



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

2012 CIRP Freshman Survey

CIRP Theme Reports

First-time, Full-time Freshmen

Howard University

comparison group 1: Private HBCU
comparison group 2: All HBCU



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How to Read the CIRP Freshman Survey Report CIRP Theme

CIRP Surveys are comprehensive, covering a wide range of topics that research has shown are impacted by the college experience. Theme reports combine relevant items together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and can be used to facilitate discussion on your campus. Although the survey items were included because they relate to the theme, the item(s) may not be the most important to your institution, its mission, programs, or goals. We encourage you to review your entire Institutional Profile for additional results of specific interest on your campus. Theme reports are generated for first-time, full-time freshmen, which we defined as those respondents who first entered college in 2012 and are currently enrolled full-time.

Theme Description – Provides a brief definition of the topics covered by the theme.

Summarized Frequencies – Full results for all items are provided in the Institutional Profile report.

Mean – The arithmetic mean is computed for each survey item based on the response options. Response options are given numeric values and are listed in descending order (i.e., 5=Much Stronger, 4=Stronger, 3=No Change, 2=Weaker, 1=Much Weaker).

Interaction with Teachers - These items relate to the amount of time and types of interactions student had with their high school teachers.

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Asked a teacher for advice after class									
Frequently / Occasionally	21.4%	73.6%	76.7%	28.6%	76.5%	77.8%	14.3%	68.5%	75.3%
Mean	1.21	1.97	2.00	1.29	2.00	2.02	1.14	1.90	1.98
Standard Deviation	0.42	0.70	0.68	0.47	0.69	0.68	0.36	0.72	0.68
Significance	--	***	***	--	***	***	--	***	***
Effect Size	--	-1.09	-1.16	--	-1.03	-1.07	--	-1.06	-1.24

Note: Significance * p<.05, ** p<.01, *** p<.001

Statistical Significance – Uses the t-test to examine the difference between the mean score for your institution and the comparison group. Items with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p< .05, **p< .01, and ***p< .001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference may be small and not practically significant. In order to provide additional context to statistical significance, effect sizes are provided.

Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g. a negative effect size on "How often during the past year did you come late to class" suggests fewer students at your institution reported this was the case).

Comp 1 – The first comparison group is based on your institution's type, control, and selectivity.

Comp 2 – The second comparison group is based on your institution's type and control.

Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses to the item tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.



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See also CIRP Construct: College Reputation Orientation.

See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
To how many colleges other than this one did you apply for admission this year?										
None	2.4%	7.4%	7.6%	3.0%	8.2%	9.6%	2.2%	6.8%	6.2%	
1	5.3%	6.5%	5.5%	1.5%	8.8%	6.1%	7.2%	4.9%	5.0%	
2	6.8%	10.8%	11.8%	8.2%	10.1%	12.3%	6.1%	11.4%	11.5%	
3	10.9%	19.6%	19.4%	11.9%	25.0%	22.0%	10.4%	15.9%	17.5%	
4	12.4%	15.9%	17.7%	12.7%	18.1%	17.6%	12.2%	14.3%	17.8%	
5	15.5%	12.8%	13.4%	13.4%	10.1%	12.4%	16.5%	14.7%	14.1%	
6	9.2%	7.6%	7.6%	10.4%	5.9%	6.8%	8.6%	8.8%	8.2%	
7-10	25.2%	12.5%	11.3%	29.9%	7.3%	8.2%	23.0%	16.1%	13.5%	
11 or more	12.1%	6.9%	5.6%	9.0%	6.5%	4.9%	13.7%	7.2%	6.1%	
Were you accepted by your first choice college?										
Yes	78.0%	72.6%	72.8%	72.9%	68.8%	70.8%	80.4%	75.3%	74.1%	
Is this college your:										
First choice	51.8%	45.7%	39.1%	51.5%	38.8%	36.5%	52.0%	50.6%	40.9%	
Second choice	26.7%	32.9%	34.1%	23.9%	38.5%	36.0%	28.1%	28.9%	32.7%	
Third choice	12.5%	10.2%	14.6%	14.9%	9.2%	14.6%	11.4%	10.8%	14.6%	
Less than third choice	8.9%	11.3%	12.2%	9.7%	13.4%	12.8%	8.5%	9.7%	11.8%	
In deciding to go to college, how important to you was each of the following reasons?										
To be able to get a better job										
Very important	92.2%	90.3%	92.7%	89.2%	86.8%	91.0%	93.7%	92.6%	94.0%	
Mean	2.90	2.88	2.91	2.87	2.82	2.89	2.92	2.92	2.93	
Standard deviation	0.36	0.40	0.33	0.40	0.49	0.38	0.34	0.31	0.29	
Significance	-			-			-			
Effect size	-	0.05	-0.03	-	0.10	-0.05	-	0.00	-0.03	



College Choice - These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.

See also CIRP Construct: College Reputation Orientation.

See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In deciding to go to college, how important to you was each of the following reasons?										
To gain general education and appreciation of ideas										
Very important	82.2%	83.4%	83.0%	73.3%	79.1%	79.9%	86.6%	86.3%	85.2%	
Mean	2.81	2.82	2.82	2.72	2.76	2.77	2.86	2.86	2.84	
Standard deviation	0.42	0.43	0.42	0.48	0.50	0.48	0.37	0.37	0.38	
Significance	-			-			-			
Effect size	-	-0.02	-0.02	-	-0.08	-0.10	-	0.00	0.05	
To make me a more cultured person										
Very important	74.0%	70.5%	64.1%	62.6%	62.0%	58.1%	79.6%	76.2%	68.3%	
Mean	2.70	2.63	2.57	2.53	2.51	2.47	2.78	2.72	2.63	
Standard deviation	0.54	0.61	0.63	0.66	0.69	0.68	0.45	0.53	0.58	
Significance	-	*	***	-			-		***	
Effect size	-	0.11	0.21	-	0.03	0.09	-	0.11	0.26	
To be able to make more money										
Very important	84.6%	87.3%	90.4%	85.8%	85.8%	90.7%	84.0%	88.4%	90.1%	
Mean	2.81	2.85	2.89	2.84	2.82	2.89	2.80	2.86	2.89	
Standard deviation	0.47	0.42	0.36	0.41	0.46	0.37	0.49	0.39	0.35	
Significance	-		***	-			-	*	***	
Effect size	-	-0.10	-0.22	-	0.04	-0.14	-	-0.15	-0.26	
To learn more about things that interest me										
Very important	85.2%	87.0%	84.9%	80.8%	83.2%	82.9%	87.4%	89.6%	86.4%	
Mean	2.84	2.85	2.83	2.78	2.80	2.81	2.87	2.88	2.85	
Standard deviation	0.38	0.42	0.42	0.47	0.48	0.44	0.33	0.36	0.40	
Significance	-			-			-			
Effect size	-	-0.02	0.02	-	-0.04	-0.07	-	-0.03	0.05	
To get training for a specific career										
Very important	84.5%	86.3%	87.6%	84.0%	88.0%	86.3%	84.7%	85.2%	88.5%	
Mean	2.83	2.84	2.86	2.83	2.86	2.85	2.84	2.83	2.87	
Standard deviation	0.40	0.42	0.38	0.40	0.41	0.40	0.40	0.42	0.37	
Significance	-			-			-			
Effect size	-	-0.02	-0.08	-	-0.07	-0.05	-	0.02	-0.08	



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See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In deciding to go to college, how important to you was each of the following reasons?										
To prepare myself for graduate or professional school										
Very important	81.4%	78.0%	78.2%	73.6%	68.2%	69.4%	85.1%	84.6%	84.4%	
Mean	2.79	2.72	2.73	2.72	2.60	2.61	2.83	2.81	2.81	
Standard deviation	0.46	0.56	0.55	0.48	0.64	0.63	0.44	0.48	0.46	
Significance	-	*	*	-	-	-	-	-	-	
Effect size	-	0.13	0.11	-	0.19	0.17	-	0.04	0.04	
How important was each reason in your decision to come here?										
My parents wanted me to come here										
Very important	20.3%	21.7%	20.5%	26.2%	24.4%	21.5%	17.4%	19.9%	19.9%	
Mean	1.77	1.78	1.76	1.88	1.82	1.79	1.72	1.75	1.74	
Standard deviation	0.76	0.78	0.77	0.80	0.80	0.77	0.74	0.76	0.77	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.01	0.01	-	0.07	0.12	-	-0.04	-0.03	
My relatives wanted me to come here										
Very important	13.5%	15.6%	14.7%	17.7%	18.2%	16.2%	11.5%	13.8%	13.7%	
Mean	1.59	1.61	1.60	1.68	1.68	1.65	1.54	1.56	1.56	
Standard deviation	0.72	0.74	0.73	0.76	0.76	0.74	0.69	0.72	0.72	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.03	-0.01	-	0.00	0.04	-	-0.03	-0.03	
My teacher advised me										
Very important	7.6%	11.2%	9.9%	7.8%	15.8%	11.6%	7.5%	8.1%	8.7%	
Mean	1.38	1.47	1.44	1.43	1.58	1.50	1.35	1.39	1.40	
Standard deviation	0.62	0.69	0.67	0.64	0.75	0.69	0.62	0.63	0.64	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	-0.13	-0.09	-	-0.20	-0.10	-	-0.06	-0.08	



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See also CIRP Construct: College Reputation Orientation.

See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
This college has a very good academic reputation										College Reputation Orientation
Very important	79.7%	57.6%	48.9%	76.3%	44.4%	41.5%	81.3%	66.5%	53.9%	
Mean	2.77	2.50	2.37	2.69	2.34	2.28	2.80	2.60	2.44	
Standard deviation	0.49	0.64	0.68	0.59	0.65	0.69	0.43	0.61	0.67	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.42	0.59	-	0.54	0.59	-	0.33	0.54	
This college has a good reputation for its social activities										
Very important	52.8%	48.7%	42.4%	53.4%	44.2%	38.9%	52.4%	51.8%	44.9%	
Mean	2.37	2.34	2.26	2.37	2.30	2.22	2.37	2.37	2.28	
Standard deviation	0.74	0.72	0.72	0.76	0.71	0.71	0.74	0.72	0.73	
Significance	-	-	**	-	-	*	-	-	-	
Effect size	-	0.04	0.15	-	0.10	0.21	-	0.00	0.12	
I was offered financial assistance										
Very important	56.3%	38.3%	44.3%	53.8%	34.8%	42.8%	57.5%	40.7%	45.5%	
Mean	2.32	2.07	2.19	2.31	2.08	2.19	2.32	2.06	2.18	
Standard deviation	0.84	0.83	0.82	0.82	0.78	0.79	0.85	0.86	0.83	
Significance	-	***	**	-	*	-	-	***	**	
Effect size	-	0.30	0.16	-	0.29	0.15	-	0.30	0.17	
The cost of attending this college										
Very important	36.5%	37.5%	48.9%	33.6%	39.7%	48.2%	38.0%	36.0%	49.4%	
Mean	2.01	2.03	2.26	2.01	2.07	2.26	2.01	2.00	2.26	
Standard deviation	0.85	0.85	0.80	0.82	0.85	0.79	0.87	0.85	0.81	
Significance	-	-	***	-	-	***	-	-	***	
Effect size	-	-0.02	-0.31	-	-0.07	-0.32	-	0.01	-0.31	
High school counselor advised me										
Very important	9.9%	15.7%	15.2%	8.5%	20.1%	16.6%	10.5%	12.6%	14.2%	
Mean	1.42	1.55	1.56	1.40	1.65	1.60	1.42	1.47	1.53	
Standard deviation	0.66	0.75	0.74	0.64	0.79	0.76	0.68	0.71	0.73	
Significance	-	**	***	-	**	**	-	-	*	
Effect size	-	-0.17	-0.19	-	-0.32	-0.26	-	-0.07	-0.15	



College Choice - These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.

See also CIRP Construct: College Reputation Orientation.

See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
Private college counselor advised me										
Very important	4.3%	7.8%	6.4%	5.4%	10.9%	7.5%	3.8%	5.7%	5.6%	
Mean	1.18	1.32	1.29	1.22	1.44	1.35	1.16	1.24	1.25	
Standard deviation	0.49	0.61	0.58	0.53	0.68	0.62	0.46	0.54	0.55	
Significance	-	***	***	-	**	*	-	*	*	
Effect size	-	-0.23	-0.19	-	-0.32	-0.21	-	-0.15	-0.16	
I wanted to live near home										
Very important	6.3%	14.0%	19.2%	6.2%	14.9%	18.0%	6.3%	13.4%	20.0%	
Mean	1.25	1.48	1.63	1.26	1.54	1.65	1.24	1.43	1.62	
Standard deviation	0.56	0.73	0.78	0.57	0.74	0.77	0.56	0.72	0.80	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.32	-0.49	-	-0.38	-0.51	-	-0.26	-0.48	
Not offered aid by first choice										
Very important	17.1%	16.6%	16.3%	18.8%	21.3%	16.7%	16.3%	13.4%	16.1%	
Mean	1.49	1.51	1.53	1.56	1.64	1.57	1.45	1.42	1.51	
Standard deviation	0.77	0.76	0.76	0.79	0.81	0.76	0.76	0.72	0.76	
Significance	-			-			-			
Effect size	-	-0.03	-0.05	-	-0.10	-0.01	-	0.04	-0.08	
Could not afford first choice										
Very important	20.7%	16.1%	20.1%	24.8%	21.2%	20.3%	18.6%	12.7%	20.1%	
Mean	1.52	1.48	1.58	1.60	1.63	1.63	1.48	1.38	1.54	
Standard deviation	0.82	0.76	0.80	0.86	0.81	0.80	0.79	0.70	0.81	
Significance	-			-			-	*		
Effect size	-	0.05	-0.08	-	-0.04	-0.04	-	0.14	-0.07	
This college's graduates gain admission to top graduate/professional schools										
Very important	61.0%	40.5%	31.5%	44.5%	27.3%	24.5%	68.9%	49.5%	36.4%	College Reputation Orientation
Mean	2.50	2.16	2.01	2.30	1.98	1.91	2.60	2.29	2.09	
Standard deviation	0.68	0.79	0.78	0.70	0.75	0.76	0.65	0.79	0.80	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.43	0.63	-	0.43	0.51	-	0.39	0.64	



