



THE FLORIDA STATE UNIVERSITY
DIVISION OF STUDENT AFFAIRS

Cooperative Institutional Research Program (CIRP) The Freshman Survey 2016 Survey Report



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

**Prepared by the Office of Research & Assessment
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Introduction

The Cooperative Institutional Research Program (CIRP) Freshman Survey, sponsored by the Higher Education Research Institute (HERI) at the University of California, Los Angeles, collects self-reported information on incoming students (biographic, demographic, educational, financial, opinions, etc.) at colleges and universities across the United States. At FSU, the Office of New Student & Family Programs administers CIRP during summer orientation. With more than 40 years of participation, FSU has accumulated nearly 135,000 respondents. The 2016 FSU CIRP results were summarized based on responses from 4,450 first-time, full-time freshmen, which composed 71.3% of the full-time FTIC population.

This report contains three major sections. The first section provides detailed information about who our incoming students are, including demographics and typical weekly activities in high school. The second section summarizes CIRP Themes that impact the college experience. The third section examines the CIRP Constructs. It is important to note that this year's survey underwent significant changes to the questions in the survey. A reduction in the number of biographic, diversity, and civic engagement related questions, and an increase in the number of questions regarding academics are the changes. The 2017 CIRP Survey will also undergo changes in the questioning aligning with current political and academic agendas.

About Our Incoming Students

FSU students come from a variety of backgrounds and bring a range of experiences with them to college. This section provides descriptive statistics on who our students are and highlights their high school activity.

Demographic Characteristics	FSU pop ¹	FSU CIRP	Univ Hi ²	All Public Univ
Age				
<18	--	0.8%	0.9%	0.9%
=18	--	62.9%	64.8%	68.2%
=19	--	32.7%	30.5%	27.0%
>19	--	3.4%	3.9%	3.8%
Sex				
Male	45.0%	39.1%	43.9%	47.2%
Female	55.0%	60.9%	56.1%	52.8%
Sexual Orientation				
Heterosexual/Straight	--	93.2%	90.4%	91.6%
Gay	--	1.3%	1.9%	1.4%
Lesbian	--	0.6%	0.5%	0.6%
Bisexual	--	3.8%	5.2%	4.4%
Queer	--	0.3%	0.7%	0.6%
Other	--	0.7%	1.3%	1.6%
Identify as Transgender				
Yes	--	0.2%	0.3%	0.4%
No	--	99.8%	99.7%	99.6%
Ethnicity (all that apply)³				
White/Caucasian	60.7%	78.8%	74.4%	72.0%
African American/Black	8.4%	11.2%	8.1%	8.5%
American Indian/Alaska Native	0.2%	1.3%	1.2%	1.7%

¹ FSU pop is generated from statistics collected by the institution (FTIC undergraduates) using the FSU Institutional Research website and other institutional data sources.

² "Univ Hi" is a comparison group of public universities with high selectivity; "All Public Univ" consists of all participating public universities.

³ This item allows multiple selections. Thus, the total percentage adds to more than 100%.

Asian American/Asian	2.4%	5.1%	15.8%	15.5%
Hispanic/Latino	17.7%	20.0%	12.8%	14.6%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.7%	0.8%
Other	10.4%	1.3%	1.9%	2.1%
Citizenship Status				
U.S. Citizen	--	98.2%	94.5%	95.9%
Permanent Resident	--	1.4%	1.4%	2.1%
International student	--	0.2%	0.3%	0.5%
First Generation in College				
Yes	--	12.7%	10.4%	15.9%
No	--	87.3%	89.6%	84.1%
Total Respondents	6,039	4,420	7,170	36,616

Biographical Information	FSU		Univ Hi		All Public Univ	
Native Language						
English	96.4%		92.8%		94.0%	
Other	3.6%		7.2%		6.0%	
Permanent Home of Residence						
≤100Miles	9.6%		43.7%		48.6%	
>100 Miles	90.5%		56.3%		51.4%	
Places Plan to live						
Campus residence hall	79.5%		87.3%		78.3%	
Family or relatives home	2.1%		11.2%		11.8%	
Fraternity or sorority house	0.3%		0.1%		1.8%	
Private home, apartment, or room	13.3%		0.9%		5.1%	
Other	4.7%		0.4%		3.1%	
Parent or Guardian Education Level⁴						
	<i>Parent 1</i>	<i>Parent 2</i>	<i>Parent 1</i>	<i>Parent 2</i>	<i>Parent 1</i>	<i>Parent 2</i>
High school graduate or less	16.0%	18.0%	13.2%	15.2%	19.8%	22.6%
Some college or postsecondary	15.3%	17.1%	12.7%	14.8%	16.1%	17.3%
College degree	38.7%	39.5%	35.4%	37.4%	34.4%	34.7%
Some graduate school	2.5%	2.9%	3.0%	3.4%	2.3%	2.5%
Graduate degree	27.5%	22.5%	35.6%	29.2%	27.4%	22.7%
Parents' Total Income						
\$0 to \$24,999	8.6%		6.4%		9.0%	
\$25,000 to \$59,999	16.6%		12.5%		17.3%	
\$60,000 to \$99,999	20.9%		18.3%		22.4%	
\$100,000 to \$199,999	30.9%		30.9%		32.6%	
\$200,000 or more	23.1%		32.0%		18.6%	
Total Respondents	4,029		6,746		33,828	

Significant changes have occurred to the CIRP survey removing many of the biographical information from previous years. Specifically, questions regarding the type of high school, neighborhood where the student grew up, and living with parent's questions were removed. Students now report where and what high school they attended by written response.

⁴ This year, for the first time, rather than identify parent or guardian by gender, students identified two parents or guardians by number. In other words, CIRP no longer assumes students come from a two gender, two parent household.

