



Lincoln University  
LEARN. LIBERATE. LEAD.

[www.lincoln.edu](http://www.lincoln.edu)

Office of Institutional Effectiveness, Research, and Planning  
Wright Hall, 3<sup>rd</sup> Floor  
[oierp@lincoln.edu](mailto:oierp@lincoln.edu)

# CIRP Freshman Survey

## 2014-2018 Summary of the Cooperative Institutional Research Program (CIRP) Freshman Survey

**Mission:** Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.

# Survey Overview

**Objective:** Designed for administration to incoming first-year students before experiencing college

## Key sections

- Established behaviors in high school
- Academic preparedness
- Admissions decisions
- Expectations of college
- Interactions with peers and faculty
- Student values and goals
- Student demographic characteristics
- Concerns about financing college

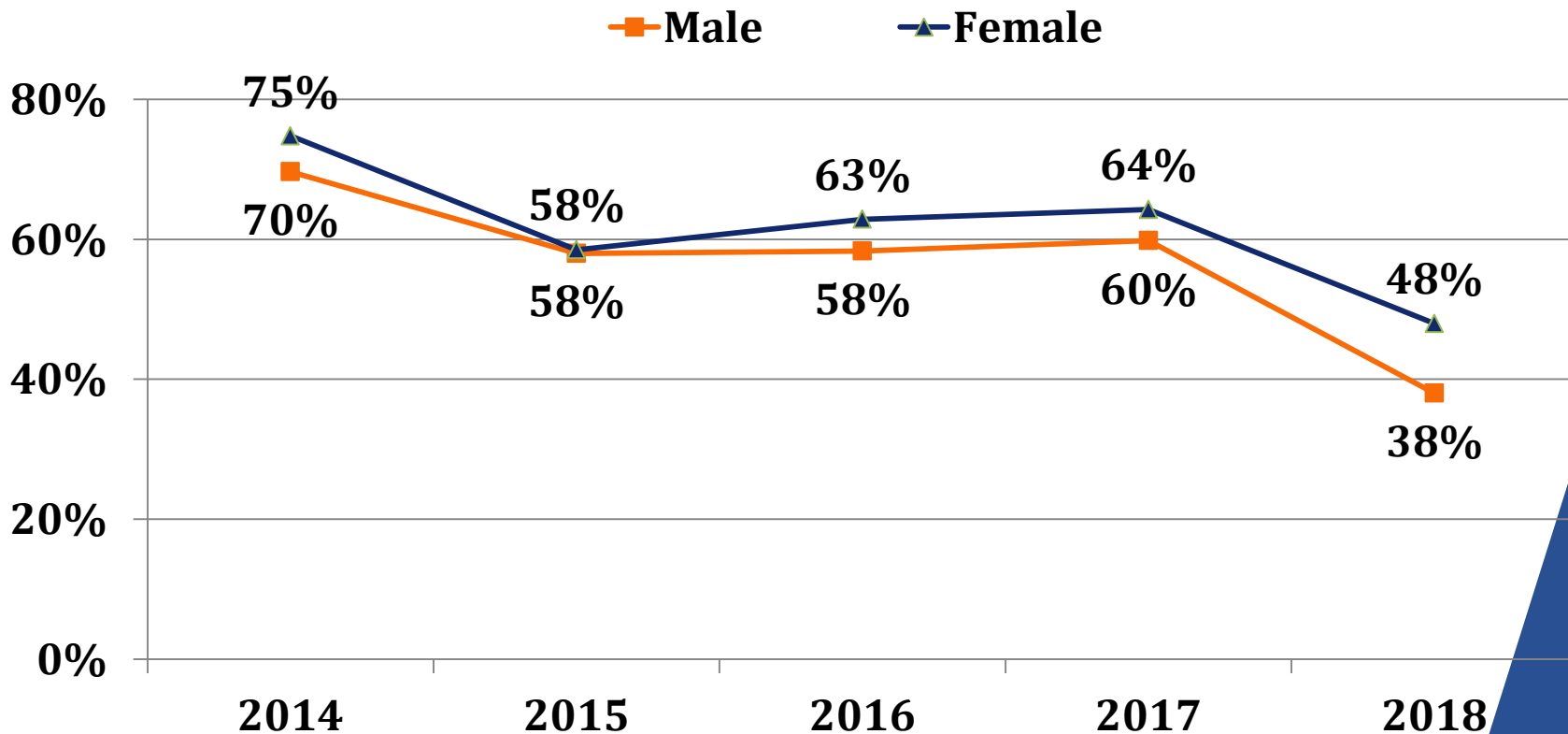
## Administration timeframe:

- **2018:** Surveys administered via peer mentors during new student orientation
- **Prior years:** Surveys administered via First Year Experience instructors within first 6 weeks of enrollment

# Response Rate by Gender

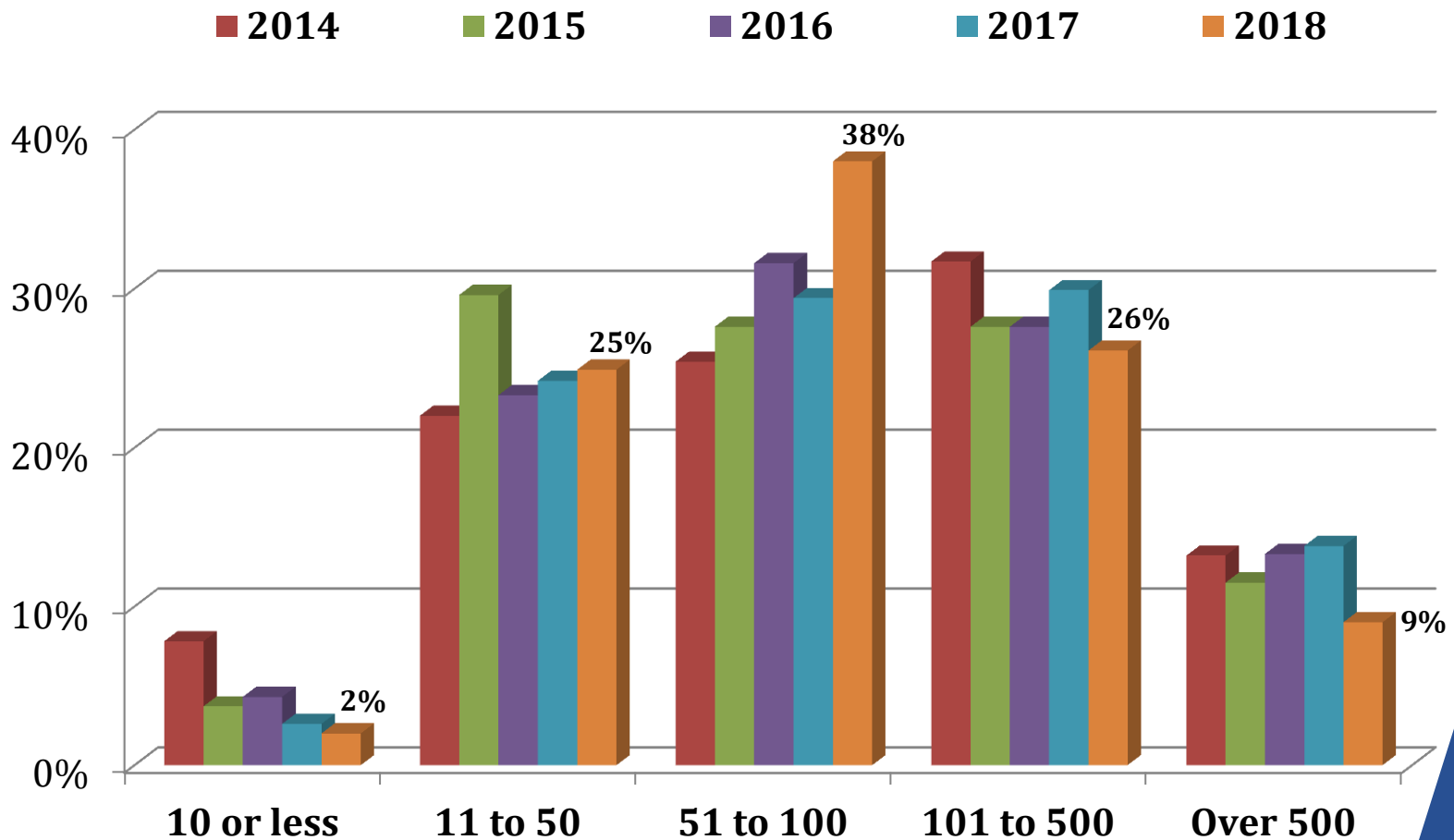
- 2018 shows decrease in response rates compared to prior years

Type	2014	2015	2016	2017	2018
Male	70%	58%	58%	60%	38%
Female	75%	58%	63%	64%	48%
Headcount	301	453	517	660	536