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Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
This college's graduates get good jobs										College Reputation Orientation
Very important	77.4%	57.7%	49.6%	71.4%	43.5%	43.8%	80.1%	67.5%	53.7%	
Mean	2.73	2.42	2.32	2.63	2.20	2.23	2.78	2.58	2.38	
Standard deviation	0.54	0.74	0.76	0.64	0.79	0.77	0.48	0.66	0.74	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.42	0.54	-	0.54	0.52	-	0.30	0.54	
I was attracted by the religious affiliation/orientation of this college										
Very important	9.9%	15.8%	12.5%	7.0%	12.5%	10.0%	11.4%	18.1%	14.3%	
Mean	1.43	1.63	1.53	1.38	1.57	1.48	1.45	1.68	1.57	
Standard deviation	0.67	0.74	0.71	0.61	0.70	0.67	0.69	0.76	0.73	
Significance	-	***	**	-	*		-	***	*	
Effect size	-	-0.27	-0.14	-	-0.27	-0.15	-	-0.30	-0.16	
I wanted to go to a school about the size of this college										
Very important	33.1%	37.1%	34.2%	31.0%	25.0%	25.2%	34.1%	45.4%	40.5%	
Mean	2.05	2.06	2.03	2.07	1.85	1.88	2.03	2.20	2.13	
Standard deviation	0.78	0.82	0.81	0.74	0.79	0.78	0.81	0.81	0.81	
Significance	-			-	*	**	-	**		
Effect size	-	-0.01	0.02	-	0.28	0.24	-	-0.21	-0.12	
Rankings in national magazines										
Very important	37.4%	24.1%	15.4%	31.8%	18.4%	13.2%	40.2%	28.0%	16.9%	
Mean	2.06	1.77	1.58	1.97	1.66	1.54	2.10	1.84	1.61	
Standard deviation	0.83	0.81	0.74	0.82	0.77	0.72	0.84	0.83	0.76	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	0.36	0.65	-	0.40	0.60	-	0.31	0.64	
Information from a website										
Very important	32.2%	28.3%	24.1%	25.2%	21.6%	18.2%	35.6%	32.8%	28.2%	
Mean	2.00	1.94	1.85	1.90	1.83	1.74	2.05	2.01	1.92	
Standard deviation	0.81	0.79	0.78	0.77	0.76	0.75	0.82	0.80	0.80	
Significance	-		***	-		*	-		*	
Effect size	-	0.08	0.19	-	0.09	0.21	-	0.05	0.16	



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Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
I was admitted through an Early Action or Early Decision program										
Very important	29.5%	17.5%	14.4%	20.0%	14.7%	12.7%	34.2%	19.5%	15.6%	
Mean	1.73	1.55	1.47	1.55	1.58	1.48	1.81	1.53	1.46	
Standard deviation	0.89	0.77	0.73	0.81	0.73	0.71	0.92	0.80	0.75	
Significance	-	***	***	-			-	***	***	
Effect size	-	0.23	0.36	-	-0.04	0.10	-	0.35	0.47	
The athletic department recruited me										
Very important	4.1%	8.9%	9.8%	3.1%	14.5%	14.4%	4.5%	5.0%	6.5%	
Mean	1.12	1.32	1.33	1.14	1.53	1.48	1.11	1.17	1.23	
Standard deviation	0.43	0.63	0.65	0.43	0.73	0.73	0.43	0.49	0.55	
Significance	-	***	***	-	***	***	-		***	
Effect size	-	-0.32	-0.32	-	-0.53	-0.47	-	-0.12	-0.22	
A visit to this campus										
Very important	44.6%	43.5%	39.4%	36.6%	36.4%	32.6%	48.5%	48.2%	44.0%	
Mean	2.16	2.13	2.07	2.08	2.02	1.97	2.20	2.20	2.14	
Standard deviation	0.84	0.85	0.84	0.80	0.84	0.82	0.86	0.85	0.85	
Significance	-		*	-			-			
Effect size	-	0.04	0.11	-	0.07	0.13	-	0.00	0.07	
Ability to take online courses										
Very important	3.1%	7.1%	7.5%	3.1%	10.7%	8.4%	3.1%	4.6%	6.9%	
Mean	1.12	1.29	1.30	1.15	1.39	1.34	1.11	1.22	1.28	
Standard deviation	0.41	0.59	0.60	0.44	0.67	0.63	0.40	0.51	0.58	
Significance	-	***	***	-	***	***	-	**	***	
Effect size	-	-0.29	-0.30	-	-0.36	-0.30	-	-0.22	-0.29	
The percentage of students that graduate from this college										
Very important	44.9%	39.4%	32.2%	35.4%	26.2%	24.3%	49.6%	48.3%	37.7%	
Mean	2.16	2.11	1.98	1.99	1.92	1.85	2.25	2.25	2.07	
Standard deviation	0.84	0.81	0.81	0.85	0.77	0.78	0.83	0.81	0.82	
Significance	-		***	-			-		***	
Effect size	-	0.06	0.22	-	0.09	0.18	-	0.00	0.22	



College Choice - These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.

See also CIRP Construct: College Reputation Orientation.

See also CIRP Theme: Financing College.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
The current economic situation significantly affected my college choice:										
Agree strongly	34.1%	23.8%	28.8%	30.9%	20.9%	27.4%	35.6%	25.8%	29.8%	
Agree somewhat	36.7%	39.3%	40.4%	38.2%	43.2%	42.7%	36.0%	36.7%	38.7%	
Disagree somewhat	17.3%	22.1%	18.3%	20.6%	25.1%	19.0%	15.6%	19.9%	17.7%	
Disagree strongly	11.9%	14.8%	12.5%	10.3%	10.8%	10.8%	12.7%	17.6%	13.7%	
Mean	2.93	2.72	2.85	2.90	2.74	2.87	2.95	2.71	2.85	
Standard deviation	0.99	0.99	0.97	0.96	0.91	0.94	1.01	1.04	1.00	
Significance	-	***		-			-	***		
Effect size	-	0.21	0.08	-	0.18	0.03	-	0.23	0.10	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Financing College

CIRP Theme

Financing College - These items relate to the financial issues associated with attending college.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?										
Family resources (parents, relatives, spouse, etc.)										
None	26.9%	29.1%	33.4%	27.9%	32.5%	35.8%	26.3%	26.7%	31.8%	
Less than \$1,000	15.3%	17.0%	19.9%	11.8%	16.7%	18.9%	17.1%	17.2%	20.7%	
\$1,000 - \$2,999	14.4%	18.5%	18.1%	16.2%	20.8%	18.7%	13.5%	16.8%	17.7%	
\$3,000 - \$5,999	14.1%	12.8%	11.4%	9.6%	14.9%	12.1%	16.4%	11.3%	10.8%	
\$6,000 - \$9,999	7.4%	7.1%	7.0%	9.6%	6.6%	6.9%	6.4%	7.6%	7.1%	
\$10,000 +	21.8%	15.5%	10.2%	25.0%	8.5%	7.6%	20.3%	20.5%	11.9%	
My own resources (savings from work, work-study, other income)										
None	52.8%	53.4%	54.4%	50.0%	49.8%	54.9%	54.1%	56.0%	54.1%	
Less than \$1,000	30.7%	23.4%	26.1%	35.3%	22.7%	24.2%	28.5%	24.0%	27.5%	
\$1,000 - \$2,999	10.8%	14.9%	12.8%	8.1%	16.8%	13.6%	12.1%	13.5%	12.2%	
\$3,000 - \$5,999	4.3%	5.4%	4.3%	5.1%	7.8%	4.8%	3.9%	3.7%	4.0%	
\$6,000 - \$9,999	0.2%	1.0%	1.0%	0.0%	0.9%	0.9%	0.4%	1.1%	1.0%	
\$10,000 +	1.2%	1.8%	1.4%	1.5%	2.0%	1.6%	1.1%	1.7%	1.2%	
Aid which need not be repaid (grants, scholarships, military funding, etc.)										
None	20.6%	21.3%	24.6%	24.3%	22.2%	27.1%	18.9%	20.7%	22.9%	
Less than \$1,000	5.0%	5.7%	6.8%	5.1%	3.6%	6.1%	5.0%	7.2%	7.3%	
\$1,000 - \$2,999	12.9%	14.5%	15.8%	11.0%	13.3%	14.5%	13.9%	15.4%	16.7%	
\$3,000 - \$5,999	9.4%	20.9%	22.0%	6.6%	22.4%	21.5%	10.7%	19.8%	22.4%	
\$6,000 - \$9,999	4.1%	12.4%	11.9%	2.9%	13.9%	11.7%	4.6%	11.4%	12.1%	
\$10,000 +	48.0%	25.1%	18.9%	50.0%	24.5%	19.1%	47.0%	25.6%	18.7%	
Aid which must be repaid (loans, etc.)										
None	40.3%	26.8%	31.1%	43.4%	28.1%	33.3%	38.8%	25.9%	29.6%	
Less than \$1,000	1.4%	7.7%	7.2%	1.5%	9.4%	7.2%	1.4%	6.5%	7.3%	
\$1,000 - \$2,999	10.3%	11.2%	13.2%	11.0%	12.4%	13.8%	10.0%	10.3%	12.8%	
\$3,000 - \$5,999	15.6%	15.4%	18.4%	14.0%	14.3%	17.2%	16.4%	16.1%	19.2%	
\$6,000 - \$9,999	7.2%	11.8%	12.2%	5.9%	12.1%	11.1%	7.8%	11.6%	13.0%	
\$10,000 +	25.2%	27.1%	17.8%	24.3%	23.8%	17.4%	25.6%	29.5%	18.1%	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Financing College

CIRP Theme

Financing College - These items relate to the financial issues associated with attending college.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?										
Other than above										
None	91.8%	87.4%	89.6%	93.4%	82.3%	87.2%	91.1%	90.9%	91.3%	
Less than \$1,000	1.0%	3.3%	3.2%	2.2%	3.7%	4.1%	0.4%	3.0%	2.6%	
\$1,000 - \$2,999	2.2%	2.2%	2.2%	2.2%	2.9%	2.9%	2.1%	1.8%	1.8%	
\$3,000 - \$5,999	0.5%	1.5%	1.8%	0.0%	2.5%	2.0%	0.7%	0.7%	1.7%	
\$6,000 - \$9,999	1.0%	1.6%	1.1%	0.7%	1.8%	1.0%	1.1%	1.5%	1.2%	
\$10,000 +	3.6%	4.0%	2.1%	1.5%	6.8%	2.9%	4.6%	2.1%	1.5%	
What is your best estimate of your parents' income?										
Less than \$10,000	6.1%	18.3%	19.2%	3.1%	19.0%	17.5%	7.7%	17.8%	20.5%	
\$10,000 to \$14,999	1.9%	6.7%	6.6%	0.8%	7.2%	6.0%	2.4%	6.3%	7.0%	
\$15,000 to \$19,999	2.7%	5.3%	6.3%	1.6%	5.0%	6.2%	3.2%	5.5%	6.4%	
\$20,000 to \$24,999	4.3%	6.0%	7.3%	2.4%	4.5%	6.5%	5.2%	7.1%	7.8%	
\$25,000 to \$29,999	4.3%	6.0%	6.1%	3.1%	7.8%	7.0%	4.8%	4.7%	5.4%	
\$30,000 to \$39,999	9.1%	9.0%	8.7%	10.2%	7.3%	8.2%	8.5%	10.2%	9.1%	
\$40,000 to \$49,999	7.5%	8.5%	8.7%	7.9%	8.1%	8.6%	7.3%	8.7%	8.7%	
\$50,000 to \$59,999	9.9%	9.0%	8.8%	8.7%	10.4%	9.1%	10.5%	8.0%	8.6%	
\$60,000 to \$74,999	9.6%	8.7%	8.9%	7.9%	9.4%	10.3%	10.5%	8.3%	7.8%	
\$75,000 to \$99,999	11.5%	8.9%	7.9%	14.2%	10.0%	8.5%	10.1%	8.2%	7.4%	
\$100,000 to \$149,999	16.5%	7.1%	6.1%	22.8%	7.2%	7.3%	13.3%	7.0%	5.2%	
\$150,000 to \$199,999	7.2%	2.3%	2.6%	6.3%	1.5%	2.6%	7.7%	2.9%	2.7%	
\$200,000 to \$249,999	4.0%	1.8%	1.2%	6.3%	0.8%	0.8%	2.8%	2.5%	1.5%	
\$250,000 or more	5.6%	2.5%	1.7%	4.7%	1.9%	1.5%	6.0%	2.9%	1.9%	
Do you have any concern about your ability to finance your college education?										
None (I am confident that I will have sufficient funds)	29.8%	23.0%	24.6%	35.1%	29.4%	30.0%	27.2%	18.5%	20.8%	
Some (but I probably will have enough funds)	50.1%	47.7%	50.0%	51.9%	48.3%	49.4%	49.3%	47.2%	50.5%	
Major (not sure I will have enough funds to complete college)	20.1%	29.3%	25.3%	13.0%	22.3%	20.6%	23.5%	34.3%	28.6%	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Financing College

CIRP Theme

Financing College - These items relate to the financial issues associated with attending college.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
I was offered financial assistance										
Very important / Somewhat important	75.4%	68.7%	74.3%	76.9%	73.0%	76.4%	74.7%	65.7%	73.0%	
Mean	2.32	2.07	2.19	2.31	2.08	2.19	2.32	2.06	2.18	
Standard deviation	0.84	0.83	0.82	0.82	0.78	0.79	0.85	0.86	0.83	
Significance	-	***	**	-	*		-	***	**	
Effect size	-	0.30	0.16	-	0.29	0.15	-	0.30	0.17	
The cost of attending this college										
Very important / Somewhat important	64.4%	65.4%	77.3%	67.2%	67.7%	78.2%	63.2%	63.8%	76.7%	
Mean	2.01	2.03	2.26	2.01	2.07	2.26	2.01	2.00	2.26	
Standard deviation	0.85	0.85	0.80	0.82	0.85	0.79	0.87	0.85	0.81	
Significance	-		***	-		***	-		***	
Effect size	-	-0.02	-0.31	-	-0.07	-0.32	-	0.01	-0.31	
Not offered aid by first choice										
Very important / Somewhat important	31.6%	34.9%	36.8%	37.6%	43.2%	40.0%	28.8%	29.2%	34.6%	
Mean	1.49	1.51	1.53	1.56	1.64	1.57	1.45	1.42	1.51	
Standard deviation	0.77	0.76	0.76	0.79	0.81	0.76	0.76	0.72	0.76	
Significance	-			-			-			
Effect size	-	-0.03	-0.05	-	-0.10	-0.01	-	0.04	-0.08	
Could not afford first choice										
Very important / Somewhat important	31.4%	31.8%	37.4%	35.7%	41.7%	42.4%	29.2%	25.1%	34.1%	
Mean	1.52	1.48	1.58	1.60	1.63	1.63	1.48	1.38	1.54	
Standard deviation	0.82	0.76	0.80	0.86	0.81	0.80	0.79	0.70	0.81	
Significance	-			-			-	*		
Effect size	-	0.05	-0.08	-	-0.04	-0.04	-	0.14	-0.07	