Typical Weekly Activity in High School

The survey asked students to report their study patterns and involvement in social activities during their senior year of high school. 51.3% of the 2016 FSU freshmen reported spending 1 to 10 hours per week studying or doing homework; many, 34.6%, reported working more than 10 hours for pay, while an additional 32.7% of students reported spending more than 10 hours a week exercising. There is a significant increase of 11.6% of respondents over the 2015 cohort spending 10 or more hours with online social networks. A significant change over the past few years has been an increase in the number of hours spent with student clubs or groups. In 2014, the mean was 3.36 hours, while in 2015 it was 3.27. The 2016 cohort has increased the mean to 3.74. This trend is in line with peer institutions.

Weekly Activities	Typical Hours Per Week								
	FSU			Univ Hi			All Public Univ		
Hours Per Week	0 hours	1-10 hours	>10 hours	0 hours	1-10 hours	>10 hours	0 hours	1-10 hours	>10 hours
Studying/ homework	1.5%	77.2%	21.2%	1.0%	67.2%	31.7%	1.7%	73.2%	25.2%
Socializing with friends	0.1%	55.7%	44.3%	0.6%	65.5%	33.9%	0.6%	67.1%	32.2%
Partying	24.1%	68.9%	6.9%	36.5%	59.9%	3.7%	39.5%	56.8%	3.6%
Exercise or sports	7.2%	60.1%	32.7%	7.4%	61.5%	31.0%	8.6%	62.1%	29.3%
Working (for pay)	39.7%	25.7%	34.6%	47.3%	29.5%	23.2%	41.6%	27.9%	30.5%
Student clubs/ groups	11.8%	73.2%	15.1%	11.3%	73.5%	15.3%	17.7%	69.9%	12.4%
Household duties	19.9%	73.3%	6.7%	26.4%	69.1%	4.6%	21.0%	73.2%	5.8%
Online social networks	2.4%	70.2%	27.4%	3.3%	75.4%	21.3%	4.5%	74.8%	20.7%

Compared to peers, FSU students study slightly less than students at other highly selective institutions. They are also more involved in student clubs than their peers, and the amount of time committed to this activity has continued to increase over the few last years. Another continuing trend from the last three years is students working more than 10 hours per week indicating potential implications for freshmen engagement and retention. Activities that have shown increased participation are the use of online social networks, and exercise or sports activities. Examining high school behaviors can provide us with some indication of likely activities freshmen will engage in at FSU.

CIRP Themes

The CIRP Survey is comprehensive, covering a wide range of topics that research has shown impact the college experience. The CIRP themes combine relevant items together for easy access. By examining these items together, the themes illustrate what contributes to specific areas of interest on campus.

Academics

This theme addresses skills and experiences related to academic preparation, academic enhancement experiences, academic disengagement behaviors, interaction with teachers, and active and collaborative learning.

Academics	FSU	Univ Hi	All Public Univ
Academic Preparation	<i>Highest 10% / Above Average</i>		
Self-rated Competencies			
<i>Academic ability</i>	89.2%	81.5%	79.8%
<i>Mathematical ability</i>	51.2%	46.9%	54.3%
<i>Drive to achieve</i>	84.8%	78.1%	76.9%

Academics	FSU	Univ Hi	All Public Univ
<i>Leadership ability</i>	72.1%	66.2%	63.5%
<i>Public speaking ability</i>	47.4%	47.0%	41.2%
<i>Self-confidence (intellectual)</i>	70.4%	61.4%	62.4%
<i>Self-confidence (social)</i>	55.0%	44.3%	45.3%
<i>Writing ability</i>	59.0%	56.4%	50.2%
Anticipated Academic Plans while in College	<i>Very Good Chance</i>		
Communicate regularly with your professors	42.0%	57.5%	46.5%
Participate in a study abroad program	34.9%	48.5%	33.3%
Take a course exclusively online at this institution	6.3%	3.0%	5.1%
Work on a professor's research project	22.3%	23.4%	24.7%
Academic Disengagement Behaviors	<i>Frequently / Occasionally Participated during the Past Year</i>		
Was bored in class*	45.1%	39.1%	42.1%
Came late to class	60.6%	52.1%	54.1%
Skipped school/class	41.8%	33.7%	31.4%
Fell asleep in class	40.0%	37.8%	39.2%
Failed to complete homework on time	49.9%	49.5%	50.4%
Interaction with Teachers	<i>Frequently Participated during the Past Year</i>		
Asked a teacher for advice after class	82.2%	89.9%	85.1%
Ask questions in class	96.6%	91.2%	95.5%
Academic Behaviors	<i>Frequently Participated during the Past Year</i>		
Accept mistakes as part of the learning process	97.7%	97.6%	97.6%
Take a risk because I feel I have more to gain	94.5%	93.4%	93.2%
Seek alternative solutions to a problem	98.1%	97.9%	97.7%
Active & Collaborative Learning	<i>Frequently / Occasionally Participated during the Past Year</i>		
Tutored another student	79.4%	66.0%	65.7%
Studied with other students	92.3%	91.6%	90.1%

* *Frequently only*

FSU students rank themselves highly with respect to academic preparation skills; however, their disengagement behaviors continue to be higher than the comparison populations. Incoming first time, full-time freshmen are more confident in their social and leadership abilities than their academic competencies. A consistent theme across the CIRP survey is the high engagement FSU students have with socializing, online networks, and student groups and clubs in high school. Communicating with professors continued to increase across all groups; however, anticipated participation in study abroad programs, online courses, and work on a professor's research project showed significant declines across all groups. Collaborative learning opportunities increased at FSU, while at similar highly selective institutions it decreased.

Along with comparing FSU to highly selective public universities and all public universities, it is valuable to note that although there have been large changes in other behaviors and perspectives, FSU students are arriving to college with similar academic behaviors as previous years.