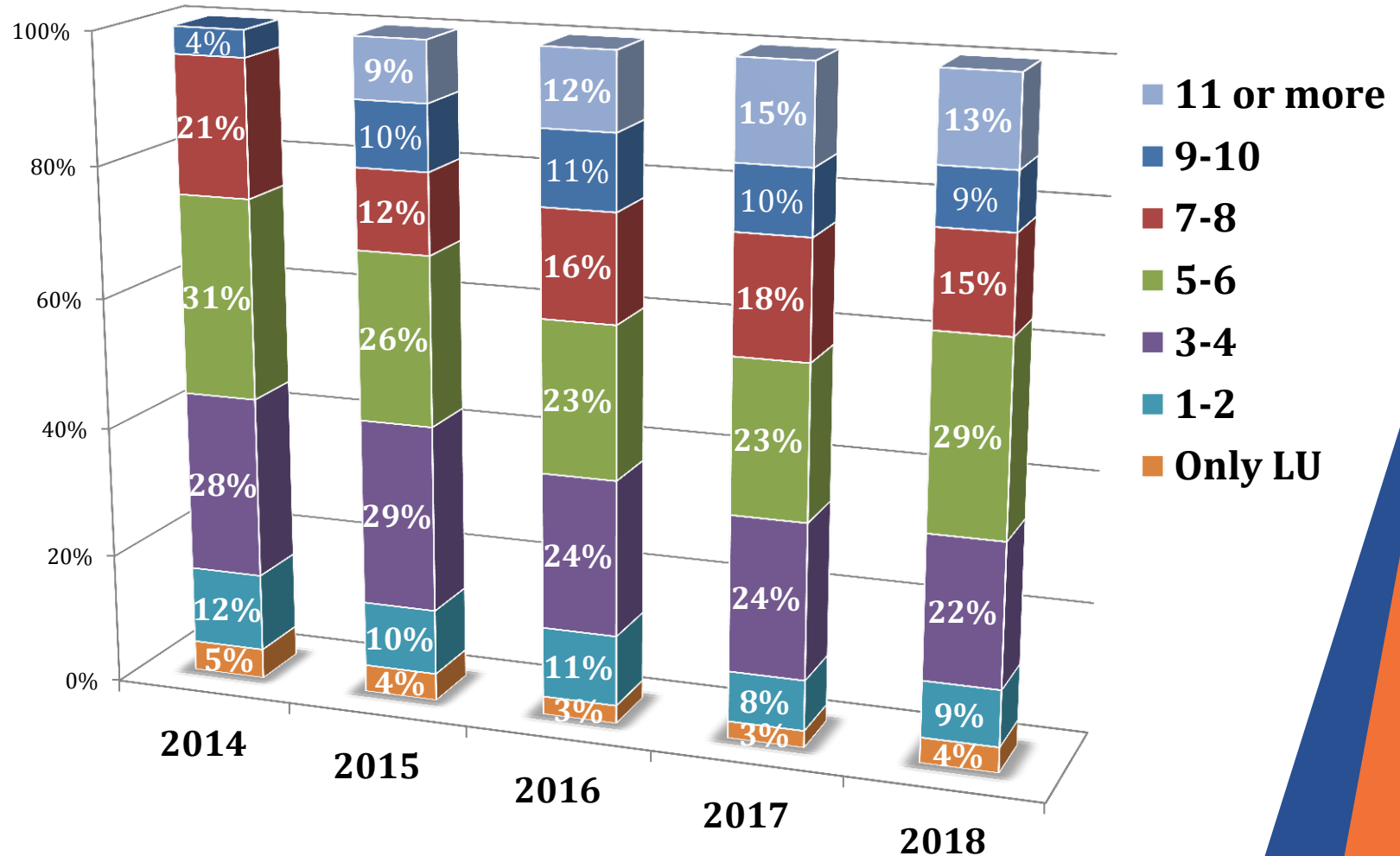
# Distance from Home

- 2018 shows slightly higher percentage of first year students who live 51-100 miles away from Lincoln (2018 data labels included)



# College Applications

- Continued trend of high percentage of students applying to more than 4 institutions

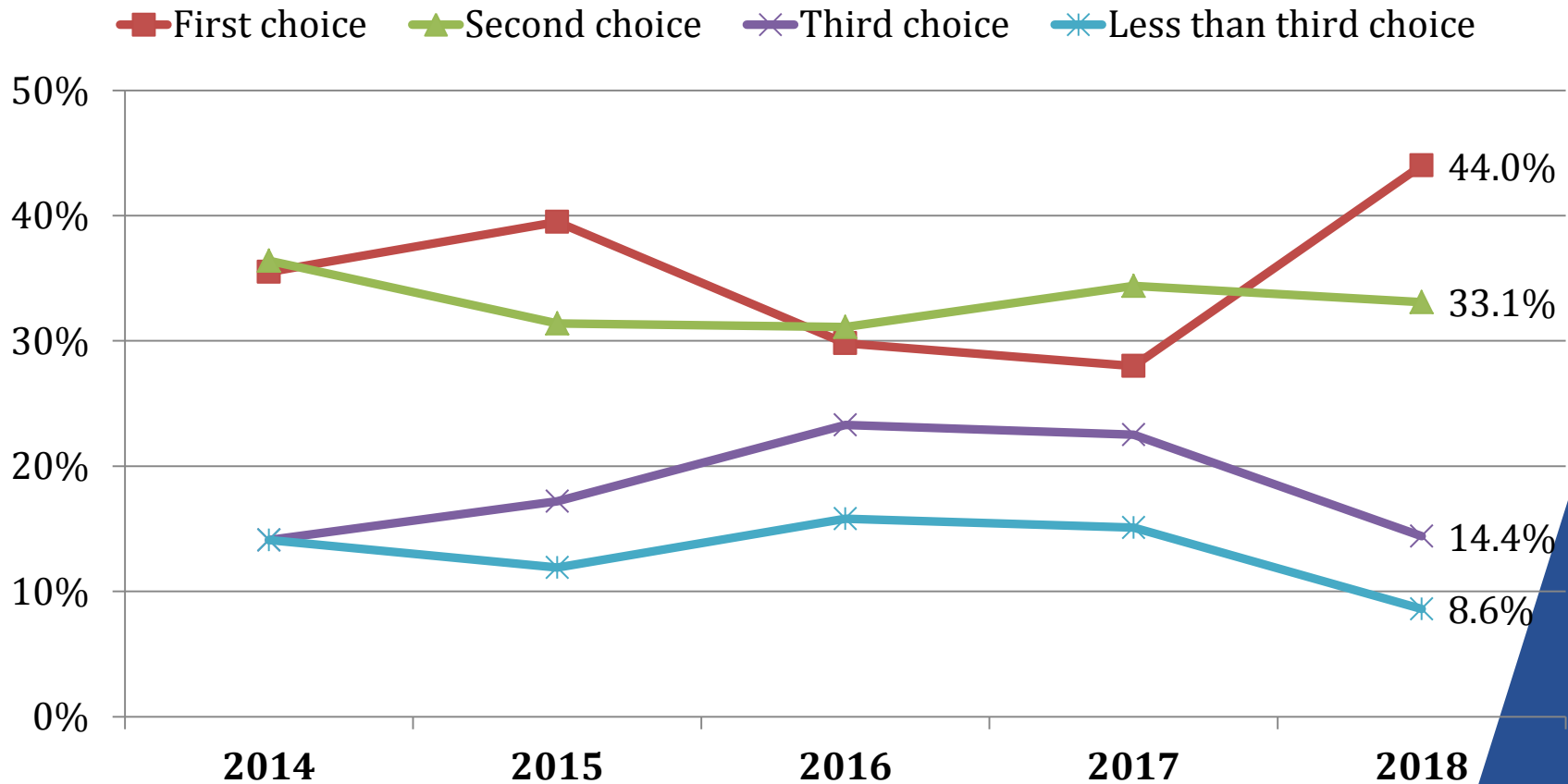


# College Choice: Acceptance and Rating

- **2017& 2018: Over 80% are accepted by their first choice institution**

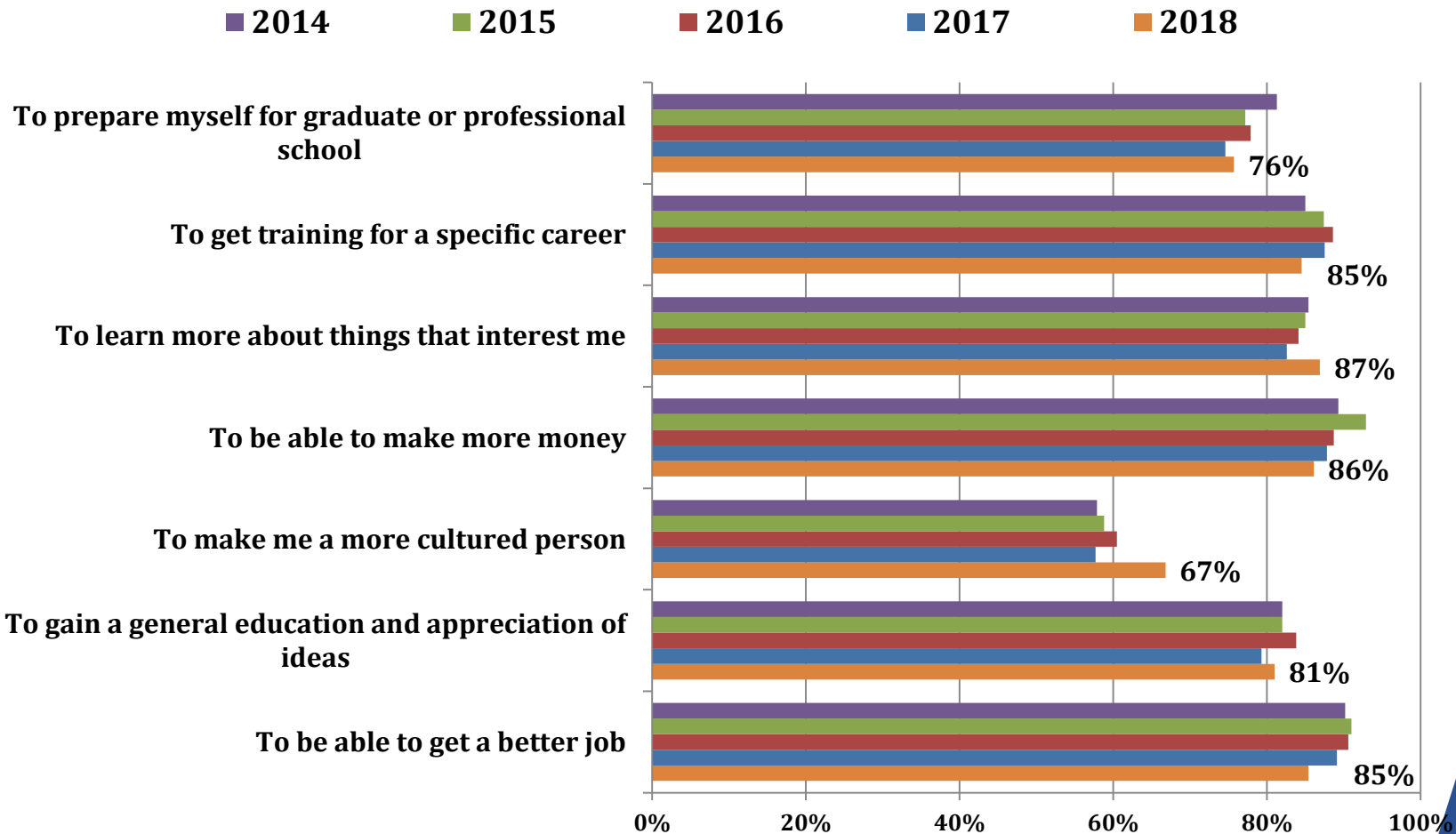
Acceptance by first choice college	2014	2015	2016	2017	2018
Yes	72%	74%	73%	82%	81%