Financing College - These items relate to the financial issues associated with attending college.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
The current economic situation significantly affected my college choice:										
Agree strongly	34.1%	23.8%	28.8%	30.9%	20.9%	27.4%	35.6%	25.8%	29.8%	
Agree somewhat	36.7%	39.3%	40.4%	38.2%	43.2%	42.7%	36.0%	36.7%	38.7%	
Disagree somewhat	17.3%	22.1%	18.3%	20.6%	25.1%	19.0%	15.6%	19.9%	17.7%	
Disagree strongly	11.9%	14.8%	12.5%	10.3%	10.8%	10.8%	12.7%	17.6%	13.7%	
Mean	2.93	2.72	2.85	2.90	2.74	2.87	2.95	2.71	2.85	
Standard deviation	0.99	0.99	0.97	0.96	0.91	0.94	1.01	1.04	1.00	
Significance	-	***		-			-	***		
Effect size	-	0.21	0.08	-	0.18	0.03	-	0.23	0.10	
What is your best guess as to the chances that you will:										
Get a job to help pay for college expenses										
Very good chance / Some chance	76.8%	82.4%	81.4%	74.6%	79.9%	77.6%	78.0%	84.1%	84.0%	
Mean	3.10	3.28	3.25	3.01	3.22	3.14	3.14	3.32	3.32	
Standard deviation	0.92	0.86	0.88	0.93	0.82	0.90	0.91	0.88	0.87	
Significance	-	***	**	-	*		-	**	**	
Effect size	-	-0.21	-0.17	-	-0.26	-0.14	-	-0.20	-0.21	
Work full-time while attending college										
Very good chance / Some chance	25.8%	41.1%	43.0%	21.9%	40.1%	41.1%	27.7%	41.7%	44.3%	
Mean	1.96	2.35	2.36	1.88	2.36	2.32	2.00	2.34	2.39	
Standard deviation	0.92	0.97	0.99	0.88	0.90	0.95	0.94	1.01	1.02	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.40	-0.40	-	-0.53	-0.46	-	-0.34	-0.38	



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

2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Academic Disengagement
CIRP Theme

Academic Disengagement - These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Was bored in class										
Frequently	39.5%	41.5%	40.0%	38.2%	42.0%	38.9%	40.1%	41.2%	40.7%	
Mean	2.36	2.34	2.32	2.33	2.32	2.29	2.37	2.35	2.34	
Standard deviation	0.56	0.61	0.62	0.57	0.65	0.64	0.55	0.59	0.60	
Significance	-			-			-			
Effect size	-	0.03	0.06	-	0.02	0.06	-	0.03	0.05	
Came late to class										
Frequently / Occasionally	65.4%	66.6%	63.6%	63.9%	66.8%	65.0%	66.2%	66.4%	62.7%	
Mean	1.74	1.75	1.72	1.74	1.75	1.73	1.74	1.76	1.72	
Standard deviation	0.61	0.60	0.61	0.63	0.60	0.60	0.60	0.61	0.62	
Significance	-			-			-			
Effect size	-	-0.02	0.03	-	-0.02	0.02	-	-0.03	0.03	
Skipped school/class										
Frequently / Occasionally	23.9%	28.9%	30.5%	20.1%	31.2%	32.8%	25.6%	27.3%	28.9%	
Mean	1.26	1.33	1.34	1.22	1.36	1.37	1.28	1.30	1.32	
Standard deviation	0.49	0.54	0.54	0.47	0.57	0.56	0.50	0.52	0.52	
Significance	-	*	**	-	*	**	-			
Effect size	-	-0.13	-0.15	-	-0.25	-0.27	-	-0.04	-0.08	
Fell asleep in class										
Frequently / Occasionally	62.1%	53.9%	58.6%	63.4%	60.6%	62.7%	61.6%	49.2%	55.6%	
Mean	1.71	1.61	1.68	1.73	1.68	1.73	1.71	1.57	1.66	
Standard deviation	0.62	0.62	0.64	0.62	0.61	0.63	0.62	0.63	0.65	
Significance	-	**		-			-	**		
Effect size	-	0.16	0.05	-	0.08	0.00	-	0.22	0.08	
Failed to complete homework on time										
Frequently / Occasionally	56.2%	56.1%	53.8%	57.6%	62.4%	59.7%	55.4%	51.7%	49.6%	
Mean	1.59	1.61	1.59	1.61	1.70	1.67	1.58	1.54	1.53	
Standard deviation	0.55	0.57	0.59	0.56	0.60	0.60	0.54	0.55	0.57	
Significance	-			-			-			
Effect size	-	-0.04	0.00	-	-0.15	-0.10	-	0.07	0.09	



Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
SAT Critical Reading										
Mean	569	494	478	563	495	475	572	493	479	
Median	560	480	470	560	450	450	560	490	480	
SAT Mathematics										
Mean	563	488	480	574	513	495	557	474	470	
Median	560	480	470	580	490	480	550	480	460	
SAT Writing										
Mean	564	486	468	560	482	462	567	489	472	
Median	560	470	450	565	430	430	560	490	470	
ACT Composite										
Mean	24	20	19	25	19	18	24	20	19	
Median	24	19	18	25	18	18	24	20	19	
From what kind of high school did you graduate?										
Public school (not charter or magnet)	64.4%	70.5%	77.4%	61.2%	69.8%	76.3%	65.9%	71.1%	78.3%	
Public charter school	4.1%	10.1%	6.7%	7.5%	12.9%	7.7%	2.5%	8.0%	6.0%	
Public magnet school	13.1%	8.9%	8.2%	10.4%	8.8%	8.0%	14.3%	9.0%	8.4%	
Private religious/parochial school	10.2%	6.8%	4.8%	14.2%	7.2%	5.6%	8.2%	6.6%	4.3%	
Private independent college-prep school	8.0%	3.4%	2.5%	6.7%	1.3%	2.4%	8.6%	4.9%	2.7%	
Home school	0.2%	0.2%	0.2%	0.0%	0.0%	0.1%	0.4%	0.3%	0.3%	
Prior to this term, have you ever taken courses for credit at this institution?										
Yes	3.6%	6.8%	5.8%	4.4%	6.7%	5.9%	3.3%	6.9%	5.8%	
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?										
Yes	16.6%	15.8%	12.5%	15.2%	15.4%	10.0%	17.3%	16.1%	14.3%	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Academic Preparation

CIRP Theme

Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During high school (grades 9-12) how many years did you study each of the following subjects?										
English (4 years)	98.1%	94.7%	94.8%	98.5%	92.8%	93.8%	97.8%	96.0%	95.5%	
Mathematics (3 years)	98.7%	95.3%	96.2%	99.2%	93.1%	95.6%	98.5%	96.7%	96.8%	
Foreign Language (2 years)	97.3%	89.5%	85.5%	96.2%	86.4%	83.5%	97.8%	91.6%	87.0%	
Physical Science (2 years)	60.5%	42.2%	44.8%	60.3%	45.0%	48.8%	60.7%	40.3%	42.0%	
Biological Science (2 years)	54.4%	42.8%	41.5%	55.0%	42.4%	42.3%	54.2%	43.0%	40.7%	
History/Am. Gov't (1 year)	97.9%	95.6%	96.7%	97.7%	95.6%	97.0%	97.8%	95.7%	96.6%	
Computer Science (1/2 year)	54.5%	58.6%	55.6%	59.4%	63.6%	59.3%	52.2%	55.5%	52.7%	
Arts and/or Music (1 year)	87.8%	79.8%	78.6%	86.6%	77.1%	77.3%	88.4%	81.7%	79.6%	
Do you have any of the following disabilities or medical conditions?										
Learning disability (dyslexia, etc.)										
Yes	1.3%	2.4%	2.6%	1.5%	2.2%	2.5%	1.1%	2.5%	2.6%	
Attention deficit hyperactivity disorder (ADHD)										
Yes	1.5%	2.8%	4.0%	3.1%	3.7%	5.4%	0.8%	2.3%	3.0%	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Academic Preparation
CIRP Theme

Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Academic ability										
Highest 10% / Above average	87.2%	66.4%	63.3%	90.3%	67.0%	65.5%	85.6%	66.1%	61.8%	Academic Self-Concept
Mean	4.18	3.85	3.81	4.21	3.87	3.83	4.16	3.84	3.80	
Standard deviation	0.63	0.77	0.78	0.60	0.84	0.79	0.65	0.73	0.78	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.43	0.47	-	0.40	0.48	-	0.44	0.46	
Mathematical ability										
Highest 10% / Above average	47.7%	38.4%	39.3%	59.7%	43.8%	45.0%	41.7%	34.7%	35.3%	Academic Self-Concept
Mean	3.42	3.26	3.28	3.60	3.42	3.44	3.33	3.15	3.17	
Standard deviation	1.02	1.05	1.07	1.00	1.07	1.05	1.01	1.02	1.07	
Significance	-	**	*	-	-	-	-	**	*	
Effect size	-	0.15	0.13	-	0.17	0.15	-	0.18	0.15	
Self-confidence (intellectual)										
Highest 10% / Above average	78.1%	71.1%	69.6%	81.0%	77.7%	75.3%	76.6%	66.7%	65.5%	Academic Self-Concept
Mean	4.11	4.01	4.00	4.21	4.15	4.11	4.07	3.92	3.92	
Standard deviation	0.82	0.91	0.91	0.80	0.85	0.87	0.82	0.93	0.93	
Significance	-	*	*	-	-	-	-	*	*	
Effect size	-	0.11	0.12	-	0.07	0.11	-	0.16	0.16	



Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you?										
Ask questions in class										
Frequently	74.2%	66.8%	63.2%	71.9%	58.7%	56.3%	75.3%	72.5%	68.1%	Habits of Mind
Mean	2.74	2.64	2.61	2.72	2.53	2.53	2.75	2.71	2.66	
Standard deviation	0.45	0.54	0.54	0.45	0.61	0.57	0.45	0.48	0.51	
Significance	-	***	***	-	**	***	-		**	
Effect size	-	0.19	0.24	-	0.31	0.33	-	0.08	0.18	
Support your opinions with a logical argument										
Frequently	76.2%	62.8%	58.7%	73.4%	61.5%	57.6%	77.5%	63.7%	59.4%	Habits of Mind
Mean	2.74	2.57	2.53	2.70	2.53	2.51	2.76	2.60	2.54	
Standard deviation	0.48	0.60	0.61	0.52	0.65	0.62	0.45	0.56	0.60	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	0.28	0.34	-	0.26	0.31	-	0.29	0.37	
Seek solutions to problems and explain them to others										
Frequently	72.4%	57.0%	53.5%	64.8%	52.1%	48.7%	76.0%	60.4%	57.0%	Habits of Mind
Mean	2.71	2.51	2.48	2.62	2.44	2.42	2.75	2.56	2.53	
Standard deviation	0.49	0.61	0.60	0.55	0.64	0.62	0.46	0.58	0.58	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	0.33	0.38	-	0.28	0.32	-	0.33	0.38	
Revise your papers to improve your writing										
Frequently	63.1%	55.6%	50.3%	53.1%	47.6%	41.5%	67.9%	61.2%	56.4%	Habits of Mind
Mean	2.59	2.50	2.43	2.48	2.39	2.32	2.64	2.58	2.51	
Standard deviation	0.57	0.60	0.62	0.60	0.64	0.63	0.55	0.55	0.60	
Significance	-	**	***	-		**	-		***	
Effect size	-	0.15	0.26	-	0.14	0.25	-	0.11	0.22	
Evaluate the quality or reliability of information you received										
Frequently	58.9%	47.8%	43.9%	53.1%	43.0%	40.8%	61.7%	51.1%	46.2%	Habits of Mind
Mean	2.57	2.41	2.37	2.51	2.34	2.33	2.60	2.46	2.40	
Standard deviation	0.54	0.61	0.60	0.55	0.63	0.61	0.53	0.59	0.60	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	0.26	0.33	-	0.27	0.30	-	0.24	0.33	



Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you?										
Take a risk because you feel you have more to gain										
Frequently	47.8%	48.0%	45.3%	48.0%	48.3%	45.0%	47.7%	47.8%	45.5%	Habits of Mind
Mean	2.44	2.41	2.37	2.45	2.41	2.37	2.43	2.41	2.37	
Standard deviation	0.58	0.62	0.63	0.56	0.62	0.63	0.59	0.62	0.63	
Significance	-		*	-			-			
Effect size	-	0.05	0.11	-	0.06	0.13	-	0.03	0.10	
Seek alternative solutions to a problem										
Frequently	63.5%	56.0%	51.5%	63.3%	55.0%	50.0%	63.7%	56.8%	52.7%	Habits of Mind
Mean	2.63	2.51	2.47	2.63	2.48	2.44	2.63	2.53	2.49	
Standard deviation	0.50	0.59	0.59	0.50	0.62	0.60	0.50	0.57	0.58	
Significance	-	***	***	-	*	***	-	**	***	
Effect size	-	0.20	0.27	-	0.24	0.32	-	0.18	0.24	
Look up scientific research articles and resources										
Frequently	30.6%	28.3%	25.4%	27.3%	29.4%	25.3%	32.2%	27.5%	25.5%	Habits of Mind
Mean	2.10	2.05	1.99	2.11	2.08	2.00	2.10	2.03	1.98	
Standard deviation	0.71	0.72	0.72	0.65	0.71	0.71	0.73	0.72	0.73	
Significance	-		**	-			-		*	
Effect size	-	0.07	0.15	-	0.04	0.15	-	0.10	0.16	
Explore topics on your own, even though it was not required for a class										
Frequently	52.2%	38.8%	36.3%	53.9%	40.9%	34.7%	51.3%	37.4%	37.5%	Habits of Mind
Mean	2.45	2.24	2.19	2.48	2.25	2.17	2.43	2.23	2.20	
Standard deviation	0.63	0.70	0.71	0.60	0.71	0.70	0.64	0.69	0.71	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	0.30	0.37	-	0.32	0.44	-	0.29	0.32	
Accept mistakes as part of the learning process										
Frequently	70.4%	64.1%	61.7%	64.1%	60.0%	57.7%	73.4%	67.0%	64.6%	Habits of Mind
Mean	2.69	2.61	2.59	2.62	2.55	2.54	2.73	2.65	2.62	
Standard deviation	0.49	0.55	0.55	0.53	0.58	0.57	0.46	0.52	0.53	
Significance	-	**	***	-			-	*	**	
Effect size	-	0.15	0.18	-	0.12	0.14	-	0.15	0.21	



Academic Preparation - These items illustrate the academic skills and experiences students bring to college.

See also CIRP Construct: Habits of Mind, Academic Self-Concept.

