



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

2010 CIRP Freshman Survey

CIRP Theme Reports

First-time, Full-time Freshmen

Howard University

comparison group 1: Private Universities-medium selectivity
comparison group 2: Private Universities



CIRP Theme Reports

How to Read the CIRP Theme Reports

a. College Choice

b. Financing College

c. Academic Disengagement

d. Academic Preparation

e. Interaction with Teachers

f. Active and Collaborative Learning

g. Academic Enhancement Experiences

h. Written and Oral Communication

i. Leadership

j. Civic Engagement

k. Diversity

l. Health and Wellness

m. Spirituality/Religiosity

n. Career Planning

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2010 CIRP Freshman Survey

CIRP Theme Reports



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 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 as defined as those respondents who first entered college in 2010 and are currently enrolled full-time.

How to Read the CIRP Freshman Survey Report
CIRP Theme

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.



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	
To how many colleges other than this one did you apply for admission this year?										
None	3.4%	5.3%	8.6%	4.8%	5.4%	9.3%	2.5%	5.2%	8.0%	
One	6.8%	5.6%	5.7%	8.2%	5.9%	6.1%	5.9%	5.3%	5.4%	
Two	9.1%	8.6%	6.7%	6.1%	9.4%	6.7%	11.0%	8.1%	6.8%	
Three	15.1%	12.8%	9.5%	15.0%	14.0%	10.0%	15.2%	11.9%	9.1%	
Four	15.6%	14.1%	10.7%	17.7%	14.4%	10.9%	14.3%	14.0%	10.5%	
Five	13.3%	13.1%	10.5%	18.4%	13.3%	10.5%	10.1%	12.9%	10.6%	
Six	7.8%	12.0%	10.4%	5.4%	12.1%	10.1%	9.3%	11.9%	10.6%	
Seven to ten	19.3%	22.8%	27.2%	15.0%	20.7%	26.1%	21.9%	24.4%	28.2%	
Eleven or more	9.6%	5.7%	10.6%	9.5%	4.7%	10.4%	9.7%	6.4%	10.9%	
Were you accepted by your first choice college?										
Yes	85.7%	76.3%	69.5%	87.7%	74.9%	67.2%	84.4%	77.4%	71.6%	
Is this college your:										
First choice	62.7%	54.4%	57.7%	65.1%	54.5%	57.4%	61.2%	54.4%	58.0%	
Second choice	24.3%	28.8%	25.3%	21.2%	28.9%	24.8%	26.2%	28.7%	25.7%	
Third choice	7.0%	11.0%	10.5%	7.5%	11.1%	10.8%	6.8%	10.8%	10.2%	
Less than third choice	6.0%	5.8%	6.5%	6.2%	5.4%	7.0%	5.9%	6.1%	6.1%	
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	93.8%	87.5%	84.0%	93.3%	86.8%	83.7%	94.0%	88.0%	84.3%	
Mean	2.93	2.86	2.82	2.93	2.85	2.82	2.93	2.87	2.83	
Standard deviation	0.27	0.38	0.42	0.25	0.41	0.44	0.28	0.37	0.41	
Significance	-	***	***	-	*	**	-	*	***	
Effect size	-	0.18	0.26	-	0.20	0.25	-	0.16	0.24	



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	78.7%	73.8%	78.4%	77.6%	67.4%	74.8%	79.4%	78.4%	81.6%	
Mean	2.77	2.72	2.77	2.75	2.65	2.73	2.78	2.77	2.81	
Standard deviation	0.47	0.48	0.45	0.50	0.52	0.48	0.46	0.44	0.42	
Significance	-			-	*		-			
Effect size	-	0.10	0.00	-	0.19	0.04	-	0.02	-0.07	
To make me more cultured person										
Very important	70.6%	52.8%	61.3%	63.4%	45.3%	55.1%	74.7%	58.3%	66.8%	
Mean	2.66	2.44	2.55	2.55	2.33	2.46	2.72	2.52	2.62	
Standard deviation	0.56	0.65	0.62	0.64	0.68	0.65	0.50	0.61	0.57	
Significance	-	***	***	-	***		-	***	**	
Effect size	-	0.34	0.18	-	0.32	0.14	-	0.33	0.18	
To be able to make more money										
Very important	85.2%	76.0%	67.4%	91.8%	77.8%	70.7%	81.4%	74.8%	64.6%	
Mean	2.84	2.73	2.63	2.92	2.75	2.67	2.79	2.72	2.60	
Standard deviation	0.40	0.50	0.57	0.28	0.50	0.55	0.46	0.51	0.58	
Significance	-	***	***	-	***	***	-	*	***	
Effect size	-	0.22	0.37	-	0.34	0.45	-	0.14	0.33	
To learn more about things that interest me										
Very important	83.4%	82.5%	86.1%	82.8%	77.4%	83.6%	83.8%	86.2%	88.3%	
Mean	2.82	2.81	2.85	2.81	2.76	2.82	2.82	2.86	2.88	
Standard deviation	0.43	0.42	0.38	0.45	0.47	0.41	0.41	0.37	0.34	
Significance	-			-			-		**	
Effect size	-	0.02	-0.08	-	0.11	-0.02	-	-0.11	-0.18	
To get training for a specific career										
Very important	86.1%	82.0%	72.2%	85.1%	78.6%	69.6%	86.7%	84.5%	74.5%	
Mean	2.84	2.80	2.68	2.84	2.76	2.65	2.85	2.83	2.70	
Standard deviation	0.41	0.45	0.56	0.38	0.49	0.57	0.42	0.42	0.54	
Significance	-		***	-		***	-		***	
Effect size	-	0.09	0.29	-	0.16	0.33	-	0.05	0.28	



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 prepare myself for graduate or professional school										
Very important	79.5%	65.1%	64.7%	78.2%	61.6%	62.1%	80.2%	67.6%	67.1%	
Mean	2.74	2.55	2.56	2.73	2.51	2.53	2.74	2.59	2.59	
Standard deviation	0.56	0.67	0.64	0.55	0.68	0.65	0.56	0.65	0.63	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.28	0.28	-	0.32	0.31	-	0.23	0.24	
How important was each reason in your decision to come here?										
My parents wanted me to come here										
Very important	16.5%	16.5%	13.8%	25.2%	14.2%	12.9%	11.5%	18.1%	14.6%	
Mean	1.70	1.76	1.69	1.91	1.72	1.65	1.58	1.78	1.72	
Standard deviation	0.74	0.72	0.70	0.77	0.70	0.70	0.69	0.73	0.70	
Significance	-			-	**	***	-	***	**	
Effect size	-	-0.08	0.01	-	0.27	0.37	-	-0.27	-0.20	
My relatives wanted me to come here										
Very important	8.4%	6.5%	5.3%	15.6%	7.0%	5.7%	4.3%	6.2%	4.9%	
Mean	1.46	1.37	1.33	1.66	1.40	1.35	1.35	1.36	1.31	
Standard deviation	0.65	0.60	0.57	0.73	0.62	0.58	0.56	0.59	0.56	
Significance	-	**	***	-	***	***	-			
Effect size	-	0.15	0.23	-	0.42	0.53	-	-0.02	0.07	
My teacher advised me										
Very important	5.7%	5.6%	5.5%	10.4%	5.8%	5.9%	3.0%	5.6%	5.1%	
Mean	1.34	1.42	1.39	1.47	1.43	1.39	1.26	1.40	1.38	
Standard deviation	0.58	0.60	0.59	0.68	0.60	0.60	0.51	0.59	0.58	
Significance	-	*		-			-	***	**	
Effect size	-	-0.13	-0.08	-	0.07	0.13	-	-0.24	-0.21	



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First-time, Full-time Freshmen

College Choice

CIRP Theme

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?										
This college has a very good academic reputation										College Reputation Orientation
Very important	81.9%	62.7%	75.0%	79.4%	56.9%	73.0%	83.3%	66.9%	76.8%	
Mean	2.81	2.58	2.73	2.78	2.51	2.70	2.83	2.63	2.75	
Standard deviation	0.41	0.58	0.50	0.45	0.61	0.52	0.39	0.55	0.48	
Significance	-	***	**	-	***		-	***	*	
Effect size	-	0.40	0.16	-	0.44	0.15	-	0.36	0.17	
This college has a good reputation for its social activities										
Very important	61.2%	42.9%	40.2%	64.0%	40.5%	40.1%	59.7%	44.7%	40.3%	
Mean	2.49	2.28	2.24	2.50	2.25	2.24	2.48	2.31	2.24	
Standard deviation	0.70	0.70	0.71	0.73	0.71	0.71	0.69	0.70	0.71	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.30	0.35	-	0.35	0.37	-	0.24	0.34	
I was offered financial assistance										
Very important	45.9%	58.9%	50.1%	41.5%	57.1%	47.3%	48.5%	60.3%	52.6%	
Mean	2.15	2.43	2.22	2.10	2.41	2.17	2.17	2.44	2.26	
Standard deviation	0.87	0.75	0.86	0.85	0.75	0.86	0.88	0.76	0.85	
Significance	-	***		-	***		-	***		
Effect size	-	-0.37	-0.08	-	-0.41	-0.08	-	-0.36	-0.11	
The cost of attending this college										
Very important	30.2%	36.2%	28.9%	30.1%	33.9%	26.5%	30.3%	37.9%	31.0%	
Mean	1.92	2.09	1.90	1.89	2.08	1.86	1.93	2.10	1.94	
Standard deviation	0.83	0.79	0.82	0.84	0.77	0.81	0.82	0.80	0.82	
Significance	-	***		-	**		-	**		
Effect size	-	-0.22	0.02	-	-0.25	0.04	-	-0.21	-0.01	
High school counselor advised me										
Very important	8.7%	10.6%	9.4%	11.1%	11.6%	9.9%	7.3%	9.9%	8.9%	
Mean	1.39	1.54	1.50	1.44	1.58	1.51	1.37	1.52	1.48	
Standard deviation	0.64	0.68	0.66	0.69	0.69	0.67	0.62	0.67	0.65	
Significance	-	***	**	-	*		-	***	*	
Effect size	-	-0.22	-0.17	-	-0.20	-0.10	-	-0.22	-0.17	



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	3.8%	4.8%	4.3%	6.7%	5.1%	4.9%	2.1%	4.6%	3.8%	
Mean	1.19	1.28	1.23	1.26	1.31	1.25	1.14	1.25	1.22	
Standard deviation	0.48	0.54	0.52	0.57	0.56	0.54	0.41	0.53	0.50	
Significance	-	**		-			-	**	*	
Effect size	-	-0.17	-0.08	-	-0.09	0.02	-	-0.21	-0.16	
I wanted to live near home										
Very important	5.9%	28.2%	13.9%	9.6%	28.4%	12.6%	3.8%	28.1%	15.0%	
Mean	1.25	1.87	1.51	1.31	1.90	1.49	1.21	1.85	1.53	
Standard deviation	0.55	0.82	0.73	0.64	0.81	0.71	0.50	0.83	0.74	
Significance	0.91	***	***	-	***	**	-	***	***	
Effect size	-	-0.76	-0.36	-	-0.73	-0.25	-	-0.77	-0.43	
Not offered aid by first choice										
Very important	11.4%	11.7%	8.3%	8.8%	10.8%	7.7%	12.9%	12.4%	8.8%	
Mean	1.35	1.42	1.29	1.32	1.42	1.28	1.37	1.41	1.29	
Standard deviation	0.68	0.69	0.61	0.63	0.68	0.60	0.70	0.70	0.62	
Significance	-			-			-			
Effect size	-	-0.10	0.10	-	-0.15	0.07	-	-0.06	0.13	
Could not afford first choice										
Very important	12.2%	12.7%	8.3%	11.9%	11.3%	7.2%	12.4%	13.8%	9.3%	
Mean	1.37	1.38	1.26	1.38	1.37	1.24	1.36	1.40	1.28	
Standard deviation	0.69	0.70	0.60	0.69	0.68	0.57	0.69	0.72	0.62	
Significance	-		***	-		**	-			
Effect size	-	-0.01	0.18	-	0.01	0.25	-	-0.06	0.13	
This college's graduates gain admission to top graduate/professional schools										
Very important	56.7%	35.2%	44.8%	54.1%	31.1%	42.0%	58.2%	38.2%	47.4%	College Reputation Orientation
Mean	2.41	2.12	2.27	2.41	2.07	2.23	2.41	2.16	2.30	
Standard deviation	0.74	0.75	0.75	0.72	0.74	0.75	0.76	0.76	0.74	
Significance	-	***	***	-	***	**	-	***	*	
Effect size	-	0.39	0.19	-	0.46	0.24	-	0.33	0.15	



