The Changing First-Year Student: Challenges for 2011

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Higher Education Research Institute at UCLA
CIRP Freshman Survey

- Project of the Higher Education Research Institute at UCLA
- Comprehensive survey of incoming first-time full-time college students
- Beginning of longitudinal research program that continues with the YFCY, DLE, and CSS
- 45th year and over 15 million students total
CIRP Freshman Survey 2010

• Administered at
  – 420 colleges and universities
  – 261,511 students

• “Norms” (high response rates)
  – 279 colleges and universities
  – 201,818 students
  – Weighted to the 1.5 million entering students in four-year institutions
CIRP Conceptual Framework

- Student experience is comprehensive, multifaceted and inter-related, not focused on one or two issues
- Look at cognitive and affective domains
- Collect data that is:
  - Behavioral (what students do, i.e., study, interact, etc)
  - Psychological (attitudes, values, self-concept)
  - Environmental (campus climate, residence type)
Astin’s I-E-O Model

**INPUT**

*CIRP Freshman Survey*
(previous academic performance, financial concerns, expectations, degree aspirations, self-concept in high school, race, sex)

**ENVIRONMENT**

*YFCY/DLE/CSS*
(e.g., residence, interactions with peers and faculty, curricular and co-curricular experiences)

**OUTCOME**

*YFCY/DLE/CSS*
(gains in college, satisfaction with college, retention, post-college plans)
2010 FRESHMAN SURVEY FINDINGS

Emotional Health
Financial Concerns
Political Views
“Hidden” Disabilities
Gay and Lesbian Support
College Expectations
2010 FRESHMAN SURVEY FINDINGS

Emotional Health
Financial Concerns
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College Expectations
Emotional Health Self-Rating at 25-Year Low
(% Indicating “Highest 10%” and “Above Average”)

% of Students


All Students

64%

52%
Fewer Women Rate Emotional Health High

Gap Increased 50%

(% Indicating “Highest 10%” and “Above Average”)

% of Students


Emotional Health: Men

Emotional Health: Women
Increase in Feeling Overwhelmed

(% Indicating “Frequently” During Senior Year of High School )

18% of Students

29%
More Women Feeling Overwhelmed
Gap Increased 100%
(% Indicating “Frequently” During Senior Year of High School, by Sex)

% of Students Felt Overwhelmed: Women
- 1985: 13%
- 2010: 39%

% of Students Felt Overwhelmed: Men
- 1985: 18%
- 2010: 18%
Trends in Student Self-Ratings
(% Indicating “Highest 10%” and “Above Average”)

% of Students

Drive to Achieve  Academic Ability  Emotional Health

Summary

• Lower levels of emotional health and higher levels of feeling overwhelmed point towards increased stress in college.
• Women more likely to be impacted, gap increasing.
• Points towards increased importance of stress management and potential strain on counseling resources.
Emotional Health
Financial Concerns
Political Views
“Hidden” Disabilities
Gay and Lesbian Support
College Expectations

2010 FRESHMAN SURVEY FINDINGS
Funding College

• 53.1% using loans to attend college, similar to 2009
  – Up from 44.8% 9 years ago

• 73.4% receiving grants, scholarships, etc.
  – Up from 70.0% in 2009
Continued High Parental Unemployment

% of Students


Mother
Father
“The Current Economic Situation Significantly Affected My College Choice”

- Agree Strongly: 20%
- Agree Somewhat: 42%
- Disagree Somewhat: 16%
- Disagree Strongly: 22%
Summary

• Economic situation continues to impact students.
  – More receive grants this year
  – Continued high numbers taking loans
  – Continued impact on college choice
2010 FRESHMAN SURVEY FINDINGS

Emotional Health
Financial Concerns
**Political Views**
“Hidden” Disabilities
Gay and Lesbian Support
College Expectations
Recent Increase in “Chief Benefit of a College Education is that it Increases Earning Power”
Recent Return to Higher Levels of Support for Wealthy People Paying More Taxes

Wealthy People Should Pay a Larger Share of Taxes Than They Do Now
"Strongly Agree" or "Agree Somewhat"
Polarization of Taxation by Political Orientation Increases
(% Indicating “Agree Strongly” and “Agree Somewhat”)

“Wealthy People Should Pay a Larger Share of Taxes Than They Do Now”
Increased Support for Raising Taxes to Reduce the Deficit

The Federal Government Should Raise Taxes to Help Reduce the Deficit "Strongly Agree" or "Agree Somewhat"
Increased Polarization By Political Orientation
Increase Taxes to Reduce Deficit

% of Students

Liberal/Far Left
Conservative/Far Right
Chief Benefit is Increasing Earning Power by Political Orientation
Recent Drop in Support for National Health Care

A National Health Care Plan is Needed to Cover Everybody's Medical Costs "Strongly Agree" or "Agree Somewhat"
Support for National Health Care by Political Orientation

% of Students


100 90 80 70 60 50 40 30 20 10 0

Liberal/Far Left

Conservative/Far Right

CIRP
Summary

• Impact of the economy on student political views.
• Student more than ever see college as a way to increase earning power.
• Increased polarization of the political groups points towards potential student conflict, opportunity to promote civil discourse.
2010 FRESHMAN SURVEY FINDINGS

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“Hidden” Disabilities

• New question in 2010:

Do you have any of the following disabilities or medical conditions?