See also CIRP Theme: Active and Collaborative Learning, Written and Oral Communication.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you?										
Seek feedback on your academic work										Habits of Mind
Frequently	65.0%	62.4%	58.3%	52.4%	56.2%	51.4%	70.9%	66.8%	63.2%	
Mean	2.61	2.58	2.54	2.47	2.49	2.45	2.68	2.64	2.60	
Standard deviation	0.56	0.58	0.59	0.60	0.63	0.62	0.52	0.54	0.56	
Significance	-		*	-			-		*	
Effect size	-	0.05	0.12	-	-0.03	0.03	-	0.07	0.14	
Work with other students on group projects										
Frequently	56.5%	50.2%	49.0%	52.3%	44.1%	45.4%	58.4%	54.4%	51.5%	
Mean	2.55	2.45	2.43	2.49	2.37	2.39	2.58	2.50	2.46	
Standard deviation	0.52	0.59	0.60	0.56	0.60	0.61	0.50	0.58	0.60	
Significance	-	**	***	-			-	*	**	
Effect size	-	0.17	0.20	-	0.20	0.16	-	0.14	0.20	
Integrate skills and knowledge from different sources and experiences										
Frequently	72.0%	55.5%	49.2%	70.6%	49.7%	45.0%	72.7%	59.5%	52.2%	
Mean	2.71	2.52	2.44	2.70	2.46	2.39	2.72	2.57	2.48	
Standard deviation	0.48	0.56	0.59	0.48	0.57	0.59	0.48	0.55	0.58	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.34	0.46	-	0.42	0.53	-	0.27	0.41	
During your last year in high school, how much time did you spend during a typical week doing the following activities?										
Studying/homework										
11 or more hours	20.8%	12.5%	9.3%	20.6%	8.4%	7.5%	20.8%	15.2%	10.5%	
Mean	4.43	3.92	3.61	4.32	3.64	3.44	4.49	4.11	3.72	
Standard deviation	1.51	1.49	1.45	1.52	1.40	1.41	1.51	1.52	1.47	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.34	0.57	-	0.49	0.62	-	0.25	0.52	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Interaction with Teachers
CIRP Theme

Interaction with Teachers - These items relate to the amount of time and types of interactions students have with their high school teachers.
See also CIRP Construct: Habits of Mind.

Howard University				Total			Men			Women			Construct
				Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.													
Was a guest in a teacher's home													
Frequently / Occasionally				18.3%	18.2%	17.0%	17.5%	19.2%	17.1%	18.6%	17.5%	17.0%	
Mean				1.22	1.22	1.20	1.19	1.24	1.21	1.23	1.21	1.20	
Standard deviation				0.49	0.49	0.47	0.43	0.52	0.49	0.52	0.48	0.47	
Significance				-			-			-			
Effect size				-	0.00	0.04	-	-0.10	-0.04	-	0.04	0.06	
Asked a teacher for advice after class													
Frequently				50.5%	36.2%	33.9%	45.5%	33.3%	31.6%	53.0%	38.3%	35.5%	
Mean				2.41	2.20	2.15	2.35	2.17	2.14	2.43	2.22	2.16	
Standard deviation				0.66	0.70	0.71	0.67	0.69	0.69	0.66	0.70	0.72	
Significance				-	***	***	-	*	***	-	***	***	
Effect size				-	0.30	0.37	-	0.26	0.30	-	0.30	0.38	
How often in the past year did you?													
Ask questions in class													
Frequently				74.2%	66.8%	63.2%	71.9%	58.7%	56.3%	75.3%	72.5%	68.1%	Habits of Mind
Mean				2.74	2.64	2.61	2.72	2.53	2.53	2.75	2.71	2.66	
Standard deviation				0.45	0.54	0.54	0.45	0.61	0.57	0.45	0.48	0.51	
Significance				-	***	***	-	**	***	-		**	
Effect size				-	0.19	0.24	-	0.31	0.33	-	0.08	0.18	
Seek feedback on your academic work													
Frequently				65.0%	62.4%	58.3%	52.4%	56.2%	51.4%	70.9%	66.8%	63.2%	Habits of Mind
Mean				2.61	2.58	2.54	2.47	2.49	2.45	2.68	2.64	2.60	
Standard deviation				0.56	0.58	0.59	0.60	0.63	0.62	0.52	0.54	0.56	
Significance				-		*	-			-		*	
Effect size				-	0.05	0.12	-	-0.03	0.03	-	0.07	0.14	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Interaction with Teachers
CIRP Theme

Interaction with Teachers - These items relate to the amount of time and types of interactions students have with their high school teachers.
See also CIRP Construct: Habits of Mind.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During your last year in high school, how much time did you spend during a typical week doing the following activities?										
Talking with teachers outside of class										
11 or more hours	3.8%	5.0%	4.2%	3.1%	3.6%	2.9%	4.1%	5.8%	5.1%	
Mean	3.16	2.99	2.85	3.05	2.85	2.73	3.22	3.09	2.93	
Standard deviation	1.20	1.39	1.34	1.23	1.39	1.31	1.19	1.38	1.36	
Significance	-	*	***	-		**	-		***	
Effect size	-	0.12	0.23	-	0.14	0.24	-	0.09	0.21	
How important was each reason in your decision to come here?										
My teacher advised me										
Very important	7.6%	11.2%	9.9%	7.8%	15.8%	11.6%	7.5%	8.1%	8.7%	
Mean	1.38	1.47	1.44	1.43	1.58	1.50	1.35	1.39	1.40	
Standard deviation	0.62	0.69	0.67	0.64	0.75	0.69	0.62	0.63	0.64	
Significance	-	*		-			-			
Effect size	-	-0.13	-0.09	-	-0.20	-0.10	-	-0.06	-0.08	



Active and Collaborative Learning

CIRP Theme

Active and Collaborative Learning - These items illustrate the extent to which students are furthering their knowledge of course material through interaction with teachers and other students. See also CIRP Theme: Academic Enhancement Experiences, Academic Preparation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Tutored another student										
Frequently / Occasionally	72.7%	62.1%	57.6%	70.0%	61.6%	55.2%	74.0%	62.4%	59.3%	
Mean	1.94	1.75	1.69	1.88	1.71	1.64	1.96	1.77	1.72	
Standard deviation	0.69	0.66	0.66	0.69	0.63	0.64	0.70	0.69	0.67	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	0.29	0.38	-	0.27	0.38	-	0.28	0.36	
Studied with other students										
Frequently / Occasionally	92.4%	89.0%	86.6%	91.7%	86.6%	85.3%	92.6%	90.6%	87.5%	
Mean	2.32	2.25	2.19	2.30	2.19	2.15	2.33	2.29	2.22	
Standard deviation	0.61	0.64	0.65	0.62	0.65	0.65	0.61	0.63	0.65	
Significance	-	-	***	-	-	*	-	-	**	
Effect size	-	0.11	0.20	-	0.17	0.23	-	0.06	0.17	
Performed community service as a part of a class										
Frequently / Occasionally	73.3%	66.5%	60.7%	71.0%	63.2%	57.5%	74.3%	68.8%	63.0%	
Mean	2.06	1.97	1.85	1.96	1.92	1.80	2.11	1.99	1.89	
Standard deviation	0.77	0.80	0.79	0.74	0.81	0.78	0.78	0.79	0.79	
Significance	-	*	***	-	-	*	-	*	***	
Effect size	-	0.11	0.27	-	0.05	0.21	-	0.15	0.28	
Get tutoring help in specific courses										
Very good chance	53.9%	51.0%	48.5%	37.8%	37.6%	38.2%	61.7%	59.8%	55.6%	
Mean	3.41	3.40	3.32	3.18	3.23	3.17	3.53	3.50	3.42	
Standard deviation	0.71	0.72	0.79	0.76	0.73	0.81	0.66	0.69	0.76	
Significance	-	-	*	-	-	-	-	-	*	
Effect size	-	0.01	0.11	-	-0.07	0.01	-	0.04	0.14	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Academic Enhancement Experiences
CIRP Theme

Academic Enhancement Experiences - These items gauge participation in programs and initiatives which relate to student learning.
See also CIRP Construct: Habits of Mind, Likelihood of College Involvement.
See also CIRP Theme: Academic Preparation, Active and Collaborative Learning.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you?										
Seek feedback on your academic work										Habits of Mind
Frequently	65.0%	62.4%	58.3%	52.4%	56.2%	51.4%	70.9%	66.8%	63.2%	
Mean	2.61	2.58	2.54	2.47	2.49	2.45	2.68	2.64	2.60	
Standard deviation	0.56	0.58	0.59	0.60	0.63	0.62	0.52	0.54	0.56	
Significance	-		*	-			-		*	
Effect size	-	0.05	0.12	-	-0.03	0.03	-	0.07	0.14	
What is your best guess as to the chances that you will:										
Communicate regularly with your professors										
Very good chance	64.4%	43.6%	41.6%	48.0%	30.2%	31.9%	72.4%	52.5%	48.2%	
Mean	3.59	3.28	3.22	3.38	3.10	3.06	3.70	3.41	3.33	
Standard deviation	0.60	0.75	0.80	0.69	0.76	0.82	0.52	0.73	0.77	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	0.41	0.46	-	0.37	0.39	-	0.40	0.48	
Participate in a study abroad program										
Very good chance	47.4%	41.0%	30.9%	33.1%	30.8%	21.1%	54.4%	47.9%	37.7%	Likelihood of College Involvement
Mean	3.23	3.09	2.87	2.98	2.87	2.67	3.35	3.23	3.01	
Standard deviation	0.87	0.95	0.99	0.89	0.99	0.97	0.83	0.89	0.97	
Significance	-	**	***	-		***	-	*	***	
Effect size	-	0.15	0.36	-	0.11	0.32	-	0.13	0.35	
Work on a professor's research project										
Very good chance	47.5%	46.5%	44.2%	42.5%	40.4%	38.8%	50.0%	50.6%	47.8%	
Mean	3.33	3.28	3.20	3.24	3.21	3.13	3.37	3.33	3.25	
Standard deviation	0.74	0.80	0.87	0.77	0.79	0.86	0.72	0.81	0.87	
Significance	-		**	-			-		*	
Effect size	-	0.06	0.15	-	0.04	0.13	-	0.05	0.14	



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

2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Written and Oral Communication
CIRP Theme

Written and Oral Communication - These items illustrate students' written and oral communication skills and how these skills compare to their peers.
See also CIRP Construct: Habits of Mind, Social Self-Concept.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
SAT Critical Reading										
Mean	569	494	478	563	495	475	572	493	479	
Median	560	480	470	560	450	450	560	490	480	
SAT Writing										
Mean	564	486	468	560	482	462	567	489	472	
Median	560	470	450	565	430	430	560	490	470	
Rate yourself on each of the following traits as compared with the average person your age.										
Public speaking ability										Social Self-Concept
Highest 10% / Above average	51.8%	47.6%	42.7%	56.8%	51.4%	45.6%	49.4%	45.1%	40.6%	
Mean	3.56	3.47	3.35	3.68	3.57	3.43	3.49	3.40	3.29	
Standard deviation	1.11	1.04	1.07	1.05	1.01	1.05	1.13	1.05	1.09	
Significance	-		***	-		*	-		**	
Effect size	-	0.09	0.20	-	0.11	0.24	-	0.09	0.18	
Writing ability										
Highest 10% / Above average	60.3%	52.4%	49.0%	63.1%	53.1%	48.0%	58.9%	51.9%	49.8%	
Mean	3.78	3.61	3.57	3.82	3.62	3.54	3.75	3.61	3.58	
Standard deviation	0.83	0.91	0.95	0.81	0.90	0.94	0.85	0.92	0.96	
Significance	-	***	***	-	*	**	-	*	**	
Effect size	-	0.19	0.22	-	0.22	0.30	-	0.15	0.18	
How often in the past year did you?										
Revise your papers to improve your writing										Habits of Mind
Frequently	63.1%	55.6%	50.3%	53.1%	47.6%	41.5%	67.9%	61.2%	56.4%	
Mean	2.59	2.50	2.43	2.48	2.39	2.32	2.64	2.58	2.51	
Standard deviation	0.57	0.60	0.62	0.60	0.64	0.63	0.55	0.55	0.60	
Significance	-	**	***	-		**	-		***	
Effect size	-	0.15	0.26	-	0.14	0.25	-	0.11	0.22	



2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Leadership

CIRP Theme

Leadership - These items address issues related to leadership, such as leadership opportunities, and how students compare to their peers on leadership-related skills and abilities

See also CIRP Construct: Academic Self-Concept, Social Self-Concept, Likelihood of College Involvement, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Drive to achieve										
Highest 10% / Above average	88.5%	83.5%	82.1%	84.1%	82.2%	81.3%	90.8%	84.3%	82.6%	Academic Self-Concept
Mean	4.43	4.30	4.29	4.34	4.25	4.26	4.47	4.33	4.30	
Standard deviation	0.72	0.80	0.82	0.74	0.84	0.85	0.71	0.77	0.81	
Significance	-	**	**	-	-	-	-	**	***	
Effect size	-	0.16	0.17	-	0.11	0.09	-	0.18	0.21	
Leadership ability										
Highest 10% / Above average	73.3%	69.5%	69.4%	74.6%	68.4%	70.9%	72.6%	70.3%	68.3%	Social Self-Concept
Mean	4.01	3.98	3.98	4.04	3.96	4.02	4.00	3.99	3.96	
Standard deviation	0.85	0.89	0.89	0.87	0.90	0.89	0.84	0.89	0.89	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.03	0.03	-	0.09	0.02	-	0.01	0.04	
Self-confidence (social)										
Highest 10% / Above average	52.8%	67.9%	66.0%	52.3%	72.5%	69.9%	53.2%	64.8%	63.3%	Social Self-Concept
Mean	3.62	3.93	3.91	3.57	4.01	3.97	3.64	3.88	3.88	
Standard deviation	1.04	1.00	0.99	1.06	1.00	1.01	1.03	0.99	0.97	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.31	-0.29	-	-0.44	-0.40	-	-0.24	-0.25	



Leadership

CIRP Theme

Leadership - These items address issues related to leadership, such as leadership opportunities, and how students compare to their peers on leadership-related skills and abilities

See also CIRP Construct: Academic Self-Concept, Social Self-Concept, Likelihood of College Involvement, Social Agency.