- **2018 : Over 75% indicate Lincoln is their first or second choice**



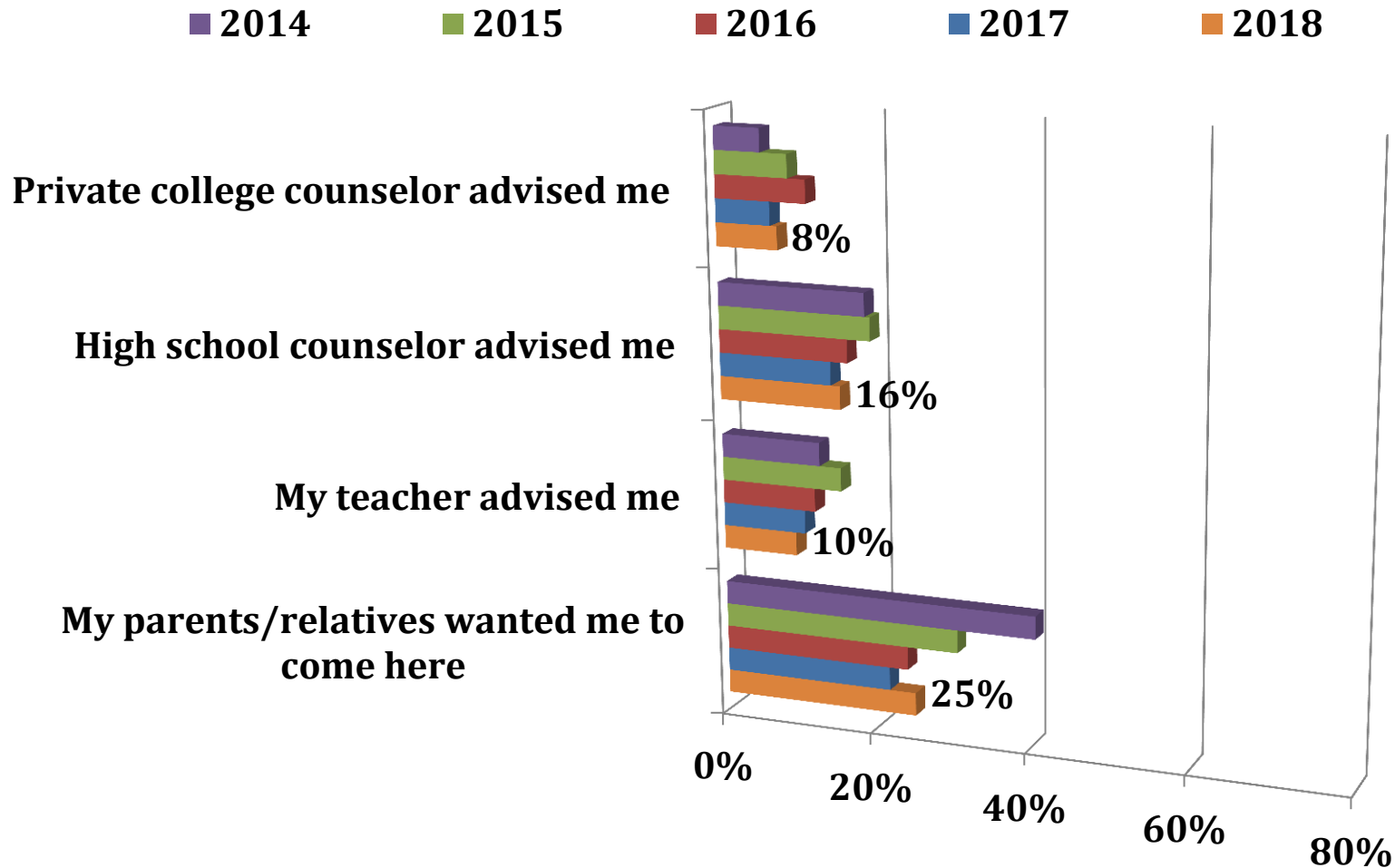
# Attending College: “Very Important” Responses

- Continued trends of over 80% respond very important for choices of: specific career, interests, make money, general education and better job (2018 data labels included)



## Attending Lincoln: “Very Important” Responses

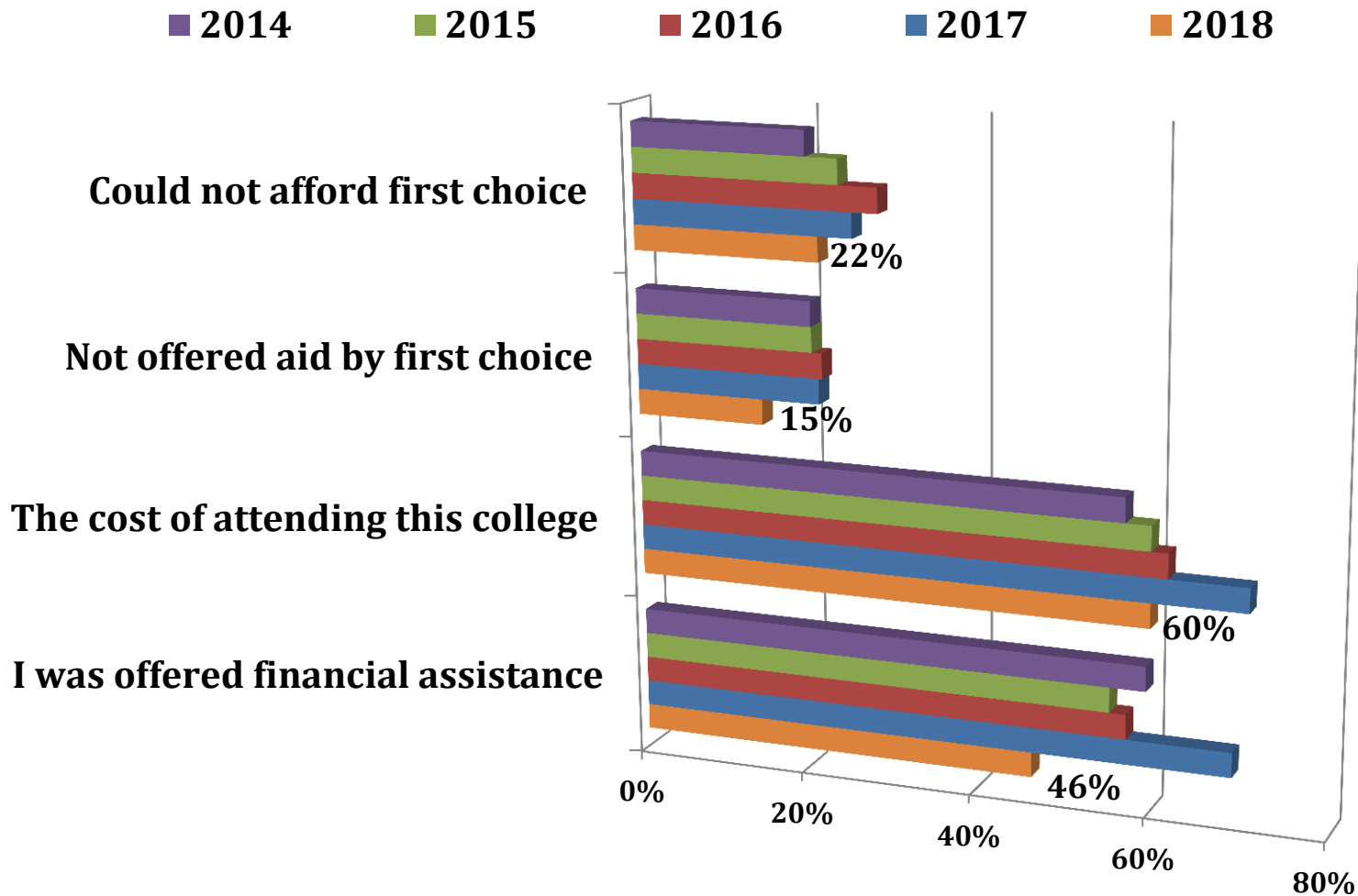
- **Advised** - Continued trends of 40% or less responding that advising is very important (2018 data labels included)