Academics: FSU	2016	2015	2014	2013
Academic Disengagement Behaviors	<i>Frequently/ Occasionally Participated during the Past Year</i>			
Was bored in class*	45.1%	40.4%	42.6%	43.1%
Came late to class	60.6%	58.3%	56.7%	57.6%
Skipped school/class	41.8%	37.8%	36.5%	38.8%

Fell asleep in class	40.0%	39.8%	41.9%	45.4%
Failed to complete homework on time	49.9%	48.6%	50.3%	51.6%
Academic Enhancement Plans	<i>Very Good Chance</i>			
Participate in a study abroad program	34.9%	39.6%	34.5%	31.5%
Interaction with Teachers *	<i>Frequently Participated during the Past Year</i>			
Accept mistakes as part of the learning process	58.0%	60.0%	58.0%	59.0%
Asked a teacher for advice after class	30.7%	28.4%	28.8%	27.8%
Ask questions in class	54.1%	56.6%	59.6%	59.4%
Active & Collaborative Learning	<i>Frequently / Occasionally Participated during the Past Year</i>			
Tutored another student	79.4%	66.9%	69.3%	67.2%
Studied with other students	92.3%	91.5%	92.8%	91.8%

* *Frequently only*

Civic Engagement

This theme contains items related to the levels of engagement and satisfaction with community and volunteer work in high school as well as items that reflect future orientation towards volunteer and community service.

Civic Engagement	FSU	Univ Hi	All Public Univ
High School Participation	<i>Frequently / Occasionally Participated during the Past Year</i>		
Demonstrated for a cause (e.g., boycott, rally, protest)	21.9%	28.4%	22.9%
Performed volunteer work	95.6%	91.5%	89.7%
Voted in a student election*	30.7%	37.8%	30.2%
Discussed politics	90.5%	92.1%	89.1%
Publicly communicated my opinion about a cause	57.0%	56.0%	51.9%
Helped raise money for a cause or campaign	59.4%	57.4%	55.8%
Volunteer work*	48.0%	39.2%	38.0%
Self-rated Competencies	<i>A Major Strength / Somewhat Strong</i>		
Ability to see the world from some else's perspective	83.6%	81.9%	80.0%
Tolerance of others with different beliefs	84.1%	85.7%	83.0%
Openness to having my own views challenged	68.6%	68.5%	66.0%
Ability to discuss and negotiate controversial issues	78.8%	75.4%	73.8%
Ability to work cooperatively with diverse people	90.5%	89.6%	87.9%
Awareness and Values	<i>Level of Importance: Essential / Very Important</i>		
Influencing social values	54.7%	56.9%	46.1%
Helping others who are in difficulty	77.9%	81.8%	76.9%
Participating in a community action program	38.2%	43.8%	34.9%
Helping to promote racial understanding	43.9%	53.2%	45.1%
Keeping up to date with political affairs	52.6%	57.6%	47.9%
Becoming a community leader	50.7%	51.5%	42.1%
Plan to Do in College	<i>Very Good Chance to do in College</i>		
Participate in student government	12.6%	9.4%	7.8%
Participate in volunteer or community service work	33.6%	45.8%	36.4%

* *Frequently only*

FSU consistently ranks higher than peer institutions, and demonstrates continued growth across all areas in civic engagement. Voting in student elections and publicly communicating opinions were among the highest growing areas of high school participation. All areas in awareness and values showed growth, with the

greatest in becoming a community leader. This suggests a potential desire for students to engage in leadership opportunities. There were noticeable decreases in other behaviors, specifically planning to participate in volunteer or community service work across all groups. This decrease is consistent with FSU data suggesting that students are participating in volunteer work less frequently.

Civic Engagement	2016	2015	2014	2013
High School Participation	<i>Frequently / Occasionally Participated during the Past Year</i>			
Demonstrated for a cause (e.g., boycott, rally, protest)	21.9%	20.4%	24.1%	26.9%
Discussed politics*	45.4%	38.7%	35.3%	42.4%
Publicly communicated my opinion about a cause	57.0%	49.9%	46.2%	48.6%
Helped raise money for a cause or campaign	59.4%	54.1%	59.9%	62.8%
Volunteer work*	48.0%	50.7%	52.0%	53.6%
Self-rated Competencies	<i>Major Strength/ Somewhat Strong Or Highest 10%/ Above Average</i>			
Ability to see the world from some else's perspective	83.6%	83.5%	83.1%	83.4%
Tolerance of others with different beliefs	84.1%	83.4%	85.1%	84.8%
Openness to having my own views challenged	68.6%	66.4%	67.0%	65.9%
Ability to discuss and negotiate controversial issues	78.8%	78.0%	78.2%	77.7%
Ability to work cooperatively with diverse people	90.5%	88.6%	90.4%	89.8%
Awareness and Values	<i>Level of Importance: Essential / Very Important</i>			
Helping others who are in difficulty	77.9%	73.3%	68.6%	70.6%
Participating in a community action program	38.2%	34.1%	29.0%	31.2%
Helping to promote racial understanding	43.9%	42.1%	34.8%	34.1%
Becoming a community leader	50.7%	45.5%	38.7%	40.6%
Plan to Do in College	<i>Very Good Chance to do in College</i>			
Participate in student government	12.6%	11.6%	10.6%	9.8%
Participate in volunteer or community service work	33.6%	39.2%	36.8%	33.8%

* Frequently only

College Choice

This theme illustrates the areas students may have considered in choosing to attend college in general, as well as a particular college.