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

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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	
How important was each reason in your decision to come here?										
This college's graduates get good jobs										College Reputation Orientation
Very important	73.6%	57.9%	64.5%	69.9%	52.4%	62.1%	75.7%	61.9%	66.7%	
Mean	2.66	2.48	2.57	2.61	2.41	2.54	2.70	2.53	2.60	
Standard deviation	0.61	0.67	0.62	0.65	0.69	0.64	0.58	0.65	0.61	
Significance	-	***	**	-	**	-	-	***	*	
Effect size	-	0.27	0.15	-	0.29	0.11	-	0.26	0.16	
I was attracted by the religious affiliation/orientation of the college										
Very important	8.4%	11.2%	9.4%	10.3%	8.2%	7.7%	7.3%	13.4%	10.8%	
Mean	1.42	1.51	1.39	1.46	1.46	1.36	1.41	1.55	1.42	
Standard deviation	0.64	0.69	0.65	0.68	0.64	0.62	0.62	0.72	0.68	
Significance	-	*	-	-	-	-	-	**	-	
Effect size	-	-0.13	0.05	-	0.00	0.16	-	-0.19	-0.01	
I wanted to go to a school about the size of this college										
Very important	28.7%	40.4%	38.4%	28.7%	34.1%	33.2%	28.8%	45.0%	43.1%	
Mean	1.96	2.19	2.19	1.94	2.11	2.11	1.97	2.25	2.25	
Standard deviation	0.78	0.76	0.74	0.80	0.75	0.73	0.78	0.77	0.74	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	-0.30	-0.31	-	-0.23	-0.23	-	-0.36	-0.38	
Rankings in national magazines										
Very important	33.3%	17.0%	28.8%	28.7%	16.9%	29.2%	36.1%	17.0%	28.4%	
Mean	2.00	1.73	2.00	1.93	1.75	2.01	2.04	1.71	1.98	
Standard deviation	0.82	0.73	0.76	0.80	0.72	0.75	0.83	0.74	0.77	
Significance	-	***	-	-	**	-	-	***	-	
Effect size	-	0.37	0.00	-	0.25	-0.11	-	0.45	0.08	
Information from a website										
Very important	32.1%	20.3%	23.6%	27.6%	15.8%	20.5%	34.8%	23.6%	26.3%	
Mean	2.02	1.85	1.93	1.93	1.78	1.87	2.07	1.91	1.98	
Standard deviation	0.79	0.73	0.73	0.79	0.70	0.72	0.79	0.75	0.74	
Significance	-	***	*	-	*	-	-	**	-	
Effect size	-	0.23	0.12	-	0.21	0.08	-	0.21	0.12	



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?										
I was admitted through an Early Action or Early Decision program										
Very important	25.9%	15.1%	23.3%	20.6%	12.9%	22.2%	29.1%	16.8%	24.3%	
Mean	1.68	1.50	1.61	1.63	1.48	1.60	1.71	1.52	1.62	
Standard deviation	0.86	0.74	0.84	0.81	0.71	0.83	0.89	0.76	0.85	
Significance	-	***		-	*		-	***		
Effect size	-	0.24	0.08	-	0.21	0.04	-	0.25	0.11	
The athletic department recruited me										
Very important	3.5%	6.4%	5.7%	5.1%	7.5%	6.4%	2.6%	5.7%	5.0%	
Mean	1.12	1.21	1.18	1.17	1.27	1.21	1.09	1.17	1.14	
Standard deviation	0.42	0.54	0.51	0.50	0.59	0.54	0.37	0.50	0.47	
Significance	-	**	*	-			-	*		
Effect size	-	-0.17	-0.12	-	-0.17	-0.07	-	-0.16	-0.11	
How important was each reason in your decision to come here?										
A visit to campus										
Very important	44.2%	40.8%	45.6%	43.4%	32.8%	39.5%	44.7%	46.5%	51.1%	
Mean	2.18	2.18	2.27	2.15	2.07	2.20	2.19	2.26	2.34	
Standard deviation	0.82	0.78	0.75	0.84	0.76	0.75	0.82	0.78	0.75	
Significance	-		*	-			-		**	
Effect size	-	0.00	-0.12	-	0.11	-0.07	-	-0.09	-0.20	
Ability to take online courses										
Very important	4.9%	3.1%	1.9%	6.7%	3.3%	2.3%	3.8%	2.9%	1.6%	
Mean	1.17	1.21	1.13	1.22	1.24	1.15	1.14	1.19	1.11	
Standard deviation	0.49	0.48	0.39	0.56	0.50	0.42	0.45	0.46	0.37	
Significance	-			-			-			
Effect size	-	-0.08	0.10	-	-0.04	0.17	-	-0.11	0.08	



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	21.9%	23.5%	16.6%	21.3%	19.6%	13.9%	22.2%	26.3%	19.0%	
Agree somewhat	38.9%	40.3%	35.6%	44.1%	41.4%	34.3%	35.9%	39.4%	36.8%	
Disagree somewhat	20.3%	21.1%	24.2%	17.6%	21.7%	25.2%	21.8%	20.6%	23.3%	
Disagree strongly	18.9%	15.2%	23.6%	16.9%	17.3%	26.6%	20.1%	13.6%	20.9%	
Mean	2.64	2.72	2.45	2.70	2.63	2.36	2.60	2.78	2.54	
Standard deviation	1.02	0.99	1.03	0.99	0.99	1.02	1.04	0.98	1.02	
Significance	-		***	-		***	-	**		
Effect size	-	-0.08	0.18	-	0.07	0.33	-	-0.18	0.06	



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

Howard University	Total			Men			Women		
	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	26.1%	16.3%	11.3%	27.0%	18.0%	11.7%	25.5%	15.1%	10.9%
Less than \$1,000	17.6%	7.6%	5.5%	13.5%	6.5%	4.8%	20.1%	8.4%	6.1%
\$1,000 - \$2,999	14.0%	12.1%	7.8%	15.5%	11.9%	7.4%	13.0%	12.3%	8.2%
\$3,000 - \$5,999	14.2%	12.3%	8.6%	12.8%	12.1%	8.0%	15.1%	12.5%	9.1%
\$6,000 - \$9,999	9.6%	10.3%	8.7%	10.8%	10.1%	8.3%	8.8%	10.4%	9.0%
\$10,000 +	18.6%	41.3%	58.2%	20.3%	41.4%	59.8%	17.6%	41.3%	56.8%
My own resources (savings from work, work-study, other income)									
None	52.7%	40.9%	37.0%	53.4%	42.4%	38.0%	52.3%	39.8%	36.1%
Less than \$1,000	27.4%	23.3%	22.7%	22.3%	21.3%	21.3%	30.5%	24.8%	24.0%
\$1,000 - \$2,999	12.7%	20.8%	24.5%	12.8%	21.2%	24.6%	12.6%	20.5%	24.5%
\$3,000 - \$5,999	3.9%	9.0%	9.4%	6.1%	9.2%	9.5%	2.5%	8.8%	9.3%
\$6,000 - \$9,999	1.3%	2.6%	2.7%	1.4%	2.1%	2.6%	1.3%	3.0%	2.8%
\$10,000 +	2.1%	3.4%	3.7%	4.1%	3.8%	4.0%	0.8%	3.1%	3.4%
Aid which need not be repaid (grants, scholarships, military funding, etc.)									
None	19.6%	20.8%	26.2%	23.0%	21.7%	28.3%	17.6%	20.1%	24.4%
Less than \$1,000	4.1%	3.0%	3.1%	4.7%	2.9%	3.1%	3.8%	3.1%	3.1%
\$1,000 - \$2,999	14.5%	6.1%	6.1%	18.9%	4.6%	5.7%	11.7%	7.2%	6.5%
\$3,000 - \$5,999	15.5%	7.9%	6.8%	12.8%	7.3%	6.5%	17.2%	8.4%	7.0%
\$6,000 - \$9,999	7.8%	13.0%	8.3%	7.4%	12.7%	7.8%	7.9%	13.3%	8.6%
\$10,000 +	38.5%	49.1%	49.5%	33.1%	50.7%	48.5%	41.8%	47.9%	50.3%
Aid which must be repaid (loans, etc.)									
None	36.7%	41.4%	49.7%	31.1%	44.4%	52.1%	40.2%	39.2%	47.5%
Less than \$1,000	4.1%	2.6%	2.6%	4.1%	2.6%	2.6%	4.2%	2.6%	2.5%
\$1,000 - \$2,999	8.0%	7.1%	6.7%	5.4%	7.5%	6.8%	9.6%	6.9%	6.7%
\$3,000 - \$5,999	11.1%	15.3%	14.5%	11.5%	14.1%	13.6%	10.9%	16.2%	15.4%
\$6,000 - \$9,999	10.6%	10.8%	8.7%	12.2%	10.0%	8.2%	9.6%	11.4%	9.1%
\$10,000 +	29.5%	22.7%	17.8%	35.8%	21.4%	16.7%	25.5%	23.7%	18.7%



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

Howard University	Total			Men			Women		
	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	90.7%	92.3%	92.9%	89.9%	92.1%	92.6%	91.2%	92.5%	93.2%
Less than \$1,000	4.1%	2.0%	1.9%	4.7%	2.6%	2.2%	3.8%	1.6%	1.7%
\$1,000 - \$2,999	1.6%	1.4%	1.4%	2.0%	0.9%	1.4%	1.3%	1.7%	1.4%
\$3,000 - \$5,999	0.8%	1.1%	1.0%	0.7%	1.3%	1.1%	0.8%	1.0%	0.9%
\$6,000 - \$9,999	1.6%	1.1%	0.8%	0.7%	0.9%	0.8%	2.1%	1.2%	0.8%
\$10,000 +	1.3%	2.1%	2.0%	2.0%	2.2%	1.9%	0.8%	2.0%	2.1%
What is your best estimate of your parents' income?									
Less than \$10,000	4.3%	3.9%	2.6%	3.1%	2.7%	2.3%	5.1%	4.8%	3.0%
\$10,000 to \$14,999	5.5%	3.3%	1.8%	3.8%	2.3%	1.4%	6.5%	4.1%	2.3%
\$15,000 to \$19,999	2.6%	3.4%	1.8%	3.8%	3.2%	1.4%	1.8%	3.5%	2.2%
\$20,000 to \$24,999	4.6%	3.8%	2.3%	2.3%	3.6%	2.2%	6.0%	4.0%	2.4%
\$25,000 to \$29,999	3.7%	3.7%	2.2%	1.5%	3.3%	1.9%	5.1%	3.9%	2.5%
\$30,000 to \$39,999	9.2%	5.5%	4.0%	5.4%	5.0%	3.5%	11.5%	5.9%	4.4%
\$40,000 to \$49,999	11.0%	7.3%	5.2%	10.8%	6.8%	4.6%	11.1%	7.7%	5.7%
\$50,000 to \$59,999	7.5%	8.1%	6.1%	9.2%	8.0%	5.8%	6.5%	8.2%	6.3%
\$60,000 to \$74,999	12.1%	8.3%	7.7%	12.3%	8.1%	7.2%	12.0%	8.5%	8.2%
\$75,000 to \$99,999	9.8%	11.7%	11.8%	13.1%	13.5%	12.2%	7.8%	10.4%	11.4%
\$100,000 to \$149,999	16.7%	16.8%	18.9%	20.8%	18.3%	19.5%	14.3%	15.7%	18.3%
\$150,000 to \$199,999	6.3%	8.7%	10.4%	7.7%	9.5%	10.7%	5.5%	8.1%	10.1%
\$200,000 to \$249,999	3.7%	4.7%	7.7%	3.1%	5.0%	8.3%	4.1%	4.5%	7.2%
\$250,000 or more	2.9%	10.8%	17.5%	3.1%	10.9%	18.9%	2.8%	10.7%	16.1%
Do you have any concern about your ability to finance your college education?									
None (I am confident that I will have sufficient funds)	31.2%	31.3%	36.6%	33.3%	38.6%	41.8%	29.9%	26.0%	31.9%
Some (but I probably will have enough funds)	49.1%	53.8%	52.2%	45.4%	50.2%	49.5%	51.3%	56.5%	54.7%
Major (not sure I will have enough funds to complete college)	19.7%	14.9%	11.2%	21.3%	11.2%	8.7%	18.8%	17.5%	13.4%



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

Howard University	Total			Men			Women		
	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	68.6%	84.0%	71.7%	68.2%	84.3%	69.9%	68.9%	83.8%	73.2%
Mean	2.15	2.43	2.22	2.10	2.41	2.17	2.17	2.44	2.26
Standard deviation	0.87	0.75	0.86	0.85	0.75	0.86	0.88	0.76	0.85
Significance	-	***		-	***		-	***	
Effect size	-	-0.37	-0.08	-	-0.41	-0.08	-	-0.36	-0.11
The cost of attending this college									
Very important / Somewhat important	61.3%	73.0%	61.3%	58.8%	73.9%	59.6%	62.8%	72.4%	62.7%
Mean	1.92	2.09	1.90	1.89	2.08	1.86	1.93	2.10	1.94
Standard deviation	0.83	0.79	0.82	0.84	0.77	0.81	0.82	0.80	0.82
Significance	-	***		-	**		-	**	
Effect size	-	-0.22	0.02	-	-0.25	0.04	-	-0.21	-0.01
Not offered aid by first choice									
Very important / Somewhat important	23.9%	30.1%	20.7%	23.5%	31.6%	20.6%	24.1%	29.0%	20.7%
Mean	1.35	1.42	1.29	1.32	1.42	1.28	1.37	1.41	1.29
Standard deviation	0.68	0.69	0.61	0.63	0.68	0.60	0.70	0.70	0.62
Significance	-			-			-		
Effect size	-	-0.10	0.10	-	-0.15	0.07	-	-0.06	0.13
Could not afford first choice									
Very important / Somewhat important	24.4%	25.6%	17.6%	26.0%	25.3%	17.1%	23.5%	25.8%	18.1%
Mean	1.37	1.38	1.26	1.38	1.37	1.24	1.36	1.40	1.28
Standard deviation	0.69	0.70	0.60	0.69	0.68	0.57	0.69	0.72	0.62
Significance	-		***	-		**	-		
Effect size	-	-0.01	0.18	-	0.01	0.25	-	-0.06	0.13