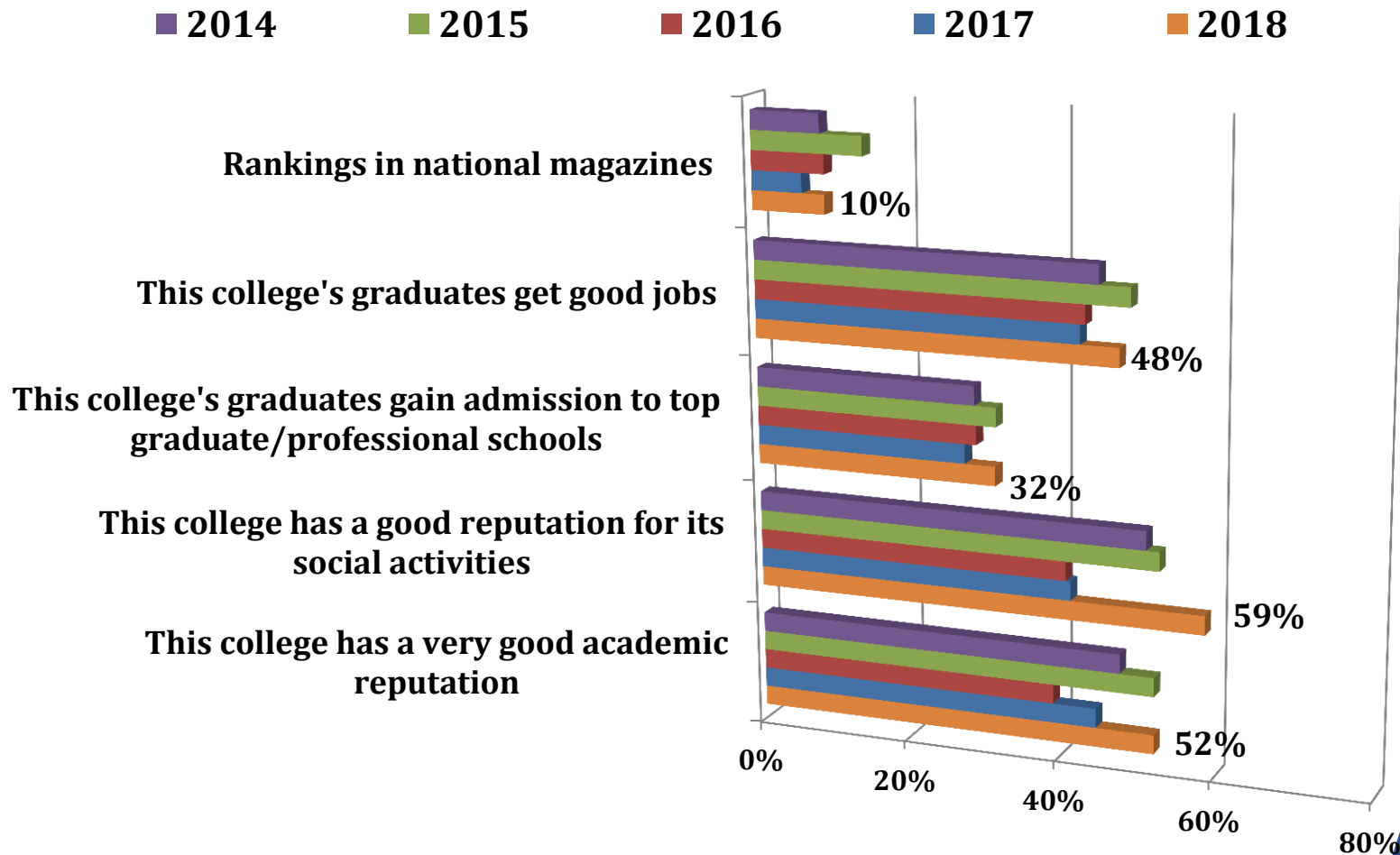
## Attending Lincoln: “Very Important” Responses

- **Finances** – Cost of attending Lincoln and financial assistance continue to be very important



## Attending Lincoln: “Very Important” Responses

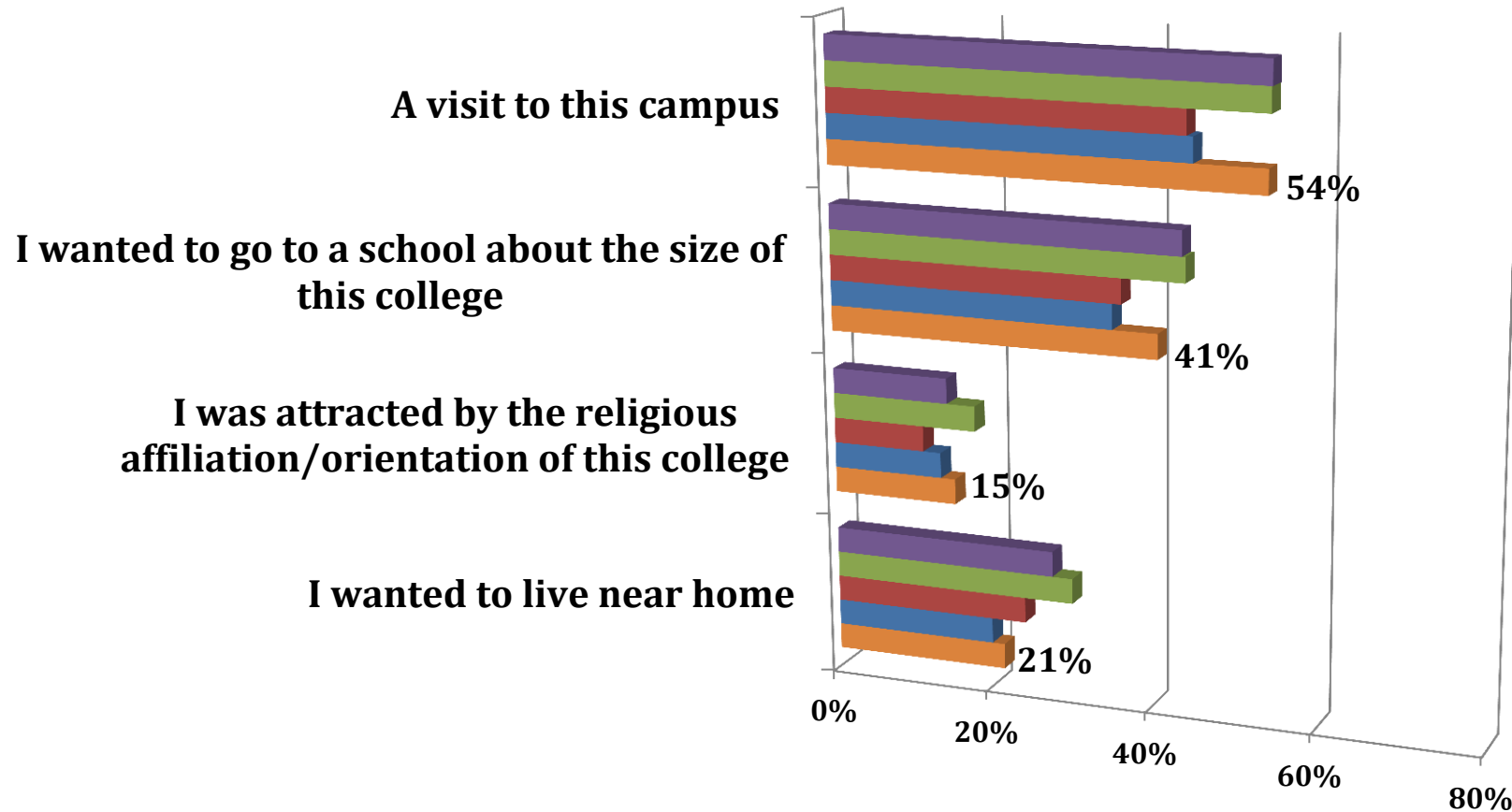
- **Reputation & Rankings-** Graduates get good jobs, social activities and good academic reputation continue to be very important



## Attending Lincoln: “Very Important” Responses

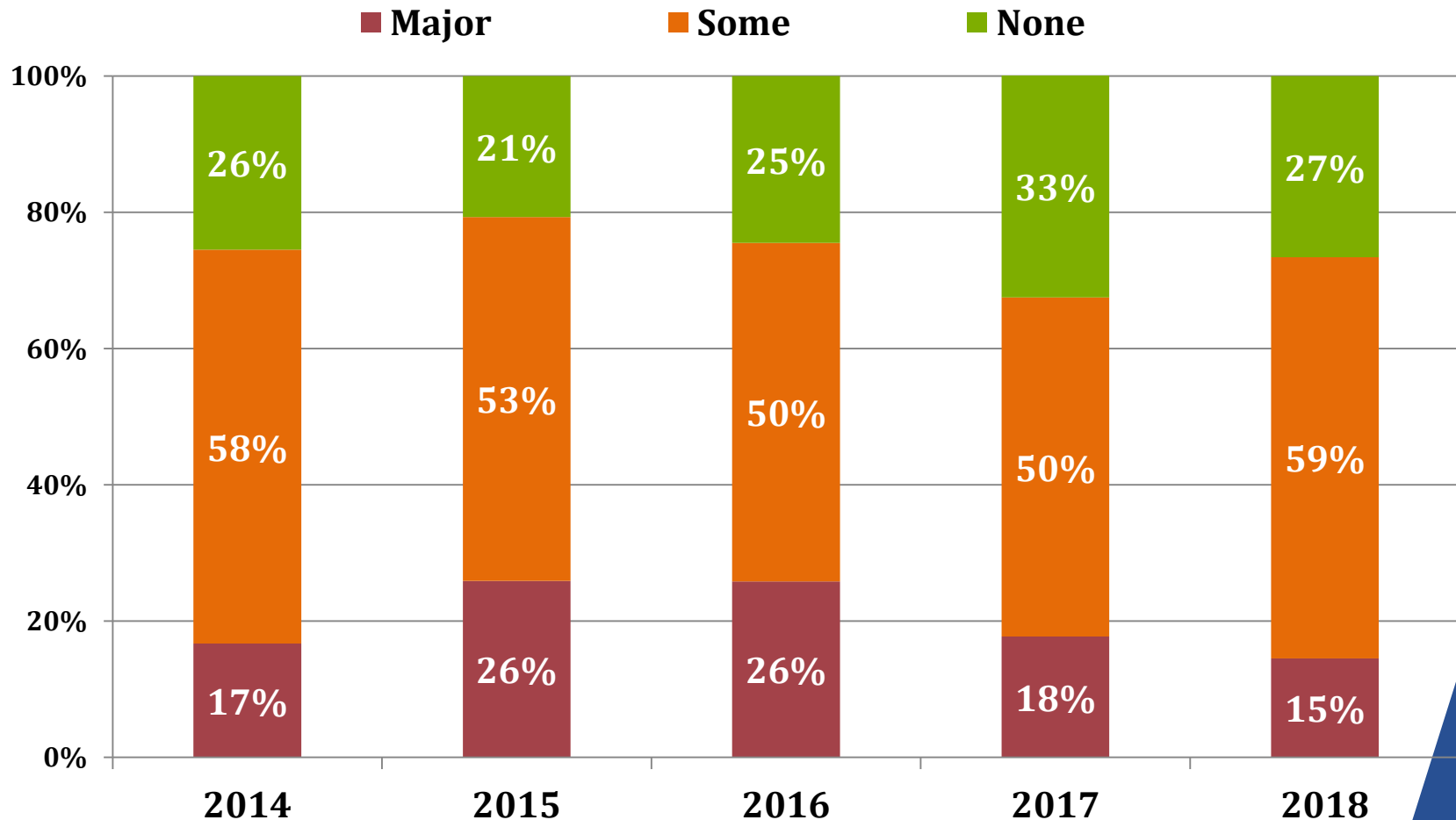
- **Other Attributes** –Visiting the campus and the size of college continue to be very important (2018 data labels included)