Howard University

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the importance to you personally of each of the following:										
Becoming an authority in my field										
Essential / Very important	76.1%	76.9%	73.3%	75.4%	74.3%	71.6%	76.5%	78.7%	74.5%	
Mean	3.17	3.13	3.04	3.15	3.10	3.00	3.18	3.15	3.07	
Standard deviation	0.88	0.89	0.91	0.86	0.93	0.93	0.90	0.86	0.90	
Significance	-		**	-			-			
Effect size	-	0.04	0.14	-	0.05	0.16	-	0.03	0.12	
Becoming a community leader										
Essential / Very important	60.0%	62.6%	55.0%	53.1%	64.4%	56.3%	63.4%	61.5%	54.1%	
Mean	2.84	2.82	2.66	2.72	2.85	2.67	2.91	2.81	2.65	Social Agency
Standard deviation	0.96	0.95	0.99	0.99	0.95	0.99	0.94	0.94	0.99	
Significance	-		***	-			-		***	
Effect size	-	0.02	0.18	-	-0.14	0.05	-	0.11	0.26	
What is your best guess as to the chances that you will:										
Participate in student government										
Very good chance / Some chance	60.8%	55.0%	47.0%	51.6%	51.2%	42.6%	65.2%	57.3%	50.1%	Likelihood of College Involvement
Mean	2.71	2.52	2.37	2.55	2.39	2.26	2.79	2.60	2.45	
Standard deviation	0.97	1.01	1.01	0.94	0.97	0.96	0.98	1.03	1.03	
Significance	-	**	***	-		**	-	**	***	
Effect size	-	0.19	0.34	-	0.16	0.30	-	0.18	0.33	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Demonstrated for a cause (e.g., boycott, rally, protest)										
Frequently / Occasionally	44.3%	36.8%	30.5%	37.4%	31.3%	27.5%	47.8%	40.7%	32.7%	Civic Engagement
Mean	1.53	1.44	1.36	1.47	1.38	1.33	1.56	1.49	1.39	
Standard deviation	0.65	0.63	0.59	0.66	0.60	0.56	0.64	0.65	0.61	
Significance	-	*	***	-	-	**	-	-	***	
Effect size	-	0.14	0.29	-	0.15	0.25	-	0.11	0.28	
Performed volunteer work										
Frequently / Occasionally	95.0%	88.8%	84.6%	91.7%	84.1%	81.1%	96.7%	91.9%	87.1%	Civic Engagement
Mean	2.49	2.32	2.21	2.32	2.20	2.11	2.57	2.41	2.28	
Standard deviation	0.59	0.67	0.69	0.62	0.69	0.69	0.56	0.63	0.68	
Significance	-	***	***	-	-	***	-	***	***	
Effect size	-	0.25	0.41	-	0.17	0.30	-	0.25	0.43	
Voted in a student election										
Frequently	38.3%	36.2%	28.6%	34.4%	36.7%	28.0%	40.3%	35.8%	29.1%	
Mean	2.19	2.14	2.00	2.09	2.13	1.99	2.24	2.15	2.02	
Standard deviation	0.74	0.75	0.75	0.77	0.77	0.76	0.72	0.74	0.75	
Significance	-	-	***	-	-	-	-	-	***	
Effect size	-	0.07	0.25	-	-0.05	0.13	-	0.12	0.29	
Performed community service as a part of a class										
Frequently / Occasionally	73.3%	66.5%	60.7%	71.0%	63.2%	57.5%	74.3%	68.8%	63.0%	
Mean	2.06	1.97	1.85	1.96	1.92	1.80	2.11	1.99	1.89	
Standard deviation	0.77	0.80	0.79	0.74	0.81	0.78	0.78	0.79	0.79	
Significance	-	*	***	-	-	*	-	*	***	
Effect size	-	0.11	0.27	-	0.05	0.21	-	0.15	0.28	
Discussed politics										
Frequently	41.5%	37.6%	27.2%	43.8%	35.4%	27.5%	40.4%	39.1%	26.9%	
Mean	2.31	2.21	2.03	2.35	2.16	2.03	2.29	2.25	2.04	
Standard deviation	0.65	0.70	0.71	0.64	0.73	0.72	0.66	0.69	0.71	
Significance	-	*	***	-	*	***	-	-	***	
Effect size	-	0.14	0.39	-	0.26	0.44	-	0.06	0.35	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Worked on a local, state, or national political campaign										
Frequently / Occasionally	14.6%	18.4%	13.5%	15.3%	21.2%	14.8%	14.2%	16.4%	12.7%	Civic Engagement
Mean	1.18	1.24	1.17	1.21	1.28	1.19	1.17	1.20	1.16	
Standard deviation	0.48	0.53	0.47	0.54	0.58	0.48	0.44	0.49	0.46	
Significance	-	*		-			-			
Effect size	-	-0.11	0.02	-	-0.12	0.04	-	-0.06	0.02	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)										
Frequently / Occasionally	68.1%	60.4%	54.5%	65.4%	57.4%	50.3%	69.4%	62.3%	57.3%	Civic Engagement
Mean	2.02	1.88	1.77	1.96	1.83	1.70	2.04	1.91	1.83	
Standard deviation	0.81	0.81	0.80	0.81	0.81	0.78	0.81	0.81	0.81	
Significance	-	**	***	-		***	-	*	***	
Effect size	-	0.17	0.31	-	0.16	0.33	-	0.16	0.26	
Helped raise money for a cause or campaign										
Frequently / Occasionally	67.1%	59.2%	56.1%	63.0%	55.5%	52.2%	69.0%	61.7%	58.8%	Civic Engagement
Mean	1.88	1.80	1.74	1.77	1.74	1.67	1.94	1.84	1.79	
Standard deviation	0.73	0.76	0.74	0.68	0.75	0.72	0.74	0.76	0.75	
Significance	-		***	-			-		**	
Effect size	-	0.11	0.19	-	0.04	0.14	-	0.13	0.20	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Ability to see the world from someone else's perspective										
Highest 10% / Above average	81.2%	64.2%	60.9%	82.1%	66.0%	63.2%	80.6%	62.9%	59.2%	Pluralistic Orientation
Mean	4.10	3.87	3.81	4.12	3.89	3.84	4.09	3.85	3.79	
Standard deviation	0.74	0.84	0.88	0.77	0.86	0.89	0.73	0.83	0.88	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	0.27	0.33	-	0.27	0.31	-	0.29	0.34	
Tolerance of others with different beliefs										
Highest 10% / Above average	81.0%	67.8%	63.4%	86.8%	67.1%	63.6%	78.3%	68.2%	63.2%	Pluralistic Orientation
Mean	4.25	3.92	3.85	4.38	3.91	3.85	4.18	3.93	3.85	
Standard deviation	0.79	0.85	0.92	0.71	0.85	0.92	0.82	0.85	0.91	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.39	0.43	-	0.55	0.58	-	0.29	0.36	
Openness to having my own views challenged										
Highest 10% / Above average	60.5%	60.9%	58.8%	64.4%	65.7%	62.1%	58.7%	57.5%	56.5%	Pluralistic Orientation
Mean	3.78	3.80	3.76	3.84	3.91	3.81	3.75	3.73	3.73	
Standard deviation	0.95	0.95	0.95	1.04	0.95	0.95	0.91	0.94	0.95	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.02	0.02	-	-0.07	0.03	-	0.02	0.02	
Ability to discuss and negotiate controversial issues										
Highest 10% / Above average	76.9%	68.7%	65.6%	84.5%	73.2%	70.1%	73.2%	65.6%	62.6%	Pluralistic Orientation
Mean	4.14	3.95	3.90	4.28	3.99	3.96	4.08	3.92	3.85	
Standard deviation	0.84	0.92	0.94	0.76	0.92	0.94	0.86	0.91	0.95	
Significance	-	***	***	-	**	***	-	**	***	
Effect size	-	0.21	0.26	-	0.32	0.34	-	0.18	0.24	
Ability to work cooperatively with diverse people										
Highest 10% / Above average	87.5%	80.2%	77.4%	89.9%	78.7%	78.1%	86.2%	81.2%	77.0%	Pluralistic Orientation
Mean	4.43	4.27	4.20	4.50	4.26	4.21	4.39	4.27	4.19	
Standard deviation	0.72	0.81	0.86	0.67	0.84	0.88	0.74	0.79	0.85	
Significance	-	***	***	-	**	***	-	*	***	
Effect size	-	0.20	0.27	-	0.29	0.33	-	0.15	0.24	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During your last year in high school, how much time did you spend during a typical week doing the following activities?										
Volunteer work										
11 or more hours	9.8%	11.4%	10.0%	6.2%	8.0%	8.1%	11.6%	13.7%	11.4%	
Mean	3.56	3.35	3.05	3.24	3.03	2.78	3.72	3.56	3.23	
Standard deviation	1.64	1.84	1.87	1.54	1.70	1.78	1.67	1.90	1.91	
Significance	-	*	***	-		**	-		***	
Effect size	-	0.11	0.27	-	0.12	0.26	-	0.08	0.26	
Please indicate the importance to you personally of each of the following:										
Influencing social values										Social Agency
Essential / Very important	65.2%	64.1%	57.9%	58.0%	64.0%	56.2%	68.9%	64.1%	59.1%	
Mean	2.88	2.86	2.73	2.74	2.86	2.69	2.95	2.86	2.77	
Standard deviation	0.90	0.89	0.92	0.92	0.88	0.92	0.89	0.89	0.91	Civic Engagement
Significance	-		**	-			-		**	
Effect size	-	0.02	0.16	-	-0.14	0.05	-	0.10	0.20	
Helping others who are in difficulty										
Essential / Very important	85.5%	82.7%	78.4%	83.1%	79.9%	74.5%	86.7%	84.6%	80.9%	Social Agency
Mean	3.36	3.24	3.14	3.26	3.16	3.04	3.40	3.30	3.21	
Standard deviation	0.77	0.78	0.81	0.79	0.80	0.82	0.75	0.76	0.79	
Significance	-	**	***	-		**	-		***	
Effect size	-	0.15	0.27	-	0.13	0.27	-	0.13	0.24	
Participating in a community action program										
Essential / Very important	54.4%	56.9%	49.0%	47.7%	54.0%	46.9%	57.8%	59.0%	50.5%	Social Agency
Mean	2.68	2.74	2.55	2.53	2.70	2.51	2.75	2.76	2.58	
Standard deviation	0.98	0.97	0.97	0.96	1.03	0.99	0.98	0.92	0.95	
Significance	-		*	-			-		**	
Effect size	-	-0.06	0.13	-	-0.17	0.02	-	-0.01	0.18	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										
Essential / Very important	69.7%	65.5%	56.8%	66.9%	64.8%	56.2%	71.1%	65.9%	57.3%	Social Agency
Mean	2.95	2.89	2.71	2.87	2.89	2.68	3.00	2.90	2.73	
Standard deviation	0.92	0.93	0.96	0.94	0.95	0.97	0.91	0.93	0.96	
Significance	-	-	***	-	-	*	-	-	***	
Effect size	-	0.06	0.25	-	-0.02	0.20	-	0.11	0.28	
Keeping up to date with political affairs										
Essential / Very important	55.2%	53.6%	46.8%	60.3%	53.2%	47.2%	52.7%	53.9%	46.4%	Social Agency
Mean	2.69	2.61	2.49	2.74	2.63	2.50	2.66	2.60	2.48	
Standard deviation	0.96	1.00	0.99	0.92	1.05	1.00	0.98	0.96	0.98	Civic Engagement
Significance	-	-	***	-	-	**	-	-	**	
Effect size	-	0.08	0.20	-	0.10	0.24	-	0.06	0.18	
Becoming a community leader										
Essential / Very important	60.0%	62.6%	55.0%	53.1%	64.4%	56.3%	63.4%	61.5%	54.1%	Social Agency
Mean	2.84	2.82	2.66	2.72	2.85	2.67	2.91	2.81	2.65	
Standard deviation	0.96	0.95	0.99	0.99	0.95	0.99	0.94	0.94	0.99	
Significance	-	-	***	-	-	-	-	-	***	
Effect size	-	0.02	0.18	-	-0.14	0.05	-	0.11	0.26	



Civic Engagement: Participation, Awareness, and Values

CIRP Theme

Civic Engagement: Participation, Awareness, and Values - These items relate 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.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
What is your best guess as to the chances that you will:										
Participate in student government										Likelihood of College Involvement
Very good chance	23.7%	17.7%	14.8%	17.5%	11.7%	9.8%	26.7%	21.5%	18.2%	
Mean	2.71	2.52	2.37	2.55	2.39	2.26	2.79	2.60	2.45	
Standard deviation	0.97	1.01	1.01	0.94	0.97	0.96	0.98	1.03	1.03	
Significance	-	**	***	-	-	**	-	**	***	
Effect size	-	0.19	0.34	-	0.16	0.30	-	0.18	0.33	
Participate in student protests or demonstrations										
Very good chance	13.6%	16.1%	13.7%	9.6%	14.6%	11.0%	15.6%	17.1%	15.6%	
Mean	2.57	2.57	2.40	2.38	2.46	2.31	2.67	2.65	2.47	
Standard deviation	0.87	0.93	0.96	0.85	0.95	0.94	0.87	0.91	0.96	
Significance	-	-	***	-	-	-	-	-	**	
Effect size	-	0.00	0.18	-	-0.08	0.07	-	0.02	0.21	
Participate in volunteer or community service work										
Very good chance	57.9%	54.6%	39.7%	43.3%	36.2%	27.5%	65.0%	66.8%	48.1%	Likelihood of College Involvement
Mean	3.46	3.41	3.11	3.24	3.14	2.90	3.57	3.58	3.25	
Standard deviation	0.72	0.76	0.89	0.79	0.81	0.89	0.66	0.67	0.86	
Significance	-	-	***	-	-	***	-	-	***	
Effect size	-	0.07	0.39	-	0.12	0.38	-	-0.01	0.37	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Diversity

CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
High school I last attended: racial composition										
Completely White	6.0%	2.6%	1.8%	5.3%	0.4%	1.1%	6.3%	4.1%	2.4%	
Mostly White	34.2%	22.1%	18.9%	39.4%	17.1%	16.0%	31.7%	25.4%	21.0%	
Roughly half non-White	26.8%	23.4%	24.2%	25.8%	24.3%	24.6%	27.3%	22.8%	23.9%	
Mostly non-White	22.8%	33.1%	37.4%	19.7%	40.2%	40.3%	24.4%	28.4%	35.4%	
Completely non-White	10.2%	18.8%	17.6%	9.8%	18.0%	18.0%	10.3%	19.4%	17.3%	
Neighborhood where I grew up: racial composition										
Completely White	5.8%	3.4%	3.2%	3.8%	1.8%	1.9%	6.8%	4.4%	4.0%	
Mostly White	26.4%	19.8%	16.1%	29.0%	16.9%	12.9%	25.2%	21.8%	18.2%	
Roughly half non-White	20.7%	18.0%	18.7%	18.3%	16.0%	16.9%	21.8%	19.3%	20.0%	
Mostly non-White	30.0%	29.6%	32.6%	31.3%	30.0%	34.5%	29.3%	29.3%	31.3%	
Completely non-White	17.1%	29.2%	29.5%	17.6%	35.3%	33.8%	16.9%	25.2%	26.5%	
For the activities below, indicate which ones you did during the past year.										
Socialized with someone of another racial/ethnic group										
Frequently	88.8%	72.4%	68.9%	88.5%	67.9%	66.1%	88.8%	75.5%	70.9%	
Mean	2.88	2.66	2.62	2.88	2.60	2.58	2.88	2.71	2.65	
Standard deviation	0.36	0.59	0.61	0.35	0.64	0.64	0.36	0.55	0.58	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.37	0.43	-	0.44	0.47	-	0.31	0.40	