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

Howard University	Total			Men			Women		
	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	21.9%	23.5%	16.6%	21.3%	19.6%	13.9%	22.2%	26.3%	19.0%
Agree somewhat	38.9%	40.3%	35.6%	44.1%	41.4%	34.3%	35.9%	39.4%	36.8%
Disagree somewhat	20.3%	21.1%	24.2%	17.6%	21.7%	25.2%	21.8%	20.6%	23.3%
Disagree strongly	18.9%	15.2%	23.6%	16.9%	17.3%	26.6%	20.1%	13.6%	20.9%
Mean	2.64	2.72	2.45	2.70	2.63	2.36	2.60	2.78	2.54
Standard deviation	1.02	0.99	1.03	0.99	0.99	1.02	1.04	0.98	1.02
Significance	-		***	-		***	-	**	
Effect size	-	-0.08	0.18	-	0.07	0.33	-	-0.18	0.06
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	76.2%	81.9%	77.7%	76.2%	78.4%	74.0%	76.2%	84.3%	81.0%
Mean	3.08	3.24	3.15	3.06	3.12	3.04	3.09	3.33	3.25
Standard deviation	0.95	0.88	0.93	0.97	0.91	0.95	0.93	0.85	0.90
Significance	-	***		-			-	***	**
Effect size	-	-0.18	-0.08	-	-0.07	0.02	-	-0.28	-0.18
Work full-time while attending college									
Very good chance / Some chance	27.8%	33.3%	23.9%	33.0%	34.4%	23.9%	24.8%	32.6%	23.7%
Mean	2.01	2.13	1.92	2.08	2.14	1.92	1.96	2.13	1.92
Standard deviation	0.92	0.93	0.86	0.97	0.91	0.85	0.89	0.94	0.87
Significance	-	*	*	-		*	-	**	
Effect size	-	-0.13	0.10	-	-0.07	0.19	-	-0.18	0.05



2010 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		
	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 / Occasionally	95.0%	95.3%	95.2%	92.9%	94.2%	94.7%	96.2%	96.2%	95.7%
Mean	2.34	2.35	2.34	2.35	2.33	2.34	2.33	2.36	2.34
Standard deviation	0.57	0.57	0.56	0.61	0.58	0.58	0.55	0.55	0.56
Significance	-			-			-		
Effect size	-	-0.02	0.00	-	0.03	0.02	-	-0.05	-0.02
Came late to class									
Frequently / Occasionally	66.8%	61.5%	59.0%	64.6%	62.5%	60.5%	68.2%	60.8%	57.5%
Mean	1.79	1.71	1.68	1.77	1.72	1.71	1.81	1.70	1.66
Standard deviation	0.65	0.63	0.63	0.65	0.63	0.64	0.64	0.63	0.63
Significance	-	*	***	-			-	**	***
Effect size	-	0.13	0.17	-	0.08	0.09	-	0.17	0.24
Skipped school/class									
Frequently / Occasionally	27.3%	31.2%	27.8%	30.2%	30.1%	27.9%	25.6%	32.0%	27.6%
Mean	1.31	1.34	1.30	1.33	1.33	1.31	1.30	1.35	1.30
Standard deviation	0.54	0.53	0.51	0.53	0.53	0.52	0.55	0.54	0.50
Significance	-			-			-		
Effect size	-	-0.06	0.02	-	0.00	0.04	-	-0.09	0.00
Fell asleep in class									
Frequently / Occasionally	64.6%	50.8%	46.1%	70.5%	55.2%	50.6%	61.2%	47.6%	42.0%
Mean	1.78	1.59	1.54	1.86	1.66	1.60	1.73	1.54	1.48
Standard deviation	0.66	0.64	0.63	0.65	0.66	0.66	0.66	0.62	0.61
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	0.30	0.38	-	0.30	0.39	-	0.31	0.41
Failed to complete homework on time									
Frequently / Occasionally	59.0%	53.6%	49.7%	62.8%	58.2%	54.5%	56.7%	50.1%	45.3%
Mean	1.65	1.59	1.54	1.70	1.66	1.61	1.62	1.54	1.48
Standard deviation	0.59	0.59	0.58	0.60	0.61	0.60	0.58	0.57	0.56
Significance	-		***	-			-	*	***
Effect size	-	0.10	0.19	-	0.07	0.15	-	0.14	0.25



2010 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	
SAT Verbal										
Mean	547	553	646	553	561	649	543	547	643	
Median	530	550	650	540	560	660	520	550	650	
SAT Math										
Mean	554	570	665	559	587	680	550	556	649	
Median	540	570	680	540	600	690	540	550	660	
SAT Writing										
Mean	550	554	651	537	552	649	558	556	654	
Median	530	550	660	510	550	660	540	550	670	
ACT Composite										
Mean	24	25	29	23	25	29	24	25	28	
Median	23	25	29	22	26	30	24	25	29	
From what kind of high school did you graduate?										
Public school (not charter or magnet)	64.9%	68.4%	64.4%	61.9%	65.1%	62.1%	66.8%	70.8%	66.4%	
Public charter school	3.4%	1.4%	1.3%	3.4%	1.4%	1.4%	3.4%	1.5%	1.3%	
Public magnet school	12.2%	2.1%	3.7%	10.9%	1.7%	3.5%	13.0%	2.3%	4.0%	
Private religious/parochial school	11.2%	20.5%	16.2%	12.2%	23.7%	17.7%	10.5%	18.2%	14.8%	
Private independent college-prep school	8.3%	7.3%	14.1%	11.6%	7.5%	15.0%	6.3%	7.2%	13.3%	
Home school	0.0%	0.3%	0.3%	0.0%	0.5%	0.3%	0.0%	0.1%	0.3%	
Prior to this term, have you ever taken courses for credit at this institution?										
Yes	2.6%	7.4%	4.4%	2.1%	9.0%	5.1%	3.0%	6.3%	3.8%	
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	14.7%	10.9%	10.4%	16.4%	9.4%	10.0%	13.7%	11.9%	10.8%	



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? [1]										
English (4 years)	95.8%	95.2%	94.9%	95.9%	94.9%	94.8%	95.7%	95.5%	94.9%	
Mathematics (3 years)	10.0%	13.8%	7.8%	12.2%	12.6%	6.4%	8.5%	14.7%	9.0%	
Foreign Language (2 years)	29.0%	19.2%	14.5%	33.8%	19.4%	15.7%	26.1%	19.0%	13.4%	
Physical Science (2 years)	24.1%	29.5%	33.0%	25.4%	30.9%	32.9%	23.2%	28.5%	33.0%	
Biological Science (2 years)	25.8%	28.7%	35.1%	22.6%	30.7%	34.7%	27.7%	27.3%	35.4%	
History/Am. Gov't (1 year)	5.1%	4.7%	3.4%	6.3%	4.9%	3.5%	4.3%	4.5%	3.4%	
Computer Science (1/2 year)	9.4%	11.5%	12.2%	10.6%	10.9%	12.4%	8.7%	11.8%	12.1%	
Arts and/or Music (1 year)	24.2%	30.0%	26.1%	28.5%	33.9%	28.5%	21.6%	27.2%	23.9%	
Do you have any of the following disabilities or medical conditions?										
Learning disability (dyslexia, etc.)										
Yes	1.4%	3.2%	2.3%	2.3%	3.1%	2.5%	0.9%	3.2%	2.1%	
Attention-deficit/hyperactivity disorder (ADHD)										
Yes	2.6%	4.9%	4.0%	6.0%	6.5%	5.0%	0.5%	3.8%	3.2%	
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	20.4%	16.2%	31.6%	13.8%	12.3%	26.1%	24.0%	19.2%	36.6%	
Mean	4.33	4.08	4.80	4.09	3.79	4.53	4.46	4.29	5.04	
Standard deviation	1.53	1.53	1.67	1.29	1.47	1.67	1.63	1.53	1.63	
Significance	-	**	***	-	*	**	-	-	***	
Effect size	-	0.16	-0.28	-	0.20	-0.26	-	0.11	-0.36	



2010 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										Academic Preparation
Highest 10% / Above average	84.4%	69.3%	85.5%	85.9%	73.2%	88.2%	83.4%	66.4%	83.1%	
Mean	3.07	2.93	2.98	3.15	2.85	2.90	3.03	2.99	3.05	
Standard deviation	1.02	1.08	1.10	1.06	1.12	1.14	1.00	1.05	1.05	
Significance	-	*		-	**	**	-			
Effect size	-	0.13	0.08	-	0.27	0.22	-	0.04	-0.02	
Mathematical ability										Academic Preparation
Highest 10% / Above average	43.1%	42.2%	57.4%	44.0%	50.8%	66.9%	42.6%	35.9%	48.8%	
Mean	3.33	3.30	3.63	3.41	3.50	3.85	3.28	3.16	3.44	
Standard deviation	0.98	1.00	0.99	0.99	0.98	0.97	0.97	0.99	0.97	
Significance	-		***	-		***	-		*	
Effect size	-	0.03	-0.30	-	-0.09	-0.45	-	0.12	-0.16	



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

Howard University	Total			Men			Women		
	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	17.8%	14.8%	21.7%	21.5%	15.0%	22.0%	15.6%	14.6%	21.4%
Mean	1.20	1.17	1.25	1.24	1.17	1.25	1.17	1.17	1.24
Standard deviation	0.44	0.43	0.50	0.49	0.43	0.51	0.41	0.43	0.50
Significance	-	-	-	-	-	-	-	-	*
Effect size	-	0.07	-0.10	-	0.16	-0.02	-	0.00	-0.14
Asked a teacher for advice after class									
Frequently / Occasionally	87.6%	87.5%	88.6%	81.6%	87.2%	87.9%	91.1%	87.6%	89.3%
Mean	2.29	2.20	2.22	2.18	2.17	2.18	2.36	2.22	2.26
Standard deviation	0.68	0.64	0.63	0.72	0.63	0.62	0.64	0.65	0.64
Significance	-	**	*	-	-	-	-	**	*
Effect size	-	0.14	0.11	-	0.02	0.00	-	0.22	0.16
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	3.2%	2.2%	1.8%	2.3%	1.9%	1.7%	3.8%	2.5%	1.8%
Mean	3.04	2.73	2.76	2.91	2.64	2.71	3.11	2.79	2.82
Standard deviation	1.23	1.15	1.08	1.19	1.14	1.10	1.25	1.15	1.06
Significance	-	***	***	-	**	*	-	***	***
Effect size	-	0.27	0.26	-	0.24	0.18	-	0.28	0.27
How important was each reason in your decision to come here?									
My teacher advised me									
Very important	5.7%	5.6%	5.5%	10.4%	5.8%	5.9%	3.0%	5.6%	5.1%
Mean	1.34	1.42	1.39	1.47	1.43	1.39	1.26	1.40	1.38
Standard deviation	0.58	0.60	0.59	0.68	0.60	0.60	0.51	0.59	0.58
Significance	-	*	-	-	-	-	-	***	**
Effect size	-	-0.13	-0.08	-	0.07	0.13	-	-0.24	-0.21