Learning disability (dyslexia, etc.)
Attention-deficit/hyperactivity disorder (ADHD)
Physical disability (speech, sight, mobility, hearing, etc.)
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
Psychological disorder (depression, etc.)
Other
## Incoming Students Reporting a Disability/Medical Condition

<table>
<thead>
<tr>
<th>Disability/Medical Condition</th>
<th>Men</th>
<th>Women</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention-deficit/hyperactivity disorder (ADHD)</td>
<td>6.4</td>
<td>3.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Psychological disorder (depression, etc.)</td>
<td>2.6</td>
<td>4.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Learning disability (dyslexia, etc.)</td>
<td>3.1</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Physical disability (speech, sight, mobility, hearing, etc.)</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Chronic illness (cancer, diabetes, autoimmune disorders, etc.)</td>
<td>1.3</td>
<td>2.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Other</td>
<td>2.8</td>
<td>3.6</td>
<td>3.3</td>
</tr>
<tr>
<td>One reported disability/medical condition</td>
<td>11.9</td>
<td>11.9</td>
<td>11.9</td>
</tr>
<tr>
<td>2+ reported disabilities/medical conditions</td>
<td>2.5</td>
<td>2.9</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Students with “Hidden” Disabilities Exhibit Greater Level of Risk Behaviors as High School Seniors

- Drank Wine or Liquor (occasionally/frequently)
- Drank Beer (occasionally/frequently)
- Smoked Cigarettes (frequently)

<table>
<thead>
<tr>
<th>Group</th>
<th>Drank Wine or Liquor</th>
<th>Drank Beer</th>
<th>Smoked Cigarettes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with ADHD Disorder</td>
<td>57.1</td>
<td>10.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Students with Psychological Disorder</td>
<td>55.8</td>
<td>13.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Students with Learning Disability</td>
<td>50.2</td>
<td>45.1</td>
<td>3.7</td>
</tr>
<tr>
<td>All Students</td>
<td>43.3</td>
<td>38.4</td>
<td>3.7</td>
</tr>
</tbody>
</table>
## Comparative Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Students with ADHD Disorder</th>
<th>Students with Psychological Disorder</th>
<th>Students with Learning Disability</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habits of Mind (high group)</td>
<td>29.5</td>
<td>33.3</td>
<td>27.7</td>
<td>25.8</td>
</tr>
<tr>
<td>Academic Self-Concept (high group)</td>
<td>16.7</td>
<td>20.6</td>
<td>12.4</td>
<td>22.9</td>
</tr>
<tr>
<td>Social Self-Concept (high group)</td>
<td>28.6</td>
<td>17.2</td>
<td>23.3</td>
<td>27.2</td>
</tr>
<tr>
<td>B+ or Better High School GPA</td>
<td>49.2</td>
<td>64.2</td>
<td>53.5</td>
<td>70.5</td>
</tr>
</tbody>
</table>
Greater Expected Use of Support Services

- Get Tutoring Help for Specific Courses
- Seek Personal Counseling
- Need Extra Time to Complete Degree Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with ADHD Disorder</td>
<td>35.2</td>
</tr>
<tr>
<td>Students with Psychological Disorder</td>
<td>33.5</td>
</tr>
<tr>
<td>Students with Learning Disability</td>
<td>44.5</td>
</tr>
<tr>
<td>All Students</td>
<td>30.7</td>
</tr>
</tbody>
</table>

- Greater use of support services:
  - Students with ADHD Disorder
  - Students with Psychological Disorder
  - Students with Learning Disability
  - All Students

- Specific courses help:
  - Students with ADHD Disorder: 13.4%
  - Students with Psychological Disorder: 31.0%
  - Students with Learning Disability: 14.8%
  - All Students: 9.7%

- Personal counseling:
  - Students with ADHD Disorder: 13.4%
  - Students with Psychological Disorder: 31.0%
  - Students with Learning Disability: 13.7%
  - All Students: 6.5%
Summary

• Students reporting single and multiple disabilities.
• Greater demands for services and resources not only for immediate effects of disability but also greater likelihood of alcohol and tobacco use.
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2010 FRESHMAN SURVEY FINDINGS
Support for Gays and Lesbians

• New question in 2010

  “Gays and Lesbians should have the legal right to adopt a child”
  • Agree Strongly
  • Agree Somewhat
  • Disagree Somewhat
  • Disagree Strongly
“Gays and Lesbians Should Have the Legal Right to Adopt a Child”

- Agree Strongly: 48.0%
- Agree Somewhat: 28.5%
- Disagree Somewhat: 12.8%
- Disagree Strongly: 10.7%
Over Half of Conservative Students Support the Legal Right of Gays and Lesbians to Adopt

(\% Indicating "Agree Strongly" or "Agree Somewhat")

<table>
<thead>
<tr>
<th>Political Ideology</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal/Far Left</td>
<td>86.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Middle of the Road</td>
<td>73.9</td>
<td>85.4</td>
</tr>
<tr>
<td>Conservative/Far Right</td>
<td>46.2</td>
<td>57.6</td>
</tr>
</tbody>
</table>

“Gays and Lesbians Should Have the Legal Right to Adopt a Child”
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2010 FRESHMAN SURVEY FINDINGS
Trends in Expectations for College (% Indicating “Highest 10%” and “Above Average”)
Summary

• Higher levels of feeling overwhelmed before coming to college and lower emotional health indicate potential for higher stress in college.
• Financial situation continues to impact student perceptions, affect social and political views.
• Political orientation polarizes students.
• Students entering college with multiple disabilities and expectations to use services.
• Good levels of support for gay and lesbian rights.
• Great expectations of the college experience
For More Information

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