■ 2014    ■ 2015    ■ 2016    ■ 2017    ■ 2018



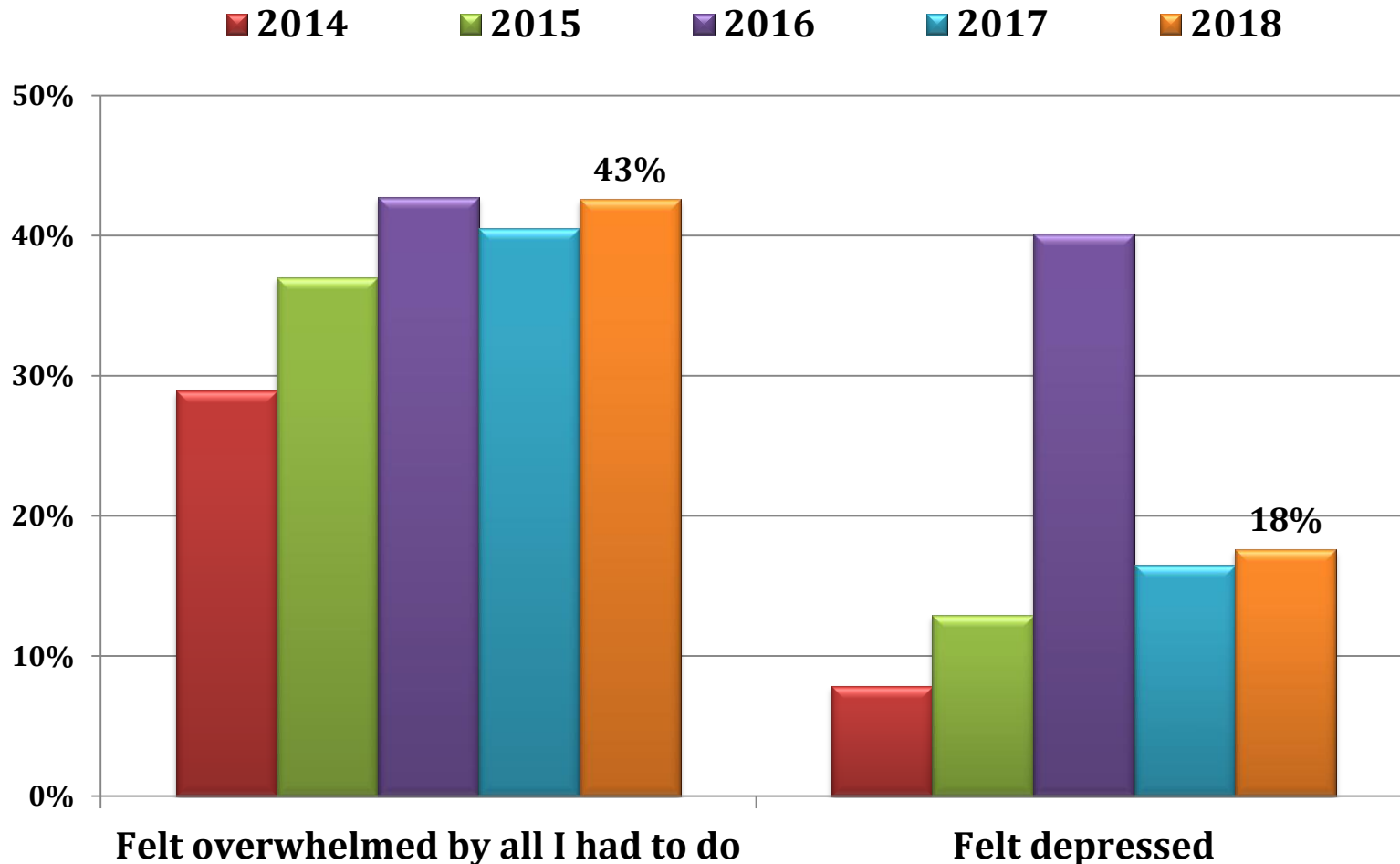
# Concern about Financing College

- On average, 20% have major concern and 54% have some concern



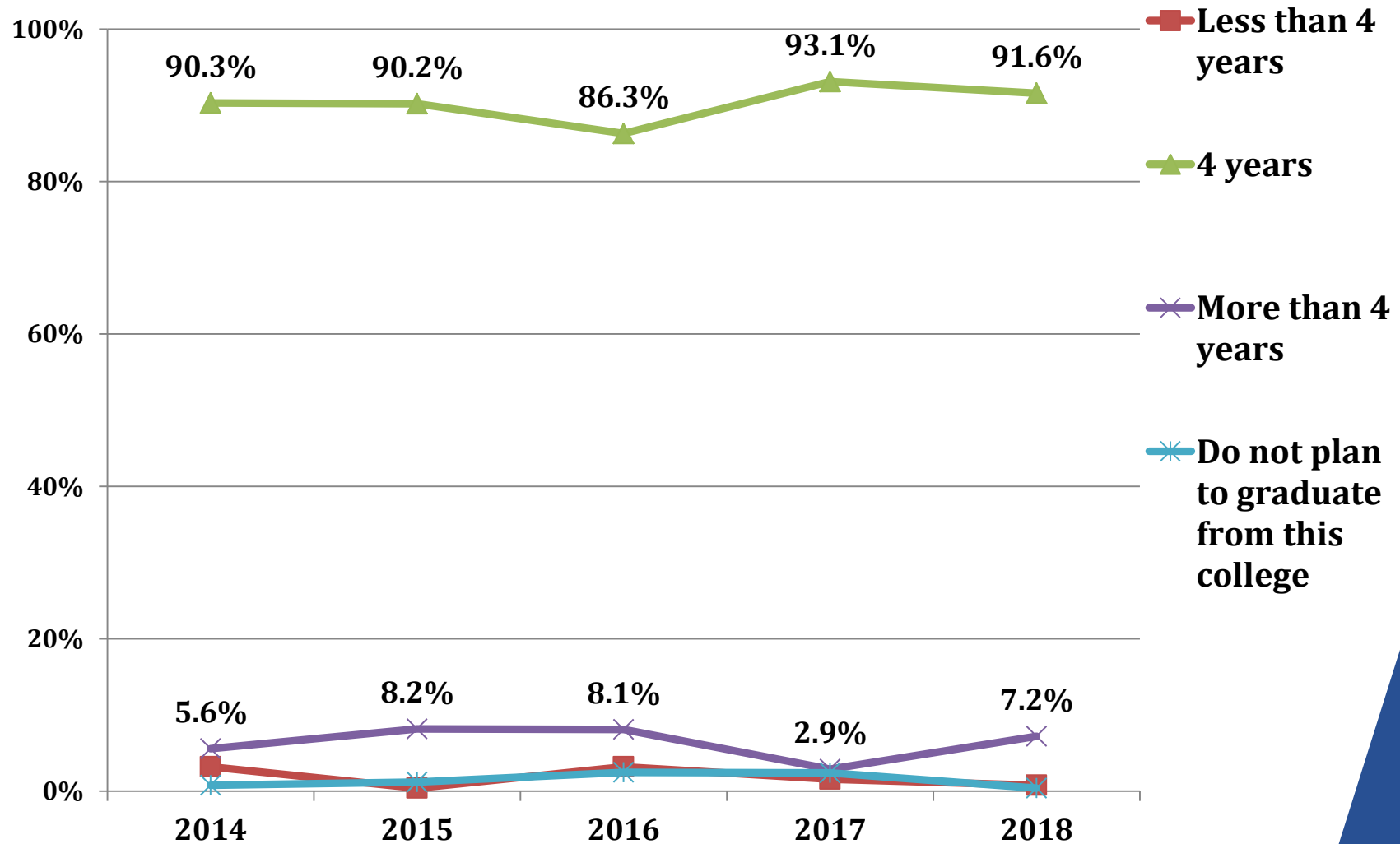
# Health and Wellness

- On average, 37 % felt overwhelmed and 18 % felt depressed (2018 data labels included)