College Choice	FSU	Univ Hi	All Public Univ
Top Six Reasons to Attend College in General	<i>Students Considered as "Very Important Reason"</i>		
To learn more things that interest me	85.6%	86.1%	83.7%
To be able to get a better job	85.2%	87.0%	85.3%
To get training for a specific career	80.9%	73.7%	76.9%
To gain general education and appreciation of ideas	79.1%	78.6%	73.8%
To be able to make more money	77.3%	70.1%	73.5%
To prepare myself for graduate or professional school	71.5%	63.4%	62.8%
Top Reasons to Attend FSU	<i>Students Considered as "Very Important Reason"</i>		
It has a good reputation for its social activities	69.7%	48.0%	52.7%
It has a very good academic reputation	65.9%	74.1%	66.9%
Its graduates get good jobs	53.2%	66.0%	53.9%
A visit to its Campus	53.9%	59.6%	42.7%
I wanted to go to a school about its size	40.4%	49.6%	31.5%
The cost of attending this college	37.8%	31.2%	51.7%

Its graduates gain admission to top graduate/professional schools	32.8%	43.8%	34.2%
I was offered financial assistance	29.9%	55.7%	39.2%
Rankings in national magazines	24.5%	25.7%	21.4%
Additional Reasons to Attend FSU	<i>Students Considered as "Very Important Reason"</i>		
I was admitted through an Early Action or Early Decision program	16.4%	24.4%	16.4%
Could not afford first choice	12.3%	10.9%	16.9%
Not offered aid by first choice	9.0%	11.7%	12.5%
I wanted to live near home	7.6%	18.0%	17.7%
Choice			
First choice	68.4%	55.8%	57.5%
Second choice	24.6%	26.8%	26.5%
Third choice	4.8%	10.8%	9.8%
Less than third choice	2.2%	6.5%	6.2%
Likelihood of transferring to another college before graduation			
Very good chance	2.9%	3.3%	4.4%
Some chance	11.7%	15.3%	15.5%
Very little chance	34.3%	41.3%	40.5%
No chance	51.1%	40.1%	39.6%

Along with comparing FSU to highly selective public universities and all universities, it is interesting to note the changes in the last four years to see if trends are emerging.

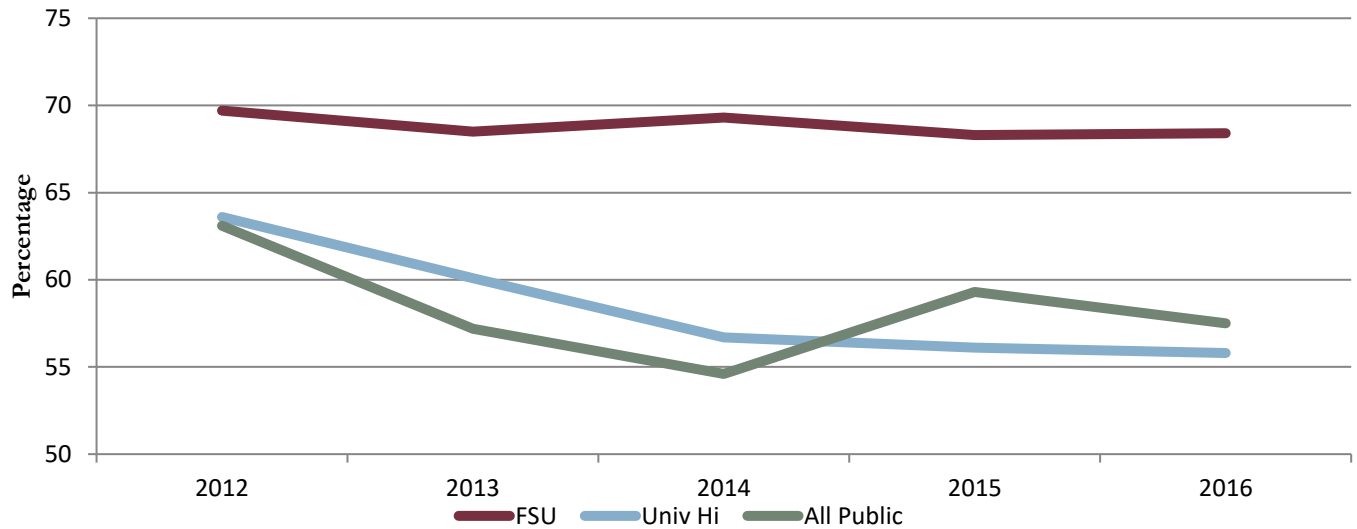
College Choice: FSU	2016	2015	2014	2013
Top Six Reasons to Attend College in General	<i>Students Considered as "Very Important Reason"</i>			
To learn more things that interest me	85.6%	86.3%	85.0%	83.6%
To be able to get a better job	85.2%	85.6%	83.0%	84.6%
To get training for a specific career	80.9%	79.7%	76.1%	78.3%
To be able to make more money	77.3%	76.2%	69.9%	71.3%
To gain general education and appreciation of ideas	79.1%	74.4%	72.0%	72.9%
To prepare myself for graduate or professional school	71.5%	68.4%	65.8%	68.4%
Top Five Reasons to Attend Your College	<i>Students Considered as "Very Important Reason"</i>			
It has a good reputation for its social activities	69.7%	65.2%	61.0%	62.9%
It has a very good academic reputation	65.9%	67.2%	62.8%	66.6%
A visit to its campus	53.9%	46.0%	48.5%	47.8%
It graduates get good jobs	53.2%	51.5%	47.5%	47.1%
I wanted to go to a school about its size	40.4%	42.6%	38.2%	40.8%

Consistent with previous years, the top two reasons students choose to attend college are to learn more and desire to obtain a better job, post-graduation. The reasons to attend FSU have not changed, but the rank order has changed with reputation for social activities taking the top reason. Both cost of attending and the financial aid packages offered are important reasons students chose FSU. FSU students, on average, chose FSU as their first choice and do not plan to transfer (relative to the comparison groups).