2010 CIRP Freshman Survey
First-time, Full-time Freshmen
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	67.3%	58.7%	69.2%	63.1%	55.0%	67.8%	69.8%	61.4%	70.6%	
Mean	1.86	1.73	1.90	1.79	1.67	1.87	1.90	1.78	1.93	
Standard deviation	0.71	0.70	0.71	0.70	0.68	0.71	0.71	0.71	0.72	
Significance	-	***		-	*		-	*		
Effect size	-	0.19	-0.06	-	0.18	-0.11	-	0.17	-0.04	
Studied with other students										
Frequently / Occasionally	89.2%	85.7%	89.7%	82.8%	82.1%	87.6%	92.9%	88.3%	91.6%	
Mean	2.25	2.17	2.28	2.14	2.09	2.22	2.31	2.24	2.34	
Standard deviation	0.63	0.66	0.64	0.68	0.66	0.65	0.60	0.64	0.63	
Significance	-	*		-			-			
Effect size	-	0.12	-0.05	-	0.08	-0.12	-	0.11	-0.05	
Performed community service as part of a class										
Frequently / Occasionally	66.9%	61.4%	59.1%	60.7%	56.4%	56.4%	70.6%	65.1%	61.5%	
Mean	1.98	1.84	1.79	1.88	1.75	1.74	2.04	1.91	1.84	
Standard deviation	0.80	0.77	0.75	0.81	0.75	0.73	0.79	0.77	0.77	
Significance	-	***	***	-	*	*	-	*	***	
Effect size	-	0.18	0.25	-	0.17	0.19	-	0.17	0.26	
How often in the past year did you?										
Ask questions in class										
Frequently / Occasionally	98.4%	96.7%	97.4%	97.2%	95.7%	97.0%	99.2%	97.4%	97.7%	Habits of Mind
Mean	2.68	2.51	2.59	2.55	2.47	2.56	2.75	2.54	2.61	
Standard deviation	0.50	0.56	0.54	0.55	0.58	0.55	0.45	0.55	0.53	
Significance	-	***	**	-			-	***	***	
Effect size	-	0.30	0.17	-	0.14	-0.02	-	0.38	0.26	
Support your opinions with a logical argument										
Frequently / Occasionally	98.1%	96.4%	98.0%	96.4%	96.7%	98.3%	99.1%	96.1%	97.7%	Habits of Mind
Mean	2.70	2.52	2.67	2.66	2.54	2.70	2.71	2.50	2.64	
Standard deviation	0.50	0.57	0.51	0.55	0.56	0.49	0.47	0.57	0.53	
Significance	-	***		-	*		-	***	*	
Effect size	-	0.32	0.06	-	0.21	-0.08	-	0.37	0.13	



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

2010 CIRP Freshman Survey

First-time, Full-time Freshmen

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	
How often in the past year did you?										
Seek solutions to problems and explain them to others										Habits of Mind
Frequently / Occasionally	99.2%	97.2%	98.4%	98.6%	97.0%	98.4%	99.6%	97.2%	98.5%	
Mean	2.64	2.50	2.62	2.60	2.48	2.62	2.66	2.51	2.62	
Standard deviation	0.50	0.55	0.52	0.52	0.56	0.52	0.48	0.55	0.51	
Significance	-	***		-	*		-	***		
Effect size	-	0.25	0.04	-	0.21	-0.04	-	0.27	0.08	
Revise your papers to improve your writing										Habits of Mind
Frequently / Occasionally	94.2%	91.7%	94.3%	91.4%	87.8%	92.4%	95.7%	94.5%	96.1%	
Mean	2.52	2.38	2.48	2.42	2.24	2.38	2.58	2.47	2.57	
Standard deviation	0.61	0.63	0.60	0.65	0.65	0.62	0.57	0.60	0.57	
Significance	-	***		-	**		-	**		
Effect size	-	0.22	0.07	-	0.28	0.06	-	0.18	0.02	
Evaluate the quality or reliability of information you received										Habits of Mind
Frequently / Occasionally	95.5%	95.6%	96.8%	94.3%	95.6%	96.9%	96.2%	95.5%	96.7%	
Mean	2.49	2.36	2.45	2.42	2.34	2.46	2.54	2.37	2.45	
Standard deviation	0.58	0.57	0.56	0.60	0.56	0.56	0.57	0.57	0.56	
Significance	-	***		-			-	***	*	
Effect size	-	0.23	0.07	-	0.14	-0.07	-	0.30	0.16	
Take a risk because you feel you have more to gain										Habits of Mind
Frequently / Occasionally	96.0%	93.5%	95.4%	96.4%	93.6%	96.1%	95.8%	93.3%	94.8%	
Mean	2.46	2.33	2.38	2.49	2.35	2.42	2.44	2.31	2.34	
Standard deviation	0.57	0.59	0.57	0.57	0.60	0.57	0.58	0.59	0.57	
Significance	-	***	**	-	**		-	**	**	
Effect size	-	0.22	0.14	-	0.23	0.12	-	0.22	0.18	
Seek alternative solutions to a problem										Habits of Mind
Frequently / Occasionally	96.5%	97.8%	98.3%	94.1%	97.8%	98.4%	97.9%	97.8%	98.2%	
Mean	2.51	2.45	2.50	2.49	2.46	2.51	2.52	2.45	2.48	
Standard deviation	0.57	0.54	0.53	0.61	0.54	0.53	0.54	0.54	0.53	
Significance	-	*		-			-			
Effect size	-	0.11	0.02	-	0.06	-0.04	-	0.13	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	
How often in the past year did you?										
Look up scientific research articles and resources										Habits of Mind
Frequently / Occasionally	77.9%	75.4%	82.4%	76.8%	78.3%	84.9%	78.7%	73.3%	80.1%	
Mean	2.08	1.98	2.13	2.03	2.02	2.18	2.11	1.96	2.08	
Standard deviation	0.72	0.69	0.68	0.70	0.67	0.67	0.72	0.70	0.69	
Significance	-	**		-		**	-	**		
Effect size	-	0.14	-0.07	-	0.01	-0.22	-	0.21	0.04	
Explore topics on your own, even though it is not required for a class										Habits of Mind
Frequently / Occasionally	87.7%	83.4%	89.6%	84.1%	84.6%	91.0%	89.8%	82.6%	88.4%	
Mean	2.26	2.15	2.30	2.18	2.20	2.37	2.31	2.12	2.24	
Standard deviation	0.66	0.68	0.65	0.69	0.68	0.64	0.65	0.67	0.64	
Significance	-	**		-		***	-	***		
Effect size	-	0.16	-0.06	-	-0.03	-0.30	-	0.28	0.11	
Accept mistakes as part of the learning process										Habits of Mind
Frequently / Occasionally	97.4%	97.6%	97.8%	95.6%	96.9%	97.6%	98.3%	98.2%	98.0%	
Mean	2.59	2.51	2.53	2.52	2.48	2.52	2.63	2.53	2.53	
Standard deviation	0.54	0.55	0.54	0.58	0.56	0.55	0.52	0.54	0.54	
Significance	-	**	*	-			-	**	**	
Effect size	-	0.15	0.11	-	0.07	0.00	-	0.19	0.19	
Seek feedback on your academic work										Habits of Mind
Frequently / Occasionally	95.7%	94.6%	95.7%	93.5%	92.8%	94.5%	97.0%	96.0%	96.9%	
Mean	2.60	2.44	2.50	2.49	2.35	2.42	2.67	2.50	2.56	
Standard deviation	0.57	0.60	0.58	0.62	0.61	0.60	0.53	0.58	0.56	
Significance	-	***	***	-	**		-	***	**	
Effect size	-	0.27	0.17	-	0.23	0.12	-	0.29	0.20	
Take notes during class										
Frequently / Occasionally	97.9%	97.4%	96.5%	95.6%	95.2%	93.9%	99.1%	99.0%	98.8%	
Mean	2.79	2.70	2.69	2.67	2.55	2.54	2.85	2.80	2.82	
Standard deviation	0.46	0.51	0.53	0.56	0.59	0.61	0.38	0.42	0.41	
Significance	-	***	***	-	*	*	-			
Effect size	-	0.18	0.19	-	0.20	0.21	-	0.12	0.07	



2010 CIRP Freshman Survey
First-time, Full-time Freshmen
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	
How often in the past year did you?										
Work with other students on group projects										
Frequently / Occasionally	97.6%	97.4%	98.0%	95.7%	96.7%	97.4%	98.8%	98.0%	98.4%	
Mean	2.55	2.48	2.53	2.51	2.42	2.47	2.57	2.53	2.58	
Standard deviation	0.54	0.55	0.54	0.58	0.56	0.55	0.52	0.54	0.52	
Significance	-	*		-			-			
Effect size	-	0.13	0.04	-	0.16	0.07	-	0.07	-0.02	
Integrate skills and knowledge from different sources and experiences										
Frequently / Occasionally	98.6%	98.5%	99.2%	97.8%	98.4%	99.0%	99.1%	98.7%	99.3%	
Mean	2.63	2.56	2.66	2.59	2.54	2.64	2.65	2.58	2.68	
Standard deviation	0.51	0.53	0.49	0.54	0.53	0.50	0.49	0.52	0.48	
Significance	-	*		-			-	*		
Effect size	-	0.13	-0.06	-	0.09	-0.10	-	0.13	-0.06	
What is your best guess as to the chances that you will:										
Discuss course content with students outside of class										
Very good chance	51.9%	46.5%	59.1%	44.7%	38.1%	53.7%	56.1%	52.5%	63.8%	
Mean	3.39	3.31	3.49	3.24	3.18	3.41	3.47	3.41	3.57	
Standard deviation	0.73	0.75	0.69	0.83	0.79	0.73	0.66	0.71	0.64	
Significance	-		**	-		**	-		*	
Effect size	-	0.11	-0.14	-	0.08	-0.23	-	0.08	-0.16	
Get tutoring help in specific courses										
Very good chance	50.4%	33.7%	28.7%	39.4%	24.9%	22.1%	56.8%	40.0%	34.5%	
Mean	0.50	0.34	0.29	0.39	0.25	0.22	0.57	0.40	0.35	
Standard deviation	0.37	0.47	0.48	0.44	0.48	0.48	0.32	0.46	0.48	
Significance	0.13	0.17	0.20	0.16	0.22	0.25	0.11	0.13	0.16	
Effect size	0.00	0.03	0.03	0.01	0.05	0.05	0.00	0.02	0.02	



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: 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 / Occasionally	95.7%	94.6%	95.7%	93.5%	92.8%	94.5%	97.0%	96.0%	96.9%	
Mean	2.60	2.44	2.50	2.49	2.35	2.42	2.67	2.50	2.56	
Standard deviation	0.57	0.60	0.58	0.62	0.61	0.60	0.53	0.58	0.56	
Significance	-	***	***	-	**		-	***	**	
Effect size	-	0.27	0.17	-	0.23	0.12	-	0.29	0.20	
What is your best guess as to the chances that you will:										
Communicate regularly with your professors										
Very good chance	55.8%	39.4%	44.4%	44.7%	34.1%	40.7%	62.2%	43.3%	47.7%	
Mean	3.48	3.26	3.34	3.30	3.17	3.28	3.58	3.33	3.40	
Standard deviation	0.65	0.70	0.68	0.74	0.73	0.70	0.57	0.67	0.65	
Significance	-	***	***	-	*		-	***	***	
Effect size	-	0.31	0.21	-	0.18	0.03	-	0.37	0.28	
Participate in a study abroad program										Likelihood of College Involvement
Very good chance	38.8%	33.2%	43.8%	29.0%	21.6%	33.1%	44.4%	41.6%	53.4%	
Mean	3.04	2.90	3.13	2.79	2.65	2.94	3.18	3.08	3.31	
Standard deviation	0.94	0.99	0.93	0.98	0.97	0.94	0.90	0.96	0.87	
Significance	-	**		-			-		*	
Effect size	-	0.14	-0.10	-	0.14	-0.16	-	0.10	-0.15	
Work on a professor's research project										
Very good chance	41.1%	36.8%	34.1%	35.7%	33.3%	32.1%	44.1%	39.3%	35.8%	
Mean	3.18	3.12	3.13	3.09	3.06	3.10	3.23	3.16	3.15	
Standard deviation	0.81	0.83	0.77	0.81	0.83	0.77	0.80	0.82	0.77	
Significance	-			-			-			
Effect size	-	0.07	0.06	-	0.04	-0.01	-	0.09	0.10	



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 Theme: Academic Enhancement Experiences.

