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#L1C4

Cooperative Institutional Research Program Freshman Survey

2012 CIRP Freshman Survey Report

Institutional Effectiveness
Office of Academic Planning & Accountability
University of Louisville

Introduction

History

The Cooperative Institutional Research Program (CIRP) Freshman Survey, sponsored by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA), examines a wide range of student characteristics concerning their personal history, family characteristics, secondary school achievements and activities, educational goals and career plans, and values, attitudes, beliefs, and self-concepts. The University of Louisville (UofL) has administered the CIRP to five first-time freshmen cohorts during summer orientation starting in 2006. During the 2008 and 2011 summer orientation sessions, our first-year students completed the Beginning College Survey of Student Engagement (BCSSE) to complement the National Survey of Student Engagement (NSSE) administered in the spring of 2009 and 2012. This report profiles the **2,540 UofL students** who participated in the survey in summer 2012 and reflects their responses.

The Report

The first part of the report provides demographic information, personal history, and family characteristics as self-reported by UofL respondents. The second part indicates overall UofL students' responses compared to their responses by academic units based on the CIRP Constructs defined below. Institutional data were used to identify students' academic unit. For responses falling under each construct, independent t-tests were performed to determine statistical differences between student responses within a particular academic unit and the overall student population. No unit to unit statistical analyses were performed.

Additional analysis will be conducted at the end of the fall 2012 semester when Institutional Effectiveness receives the comparative CIRP report from HERI of UofL respondents to students from peer institutions and the national sample.

CIRP Constructs

Beginning in 2009 *CIRP released a new survey reporting format,* the CIRP Constructs, *as* part of their standard reports. The CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. CIRP provides one score for that trait. They use Item Response Theory (IRT) to create the constructs, a modern psychometric method that has several advantages over methods used in more traditional factor analysis. The CIRP Constructs include:

- **Habits of Mind**
  - ⇨ Measures behaviors and traits associated with academic success
- **Academic Disengagement**
  - ⇨ Measures the extent to which students engage in behaviors that are inconsistent with academic success
- **Pluralistic Orientation**
  - ⇨ Measures skills and dispositions appropriate for living and working in a diverse society
- **Social Agency**
  - ⇨ Measures the extent to which students value political and social involvement as a personal goal
- **College Reputation Orientation**
  - ⇨ Measures the degree to which students value academic reputation and future career potential as reasons for choosing UofL
- **Likelihood of College Involvement**
  - ⇨ Measures students' expectations about their involvement in college life generally
- **Academic Self-Concept**
  - ⇨ Measures students' beliefs about their abilities and confidence in academic environments
- **Social Self-Concept**
  - ⇨ Measures students' beliefs about their abilities and confidence in social situations

Gender	n=2,540
Male	48.5%
Female	51.5%

Ethnicity[2]	
Nonresident Alien	0.1%
Black	10.6%
American Indian/Alaskan Native	0.1%
Asian	3.3%
Hispanic or Latino	3.6%
White	77.9%
Ethnicity/Race Unknown	0.1%
Two or More Races	4.2%
Native Hawaiian/Other Pac Island	0.1%

My permanent home of residence is:[3]	
50 mi. or less	64.8%
More than 50 mi.	35.2%

The high school type I attended:[4]	
Public school	79.1%
Private school	19.8%
Home school	1.0%

In the fall, I will be living in a:	
Campus Residence Hall	64.6%
Family or Relatives Home	30.7%
Other[5]	4.7%

My political views are:[6]	
Conservative	27.2%
Middle of the road	45.3%
Liberal	27.5%

[1] Item responses from the CIRP are self reported by the student during summer orientation 2012.
[2] Institutional data were used to generate ethnicity/race reporting to meet the changes in IPEDS reporting guidelines effective fall of 2010.
[3] Students were given six response **options ranging between 0 and 500+.**
[4] **Options for public schools included** not charter or magnet, public charter, and public magnet. Private school options included religions and independent.
[5] 'Other' includes private home or apartment, fraternity or sorority, other campus housing, and other.
[6] *Conservative* includes students who self identified themselves as 'Far right' whereas *Liberal* includes students self identifying themselves as 'Far left'.

About our Students (cont.)[1]

My parents are:[2]	n=2,540
Alive and living with one another	61.2%
Other, deceased, or divorced	38.8%

My father's education:[3]	
HS graduate or less	27.7%
Some college/postsecondary	23.0%
Bachelor's degree	30.4%
Graduate degree	18.9%

My mother's education:[3]	
HS graduate or less	23.3%
Some college/postsecondary	22.9%
Bachelor's degree	35.5%
Graduate degree	18.3%

My parent's total income last year was:[4]	
$0 to $24,999	13.6%
$25,000 to $49,999	17.8%
$50,000 to $74,999	20.8%
$75,000 to $99,999	14.3%
$100,000+	33.5%

University of Louisville was my:	
1st Choice	74.3%
2nd Choice	19.3%
3rd Choice	3.8%
Less than 3rd Choice	2.5%

Concerns I have over my ability to finance college:	
None	35.6%
Some	50.6%
Major	13.8%

How many years do you expect it will take you to graduate from UofL?[5]	
Four years or less	77.9%
Five years	18.7%
Six years or more	2.8%
Do not plan to graduate from UofL	0.6%

[1] Item responses from the CIRP are self reported by the student.
[2] Students were asked to respond to one of three parent status choices, 'One or both deceased', 'Both alive, divorced or living apart', or 'Both alive and living with each other'.
[3] Students were asked to respond to one of eight educational choices, ranging from 'Grammar school or less' to 'Graduate degree'.
[4] Students were given were given a choice of fourteen income ranges, from 'Less than $10,000' to '$250,000 or more'.
[5] Students were given were given a choice of 'one', 'two', 'three', 'four', 'five', 'six or more years', and 'do not plan to graduate from this institution'.