Consistent with previous years, FSU students are the most ambitious of the group with their expected graduation date being four years or less. Comparing anticipated time to graduation with FSU graduation statistics provides insight into this students' plans.

Expected years to graduation	2016			2015			2014		
	FSU	Univ. Hi	All Public	FSU	Univ. Hi	All Public	FSU	Univ. Hi	All Public
Do not plan to graduate from this college	0.3%	0.7%	1.0%	0.4%	0.1%	0.7%	0.2%	0.1%	0.8%
6 or more	2.4%	1.3%	2.0%	2.8%	1.0%	2.5%	1.5%	2.0%	2.3%
5	3.3%	4.1%	5.6%	3.7%	8.8%	8.4%	2.8%	9.9%	8.5%
4 or less	94.0%	93.9%	91.3%	93.1%	90.1%	88.4%	95.5%	87.9%	88.2%

Figure: Students Identifying Institution as First Choice



The graph above shows that incoming FSU students consistently identify FSU as their first choice. FSU consistently outperforms all public institutions as well as highly selective peers in this area.

Diversity and Perspectives

This theme relates to social attitudes and experiences with diversity. It also incorporates data that relate to students' behaviors, viewpoints, values, and behavioral expectations regarding social justice issues.

Diversity	FSU	Univ Hi	All Public Univ
Behaviors and Experiences in High School	<i>Frequently / Occasionally Participated during Past Year</i>		
Socialized with someone of another racial/ethnic group	98.1%	97.7%	97.4%
Competencies	<i>A Major Strength / Somewhat Strong</i>		
Ability to see the world from someone else's perspective	83.6%	81.9%	80.0%
Tolerance of others with different beliefs	84.1%	85.7%	83.0%
Openness to having my own views challenged	68.6%	68.5%	66.0%
Ability to discuss and negotiate controversial issues	78.8%	75.4%	73.8%
Ability to work cooperatively with diverse people	90.5%	89.6%	87.9%
Values	<i>Essential / Very Important</i>		

Influencing social values	54.7%	56.9%	46.1%
Helping to promote racial understanding	43.9%	53.2%	45.1%
Improving my understanding of other countries & cultures	62.2%	72.2%	59.3%

Each year, CIRP chooses what questions to ask, and thus, trend data over various years can only be available if the same questions are asked. The previous table focuses specifically on the questions asked this year relating to diversity.

These viewpoints lead to the discussion of political views and beliefs.

How would you characterize your political views:	FSU	Univ Hi	All Public Univ
Far left	2.6%	5.2%	4.2%
Liberal	27.4%	37.7%	33.9%
Middle-of-the-road	40.8%	36.5%	42.0%
Conservative	27.3%	18.9%	18.4%
Far right	1.9%	1.7%	1.5%

The table above demonstrates how FSU students are different than other institutions, and examining the trends over the past five years, below, demonstrates that this is consistent. FSU students are less liberal and more conservative with their political views, as national trends indicate that college students tend to be more middle-of-the-road or leaning liberal over the same period. However, over the last five years, there has been a gradual movement of FSU students towards more liberal views.

How would you characterize your political views:	2016	2015	2014	2013	2012
Far left	2.6%	3.0%	2.2%	2.2%	2.2%
Liberal	27.4%	27.1%	27.3%	27.8%	27.4%
Middle-of-the-road	40.8%	42.6%	42.7%	40.8%	42.5%
Conservative	27.3%	25.4%	26.0%	27.4%	26.2%
Far right	1.9%	1.8%	1.9%	1.9%	1.8%

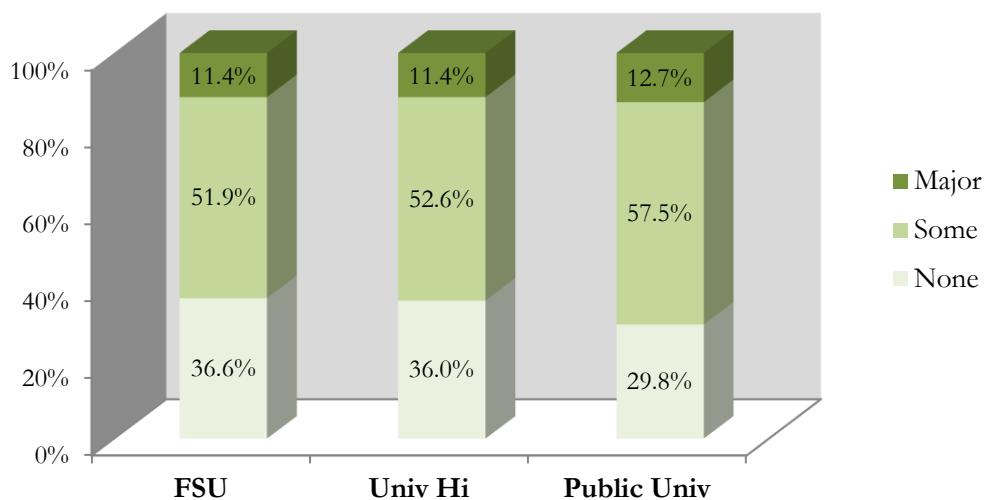
Financing College

This theme contains items related to the financial issues associated with attending college.

Financing College	FSU	Univ Hi	All Public Univ
Financial Reasons Associated with Attending Selected College	<i>Students Considered as "Very Important Reason/Somewhat Important"</i>		
The cost of attending	72.6%	66.4%	83.2%
I was offered financial assistance	46.4%	78.2%	64.6%
Could not afford first choice	21.7%	22.3%	30.9%
Not offered aid by first choice	19.1%	26.0%	27.7%
Receiving Pell grant	25.1%	21.2%	25.3%
Employment Plans While in College	<i>Very Good Chance/Some Chance</i>		
Get a job to help pay for college expenses	80.8%	76.6%	84.9%

Financing college is a consistent concern for students. This is supported by the data showing that 72.6% of students indicated cost of attending college being important to them. In 2016, 25.1% of FSU students indicated they are receiving a Pell Grant. Below, the bar graph provides a picture of the percentage of students who are concerned with financing college.