# Time to Degree: Student Responses

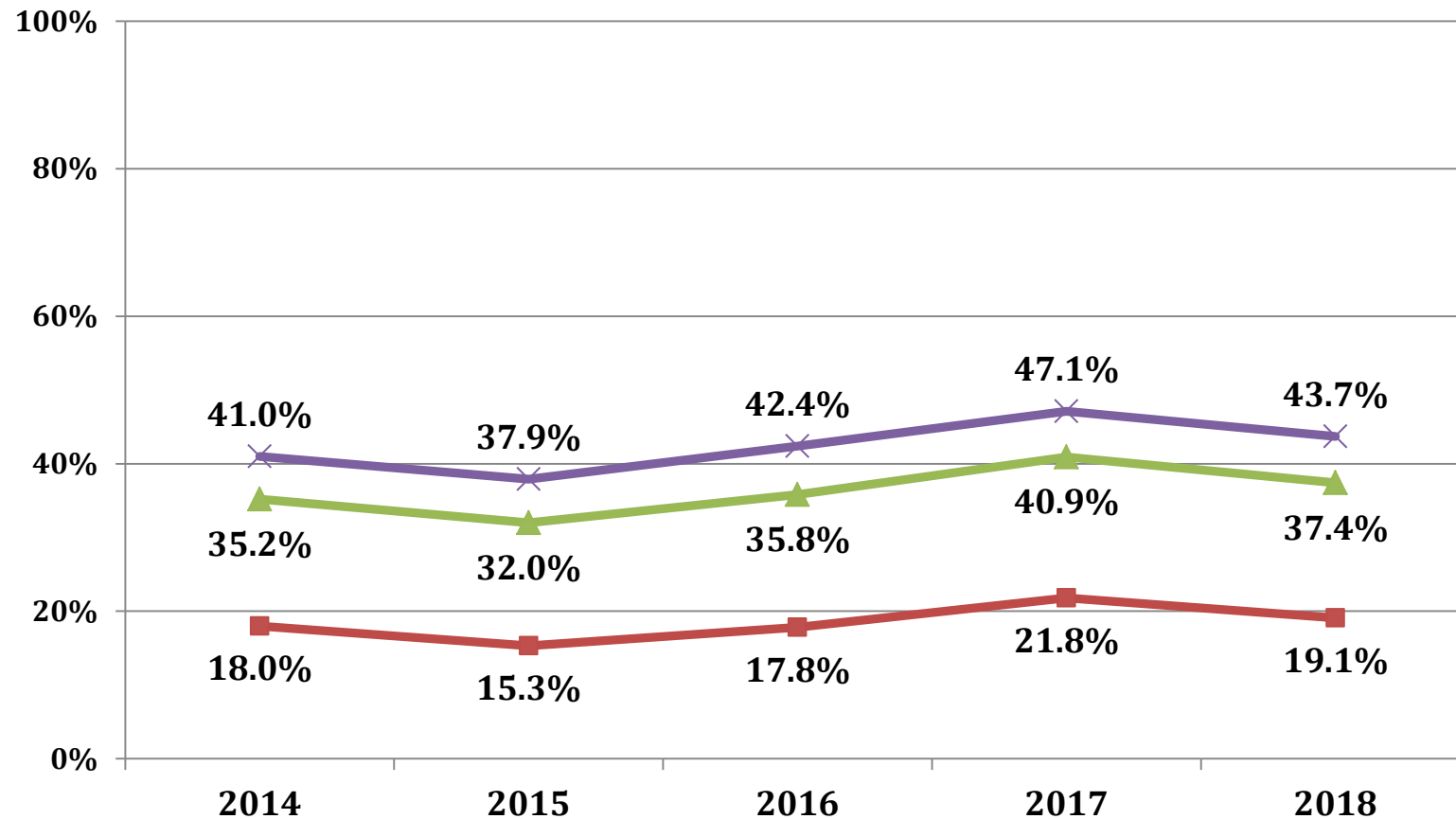
- Continued trend of high percentage of students expecting to graduate in 4 years



# Time to Degree: CIRP Survey Estimation

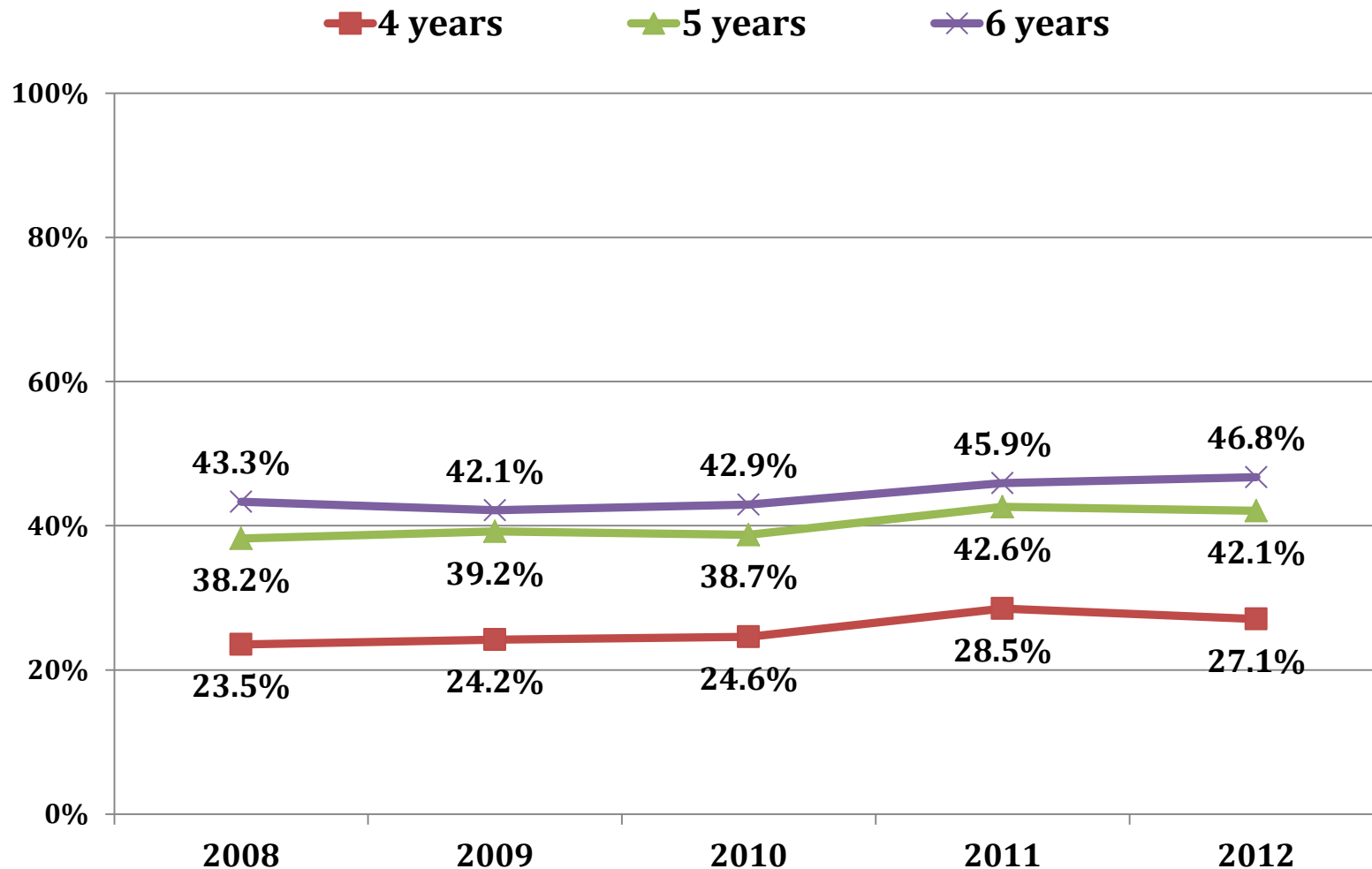
- Using Lincoln student characteristics, CIRP estimates 18% (on average) will graduate in 4 years

■ 4 years    ▲ 5 years    ✕ 6 years



# Recent Lincoln Graduation Rates

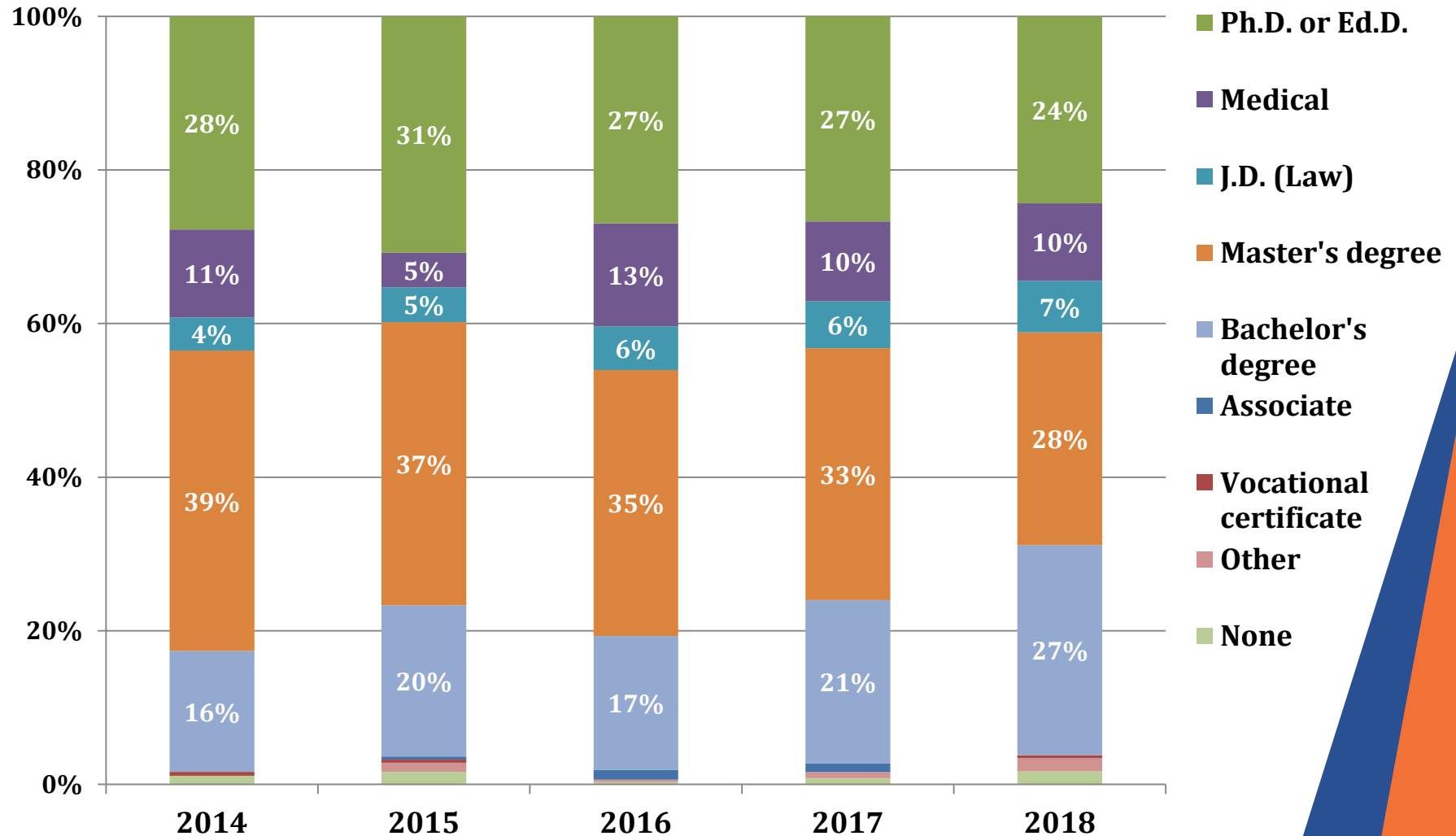
- 26% (on average) graduate in 4 years  
~ 8% higher than CIRP estimation





