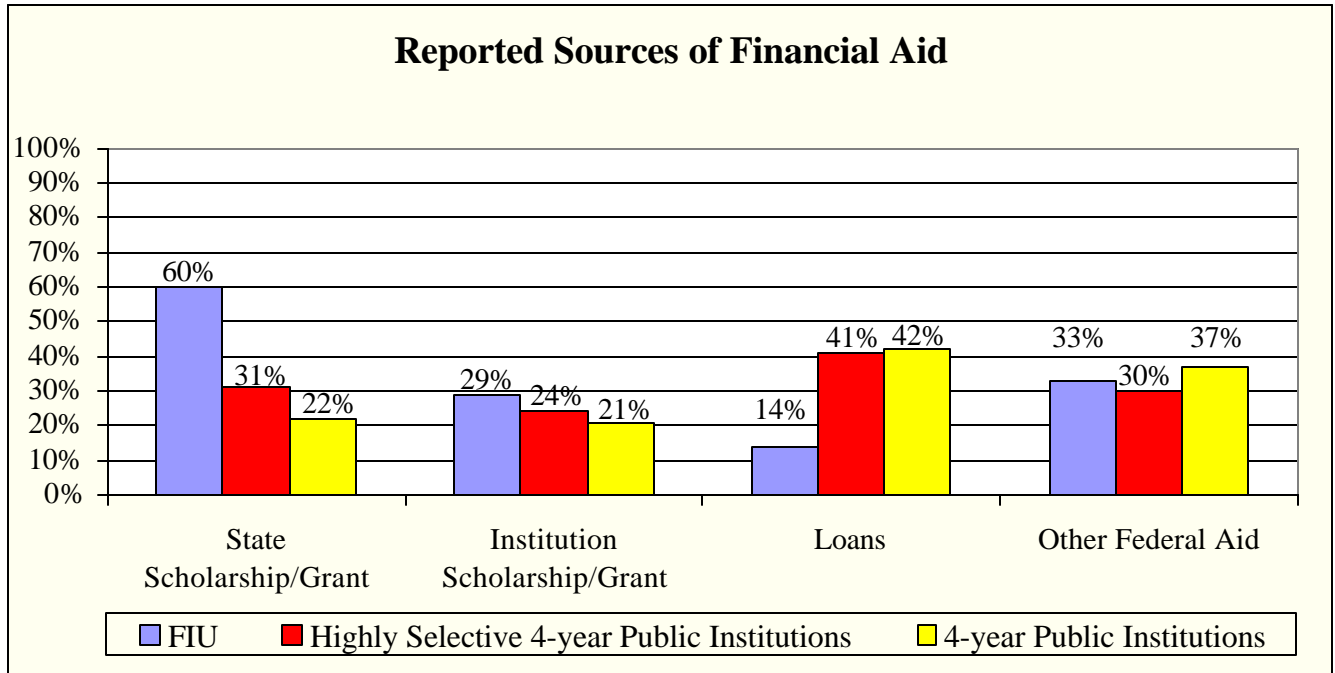
Citizenship Status

FIU freshman are much less likely to be U.S. citizens than their national counterparts and more likely to be permanent residents or international students.



Sources of Financial Aid

FIU freshman were more likely to report that they will be receiving monies from a state scholarship/grant and/or institutional scholarship/grant than their national counterparts. FIU freshman were less likely to report that they will be receiving student loans than their national counterparts.



CONCLUSIONS

In most areas, FIU freshman responses were more comparable to freshman from Highly Selective 4-year Public Institutions than the responses of freshman from all 4-year Public Institutions. However, FIU freshman rated themselves much higher than their national counterparts when asked to report self-ratings on academic ability, computer skills and writing ability in comparison to other students. It is remarkable that FIU freshman seemed to have an unrealistic view of their individual academic abilities (i.e. they believe that they are of a much higher academic caliber than their grade point averages and standardized test scores would indicate). Another apparent discrepancy appeared when FIU freshman reported that they would be more likely than their national counterparts to transfer to another institution before graduating and yet 90% of these same students indicated that they expected to earn at least a Bachelor's degree from FIU.

According to the survey responses, FIU is much more of a regional university than other 4-year Public Institutions. In addition, FIU freshman were much less likely to be United States citizens than other freshman who were enrolled at 4-year Public Institutions. FIU freshman were also more likely to report that their education was being paid for (at least in part) by state scholarships or grants and less likely to report that they were using their personal savings or money from relatives or friends.

A somewhat surprising finding from the survey was the indication that approximately 65% of FIU freshman have parents who attended college. A common assumption at FIU is that most students are the first generation in their families to have attended college. According to the survey respondents, this is not the case.

The results of this survey are valuable in providing a comparison between FIU's freshman students and freshman from other 4-year public institutions. In addition, it provides a better understanding of the demographic makeup and the uniqueness of the student population at FIU. It is recommended that FIU continue to periodically participate in this national assessment.