Figure: Students indicating their level of concern about financing college



Future Planning

This theme highlights items on students’ plans for the future including programs of study and careers.

Future Planning	FSU	Univ Hi	All Public Univ
Highest Academic Degrees Planned			
None	0.3%	0.5%	0.3%
Vocational Certificate	0.0%	0.1%	0.1%
Associate’s degree (A.A. or equivalent)	0.3%	0.2%	0.4%
Bachelor’s degree (B.A., B.S., BD. etc.)	16.1%	15.3%	20.0%
Master’s degree (M.A., M.S., etc.)	40.5%	40.7%	40.0%
Ph.D. or Ed.D.	19.3%	18.4%	19.7%
M.D., D.O., D.D.S., D.V.M.	15.4%	14.2%	14.7%
J.D.	7.9%	9.9%	4.4%
Other	0.4%	0.7%	0.5%
Top Five Probable Occupations			
Business	16.4%	18.1%	13.0%
Doctor (MD or DDS)	15.3%	15.1%	14.9%
Undecided	10.4%	12.4%	11.0%
Health Profession	8.2%	5.8%	8.0%
Lawyer	7.4%	7.4%	4.0%
Top Five Probable Majors (aggregated)			
Biological & Life Sciences	17.1%	16.4%	19.0%
Business	16.6%	20.0%	12.0%
Undecided	11.6%	9.8%	8.8%
Health Professions	10.3%	7.0%	9.4%
Engineering	7.4%	4.6%	14.1%
Uncertainty of Career Plan			
	<i>Very good chance to do in college</i>		
Change major field	18.3%	12.4%	13.7%
Change career choice	16.8%	13.7%	13.9%

Almost half of FSU students plan to pursue and complete a Master’s degree. The top five professions and/or majors anticipated by students continue to be the same year-to-year. Rankings slightly modify year-

to-year with business and medical work taking the top spots again. Many FSU students, like their national peers, are unsure of the field, major, or career to pursue.

Health and Wellness

This theme gauges' student behaviors, attitudes, and experiences related to health and wellness issues.

Health and Wellness	FSU	Univ Hi	All Public Univ
Behaviors and Experiences in High School	<i>Frequently / Occasionally Participated during the Past Year</i>		
Drank beer	38.6%	40.7%	33.2%
Drank wine or liquor	46.2%	46.7%	38.4%
Felt overwhelmed by all I had to do	92.9%	94.1%	92.5%
Felt depressed*	45.9%	55.2%	51.6%
Exercise or sports (11 or more hours)	32.7%	31.0%	29.3%
Partying (11 or more hours)	6.9%	3.7%	3.6%
Self-rated Competencies and Traits	<i>Highest 10% / Above Average</i>		
Emotional Health	58.0%	45.1%	47.8%
Physical Health	64.0%	52.0%	44.0%
Risk-taking Behaviors	52.7%	43.5%	44.0%
Self-confidence (social)	55.0%	44.3%	45.3%
Plan to Do in College	<i>Very Good Chance to do in College</i>		
Seek personal counseling	11.2%	15.7%	13.3%

Students across all groups indicate they are drinking wine or liquor, partying 11 hours or more, and exercising 11 hours or more, more frequently. There is a reduction in the percentage of students drinking beer across all groups. An area that needs additional attention is the increase in the number of students across all groups feeling depressed at least occasionally. Approximately 45.9% of FSU students indicate having felt depressed as compared to 39.9% from 2015. Those that plan to seek personal counseling has decreased from 11.5% to 11.2%. Thus, across all groups the perception of depression has increased while intention on using services has decreased across all groups.

Leadership and Service

This theme addresses issues related to leadership, such as leadership opportunities, motivations, and aspirations.

Leadership	FSU	Univ Hi	All Public Univ
Ambitions & Values	<i>Level of Importance: Essential / Very Important</i>		
Becoming an authority in my field	69.1%	63.8%	58.2%
Obtaining recognition from my colleagues for contributions to my specific field	66.8%	61.7%	57.9%
Influencing the political structure	33.8%	35.3%	26.0%
Influencing the social values	54.7%	56.9%	46.1%
Becoming a community leader	50.7%	51.5%	42.1%
Helping others who are in difficulty	77.9%	81.8%	76.9%
Being very well of financially	86.9%	80.7%	83.4%
Becoming involved in programs to clean up the environment	32.4%	34.9%	33.5%
Developing a meaningful philosophy of life	48.2%	54.3%	46.8%
Participating in a community action program	43.9%	53.2%	45.1%

Helping to promote racial understanding	43.9%	53.2%	45.1%
Keeping up to date with political affairs	52.6%	57.6%	47.9%
Improving my understanding of other countries and cultures	62.2%	72.2%	59.3%
Plan to Do in College	<i>Very Good Chance to do in College</i>		
Participate in student government	12.6%	9.4%	7.8%
Join a social fraternity or sorority	36.8%	14.1%	14.4%

Comparing FSU students to their national peers, our students are higher in some of the values and ambitions listed. Most noticeably, being well off financially and becoming a leader in their field were two such values. FSU students had a greater response percentage from the 2015 cohort to all indicators except for being very well off financially, and improved understanding of other countries and cultures. When combining the responses across CIRP, the 2016 cohort continues to demonstrate the political and social importance and values as previous years. Lastly, FSU students are more likely to join a social fraternity or sorority over peer institutions. Since many students are choosing FSU for our social reputation, this is not surprising. FSU students' also plan to participate in student government at a greater percentage than peer institutions.