Diversity

CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Ability to see the world from someone else's perspective										
Highest 10% / Above average	81.2%	64.2%	60.9%	82.1%	66.0%	63.2%	80.6%	62.9%	59.2%	Pluralistic Orientation
Mean	4.10	3.87	3.81	4.12	3.89	3.84	4.09	3.85	3.79	
Standard deviation	0.74	0.84	0.88	0.77	0.86	0.89	0.73	0.83	0.88	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	0.27	0.33	-	0.27	0.31	-	0.29	0.34	
Tolerance of others with different beliefs										
Highest 10% / Above average	81.0%	67.8%	63.4%	86.8%	67.1%	63.6%	78.3%	68.2%	63.2%	Pluralistic Orientation
Mean	4.25	3.92	3.85	4.38	3.91	3.85	4.18	3.93	3.85	
Standard deviation	0.79	0.85	0.92	0.71	0.85	0.92	0.82	0.85	0.91	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.39	0.43	-	0.55	0.58	-	0.29	0.36	
Openness to having my own views challenged										
Highest 10% / Above average	60.5%	60.9%	58.8%	64.4%	65.7%	62.1%	58.7%	57.5%	56.5%	Pluralistic Orientation
Mean	3.78	3.80	3.76	3.84	3.91	3.81	3.75	3.73	3.73	
Standard deviation	0.95	0.95	0.95	1.04	0.95	0.95	0.91	0.94	0.95	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.02	0.02	-	-0.07	0.03	-	0.02	0.02	
Ability to discuss and negotiate controversial issues										
Highest 10% / Above average	76.9%	68.7%	65.6%	84.5%	73.2%	70.1%	73.2%	65.6%	62.6%	Pluralistic Orientation
Mean	4.14	3.95	3.90	4.28	3.99	3.96	4.08	3.92	3.85	
Standard deviation	0.84	0.92	0.94	0.76	0.92	0.94	0.86	0.91	0.95	
Significance	-	***	***	-	**	***	-	**	***	
Effect size	-	0.21	0.26	-	0.32	0.34	-	0.18	0.24	
Ability to work cooperatively with diverse people										
Highest 10% / Above average	87.5%	80.2%	77.4%	89.9%	78.7%	78.1%	86.2%	81.2%	77.0%	Pluralistic Orientation
Mean	4.43	4.27	4.20	4.50	4.26	4.21	4.39	4.27	4.19	
Standard deviation	0.72	0.81	0.86	0.67	0.84	0.88	0.74	0.79	0.85	
Significance	-	***	***	-	**	***	-	*	***	
Effect size	-	0.20	0.27	-	0.29	0.33	-	0.15	0.24	



Diversity

CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mark one in each row:										
Racial discrimination is no longer a major problem in America										
Agree strongly / Agree somewhat	8.5%	12.7%	12.5%	9.3%	17.4%	15.4%	8.1%	9.4%	10.5%	
Mean	1.45	1.51	1.53	1.52	1.65	1.62	1.42	1.41	1.47	
Standard deviation	0.71	0.81	0.81	0.73	0.88	0.85	0.69	0.74	0.77	
Significance	-			-			-			
Effect size	-	-0.07	-0.10	-	-0.15	-0.12	-	0.01	-0.06	
Same-sex couples should have the right to legal marital status										
Agree strongly / Agree somewhat	69.8%	72.3%	66.4%	65.3%	65.9%	56.3%	71.9%	76.6%	73.4%	
Mean	2.97	3.01	2.87	2.82	2.75	2.55	3.05	3.18	3.09	
Standard deviation	1.09	1.06	1.12	1.05	1.04	1.11	1.10	1.04	1.07	
Significance	-			-		**	-			
Effect size	-	-0.04	0.09	-	0.07	0.24	-	-0.13	-0.04	
Mark one in each row:										
Students from disadvantaged backgrounds should be given preferential treatment in college admissions										
Agree strongly / Agree somewhat	54.3%	65.8%	63.0%	56.6%	73.5%	70.7%	53.2%	60.5%	57.8%	
Mean	2.59	2.77	2.73	2.63	2.92	2.86	2.58	2.66	2.64	
Standard deviation	0.87	0.89	0.89	0.86	0.84	0.83	0.88	0.91	0.91	
Significance	-	***	**	-	**	**	-			
Effect size	-	-0.20	-0.16	-	-0.35	-0.28	-	-0.09	-0.07	



Diversity

CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the importance to you personally of each of the following:										
Influencing social values										Social Agency
Essential / Very important	65.2%	64.1%	57.9%	58.0%	64.0%	56.2%	68.9%	64.1%	59.1%	
Mean	2.88	2.86	2.73	2.74	2.86	2.69	2.95	2.86	2.77	
Standard deviation	0.90	0.89	0.92	0.92	0.88	0.92	0.89	0.89	0.91	Civic Engagement
Significance	-		**	-			-		**	
Effect size	-	0.02	0.16	-	-0.14	0.05	-	0.10	0.20	
Helping to promote racial understanding										Social Agency
Essential / Very important	69.7%	65.5%	56.8%	66.9%	64.8%	56.2%	71.1%	65.9%	57.3%	
Mean	2.95	2.89	2.71	2.87	2.89	2.68	3.00	2.90	2.73	
Standard deviation	0.92	0.93	0.96	0.94	0.95	0.97	0.91	0.93	0.96	
Significance	-		***	-		*	-		***	
Effect size	-	0.06	0.25	-	-0.02	0.20	-	0.11	0.28	
Please indicate the importance to you personally of each of the following:										
Improving my understanding of other countries and cultures										
Essential / Very important	75.1%	66.8%	58.6%	68.4%	64.0%	56.7%	78.3%	68.6%	60.0%	
Mean	3.13	2.92	2.75	2.98	2.88	2.71	3.21	2.95	2.78	
Standard deviation	0.86	0.93	0.95	0.88	0.97	0.97	0.84	0.89	0.94	
Significance	-	***	***	-		**	-	***	***	
Effect size	-	0.23	0.40	-	0.10	0.28	-	0.29	0.46	



Diversity

CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity.

See also CIRP Construct: Civic Engagement, Likelihood of College Involvement, Pluralistic Orientation, Social Agency.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
What is your best guess as to the chances that you will:										
Socialize with someone of another racial/ethnic group										Likelihood of College Involvement
Very good chance	71.6%	61.2%	55.9%	61.4%	52.7%	49.7%	76.5%	66.9%	60.1%	
Mean	3.65	3.49	3.40	3.49	3.33	3.29	3.73	3.59	3.47	
Standard deviation	0.61	0.75	0.80	0.74	0.84	0.85	0.51	0.66	0.75	
Significance	-	***	***	-		*	-	**	***	
Effect size	-	0.21	0.31	-	0.19	0.24	-	0.21	0.35	
Have a roommate of different race/ethnicity										
Very good chance	22.1%	23.4%	22.9%	9.6%	19.4%	18.0%	28.2%	26.0%	26.2%	
Mean	2.62	2.71	2.72	2.33	2.71	2.64	2.76	2.71	2.77	
Standard deviation	0.94	0.95	0.95	0.86	0.89	0.92	0.95	0.99	0.97	
Significance	-			-	***	***	-			
Effect size	-	-0.09	-0.11	-	-0.43	-0.34	-	0.05	-0.01	



Health and Wellness - These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Do you have any of the following disabilities or medical conditions?										
Learning disability (dyslexia, etc.)										
Yes	1.3%	2.4%	2.6%	1.5%	2.2%	2.5%	1.1%	2.5%	2.6%	
Attention deficit hyperactivity disorder (ADHD)										
Yes	1.5%	2.8%	4.0%	3.1%	3.7%	5.4%	0.8%	2.3%	3.0%	
Autism spectrum/Asperger's syndrome										
Yes	0.0%	0.1%	0.2%	0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	
Physical disability (speech, sight, mobility, hearing, etc.)										
Yes	4.8%	4.5%	3.8%	3.8%	4.5%	3.4%	5.3%	4.5%	4.0%	
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)										
Yes	3.3%	1.6%	1.3%	3.1%	1.3%	1.1%	3.3%	1.8%	1.5%	
Psychological disorder (depression, etc.)										
Yes	2.0%	2.4%	2.1%	1.5%	2.9%	1.7%	2.2%	2.2%	2.4%	
Other										
Yes	5.1%	6.0%	5.2%	5.5%	5.5%	4.4%	4.8%	6.3%	5.8%	



Health and Wellness - These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Smoked cigarettes										
Frequently	0.7%	1.5%	2.1%	2.3%	2.0%	2.8%	0.0%	1.2%	1.6%	
Mean	1.04	1.08	1.09	1.08	1.12	1.13	1.02	1.05	1.07	
Standard deviation	0.24	0.32	0.35	0.35	0.38	0.41	0.15	0.27	0.31	
Significance	-	*	**	-	-	-	-	-	**	
Effect size	-	-0.13	-0.14	-	-0.11	-0.12	-	-0.11	-0.16	
Drank beer										
Frequently / Occasionally	10.2%	12.1%	12.7%	15.1%	17.6%	18.6%	7.8%	8.2%	8.6%	
Mean	1.13	1.14	1.15	1.20	1.21	1.22	1.09	1.10	1.10	
Standard deviation	0.41	0.40	0.40	0.52	0.47	0.49	0.34	0.33	0.33	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.03	-0.05	-	-0.02	-0.04	-	-0.03	-0.03	
Drank wine or liquor										
Frequently / Occasionally	35.3%	35.4%	38.4%	34.8%	36.1%	38.7%	35.5%	34.9%	38.1%	
Mean	1.39	1.39	1.43	1.40	1.40	1.44	1.38	1.38	1.42	
Standard deviation	0.56	0.56	0.58	0.59	0.57	0.58	0.55	0.55	0.57	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.00	-0.07	-	0.00	-0.07	-	0.00	-0.07	
Felt overwhelmed by all I had to do										
Frequently	34.5%	38.1%	31.8%	26.7%	30.8%	22.4%	38.3%	43.2%	38.3%	
Mean	2.25	2.26	2.15	2.11	2.12	1.96	2.32	2.36	2.28	
Standard deviation	0.62	0.66	0.68	0.65	0.69	0.69	0.59	0.62	0.64	
Significance	-	-	**	-	-	*	-	-	-	
Effect size	-	-0.02	0.15	-	-0.01	0.22	-	-0.06	0.06	
Felt depressed										
Frequently	7.2%	13.0%	12.0%	6.8%	12.8%	8.9%	7.4%	13.1%	14.3%	
Mean	1.60	1.63	1.63	1.58	1.54	1.51	1.61	1.70	1.71	
Standard deviation	0.62	0.70	0.69	0.62	0.71	0.65	0.62	0.69	0.70	
Significance	-	-	-	-	-	-	-	*	*	
Effect size	-	-0.04	-0.04	-	0.06	0.11	-	-0.13	-0.14	



Health and Wellness - These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Emotional health										
Highest 10% / Above average	61.3%	53.7%	54.2%	60.1%	56.7%	58.5%	61.9%	51.8%	51.3%	
Mean	3.77	3.67	3.69	3.76	3.74	3.78	3.77	3.63	3.62	
Standard deviation	0.92	0.97	0.98	0.96	1.01	0.99	0.89	0.94	0.96	
Significance	-			-			-	*	*	
Effect size	-	0.10	0.08	-	0.02	-0.02	-	0.15	0.16	
Physical health										
Highest 10% / Above average	49.4%	54.6%	53.3%	60.2%	69.7%	67.2%	44.0%	44.4%	43.5%	
Mean	3.57	3.71	3.69	3.76	4.00	3.97	3.47	3.52	3.50	
Standard deviation	0.86	0.90	0.93	0.85	0.84	0.87	0.86	0.89	0.92	
Significance	-	**	*	-	*	**	-			
Effect size	-	-0.16	-0.13	-	-0.29	-0.24	-	-0.06	-0.03	
Self-understanding										
Highest 10% / Above average	71.8%	70.1%	68.9%	69.9%	74.5%	72.3%	72.7%	67.1%	66.4%	
Mean	4.01	4.01	4.00	3.98	4.11	4.07	4.03	3.95	3.95	
Standard deviation	0.87	0.86	0.88	0.94	0.83	0.87	0.84	0.87	0.89	
Significance	-			-			-			
Effect size	-	0.00	0.01	-	-0.16	-0.10	-	0.09	0.09	



Health and Wellness - These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
During your last year in high school, how much time did you spend during a typical week doing the following activities?										
Exercise or sports										
11 or more hours	22.6%	28.3%	28.9%	21.1%	33.3%	37.4%	23.2%	24.9%	23.0%	
Mean	4.10	4.37	4.37	4.27	4.76	4.94	4.02	4.11	3.97	
Standard deviation	1.97	2.03	2.10	1.97	1.98	2.03	1.98	2.03	2.06	
Significance	-	*	*	-	*	***	-			
Effect size	-	-0.13	-0.13	-	-0.25	-0.33	-	-0.04	0.02	
Partying										
11 or more hours	4.1%	9.9%	10.7%	6.2%	11.3%	11.9%	3.0%	8.9%	9.8%	
Mean	2.65	3.22	3.25	2.71	3.31	3.37	2.63	3.16	3.17	
Standard deviation	1.53	1.77	1.84	1.63	1.78	1.84	1.48	1.77	1.84	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	-0.32	-0.33	-	-0.34	-0.36	-	-0.30	-0.29	
What is your best guess as to the chances that you will:										
Seek personal counseling										
Very good chance	22.9%	18.7%	18.2%	17.3%	14.5%	14.0%	25.7%	21.6%	21.1%	
Mean	2.73	2.57	2.52	2.61	2.53	2.45	2.79	2.59	2.57	
Standard deviation	0.89	0.97	0.97	0.85	0.95	0.95	0.90	0.98	0.98	
Significance	-	**	***	-			-	**	***	
Effect size	-	0.16	0.22	-	0.08	0.17	-	0.20	0.22	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Spirituality/Religiosity