Habits of Mind

Measures the behaviors and traits associated with academic success. These behaviors are seen as the foundation for lifelong learning.

Students were asked: **How often in the past year did you … ?**

and were given the choice of: **Not at All, Occasionally, or Frequently**

Habits of Mind[a]	Mean
Ask questions in class	2.56
Support your opinions with a logical argument	2.61
Seek solutions to problems and explain them to others	2.49
Revise your papers to improve your writing	2.39
Evaluate the quality or reliability of information you received	2.31
Take a risk because you feel you have more to gain	2.26
Seek alternative solutions to a problem	2.41
Look up scientific research articles and resources	1.97
Explore topics on your own, even though it is not required for a class	2.13
Accept mistakes as part of the learning process	2.49
Seek feedback on your academic work	2.41

1=Not at all, 2=Occasionally, 3=Frequently

Academic Disengagement

Measures the extent to which students engage in behaviors that are inconsistent with academic success.

Students were asked: **For the activities below, indicate which ones you did during the <u>past year</u>.**

and were given the choice of: **Not at All, Occasionally, or Frequently**

Academic Disengagement[a]	Mean
Came to class late	1.49
Fell asleep in class	1.71
Failed to complete homework on time	1.62
Skipped school	1.32

1=Not at all, 2=Occasionally, 3=Frequently

[a] The mean averages generated for this report are not weighted.

Pluralistic Orientation

Measures skills and dispositions appropriate for living and working in a diverse society.

Students were asked: Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

and were given the choice of: Lowest 10%, Below Average, Average, Above Average, or Highest 10%

Pluralistic Orientation[a]	Mean
Ability to see the world from someone else's perspective	3.88
Tolerance of others with different beliefs	4.06
Openness to having my own views challenged	3.62
Ability to discuss and negotiate controversial issues	3.92
Ability to work cooperatively with diverse people	4.22

1=Lowest 10%, 2=Below average, 3=Average, 4=Above average, 5=Highest 10%

Social Agency

Measures the extent to which students value political and social involvement as a personal goal.

Students were asked: Please indicate the importance to you personally of each of the following:

and were given the choice of: Not important, Somewhat important, Very important, or Essential

Social Agency[a]	Mean
Keeping up to date with political affairs	2.11
Participating in a community action program	2.09
Influencing social values	2.25
Becoming a community leader	2.15
Helping others who are in difficulty	2.92
Helping to promote racial understanding	2.25

1=Not important, 2=Somewhat important, 3=Very important, 4=Essential

College Reputation Orientation

Measures the degree to which students value academic reputation and future career potential as a reason for choosing UofL.

Students were asked: Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

and were given the choice of: Not important, Somewhat important, or Very important

College Reputation Orientation[a]	Mean
UofL has a very good academic reputation	2.58
UofL's graduates gain admissions to top graduate/professional schools	2.03
UofL graduates get good jobs	2.45

1=Not important, 2=Somewhat important, 3=Very important

[a] The mean averages generated for this report are not weighted.

Likelihood of College Involvement

Measures students' expectations about their involvement in college life generally.

Students were asked: What are your best guess as to the chances that you will:

and were given the choice of: No chance, Very little chance, Some chance, or Very good chance

Likelihood of College Involvement[a]	Mean
Socialize with someone on another racial/ethnic group	3.61
Participate in a study abroad program	2.54
Participate in a volunteer or community service work	2.94
Participate in student government	2.14
Participate in student clubs/groups	3.19

1=No chance, 2=Very little chance, 3=Some chance, 4=Very good chance

Academic Self-Concept

Measures students' beliefs about their abilities and confidence in academic environments.

Students were asked: Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

and were given the choice of: Lowest 10%, Below Average, Average, Above Average, or Highest 10%

Academic Self-Concept[a]	Mean
Academic ability	3.95
Drive to achieve	4.09
Mathematic ability	3.49
Self-confidence (intellectual)	3.75

1=Lowest 10%, 2=Below average, 3=Average, 4=Above average, 5=Highest 10%

Social Self-Concept

Measures students' beliefs about their abilities and confidence in social situations.

Students were asked: Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

and were given the choice of: Lowest 10%, Below Average, Average, Above Average, or Highest 10%

Social Self-Concept[a]	Mean
Leadership ability	3.67
Public speaking ability	3.09
Self-confidence (social)	3.41
Popularity	3.19

1=Lowest 10%, 2=Below average, 3=Average, 4=Above average, 5=Highest 10%

[a] The mean averages generated for this report are not weighted.

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