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 Verbal										
Mean	547	553	646	553	561	649	543	547	643	
Median	530	550	650	540	560	660	520	550	650	
Total (n)	170	2,554	21,506	70	1,124	10,442	100	1,430	11,064	
SAT Writing										
Mean	550	554	651	537	552	649	558	556	654	
Median	530	550	660	510	550	660	540	550	670	
Total (n)	173	2,574	21,373	68	1,128	10,349	105	1,446	11,024	
Public speaking ability										
Highest 10% / Above average	48.2%	35.7%	45.5%	52.8%	39.9%	50.8%	45.3%	32.6%	40.8%	Social Self-Concept
Mean	3.50	3.16	3.38	3.58	3.27	3.50	3.44	3.08	3.27	
Standard deviation	1.02	1.04	1.04	1.07	1.04	1.03	0.99	1.03	1.03	
Significance	-	***	*	-	***		-	***	*	
Effect size	-	0.33	0.12	-	0.30	0.08	-	0.35	0.17	
Writing ability										
Highest 10% / Above average	62.8%	48.2%	57.6%	67.6%	48.3%	57.9%	59.9%	48.1%	57.3%	
Mean	3.76	3.50	3.65	3.81	3.48	3.64	3.73	3.51	3.66	
Standard deviation	0.81	0.88	0.89	0.89	0.89	0.92	0.76	0.86	0.86	
Significance	-	***	*	-	***	*	-	***		
Effect size	-	0.30	0.12	-	0.37	0.18	-	0.26	0.08	
How often in the past year did you?										
Revise your papers to improve your writing										
Frequently / Occasionally	94.2%	91.7%	94.3%	91.4%	87.8%	92.4%	95.7%	94.5%	96.1%	Habits of Mind
Mean	2.52	2.38	2.48	2.42	2.24	2.38	2.58	2.47	2.57	
Standard deviation	0.61	0.63	0.60	0.65	0.65	0.62	0.57	0.60	0.57	
Significance	-	***		-	**		-	**		
Effect size	-	0.22	0.07	-	0.28	0.06	-	0.18	0.02	
Seek feedback on your academic work										
Frequently / Occasionally	95.7%	94.6%	95.7%	93.5%	92.8%	94.5%	97.0%	96.0%	96.9%	Habits of Mind
Mean	2.60	2.44	2.50	2.49	2.35	2.42	2.67	2.50	2.56	
Standard deviation	0.57	0.60	0.58	0.62	0.61	0.60	0.53	0.58	0.56	
Significance	-	***	***	-	**		-	***	**	
Effect size	-	0.27	0.17	-	0.23	0.12	-	0.29	0.20	



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

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	89.4%	76.9%	82.8%	88.7%	75.2%	81.1%	89.7%	78.2%	84.4%	Academic Self-Concept
Mean	4.41	4.10	4.24	4.37	4.06	4.21	4.43	4.13	4.26	
Standard deviation	0.69	0.81	0.79	0.68	0.85	0.82	0.70	0.78	0.75	
Significance	-	***	***	-	***	*	-	***	***	
Effect size	-	0.38	0.22	-	0.36	0.20	-	0.38	0.23	
Leadership ability										
Highest 10% / Above average	73.2%	59.5%	66.0%	75.4%	62.3%	69.0%	71.9%	57.5%	63.4%	Academic Self-Concept
Mean	3.99	3.72	3.85	4.01	3.78	3.92	3.99	3.67	3.78	
Standard deviation	0.81	0.94	0.90	0.79	0.93	0.91	0.83	0.94	0.90	
Significance	-	***	**	-	**		-	***	***	
Effect size	-	0.29	0.16	-	0.25	0.10	-	0.34	0.23	
Self-confidence (social)										
Highest 10% / Above average	59.8%	49.3%	52.0%	66.7%	54.3%	56.4%	55.7%	45.6%	47.9%	Social Self-Concept
Mean	3.77	3.52	3.55	3.93	3.61	3.64	3.67	3.46	3.48	
Standard deviation	0.93	0.94	0.95	0.98	0.96	0.97	0.88	0.92	0.91	
Significance	-	***	***	-	***	***	-	***	**	
Effect size	-	0.27	0.23	-	0.33	0.30	-	0.23	0.21	
Please indicate the importance to you personally of each of the following:										
Becoming an authority in my field										
Essential / Very important	81.7%	62.2%	63.8%	86.1%	64.5%	65.8%	79.3%	60.6%	62.1%	
Mean	3.23	2.77	2.80	3.29	2.82	2.85	3.19	2.74	2.76	
Standard deviation	0.81	0.91	0.89	0.74	0.91	0.89	0.84	0.91	0.88	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.51	0.48	-	0.52	0.49	-	0.49	0.49	
Becoming a community leader										
Essential / Very important	58.0%	38.6%	42.1%	58.9%	38.2%	41.5%	57.5%	38.9%	42.8%	
Mean	2.73	2.28	2.36	2.74	2.27	2.34	2.72	2.29	2.37	
Standard deviation	1.00	0.97	0.96	1.01	0.97	0.97	1.00	0.96	0.96	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.46	0.39	-	0.48	0.41	-	0.45	0.36	



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

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 / Some chance	57.7%	39.0%	40.3%	52.3%	34.6%	38.8%	60.9%	42.1%	41.8%	
Mean	2.61	2.24	2.28	2.48	2.16	2.25	2.68	2.30	2.31	
Standard deviation	0.95	0.93	0.89	0.98	0.89	0.88	0.93	0.95	0.91	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	0.40	0.37	-	0.36	0.26	-	0.40	0.41	



Civic Engagement - 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: 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/against a cause										
Frequently / Occasionally	66.7%	65.2%	62.6%	66.1%	61.5%	58.9%	67.0%	67.8%	66.0%	
Mean	1.83	1.81	1.77	1.86	1.75	1.72	1.80	1.85	1.82	
Standard deviation	0.68	0.68	0.68	0.72	0.68	0.68	0.65	0.68	0.68	
Significance	-			-		*	-			
Effect size	-	0.03	0.09	-	0.16	0.21	-	-0.07	-0.03	
Performed volunteer work										
Frequently / Occasionally	90.7%	86.7%	91.5%	88.7%	81.7%	88.4%	92.0%	90.3%	94.2%	
Mean	2.35	2.22	2.33	2.27	2.09	2.22	2.39	2.32	2.42	
Standard deviation	0.64	0.66	0.63	0.65	0.67	0.64	0.63	0.64	0.60	
Significance	-	***		-	**		-			
Effect size	-	0.20	0.03	-	0.27	0.08	-	0.11	-0.05	
Voted in a student election										
Frequently / Occasionally	84.2%	74.0%	78.0%	81.6%	72.3%	76.8%	85.7%	75.3%	79.1%	
Mean	2.22	2.00	2.05	2.18	1.95	2.01	2.25	2.03	2.07	
Standard deviation	0.70	0.72	0.70	0.72	0.71	0.69	0.69	0.72	0.70	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	0.31	0.24	-	0.32	0.25	-	0.31	0.26	
Performed community service as part of a class										
Frequently / Occasionally	66.9%	61.4%	59.1%	60.7%	56.4%	56.4%	70.6%	65.1%	61.5%	
Mean	1.98	1.84	1.79	1.88	1.75	1.74	2.04	1.91	1.84	
Standard deviation	0.80	0.77	0.75	0.81	0.75	0.73	0.79	0.77	0.77	
Significance	-	***	***	-	*	*	-	*	***	
Effect size	-	0.18	0.25	-	0.17	0.19	-	0.17	0.26	
Discussed politics										
Frequently / Occasionally	90.4%	84.0%	89.1%	90.5%	86.1%	90.7%	90.3%	82.6%	87.7%	
Mean	2.33	2.18	2.30	2.29	2.22	2.35	2.34	2.15	2.25	
Standard deviation	0.64	0.68	0.65	0.63	0.67	0.64	0.65	0.69	0.66	
Significance	-	***		-			-	***	*	
Effect size	-	0.22	0.05	-	0.10	-0.09	-	0.28	0.14	



Civic Engagement - 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: 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	23.5%	11.9%	14.5%	24.3%	13.1%	15.4%	23.1%	11.0%	13.6%	
Mean	1.31	1.14	1.18	1.33	1.15	1.19	1.31	1.13	1.17	
Standard deviation	0.61	0.41	0.46	0.63	0.41	0.47	0.60	0.40	0.45	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.41	0.28	-	0.44	0.30	-	0.45	0.31	
Publicly communicated my opinion about a cause (e.g. blog, email, petition)										
Frequently / Occasionally	59.4%	49.7%	49.7%	61.8%	47.8%	49.6%	58.0%	51.1%	49.7%	
Mean	1.85	1.65	1.65	1.85	1.62	1.65	1.84	1.67	1.65	
Standard deviation	0.80	0.73	0.73	0.77	0.72	0.73	0.81	0.74	0.73	
Significance	-	***	***	-	***	**	-	***	***	
Effect size	-	0.27	0.27	-	0.32	0.27	-	0.23	0.26	
Helped raise money for a cause or campaign										
Frequently / Occasionally	66.7%	66.1%	63.7%	62.5%	56.4%	55.3%	69.1%	73.0%	71.3%	
Mean	1.89	1.85	1.82	1.79	1.69	1.68	1.95	1.97	1.94	
Standard deviation	0.74	0.71	0.71	0.71	0.68	0.69	0.76	0.71	0.71	
Significance	-			-			-			
Effect size	-	0.06	0.10	-	0.15	0.16	-	-0.03	0.01	
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	12.4%	7.2%	5.9%	6.1%	5.8%	5.0%	15.9%	8.2%	6.6%	
Mean	3.43	2.90	2.98	3.18	2.68	2.78	3.57	3.07	3.15	
Standard deviation	1.94	1.72	1.56	1.75	1.69	1.55	2.03	1.72	1.54	
Significance	-	***	***	-	**	**	-	***	***	
Effect size	-	0.31	0.29	-	0.30	0.26	-	0.29	0.27	



Civic Engagement - 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: 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 the political structure										
Essential / Very important	39.3%	22.2%	24.1%	45.7%	26.6%	27.9%	35.7%	19.2%	20.5%	
Mean	2.29	1.91	1.95	2.40	2.01	2.05	2.23	1.84	1.85	
Standard deviation	1.08	0.91	0.94	1.10	0.93	0.96	1.06	0.89	0.90	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.42	0.36	-	0.42	0.36	-	0.44	0.42	
Influencing social values										
Essential / Very important	61.4%	47.3%	44.6%	60.4%	46.4%	43.1%	61.9%	48.0%	45.9%	Social Agency
Mean	2.80	2.46	2.41	2.73	2.43	2.37	2.83	2.48	2.44	
Standard deviation	0.98	0.92	0.93	0.96	0.93	0.95	0.99	0.90	0.91	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.37	0.42	-	0.32	0.38	-	0.39	0.43	
Participating in a community action program										
Essential / Very important	53.5%	33.2%	36.2%	48.1%	27.4%	29.7%	56.7%	37.4%	41.8%	Social Agency
Mean	2.63	2.20	2.25	2.54	2.06	2.11	2.69	2.31	2.38	
Standard deviation	0.94	0.90	0.90	1.02	0.90	0.89	0.89	0.89	0.90	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.48	0.42	-	0.53	0.48	-	0.43	0.34	
Keeping up to date with political affairs										
Essential / Very important	48.3%	34.8%	42.8%	52.7%	37.6%	45.7%	45.8%	32.7%	40.4%	Social Agency
Mean	2.53	2.20	2.38	2.57	2.28	2.44	2.50	2.15	2.33	
Standard deviation	1.01	0.94	0.96	0.97	0.96	0.97	1.04	0.93	0.95	
Significance	-	***	**	-	***		-	***	**	
Effect size	-	0.35	0.16	-	0.30	0.13	-	0.38	0.18	
Becoming a community leader										
Essential / Very important	58.0%	38.6%	42.1%	58.9%	38.2%	41.5%	57.5%	38.9%	42.8%	Social Agency
Mean	2.73	2.28	2.36	2.74	2.27	2.34	2.72	2.29	2.37	
Standard deviation	1.00	0.97	0.96	1.01	0.97	0.97	1.00	0.96	0.96	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.46	0.39	-	0.48	0.41	-	0.45	0.36	



Civic Engagement - 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: 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 protests or demonstrations										
Very good chance	17.7%	5.9%	7.6%	17.7%	4.1%	6.8%	17.7%	7.2%	8.4%	
Mean	2.66	2.17	2.25	2.59	2.10	2.21	2.70	2.22	2.29	
Standard deviation	0.87	0.85	0.86	0.93	0.82	0.85	0.84	0.86	0.87	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.58	0.48	-	0.60	0.45	-	0.56	0.47	
Participate in volunteer or community service work										
Very good chance	50.1%	34.7%	43.0%	40.9%	21.7%	30.5%	55.5%	44.1%	54.1%	Likelihood
Mean	3.33	3.05	3.21	3.11	2.77	2.98	3.46	3.25	3.41	of
Standard deviation	0.80	0.87	0.83	0.93	0.90	0.87	0.68	0.79	0.74	College
Significance	-	***	**	-	***		-	***		Involvement
Effect size	-	0.32	0.14	-	0.38	0.15	-	0.27	0.07	



