University of the Virgin Islands
CIRP Freshman Survey
2012 Results

First-time, Full-time Freshmen

University of the Virgin Islands
N=250

Public HBCU
N=2,498
The First Year is Important...

The CIRP Freshman Survey (TFS) collects important information on what your incoming students are like before they experience college. Key sections of the survey examine:

- College admissions decisions
- Financing college
- High school experiences and behaviors
- Knowledge, skills and abilities
- Expectations for college-major and career
- Expectations for college life
A Note about CIRP Constructs

We use the CIRP Constructs throughout this PowerPoint to help summarize important information about your students from the TFS.

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students’ academic and social development.
Demographics

SEX

UVI
- Male: 35.8%
- Female: 64.2%

Public HBCUs
- Male: 38.5%
- Female: 61.5%
Demographics

How many miles is this college from your permanent home?

<table>
<thead>
<tr>
<th>Distance Range</th>
<th>UVI %</th>
<th>Public HBCUs %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>14.3%</td>
<td>24.1%</td>
</tr>
<tr>
<td>6-10</td>
<td>42.9%</td>
<td>17.2%</td>
</tr>
<tr>
<td>11-50</td>
<td>14.3%</td>
<td>24.1%</td>
</tr>
<tr>
<td>51-100</td>
<td>10.3%</td>
<td></td>
</tr>
<tr>
<td>101-500</td>
<td>14.3%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Over 500</td>
<td>14.3%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

Legend:
- UVI
- Public HBCUs
Demographics

From what kind of high school did you graduate?

- Public school (not charter or magnet): 87.5%
- Public charter school: 0%
- Public magnet school: 0%
- Private religious/parochial school: 13.3%
- Private independent college-prep school: 12.5%
- Home school: 0%

UVU: 83.3%
Public HBCUs: 0.0%
College Admissions Decisions

Many factors impact incoming students’ college choice, including the benefits they see in attending college and considerations about which specific college to attend.
To how many colleges *other than this one* did you apply for admission this year?
College Acceptance

Were you accepted by your first choice college?

- Yes: 97.7%
- No: 2.3%

Is this college your...

- First Choice: 66.7% UVI, 58.0% Public HBCUs
- Second Choice: 22.2% UVI, 26.1% Public HBCUs
- Third Choice: 8.9% UVI, 10.0% Public HBCUs
- Less than Third Choice: 2.2% UVI, 5.8% Public HBCUs
In deciding to *go to college*, how important to you was each of the following reasons?

- **To be able to get a better job**: 90.2% (Very Important), 7.3% (Somewhat Important), 3.6% (Not Important)
- **To gain a general education and appreciation of ideas**: 92.2% (Very Important), 24.4% (Somewhat Important), 15.5% (Not Important)
- **To make me a more cultured person**: 81.5% (Very Important), 58.5% (Somewhat Important), 29.3% (Not Important)
- **To be able to make more money**: 90.0% (Very Important), 10.0% (Somewhat Important), 9.9% (Not Important)
College Choice

In deciding to *go to college*, how important to you was each of the following reasons?

- To learn more about things that interest me
  - UVI: 85.4%
  - Public HBCUs: 82.9%

- To get training for a specific career
  - UVI: 92.7%
  - Public HBCUs: 89.6%

- To prepare myself for graduate or professional school
  - UVI: 75.6%
  - Public HBCUs: 83.5%

UVI
- Very Important: 12.2%
- Somewhat Important: 15.5%

Public HBCUs
- Very Important: 7.3%
- Somewhat Important: 9.3%

- Very Important: 19.5%
- Somewhat Important: 11.3%
College Choice

How important was each reason in your decision to attend *this college*?

- **This college has a very good academic reputation**: Your Institution: 36.7% Very Important, 46.7% Somewhat Important; Comparison Group: 46.9% Very Important, 41.4% Somewhat Important
- **This college has a good reputation for its social activities**: Your Institution: 44.4% Very Important, 41.4% Somewhat Important; Comparison Group: 27.6% Very Important, 40.9% Somewhat Important
- **This college’s graduates gain admission to top graduate/professional schools**: Your Institution: 19.9% Very Important, 28.7% Somewhat Important; Comparison Group: 31.7% Very Important, 45.6% Somewhat Important
- **This college’s graduates get good jobs**: Your Institution: 38.7% Very Important, 39.6% Somewhat Important; Comparison Group: 37.1% Very Important, 35.5% Somewhat Important
- **The percentage of students that graduate from this college**: Your Institution: 31.5% Very Important, 33.6% Somewhat Important; Comparison Group: 19.2% Very Important, 29.5% Somewhat Important
College Choice

How important was each reason in your decision to attend this college?