CIRP Theme

Spirituality/Religiosity - These items relate to religious and spiritual practices and beliefs.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Your current religious preference										
Baptist	36.9%	46.1%	44.9%	39.1%	45.4%	43.9%	35.9%	46.6%	45.6%	
Buddhist	0.3%	0.0%	0.1%	0.0%	0.0%	0.1%	0.4%	0.1%	0.2%	
Church of Christ	6.9%	10.8%	14.4%	10.2%	12.4%	15.9%	5.3%	9.6%	13.3%	
Eastern Orthodox	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.0%	
Episcopalian	2.8%	0.6%	0.6%	2.3%	0.0%	0.3%	3.1%	1.1%	0.8%	
Hindu	0.3%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	
Jewish	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
LDS (Mormon)	0.0%	0.2%	0.2%	0.0%	0.3%	0.3%	0.0%	0.1%	0.1%	
Lutheran	1.0%	0.5%	0.3%	1.6%	0.6%	0.4%	0.8%	0.4%	0.2%	
Methodist	5.1%	5.7%	4.7%	6.3%	4.5%	4.1%	4.6%	6.6%	5.2%	
Muslim	0.5%	1.0%	1.3%	1.6%	0.7%	1.7%	0.0%	1.1%	0.9%	
Presbyterian	2.1%	0.6%	0.8%	1.6%	0.3%	0.7%	2.3%	0.8%	0.9%	
Quaker	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	
Roman Catholic	9.0%	4.6%	3.4%	5.5%	4.0%	3.2%	10.7%	5.1%	3.5%	
Seventh Day Adventist	1.0%	1.1%	0.7%	0.0%	1.4%	0.8%	1.5%	0.9%	0.7%	
United Church of Christ/Congregational	0.8%	0.8%	1.0%	0.8%	0.3%	0.5%	0.8%	1.1%	1.3%	
Other Christian	20.0%	15.4%	14.6%	14.8%	16.2%	13.6%	22.5%	14.8%	15.3%	
Other Religion	1.8%	2.5%	2.1%	1.6%	3.0%	2.2%	1.9%	2.2%	2.1%	
None	11.3%	10.0%	10.8%	14.1%	10.7%	12.3%	9.9%	9.5%	9.7%	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Spirituality/Religiosity

CIRP Theme

Spirituality/Religiosity - These items relate to religious and spiritual practices and beliefs.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Father's current religious preference										
Baptist	41.2%	45.1%	44.3%	43.2%	40.8%	43.4%	40.2%	48.2%	45.1%	
Buddhist	0.0%	0.1%	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%	0.2%	
Church of Christ	6.1%	11.3%	13.4%	11.0%	16.0%	16.2%	3.5%	7.9%	11.4%	
Eastern Orthodox	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.1%	
Episcopalian	3.2%	0.7%	0.6%	1.7%	0.0%	0.5%	3.9%	1.2%	0.6%	
Hindu	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	
Jewish	0.3%	0.0%	0.1%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	
LDS (Mormon)	0.3%	0.1%	0.2%	0.0%	0.0%	0.2%	0.4%	0.1%	0.2%	
Lutheran	0.6%	0.3%	0.3%	0.0%	0.7%	0.6%	0.9%	0.0%	0.1%	
Methodist	5.5%	4.1%	3.8%	7.6%	2.6%	3.2%	4.4%	5.1%	4.2%	
Muslim	1.4%	2.7%	3.9%	0.0%	2.0%	4.2%	2.2%	3.3%	3.7%	
Presbyterian	1.7%	0.4%	0.7%	1.7%	0.4%	0.3%	1.7%	0.5%	1.0%	
Quaker	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	
Roman Catholic	8.6%	5.1%	4.1%	8.5%	5.7%	4.1%	8.7%	4.7%	4.0%	
Seventh Day Adventist	1.4%	0.9%	0.8%	0.0%	0.9%	0.6%	2.2%	0.9%	0.9%	
United Church of Christ/Congregational	0.3%	0.7%	0.7%	0.0%	0.0%	0.3%	0.4%	1.1%	1.0%	
Other Christian	17.9%	14.1%	12.8%	15.3%	15.6%	13.4%	19.2%	13.1%	12.4%	
Other Religion	1.7%	2.3%	2.2%	2.5%	2.4%	1.7%	1.3%	2.2%	2.6%	
None	9.5%	11.9%	11.8%	8.5%	13.1%	11.2%	10.0%	11.1%	12.3%	



Spirituality/Religiosity - These items relate to religious and spiritual practices and beliefs.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mother's current religious preference										
Baptist	41.5%	49.7%	47.7%	40.0%	50.3%	49.0%	42.2%	49.2%	46.8%	
Buddhist	0.0%	0.1%	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%	0.3%	
Church of Christ	7.7%	11.2%	15.4%	14.2%	13.8%	17.0%	4.5%	9.3%	14.3%	
Eastern Orthodox	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.0%	
Episcopalian	3.3%	0.9%	0.7%	2.5%	0.0%	0.4%	3.7%	1.5%	0.9%	
Hindu	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	
Jewish	0.3%	0.0%	0.1%	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%	
LDS (Mormon)	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%	0.1%	0.2%	
Lutheran	1.4%	0.5%	0.3%	0.8%	0.7%	0.5%	1.6%	0.4%	0.2%	
Methodist	5.2%	5.8%	5.1%	8.3%	4.2%	4.1%	3.7%	7.0%	5.8%	
Muslim	1.1%	1.4%	1.5%	2.5%	1.6%	1.8%	0.4%	1.2%	1.2%	
Presbyterian	1.1%	0.4%	0.8%	0.8%	0.4%	0.8%	1.2%	0.4%	0.9%	
Quaker	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	
Roman Catholic	10.4%	4.7%	3.5%	7.5%	3.5%	3.2%	11.9%	5.5%	3.8%	
Seventh Day Adventist	0.8%	1.2%	0.9%	0.8%	1.6%	1.1%	0.8%	1.0%	0.7%	
United Church of Christ/Congregational	0.8%	1.2%	1.0%	0.8%	1.2%	0.7%	0.8%	1.2%	1.3%	
Other Christian	20.9%	14.3%	13.9%	17.5%	14.7%	13.4%	22.5%	13.9%	14.3%	
Other Religion	0.3%	2.2%	2.1%	0.0%	2.0%	1.8%	0.4%	2.4%	2.3%	
None	4.9%	6.3%	6.4%	4.2%	6.0%	5.9%	5.3%	6.4%	6.7%	
Do you consider yourself Born-Again Christian										
Yes	41.6%	49.5%	51.3%	39.8%	47.9%	49.4%	42.5%	50.7%	52.6%	
Do you consider yourself Evangelical										
Yes	8.6%	7.3%	5.4%	8.5%	10.5%	6.5%	8.7%	5.0%	4.7%	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Spirituality/Religiosity
CIRP Theme

Spirituality/Religiosity - These items relate to religious and spiritual practices and beliefs.

Howard University

	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
For the activities below, indicate which ones you did during the past year.										
Attended a religious service										
Frequently / Occasionally	91.0%	87.6%	85.8%	89.4%	82.1%	82.6%	91.9%	91.3%	88.1%	
Mean	2.52	2.35	2.32	2.51	2.19	2.23	2.53	2.46	2.39	
Standard deviation	0.66	0.69	0.71	0.68	0.71	0.72	0.64	0.65	0.69	
Significance	-	***	***	-	***	***	-		**	
Effect size	-	0.25	0.28	-	0.45	0.39	-	0.11	0.20	
Discussed religion										
Frequently	49.5%	37.6%	32.6%	47.3%	31.3%	29.3%	50.6%	42.0%	34.9%	
Mean	2.43	2.20	2.13	2.40	2.09	2.07	2.45	2.28	2.17	
Standard deviation	0.61	0.72	0.71	0.62	0.73	0.72	0.61	0.70	0.71	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.32	0.42	-	0.42	0.46	-	0.24	0.39	
Rate yourself on each of the following traits as compared with the average person your age.										
Spirituality										
Highest 10% / Above average	58.3%	55.7%	53.8%	50.8%	56.2%	53.2%	62.0%	55.4%	54.3%	
Mean	3.72	3.70	3.67	3.55	3.69	3.64	3.80	3.71	3.69	
Standard deviation	1.08	0.99	1.01	1.15	1.03	1.03	1.04	0.97	0.99	
Significance	-			-			-			
Effect size	-	0.02	0.05	-	-0.14	-0.09	-	0.09	0.11	
Career / Occupation										
Clergy (minister, priest, other religious)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	



2012 CIRP Freshman Survey
First-time, Full-time Freshmen
Spirituality/Religiosity
CIRP Theme

Spirituality/Religiosity - These items relate to religious and spiritual practices and beliefs.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How important was each reason in your decision to come here?										
I was attracted by the religious affiliation/orientation of this college										
Very important	9.9%	15.8%	12.5%	7.0%	12.5%	10.0%	11.4%	18.1%	14.3%	
Mean	1.43	1.63	1.53	1.38	1.57	1.48	1.45	1.68	1.57	
Standard deviation	0.67	0.74	0.71	0.61	0.70	0.67	0.69	0.76	0.73	
Significance	-	***	**	-	*		-	***	*	
Effect size	-	-0.27	-0.14	-	-0.27	-0.15	-	-0.30	-0.16	
Your probable major										
Theology/Religion	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Please indicate the importance to you personally of each of the following:										
Developing a meaningful philosophy of life										
Essential / Very important	58.6%	60.0%	55.9%	56.2%	60.9%	57.4%	59.9%	59.4%	54.8%	
Mean	2.77	2.77	2.69	2.70	2.80	2.71	2.81	2.76	2.68	
Standard deviation	1.02	1.00	1.00	0.99	1.00	0.99	1.03	1.00	1.00	
Significance	-			-			-		*	
Effect size	-	0.00	0.08	-	-0.10	-0.01	-	0.05	0.13	



2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Career Planning

CIRP Theme

Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Highest academic degree planned										
None	0.3%	2.0%	2.0%	0.0%	2.8%	2.6%	0.4%	1.4%	1.7%	
Vocational certificate	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.0%	0.0%	0.3%	
Associate (A.A. or equivalent)	0.0%	0.7%	0.7%	0.0%	1.0%	0.9%	0.0%	0.5%	0.5%	
Bachelor's degree (B.A., B.S., etc.)	5.8%	15.1%	15.4%	7.7%	21.8%	20.1%	4.9%	10.6%	12.1%	
Master's degree (M.A., M.S., etc.)	31.2%	31.9%	37.7%	39.2%	36.1%	42.9%	27.3%	29.1%	34.0%	
Ph.D. or Ed.D.	28.2%	31.8%	30.1%	23.1%	27.7%	24.5%	30.7%	34.5%	34.0%	
M.D., D.O., D.D.S., D.V.M.	19.8%	9.4%	7.0%	15.4%	3.0%	3.1%	22.0%	13.8%	9.8%	
J.D. (Law)	13.7%	6.9%	4.7%	13.1%	3.9%	3.2%	14.0%	8.8%	5.8%	
B.D. or M.DIV. (Divinity)	0.3%	0.2%	0.5%	0.8%	0.0%	0.4%	0.0%	0.4%	0.5%	
Other	0.8%	2.0%	1.7%	0.8%	3.8%	2.2%	0.8%	0.8%	1.3%	
Your probable career occupation (aggregated)										
Artist	9.4%	12.7%	8.3%	10.2%	15.1%	8.8%	9.0%	11.3%	8.0%	
Business	13.5%	14.8%	14.4%	18.6%	16.1%	17.5%	11.1%	13.9%	12.4%	
Business (clerical)	0.8%	0.3%	0.6%	0.8%	0.0%	0.6%	0.8%	0.5%	0.6%	
Clergy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	
College teacher	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	
Doctor (MD or DDS)	18.5%	8.8%	5.7%	12.7%	5.3%	3.4%	21.3%	10.9%	7.2%	
Education (secondary)	1.1%	2.2%	2.3%	1.7%	3.5%	2.9%	0.8%	1.5%	1.9%	
Education (elementary)	0.6%	1.9%	2.5%	0.8%	0.4%	0.8%	0.4%	2.7%	3.6%	
Engineer	5.8%	3.1%	7.1%	11.9%	5.2%	13.5%	2.9%	1.9%	2.8%	
Farmer or forester	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%	0.0%	0.1%	0.1%	
Health professional	5.5%	6.5%	7.9%	5.1%	4.6%	6.2%	5.7%	7.6%	9.0%	
Homemaker (full-time)	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	
Lawyer	12.2%	8.0%	5.0%	7.6%	6.4%	3.7%	14.3%	8.9%	5.9%	
Military (career)	0.3%	1.0%	1.0%	0.8%	2.5%	1.8%	0.0%	0.1%	0.5%	
Nurse	1.9%	4.3%	8.4%	1.7%	1.5%	1.7%	2.0%	6.0%	12.9%	
Research scientist	2.2%	1.4%	0.9%	1.7%	1.6%	0.8%	2.5%	1.3%	1.0%	
Social/welfare/recreation worker	0.6%	1.5%	3.1%	0.0%	0.4%	1.6%	0.8%	2.1%	4.1%	
Skilled worker	0.0%	0.9%	0.4%	0.0%	1.5%	0.6%	0.0%	0.4%	0.3%	
Semi-skilled worker	0.0%	0.6%	0.3%	0.0%	0.4%	0.1%	0.0%	0.7%	0.4%	
Unskilled worker	0.3%	0.8%	0.3%	0.0%	1.5%	0.5%	0.4%	0.3%	0.2%	
Unemployed	3.3%	2.2%	3.2%	4.2%	1.2%	2.4%	2.9%	2.9%	3.7%	
Other	17.4%	21.5%	20.7%	16.1%	23.2%	22.5%	18.0%	20.5%	19.5%	
Undecided	6.6%	7.3%	7.5%	5.9%	9.4%	10.1%	7.0%	6.0%	5.8%	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Your father's occupation (aggregated)										
Artist	1.4%	2.1%	1.3%	0.8%	2.5%	1.4%	1.6%	1.9%	1.3%	
Business	13.9%	14.6%	13.8%	13.8%	13.9%	14.4%	14.0%	15.0%	13.4%	
Business (clerical)	0.8%	1.2%	1.1%	2.4%	1.2%	0.9%	0.0%	1.2%	1.3%	
Clergy	1.1%	2.8%	1.3%	1.6%	4.3%	1.7%	0.8%	1.9%	1.1%	
College teacher	0.8%	0.5%	0.4%	0.0%	0.9%	0.8%	1.2%	0.3%	0.1%	
Doctor (MD or DDS)	4.4%	0.9%	0.5%	6.5%	0.0%	0.1%	3.3%	1.4%	0.8%	
Education (secondary)	4.4%	1.4%	1.4%	4.9%	0.8%	1.4%	4.1%	1.9%	1.3%	
Education (elementary)	1.1%	0.3%	0.6%	1.6%	0.0%	0.8%	0.8%	0.4%	0.5%	
Engineer	5.5%	6.5%	6.1%	8.9%	9.4%	7.4%	3.7%	4.6%	5.2%	
Farmer or forester	0.3%	0.9%	0.5%	0.0%	2.1%	0.8%	0.4%	0.1%	0.3%	
Health professional	0.5%	1.6%	1.3%	0.0%	1.2%	0.9%	0.8%	1.9%	1.5%	
Homemaker (full-time)	0.3%	0.7%	0.5%	0.0%	0.8%	0.8%	0.4%	0.6%	0.4%	
Lawyer	2.7%	1.0%	0.6%	3.3%	0.8%	0.6%	2.5%	1.2%	0.5%	
Military (career)	4.1%	5.0%	4.3%	4.9%	5.1%	4.7%	3.7%	4.9%	4.0%	
Nurse	0.5%	0.6%	0.9%	0.0%	0.9%	0.9%	0.8%	0.4%	0.8%	
Research scientist	0.5%	0.4%	0.2%	0.0%	0.4%	0.1%	0.8%	0.4%	0.2%	
Social/welfare/recreation worker	1.9%	0.9%	1.0%	1.6%	0.8%	1.1%	2.1%	0.9%	0.9%	
Skilled worker	5.7%	6.4%	5.8%	3.3%	6.4%	6.8%	7.0%	6.4%	5.1%	
Semi-skilled worker	4.1%	3.3%	3.9%	4.1%	2.1%	3.7%	4.1%	4.1%	4.0%	
Unskilled worker	3.6%	2.8%	4.1%	1.6%	2.0%	4.0%	4.5%	3.3%	4.1%	
Unemployed	9.0%	13.5%	12.6%	4.9%	15.3%	12.1%	11.1%	12.4%	12.9%	
Other	33.3%	32.7%	38.0%	35.8%	29.1%	34.4%	32.1%	35.0%	40.3%	