Spirituality/Religiosity

This theme relates to religious and spiritual practices and beliefs

Spirituality/Religiosity	FSU	Univ Hi	All Public Univ
Self-Rated Competencies	<i>Highest 10%/ Above Average</i>		
Spirituality	37.9%	35.0%	31.8%
Participation in the last year	<i>Frequently/ Occasionally</i>		
Attended a religious service	73.4%	74.1%	64.8%
Discussed religion	83.1%	86.8%	79.0%
Importance of the following	<i>Essential/ Very Important</i>		
Developing a meaningful philosophy of life	48.2%	54.3%	46.8%
FSU's Top Five Current Religious Preferences			
Roman Catholic	24.6%	33.9%	22.6%
None	13.8%	12.1%	18.2%
Other Christian	10.8%	7.6%	10.8%
Agnostic	9.1%	10.7%	10.3%
Baptist	9.0%	4.9%	4.7%
Top Five Current Religious Preference	<i>Parent or Guardian 1</i>		
Roman Catholic	31.0%	39.4%	28.9%
Other Christian	12.3%	8.9%	12.9%
Baptist	10.9%	5.9%	5.8%
None	7.9%	7.7%	12.4%
Jewish	7.3%	3.4%	4.5%
Top Five Current Religious Preference	<i>Parent or Guardian 2</i>		
Roman Catholic	31.6%	39.8%	28.9%
Other Christian	12.1%	8.9%	12.8%
Baptist	10.1%	5.7%	5.5%
None	8.8%	8.6%	12.8%
Jewish	7.1%	3.2%	4.3%

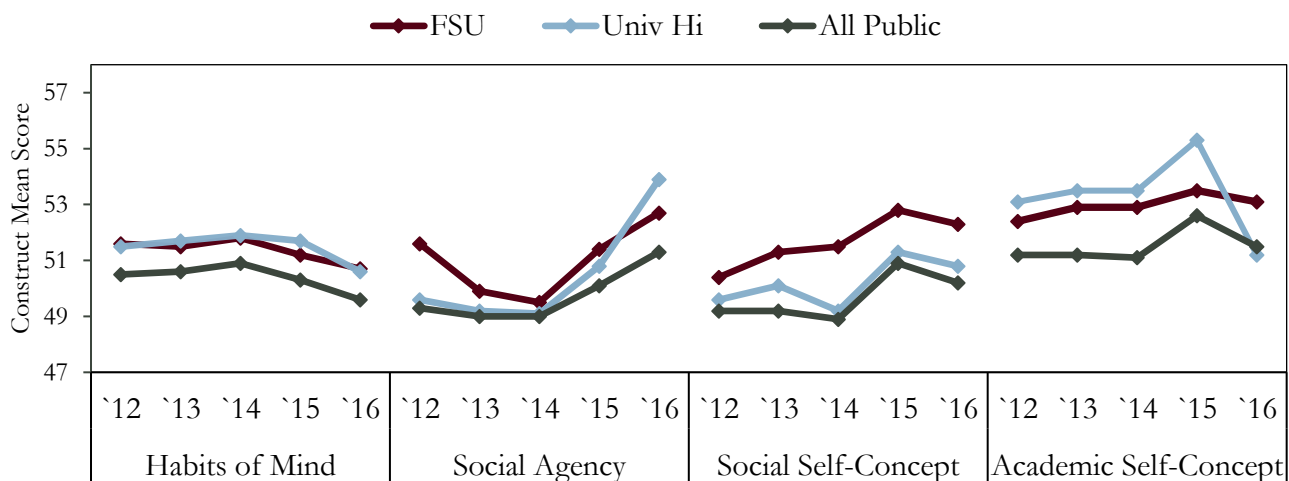
FSU and all public university groups have shown a continued decline religious affiliations, while highly selective universities have slightly increased. FSU students also discuss religion and attend religious services less often than students at highly selective institutes, but more often than at all public universities. The “none” option has continued to decrease, indicating students are continuing to more accurately select their religious beliefs.