Diversity

CIRP Theme

Diversity -These items relate to social attitudes and experiences with diversity.
See also CIRP Construct: Pluralistic 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	
High school I last attended: racial composition										
Completely non-White	9.0%	4.2%	3.2%	9.1%	4.0%	3.2%	8.9%	4.3%	3.2%	
Mostly non-White	24.8%	17.1%	12.1%	25.9%	16.4%	11.2%	24.2%	17.6%	12.9%	
Roughly half non-White	23.2%	27.9%	24.3%	24.5%	26.2%	22.9%	22.5%	29.1%	25.6%	
Mostly White	38.3%	44.0%	52.9%	34.3%	46.2%	54.7%	40.7%	42.4%	51.4%	
Completely White	4.7%	6.9%	7.4%	6.3%	7.2%	8.0%	3.8%	6.6%	7.0%	
Neighborhood where I grew up: racial composition										
Completely non-White	21.1%	7.2%	5.5%	19.3%	6.6%	5.4%	22.3%	7.7%	5.6%	
Mostly non-White	30.9%	16.7%	11.4%	35.0%	17.1%	10.9%	28.4%	16.4%	11.8%	
Roughly half non-White	17.6%	17.3%	14.6%	19.3%	17.2%	14.2%	16.6%	17.3%	14.9%	
Mostly White	24.1%	44.1%	51.9%	19.3%	44.2%	52.3%	27.1%	44.0%	51.5%	
Completely White	6.2%	14.7%	16.7%	7.1%	14.9%	17.3%	5.7%	14.6%	16.2%	
For the activities below, indicate which ones you did during the past year.										
Socialized with someone of another racial/ethnic group										
Frequently / Occasionally	98.7%	97.0%	97.1%	97.9%	96.0%	96.7%	99.1%	97.6%	97.6%	
Mean	2.85	2.71	2.72	2.80	2.69	2.70	2.88	2.73	2.73	
Standard deviation	0.39	0.52	0.51	0.45	0.54	0.52	0.35	0.50	0.50	
Significance	-	***	***	-	*	*	-	***	***	
Effect size	-	0.27	0.25	-	0.20	0.19	-	0.30	0.30	
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	75.8%	66.8%	74.3%	82.9%	66.0%	74.2%	71.6%	67.4%	74.3%	Pluralistic Orientation
Mean	4.03	3.85	3.98	4.15	3.82	3.98	3.96	3.87	3.98	
Standard deviation	0.78	0.78	0.77	0.76	0.80	0.79	0.79	0.76	0.75	
Significance	-	***		-	***	*	-			
Effect size	-	0.23	0.06	-	0.41	0.22	-	0.12	-0.03	
Tolerance of others with different beliefs										
Highest 10% / Above average	78.5%	72.6%	80.0%	80.8%	71.7%	79.2%	77.2%	73.3%	80.7%	Pluralistic Orientation
Mean	4.18	3.99	4.14	4.26	3.97	4.14	4.13	4.01	4.15	
Standard deviation	0.80	0.82	0.79	0.83	0.86	0.82	0.78	0.79	0.76	
Significance	-	***		-	***		-	*		
Effect size	-	0.23	0.05	-	0.34	0.15	-	0.15	-0.03	



Diversity

CIRP Theme

Diversity -These items relate to social attitudes and experiences with diversity.
See also CIRP Construct: Pluralistic 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	
Rate yourself on each of the following traits as compared with the average person your age.										
Openness to having my own views challenged										
Highest 10% / Above average	66.1%	56.7%	63.9%	69.3%	57.4%	66.4%	64.2%	56.3%	61.7%	Pluralistic Orientation
Mean	3.86	3.68	3.80	3.98	3.70	3.85	3.79	3.67	3.76	
Standard deviation	0.91	0.88	0.87	0.95	0.92	0.90	0.89	0.85	0.84	
Significance	-	***		-	***		-	*		
Effect size	-	0.20	0.07	-	0.30	0.14	-	0.14	0.04	
Ability to discuss and negotiate controversial issues										
Highest 10% / Above average	73.1%	63.2%	71.0%	81.4%	68.6%	76.5%	68.2%	59.4%	66.1%	Pluralistic Orientation
Mean	4.05	3.83	3.96	4.21	3.95	4.09	3.95	3.74	3.85	
Standard deviation	0.85	0.85	0.83	0.82	0.85	0.82	0.86	0.85	0.83	
Significance	-	***	*	-	***		-	***		
Effect size	-	0.26	0.11	-	0.31	0.15	-	0.25	0.12	
Ability to work cooperatively with diverse people										
Highest 10% / Above average	87.7%	79.1%	83.4%	89.9%	78.0%	83.0%	86.4%	79.9%	83.8%	Pluralistic Orientation
Mean	4.38	4.14	4.21	4.42	4.12	4.21	4.35	4.14	4.21	
Standard deviation	0.70	0.77	0.74	0.69	0.79	0.76	0.71	0.75	0.72	
Significance	-	***	***	-	***	**	-	***	**	
Effect size	-	0.31	0.23	-	0.38	0.28	-	0.28	0.19	
Affirmative action in college admissions should be abolished										
Agree strongly / Agree somewhat	32.4%	49.8%	53.5%	35.2%	52.8%	56.6%	30.8%	47.5%	50.6%	
Mean	2.16	2.53	2.61	2.24	2.60	2.69	2.11	2.47	2.54	
Standard deviation	0.86	0.86	0.88	0.87	0.87	0.90	0.85	0.84	0.85	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.43	-0.51	-	-0.41	-0.50	-	-0.43	-0.51	
Gays and lesbians should have the legal right to adopt a child										
Agree strongly / Agree somewhat	74.4%	76.0%	80.9%	67.7%	68.5%	76.5%	77.9%	81.4%	84.8%	
Mean	3.05	3.12	3.27	2.84	2.89	3.13	3.16	3.28	3.40	
Standard deviation	1.04	0.99	0.94	1.02	1.02	0.98	1.03	0.94	0.89	
Significance	-		***	-		**	-		***	
Effect size	-	-0.07	-0.23	-	-0.05	-0.30	-	-0.13	-0.27	



Diversity

CIRP Theme

Diversity -These items relate to social attitudes and experiences with diversity.
See also CIRP Construct: Pluralistic 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:										
Influencing social values										
Essential / Very important	61.4%	47.3%	44.6%	60.4%	46.4%	43.1%	61.9%	48.0%	45.9%	Social Agency
Mean	2.80	2.46	2.41	2.73	2.43	2.37	2.83	2.48	2.44	
Standard deviation	0.98	0.92	0.93	0.96	0.93	0.95	0.99	0.90	0.91	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.37	0.42	-	0.32	0.38	-	0.39	0.43	
Helping to promote racial understanding										
Essential / Very important	64.2%	38.7%	38.7%	64.4%	34.0%	34.8%	64.2%	42.1%	42.0%	Social Agency
Mean	2.84	2.31	2.30	2.84	2.21	2.21	2.85	2.38	2.38	
Standard deviation	0.94	0.95	0.94	0.95	0.95	0.95	0.94	0.94	0.93	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.56	0.57	-	0.66	0.66	-	0.50	0.51	
Improving my understanding of other countries and cultures										
Essential / Very important	64.2%	52.3%	60.1%	66.7%	47.0%	54.8%	62.8%	56.1%	64.7%	
Mean	2.91	2.60	2.76	2.94	2.49	2.64	2.89	2.68	2.86	
Standard deviation	0.94	0.94	0.93	0.96	0.95	0.95	0.94	0.92	0.90	
Significance	-	***	**	-	***	***	-	***		
Effect size	-	0.33	0.16	-	0.47	0.32	-	0.23	0.03	
What is your best guess as to the chances that you will:										
Socialize with someone of another racial/ethnic group										
Very good chance	63.2%	66.8%	73.5%	55.0%	60.4%	69.1%	67.8%	71.4%	77.4%	Likelihood of College Involvement
Mean	3.54	3.59	3.67	3.38	3.49	3.60	3.63	3.66	3.73	
Standard deviation	0.68	0.65	0.61	0.81	0.72	0.67	0.58	0.59	0.54	
Significance	-		***	-		***	-		**	
Effect size	-	-0.08	-0.21	-	-0.15	-0.33	-	-0.05	-0.19	
Have a roommate of different race/ethnicity										
Very good chance	16.1%	33.7%	39.1%	14.5%	27.6%	34.5%	17.0%	38.1%	43.2%	
Mean	2.50	2.81	3.09	2.42	2.68	3.00	2.55	2.91	3.16	
Standard deviation	0.91	1.09	0.93	0.94	1.10	0.94	0.89	1.08	0.91	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	-0.28	-0.63	-	-0.24	-0.62	-	-0.33	-0.67	



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

Howard University	Total			Men			Women		
	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	1.4%	3.2%	2.3%	2.3%	3.1%	2.5%	0.9%	3.2%	2.1%
Attention-deficit/hyperactivity disorder (ADHD)									
Yes	2.6%	4.9%	4.0%	6.0%	6.5%	5.0%	0.5%	3.8%	3.2%
Physical disability (speech, sight, mobility, hearing, etc.)									
Yes	1.4%	2.4%	2.3%	0.8%	2.6%	2.3%	1.8%	2.2%	2.2%
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)									
Yes	1.4%	1.5%	1.9%	0.8%	1.3%	1.6%	1.8%	1.6%	2.1%
Psychological disorder (depression, etc.)									
Yes	0.6%	3.6%	3.4%	0.0%	2.6%	2.4%	0.9%	4.3%	4.2%
Other disability									
Yes	2.7%	3.6%	2.9%	2.5%	3.7%	2.8%	2.9%	3.6%	3.0%
For the activities below, indicate which ones you did during the past year.									
Smoked cigarettes									
Frequently / Occasionally	6.1%	13.3%	12.2%	9.9%	15.3%	14.1%	3.7%	11.7%	10.5%
Mean	1.07	1.16	1.15	1.11	1.19	1.17	1.05	1.15	1.13
Standard deviation	0.30	0.45	0.42	0.36	0.48	0.45	0.25	0.43	0.39
Significance	-	***	***	-			-	***	**
Effect size	-	-0.20	-0.19	-	-0.17	-0.13	-	-0.23	-0.21
Drank beer									
Frequently / Occasionally	18.9%	40.4%	42.1%	28.8%	48.1%	48.6%	13.0%	34.8%	36.5%
Mean	1.21	1.49	1.51	1.33	1.59	1.60	1.14	1.41	1.43
Standard deviation	0.46	0.64	0.65	0.56	0.67	0.68	0.37	0.61	0.61
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	-0.44	-0.46	-	-0.39	-0.40	-	-0.44	-0.48
Drank wine or liquor									
Frequently / Occasionally	35.8%	47.2%	47.3%	38.3%	46.6%	48.4%	34.3%	47.6%	46.4%
Mean	1.40	1.55	1.56	1.45	1.54	1.57	1.38	1.55	1.54
Standard deviation	0.58	0.63	0.64	0.61	0.63	0.65	0.55	0.64	0.63
Significance	-	***	***	-		*	-	***	***
Effect size	-	-0.24	-0.25	-	-0.14	-0.18	-	-0.27	-0.25



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

Howard University	Total			Men			Women		
	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.									
Felt overwhelmed by all I had to do									
Frequently / Occasionally	89.2%	88.1%	87.6%	83.8%	79.6%	80.3%	92.4%	94.2%	94.3%
Mean	2.24	2.20	2.17	2.07	1.98	1.98	2.34	2.36	2.34
Standard deviation	0.63	0.63	0.62	0.63	0.63	0.61	0.61	0.59	0.58
Significance	-		*	-			-		
Effect size	-	0.06	0.11	-	0.14	0.15	-	-0.03	0.00
Felt depressed									
Frequently / Occasionally	45.5%	48.5%	45.1%	37.2%	43.2%	40.8%	50.4%	52.5%	49.0%
Mean	1.50	1.57	1.51	1.41	1.49	1.46	1.56	1.62	1.56
Standard deviation	0.59	0.64	0.61	0.58	0.61	0.59	0.59	0.65	0.63
Significance	-	*		-			-		
Effect size	-	-0.11	-0.02	-	-0.13	-0.08	-	-0.09	0.00
Rate yourself on each of the following traits as compared with the average person your age.									
Emotional health									
Highest 10% / Above average	58.8%	51.1%	56.9%	68.6%	58.7%	63.2%	52.9%	45.6%	51.3%
Mean	3.81	3.61	3.71	3.98	3.76	3.83	3.70	3.50	3.59
Standard deviation	0.90	0.90	0.92	0.93	0.92	0.93	0.87	0.87	0.90
Significance	-	***	*	-	**		-	***	
Effect size	-	0.22	0.11	-	0.24	0.16	-	0.23	0.12
Physical health									
Highest 10% / Above average	54.9%	54.2%	58.1%	71.8%	65.9%	67.0%	44.8%	45.8%	50.3%
Mean	3.67	3.65	3.72	4.06	3.85	3.90	3.43	3.50	3.57
Standard deviation	0.94	0.89	0.89	0.88	0.90	0.90	0.90	0.85	0.86
Significance	-			-	**	*	-		*
Effect size	-	0.02	-0.06	-	0.23	0.18	-	-0.08	-0.16



