



Cooperative Institutional Research Program Freshman Survey

University of Louisville's
2013 CIRP
The 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 six 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 **2,787 UofL students** who participated in the survey in summer 2013 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 2013 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



About our Students¹

	UofL ²	AS ³	DS	ED	MU	NU	SS	SW
Gender	n=2,787	n=1,635	n=26	n=239	n=72	n=247	n=504	n=8
Male	49.9%	49.5%	3.8%	38.6%	51.4%	11.5%	79.8%	12.5%
Female	50.1%	50.5%	96.2%	61.4%	48.6%	88.5%	20.2%	87.5%
Ethnicity⁴								
Nonresident Alien	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%
Black	9.4%	10.1%	8.0%	11.8%	6.9%	15.4%	3.4%	25.0%
American Indian/Alaskan Native	0.1%	0.2%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%
Asian	3.1%	3.6%	0.0%	0.8%	2.8%	1.2%	3.4%	0.0%
Hispanic or Latino	3.7%	4.5%	4.0%	1.7%	2.8%	3.3%	2.4%	0.0%
White	78.5%	75.9%	80.0%	83.1%	80.6%	74.0%	86.5%	75.0%
Ethnicity/Race Unknown	0.3%	0.4%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%
Two or More Races	4.7%	5.1%	8.0%	2.5%	5.6%	5.7%	3.6%	0.0%
Native Hawaiian/Other Pac Island	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
My permanent home of residence is:⁵								
50 mi. or less	58.2%	59.8%	69.2%	55.5%	52.8%	62.4%	52.8%	75.0%
More than 50 mi.	41.8%	40.2%	30.8%	44.5%	47.2%	37.6%	47.2%	25.0%
The high school type I attended:⁶								
Public school	75.8%	74.8%	84.0%	75.9%	91.7%	79.7%	73.7%	87.5%
Private school	23.2%	24.4%	16.0%	22.4%	6.9%	19.9%	24.6%	12.5%
Home school	1.0%	0.7%	0.0%	1.7%	1.4%	0.4%	1.8%	0.0%
In the fall, I will be living in a:								
Campus Residence Hall	67.8%	66.3%	73.1%	68.5%	77.8%	61.4%	74.7%	62.5%
Family or Relatives Home	28.1%	29.4%	23.1%	28.6%	18.1%	33.3%	21.8%	37.5%
Other ⁷	4.1%	4.3%	3.8%	2.9%	4.1%	5.3%	3.5%	0.0%
My political views are:⁸								
Conservative	28.9%	27.0%	30.4%	31.9%	22.9%	31.1%	34.1%	0.0%
Middle of the road	44.1%	43.5%	56.5%	45.4%	27.1%	47.9%	44.7%	25.0%
Liberal	27.0%	29.5%	13.0%	22.7%	50.0%	21.0%	21.2%	75.0%



¹ Item responses from the CIRP are self reported by the student. Please note that students may not have responded to every question from the survey.

² Total number of students who completed the CIRP freshman survey during summer orientation 2013.

³ Institutional data were used to identify the fall 2013 initial unit of enrollment for each student response. There were 56 students who chose not to provide their student ID or had illegible student ID numbers resulting in unit totals not matching the overall student response total.

⁴ Institutional data were used to generate ethnicity/race reporting to meet the changes in IPEDS reporting guidelines effective fall of 2010.

⁵ Students were given six response options ranging between 0 and 500+.

⁶ Options for public schools included not charter or magnet, public charter, and public magnet. Private school options included religions and independent.

⁷ 'Other' includes private home or apartment, fraternity or sorority, other campus housing, and other.