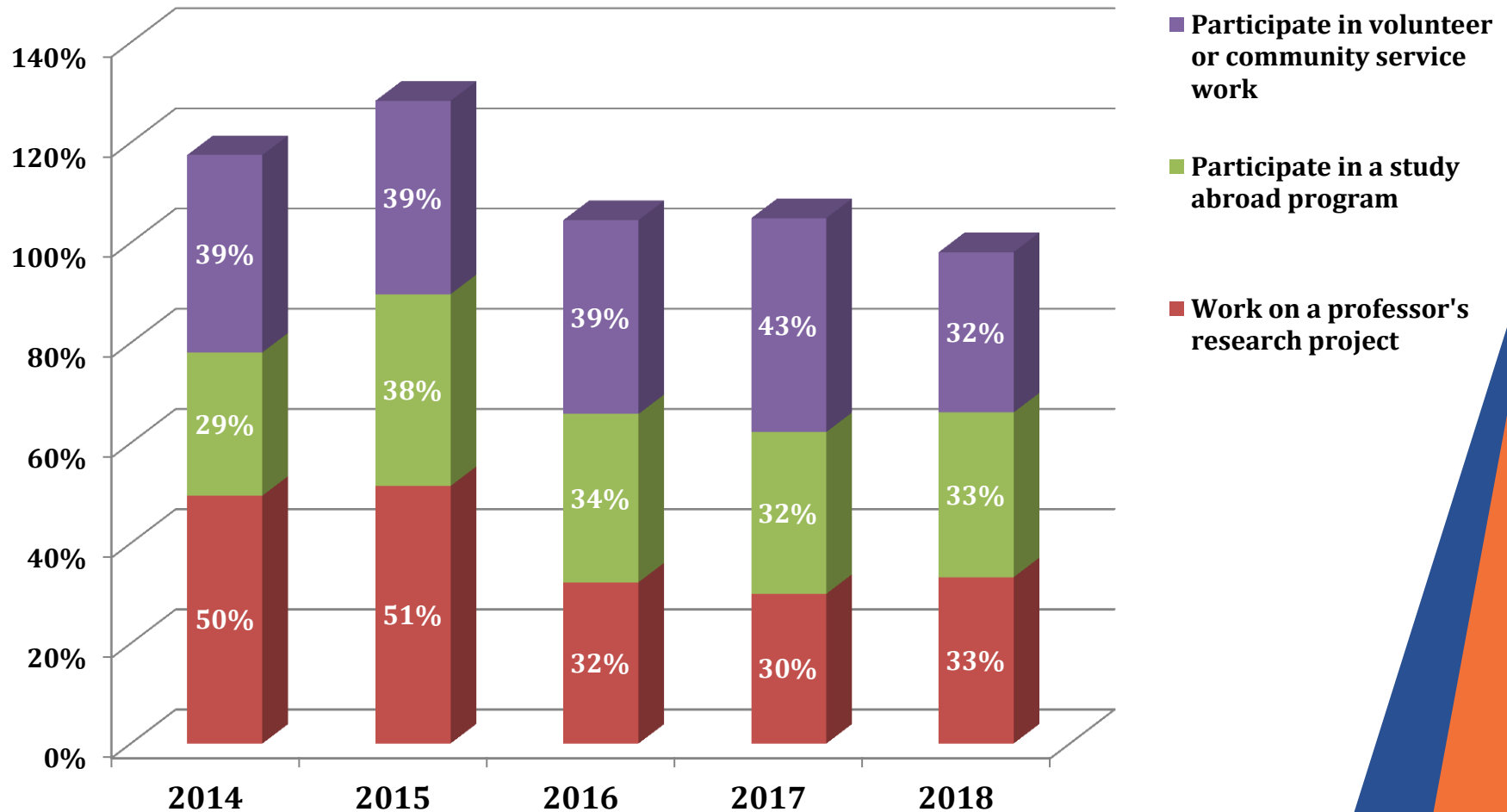
# Degree Aspirations

- On average, over 75% aspire to higher than a Bachelor's degree



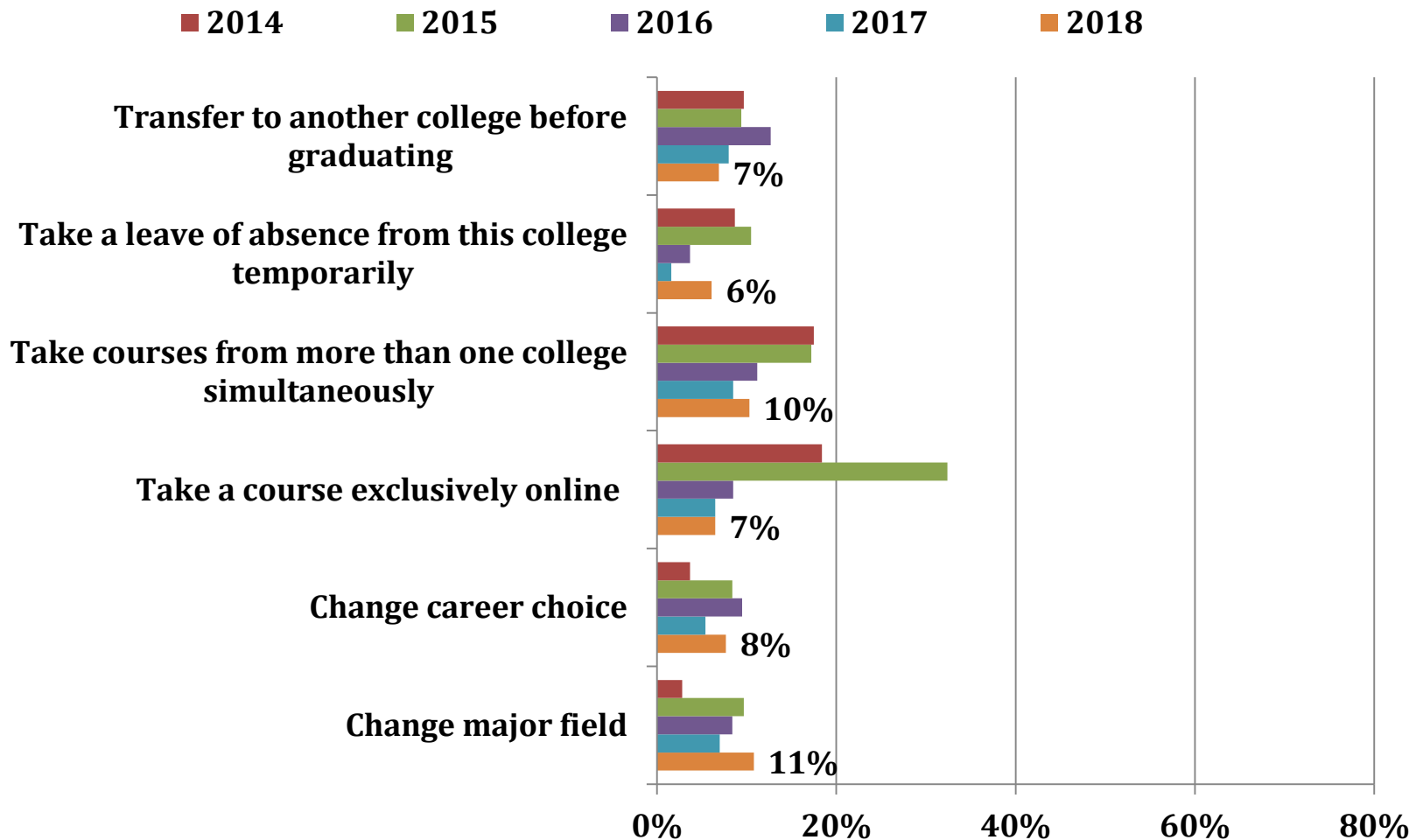
# Expectations–“Very Good Chance”: High Impact

- Overall, 37% expect to participate in at least one of these high impact activities