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

Howard University	Total			Men			Women		
	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.									
Self-understanding									
Highest 10% / Above average	66.9%	56.7%	62.7%	71.6%	61.7%	67.5%	64.1%	53.2%	58.4%
Mean	3.89	3.72	3.81	3.99	3.81	3.90	3.83	3.65	3.74
Standard deviation	0.88	0.86	0.86	0.87	0.88	0.88	0.89	0.83	0.83
Significance	-	***		-	*		-	**	
Effect size	-	0.20	0.09	-	0.20	0.10	-	0.22	0.11
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	25.7%	31.9%	32.1%	33.6%	39.6%	37.2%	21.4%	26.1%	27.8%
Mean	4.36	4.65	4.70	4.93	5.11	4.96	4.04	4.32	4.47
Standard deviation	1.91	1.96	1.83	1.78	1.93	1.82	1.91	1.91	1.81
Significance	-	**	***	-			-	*	***
Effect size	-	-0.15	-0.19	-	-0.09	-0.02	-	-0.15	-0.24
Partying									
11 or more hours	5.7%	8.9%	6.3%	6.1%	10.9%	7.9%	5.5%	7.5%	4.8%
Mean	3.03	3.11	2.90	3.25	3.31	3.06	2.90	2.97	2.75
Standard deviation	1.60	1.77	1.67	1.61	1.82	1.72	1.59	1.72	1.61
Significance	-			-			-		
Effect size	-	-0.05	0.08	-	-0.03	0.11	-	-0.04	0.09
What is your best guess as to the chances that you will:									
Seek personal counseling									
Very good chance	20.7%	9.3%	9.6%	18.5%	7.9%	8.4%	21.9%	10.4%	10.7%
Mean	2.58	2.35	2.35	2.55	2.32	2.32	2.60	2.37	2.37
Standard deviation	0.96	0.85	0.85	0.97	0.85	0.84	0.96	0.86	0.85
Significance	-	***	***	-	**	**	-	***	***
Effect size	-	0.27	0.27	-	0.27	0.27	-	0.27	0.27



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

Howard University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Your current religious preference									
Baptist	40.8%	7.0%	6.0%	39.9%	5.8%	5.1%	41.3%	7.9%	6.8%
Buddhist	0.8%	1.0%	1.4%	0.7%	1.2%	1.4%	0.9%	0.9%	1.5%
Church of Christ	8.7%	4.2%	2.5%	12.3%	4.9%	2.5%	6.5%	3.7%	2.5%
Eastern Orthodox	0.3%	1.4%	1.2%	0.0%	1.4%	1.3%	0.4%	1.5%	1.1%
Episcopalian	2.2%	1.5%	1.8%	2.2%	1.1%	1.5%	2.2%	1.8%	2.1%
Hindu	0.5%	1.5%	2.2%	1.4%	1.4%	2.3%	0.0%	1.6%	2.2%
Jewish	0.0%	2.9%	7.2%	0.0%	3.2%	8.2%	0.0%	2.7%	6.3%
LDS (Mormon)	0.0%	0.2%	0.1%	0.0%	0.2%	0.2%	0.0%	0.1%	0.1%
Lutheran	0.3%	2.7%	2.1%	0.0%	3.0%	2.0%	0.4%	2.4%	2.1%
Methodist	3.3%	4.0%	3.2%	3.6%	3.7%	2.8%	3.0%	4.3%	3.5%
Muslim	1.6%	2.9%	2.1%	2.2%	2.9%	2.2%	1.3%	2.9%	2.1%
Presbyterian	0.8%	3.3%	3.4%	0.0%	2.7%	2.8%	1.3%	3.8%	3.8%
Quaker	0.0%	0.1%	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%	0.2%
Roman Catholic	7.3%	37.5%	29.4%	7.2%	38.6%	29.2%	7.4%	36.6%	29.6%
Seventh Day Adventist	0.8%	0.4%	0.3%	0.0%	0.2%	0.2%	1.3%	0.5%	0.3%
United Church of Christ/Congregational	0.3%	0.5%	0.6%	0.0%	0.4%	0.5%	0.4%	0.6%	0.7%
Other Christian	20.4%	12.4%	9.0%	13.0%	10.3%	7.9%	24.8%	13.9%	10.1%
Other Religion	1.9%	2.6%	2.6%	2.9%	2.7%	2.8%	1.3%	2.5%	2.4%
None	10.1%	13.8%	24.6%	14.5%	16.0%	26.9%	7.4%	12.1%	22.6%



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

Howard University	Total			Men			Women		
	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%	6.7%	6.1%	43.4%	5.6%	5.5%	39.7%	7.6%	6.7%
Buddhist	0.6%	2.2%	2.3%	0.0%	2.4%	2.1%	1.0%	2.1%	2.4%
Church of Christ	7.3%	4.3%	2.8%	12.4%	5.1%	3.0%	4.0%	3.7%	2.5%
Eastern Orthodox	0.3%	1.7%	1.5%	0.0%	1.7%	1.6%	0.5%	1.7%	1.4%
Episcopalian	2.4%	1.7%	2.2%	3.1%	1.4%	2.0%	2.0%	2.0%	2.3%
Hindu	1.2%	1.8%	2.8%	1.6%	1.7%	2.9%	1.0%	1.9%	2.7%
Jewish	0.0%	4.0%	8.5%	0.0%	4.4%	9.6%	0.0%	3.7%	7.5%
LDS (Mormon)	0.0%	0.1%	0.1%	0.0%	0.1%	0.2%	0.0%	0.2%	0.1%
Lutheran	0.0%	3.3%	2.7%	0.0%	3.8%	2.8%	0.0%	2.9%	2.7%
Methodist	2.4%	4.4%	3.7%	3.1%	4.0%	3.4%	2.0%	4.7%	4.0%
Muslim	2.4%	3.7%	2.7%	3.1%	3.4%	2.6%	2.0%	3.9%	2.7%
Presbyterian	0.3%	3.1%	3.8%	0.0%	2.6%	3.6%	0.5%	3.5%	4.0%
Quaker	0.0%	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.2%	0.2%
Roman Catholic	10.4%	38.9%	32.6%	11.6%	41.3%	33.1%	9.5%	37.2%	32.1%
Seventh Day Adventist	0.3%	0.5%	0.4%	0.0%	0.2%	0.3%	0.5%	0.7%	0.5%
United Church of Christ/Congregational	0.0%	0.3%	0.6%	0.0%	0.3%	0.5%	0.0%	0.4%	0.7%
Other Christian	18.6%	11.6%	8.8%	10.9%	10.4%	8.4%	23.6%	12.4%	9.3%
Other Religion	0.9%	2.2%	1.9%	1.6%	2.4%	1.9%	0.5%	2.2%	1.9%
None	11.6%	9.3%	16.3%	9.3%	9.3%	16.4%	13.1%	9.3%	16.2%



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

Howard University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Mother's current religious preference									
Baptist	44.7%	7.7%	6.6%	48.1%	6.3%	5.8%	42.7%	8.6%	7.2%
Buddhist	0.3%	2.5%	2.5%	0.0%	2.8%	2.4%	0.5%	2.3%	2.6%
Church of Christ	7.2%	4.9%	3.1%	11.5%	6.2%	3.4%	4.6%	3.9%	2.8%
Eastern Orthodox	0.3%	1.5%	1.5%	0.0%	1.4%	1.5%	0.5%	1.5%	1.4%
Episcopalian	2.0%	1.8%	2.5%	2.3%	1.6%	2.3%	1.8%	2.0%	2.7%
Hindu	0.6%	1.7%	2.8%	1.5%	1.5%	2.9%	0.0%	1.9%	2.6%
Jewish	0.0%	3.5%	8.1%	0.0%	4.0%	9.4%	0.0%	3.1%	7.0%
LDS (Mormon)	0.0%	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.2%	0.1%
Lutheran	0.3%	3.2%	2.8%	0.0%	3.5%	2.7%	0.5%	3.0%	2.8%
Methodist	2.9%	4.7%	4.2%	3.8%	4.4%	3.9%	2.3%	4.9%	4.4%
Muslim	1.1%	3.4%	2.4%	0.8%	3.5%	2.5%	1.4%	3.3%	2.3%
Presbyterian	0.9%	3.4%	4.2%	0.0%	2.8%	3.9%	1.4%	3.8%	4.5%
Quaker	0.0%	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.2%	0.2%
Roman Catholic	10.3%	40.8%	34.6%	8.4%	42.6%	34.7%	11.5%	39.5%	34.6%
Seventh Day Adventist	0.6%	0.5%	0.4%	0.0%	0.2%	0.3%	0.9%	0.6%	0.4%
United Church of Christ/Congregational	0.6%	0.5%	0.7%	0.0%	0.5%	0.6%	0.9%	0.5%	0.8%
Other Christian	19.8%	12.3%	9.5%	14.5%	10.6%	8.8%	22.9%	13.5%	10.2%
Other Religion	2.9%	1.9%	1.9%	3.1%	1.9%	1.9%	2.8%	1.9%	2.0%
None	5.7%	5.6%	11.9%	6.1%	6.1%	12.4%	5.5%	5.2%	11.4%
Do you consider yourself Born-Again Christian									
Yes	47.4%	19.9%	14.0%	40.6%	18.4%	12.9%	51.4%	21.0%	15.1%
Do you consider yourself Evangelical									
Yes	5.6%	7.9%	7.2%	3.7%	7.1%	6.7%	6.8%	8.5%	7.7%



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

Howard University	Total			Men			Women		
	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	90.4%	81.1%	75.3%	88.5%	77.5%	73.2%	91.6%	83.6%	77.2%
Mean	2.47	2.19	2.10	2.42	2.11	2.05	2.50	2.25	2.15
Standard deviation	0.66	0.73	0.76	0.69	0.74	0.76	0.65	0.72	0.76
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	0.38	0.49	-	0.42	0.49	-	0.35	0.46
Discussed religion									
Frequently / Occasionally	92.1%	82.6%	86.5%	90.0%	80.1%	85.7%	93.2%	84.3%	87.1%
Mean	2.36	2.17	2.24	2.29	2.13	2.23	2.40	2.20	2.24
Standard deviation	0.62	0.70	0.67	0.64	0.72	0.68	0.61	0.69	0.66
Significance	-	***	***	-	*		-	***	***
Effect size	-	0.27	0.18	-	0.22	0.09	-	0.29	0.24
Rate yourself on each of the following traits as compared with the average person your age.									
Spirituality									
Highest 10% / Above average	54.9%	38.3%	37.0%	57.4%	36.7%	36.8%	53.4%	39.4%	37.1%
Mean	3.62	3.27	3.13	3.64	3.20	3.08	3.61	3.31	3.18
Standard deviation	1.00	1.03	1.13	1.06	1.07	1.18	0.96	1.00	1.08
Significance	-	***	***	-	***	***	-	***	***
Effect size	-	0.34	0.43	-	0.41	0.47	-	0.30	0.40
Career / Occupation - Clergy (minister, priest, other religious)									
Your probable career	0.0%	0.4%	0.2%	0.0%	0.6%	0.2%	0.0%	0.2%	0.2%



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

Howard University	Total			Men			Women		
	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 the college									
Very important	8.4%	11.2%	9.4%	10.3%	8.2%	7.7%	7.3%	13.4%	10.8%
Mean	1.42	1.51	1.39	1.46	1.46	1.36	1.41	1.55	1.42
Standard deviation	0.64	0.69	0.65	0.68	0.64	0.62	0.62	0.72	0.68
Significance	-	*		-			-	**	
Effect size	-	-0.13	0.05	-	0.00	0.16	-	-0.19	-0.01
Students probable field of study/major									
Theology or Religion	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Please indicate the importance to you personally of each of the following:									
Developing a meaningful philosophy of life									
Essential / Very important	57.1%	47.7%	53.3%	58.2%	48.6%	55.1%	56.5%	47.0%	51.7%
Mean	2.71	2.47	2.60	2.77	2.49	2.64	2.67	2.46	2.56
Standard deviation	1.00	1.01	1.02	0.98	1.02	1.02	1.02	1.01	1.02
Significance	-	***	*	-	**		-	**	
Effect size	-	0.24	0.11	-	0.27	0.13	-	0.21	0.11