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

2012 CIRP Freshman Survey

First-time, Full-time Freshmen

Career Planning

CIRP Theme

Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Your mother's occupation (aggregated)										
Artist	1.8%	1.4%	0.9%	2.3%	1.2%	0.8%	1.6%	1.6%	0.9%	
Business	16.6%	17.2%	16.1%	20.3%	14.3%	15.0%	14.7%	19.0%	16.8%	
Business (clerical)	2.6%	3.9%	3.5%	3.1%	5.6%	3.4%	2.4%	2.8%	3.5%	
Clergy	0.3%	0.3%	0.3%	0.0%	0.4%	0.1%	0.4%	0.3%	0.4%	
College teacher	1.1%	0.4%	0.4%	1.6%	0.7%	0.4%	0.8%	0.2%	0.3%	
Doctor (MD or DDS)	3.2%	1.6%	0.8%	0.8%	1.5%	0.9%	4.4%	1.7%	0.8%	
Education (secondary)	4.2%	3.9%	3.8%	7.0%	2.2%	2.9%	2.8%	4.9%	4.3%	
Education (elementary)	7.7%	4.9%	5.2%	7.8%	5.3%	5.5%	7.6%	4.6%	5.0%	
Engineer	1.3%	0.4%	0.4%	2.3%	0.4%	0.4%	0.8%	0.3%	0.4%	
Farmer or forester	0.0%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.1%	0.0%	
Health professional	1.8%	2.1%	2.3%	3.1%	1.5%	2.3%	1.2%	2.5%	2.2%	
Homemaker (full-time)	2.9%	1.8%	1.4%	2.3%	1.5%	1.0%	3.2%	2.0%	1.7%	
Lawyer	1.6%	1.1%	0.8%	1.6%	0.7%	0.9%	1.6%	1.4%	0.8%	
Military (career)	0.3%	2.5%	1.4%	0.0%	4.6%	2.5%	0.4%	1.1%	0.7%	
Nurse	14.5%	8.0%	11.4%	11.7%	8.9%	12.7%	15.9%	7.4%	10.5%	
Research scientist	0.3%	0.2%	0.2%	0.8%	0.0%	0.2%	0.0%	0.3%	0.3%	
Social/welfare/recreation worker	4.0%	3.1%	3.8%	3.1%	2.7%	4.1%	4.4%	3.4%	3.6%	
Skilled worker	0.5%	2.7%	2.1%	0.0%	2.6%	2.2%	0.8%	2.7%	2.1%	
Semi-skilled worker	0.5%	2.6%	2.1%	0.8%	4.1%	3.2%	0.4%	1.6%	1.3%	
Unskilled worker	0.3%	1.6%	1.3%	0.0%	1.9%	1.4%	0.4%	1.4%	1.3%	
Unemployed	9.0%	11.0%	10.1%	3.9%	9.9%	8.4%	11.6%	11.8%	11.3%	
Other	25.6%	29.2%	31.7%	27.3%	29.9%	31.4%	24.7%	28.8%	31.9%	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In deciding to go to college, how important to you was each of the following reasons?										
To be able to get a better job										
Very important	92.2%	90.3%	92.7%	89.2%	86.8%	91.0%	93.7%	92.6%	94.0%	
Mean	2.90	2.88	2.91	2.87	2.82	2.89	2.92	2.92	2.93	
Standard deviation	0.36	0.40	0.33	0.40	0.49	0.38	0.34	0.31	0.29	
Significance	-			-			-			
Effect size	-	0.05	-0.03	-	0.10	-0.05	-	0.00	-0.03	
To gain a general education and appreciation of ideas										
Very important	82.2%	83.4%	83.0%	73.3%	79.1%	79.9%	86.6%	86.3%	85.2%	
Mean	2.81	2.82	2.82	2.72	2.76	2.77	2.86	2.86	2.84	
Standard deviation	0.42	0.43	0.42	0.48	0.50	0.48	0.37	0.37	0.38	
Significance	-			-			-			
Effect size	-	-0.02	-0.02	-	-0.08	-0.10	-	0.00	0.05	
To make me a more cultured person										
Very important	74.0%	70.5%	64.1%	62.6%	62.0%	58.1%	79.6%	76.2%	68.3%	
Mean	2.70	2.63	2.57	2.53	2.51	2.47	2.78	2.72	2.63	
Standard deviation	0.54	0.61	0.63	0.66	0.69	0.68	0.45	0.53	0.58	
Significance	-	*	***	-			-		***	
Effect size	-	0.11	0.21	-	0.03	0.09	-	0.11	0.26	
To be able to make more money										
Very important	84.6%	87.3%	90.4%	85.8%	85.8%	90.7%	84.0%	88.4%	90.1%	
Mean	2.81	2.85	2.89	2.84	2.82	2.89	2.80	2.86	2.89	
Standard deviation	0.47	0.42	0.36	0.41	0.46	0.37	0.49	0.39	0.35	
Significance	-		***	-			-	*	***	
Effect size	-	-0.10	-0.22	-	0.04	-0.14	-	-0.15	-0.26	
To learn more about things that interest me										
Very important	85.2%	87.0%	84.9%	80.8%	83.2%	82.9%	87.4%	89.6%	86.4%	
Mean	2.84	2.85	2.83	2.78	2.80	2.81	2.87	2.88	2.85	
Standard deviation	0.38	0.42	0.42	0.47	0.48	0.44	0.33	0.36	0.40	
Significance	-			-			-			
Effect size	-	-0.02	0.02	-	-0.04	-0.07	-	-0.03	0.05	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
In deciding to go to college, how important to you was each of the following reasons?										
To get training for a specific career										
Very important	84.5%	86.3%	87.6%	84.0%	88.0%	86.3%	84.7%	85.2%	88.5%	
Mean	2.83	2.84	2.86	2.83	2.86	2.85	2.84	2.83	2.87	
Standard deviation	0.40	0.42	0.38	0.40	0.41	0.40	0.40	0.42	0.37	
Significance	-			-			-			
Effect size	-	-0.02	-0.08	-	-0.07	-0.05	-	0.02	-0.08	
To prepare myself for graduate or professional school										
Very important	81.4%	78.0%	78.2%	73.6%	68.2%	69.4%	85.1%	84.6%	84.4%	
Mean	2.79	2.72	2.73	2.72	2.60	2.61	2.83	2.81	2.81	
Standard deviation	0.46	0.56	0.55	0.48	0.64	0.63	0.44	0.48	0.46	
Significance	-	*	*	-			-			
Effect size	-	0.13	0.11	-	0.19	0.17	-	0.04	0.04	
How important was each reason in your decision to come here?										
This college's graduates gain admission to top graduate/professional schools										College Reputation Orientation
Very important	61.0%	40.5%	31.5%	44.5%	27.3%	24.5%	68.9%	49.5%	36.4%	
Mean	2.50	2.16	2.01	2.30	1.98	1.91	2.60	2.29	2.09	
Standard deviation	0.68	0.79	0.78	0.70	0.75	0.76	0.65	0.79	0.80	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.43	0.63	-	0.43	0.51	-	0.39	0.64	
This college's graduates get good jobs										College Reputation Orientation
Very important	77.4%	57.7%	49.6%	71.4%	43.5%	43.8%	80.1%	67.5%	53.7%	
Mean	2.73	2.42	2.32	2.63	2.20	2.23	2.78	2.58	2.38	
Standard deviation	0.54	0.74	0.76	0.64	0.79	0.77	0.48	0.66	0.74	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.42	0.54	-	0.54	0.52	-	0.30	0.54	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Your probable major (aggregated)										
Agriculture	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	
Biological & Life Sciences	19.8%	15.5%	11.5%	13.3%	8.6%	7.1%	23.0%	20.2%	14.5%	
Business	13.8%	15.3%	16.1%	16.4%	18.6%	21.0%	12.6%	13.0%	12.8%	
Education	1.0%	4.3%	6.2%	0.8%	5.0%	6.5%	1.1%	3.9%	6.1%	
Engineering	7.0%	4.1%	8.2%	14.1%	6.4%	15.4%	3.7%	2.5%	3.3%	
English	1.8%	2.4%	1.1%	1.6%	2.3%	1.0%	1.9%	2.4%	1.3%	
Health Professions	5.3%	8.5%	13.8%	5.5%	7.7%	7.6%	5.2%	9.1%	18.0%	
History or Political Science	9.0%	5.5%	3.1%	8.6%	4.6%	2.4%	9.3%	6.1%	3.6%	
Arts & Humanities	13.3%	11.6%	8.5%	10.9%	13.3%	8.5%	14.4%	10.4%	8.5%	
Fine Arts	4.3%	6.5%	4.1%	7.0%	10.0%	6.0%	3.0%	4.1%	2.7%	
Mathematics or Computer Science	2.0%	4.8%	4.2%	5.5%	10.0%	7.5%	0.4%	1.2%	1.9%	
Physical Science	4.5%	1.0%	1.5%	6.3%	0.6%	1.2%	3.7%	1.3%	1.6%	
Social Science	11.6%	14.5%	12.6%	6.3%	8.0%	6.8%	14.1%	18.9%	16.6%	
Justice and Security	0.8%	1.9%	3.8%	0.8%	1.6%	3.6%	0.7%	2.1%	3.9%	
Library Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other Non-technical	2.0%	2.0%	2.4%	1.6%	2.2%	2.9%	2.2%	1.9%	2.1%	
Undecided	3.8%	2.1%	2.8%	1.6%	1.0%	2.5%	4.8%	2.8%	3.0%	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the importance to you personally or each of the following:										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)										
Essential / Very important	22.4%	35.2%	31.8%	26.0%	38.5%	31.9%	20.8%	33.0%	31.6%	
Mean	1.80	2.15	2.04	1.89	2.22	2.01	1.76	2.10	2.06	
Standard deviation	1.06	1.15	1.12	1.14	1.18	1.13	1.01	1.13	1.12	
Significance	-	***	***	-	*		-	***	***	
Effect size	-	-0.30	-0.21	-	-0.28	-0.11	-	-0.30	-0.27	
Becoming an authority in my field										
Essential / Very important	76.1%	76.9%	73.3%	75.4%	74.3%	71.6%	76.5%	78.7%	74.5%	
Mean	3.17	3.13	3.04	3.15	3.10	3.00	3.18	3.15	3.07	
Standard deviation	0.88	0.89	0.91	0.86	0.93	0.93	0.90	0.86	0.90	
Significance	-		**	-			-			
Effect size	-	0.04	0.14	-	0.05	0.16	-	0.03	0.12	
Being very well off financially										
Essential / Very important	91.1%	89.8%	88.6%	89.3%	88.8%	87.0%	92.1%	90.6%	89.8%	
Mean	3.61	3.54	3.49	3.56	3.51	3.45	3.63	3.56	3.52	
Standard deviation	0.67	0.70	0.73	0.70	0.72	0.75	0.65	0.69	0.72	
Significance	-		**	-			-		*	
Effect size	-	0.10	0.16	-	0.07	0.15	-	0.10	0.15	
Making a theoretical contribution to science										
Essential / Very important	30.7%	35.2%	34.4%	35.3%	39.3%	37.2%	28.5%	32.5%	32.5%	
Mean	2.08	2.18	2.17	2.17	2.29	2.23	2.03	2.11	2.13	
Standard deviation	1.05	1.05	1.04	1.04	1.04	1.03	1.06	1.05	1.05	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.12	-0.06	-	-0.08	-0.10	
Becoming successful in a business of my own										
Essential / Very important	73.3%	69.5%	69.4%	74.6%	68.4%	70.9%	72.6%	70.3%	68.3%	
Mean	4.01	3.98	3.98	4.04	3.96	4.02	4.00	3.99	3.96	
Standard deviation	0.85	0.89	0.89	0.87	0.90	0.89	0.84	0.89	0.89	
Significance	-			-			-			
Effect size	-	0.03	0.03	-	0.09	0.02	-	0.01	0.04	



Career Planning - These items relate to career plans and preparation for future careers.

See also CIRP Construct: College Reputation Orientation.

Howard University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
What is your best guess as to the chances that you will:										
Change major field										
Very good chance	10.2%	10.2%	9.8%	10.0%	10.9%	10.6%	10.2%	9.7%	9.3%	
Mean	2.15	2.16	2.10	2.12	2.20	2.16	2.17	2.13	2.06	
Standard deviation	0.95	0.98	0.97	0.96	1.00	0.98	0.94	0.96	0.97	
Significance	-			-			-			
Effect size	-	-0.01	0.05	-	-0.08	-0.04	-	0.04	0.11	
Change career choice										
Very good chance	10.0%	9.2%	8.2%	6.2%	9.8%	8.3%	11.9%	8.8%	8.2%	
Mean	2.28	2.21	2.13	2.24	2.24	2.16	2.30	2.19	2.11	
Standard deviation	0.95	0.97	0.95	0.91	0.97	0.94	0.98	0.96	0.96	
Significance	-		**	-			-		**	
Effect size	-	0.07	0.16	-	0.00	0.09	-	0.11	0.20	