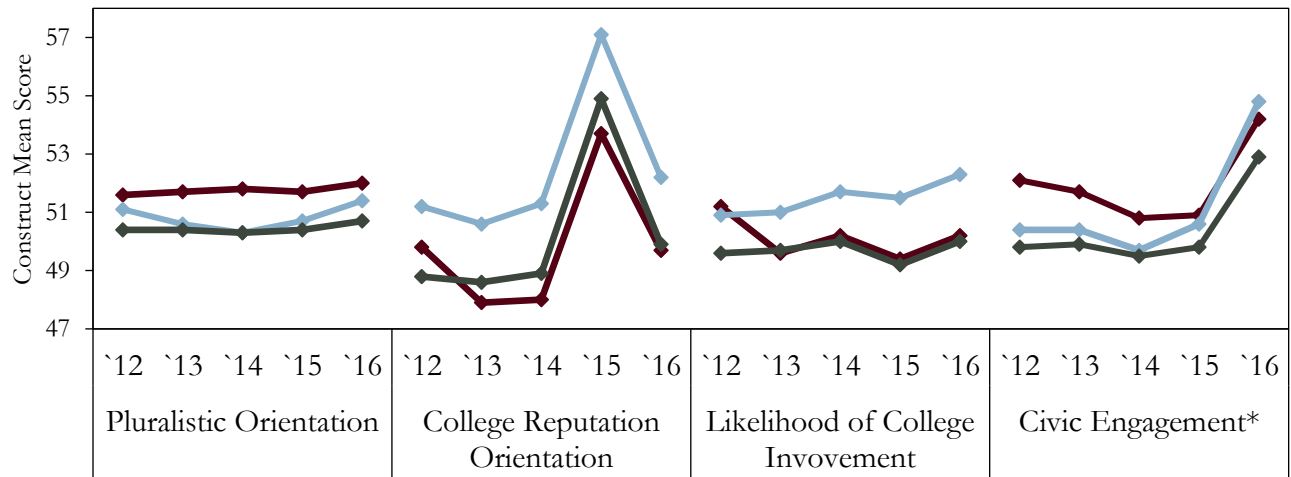
CIRP Constructs

Since 2009, HERI has incorporated a series of constructs measuring various aspects of student life. These constructs were identified using Item Response Theory (IRT) and were designed to allow institutions to make benchmark comparisons as well as use the data locally for internal assessment needs. In other words, individual survey items are combined into constructs to capture a more general, accurate picture. With this, we are able to compare FSU students to comparison groups. The CIRP Constructs identified by HERI include:

- **Habits of Mind:** a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation of lifelong learning.
- **Social Agency:** measures the extent to which students value political and social involvement as a personal goal.
- **Social Self-Concept:** a unified measure of students’ beliefs about their abilities and confidence in social situations.
- **Academic Self-Concept:** a unified measure of students’ beliefs about their abilities and confidence in academic environments.
- **Pluralistic Orientation:** measures skills and dispositions appropriate for living and working in a diverse society.
- **College Reputation Orientation:** measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.
- **Likelihood of College Involvement:** a unified measure of students’ expectations about their involvement in college life generally.
- **Civic Engagement:** measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Figure: Constructs Longitudinal Comparison





CIRP Construct	FSU Mean	Univ Hi Mean	FSU Diff	Sig.	All Public Univ Mean	FSU Diff	Sig. ⁵
Habits of Mind							
2012	51.6	51.5	+0.1		50.5	+1.1	***
2013	51.5	51.7	-0.2		50.6	+0.9	***
2014	51.8	51.9	-0.1		50.9	+0.9	***
2015	51.2	51.7	-0.5	**	50.3	+0.9	***
2016	50.7	50.6	+0.1		49.6	+0.9	***
Social Agency							
2012	51.6	49.6	+2.0	***	49.3	+2.3	***
2013	49.9	49.2	+0.7	***	49.0	+0.9	***
2014	49.5	49.1	+0.4		49.0	+0.5	
2015	51.4	50.8	+0.6	**	50.1	+1.3	***
2016	52.7	53.9	-1.2	***	51.3	+1.4	***
Social Self-concept							
2012	50.4	49.6	+0.8	***	49.2	+1.2	***
2013	51.3	50.1	+1.2	***	49.2	+2.1	***
2014	51.5	49.2	+2.3	***	48.9	+2.6	***
2015	52.8	51.3	+1.5	***	50.9	+1.9	***
2016	52.3	50.8	+1.5	***	50.2	+2.1	***
Academic Self-concept							
2012	51.9	52.4	-0.5	**	50.2	+1.7	***
2013	52.4	53.1	-0.7	***	51.2	+1.2	***
2014	52.9	53.5	-0.6	***	51.1	+1.8	***
2015	53.5	55.3	-1.8	***	52.6	+0.9	***
2016	53.1	51.2	+1.9	***	51.5	+1.6	***
Pluralistic Orientation							
2012	51.6	51.1	+0.5	***	50.4	+1.2	***
2013	51.7	50.6	+1.1	***	50.3	+1.4	***
2014	51.8	50.4	+1.4	***	50.3	+1.5	***
2015	51.7	50.7	+1.0	***	50.4	+1.3	***

⁵ *: p<0.5

** : p<0.01

*** : p<0.001

CIRP Construct	FSU	Univ Hi			All Public Univ		
	Mean	Mean	FSU Diff	Sig.	Mean	FSU Diff	Sig. ⁵
2016	52.0	51.4	+0.6	***	50.7	+1.3	***
College Reputation Orientation							
2012	49.8	51.2	-1.4	***	48.8	+1.0	***
2013	47.9	50.6	-2.7	***	48.6	-0.7	***
2014	48.0	51.3	-3.3	***	48.9	-0.9	***
2015	53.7	57.1	-3.4	***	54.9	-1.2	***
2016	49.7	52.2	-2.5	***	49.9	-0.2	
Likelihood of College Involvement							
2012	51.2	50.9	+0.3		49.6	+1.6	***
2013	49.6	51.0	-0.4	***	49.7	-0.1	
2014	50.2	51.7	-1.5	***	50.0	+0.2	
2015	49.4	51.5	-2.1	***	49.2	+0.2	
2016	50.2	52.3	-2.1	***	50.0	+0.2	
Civic Engagement							
2012	52.1	50.4	+1.7	***	49.8	+2.3	***
2013	51.7	50.4	+1.3	***	49.9	+1.8	***
2014	50.8	49.7	+1.1	***	49.5	+1.3	***
2015	50.9	50.6	+0.3	**	49.8	+1.1	***
2016	54.2	54.8	-0.6	***	52.9	+1.3	***

As can be seen in the figure and table, FSU's first-time, full-time freshmen are higher than comparison groups for the constructs of habits of the mind, social and academic self-concept, pluralistic orientation, and science self-efficacy. In other words, our incoming students are motivated and value social and academic success, lifelong learning, and diversity. However, incoming FSU students are not as confident in their academic ability. In contrast to their desire for social, political, and civic engagement, they indicate they are less likely to get involved in college life, in general, compared to peer institutions. Even though students may lag behind their highly selective peers, they are making advances in college reputation orientation, and academic self-concept.

Interestingly, although students are not as confident in their academic abilities, the habits of mind construct are similar for FSU students and peer institutions. This suggests that behaviors and traits associated with academic success are comparable to other students.