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

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	0.9%	1.1%	0.7%	0.0%	1.2%	0.7%	1.4%	1.1%	0.7%	
Vocational certificate	0.3%	0.2%	0.1%	0.0%	0.3%	0.1%	0.5%	0.1%	0.1%	
Associate (A.A. or equivalent)	0.3%	0.3%	0.2%	0.8%	0.1%	0.1%	0.0%	0.4%	0.2%	
Bachelor's degree (B.A., B.S., etc.)	8.6%	16.4%	11.7%	11.5%	17.1%	12.0%	6.7%	15.9%	11.5%	
Master's degree (M.A., M.S., etc.)	27.4%	39.7%	37.7%	33.8%	39.9%	38.3%	23.4%	39.5%	37.0%	
Ph.D. or Ed.D.	26.3%	20.4%	22.5%	23.1%	19.3%	22.6%	28.2%	21.2%	22.4%	
M.D., D.O., D.D.S., D.V.M.	19.2%	10.8%	16.1%	13.1%	11.1%	14.8%	23.0%	10.5%	17.3%	
J.D. (Law)	14.7%	6.7%	8.8%	15.4%	6.8%	9.2%	14.4%	6.7%	8.5%	
B.D. or M.DIV. (Divinity)	0.0%	0.5%	0.3%	0.0%	0.5%	0.4%	0.0%	0.5%	0.2%	
Other	2.4%	3.9%	2.0%	2.3%	3.7%	1.8%	2.4%	4.0%	2.1%	
Student's probable career occupation (aggregated)										
Artist	9.5%	8.7%	6.8%	9.4%	8.0%	5.6%	9.5%	9.2%	7.8%	
Business	12.6%	14.0%	15.3%	17.2%	20.7%	20.4%	10.0%	9.2%	10.8%	
Business (clerical)	1.4%	0.9%	0.6%	3.1%	1.2%	0.6%	0.5%	0.6%	0.5%	
Clergy	0.0%	0.4%	0.2%	0.0%	0.6%	0.3%	0.0%	0.2%	0.1%	
College teacher	0.3%	0.2%	0.6%	0.0%	0.2%	0.7%	0.5%	0.1%	0.5%	
Doctor (MD or DDS)	19.8%	9.7%	13.7%	14.1%	9.4%	12.6%	23.1%	9.8%	14.7%	
Education (secondary)	0.9%	4.5%	2.1%	0.8%	4.2%	1.8%	0.9%	4.7%	2.4%	
Education (elementary)	0.3%	3.3%	1.4%	0.0%	0.7%	0.2%	0.5%	5.2%	2.4%	
Engineer	5.2%	2.2%	8.0%	10.2%	3.9%	12.0%	2.3%	0.9%	4.4%	
Farmer or forester	0.0%	0.2%	0.3%	0.0%	0.2%	0.2%	0.0%	0.2%	0.4%	
Health professional	6.3%	12.4%	6.1%	3.9%	10.5%	3.9%	7.7%	13.7%	8.1%	
Homemaker (full-time)	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	
Lawyer	12.3%	5.7%	6.2%	13.3%	5.8%	6.0%	11.8%	5.7%	6.5%	
Military (career)	0.9%	0.5%	0.5%	1.6%	0.8%	0.8%	0.5%	0.2%	0.1%	
Nurse	1.1%	4.5%	2.7%	0.8%	1.1%	0.5%	1.4%	7.1%	4.6%	
Research scientist	1.1%	1.3%	3.2%	0.8%	1.6%	3.4%	1.4%	1.1%	3.0%	
Social/welfare/recreation worker	0.3%	1.0%	0.6%	0.0%	0.6%	0.2%	0.5%	1.3%	1.0%	
Skilled worker	0.0%	0.2%	0.1%	0.0%	0.2%	0.2%	0.0%	0.2%	0.1%	
Semi-skilled worker	0.0%	0.2%	0.2%	0.0%	0.4%	0.2%	0.0%	0.1%	0.1%	
Unskilled worker	0.0%	0.2%	0.2%	0.0%	0.2%	0.4%	0.0%	0.1%	0.1%	
Unemployed	2.6%	1.9%	1.3%	1.6%	1.8%	1.4%	3.2%	2.0%	1.2%	
Other	18.1%	15.8%	15.3%	17.2%	15.4%	14.5%	18.6%	16.2%	16.0%	
Undecided	7.4%	12.3%	14.6%	6.3%	12.6%	14.1%	8.1%	12.2%	15.1%	



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

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	0.3%	1.0%	1.2%	0.0%	1.1%	1.3%	0.5%	0.8%	1.2%	
Business	15.2%	30.2%	32.4%	21.4%	32.4%	33.8%	11.6%	28.6%	31.0%	
Business (clerical)	1.5%	2.0%	1.3%	1.6%	2.1%	1.3%	1.4%	1.8%	1.3%	
Clergy	2.1%	0.5%	0.6%	3.2%	0.4%	0.6%	1.4%	0.5%	0.7%	
College teacher	0.0%	0.6%	1.3%	0.0%	0.7%	1.4%	0.0%	0.5%	1.2%	
Doctor (MD or DDS)	3.8%	2.8%	6.4%	3.2%	2.6%	6.8%	4.2%	2.9%	5.9%	
Education (secondary)	1.8%	1.7%	1.9%	1.6%	2.2%	2.2%	1.9%	1.3%	1.7%	
Education (elementary)	1.2%	0.6%	0.6%	1.6%	0.7%	0.7%	0.9%	0.6%	0.5%	
Engineer	5.6%	6.0%	8.8%	6.3%	5.6%	8.5%	5.1%	6.3%	9.0%	
Farmer or forester	0.3%	0.4%	0.5%	0.8%	0.2%	0.4%	0.0%	0.5%	0.6%	
Health professional	0.6%	1.5%	1.6%	0.8%	1.6%	1.6%	0.5%	1.4%	1.5%	
Homemaker (full-time)	0.0%	0.3%	0.3%	0.0%	0.3%	0.3%	0.0%	0.3%	0.2%	
Lawyer	3.8%	2.2%	4.8%	3.2%	1.6%	5.0%	4.2%	2.6%	4.6%	
Military (career)	2.9%	1.1%	0.9%	2.4%	1.0%	0.9%	3.3%	1.1%	1.0%	
Nurse	1.2%	0.4%	0.3%	0.8%	0.4%	0.3%	1.4%	0.4%	0.4%	
Research scientist	0.0%	0.2%	1.4%	0.0%	0.2%	1.3%	0.0%	0.3%	1.5%	
Social/welfare/recreation worker	1.2%	0.6%	0.5%	0.8%	0.6%	0.5%	1.4%	0.5%	0.5%	
Skilled worker	7.6%	6.6%	4.5%	7.1%	7.6%	4.8%	7.9%	5.9%	4.3%	
Semi-skilled worker	3.2%	2.4%	1.7%	3.2%	2.7%	1.8%	3.3%	2.2%	1.6%	
Unskilled worker	3.5%	2.1%	1.5%	5.6%	1.9%	1.5%	2.3%	2.3%	1.6%	
Unemployed	8.2%	4.7%	3.6%	6.3%	3.8%	3.1%	9.3%	5.4%	4.1%	
Other	36.1%	32.2%	23.8%	30.2%	30.3%	22.0%	39.5%	33.6%	25.4%	



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

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	0.8%	1.9%	2.6%	0.8%	1.7%	2.6%	0.9%	2.0%	2.5%	
Business	15.5%	16.2%	17.2%	19.2%	16.3%	17.1%	13.4%	16.1%	17.2%	
Business (clerical)	4.0%	3.8%	3.2%	3.8%	3.8%	3.1%	4.0%	3.7%	3.2%	
Clergy	0.0%	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.2%	0.2%	
College teacher	0.3%	0.4%	0.8%	0.0%	0.4%	0.9%	0.4%	0.4%	0.8%	
Doctor (MD or DDS)	2.8%	1.3%	3.0%	1.5%	1.4%	3.1%	3.6%	1.2%	2.8%	
Education (secondary)	4.8%	3.4%	4.2%	6.9%	4.8%	4.8%	3.6%	2.5%	3.7%	
Education (elementary)	5.9%	6.5%	6.6%	6.2%	7.1%	7.0%	5.8%	6.1%	6.4%	
Engineer	1.4%	0.4%	1.4%	1.5%	0.5%	1.5%	1.3%	0.4%	1.3%	
Farmer or forester	0.0%	0.1%	0.2%	0.0%	0.1%	0.1%	0.0%	0.1%	0.2%	
Health professional	3.4%	3.3%	3.8%	2.3%	3.2%	3.7%	4.0%	3.4%	3.8%	
Homemaker (full-time)	3.1%	9.5%	12.1%	0.8%	8.0%	11.2%	4.5%	10.6%	12.9%	
Lawyer	2.0%	0.9%	2.4%	3.8%	1.1%	2.7%	0.9%	0.8%	2.2%	
Military (career)	1.1%	0.2%	0.1%	0.0%	0.2%	0.1%	1.8%	0.2%	0.1%	
Nurse	10.5%	9.6%	6.8%	10.8%	9.8%	6.6%	10.3%	9.5%	6.9%	
Research scientist	0.3%	0.2%	1.0%	0.0%	0.3%	0.9%	0.4%	0.2%	1.1%	
Social/welfare/recreation worker	4.2%	1.3%	1.5%	5.4%	0.9%	1.3%	3.6%	1.6%	1.7%	
Skilled worker	2.8%	1.4%	1.1%	3.1%	1.0%	1.1%	2.7%	1.6%	1.1%	
Semi-skilled worker	1.7%	1.4%	1.3%	1.5%	1.8%	1.4%	1.8%	1.1%	1.2%	
Unskilled worker	0.6%	1.1%	1.0%	0.8%	1.0%	1.1%	0.4%	1.1%	0.9%	
Unemployed	6.8%	9.4%	8.0%	5.4%	9.6%	8.4%	7.6%	9.2%	7.5%	
Other	28.0%	27.5%	21.7%	26.2%	27.0%	21.0%	29.0%	27.8%	22.4%	



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

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	93.8%	87.5%	84.0%	93.3%	86.8%	83.7%	94.0%	88.0%	84.3%	
Mean	2.93	2.86	2.82	2.93	2.85	2.82	2.93	2.87	2.83	
Standard deviation	0.27	0.38	0.42	0.25	0.41	0.44	0.28	0.37	0.41	
Significance	-	***	***	-	*	**	-	*	***	
Effect size	-	0.18	0.26	-	0.20	0.25	-	0.16	0.24	
To be able to make more money										
Very important	85.2%	76.0%	67.4%	91.8%	77.8%	70.7%	81.4%	74.8%	64.6%	
Mean	2.84	2.73	2.63	2.92	2.75	2.67	2.79	2.72	2.60	
Standard deviation	0.40	0.50	0.57	0.28	0.50	0.55	0.46	0.51	0.58	
Significance	-	***	***	-	***	***	-	*	***	
Effect size	-	0.22	0.37	-	0.34	0.45	-	0.14	0.33	
How important was each reason in your decision to come here?										
This college's graduates gain admission to top graduate/professional schools										
Very important	56.7%	35.2%	44.8%	54.1%	31.1%	42.0%	58.2%	38.2%	47.4%	College Reputation Orientation
Mean	2.41	2.12	2.27	2.41	2.07	2.23	2.41	2.16	2.30	
Standard deviation	0.74	0.75	0.75	0.72	0.74	0.75	0.76	0.76	0.74	
Significance	-	***	***	-	***	**	-	***	*	
Effect size	-	0.39	0.19	-	0.46	0.24	-	0.33	0.15	
This college's graduates get good jobs										
Very important	73.6%	57.9%	64.5%	69.9%	52.4%	62.1%	75.7%	61.9%	66.7%	College Reputation Orientation
Mean	2.66	2.48	2.57	2.61	2.41	2.54	2.70	2.53	2.60	
Standard deviation	0.61	0.67	0.62	0.65	0.69	0.64	0.58	0.65	0.61	
Significance	-	***	**	-	**		-	***	*	
Effect size	-	0.27	0.15	-	0.29	0.11	-	0.26	0.16	



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

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 accomplished in one of the performing arts (acting, dancing, etc.)										
Essential / Very important	20.4%	16.9%	16.9%	21.8%	16.2%	16.7%	19.6%	17.4%	17.0%	
Mean	1.74	1.65	1.64	1.74	1.61	1.63	1.74	1.68	1.65	
Standard deviation	1.02	0.95	0.94	1.03	0.93	0.93	1.01	0.97	0.94	
Significance	-		*	-			-			
Effect size	-	0.09	0.11	-	0.14	0.12	-	0.06	0.10	
Being very well off financially										
Essential / Very important	90.6%	84.1%	76.2%	90.7%	83.4%	77.5%	90.5%	84.5%	75.0%	
Mean	3.58	3.31	3.12	3.60	3.31	3.16	3.57	3.31	3.09	
Standard deviation	0.68	0.79	0.84	0.68	0.81	0.85	0.68	0.78	0.83	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.34	0.55	-	0.36	0.52	-	0.33	0.58	
Making a theoretical contribution to science										
Essential / Very important	32.6%	21.4%	26.4%	38.3%	23.9%	30.0%	29.5%	19.6%	23.2%	
Mean	2.12	1.83	1.94	2.29	1.91	2.04	2.02	1.78	1.84	
Standard deviation	1.06	0.93	0.97	1.13	0.93	0.99	1.00	0.92	0.95	
Significance	-	***	***	-	***	**	-	***	**	
Effect size	-	0.31	0.19	-	0.41	0.25	-	0.26	0.19	
Becoming successful in a business of my own										
Essential / Very important	62.0%	48.1%	42.6%	72.1%	52.9%	47.7%	56.3%	44.7%	38.0%	
Mean	2.82	2.47	2.34	3.00	2.59	2.48	2.71	2.38	2.22	
Standard deviation	1.13	1.11	1.08	1.06	1.09	1.07	1.16	1.11	1.07	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	0.32	0.44	-	0.38	0.49	-	0.30	0.46	
What is your best guess as to the chances that you will:										
Change career choice										
Very good chance	8.5%	10.5%	14.7%	7.6%	9.2%	13.3%	9.1%	11.5%	16.0%	
Mean	2.24	2.37	2.56	2.25	2.39	2.54	2.23	2.35	2.57	
Standard deviation	0.92	0.90	0.90	0.90	0.87	0.88	0.93	0.92	0.92	
Significance	-	**	***	-		***	-		***	
Effect size	-	-0.14	-0.36	-	-0.16	-0.33	-	-0.13	-0.37	