# Expectations-"Very Good Chance": Academics/Careers

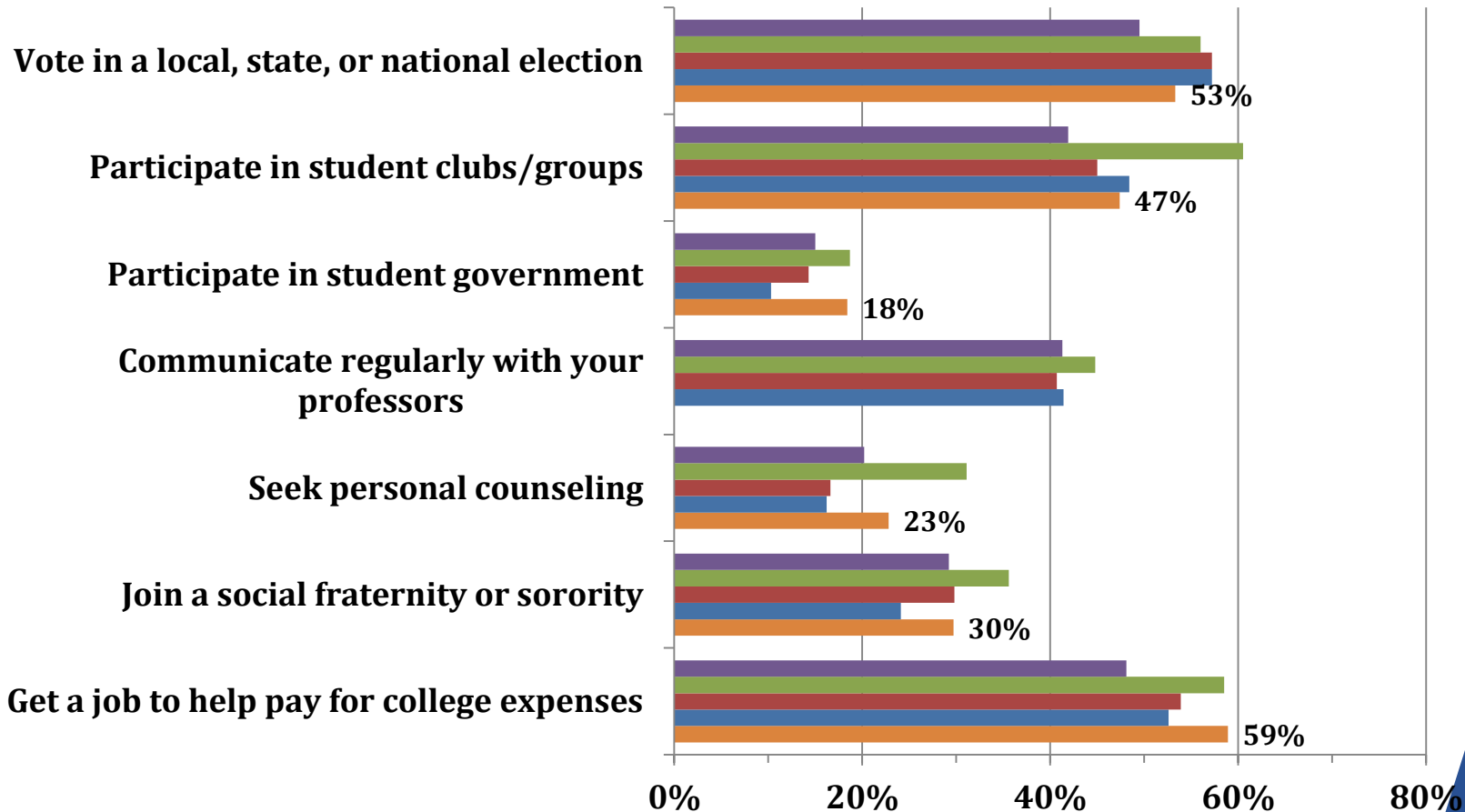
- Continued trends of low percentages: transferring, taking leave or courses elsewhere, changing career or major (2018 data labels included)



# Other Expectations–“Very Good Chance”

- Continued trends of high percentages: voting, participating in clubs/groups and getting a job

■ 2014    ■ 2015    ■ 2016    ■ 2017    ■ 2018



# CIRP Constructs

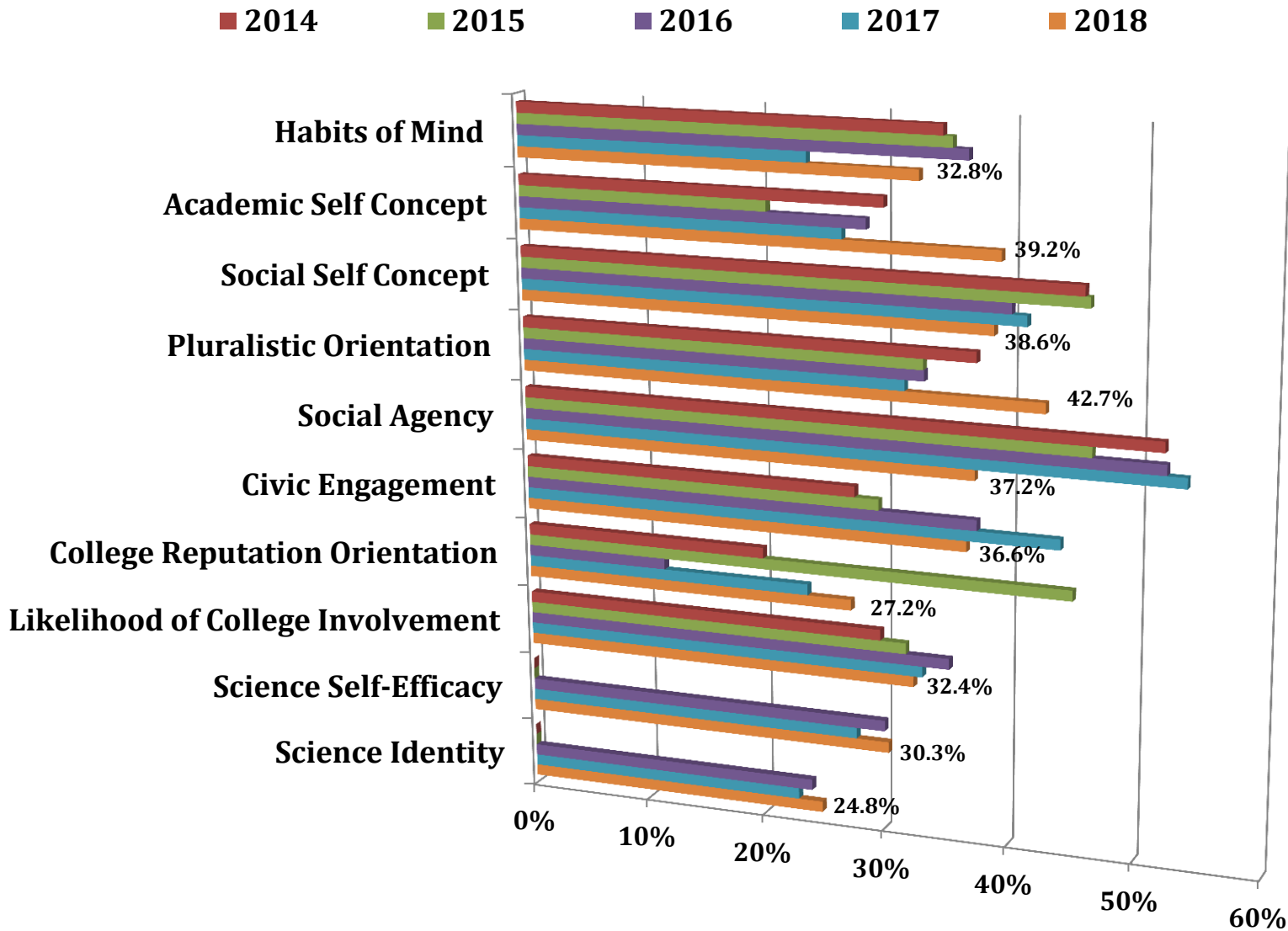
- Designed to capture the experiences and outcomes that present a measurement challenge because of their complex and multifaceted nature
- **Item Response Theory (IRT)** - combines individual survey items into global measures
  - construct score estimates are calculated using response patterns
  - greater weight is applied to survey items that more directly align with the construct
- **Mean Score** - comparative information based on mean score
- **Percentage Report** - comparative information based on percent of students scoring in high, average and low groups

# CIRP Constructs

- **Habits of Mind** - behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.
- **Academic Self-Concept** - students' beliefs about their abilities and confidence in academic environments.
- **Social Self-Concept** - students' beliefs about their abilities and confidence in social situations.
- **Pluralistic Orientation** - skills and dispositions appropriate for living and working in a diverse society.
- **Social Agency** - extent to which students value political and social involvement as a personal goal.
- **Civic Engagement** - extent to which students are motivated and involved in civic, electoral, and political activities.
- **College Reputation Orientation** - degree to which students value academic reputation and future career potential as a reason for choosing this college.
- **Likelihood of College Involvement** - students' expectations about their involvement in college life generally.
- **Science Self-Efficacy** - students' confidence in their ability to conduct scientific research (new Construct in 2016).
- **Science Identity**- extent to which students conceive of themselves as scientists (new Construct in 2016).

# CIRP Constructs: Percentage in High Group

- **Constructs with over 35% for 2018:** academic & social self concept, pluralistic orientation, social agency and civic engagement



# Conclusions

- Lower response rate for 2018 –
  - prior years' administration in First Year Experience classes; 2018 administration facilitated by peer mentors during orientation week
- 2018: over 75% indicate Lincoln is first or second college choice
- “Very important” reasons for choosing Lincoln (over 50%): very good academic reputation, cost, social activities, and visit to campus
- Financing college is a concern for most respondents
- Lincoln graduation rates indicate less than 30% graduate in 4 years, yet the majority of students expect to graduate in 4 years
- Lincoln's graduation rates are higher than CIRP estimates predict based on Lincoln student characteristics (on average 8% higher)



# Conclusions (continued)

- Over 75% of respondents aspire to higher education than a bachelor's degree
- Over 1/3 of students expect to participate in high impact practices such as study abroad, internships and research
- During college, 50% (or more) expect to vote, participate in clubs or groups and get a job to pay for college
- CIRP constructs indicate over 1/3 of respondents are in the high category for social agency, social self concept, civic engagement and pluralistic orientation

# Recommendations and Planned Actions

- Review/revise the survey administration process
- Continued efforts to tell the Lincoln story via on/off campus events such as admissions fairs and admitted student days
- Continued efforts to review/revise financial package options so that students have access to appropriate resources to make informed decisions

## Recommendations and Planned Actions (cont'd)

- Continued efforts to raise awareness of graduation requirements and amount/type of credits needed per semester to graduate in a 4 year timeframe
- Continue to expose students to further education opportunities, such as Graduate School Fair and visits to graduate school, internships, research and invited speakers/symposia
- Review/revise academic, co-curricular and student employment activities as opportunities to educate and empower students to lead and make changes on campus and in the world



# Contact

## Office of Institutional Effectiveness, Research, and Planning

Wright Hall, 3<sup>rd</sup> Floor  
[oierp@lincoln.edu](mailto:oierp@lincoln.edu)