- **I was offered financial assistance**: 50.3% Very Important, 48.2% Somewhat Important
- **The cost of attending this college**: 57.0% Very Important, 27.0% Somewhat Important
- **Not offered aid by first choice**: 11.2% Very Important, 28.7% Somewhat Important
- **Could not afford first choice**: 26.1% Very Important, 21.8% Somewhat Important

UVI
- Very Important: 29.5%
- Somewhat Important: 29.0%
- Somewhat Important: 28.4%
- Very Important: 27.0%
- Somewhat Important: 28.7%

Public HBCUs
- Very Important: 20.1%
- Somewhat Important: 17.6%
- Somewhat Important: 24.3%
- Very Important: 15.0%
College Choice

How important was each reason in your decision to attend *this college*?

- **My parents wanted me to come here**:
  - Very Important: 34.4%
  - Somewhat Important: 28.5%

- **I wanted to live near home**: 100%
  - Very Important: 37.2%
  - Somewhat Important: 31.8%

- **Rankings in national magazines**: 100%
  - Very Important: 25.8%
  - Somewhat Important: 23.7%

- **A visit to the campus**: 0%
  - Very Important: 18.6%
  - Somewhat Important: 5.6%

---

**Your Institution**
- Very Important
- Somewhat Important

**Comparison Group**
- Very Important
- Somewhat Important
College Reputation Orientation

College Reputation Orientation - measures the degree to which students value academic reputation and future career potential as a reason for choosing this college

Construct Items

- This college's graduates get good jobs
- This college's graduates gain admission to top graduate/professional schools
- This college has a very good academic reputation

<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.6</td>
<td>42.5</td>
<td>44.2</td>
</tr>
<tr>
<td>46.2</td>
<td>45.7</td>
<td>46.6</td>
</tr>
</tbody>
</table>

Your Institution | Comparison Group
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

The percentage of students with at least some funds from these various sources.
Financing College

Do you have any concern about your ability to finance your college education?

![Bar chart showing percentages of concern for financing college education]

- **None**: 25.0% (UVI), 25.8% (Public HBCUs)
- **Some**: 75.5% (UVI), 58.1% (Public HBCUs)
- **Major**: 0.0% (UVI), 16.1% (Public HBCUs)
High School Experiences

Understanding students’ established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.
High School Experiences

Please mark which of the following courses you have completed?

- Algebra II
- Pre-Calculus/Trigonometry
- Probability & Statistics
- Calculus
- AP Probability & Statistics
- AP Calculus

UVI

- 81.1%
- 27.3%
- 20.6%
- 18.2%
- 0.0%
- 0.0%

Public HBCUs

- 82.3%
- 52.5%
- 29.2%
- 9.9%
- 5.1%
- 3.2%

0%

10%

20%

30%

40%

50%

60%

70%

80%

90%

100%
**Habits of Mind**

*Habits of Mind* is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

### Construct Items

- Support your opinion with logical argument
- Seek solutions to problems and explain them to others
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Ask questions in class
- Take a risk because you felt you had more to gain
- Seek feedback on academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources
**Pluralistic Orientation**

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

---

![Bar chart showing Pluralistic Orientation scores for All FTFT, Men, and Women.](chart.png)
Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. Academic Self-Concept is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

Construct Items

- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral and political activities.

### Construct Items

- Publicly communicated your opinion about a cause
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.

- Felt overwhelmed by all you had to do:
  - Your Institution: 63.9%
  - Comparison Group: 23.9%
- Felt depressed:
  - Your Institution: 63.9%
  - Comparison Group: 39.4%
Health and Wellness

Do you have any of the following disabilities or medical conditions?

- Learning disability
- ADHD
- Autism spectrum
- Physical disability
- Chronic illness
- Psychological disorder

Your Institution  Comparison Group

<table>
<thead>
<tr>
<th>Condition</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability</td>
<td>2.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>ADHD</td>
<td>1.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Autism spectrum</td>
<td>0.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Physical disability</td>
<td>6.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Chronic illness</td>
<td>1.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Psychological disorder</td>
<td>0.7%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

The Freshman Survey

Presentation Prepared by
Office of Institutional Research and Planning

Template provided by
HERI/CIRP