⁸ *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

	UofL ²	AS ³	DS	ED	MU	NU	SS	SW
My parents are:⁴	n=2,787	n=1,635	n=26	n=239	n=72	n=247	n=504	n=8
Alive and living with one another	64.1%	61.6%	42.3%	69.3%	66.7%	55.5%	75.3%	75.0%
Other, deceased, or divorced	35.9%	38.4%	57.7%	30.7%	33.3%	44.5%	24.7%	25.0%
My father's education:⁵								
HS graduate or less	26.4%	26.8%	41.7%	26.1%	26.8%	37.9%	18.3%	25.0%
Some college/postsecondary	22.1%	22.3%	33.3%	17.8%	16.9%	25.4%	20.9%	25.0%
Bachelor's degree	31.4%	30.3%	16.7%	33.5%	31.0%	23.8%	39.4%	25.0%
Graduate degree	20.0%	20.7%	8.3%	22.6%	25.4%	12.9%	21.3%	25.0%
My mother's education:⁵								
HS graduate or less	20.6%	21.4%	12.5%	20.3%	8.3%	23.3%	18.4%	0.0%
Some college/postsecondary	21.7%	21.8%	29.2%	23.3%	25.0%	26.1%	16.6%	62.5%
Bachelor's degree	39.0%	38.0%	54.2%	34.5%	48.6%	39.2%	42.9%	37.5%
Graduate degree	18.7%	18.8%	4.2%	22.0%	18.1%	11.4%	22.2%	0.0%
My parent's total income last year was:⁶								
\$0 to \$24,999	10.6%	11.3%	29.2%	8.3%	5.8%	15.3%	7.0%	12.5%
\$25,000 to \$49,999	15.1%	15.6%	25.0%	14.9%	23.2%	17.9%	9.9%	12.5%
\$50,000 to \$74,999	20.3%	20.1%	25.0%	24.1%	18.8%	23.6%	16.4%	50.0%
\$75,000 to \$99,999	16.1%	14.3%	4.2%	15.8%	23.2%	16.6%	20.7%	0.0%
\$100,000+	37.9%	38.7%	16.7%	36.8%	29.0%	26.6%	46.0%	25.0%
University of Louisville was my:								
1st Choice	76.8%	75.6%	88.5%	82.3%	63.9%	84.6%	75.2%	50.0%
2nd Choice	18.3%	19.7%	11.5%	14.8%	22.2%	13.4%	17.2%	50.0%
3rd Choice	3.0%	3.1%	0.0%	1.7%	8.3%	1.6%	4.0%	0.0%
Less than 3rd Choice	1.9%	1.7%	0.0%	1.3%	5.6%	0.4%	3.6%	0.0%
Concerns I have over my ability to finance college:								
None	32.1%	33.2%	23.1%	33.5%	29.2%	19.1%	36.6%	12.5%
Some	55.5%	54.1%	53.8%	55.5%	58.3%	66.3%	54.3%	37.5%
Major	12.4%	12.7%	23.1%	11.0%	12.5%	14.6%	9.1%	50.0%
How many years do you expect it will take you to graduate from UofL?⁷								
Four years or less	77.7%	88.5%	84.0%	87.4%	82.9%	86.6%	31.8%	75.0%
Five years	19.3%	8.1%	8.0%	10.4%	12.9%	9.9%	66.2%	25.0%
Six years or more	2.8%	3.0%	4.0%	2.3%	2.9%	3.4%	1.9%	0.0%
Do not plan to graduate from UofL	0.3%	0.4%	4.0%	0.0%	1.4%	0.0%	0.0%	0.0%

¹ Item responses from the CIRP are self reported by the student. Please note that students may not have responded to every question from the survey.

² Total number of students who completed the CIRP freshman survey during summer orientation 2013.

³ Institutional data were used to identify the fall 2013 home unit for each student response. There were 56 students who chose not to provide their student ID or had illegible student ID numbers resulting in unit totals not matching the overall student response total.

⁴ 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'.

⁵ Students were asked to respond to one of eight educational choices, ranging from 'Grammar school or less' to 'Graduate degree'.

⁶ Students were given a choice of fourteen income ranges, from 'Less than \$10,000' to '\$250,000 or more'.

⁷ 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	UofL	AS	DS	ED	MU	NU	SS	SW
	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Ask questions in class	2.60	2.59	2.73	2.61	2.75 ²	2.64	2.57	2.50
Support your opinions with a logical argument	2.61	2.62	2.50	2.51 ²	2.71	2.49 ²	2.68 ¹	2.50
Seek solutions to problems and explain them to others	2.49	2.48	2.31	2.43	2.58	2.41 ¹	2.60 ³	2.25
Revise your papers to improve your writing	2.40	2.42	2.58	2.39	2.51	2.46	2.27 ³	2.13
Evaluate the quality or reliability of information you received	2.32	2.34	2.27	2.17 ³	2.49 ¹	2.21 ²	2.37	2.00
Take a risk because you feel you have more to gain	2.30	2.30	2.27	2.30	2.53 ²	2.27	2.28	2.13
Seek alternative solutions to a problem	2.43	2.43	2.15 ²	2.33 ²	2.54	2.40	2.49 ¹	2.25
Look up scientific research articles and resources	1.96	1.95	1.96	1.74 ³	1.94	1.90	2.11 ³	1.63
Explore topics on your own, even though it is not required for a class	2.18	2.22	2.00	1.96 ³	2.42 ²	1.97 ³	2.27 ¹	2.00
Accept mistakes as part of the learning process	2.55	2.54	2.58	2.52	2.72 ²	2.61	2.52	2.38
Seek feedback on your academic work	2.42	2.42	2.69 ²	2.39	2.65 ³	2.50	2.39	2.00

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

[Red represents scores significantly lower than UofL's mean score; Green represents scores significantly higher than UofL's mean score.]

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 past year.

