Students arrive on campus with a range of skills and abilities to be successful in college and in life. Below is a snapshot of some experiences and expectations students bring with them to college and areas where they may look to campus services for additional support and development.

Students today interact with others in diverse environments.

- 86% | 90% Work cooperatively with diverse people
- 74% | 75% Frequently socialize with other racial/ethnic groups
- 81% | 85% Are open-minded towards those with different beliefs

But there is still opportunity to broaden their perspective.

- 23% | 26% Grew up in completely White or completely non-White neighborhoods
- 44% | 53% Have a strong knowledge of different races/cultures
- 37% | 37% Feel that promoting racial understanding is very important
- 43% | 53% Understand their community’s problems

Students begin developing productive habits in high school... ...But many believe they’ll need additional support and guidance in college.

- 86% | 90% Explored topics on their own
- 43% | 33% Think they’ll get tutoring help
- 55% | 63% Frequently asked questions in class
- 7% | 10% Are undecided on their major
- 43% | 64% Spent 6+ hours per week studying or doing homework
- 37% | 27% Anticipate needing remedial work in at least one subject
- 27% | 34% Foresee needing extra time to complete their degree
- 42% | 39% And of those already decided on a major, 42% may switch

And enrollment patterns may create additional challenges.

- 11% | 6% May take a temporary leave of absence
- 24% | 22% Plan to take courses from more than one college simultaneously
- 16% | 22% Predict they’ll take an online course at a different institution
- 23% | 15% May transfer to another college before graduating

Information about students as they enter college helps enrollment planning and retention efforts while providing a baseline for understanding college effectiveness. Register for the CIRP Freshman Survey at www.cirpsurveys.org. The 2014 CIRP Freshman Survey report is available as a free download at heri.ucla.edu/tlsPublications.