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

Academic Disengagement ^a	UofL	AS	DS	ED	MU	NU	SS	SW
	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Came to class late	1.50	1.53	1.50	1.50	1.62	1.47	1.40 ³	1.88
Fell asleep in class	1.72	1.72	1.77	1.77	1.56	1.81 ¹	1.64 ¹	2.13
Failed to complete homework on time	1.61	1.61	1.58	1.60	1.76 ¹	1.49 ²	1.64	1.88
Skipped school	1.29	1.30	1.42	1.31	1.32	1.33	1.22 ²	1.38

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

[Green represents scores significantly lower than UofL's mean score; Red represents scores significantly higher than UofL's mean score.]



^a The mean averages generated for this report are not weighted. These means have been generated for Intra-University review and evaluation only.

^b Values that are indicated as being significantly different are in relation to UofL's mean scores.

¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

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%**

	UofL	AS	DS	ED	MU	NU	SS	SW
Pluralistic Orientation ^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Ability to see the world from someone else's perspective	4.05	4.11 ¹	3.96	3.92¹	4.22	4.02	3.94²	4.38
Tolerance of others with different beliefs	4.24	4.24	4.24	4.13¹	4.63³	4.23	4.23	4.63
Openness to having my own views challenged	3.82	3.86	4.04	3.70	4.22²	3.76	3.73	4.00
Ability to discuss and negotiate controversial issues	4.05	4.08	4.00	3.89²	4.39²	3.98	4.01	4.25
Ability to work cooperatively with diverse people	4.46	4.47	4.64	4.46	4.63¹	4.53	4.36²	4.75

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

[Red represents scores significantly lower than UofL's mean score; Green represents scores significantly higher than UofL's mean score.]

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**

	UofL	AS	DS	ED	MU	NU	SS	SW
Social Agency ^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Keeping up to date with political affairs	2.20	2.29²	2.08	1.93³	2.26	1.89³	2.19	2.00
Participating in a community action program	2.06	2.12¹	2.13	2.03	2.29¹	2.06	1.84³	2.38
Influencing social values	2.30	2.40²	2.25	2.42	2.48	2.22	1.93³	3.13³
Becoming a community leader	2.16	2.22	1.92	2.20	2.38	1.96²	2.05¹	2.13
Helping others who are in difficulty	2.95	2.99	2.96	2.97	3.13	3.12²	2.73³	3.25
Helping to promote racial understanding	2.24	2.31¹	2.13	2.19	2.67³	2.26	1.93³	2.38

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

[Red represents scores significantly lower than UofL's mean score; Green represents scores significantly higher than UofL's mean score.]

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**

	UofL	AS	DS	ED	MU	NU	SS	SW
College Reputation Orientation ^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
UofL has a very good academic reputation	2.61	2.57¹	2.69	2.60	2.55	2.68¹	2.71³	2.63
UofL's graduates gain admissions to top graduate/professional schools	2.02	2.04	1.96	1.93	2.17	2.05	1.94¹	1.86
UofL graduates get good jobs	2.42	2.36²	2.27	2.43	2.37	2.49	2.59³	2.00

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

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5 ¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

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**

	UofL	AS	DS	ED	MU	NU	SS	SW
Likelihood of College Involvement^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Socialize with someone on another racial/ethnic group	3.60	3.60	3.61	3.60	3.81³	3.55	3.58	3.63
Participate in a study abroad program	2.52	2.65³	2.35	2.33¹	2.93²	2.31²	2.21³	2.50
Participate in a volunteer or community service work	3.07	3.11	3.13	3.00	3.10	3.12	2.93²	3.13
Participate in student government	2.10	2.16¹	2.21	2.04	2.15	1.95¹	1.98²	2.38
Participate in student clubs/groups	3.23	3.24	3.22	3.12	3.49²	3.18	3.21	3.50

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

[Red represents scores significantly lower than UofL's mean score; Green represents scores significantly higher than UofL's mean score.]

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%**

	UofL	AS	DS	ED	MU	NU	SS	SW
Academic Self-Concept^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Academic ability	3.98	3.94	3.54²	3.74³	3.97	3.77³	4.38³	3.38¹
Drive to achieve	4.11	4.12	4.15	4.08	4.24	4.09	4.09	4.13
Mathematic ability	3.48	3.37³	2.65³	3.22³	3.17¹	3.22³	4.25³	2.25²
Self-confidence (intellectual)	3.77	3.75	3.44	3.67	3.83	3.58²	4.02³	2.88²

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

[Red represents scores significantly lower than UofL's mean score; Green represents scores significantly higher than UofL's mean score.]

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%**

	UofL	AS	DS	ED	MU	NU	SS	SW
Social Self-Concept^a	Mean ^b	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Leadership ability	3.78	3.77	3.31²	3.90	4.03¹	3.72	3.76	3.75
Public speaking ability	3.12	3.14	2.85	3.14	3.39¹	2.98	3.09	3.13
Self-confidence (social)	3.40	3.44	3.35	3.62²	3.52	3.39	3.21³	2.63¹
Popularity	3.24	3.28	3.27	3.44³	3.31	3.15¹	3.06³	3.13

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

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¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

An **EVERY CARD COUNTS** Initiative

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